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October 15, 2006 – Revised October 19, 2006, March 7, 2007, January 8, 2008 (Attachment 1)

O. Finley Graves
Interim Dean
College of Business Administration
University of North Texas
PO Box 311160
Denton, TX 76203-1160

Dear Dean Graves:

The Maintenance of Accreditation Committee (MAC) thoroughly reviewed the information pertaining to the University of North Texas maintenance of accreditation visit scheduled for the 2008-09 academic year. The Accreditation Coordinating Committee (ACC) has concurred with the Maintenance of Accreditation Committee's recommendations pertaining to the scope of accreditation. This letter confirms:

(1) The business degree programs to be included in and excluded from the maintenance of accreditation review (attachment 1). *Please review the attached list carefully as some programs that were requested for exclusion may be included in the scope of the review.* Before or during the visit, the Peer Review Team may question a program's exclusion or discover additional programs that should have been considered. If that happens, the issue will be referred back to the ACC. Thus, the discovery of undisclosed business programs or the questioning of previously excluded programs might delay the accreditation decision process.

(2) The comparable peer, competitive, and aspirational groups selected (attachment 2). The peer and aspirational schools will form the basis for the assembly of your peer review team and the generation of Accreditation Statistical Reports to be used by you and the team during the on-site review. These reports are meant as a context for judgment and consultative feedback, and are not a basis for the accreditation decision.

The next steps in the maintenance of accreditation process can be found in the Maintenance of Accreditation Handbook at <http://www.aacsb.edu/accreditation/process/process-toc.asp>.

We appreciate your commitment to the process of continuous improvement. Please do not hesitate to contact us if you have further questions or concerns.

Sincerely,

A handwritten signature in cursive script that reads 'Caryn Beck-Dudley'.

Caryn Beck-Dudley, Chair
Maintenance of Accreditation Committee

c: Peer Review Team

ATTACHMENT 1

Business

October 15, 2006 – Revised October 19, 2006 – Revised March 7, 2007

University of North Texas

AACSB International confirms that the following degree programs will be included in the accreditation review:

Degree Program Inclusions:

Undergraduate

- B.B.A. General Business
- B.B.A. Economics
- B.B.A. Finance
- B.B.A. Financial Services
- B.B.A. Real Estate
- B.B.A. Risk Management and Insurance
- B.B.A. Decision Sciences
- B.B.A. Entrepreneurship
- B.B.A. Organizational Behavior and Human Resources
- B.B.A. OSCM
- B.B.A. LSCM
- B.B.A. Marketing
- B.S. Accounting
- B.S. Accounting Control Systems
- B.S. BCIS

Master's

- B.S./M.S. Accounting
- B.S. Accounting/M.S. Taxation
- M.B.A.
- M.B.A./M.S. Hospitality Management
- M.B.A./M.S. Merchandising
- M.B.A./M.S. Engineering Technology
- M.S. Accounting
- M.S. Taxation
- M.S. Finance
- M.S. Real Estate
- M.S. Decision Technologies
- M.S. Information Technologies

Doctoral

- Ph.D. Accounting
- Ph.D. Finance
- Ph.D. Business Computer Information Systems
- Ph.D. Management Science
- Ph.D. Management
- Ph.D. Marketing

Degree Program Exclusions:

Undergraduate

- B.S. Merchandising and Hospitality Management
- B.A. Journalism with a concentration in Advertising
- B.B.A. Professional Field in General Business – Education Track

Master's

- *none*

Doctoral

- *none*

Updates and/or additional information impacting the scope of the accreditation review as defined herein should be submitted to the attention of Caryn Beck-Dudley, Chair, Maintenance of Accreditation Committee, both electronically (email to MAC@aacsb.edu) and in hard copy to the AACSB International office in Tampa, FL.

ATTACHMENT 2

Business

October 15, 2006

University of North Texas

AACSB International also confirms that the following are your comparable peer, competitive, and aspirant groups:

Comparable Peers:

Kent State University
University of Central Florida
University of Cincinnati
University of Memphis
University of South Florida
University of Texas – Arlington
Virginia Commonwealth University

Competitive Group:

University of Texas – Arlington
University of Texas – Dallas
University of Texas – San Antonio
University of Texas – El Paso
University of Houston
Texas Tech University

Aspirant Group:

Florida State University
Oklahoma State University
Georgia State University
University of Missouri – Columbia
University of Nebraska – Lincoln
University of South Carolina
University of Tennessee

Revisions to your comparison groups should be submitted to the attention of Richard Cosier, Chair, Maintenance of Accreditation Committee, both electronically (email to MAC@aacsb.edu) and in hard copy to the AACSB International office in Tampa, FL no later than six months prior to the scheduled accreditation review.

Executive Summary

Introduction: If one were asked to characterize in a single word the ten-year period since the College's last AACSB International visit, one highly appropriate word would be *flux*. Not only has the College faced significant administrative turnover both within the College and at the University level (four Deans, three Provosts, and two Presidents in the past five years alone); but the state has significantly altered its approach to higher education, demanding ready access for a greater number of students while recasting its funding model and placing more emphasis on research. (As a part of its new approach, the state has named UNT one of seven Emerging Research Universities.) In addition, the Dallas-Fort Worth metropolitan area and its economy have grown rampantly, providing UNT with rich opportunities but producing challenges too, as enrollments have swelled, commuter traffic has congested, and universities both in Texas and outside the state have entered what was already a competitive MBA market.

Despite the turbulence it has faced, the College has not only continued steadfastly to serve the North Texas economy, but has moved forward in a number of ways¹. By way of example, it has been at the forefront of the University's efforts to establish a Dallas campus, a campus intended to serve primarily a minority population. Efforts to grow and brand the MBA program are bearing fruit, and the Ph.D. program is now solidly focused on a smaller group of students who are better trained and being placed at better schools. Perhaps most importantly, the combination of a new strategic plan and a soon-to-be-constructed \$60,000,000 Business Leadership Building has the College poised for further growth and development in the immediate future.

Embracing Change: Each new administrator over the past decade has brought a different vision to the College, visions that the faculty and staff have sought to embrace. Similarly, the state's designation of UNT as an Emerging Research University has superseded the traditional view of UNT as largely a teaching institution. Each of these changes, in turn, has led the faculty to re-evaluate its offerings, launch new initiatives, and engage more actively in discipline-based research.

For example, the faculty responded early on to calls for increasing student exposure to globalization. Today, students have a rich array of international programs from which to choose. Four of the College's five departments offer discipline-specific international courses, and students can choose from a number of study abroad trips to Europe, Asia, Mexico, and Central America. In addition, the College has forged relationships with several universities abroad that provide exchange opportunities for faculty as well as students.

Likewise, the faculty responded early on to calls for exploiting technology. Initial distance delivery efforts via video and the Web increased the faculty's comfort with technology and led to the development of free-standing on-line offerings. Today, the College offers two MBA concentrations entirely on-line and was recognized earlier this year in a national publication as a "best buy" in on-line MBA education. In addition, a number of undergraduate courses are offered on-line, and many more are offered on a blended basis that mixes on-line activities with face-to-face instruction. These classes not only offer relief for commuting students, but help ease the pressures of increasing enrollments. The College also has two

¹ See Volume 2 for Maintenance of Accreditation Annual Reports.

computer classrooms that instructors can use for hands-on training in software and Web applications, several computer labs, and wireless access, all of which rivals those of any major university.

The College now more actively reaches out to the business community and provides opportunities for student and faculty interaction with business professionals. There are five centers within the College offering a variety of CPE and research services. In conjunction with the UNT Career Services office, the College offers a host of internship and cooperative education options. The Distinguished Lecture Series brings three speakers from business or government to campus each semester, and students in the Professional Leadership Program shadow business executives who also serve as their mentors. A number of classes incorporate hands-on projects such as audits and consulting engagements, and the BBA's capstone course completes students' education with an Integrated Business Case Competition. The competition, which focuses on a new, "real-life" case each semester, has involved small, local companies as well as large, national companies such as Target, Fastenal, and Enterprise Rent-A-Car.

Significant strides have also been made in research productivity and in the quality of the doctoral program. As an outcome of the reaccreditation process ten years ago, the College reduced the size of the doctoral program and put into place initiatives to increase its quality. Today, the program has stabilized at approximately sixty students who work closely with a mentoring graduate faculty of approximately thirty. The fact that several of the College's doctoral students have recently published articles, presented papers at their discipline's national meetings, and received awards or recognitions for their research reflects the increased quality. Initiatives to improve both the quantity and quality of the faculty's research have included research grants, travel money, and graduate assistants. In addition, the College's faculty has taken advantage of a number of the University's new initiatives to encourage research, including the recent call from the Provost for the development of cross-disciplinary research clusters.

Looking Forward: There is much reason to be optimistic about the future of the College of Business Administration at the University of North Texas. At the University level, an administration with major research university experience is now in place. The new administration's vision, moreover, is for the University to become a nationally competitive one, and it sends a consistent message to that effect. Perhaps most importantly for the College of Business Administration, the new administration appears to value the College and is providing resources to help it compete. In the past academic year alone, the College has received funding *at nationally competitive levels* for two new tenure-track faculty and two new Principal Lecturers. In addition, salaries for six vacant faculty lines have been increased to nationally competitive levels, in some cases by \$30,000 to \$40,000. Marked increases in merit and market monies over the past two years have helped bring salaries for existing faculty more in line with national averages for accredited public, doctoral granting universities. In spring 2008, for example, the College received over a quarter of a million dollars for market adjustments. Finally, the University is now moving forward with a new building for the College, set to break ground in early 2009 and open in early 2011. The programming phase is currently in progress, and the design firm has been selected.

Within the College, new leadership with extensive academic administrative experience is also firmly in place and clarifying the direction of the college. Early evidence of this leadership is reflected in a major revision of the College's strategic plan. Building on previous efforts, and

in line with the University's strategic plan, the College's plan was developed with input from faculty, staff, students, and external constituents. And since a plan is only as good as its implementation, the revised strategic plan identifies who is responsible for each initiative and sets target dates for implementation.

Accomplishment of these targets will require the College to improve in at least two major areas. The first of these is in assessment and data collection. The College has been involved in assessment of student learning for a number of years, first on its own initiative and then as part of the University's SACS reaccreditation process, which was completed in 2006. It has become increasingly clear, however, that our earlier efforts were not providing the type and level of information needed. As a consequence, the College's leadership sought to educate itself concerning direct, course-embedded measures and has put several new assessment programs in place. The College must also improve its overall tracking of data to be able to assess its own efforts. In putting together the strategic plan and gathering information for this Maintenance of Accreditation report, it became evident that we did not always have necessary information in a common format or in a consistent location. Initiatives are now being developed to rectify this shortcoming, including the hiring of an Associate Dean for Assessment and Academic Reporting (another position in support of the College provided by the University's new administration!).

A second area in need of improvement is fundraising. Although the College has always generated external funding, most gifts to date have been in the form of student scholarships. To achieve our vision of becoming competitive nationally, we must increase external funding for travel, research support, and endowments for Chairs and Professorships. The College is working with the University's Office of Advancement to better develop our network of alumni and friends. As well, efforts are underway to help individual departments develop funding proposals that will be attractive to donors. To help faculty generate external research funding, the University has also provided, on an ongoing basis, seed money to assist them in the development of proposals.

In sum, recent developments within the College and at the University level provide reason for a positive outlook. With a supportive administration, experienced leadership in the College, a strategic plan in place, and a new building on the horizon, the College is well-positioned to take advantage of the opportunities offered by a robust and expanding DFW economy. Although realizing our goals will require hard work and diligence, the College has a dedicated faculty and staff, many outstanding students, and a host of loyal external supporters. Working together, we look forward to realizing our vision of making the UNT College of Business Administration the leading comprehensive business school in the region with an enhanced reputation at the national level.

College of Business Best Practices

The following list comprises a number of best practices in the College of Business at the University of North Texas:

- 1. Three Year Technology Plan:** In accordance with the College's three year technology plan, all standard computers in the College are upgraded every three years. To illustrate, during the summer of 2008, the College will spend \$538,044 to upgrade its 560 standard computers. When the new Business Leadership Building is completed in 2011, all standard computers will be upgraded again.
- 2. Exceptional Technology Support:** (1) Because of the College's standard hardware and software platforms, the College's technology support team has a policy of responding to technology trouble calls in less than, on average, ten minutes. Also according to policy, problem resolution time averages less than one hour. (2) Because faculty may apply directly to the Assistant Dean for Operations for new software or databases for use in the classroom (i.e., without first obtaining approval from a committee), every software or database request has been approved, purchased, and installed on an exceptionally timely basis over the past several years.
- 3. Seed Money for External Grant Proposals:** Each year, based on a competitive review of proposals submitted to the College's Research Committee, the College awards a total of \$40,000 in seed money to faculty to pursue external funding for their research projects. These grants are in addition to other summer research grants faculty might receive from their departments or from the University. For the foreseeable future, the funding for this program will be provided annually by the Office of the Provost.
- 4. Teaching Enhancement Seminars:** Each fall and each spring semester, the College conducts a teaching enhancement seminar for doctoral teaching assistants, including presentations by faculty and other university personnel (e.g., from Legal Counsel, Compliance, Equity and Diversity, Student Rights and Responsibilities). Each of the College's five departments assumes responsibility for the seminar on a rotating basis.
- 5. Distinguished Lecture Series:** Each fall and each spring semester, the College invites three prominent businesspeople to speak to students and to converse with them about success in the business world. The speakers must be high level executives in their companies, or their companies must be name companies or have been in the news recently. For example, three of the six speakers during 2007-08 included Charles N. Harper, Head of Air Liquide's U.S. Operations Control Center; Janet Marzett, Vice President of Customer Service, Collections and Remarketing for Mercedes-Benz Financial USA; and Albert C. Black, Jr., President and CEO of On-Target Supplies & Logistics. The lectures are attended by several hundred students as well as faculty and interested parties from the surrounding community. Students may ask questions freely of the speakers during a question-and-answer period.

6. Integrity Week/Women in Business Week: During fall 2006, the College sponsored an Integrity Week during which it publicized its Ethics Statement. Activities included classroom speakers from the business world, a panel of speakers from the business world, and, as the Distinguished Lecturer during the week, Mr. David Callahan, the author of *The Cheating Culture*. The College distributed T-shirts with a key portion of the Ethics Statement printed on it. During fall 2007, the College sponsored a Women in Business Week. Activities included classroom speakers from the business world (all female), a panel of speakers from the business world (all female), and, as the Distinguished Lecturer during the week, Mrs. Laura Wright, CFO of Southwest Airlines. The College plans to sponsor these two week-long events in alternating years in the future. Integrity Week is planned again for September 2008, and Women in Business Week for September 2009.

7. Professional Leadership Program: The College sponsors a Professional Leadership Program with the motto "From Backpack to Briefcase." The program, which admits up to a total of fifty students per year, has a full time sponsor and an advisory board comprised of executives from the Dallas/Fort Worth metropolitan area. The program equips students with skills that will help them make a smooth transition from the classroom to the business world, including, for example, business writing, interview strategies, professional dress, dining etiquette, negotiating skills, and networking. Students in the program are also assigned an executive-level mentor whom they shadow in the workplace and with whom they meet on a regular basis.

8. Business Policy Case Competition: Each fall and spring semester, teams of students in the various sections of BUSI 4940, Business Policy (the College's capstone course), engage in a case competition based on a real-world problem furnished by a business in the Dallas/Fort Worth metropolitan area. The finalists present their solution to a panel of judges, including the owner or an executive of the business who furnished the problem, other business executives, and the Dean of the College. The top three teams win monetary awards, and the business benefits from the research and thinking on the part of the students.

9. Early Warning System for Student Retention and Success: The College has recently designed an early alert/student tracking system allowing faculty to identify students struggling with coursework (or school in general) early in a semester. The purpose of the system is to provide counseling for otherwise capable students who, without attention and support, might fail or drop out. The University has provided funding for a full-time Academic Counselor for the Undergraduate Advising Office to assist with this program and enhance ongoing retention efforts in that office (the Office currently has only one Senior Academic Counselor in addition to nine Advisors for 5,100 students). Once struggling students are identified, Counselors and Advisors in the Undergraduate Advising Office will offer workshops and advising sessions and refer them to appropriate campus resources.

10. Seed Money for Student Business Ventures. Each year, The Murphy Enterprise Center sponsors a business plan competition for UNT business students. Prize monies, which are intended as seed money for the students' business ventures, range from

\$15,000 for first place to \$10,000 for second place and \$5,000 for third place. To fund the prizes, the Center organizes a luncheon in Dallas each November featuring a celebrity speaker (e.g., Norman Schwarzkopf, George Foreman, Nolan Ryan, Archie Manning). The luncheon attracts between 800 and 1000 attendees, and the business plan winners are announced and their prizes awarded at the event. Additional monies from the luncheon (\$16,000 in 2007) fund scholarships for students majoring in entrepreneurship.

UNT COBA SITUATIONAL ANALYSIS

Over the past ten years, the College of Business Administration (COBA) at the University of North Texas (UNT) has faced significant change. Much of this change has resulted from State of Texas initiatives, but much has also resulted from university and college developments. While many of these changes, and the accompanying challenges, are common to many business schools (e.g., funding issues arising from decreased state support, coping with growing enrollments), others are unique to UNT and the college. Since the last accreditation renewal in 1998, UNT has had two chancellors, three presidents, and four provosts, each of whom has placed different demands on the college. Within COBA, there have been five deans, each of whom has brought his or her own perspective in responding to the various demands. While facing these changes, COBA has continued to grow and move forward. With a UNT administration today full of new faces, including a new president and provost, a clearer picture of the university's direction has emerged and the University has now published its five year strategic plan. In response, COBA has crafted its own new strategic plan to address the challenges brought about by the changes and to create new opportunities for the students, faculty, staff, and other stakeholders who make up the COBA community.

As in many states, financial support for public universities in Texas has been steadily declining. First through increased fees and then through tuition deregulation, the state has required universities to pass on more of the costs to students. Concomitantly, the state has asked universities to provide more opportunities for student enrollments (an initiative termed "Closing the Gaps") and, more recently, has sought to better coordinate the public college and university systems in Texas through a tiered configuration ranging from major research institutions to colleges that focus primarily on teaching. As a part of this process, the Texas Higher Education Coordinating Board has designated UNT an "Emerging Research Institution," placing it in the same category as UT-San Antonio, UT-Dallas, UT-Arlington, UT-El Paso, Texas Tech, and the University of Houston. Emerging research universities constitute the second-level group of Texas universities behind the flagship research institutions of UT-Austin and Texas A&M-College Station. Although this designation provides opportunities for UNT, it also places pressure on the university to increase its level of federally funded research, a primary measure of success for the emerging research schools.

While UNT has grown over the years into a comprehensive university with 50 doctoral programs, 111 master's programs, and 96 undergraduate programs, the origins of the university as a teachers college still reverberate among the public. A historical emphasis on teaching and a focus on music and the liberal arts mean that many in the state, including many faculty, alumni, and members of the Board of Regents, still view UNT as "that affordable school in Denton that gives students an opportunity to go to college." Maintaining the positive aspects of these roots (student-centeredness, affordability) while responding to the new demands emerging from the state's new classification system and the larger environment in general today has proved challenging. The university has opened a new campus in Dallas intended to become a stand-alone part of the UNT system, but currently operating as an extension of UNT-Denton; established a new College of Engineering; and invested in a variety of activities to boost external funding generally and federally funded research in particular. Although the university raised some new monies to support these efforts, it provided many of the necessary resources through a reallocation of existing funding, forcing all colleges within UNT to do more with less. At the same time,

UNT has had to accommodate a growing student body, with enrollment increasing from approximately 25,000 in 1997 to over 34,000 this past fall (2007) and projections of reaching 45,000 by 2015. The growth in enrollment over the past ten years has occurred with only a marginal increase in full-time faculty (approximately 775 in 1997 and 800 in 2007).

COBA has been affected by all of these pressures. Business programs make up a significant portion of the new Dallas campus initiative, and many of the business courses have been staffed by faculty from the Denton campus (although this number is now decreasing as more faculty dedicated to Dallas have been hired). As well, COBA has been asked to increase its research focus, add to its revenue stream (whether through federal funding or other initiatives), and accommodate more students despite giving up a share of its resources for reallocation to new university initiatives. In 1997, COBA had approximately 4,900 students and 98 full-time faculty (85 tenured/tenure-track and 13 lecturers); today, there are over 5,800 students and only 87 full-time faculty (76 tenured/tenure-track and 11 lecturers).

COBA also faces a number of competitive pressures not necessarily shared across UNT. The continued growth of the Dallas/Fort Worth metroplex (DFW) provides an equal share of opportunities and challenges. While we are one of only three comprehensive colleges of business in the region, numerous alternatives at the undergraduate and master's levels exist both from universities with roots in the area and from those who have entered with MBA programs (e.g., Baylor, UT-Austin, Texas A&M-Commerce). As well, increased traffic congestion in the region has meant that our student body, many of whom work full time, have a harder time commuting between home, work, and class. Recognizing this difficulty, COBA now offers a number of undergraduate course sections online and has two MBA concentrations available entirely online. COBA also offers both MBA and undergraduate classes at the Dallas campus, and has experimented with offering classes at other off-site locations. Although generally successful, these efforts place additional strain on COBA resources.

In response to the changing environment, COBA embarked on a new strategic planning effort in 2004. A number of positive developments were taking place within the college, but the leadership believed that there was a lack of coherence in the overall thrust of the college's activities. This effort led to the promulgation of new mission and vision statements with accompanying broad college goals. The articulation of a more detailed strategic plan aligned with the mission and vision statements, however, was delayed due to changes in the university and college administrations, the subsequent development of a new university strategic plan, and efforts geared toward SACS reaccreditation for UNT. In early 2007, after completion of the college's SACS efforts, COBA's strategic planning process was revived, starting with a retreat to help all involved focus on the current COBA context. The SWOT analysis generated from the retreat appears below.

As can be seen from the SWOT analysis, COBA has a number of strengths on which to build, but also a number of ongoing challenges. Historically, the college simply met the needs of students who chose to major in business, and funding was essentially guaranteed by the state. Today, COBA must work to position itself in an increasingly competitive marketplace and to generate the funding necessary to take advantage of the various opportunities available. On the positive side, the financing for a new building is mostly in place, and the planning phase for its construction has begun. In addition, the new strategic plan provides avenues for leveraging the building and other resources to address the more pronounced weaknesses and threats.

Also included below is information on the composition of the student body within COBA over the past few years. Although the university as a whole has been working to build the resident student base relative to commuters, COBA still has a preponderance of nontraditional students both at the undergraduate and master's levels. Whether taking a full load or not, most commuting students work twenty or more hours per week and many are married with families. These nontraditional attributes present challenges in getting students involved in extracurricular activities, but provide opportunities relative to the diversity of views brought to both undergraduate and master's classes. At the doctoral level, the number of students has stabilized at a manageable size in line with changes brought about during our last AACSB International reaccreditation review.

Strengths	Weaknesses
<ul style="list-style-type: none"> • Affordability • DFW location – population base and job market • Technology infrastructure & support • “Work-ready” students • Growing enrollment • Strong/wide-ranging curriculum and programs • Dedicated/talented faculty & staff • Comprehensiveness 	<ul style="list-style-type: none"> • Underdeveloped fundraising and alumni support • Limited research funding and support • Brand image/perception • Limited master's enrollment • Limited faculty cooperation/collegiality • Ability to attract/retain top students • Ability to attract/retain top faculty • Understaffing
Opportunities	Threats
<ul style="list-style-type: none"> • New building/facilities • Large untapped alumni base • Market for affordable Master's degrees • DFW location • Regional economy and employment market (cost of living/proximity to many employers) 	<ul style="list-style-type: none"> • Strong competition from other universities (students and programs) • Decreasing state funding • Competitive market for faculty • Increasing congestion in DFW metroplex

COBA Student Ethnicity and Gender - Fall 2007*

Undergraduate

	Undeclared						Declared Majors					
	Female		Male		Total		Female		Male		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
American Indian	9	0%	19	1%	28	1%	5	0%	5	0%	10	0.5%
Asian	102	3%	164	5%	266	8%	72	4%	80	5%	152	9%
Black	324	9%	310	9%	634	18%	123	7%	86	5%	209	12%
Hispanic	167	5%	243	7%	410	12%	99	6%	103	6%	202	11%
White	797	23%	1321	38%	2119	61%	482	27%	693	39%	1176	67%
NA					14	0.5%					16	1%
Total	1399	40%	2057	59%	3471		781	44%	967	55%	1765	

	Masters						Ph.D.					
	Female		Male		Total		Female		Male		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
American Indian	0	0%	3	1%	3	1%	0	0%	0	0%	0	0
Asian	41	8%	33	7%	74	15%	11	20%	10	18%	21	38%
Black	42	8%	29	6%	71	14%	2	4%	3	5%	5	9%
Hispanic	23	5%	24	5%	47	9%	1	2%	1	2%	2	4%
White	116	23%	183	37%	299	60%	9	16%	19	34%	28	50%
NA					6	1%					0	0
Total	222	44%	272	54%	500		23	41%	33	59%	56	

* Categorization based on self-reports of students enrolled during fall 2007
 Rows and columns may not total due to missing information

% may not add to 100 due to rounding

COBA Student Credit Hours - Fall 2007

	Undergraduate				Masters	
	<u>Credit Hours</u>	<u>Cumulative Percent</u>	<u>Credit Hours</u>	<u>Cumulative Percent</u>	<u>Credit Hours</u>	<u>Cumulative Percent</u>
	15 and up	38%	15 and up	38%	12 and up	9%
	12 and up	79%	12 and up	72%	9 and up	38%
	9 and up	88%	9 and up	85%	6 and up	79%

Undergraduate Enrollment		
<u>Major/Department</u>	<u>Fall 2006</u>	<u>Fall 2007</u>
Accounting	180	168
Acct. Control Systems	122	133
Total Accounting Undergrad	302	301
Bus Comp Info Systems	94	85
Decision Sciences	31	31
Total ITDS Undergrad	125	116
Economics	40	30
Finance	311	302
Financial Services	33	40
Real Estate	92	89
Insurance	25	26
Total FIRL Undergrad	501	487
Entrepreneurship	137	119
Org Behav & HR Mgmt	101	87
Op. and Sup. Chain Mgmt	37	30
Total Mgmt Undergrad	275	236
Logi. Supply Chain Mgmt	82	69
Marketing	301	318
Total Mktg Undergrad	383	387
General Business	212	238
Total COBA declared majors	1798	1765
Pre-Accounting	379	410
Business Undetermined	2920	3061
Total COBA Undecided	3299	3471
Total undergraduates:	5097	5236

Master's Enrollment (Fall 07)			
<u>Department</u>	<u>MBA</u>	<u>MS</u>	<u>Master's Total</u>
ACCT – SMBA*	19		
ACCT - MS		65	
AENP - MS		1	
ATAX - MS		28	
Accounting Ttl	19	94	113
FINA - MBA	67		
FNAN - MS		16	
REAL - MS		10	
FIRL - Total	67	26	93
DECS - SMBA	2		
INFT - SMBA	8		
DECT - MS		3	
INFT - MS		11	
ITDS - Total	10	14	24
HSMG - SMBA	15		
OBHR - SMBA	27		
OSCM - SMBA	17		
STMG - SMBA	120		
MGMT - Total	179		179
MKTG - SMBA	56		
LSCM - SMBA	13		69
Mktg & Logi-Ttl	69		69
MBA	19		
MBAU	2		
EBUS	1		
COBA - Total	22		22
Total Master's	366	134	500

* Program suspended effective Fall 2008

Ph.D. Enrollment - Fall 07

ACCT	10
BCIS	13
MSCI	4
FINA	6
MGMT	11
MKTG	12
COBA TTL	56

UNT College of Business Administration
Mission Document
Approved by the COBA Faculty October 15, 2004

Mission

The mission of the University of North Texas, College of Business Administration is to create, extend, and transfer knowledge through bachelors, masters, and doctoral education; research; service; and collaboration with the larger business community.

Vision

The Vision of the University of North Texas, College of Business Administration is to be the leading comprehensive college of business administration in the North Texas region and to have a national and international reputation. We will produce graduates who have the capabilities, knowledge and character to succeed in their chosen fields in today's technological and global business environment. We will support faculty who produce quality scholarly work that enhances the educational experience of our students and is of value to business. We will provide outreach services to alumni and other relevant stakeholders.

Goals:

- To provide students with the knowledge to succeed in their chosen field and ensure the development of skills in problem solving, ethical decision making, communications, teamwork, and leadership;

Success Indicators:

- Assessments of learning outcomes will indicate strong achievement by students.
 - Opinions of alumni, students, employers, and graduate schools will indicate strong recognition of and respect for UNT COBA education.
 - Placements will reflect that notable graduate schools and employers value UNT COBA students.
 - Student recruitment patterns will reflect that top students value the educational opportunities presented by UNT COBA.
 - Student retention patterns will indicate a challenging yet supportive educational environment.
- To produce primarily basic research, with supporting efforts in applied and pedagogical research, that contributes to and complements the mission of UNT COBA;

Success Indicators:

- Substantial numbers of publications in respected research and practitioner journals, scholarly books, and research monographs.
 - Increased levels of funded research,
 - Significant recognition including research awards, editorships, research ranking, and citations by other scholars.
- To actively pursue external funding opportunities to supplement State of Texas funding;

Success Indicators:

- Increased numbers of external grant Applications
- Increased levels of funded research.
- Increased levels of discretionary funds.

- To integrate technology throughout UNT COBA to support undergraduate and graduate programs, research and service;

Success Indicators:

- Increased support for faculty development and adoption of new teaching pedagogies and methods to leverage new instructional technologies.
 - Increased support for faculty use of technology in furthering the knowledge of their discipline.
- To attract and develop outstanding students who are dedicated to intellectual excellence;

Success Indicators:

- Improved entrance examination scores of entering students,
 - Improved admission criteria for entering students,
 - Increased participation in special programs for qualified students.
- To attract, nurture, and retain faculty dedicated to education, scholarship and the mission of UNT COBA;

Success Indicators:

- Improved faculty qualifications, quality of terminal degree-granting institution, and turnover rates,
 - Increased faculty and staff salaries and other incentives,
 - Expanded ethnic, cultural, and demographic diversity of faculty,
 - Effective internal administration and leadership.
- To promote service to the College, University, professional field, the State of Texas and local communities;

Success Indicators:

- Increased participation in professional societies and associations,
 - Increased participation in significant College and University committees, student organizations and other important outreach activities,
 - Continuously forge new and strengthen existing alliances with business constituencies both locally and throughout Texas.
- To provide opportunities for continued involvement, education, and professional growth of our alumni;

Success Indicators:

- Increased funding from alumni,
- Increased participation in advisory boards,
- Increased participation in alumni activities at UNT COBA.

**UNIVERSITY OF NORTH TEXAS
COLLEGE OF BUSINESS ADMINISTRATION**

STRATEGIC PLANNING PROCESS

Philosophy

As the discussion that follows demonstrates, COBA is committed to an inclusive process in generating plans for the future direction of the college. While specific work may at any given time include only some parts of the COBA community, no plans are finalized nor action taken without giving the larger COBA community the opportunity for input. The goal is to have a living document that can guide current efforts while remaining flexible enough to respond to emerging issues. More importantly, the goal is to have a strategic plan to which everyone feels committed and thus can be used to continually improve the college's actions.

Historical Context

In the spring of 2004, an ad hoc committee that included faculty, staff, college administrators, college advisory board members, and students was formed to evaluate the college's position and begin the process of revising the college's mission and vision statements and developing a new strategic plan for the college. These efforts were driven by both college and university recognition of the need to respond to a changing environment. After initial discussion of the situation faced by the college and an analysis of COBA's strengths and weaknesses, a subcommittee including members of all the various stakeholder groups was formed to draft new mission and vision statements for the college. At the same time, other subcommittees were formed to address ethics and diversity since these were areas likely to interact with the strategic plan. By the fall of 2004, the committees had each finished drafting documents and these were circulated among the various stakeholders of the college for discussion and comment.

Final versions of each of the documents were accepted by the college faculty in late fall of 2004. With these documents as a base, a new subcommittee was formed to begin work on a strategic plan in line with the Mission and Vision statements. Arrival of a new COBA dean and efforts focused on UNT's SACS reaccreditation, however, delayed work on the strategic plan. More importantly, the university embarked on efforts to develop its own new strategic plan during 2005 and a decision was made to suspend work on the college's strategic plan until the UNT plan was completed. The UNT plan was finalized during 2006 and in spring 2007 work on the COBA strategic plan was resumed.

The process began with a strategic planning retreat in March 2007, facilitated by an outside consultant, that included COBA administrators, Advisory Board members, faculty and staff. Discussion of current and desired states for the college and an analysis of the strengths, weaknesses, opportunities and threats were key parts of the retreat. Based on the information generated from the retreat, the College Executive committee worked over the

summer and fall of 2007 to draft a strategic plan for circulation and discussion by the broader COBA community.

Current Efforts

In October 2004, the College of Business Administration adopted a vision “. . . to be the leading comprehensive college of business administration in the North Texas region and to have a national and international reputation.” Achievement of such an aspiration requires concerted and directed effort. Work, accordingly, was launched in March 2007 to develop a strategic plan that would identify the steps necessary to progress towards the College’s vision. The plan, which draws on a strategic plan initially outlined by a representative faculty and staff committee in 2004, but was recast, expanded, and fully developed by the College’s Executive Committee during summer and fall 2007, is the result of that work.

The Strategic Plan’s Goals and Targets conform to the format of the University of North Texas Strategic Plan that was developed in 2006, but focus on the College’s own challenges and aspirations. Like the University’s plan, it identifies goals in five broad areas that relate to students, research, community, reputation, and resources. To motivate effort and provide benchmarks, the plan specifies measurable targets and dates by which the targets are to be achieved. As well, it identifies specific offices and committees that will bear responsibility for coordinating the efforts of faculty, staff, and administrators in working toward the goals.

To hear critique and receive input from various COBA stakeholders, the plan was widely circulated during spring 2008. Faculty, staff, and Advisory Board members were asked to consider whether the goals were appropriate and the targets ambitious enough. They were also asked to consider what role they might play in helping the College achieve the goals it collectively agreed upon. Two town hall meetings for faculty and staff were held to hear their suggestions. The plan was presented to the College’s Advisory Board for discussion in Dallas on March 27, 2008. Various student groups, including members of Alpha Kappa Psi, Institute for Supply Management, and Society for Human Resources, and students enrolled in the College’s capstone course, BUSI 4940, Business Policy, were also asked to read the plan and offer comments. After revisions in light of the comments received, the plan was presented for formal adoption on April 25, 2008.

COBA at UNT – Strategic Initiatives and Financial Strategies

Strategic Initiative		Resources 2008-2009
Strategic Goal 1 – Well Educated and Prepared Graduates		
1.1 Assure a rigorous curriculum to provide students with the knowledge to succeed in their chosen field		
1.1.1	Implement an assessment program with both internal and external (e.g. ETS and CLA) direct measures of student learning outcomes by Spring 2008.	Faculty & Staff Time
1.1.2	Review undergraduate and masters programs to ensure that all key learning outcomes are being sufficiently addressed.	Faculty & Staff Time
1.1.3	Assure the quality of instruction in large-enrollment undergraduate classes through development of a monitoring system by Fall 2008.	Faculty & Staff Time
1.1.4	Implement a program to track initial placement and career success of graduates by Spring 2008.	Staff Time
1.2 Attract and retain outstanding students and facilitate their timely graduation.		
1.2.1	Continue efforts to stabilize undergraduate enrollment while increasing graduate enrollment.	Dean, Faculty & Staff Time; Advertising \$22,609.50 (Dean's Discretionary)
1.2.2	Achieve graduation rates of declared COBA majors to be at least at the level of UNT targets (4, 5 and 6 year rates are roughly 25%, 46% & 54% respectively).	Dean, Faculty & Staff Time
1.2.3	Improve the quality of admitted masters students as measured by GPA and standardized test scores by 2009 and again by 2011.	Dean, Faculty & Staff Time
1.2.4	Increase merit based scholarships for current and incoming undergraduate and graduate students, with emphasis on scholarships for graduate students.	Scholarships Awarded: \$280,546 (Gift/Endowment Revenue)
1.2.5	Increase funding for Ph.D. assistantships.	Current Ph.D. Student Stipends increase from \$16,000-\$20,000 (\$228,000) (VPAA)
1.3 Attract, nurture and retain faculty dedicated to excellence in teaching and mentoring students.		
1.3.1	Establish COBA Teaching Excellence Committee by Spring 2008.	Faculty Time
1.3.2	Enhance faculty instructional development by establishing an annual COBA teaching workshop beginning Fall 2008.	Enrollment Incentive: \$40,000 (VPAA)
1.3.3	Enhance the recognition of outstanding teachers within COBA by establishing an annual COBA Outstanding Teaching Award by Spring 2009.	Dean
1.3.4	Encourage faculty involvement in student organizations/activities by establishing an annual COBA Excellence in Student Mentoring Award, including serving as faculty advisors of student organizations, by Spring 2009.	Faculty Time

COBA at UNI – Strategic Initiatives and Financial Strategies

Strategic Initiative		Resources 2008-2009
1.4 Increase student involvement in and exposure to interdisciplinary, international and multicultural experiences and educational opportunities.		
1.4.1	International educational experiences (e.g. Study Abroad, international exchanges).	\$11,250 (Gift/Endowment Revenue)
1.4.2	Increase diversity of faculty, staff and students.	Ph.D. Project \$3,000 (Dean's M&O)
1.4.3	Increase interdisciplinary coursework opportunities within COBA.	Faculty/Staff Time

Strategic Goal 2 – Increased Research and Other Scholarly Activity		
2.1 Attract, nurture, and retain faculty dedicated to quality research and scholarship.		
2.1.1	Seek to ensure faculty salary levels are, on average, at least at the median of doctoral granting, AACSB accredited public universities by 2010.	Faculty Promotions \$11,700; Market Adjustments \$262,861 (VPAA)
2.1.2	Increase support for research.	Seed money \$40,000 (VPAA)
2.1.3	Increase the number of endowed chairs, professorships and fellowships.	No new \$
2.1.4	Increase recognition of faculty research.	No new \$
2.2 Produce primarily discipline-based research, with supporting efforts in applied and pedagogical scholarship.		Faculty Time
2.3 Actively pursue research funding opportunities.		Seed money \$40,000 (VPAA); Grants \$233,883 (Office of Research and Grants; External)

Strategic Goal 3 – Enhanced Reputation		
3.1 Increase the percentage of internal and external constituents who rate COBA as the top business school in the DFW area, with a focus on the characteristics of (1) Reputation in the Market, (2) Curriculum Rigor, and (3) Perceived Competence of Graduates.		Dean, Faculty Time; Advertising \$22,609.50 (Dean's Discretionary)
3.2 Develop and use consistent branding images and messages in marketing and advertising.		Staff Time
3.3 Establish and use effective communication channels to deliver branding images and messages to target audiences (current students, prospective students, alumni, parents, faculty and business and industry professionals).		Staff Time
3.4 Deliver a consistent quality brand experience to all target audiences: current students, prospective students, alumni, parents, faculty, and business and industry professionals.		Staff Time

COBA at UNI – Strategic Initiatives and Financial Strategies

Strategic Initiative		Resources 2008-2009
Strategic Goal 4 – Community Engagement		
4.1 Build and nurture the relationship with the business community and the community-at-large.		
	4.1.1 Expand programs designed to enhance involvement of business professionals in the COBA curriculum and connect students to business professionals.	Dean/Staff Time
	4.1.2 Expand participation in the internship/cooperative education program, working closely with the UNT Office of Cooperative Education and Internships.	Dean/Staff Time
	4.1.3 Expand participation in COBA and departmental advisory boards.	Dept Chairs
4.2 Build and nurture relationships with alumni.		Banquets, Career Fair, Homecoming, PLP Banquet and MBA Alumni: \$40,000 (Department/Dean's Discretionary)

Strategic Goal 5 – Resource Development and Management		
5.1 Increase fund raising across the College in a planned and coordinated way.		
	5.1.1 Implement a coordinated advancement program across the College.	Dean/Staff Time
	5.1.2 Obtain major gifts.	Phone-a-thon: \$70,000
	5.1.3 Increase contributions to the College's general scholarship and unrestricted accounts.	Phone-a-thon, Development
5.2 Recruit, develop, reward, and retain an increasingly diverse and productive faculty and staff.		
	5.2.1 Staff.	Advising Positions: \$71,000; Director of Murphy Enterprise Center: \$150,000 (VPAA)
	5.2.2 Faculty.	Merit \$399,854; Part-time Lines \$488,637; Faculty Lines \$1,913,749 (Additional \$ for faculty lines \$180,000) (VPAA)
5.3 Continually update and integrate technology across the College.		
	5.3.1 Technological edge.	HEAF: \$256,854; COBA Technology Fee: \$380,971 (VPAA)
	5.3.2 Technology support.	Staff Time

COBA at UNT - Strategic Initiatives and Financial Strategies

Strategic Initiative		Resources	2008-2009
5.4 Continually update facilities and infrastructure.			
5.4.1	New building program.	Programming Architects:	\$175,00
5.4.2	Space utilization.	Curry Hall Classroom Upgrade:	\$308,000

Financial Strategies

This section offers budget data for the strategic initiatives undertaken by the College. The most important component of our general fund income is state appropriation. Student tuition and fees constitute the second most important category. For our college, state support accounts for about 87 percent of general fund income; student fees about 12 percent. The remaining 1 percent is generated from gifts and donations. Another important source of funds for our college is the Higher Education Assistance Fund (HEAF). The HEAF funds can only be used for instructional and research equipment purchases.

In fall 2007, the Dean charged the Executive Committee to work with the internal and external stakeholders to develop strategic initiatives for 2008-09 according to the College's strategic plan. These strategic initiatives are:

- Assure a rigorous curriculum to provide students with the knowledge to succeed in their chosen field.
- Attract and retain outstanding students and facilitate their timely graduation.
- Attract, nurture and retain faculty dedicated to excellence in teaching and mentoring students.
- Increase student involvement in and exposure to interdisciplinary, international and multicultural experiences and educational opportunities.
- Produce primarily discipline-based research, with supporting efforts in applied and pedagogical scholarship.
- Actively pursue research funding opportunities.
- Enhanced Reputation.
- Build and nurture the relationship with the business community and the community-at-large.
- Build and nurture relationships with alumni.
- Increase fund raising across the College in a planned and coordinated way.
- Recruit, develop, reward, and retain an increasingly diverse and productive faculty and staff.
- Continually update and integrate technology across the College.
- Continually update facilities and infrastructure.

Budget for the College of Business Administration

Budget Category	Total Budget	Percent of the Total Budget
Faculty Salaries	\$9,293,956	52.95%
Part-time*	\$2,625,052	14.96%
Summer	\$885,801	5.05%
Staff Salaries	\$1,911,865	10.89%
Wages	\$94,195	0.54%
M & O	\$377,842	2.15%
HEAF	\$167,000	.95%
Technology Fees	\$558,335	3.18%
Course Fees	\$1,487,522	8.48%
Endowment Revenue	\$54,175	.31%
Unrestricted Funds (Gifts)	\$95,843	.55%
Total	\$17,551,616	

*contains doctoral student stipends at \$16,000/student

Degree Programs: Evolution and Graduation Data

In the 10 years since our last reaccreditation, the college has worked to keep all of our degree programs up to date with developments in both research and practice. As a result, many of the programs have undergone revisions, including name changes. As well, changes requested by the Texas Higher Education Coordinating Board (THECB) led to a collapsing of some degrees under an “umbrella” degree name. Responsibility for specific majors/concentration areas offered under the umbrella now rests with the University and its Board of Regents rather than with THECB.

The tables below show the programs as they existed in 1998 and as they are today, with notes to indicate the evolution of those degrees that have changed. As can be seen, all current degrees existed in some form at the time of our last reaccreditation, though some have shifted from specialty areas or concentrations to unique degrees and others have shifted from BBAs to BSs and/or MBAs to MSs. The final table indicates the number of students who graduated in each degree program over the last five years. Current brochures on all degrees that identify the nature of the degree, the target audience and the career paths for degree holders are available. As well, information on assessment efforts for all degrees is included in the assessment section.

One other degree change that occurred since the last reaccreditation should also be noted. In 2000 the college approved an Executive MBA program to be offered in Dallas. The first class began the program in 2001 and the second class the following year. While both classes successfully completed the program, a number of issues related to the program emerged. A task force reviewed the program in 2003 and recommended significant changes if the program were to continue. The faculty voted instead to discontinue the program. While the degree is still officially on the books, it has not been offered since 2003 and there are no plans at present to reestablish the program.

Undergraduate

Degree Programs 1998	Degree Programs 2008	Location (department)	Program Evolution Notes
BS Accounting	BS Accounting	ACCT	This degree cannot be earned except in conjunction with the MS. Students wanting just a BS must take the BS Accounting Control Systems
BS/MS - Accounting	BS/MS – Accounting (or MS – Taxation)	ACCT	MS – Taxation was previously a specialty
BS - Accounting Control Systems	BS - Accounting Control Systems	ACCT	
BBA -General Business	BBA -General Business	COBA	
BBA – Logistics	BS - LSCM	DML	Shifted from BBA to BS and name change in 2003
BBA – Marketing	BBA - Marketing	DML	
BBA – Economics	BBA - Economics	FIRL	
BBA – Finance	BBA - Finance	FIRL	
	BBA - Financial Services	FIRL	Was a concentration within Finance - Became an official major in 2002
BBA - Real Estate	BBA - Real Estate	FIRL	

Degree Programs 1998	Degree Programs 2008	Location (department)	Program Evolution Notes
BBA - Insurance	BBA - Risk Mgmt and Insur.	FIRL	Renamed from Insurance in 2006
BBA - BCIS	BBA - Decision Sciences	ITDS	Renamed from BCIS in 2005
BS - BCIS	BS - BCIS	ITDS	
BBA - Entrepreneurship & Strategic Management	BBA - Entrepreneurship	MGMT	Renamed in 2002
BBA - Org.Beh. & Hum. Res	BBA - Org.Beh. & Hum. Res	MGMT	
BBA - Production & Operations Management	BBA - OSCM	MGMT	Renamed in 2003

Masters

Degree Programs 1998	Degree Programs 2008	Location (department)	Program Evolution Notes
MBA with majors in: BCIS, Management Science, Finance, Insurance, Real Estate Analysis, Administrative Management, Human Resource Management, Production and Operations Management, and Marketing	MBA	COBA	Collapsed separate MBA's into 1 degree with concentrations in 2004. Concentrations now controlled at local level and several have been added.
	MBA Finance		Retained as a unique MBA in 2004 for administrative reasons
MS Accounting with specialties in Audit, Managerial accounting, Gov't and non-profit, Entrepreneurial perspectives, and Taxation	MS - Accounting with local concentration in Audit, Managerial accounting, and Entrepreneurial perspectives	ACCT	Specialties now called local concentrations in line with THECB changes
	MS - Taxation	ACCT	Moved from specialty to unique degree for better visibility
	Finance MS	FIRL	Added to allow additional specialization in Finance - addition reported in 1998 reaccreditation report
	Real Estate MS	FIRL	Converted from MBA to allow greater specialization - conversion reported in 1998 reaccreditation report
	MS - Decision Technologies	ITDS	Converted from MBA to allow greater specialization - conversion reported in 1998 reaccreditation report
	MS - Information Technologies	ITDS	Converted from MBA to allow greater specialization - conversion reported in 1998 reaccreditation report

Doctorate

Degree Programs 1998	Degree Programs 2008	Location (department)	Program Evolution Notes
Doctor of Philosophy in Accounting	Doctor of Philosophy in Accounting	ACCT	
Doctor of Philosophy in Finance	Doctor of Philosophy in Finance	FIRL	
Doctor of Philosophy in BCIS	Doctor of Philosophy in BCIS	ITDS	
Doctor of Philosophy in Management Science	Doctor of Philosophy in Management Science	ITDS	
Doctor of Philosophy in Organizational Theory and Policy	Doctor of Philosophy in Management	MGMT	The three management Ph.D. degrees were condensed to one in 1999 in line with THECB recommendations
Doctor of Philosophy in Production and Operations Management			
Doctor of Philosophy in Human Resource Management			
Doctor of Philosophy in Marketing	Doctor of Philosophy in Marketing	MKTG	

Degree Programs in the College of Business Administration at UNT

Degree Programs	(1) Location (department)	Level:	(2) Date Program was established	# of Students graduated in					(3) Notes
				2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	
BBA - General Business	COBA	Bachelor's	8/20/1990	62	109	121	107	94	
BBA - Economics	FIRL	Bachelor's	-	27	28	23	22	20	
BBA - Finance	FIRL	Bachelor's	4/19/2004	143	134	163	131	151	
BBA - Financial Services	FIRL	Bachelor's	1/1/2002	6	19	20	16	15	
BBA - Real Estate	FIRL	Bachelor's	9/1/1977	23	33	43	41	53	
BBA - Risk Management and Insurance	FIRL	Bachelor's	2/1/2006	18	10	15	19	11	
BBA - Decision Sciences	ITDS	Bachelor's	1/5/2005	14	11	8	9	18	
BBA - Entrepreneurship	MGMT	Bachelor's	8/20/2002	110	91	86	88	54	Combined ESMG/ENMG
BBA - Organizational Beh. & Hum. Res.	MGMT	Bachelor's	3/29/1995	82	85	73	51	57	
BBA - OSCM	MGMT	Bachelor's	10/21/2003	17	17	13	20	20	Combined OMS/OSCM
BBA - LSCM	DML	Bachelor's	10/21/2003	48	58	40	33	37	Combined LOG/LSCM
BBA - Marketing	DML	Bachelor's	5/12/2003	228	222	191	171	157	
(4) BS - Accounting	ACCT	Bachelor's	-	-	-	-	-	-	
BS - Accounting Control Systems	ACCT	Bachelor's	8/1/88	78	79	82	83	68	
BS - BCIS	ITDS	Bachelor's	1/5/2005	102	110	69	44	31	
BS/MS - Accounting	ACCT	Bachelor's	-	30	27	23	26	37	
MBA	COBA	Master's	10/1/2004	109	116	101	103	126	
MS - Accounting	ACCT	Master's	-	11	12	7	1	1	
MS - Taxation	ACCT	Master's	-	13	13	8	6	12	
MS - Finance	FIRL	Master's	9/1/1999	3	6	3	6	2	
MS - Real Estate	FIRL	Master's	1/1/1999	2	6	2	3	3	
MS - Decision Technologies	ITDS	Master's	1/1/1999	1	1	2	2	4	
MS - Information Technologies	ITDS	Master's	1/1/1999	18	24	15	12	7	Combined BCIS/DT
Accounting	ACCT	Ph.D.	-	0	1	1	1	0	
Finance	FIRL	Ph.D.	-	0	2	0	1	2	
Business Computer Information Systems	ITDS	Ph.D.	1/3/2005	1	1	0	2	0	
Management Science	ITDS	Ph.D.	4/29/2004	0	0	0	0	1	
Management	MGMT	Ph.D.	12/31/1999	0	0	1	1	0	
Marketing	DML	Ph.D.	5/12/2002	0	0	0	2	6	

Catalog information for all programs can be found on line at: <http://www.unt.edu/catalogs/>

- (1) Location (department) Legend: COBA = College of Business Administration, FIRL = Finance, Insurance, Real Estate and Law, ITDS = Information Technology and Decision Sciences, MGMT = Management, DML = Department of Marketing and Logistics, ACCT = Accounting.
- (2) Program establishment dates were given where available. For several programs (shown with a -), the establishment date goes back beyond records currently available. Also, in some cases program dates reflect the last change in the program rather than the date of initial establishment.
- (3) Some degree programs reflect combinations or alterations of previously existing programs and the data in some years may reflect those earlier programs.
- (4) The BS - Accounting degree is awarded only in conjunction with the MS - Accounting degree. Graduation information is combined under the BS/MS - Accounting degree.

Assessment of Student Learning

Assessment of student learning has been a concern in the College of Business Administration (COBA) for many years. While a variety of activities have taken place throughout the college's history, specific efforts can be traced to 1997 when the undergraduate programs committee (UPC) worked with professors in the BBA capstone business policy course to create an exam to assess graduating seniors' knowledge of the core business disciplines. Since that time, a number of direct and indirect assessment efforts have taken place. With each effort, the college has sought to refine and extend both the breadth and depth of its assessment and to use the assessment results to enhance student learning.

The historical efforts at assessment are detailed in Volume 2 of this report, but the following paragraphs highlight both activities and results. Initial efforts measured undergraduate knowledge of the business core directly, using an internally created test. We later supplemented this test with the administration of the *ETS Major Field Exam*. While the results have generally been positive, showing COBA students performing better than the norm on the ETS exam, we did become concerned with the students' performance in financial analysis. As a result, changes were instituted in the core courses in finance and accounting as well as in a variety of other classes within majors. The value of the assessment efforts at the undergraduate level also led to the creation of an internal test of core business knowledge for the MBA students.

Other efforts overtime included feedback from both internal and external judges of students performances in the Integrated Business Case Competition and surveys of graduating students. Judges of the case competition have included faculty from throughout the college as well as business people. Initially, informal feedback on students performances was sought from the judges, but this was later formalized. Information collected includes assessment of the students' ability to integrate material and make a persuasive argument for their recommendations as well as assessment of the creativity and innovativeness of the students' work. The survey of graduating students began with the undergraduate program and has since been extended to the MBA. Students' perceptions of their learning in a wide range of areas are collected as is their evaluation of a number of different aspects of the educational experience in COBA. Information from both of these assessment efforts includes feedback to the appropriate curriculum committees and to COBA as a whole through the departments, whose faculties make appropriate adjustments in course and program offerings as needed.

More recently, extensive assessment instruments were developed in response to demands stemming from UNT's reaccreditation by the Southern Association of Colleges and Schools (SACS). SACS required assessment of each major / concentration at the undergraduate, Masters, and Ph.D. level. The specific objectives, assessment methods, results, and changes for each area are provided in Volume 2. The efforts undertaken throughout the college to develop these assessment instruments furthered awareness among the faculty of the importance of assessment. As a byproduct, however, it also led to our discovery that, though well-intended, many of our efforts were not in line with current thinking regarding the best approach to assessment. Specifically, we became aware that indirect measures, which make up much of the SACS-related assessment instruments, were not the most appropriate way of gathering information on student learning.

Recognizing this, Dr. Finley Graves, then the chair of the accounting department and now the Dean of COBA, invited Dr. Kathryn Martell to conduct a one-day workshop on assessment in the Fall of 2006. While Dr. Martell emphasized developing direct measures of student learning for accounting, representatives of all of the departments within COBA attended. At about the same time, the college

formally created and staffed a new position for the college titled Director of Assessment and Accreditation. Given a coordinator for assessment activities and armed with our new knowledge of assessment, the college undertook efforts to revise its assessment program.

The intent of the revisions was not to discard all of our previous work, but instead to build on it and determine where our previous efforts were still valuable and where we needed to build more direct measures of student learning. Initial efforts were focused on the BBA and MBA programs as well as the BS and MS in accounting since these covered the largest portion of the students within COBA. In each area, specific learning goals and objectives were developed that were in line with the college's and / or the accounting department's Mission, Vision, and Goals. Attention then turned to identifying particular traits that would typify the level of achievement desired and determining where and how to measure these. Wherever possible, efforts were made to utilize course-embedded measures to simplify the assessment process and to ensure that students were giving full effort on the assessment instruments.

Attached are tables that summarize the results of these efforts for the BBA and MBA programs (the accounting material is contained in the accounting department report – see Volume 3, Department of Accounting). Each table shows the learning goals and objectives, how and where they were measured, and where we are in terms of collecting / analyzing the data and closing the loop by providing results to appropriate committees and / or departments so that necessary changes can be made. As can be seen, data have been collected and analyzed for two of the five learning goals in the BBA assessment program, and the results have been reviewed by the UPC. Data for two other learning goals have been collected and are awaiting analysis and review. In the MBA assessment program, data have been collected on two of the five learning goals, and data on two other learning goals will be collected this summer and reviewed in early fall.

Current efforts seek to standardize a collection routine for the BBA and MBA measures of learning goals so that information is gathered on a routine basis and each learning outcome is regularly assessed and reviewed. As well, we are analyzing the process for reviewing, and we are acting on the results to ensure that we close the loop and make the assessment effort an integral part of curriculum evaluation and planning. Efforts are also underway to develop independent learning goals and assessment processes for the BS and MS degrees. While some of the learning goals from the BBA and MBA assessment efforts are applicable to those other degrees, learning goals specific to each degree are also being developed. In addition, recent surveys have identified which of the COBA learning goals and which of the AACSB International content areas are being addressed by each of the core courses at the BBA level (see tables in Volume 2). In light of these efforts, we will now turn our attention to more closely aligning assessment efforts in each course with the assessment activity at the college level.

While we are proud of our efforts to date, we also recognize that much work remains to be done to make an assessment mentality part of the ongoing culture of the college. By continuing to utilize the past efforts that have proved valuable and blending these with newer efforts stemming from SACS and AACSB International initiatives, we have a solid base on which to build as we strive to assure student learning.

BBA Assessment - Status Report

Learning Goals	Objectives	Assessment/Measurement tools	Current Status	Next Tasks
Knowledge (G & V)	Demonstrate mastery of basic business theory, principles, and knowledge across the core business disciplines	Performance on ETS Major Field Exam administered in BUSI 4940 (& possibly other classes for ITDS and LOGS BS programs)	Collected Spring 2007. Results tabulated and presented to UPC	Performance was above mean for ETS. Determine target performance levels for COBA (UPC currently discussing)
Communications (G)	Demonstrate the ability to effectively prepare and present business material both orally and in writing	Course Embedded Oral - Selling videos from MKTG 3010 Written - written assignments in BUSI 4940	Oral - DVDs collected Fall 2007. Analysis completed Spring 2008. Written - To be collected Summer 2008	UPC to assess analysis on oral and determine if changes needed. Written to be discussed in Fall 08.
Teamwork (G)	Demonstrate the ability to effectively work in a team environment	Course Embedded - peer evaluations collected in BUSI 4940	Evaluations completed Spring 2007. Analysis completed and presented to UPC	Performance appeared to be good. Instrument to be revied and administered again in Fall 08.
Problem Solving (G)	Demonstrate the ability to apply knowledge to address complex business situations	Pull samples from BUSI 4940 essay exams	Initial Sample pulled from Spring 2008 exams.	Need to establish rubric and analyze. If workable, pull larger sample during fall 08 or spring 09.
Technology (V)	Demonstrate the ability to effectively utilize a variety of computer applications to aid in solving business problems	Performance on ETS Major Field Exam (IS and stats portions). Course Embedded in BCIS 2610 &/or 3610 and DSCI 2710 &/or 3710 &/or 3870. Reassessed and verified in a team environment in BUSI 4940 (final case project)	ETS results completed. Rubric developed. Course data to be collected in Fall 2008	Collect data and analyze in Fall 2008

NOTE: (G) and (V) designate origins of Learning Goals in COBA Mission, Vision (V) and Goals (G)

MBA Assessment Status Report

Learning Goals	Objectives	Desired Traits	Assessment/Measurement Tools	Current Status & Next Steps
Cross-Disciplinary Knowledge	Demonstrate the application of cross-disciplinary knowledge to the solution of a strategic business problem	Ability to identify the limits and strengths of business specializations in solving problems; understand the usefulness of each area of specialization; attain an acceptable level of knowledge in each area.	Results of program exit exam (internal &/or ETS) and case in BUSI 5190; written responses to functional area questions in 5190 case work.	Internal assessment Exam given in Spring 08 - data currently being analyzed for presentation to MPC. Specific functional questions to be administered in 5190 in Summer 08.
Critical Thinking	Master the ability to apply critical thinking to business problems and to identify data that yield useful information	Ability to formulate a problem statement and to identify variables and inputs necessary to analyze an issue; see weaknesses and strengths in positions and inferences.	DSCI 5180 course work; written case in BUSI 5190	Need to identify specific DSCI 5180 course work to include and identify case for 5190. Data on both to be collected Spring 2009.
Quantitative Decision Making	Analyze a situation using relevant quantitative techniques	Ability to determine the correct model to use in analyzing an issue; use successfully financial and statistical tools to evaluate company performance.	Financial analysis scores from test questions in BUSI 5190; specific questions from program exit exam (internal &/or ETS).	Internal assessment exam given in Spring 2008 - data currently being analyzed for presentation to MPC. Test questions from BUSI 5190 to be collected in Summer 2008.
Presentation Skills and Technologies	Organize and deliver a logical presentation of ideas and information, supported by the use of presentation media	Professional delivery of work product, clarity of voice, quality of audio and video material, ability to answer questions clearly and accurately.	Video of team case presentations in BUSI 5190 (note: all members must present).	Videos to be collected in Fall 2008 for analysis by subject expert.
Cooperation-Collaboration Skills	Master effective work with colleagues toward the achievement of team objectives	Successful and effective use of cooperative skills and teamwork, listening, and ability to see and exploit strengths in colleagues while forgoing one's own relative weakness.	Peer Evaluations from BUSI 5190 used in assessment tool to measure leadership skills and collaboration-teamwork.	Data collected in Summer 2008. MPC to examine in fall 2008

Faculty Sufficiency and Qualifications

The College of Business Administration at UNT has always sought to balance teaching and research and full and part-time faculty so that the college satisfies the demands of its various constituencies. The institution of *AQ/PQ* and *participating and supporting* designations by AACSB International helps us quantify these efforts. Keeping in mind the college's mission and vision, the nature of its student body, and its role within the university, the college developed AQ and PQ criteria that are appropriate to our situation. Similarly, the college has adopted criteria for identifying participating faculty that incorporate the traditional tenure/tenure track faculty at the heart of the college but also allow, depending on duties, for the inclusion of appropriate non-tenure track faculty.

The pages that follow contain both the participating criteria and the AQ/PQ criteria that the college has adopted, and the summary tables show how the faculty are distributed across the college (tables detailing the departments are in Vol. 2). A few summary comments about the tables are in order. Table I shows statistics for faculty sufficiency for both Fall 2007 and Spring 2008. As can be seen, the college as a whole is at 74.5% participating faculty for Fall and 69.9% for Spring. Additional research reveals that these percentages are similar across the three locations where COBA offers classes (Denton, Dallas, and Frisco) and across day, night, and Internet classes (see table in Vol. 2). Four of the five departments exceed the 60% threshold established by AACSB International. The exception is Accounting, which was already struggling to accommodate the loss of several faculty in the fall and was faced with additional losses in the spring. Thanks to the diligence of the department and support from the Dean and the Provost, however, the Accounting department has hired four new tenure track faculty and two new lecturers who will start this coming fall. These new hires should raise both the Accounting department and the college's percentages well above the AACSB International minimums (a new table will be prepared for the visitation team when the fall enrollment numbers are available).

In terms of AQ/PQ distribution, Table IIA shows that the college as a whole has over 75% AQ faculty (on an FTE basis) and over 95% AQ plus PQ. Department percentages range from a high of 85% AQ to a low of 71%. The one area of concern is again the Accounting department, which has a significant proportion of Ph.D. students included within its AQ percentage. As noted above, however, Accounting has a number of new hires that will start this fall, and the new hires should bring the numbers for both Accounting and the college to levels in line with our Mission.

Our optimism is also a result of analysis of the mix of intellectual contributions among the faculty. As Table II shows, the college has an impressive array of both peer reviewed journal articles and other intellectual contributions. In line with the college's mission, the majority of this work is in discipline-based scholarship, but it also includes significant efforts in both contributions to practice and learning and pedagogy. Looking at the full-time faculty, the vast majority have contributed a number of intellectual contributions over time. Of those that have not, almost all are professionally qualified faculty from practice or faculty who have chosen in the later stages of their careers to take on a more substantial teaching load. Incorporating these faculty is an important part of the college's efforts to balance the demands for research with the demands of serving a large undergraduate population.

Evaluation Criteria for Participating and Supporting Faculty

Participating faculty members are hired to teach for the duration of a nine-month academic year as full-time or part-time, tenured, tenure-track, or non-tenure track faculty, including executive lecturers, lecturers, or visiting lecturers. In addition, participating faculty members actively engage in the activities of the department, college, and/or university in matters beyond direct teaching responsibilities. These activities include, but are not limited to:

- Academic and/or career advising.
- Sponsorship of student organizations.
- Membership on departmental, college, and/or university level committees.
- New course or curriculum development or revision.
- Involvement in fundraising for the department, college, or university.
- Attendance at departmental and college level faculty meetings.
- Promotion of and participation in programs of the department, college, and university such as Study Abroad, the Professional Leadership Program, etc.
- Active participation in research for publication in academic or teaching publications that bring recognition to the department, college, or university.
- Application for and/or receipt of internal or external grants to support research and/or teaching activities.
- Other related service to the department, college, and/or university, such as participation in commencement activities, recognition programs, etc.

Supporting faculty members do not participate in the intellectual or operational life of the university beyond the fulfillment of teaching responsibilities. Such faculty members are generally employed as needed as adjunct instructors for one term, without expectation of continued employment for the entire academic year or beyond.

Maintenance of Academically Qualified Status¹
(Approved by COBA faculty – 4/25/08)

Except as noted, the initial criteria provide academic qualification for a period of five years from the receipt of the terminal degree. In order to ensure the quality of our programs, however, faculty must demonstrate that they are maintaining the currency and relevance of their instruction. Such maintenance can be demonstrated through the activities the faculty members undertake outside of the classroom. The chart that follows shows the types of activities in which Academically Qualified faculty should be engaged. Activities listed under Level 3 in the chart are worth 3 points each, Level 2 activities are worth 2 points each, and Level 1 activities are worth 1 point each. To maintain Academically Qualified status, faculty members must earn at least 10 points in these activities in any given five year period. Further, the expectation is that Academically Qualified faculty will have at least one refereed publication during the five year period.

It is important to note that the specific activities shown are indicative of a level but are not meant to be exhaustive. Other activities may be considered for any of the levels, though it is the responsibility of the faculty member and/or department to demonstrate that the activity merits inclusion. It should also be noted that these are the minimal standards for maintaining Academically Qualified standards. Other standards apply for determining Graduate Faculty Status.

Category
Level 3 (3 points each): Activities meriting a level 3 rating include (but are not limited to) the following:
Basic research accepted/published in a refereed academic research journal,
Publication of a scholarly book, excluding the publication of edited volumes that do not include original research.
Publication of a book chapter that involves original research.
Publication of a refereed scholarly research monograph.
Editor – National or International Journal
Level 2(2 points each): Activities meriting a level 2 rating include (but are not limited to) the following:
Receipt of an externally funded competitive research or pedagogical grant.
Pedagogical or applied research publication in a refereed journal.
Publication of a textbook (1 st edition).
Research presented at refereed international or national meetings.
Editor – regional or local journal
Associate Editor/Editorial Board – National/International Journal
Level 1(1 point each): Activities meriting a level 1 rating include (but are not limited to) the following:
Research presented at refereed regional meetings.
Receipt of an internally funded research or teaching grant.
Research award (for example, a best paper award from a national meeting)
Revise & resubmit of basic, applied, or pedagogical research submitted to a peer-reviewed journal.
Publication of a textbook (revised edition).
Publication of instructional software.
Invited paper published in a journal or presented to a symposium or seminar.
Associate Editor/Editorial Board – Regional/Local Journal
Reviewing Activity for Journal or Meetings

¹ Initial academic qualification follows the guidelines in the AACSB International Standards under standard 10 – Faculty Qualifications. Details are omitted here in the interest of space.

Evaluation Criteria for Professionally Qualified Faculty
(Approved by COBA faculty – 4/25/08)

Initial Criteria for Professionally Qualified Status: Professionally qualified faculty attain their professional qualifications by acquiring appropriate graduate academic knowledge supplemented by professional experience.

Upon hiring, a faculty member can be designated as Professionally Qualified for a period of 5 years if she/he meets the following criteria:

- A minimum of a Masters degree with a major related to the area of teaching responsibility.
- Significant professional/technical experience that is related to the area of teaching responsibility.

Maintenance of Professionally Qualified Status: Professionally qualified faculty maintain their professional qualifications by supplementing their academic knowledge in a discipline or by actively participating in a professional field that is related to the area of teaching responsibility. The items below represent the types of activity expected of a professionally qualified faculty member. Each activity is valued at 1 point per year and UNT COBA Faculty must accumulate at least 5 points during a five-year period to maintain their status as professionally qualified.

Professionally qualified faculty will maintain their status through activities such as:

- Continuing professional/technical work experience that is related to the area of teaching responsibility.
- Professional/technical arm's length consulting engagement(s) related to the area of teaching responsibility.
- Attainment of a certification, recertification or licensure, requiring annual academic coursework or annual continuing professional education, that is related to the area of teaching responsibility.
- Conducting or participating in professional workshops related to the area of teaching responsibility.
- Pedagogical or practitioner research accepted for publication in trade or professional journals that is related to the area of teaching responsibility.
- Participation on corporate or non-profit boards or audit committees for organizations conducting business that is related to the area of teaching responsibility.
- Presentations at national or regional trade or professional meetings that are related to the area of teaching responsibility.
- Serving as an expert witness in cases related to the area of teaching responsibility.
- Delivering or writing continuing professional education that is related to the area of teaching responsibility.

Note that specific activities shown are indicative but are not meant to be exhaustive. Other activities may be considered for meeting maintenance standards, though it is the responsibility of the faculty member and/or department to demonstrate that the activity merits inclusion.

**TABLE I:
Summary of Faculty Sufficiency
in Discipline and School**

2008-Spring

College Totals

	SCH taught by Participating Faculty	SCH taught by Supporting Faculty	SCH Total	Department % taught by participating faculty
ACCT	3,185	3,486	6,671	47.7%
FIRL	7,157	1,620	8,777	81.5%
ITDS	7,461	1,854	9,315	80.1%
MGMT	7,395	2,541	9,936	74.4%
MKTG	6,827	3,945	10,772	63.4%
COBA Totals:	32,025	13,446	45,471	
% of total SCH taught by participating faculty:			70.43%	

(College % required to be taught by **participating** faculty: > 75 %)

**TABLE I:
Summary of Faculty Sufficiency
in Discipline and School**

2007-Fall

College Totals

	SCH taught by Participating Faculty	SCH taught by Supporting Faculty	SCH Total	Department % taught by participating faculty
ACCT	4,446	2,970	7,416	60.0%
FIRL	7,646	1,062	8,708	87.8%
ITDS	7,836	1,644	9,480	82.7%
MGMT	7,746	2,604	10,350	74.8%
MKTG	6,317	3,333	9,650	65.5%
COBA Totals:	33,991	11,613	45,604	
% of total SCH taught by participating faculty:			74.54%	

(College % required to be taught by participating faculty: > 75 %)

**Table II
Summary of Faculty Qualifications**

COBA Totals

	Qualifications			Number of Contributions during the period (2003-2008)					
				Learning & Pedagogical Scholarship		Discipline- Based Scholarship		Contributions to Practice	
	Acad	Prof	Oth	PRJ	OTC	PRJ	OTC	PRJ	OTC
Total	87	48	6	15	46	357	557	35	177
FTE	82	26.75	5.25						

Table IIA
Calculations Relative to Deployment
of Qualified Faculty

Department	Acad	Acad - Ph.D	Prof	Other	Total
ACCT	1100	225	675	0	2000
FIRL	1875	25	575	200	2675
ITDS	1975	0	150	200	2325
MGMT	1750	75	750	25	2600
MKTG	1975	100	425	0	2500
DEAN	100	0	0	0	100
COBA - Total	8775	425	2575	425	12200

$AQ / (AQ + PQ + O) \geq 50\%$	75.41%
$(AQ - PQ) / (AQ + PQ - O) \geq 90\%$	96.52%
$AQPh.D / (AQ + AQPh.D + PQ - O) \leq 10\%$	3.48%

Policies for Faculty Management

The College of Business Administration at UNT recognizes the importance of fair and consistent procedures for the recruitment, development, and retention of its faculty. A number of University, College and Department policies and procedures help guide us in these efforts. A summary of these practices along with specific policies and procedures are contained on the enclosed disc and are also available on line at www.coba.unt.edu/policiesforfaculty.