

Qualified Administrative & Academic Officers

The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Houston-Downtown (UHD) hires administrative and academic officers with the experience and qualifications to lead the institution.

Definition of Administrative and Academic Officers & Administrative Structure

Senior academic and administrative officers are defined as the provost, vice presidents, associate/assistant vice presidents, deans, and associate deans of UHD's five colleges, chairs, and the directors and executive directors of major administrative, student support, research, and public service and outreach activities within the University. Also included are the Registrar, Chief of Police, and the University's Title IX/Equal Opportunity Officer.

The following organizational charts show UHD's administrative structure and the relationship between positions.

- [UHD \(Administrative Overview\)](#)
- [UHE Executive](#)
- [Academic Affairs](#)
- [Student Affairs](#)
- [Administration and Finance](#)
- [Advancement and External Relations](#)
- [Employment Services and Operations](#)

Hiring Processes

UHD's hiring and evaluation processes, detailed in [PS 02.B.14: Recruitment and Employment Policy](#) and [PS 02.B.06: Staff Performance Appraisal Policy](#), are designed to ensure UHD has qualified administrative and academic officers with the credentials and expertise to lead the institution. Both policies apply to all staff positions with the exception of department chairs, which is described in [PS 10.A.17: Department Chair Policy](#).

All staff positions are selected through an open and competitive process that involves peer administrators, faculty, and staff participation. All positions have job descriptions that specify qualifications and duties and employment decisions must be based on candidates' qualifications, relevant experience, and ability to perform the duties of the position ([PS 02.B.14, §3.9](#)).

When a new administrative/academic officer position is created or reclassified, a [Job Analysis Questionnaire \(JAQ\)](#) must be completed by the hiring manager. The JAQ includes a position summary as well as a detailed analysis of the duties, responsibilities, and minimum educational and professional qualifications a candidate must have to be considered for the position. The hiring manager submits the completed JAQ to Employment Services and Operations for review and, if approved, the JAQ then becomes the basis for the position description.

Once a position is cleared for hiring, the approved position announcement is posted to the [UHD Careers Site](#). To further ensure that a viable pool of candidates is recruited, Employment Services & Operations (ESO) publishes all staff positions with a variety of external agencies to ensure compliance with federal and state regulations and improve its recruitment efforts of women, minorities, veterans, and persons with disabilities. A search firm may also be hired to assist in identifying appropriate candidates for provost-, vice president- or dean-level positions. Sample hiring notices can be found below:

- [Senior Vice President and Provost- Academic Affairs](#)
- [Vice President for Administration and Finance](#)
- [Associate Vice President – Academic Affairs](#)
- [Manager, Social Media](#)

Job candidates are screened by representative screening committees to ensure that their professional backgrounds and achievements are commensurate with the expectations of the position and that they meet all minimum qualifications for administrative or academic leadership. Screening committees are required for positions with budget authority and/or supervisory responsibilities and for other professional positions as determined by the respective administrative officer ([PS 02.B.14, §3.6](#)). The hiring manager for the position identifies the faculty, staff and, if applicable, students to serve on the screening committee. The Affirmative Action Officer reviews the proposed membership to ensure the committee is diverse and consists of a minimum of four committee members, at least two of which must be staff or faculty from within the relevant administrative unit and one outside the unit ([PS 02.B.14, §3.7](#)).

Screening committee members are trained by ESO on [affirmative action and UHD's employment practices](#). After training is complete, committee members rate applicants using the Applicant Screening Matrix to determine which candidates meet the minimum qualifications for academic or administrative leadership and possess the professional background and achievements appropriate for the expectations of the positions. Applicants with the highest scores will be invited to interview, and this list is reviewed by the Affirmative Action Officer to ensure a diverse pool of candidates is being considered for the position. An [Applicant Screening Matrix](#) serves as a rubric for evaluating candidates' qualifications and experience.

The University requires a two-tier interview process consisting of an initial phone interview followed by a face-to-face interview for the most promising candidates. The screening committee identifies sets of questions, for both the phone and face-to-face interviews, that focus on determining the degree to which candidates possess the expertise required for the position. All interviewees are asked the same questions and committee members score responses on a [four-point scale](#). Interviewees with the highest scores are recommended for an interview with the hiring manager, and in many cases, UHD's executive leadership. They may also be asked to meet with other university stakeholders.

The appointing officer selects the top candidate from all finalists, based on feedback from the screening committee, relevant constituencies, and the appointing officer's assessment of the leadership characteristics of the finalist. A reference and background check are conducted before the final offer is made.

Executive administrators—including the President, the Provost and Senior Vice President of Academic and Student Affairs, the Vice President of Administration and Finance, the Vice President of Advancement and External Relations, and the Vice President for Enrollment Management—are recommended to the Board of Regents for employment after the conclusion of a national search.

It would be highly unlikely that a finalist does not meet the minimum qualifications for a position. Minimum qualifications are identified in the JAQ and reviewed at multiple levels to ensure they are appropriate based on the duties and responsibilities of the position. After qualifications are finalized in the job description and position announcement, minimum qualifications are included in the [Applicant Screening Matrix](#). Hiring procedures prohibit candidates from moving forward in the process if they do not meet minimum educational and professional qualifications.

The process for selecting department chairs is outlined in [PS 10.A.17: Department Chair Policy \(§3.2\)](#) and differs from other staff positions since chairs are elected by their peers in academic departments and retain all the rights and responsibilities of faculty.

Qualifications for chairs are outlined in [PS 10.A.17: Department Chair Policy \(§3.1.1\)](#) and requires that chairs hold the terminal degree in one of the disciplines represented in the department or in a closely related field, must be qualified to teach in the department they are chairing, and upon assumption of duties, must be tenured and hold the rank of either associate professor or professor. Internal and external candidates must meet these criteria.

The Administrative/Academic Officers Form, which can be found at the end of this section, provides professional details about the top tier of UHD leadership. Curricula vitae or resumes and job descriptions for employees in administrative leadership positions are provided as supporting documents. Clear alignment between each officer's qualifications and the position description demonstrates that the University follows its policies regarding credentials and experience and that employees in administrative or academic leadership positions possess the credentials and expertise needed to lead the University.

Evaluation of Administrative Staff

[PS 02.B.06: Staff Performance Evaluation](#) outlines the process the university uses to conduct annual evaluations of administrative personnel, thus ensuring each continues to provide the highest quality of leadership for UHD. This policy applies to administrative positions except for that of department chairs. Since Department Chairs are members of the faculty, they retain all rights and responsibilities of faculty and [PS 10.A.17: Department Chair Policy \(§4.1\)](#) outlines the annual evaluation process for these positions.

The procedures for evaluation of a dean are outlined in [PS 02.B.06: Staff Evaluation Policy](#) and [PS 10.A.12: Annual Evaluation of Academic Deans](#) and formalize the faculty's role in assessing the administrative functions and the performance of deans.

UHD uses MyTalentSpace, a web-based, interactive performance appraisal system to assess each employee's performance and track the completion of goals and objectives. The steps of the performance evaluation are as follows:

1. The employee completes a self-appraisal.
2. The manager completes the employee appraisal and reviews the employee's self-appraisal.
3. The second-level manager approves the appraisal.
4. ESO views the appraisal.
5. The manager meets with the employees, reviews the evaluation, and sets goals for the coming year.

A rubric is used to guide both the employee's self-assessment and the manager's rating.

After the review process is completed, the employee and the manager meet to review the evaluation and plan a strategy to undertake future goals. Employees and managers can use the MyTalentSearch system to record notes at any time for reference during the evaluation period. Each employee participates in the evaluation process annually. Table 5.4.1 provides redacted sample evaluations for four administrators thus providing evidence that this process is ongoing and conducted at all levels. Common review forms are used for positions at the Executive Director level and above and can be viewed in the samples below. A second form with a slightly different focus is used for administrative positions at the director level and below. That form can also be found in the Director samples below.

Table 5.4.1: Sample Administrator Evaluations

Position	2018 Evaluation	2019 Evaluation	2020 Evaluation*
Associate Vice President	x	x	x
Dean	x	x	x
Director/Executive Director	x	x	x
Director	x	x	x

*The 2020 evaluations are the most current available. Evaluation of 2021 activities will be conducted from February - April 2022.

A [Performance Improvement Plan \(PIP\)](#) is required if an employee's performance falls below 2.5 (PS 02.B.06, §3.4). During this process, the manager outlines deficiencies in performance and identifies the specific actions an employee must take to improve. After the plan has been implemented, managers are required to have ongoing dialogues with the employee until performance improves to an acceptable level. A PIP cannot extend beyond six months. Before the end of the PIP, the employee and his/her supervisor complete a [Performance Improvement Plan Progress Assessment](#) that will assess the employee's progress throughout the PIP period and substantiate whether the employee has achieved the required improvements. The PIP Progress Assessment is reviewed by the Vice President of ESO before the meeting between the employee and manager after the PIP.

Conclusion

In summary, UHD employees a fair and transparent hiring process to ensure that all positions are filled by competent, well-qualified leaders and is committed to excellent performance and development of its academic leaders through regular evaluations and assessment of performance.

Qualifications of Administrative and Academic Officers Form

Office of the President

Name	Title	Job Description	Responsibilities	Education
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<p>Ruiz, Lauri</p>	<p><i>Interim Title IX/Equity and Diversity Officer</i></p>	<p>Serves as the primary compliance officer for state and federal laws relating to sexual misconduct, discrimination, harassment, and ADA. Oversees the Center for Diversity and Inclusion and development of diversity programming.</p>	<ul style="list-style-type: none"> • Investigates matters that implicate the sexual misconduct policy, discrimination policy, and consensual relationship policy • Manages the University's Accessibility compliance program • Trains faculty, staff, and students • Reviews and approves faculty and staff search committees and requisitions 	<p>JD, University of Missouri School of Law</p> <p>BA in History and a Minor in Sociology, University of Missouri</p>
<p>Hudson, John</p>	<p><i>Director, Center for Diversity and Inclusion</i></p>	<p>Assesses programmatic needs that support diversity and social justice issues in collaboration with university constituents. Provides leadership for the Center that fosters a supportive and inclusive environment for all students, faculty, and staff through programming efforts, training, mentoring, outreach, and advocacy.</p>	<ul style="list-style-type: none"> • Develops programs to promote diversity and social justice and assesses outcomes with a focus on their impact as related to recruitment and retention. • Plans and manages budgets related to diversity initiatives and obtains funding for programs, activities, and initiatives. • Advises Safe Zone (now Sexuality and Gender Alliance [SAGA]) and other diversity-related student organizations, and mentors students. • Cultivates partnerships with community agencies related to diversity and social justice advocacy. • Assists and implements diversity-related recruitment efforts. • Assists in policy development related to diversity 	<p>Ph.D. in English with Specialization in Writing Studies, The University of Illinois at Urbana-Champaign</p> <p>MA in English, University of North Dakota</p> <p>BA - American Studies, University of North Dakota</p>
<p>Alonzo, Liza</p>	<p><i>Assistant Vice President for Presidential Affairs and Constituent Relations</i></p>	<p>Develops and implements strategies and programming to engage alumni and enhance the effectiveness of their relationship with the university by working to involve alumni through activities, volunteerism, fundraising, networking, stewardship, and engagement opportunities.</p>	<ul style="list-style-type: none"> • Identifies and executes strategies that increase and enhance alumni engagement with campus activities and lifelong opportunities aimed at fostering a positive alumni culture. • Initiates, coordinates and manages all activities of the Alumni Council and Alumni Association. • Works across campus with colleges, centers, and divisions to design and/or elevate alumni and community programming that promotes UHD's mission and goals • Develops and oversees a broad-based communication plan to include email, print, social media and web to enhance alumni relations, constituent relations and special events branding • Works with Student Affairs and Enrollment Management to create and implement programs to engage graduating students as alumni 	<p>Ed.D. in Higher Education Administration, Texas Tech University</p> <p>M.E. in Educational Administration & Supervision – Higher Education, University of Houston</p> <p>B.A. in English, University of Houston - Downtown</p>

Collaboratively plans and produces high-profile signature university events and functions that involve senior university leadership as well as community members, external clients, alumni and donors, ensuring that the highest of standards are reflected in the planning and presentation of events.

- Provides strategic planning and support for other Advancement teams, including Development, Corporate and Foundation Relations, and Annual Giving to ensure that all areas are working cohesively towards the goals of the university
- Manages large scale and highly visible events that support the mission of the university while enhancing the university's reputation. These events will include commencements, convocations, ceremonial occasions and high-profile fundraisers that may involve partnering with external VIP clients and supervision at off-site locations
- Serves as the chief liaison between the client and university departments to include: facilities management, information technology, catering, public safety, general counsel, marketing, and other campus partners to ensure achievement of event objectives, site selection, contracts, and other logistical needs.
- Spearheads strategic meetings with all pertinent campus service providers, resolving problems and developing progressive operational policy and procedures.
- Collaborates with external vendors as needed to assemble cost estimates, design floor plans, transportation and lodging requirements and ensures that all required elements are in order.
- Oversees the billing/invoicing and collection of all rentals and services for conferences and associated events to achieve event objectives.
- Oversees facility rental process and revenue contracts and permits are completed in compliance with UH System and University policies for services and events related to external business.
- Develops and maintains positive working relationships with internal and external partners Develops administrative systems to support efficient business processes, for space reservation, event coordination, management, and marketing
- Provides vision and oversight for UHD's annual events programming aimed at engaging alumni, students, and the greater UHD community, with special attention to those activities that positively serve multiple constituencies, including University partners and prospects.
- Leads the alumni, constituent relations and special events staff and provide the guidance and support necessary for their professional success and personal development

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Office of the Provost

Name	Title	Job Description	Responsibilities	Education	Professional Experience
<p>Uzman, Akif</p>	<p><i>Interim Provost and Senior Vice President Academic & Student Affairs</i></p>	<p>The Senior Vice President for Academic Affairs and Provost works collaboratively with other vice presidents, leads deans and faculty in the creation of innovative academic programs, administers tenure and promotion, oversees accreditation, be familiar with the technologies used in modern pedagogy as well as assessment and evaluation, expand online and distance education opportunities, and foster participation in shared governance. The Provost oversees enrollment management and student life, directs the Division to ensure strategic growth and enhancement of student support services. This includes veterans affairs, recreation and student life, student affairs, financial aid, the registrar, student conduct, and ensuring a supportive environment for student success. The</p>		<p>Ph.D. Zoology, University of California, Berkley</p> <p>M.S. in Environmental Health Science, University of Michigan, Ann Arbor</p> <p>B.S. in Zoology, University of Michigan, Ann Arbor</p>	<p>Dr. Uzman serves as Dean of the College of Sciences & Technology (CST) and has been at UHD for 24 years. During his time here, Dr. Uzman has led CST for 10 years (being named Interim Dean in 2011 and taking on the Dean's role in 2014). Prior to that, he served as Chair for the Natural Sciences Department for eight years. Additionally, he has been a member of the Faculty Senate and served on several UHD search committees (including two presidential search committees).</p>

<p>Provost leads efforts to improve retention and graduation, oversee academic enrollment management technical support, manage resource development, develop long-term planning and budgeting, and foster the organized and strategic development of "High-Impact Practices" across the curriculum and campus to stimulate engaged learning and support student success. The Provost leads efforts to expand the University's international recruitment of students and faculty exchange, study-abroad and travel programs (both nationally and internationally). The Provost ensures that the institution makes steady progress toward its goals for 2020 (as outlined in the Strategic Plan) and oversees the implementation of the Quality Enhancement Plan, which emphasizes community engagement as a vehicle to enhance academic achievement and civic learning. Reporting to the President, the Senior Vice President and Provost will continue to build UHD as an engaged public urban university that ensures students graduate with skills that will enable them to adapt to 21st century workforce demands. S/he must also show a commitment to excellence throughout the university in the areas of teaching, service and scholarship. Finally, the Provost will support the University's dedication to engagement with the Houston community.</p>	<ul style="list-style-type: none"> • Serves as the Chief Academic Officer responsible for vision and overall coordination of academic programs, including academic priorities, operations, long-range planning and resource development, strategic decision making, and budgeting. • Provides visionary leadership and coordination of the University's enrollment, admissions, registration, international involvement, and other student services. • Manages the academic area, including implementation of the University's Strategic Plan and academic plans; defines and articulates the roles and activities of deans and direct reports. • Coordinates and leads student success initiatives and academic and program assessment, particularly efforts to improve student retention and graduation rates. • Oversees development, implementation, and assessment of new degree programs, and uses data-driven decision-making to strengthen existing programs and to ensure value to students and employers. • Provides direction and advocacy for research and creative endeavors, particularly related to grant, contract, and research activities. • Fosters commitment to diversity by building an inclusive and supportive environment for teaching, learning, service, and scholarship and by recruiting a diverse faculty and student affairs staff and leadership. • Promotes and facilitates shared governance and promotes data-driven, decision-making processes that are collaborative and transparent across the University. • Oversees accreditation efforts and upholds academic standards set by national, regional, and professional accrediting bodies. • Administers promotion and tenure process, faculty hiring and appointments, and other personnel actions as defined in institutional policies and procedures and based on the strategic priorities of the University. • Oversees development and implementation of a strategic enrollment management plan. • Promotes cooperation, collaboration, and partnerships with other institutions of higher education, regionally, nationally, and internationally. • Maintains a visible profile both on campus and with external constituencies and engages with the faculty, student, alumni, and staff communities 	
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<p>Moosally, Michelle</p>	<p><i>Associate Vice President, Programming and Curriculum</i></p>	<p>Leads, administers, and oversees efforts related to programming and curriculum, including policies and procedures, programming at off-campus sites, high-impact learning practices, and aligning programmatic advancement with student demand and regional or industry need in concert with external partners and accrediting bodies.</p>	<ul style="list-style-type: none"> Facilitates and leads graduate and undergraduate course, credential, and program development; develops, maintains, and reviews related policies through all internal and external phases in collaboration with faculty and academic leadership. Provides vision and oversight for the Office of Distance Education; administers and leads initiatives related to and promoting online education, including issues related to online programming strategy, curriculum, and quality control measures. Oversees all continuing education programming, aiming to expand the university's presence in the sector. Supports and increases visibility; builds collaborations with the library, honors program, and General Education. Provides leadership and vision for the Office of Impact Learning, OER initiatives, and PLA. Works with the Chairs Council; serves as liaison to THECB, Houston GPS. Coordinates scheduling with the Registrar; coordinates transfer degree maps and relationships in partnership with Enrollment Management. Performs general duties to support work in the Office of the Provost. 	<p>Ph.D. in Linguistics, The University of Texas</p> <p>M.A. in Linguistics, The University of Texas, Austin, Texas.</p> <p>B.S. in English (concentration in Technical Writing), Mankato State University</p>	<p>23 years as tenure-track/tenured faculty member in English; 4 years as Department Chair; 3 years as graduate program coordinator for MSTC; Chair of numerous university committees and task forces, including University Curriculum, General Education, Retention and Graduation, International Education; 2 years as Faculty Senate President and 2 years as Vice President.</p>
<p>Johnson, Jerry</p>	<p><i>Associate Vice President for Faculty, Research and Sponsored Program</i></p>	<p>The Associate Vice President for Faculty, Research and Sponsored Programs leads, administers, and oversees efforts related to faculty affairs. The Associate Vice President hires, mentors, ranks, and oversees tenure and the grievance processes. The Associate Vice President develops and supports faculty research activity, creativity, and scholarships.</p>		<p>Ph.D. in Biochemistry, University of Houston</p> <p>B.S. in Biology, University of Houston</p>	<p>5 years of upper administration experience in higher education and 16 years of serving on the faculty and administration teaching college-level biology and chemistry.</p>

			<ul style="list-style-type: none"> • Oversees and leads new faculty orientation. • Oversees and leads the rank and tenure process • Guides the faculty hiring process, including interviewing candidates. • Leads faculty mentoring initiatives. Serves as the point of contact for faculty and student grievances in the Provost's office and serves as the point of contact for matters related to the faculty grievance policy. • Oversees and leads faculty related policy updates. • Serves on the Faculty Affairs Committee. • Oversees and leads the tenure academy. • Addresses faculty workload issues, certifications, studies, and strategies. • Serves as liaison with the Ombudsperson from the Provost's Office. • Leads and oversees faculty recognition efforts in the Provost's office. • Administrates the President's "Full Professors" Council. • Administrates initiatives related to faculty professional development. • Leads efforts related to talent and leadership development. • Leads and administrates Office of Research and Sponsored Programs (ORSP), including violations, compliance, grants, contracts, and more. • Promotes innovation and entrepreneurship among faculty. • Leads in cooperation with other Academic Affairs leadership in efforts and initiatives related to Diversity, Equity, and Inclusion as they interface with UHD faculty Affairs and /or ORSP. 		
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<p>Lloyd, Sheila</p>	<p><i>Associate Vice President for Academic Affairs</i></p>	<p>The Associate Vice President for Academic Affairs (AVPAA) will lead the development of a strategic vision and plan for academic innovation that enhances UHD's identity and commitments and aligns with institutional priorities. The AVPAA is responsible for administering and overseeing efforts related to accreditation, assessment, cultivation and strengthening of partnerships, retention and graduation efforts, as well as new academic affairs initiatives. The AVPAA provides strategic leadership to the Offices of Institutional Assessment and Accreditation, Data Analytics and Institutional Research, and Continuing Education.</p>	<ul style="list-style-type: none"> • Establishing and/or enhancing strategic partnerships and relationships; responsible for relationship management with community colleges and other academic partners. • Overseeing the academic and strategic planning process; lead and coordinate University-wide strategic planning initiatives. • Collaborates with the Executive Director of Assessment and Accreditation to oversee and lead all assessment and accreditation efforts. • Collaborates with the Accreditation liaison, fostering positive/productive relations with the Texas Higher Education Coordinating Board (THECB) on matters related to academic administration. • Assisting in the creation of and managing annual budgets within the portfolio. • Ensuring compliance with local, state, federal, and accrediting reporting requirements. • Collaborating with the Executive Director of Assessment & Accreditation to promote gathering of meaningful data that can inform program assessment for future improvements. • Providing vision and oversight for the Office of Continuing Education; strategizing/leading implementation of co-curricular programs that enhance UHD's commitment in meeting the full range of educational experiences for the Greater Houston area. • Building collaborative programs and initiatives with a variety of partners through MOUs and articulation agreements, in cooperation with the Associate Vice President for Programming &Curriculum (AVPPC). • Overseeing/leading retention and graduation efforts that flow through the Office of the Provost. <ul style="list-style-type: none"> •Leading the Chairs Council in cooperation with the Associate Vice President for Faculty, Research& Sponsored Programs (AVPFRS) and Associate Vice President for Programming & Curriculum(AVPPC) (the AVPAA serves as the lead, but will work with and coordinate with the AVPFRS and AVPPC in all matters related to the Chairs Council. • Serving on the Academic Policy Committee. • Developing and overseeing efforts related to the mentoring of administrative academic staff at UHD (Chairs, Associate and Assistant Deans, Deans) • Leading, in cooperation with the AVPFRS and AVPPC, efforts and initiatives related to Diversity, Equity, and Inclusion, insofar as they interface with the scope of work of the AVPAA. 	<p>Ph.D. in English Literature, Cornell University</p> <p>M.A. in English Literature, Cornell University</p> <p>B.A. in English Literature, Yale College</p>	<p>Director of Assessment, University of Redlands</p> <p>Associate Provost for Teaching, Learning, and Faculty Affairs, Mills College</p> <p>Accreditation Liaison Officer, University of Redlands and Mills College</p>
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<p>Campbell, Lea</p>	<p><i>Executive Director, Assessment and Accreditation</i></p>	<p>Oversees the Office of Institutional Assessment and supporting activities related to program review and academic, co-curricular, and operations assessment and supports the university in developing a culture of assessment. The Executive Director serves as the SACSCOC Liaison, overseeing accreditation compliance and reporting.</p>	<ul style="list-style-type: none"> • Collaborates with all colleges and departments/units to facilitate the development/implementation of assessment plans and related reports which document the attainment of student learning/effectiveness outcomes and support continuous improvement. • Ensures archival of assessment-related documents. • Serves as the SACSCOC Liaison and oversees compliance and development of all SACCO-related reports including substantive change Fifth-year Interim reports and decennial reports. • Ensures archival of SACSCOC accreditation reports and related agency communication. • Supports programs and faculty in the development of professional accreditation and program review reports. • Ensures archival of accreditation and program review reports and related agency documentation. • Coordinates data collection, evaluation, and reporting of General Education (GE) assessment. • Serves on the General Education Committee (GEC) and ensures archival of GE accreditation documents. • Collaborates with the GEC to report changes to the THECB, develop reports, and archive correspondence. • Spearheads conversations across UHD to foster a culture of assessment and quality improvement. • Collaborates with CTLE and other units to provide assessment/accreditation professional development. • Responsible for strategic oversight of the Office of Institutional Assessment and manages staff and office budget. • Develops institution-wide surveys. -Analyzes, summarizes, and reports survey results to stakeholders. Archives survey data and related reports. • Manages and services on the Academic Assessment Committee. • Oversees the Co-curricular and Operations Assessment Committee 	<p>Ph.D. in Higher Education Administration, University of Texas-Austin</p> <p>Masters in Mathematics: Eastern New Mexico University</p> <p>Bachelors in Mathematics, Eastern New Mexico University</p>	<p>15 years of progressive leadership experience overseeing assessment & accreditation</p> <p>25 years' experience in higher-education academic administration</p> <p>35 years' experience teaching college-level mathematics</p>
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<p>Dyer, Nazly</p>	<p><i>Executive Director, Data Analytics and Institutional Research</i></p>	<p>The Executive Director oversees the implementation of Office of Data Analytics and Institutional Research, supporting activities, administrative functions, and promotes a culture of data literacy across the Institution. The Executive Director is responsible for driving the overall vision of the unit.</p>	<ul style="list-style-type: none"> • Provides leadership and management for the Office of Data Analytics and Institutional Research • Prepares and presents research findings and analysis that supports institutional decision-making and effectiveness and services • Serves as co-sponsor for the Education Advisory Board (EAB) software implementation; promotes the use of EAB analytics across campus to support student success • Supports business analytics, institutional research, mandatory reporting, and other data-focused decision-support activities • Communicates the value of data-derived information in a holistic model of decision making that includes professional judgment, institutional mission, and environmental factors • Ensures that decision-makers have timely and useful information • Oversees the operations, budget, and resource allocation of the department • Prepares and presents research findings that support institutional decision-making and effectiveness • Institute's strategic plans for growing and maintaining an institution's analytic and data capacities • Applies appropriate research methodology and statistical analysis to uncover insights that support institutional decision-making. 	<p>Ph.D. in Psychological Sciences with emphasis on statistics & analytics, The University of Texas at Dallas B.A. in Psychology, Rutgers, The State University of New Jersey</p>	<p>Dr. Dyer oversees the implementation of the office, supporting activities, administrative functions, and promotes a culture of data-informed decision-making across the institution. She also serves as the co-sponsor for the Education Advisory Board (EAB) and promotes the use of EAB analytics across campus. Dr. Dyer builds predictive models, conducts analysis to inform student persistence and academic success as well as prepares and presents analytical findings that support institutional decision-making and effectiveness.</p> <p>Prior to joining UHD, Dr. Dyer was a Research Associate and Postdoctoral Fellow on a large, grant-funded longitudinal study at the University of Texas at Dallas. She led the research lab and contributed to project and research design, data coding and analysis, data management, team training, and writing results for publication.</p>
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<p>Tucker, Carol</p>	<p><i>Director, Institutional Research</i></p>	<p>The Director of Institutional Research oversees institutional research. Plans, organizes, designs, coordinates, supervises and implements comprehensive institutional research projects to provide information about the university's functioning, its students and programs. Supports and coordinates the development and maintenance of an institutional strategic planning process; plans, designs and conducts research to meet compliance with state, federal, system and college requirements and accreditation standards; ensure accuracy of state and federal reports.</p>	<ul style="list-style-type: none"> • Plans, organizes, designs, coordinates and implements a comprehensive program of research projects. • Plans, designs and consults with others on a variety of projects relating to university planning, institutional accountability, effectiveness and decision-making. • Plans, designs and implements information structures such as Federal and State reports, Baseline Data Reports and student outcome performance measures to guide strategic planning for the university and coordination with the colleges. • Participates in long-range planning process that results in a comprehensive and integrated technology-based planning system for the University. • Maintains membership and seeks leadership roles in state and national research organization; works collaboratively with faculty, staff and administrators to develop, maintain and support the research and planning needs that facilitate student access and success. • Represents the university in community, governmental and professional organizations as appropriate to research; develop ways for exchanging research reports and significant development among constituents 	<p>M.B.A with Concentration Management Information Systems, University of St. Thomas B.A. in Mathematics; Minor in Theology, University of St. Thomas Leadership Essentials Certificate, Cornell University</p>	<p>20 years working in institutional research</p>
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<p>Yegiyan, Mikayel</p>	<p><i>Director, Institutional Data Analytics</i></p>	<p>The Director of Institutional Data Analytics, leads collaborations with EAB work groups and colleagues to collect, generate, and analyze data. The Director provides data support to advance institutional research efforts, and creates reports that promote student and institutional success.</p>	<ul style="list-style-type: none"> • Designs and directs studies of student and faculty opinions, satisfaction, and usage of University resources • Serves as owner for the implementation of Education Advisory Board (EAB) software; works with the EAB team and within the EAB software platform to provide support for any additional data needs or analysis • Applies appropriate research methodology and statistical analysis to support the department in the interpretation of institutional data • Prepares and presents research findings and analysis that supports institutional decision-making and effectiveness and services internal and external data requests • Serves as primary contact for ad hoc data analytic requests • Helps facilitate an institutional culture of data literacy by providing workshops and trainings • Initiates and develops computer processes to retrieve, merge, and report information from multiple databases, systems, and electronic files • Coordinates data requests from institutional departments to EAB • Creates and maintains student success predictive models and provides specific recommendations to key stakeholders regarding findings 	<p>M.A. in Psychology, California State University, Fresno</p> <p>B.A. in Psychology, California State University, Fresno</p> <p>Pre-Psychology, Fresno City College</p>	<p>6 years in data analysis and statistics; 3 years in teaching statistics and research methods at the University level</p>
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<p>Turnquest, Krysti</p>	<p><i>Project Director, Title V Accelerated Transfer Program</i></p>	<p>The Project Director, Title V Accelerated Transfer Program oversees project implementation, budgets, and reporting for the Department of Education related to the Title V grant, and oversees the Accelerated Transfer Academy, and all of its activities and staff.</p>	<ul style="list-style-type: none"> Ensures that projects achieve all objectives and outcomes on time and within budget; adheres to all federal, state, and local policies, procedures, and reporting timelines. Coordinates data gathering and reporting with the Office of Institutional Effectiveness in accordance with project objectives and desired outcomes. Manages project data collection, develops appropriate assessments, manages assessment schedules, and runs statistical analyses to gauge effectiveness; presents findings to various institutional and national audiences. Collaborates with institutional units to bring together a network of support for student success, including Institutional Advancement and Career Development; presents program information to campus stakeholders to raise awareness and engagement across units; presents program information to external partners (community colleges, etc.) to build a pipeline for incoming transfer students. Initiates and builds partnerships with employers to develop opportunities for student internships and experiential learning; works with employers to determine the relevance and appropriateness of internships. Serves as the voice for transfer students on multiple university-wide committees, including chairing the Transfer Initiatives Subcommittee of the Retention and Graduation Standing Committee. Develops training, programs, structured career readiness, academic success, and student engagement opportunities that are relevant and appropriate for new transfer students. Serves as lead instructor for multiple sections of career readiness workshop series. 	<p>Ph.D. in Measurement, Quantitative Methods & Learning Sciences, University of Houston (In progress)</p> <p>M.A. in Urban & Environmental Policy and Planning; and Child Study and Human Development (joint degrees),</p> <p>Tufts University</p> <p>B.A. Sociology, University of Texas at Austin</p>	<p>5 years in higher education at the assistant director or higher level</p>
<p>Smith-Irving, Brandi</p>	<p><i>Executive Director, Office of Research and Sponsored Programs</i></p>	<p>The Executive Director, Research & Sponsored Programs provides oversight for all externally funded projects, grants, and contracts, ensuring that all pre- and post-award activities are in compliance with federal, state, sponsor, and institutional policies and regulations.</p>	<ul style="list-style-type: none"> Serves as the Authorized Organizational Representative for the university on all proposals and contracts for sponsored activities. Serves as an expert interpreting, explaining, and applying government regulations. Provides leadership and vision to staff involved in the review, approval, negotiation, and administration of research, educational, and public service proposals, grants, cooperative agreements, contracts, and sub-awards. Identifies potential funding opportunities; consults with faculty to determine the appropriateness and feasibility of grants. Oversees online proposal applications and electronic submissions. Completes agency forms, assurances, and certifications as required. Prepares and provides institutional statistics related to external funding. 	<p>M.S. in Professional Writing & Technical Communication, University of Houston-Downtown</p> <p>B.S. Professional Writing & Technical Communication, University of Houston-Downtown</p>	<p>12 years in research and grant administration in higher education 8 years teaching college-level English and Technical Communication</p>

<p>Evans, Louis</p>	<p><i>Executive Director, Off Campus and Online Coordination</i></p>	<p>The Executive Director, Off Campus & Online Coordination directs the operational, financial, and planning activities for off campus programs and services while providing support for online programs.</p>	<ul style="list-style-type: none"> • Provides leadership and directs the coordination of off campus education programs; ensures that off campus locations meet SACS standards; coordinates with the system distance education programs. • Provides consultation and expertise for off campus education development, support services, and marketing, including initiation and support of off campus education partnerships with community colleges, corporations, and community groups. • Plans, oversees, and coordinates articulation agreements; collects data as necessary. • Analyzes data and manages the budget. • Reviews the schedule of classes offered at off campus sites and online. Develops policies and procedures to facilitate distance education programs. Identifies needs and assists in development of professional development opportunities for faculty, related to instructional technology and distance education. 	<p>Doctor of Education, Educational Leadership (Higher Education Emphasis)-ABD, Sam Houston State University Master's Degree in Educational Administration, Sam Houston State University Bachelor's Degree, University of Houston Downtown</p>	<p>Professional experience includes more than 40 years of highly successful operations, training, teaching and advising experience. Expertise includes, but is not limited to, planning, training, assessment, online education, Banner and PeopleSoft proficiency, report writing and program evaluation. Over 21 years in higher education and served on many University Committee including Chair of the Academic Advising Council</p>
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<p>Krishnan, G.V.</p>	<p><i>Director, Applied Business & Technology Center</i></p>	<p>The Executive Director, Continuing Education manages all aspects of the university's continuing education programs.</p>	<ul style="list-style-type: none"> • Develops and executes a successful growth strategy for non-credit courses, establishing new, relevant courses for students and prospective students. • Designs, plans, and implements innovative on-campus and online educational solutions and instructional design models for continuing education programs. • Develops and executes a successful growth strategy for courses for school children during the summer, establishing new, relevant courses for students and prospective students. • Designs and implements comprehensive enrollment and retention plans, and leads the strategic planning activities to attract and enroll a qualified student body. • Solicits grant funding to further the goals and objectives of the continuing education program and its partners. 	<p>M.S. (Engineering) Mining and Engineering, West Virginia University</p> <p>B.S. (Engineering) Mining and Engineering, Osmania University,</p>	<p>30 years overseeing Continuing Education 38 years' experience teaching college-level CAD/CAM courses</p>
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<p>Salhotra, Poonam</p>	<p><i>Executive Director, Office of Impact Learning</i></p>	<p>The Executive Director provides vision, leadership, and administrative direction for the Office of Impact Learning, establishing that office as a hub for campus-wide activities and initiatives related to high impact learning practices (HIPs) at UHD, including serving as a central location for the promotion, assessment, and engagement of such practices across the academic units of the campus. Emphasis will be given in this work to four signature UHD experiences—service learning, undergraduate research, internships, and study abroad programs—but the work of the office extends to the full range of high impact learning practices as they are developed, assessed, and implemented at UHD. The Executive Director ensures that the office is visible and active, which entails developing and executing the vision for the Office of Impact Learning focused on facilitating pathways for students to participate in curricular and co-curricular HIPs as well as working with university constituencies to expand and enhance these programmatic initiatives.</p>	<ul style="list-style-type: none"> • Reports to the Associate Vice President for Programming and Curriculum and works closely with faculty, external stakeholders, other administrators, and staff to develop a strategic and operational plans for the Office of Impact Learning. • Collaborates with faculty, program coordinators and department chairs to facilitate and support integration of high-impact learning practices—with special attention to the four signature experiential learning activities—within the curriculum. • Collaborates with faculty and the Center for Teaching and Learning Excellence to offer faculty development in support of experiential learning best practices. • Seeks ways to streamline current funding processes across campus and identify additional resources to support the four identified experiential learning activities (and other HIPs as appropriate). • Plans events to showcase these experiences and inform the UHD community about initiatives of the Office of Impact Learning. • Establishes and chairs an Office of Impact Learning Advisory Council, which should feature faculty, staff, and students as well as external partners. • Spearheads conversation among UHD centers and Student Affairs to foster partnerships across centers/units to promote the experiential learning activities and assessment outside of classroom settings; coordinates opportunities with curricular leaders. • Explores opportunities for external funding either individually or in collaborations with other centers/units. • Collects, analyzes, and produces reports related to experiential learning activities, showing impact on student success and as needed for external reporting. • Identifies strategies for generating student engagement in impact learning, with particular attention to best practices to maximize inclusion and diversity. • Manages office staff and work study students as well as office budget. • Oversees the work of the Study Abroad Office and the Center for Community Engagement and Service Learning. 	<p>Ph.D., Immunology, Weill Cornell Graduate School of Medical Sciences</p> <p>AB, Biology with Microbiology concentration, Cornell University</p>	<p>20 years of teaching Microbiology and related courses</p> <p>Conducting High Impact Practices for 15 years, including Service Learning, Service Abroad, Undergraduate Research, and placing students in internships.</p> <p>Directing the Center for Community Engagement and Service Learning, and expanding programming</p>
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<p>Parrish, Angela</p>	<p><i>Interim Executive Director, Financial Affairs</i></p>	<p>The Executive Director oversees administrative and financial matters in the Division. The Executive Director develops, reviews, and oversees operating and capital budgets and commitments. The position provides financial analysis, forecasting and reporting to management for strategic, tactical and operational decision-making and participates in the development of the annual budget(s). The Executive Director provides consultation, education and training to build financial compliance and awareness within the Division and participates in the development and administration of the academic policies.</p>	<ul style="list-style-type: none"> • Provides guidance to division leadership regarding organizational development, budget and management decisions to support strategic goals and priorities; provides leadership in administrative and financial matters in the division; oversee and ensure key financial processes are supervised and monitored. • Leads the effort to enhance internal controls, compliance with applicable statutes, and regulations, university policies and procedures, and with terms and conditions of gifts, grants, memorandums of understanding, affiliation agreements and other contractual documents for the division; leads the effort to expand the use of data in all decision making; oversees the development and implementation of training to appropriate division, college, departmental or unit financial or administrative staff on various technological applications, UHD processes and procedures. • Provides financial analysis, forecasting and reporting to management for strategic, tactical and operational decision making, oversees the development and preparation of the annual university planning and budget process for the division. • Consults with leadership in the development of staffing and faculty hiring plans, compensation decisions, salary market benchmarking, recruitment efforts, appointment and promotion processes and policies; collects faculty evaluations by department to benchmark annual faculty merit system. • Serves as the contact for all administrative and financial matters for the division, works closely with university constituents in the areas of human resources, budget, accounting, institutional research, sponsored research and advancement. • Serves as a resource to Deans and CBAs in start-up procedures for new programs, including creating and/or reviewing financial pro forms and develops financial models and analysis to support strategic initiatives. • Serves on various university committees. • Works collaboratively with other UHD units to prepare various internal and external reports and surveys (CUPA Study, Delaware study, AAUP Compensation Survey, UH System Faculty Workload Report). 	<p>MBA, American Intercontinental University</p> <p>B.S., University of Houston-Downtown</p>	<p>Business Administrator with 25+ years' providing outstanding academic and administrative support in diverse collegiate environments with an emphasis on management, finance, and human resources.</p>
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<p>Bowen, Lucy</p>	<p><i>Executive Director, Academic and Student Affairs</i></p>	<p>The Executive Director, Academic & Student Affairs provides overall support for the operations of the provost's office, assuming day-to-day responsibility for projects and tasks, serving as a strategic advisor, and setting and tracking priorities.</p>	<ul style="list-style-type: none"> • Serves as a senior advisor to the provost, providing advice, context, and background information on issues, and liaising with other campus officials on all matters of interest to the provost; organizes and prioritizes critical issues and provides the provost with the information required to facilitate efficient decision making. • Provides oversight and leadership on key internal and external institutional projects and initiatives, monitoring and following progress, and ensuring that appropriate follow up actions are taken to ensure timely and successful completion • Triage incoming inquiries, ensuring that each inquiry is appropriately referred and resolved in a timely manner in accordance with applicable policies and procedures. • Ensures that executive support staff are suitably prepping the provost for meetings, are following up on matters as necessary, and are managing the provost's calendar and time appropriately. • Provides support as necessary to manage executive functions, building and developing cross-departmental relationships. • Hires and manages the executive support staff. • Assumes responsibility for policy recommendation, implementation, and interpretation, as well as ensuring that policies are updated as needed. • Recruits, selects, trains, supervises, evaluates, and monitors the performance objectives of support staff who comprise the Provost's Office. • Reviews and advises the provost on curriculum proposals and serves as ex-officio member of University Curriculum Committee. 	<p>MPA, University of Texas, Arlington</p> <p>B.A. Photography, Minor Art History, Sam Houston State University</p> <p>B.A. Political Science, Minors: Anthropology & Women's Studies, Texas A&M University</p>	<p>Lucy Bowen has extensive strategic planning and implementation experience with several years of experience in higher education. She previously worked as UHD's Director of Academic Projects. Her work experience includes managing and leading teams as well as managing budgets and employees. Ms. Bowen has advanced project management skills in PMBOK & Six Sigma.</p>
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Library

Name	Title	Job Description	Responsibilities	Education	Professional Experience
Ensor, Pat	<i>Executive Director, Library Services</i>	The Executive Director, Library oversees library operations in order to facilitate student success, support faculty teaching and research, provide information to improve the functioning of the University, and support all University goals. The Executive Director, Library plans for future library operations and develops budget requests. Manages assessment of library operations and lead continuous improvement and communicates ongoing news and University issues within and outside the Library.	<ul style="list-style-type: none"> Oversees financial operations and expenditure of library budget. Represents and markets the library around the University via meetings and committee work. Plans for future library operations and develop budget requests. Manages assessment of library operations and lead continuous improvement. Communicates ongoing news and University issues within and outside the Library. Assists users in locating information, train them, and select materials for their support. 	M.L.S., University of Alabama Graduate School of Library Services B.S., History, Minor in Computer Science, University of Alabama Birmingham	40 year's experience overseeing library services for large academic libraries

Marilyn Davies College of Business

Name	Title	Job Description	Responsibilities	Education	Professional Experience
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<p>Gengler, Charles</p>	<p>Dean</p>	<p>The Dean is the chief academic and administrative officer for the Marilyn Davies College of Business, reporting directly to the Senior Vice President and Provost for Academic and Student Affairs with extensive working relationships with the university executive leaders, academic, student and community leaders. The Dean of the Marilyn Davies College of Business is responsible for providing leadership that supports the mission, vision and strategic goals of the College and University. The Dean works closely with a management team comprised of an Associate Deans, Assistant Deans, and Department Chairs and with the faculty of the college and faculty governance. Primary responsibilities for the Dean include, in consultation with the faculty, building and maintaining the quality of business programs, building and supporting faculty teaching and scholarship, maintaining accreditation, strengthening relationships with business community, and fundraising. The Dean also has financial and enrollment responsibilities and oversees its annual operating budget of \$14 million</p>	<ul style="list-style-type: none"> • Serves as the chief academic and administrative leader for the Marilyn Davies College of Business and serves on the Provost's leadership team and dean's council. • Establishes a shared vision that promotes the College of Business consistent with the mission of the University of Houston-Downtown and its strategic plan. • Implements a clear and concise strategic plan to advance that vision. • Creates collaborations with Greater Houston Area business and industry to support the academic and career goals of students. • Prepares and manages \$14 million annual budgets for the effective and efficient allocation within the College. • Builds an organizational culture of collegial teamwork. • Fosters an organizational and educational climate that promotes and celebrates diversity. • Works with University leaders, faculty, and staff to develop and implement the University's strategic plan. • Establishes academic or extracurricular programs that will meet student career needs. • Pursues revenue growth through development, grants and contracts, and professional development programs for the advancement of college resources. • Provides leadership in program assessment, external program review, and professional accreditation, such as the Association to Advance Collegiate Schools of Business Accreditation (AACSB) and other appropriate specialized accreditations. • Oversees the College faculty in the development of policies governing its academic programs. • Expands and strengthens liaisons with domestic and international educational institutions to promote articulation, communication, and exchanges. • Leads the efforts to assess, develop, grow and manage academic programs and curriculum development. 	<p>Ph.D. Management Science (Marketing) Naveen Jindal School of Management, University of Texas - Dallas,</p> <p>M.S. Management Science (Marketing), Naveen Jindal School of Management, University of Texas - Dallas</p> <p>B.S. Mathematics and Computer Science, University of Illinois – Urbana Champaign</p>	<p>More than 30 y6 years of experience as Dean at two public universities (UHD and CUNY-York College) after a 2-year appointment as the department chair of marketing and international business at CUNY-Baruch College.</p> <p>Over 25 years of experience as a leader in academics, consulting, and entrepreneurial ventures. Experience running large academic departments of 60+ faculty at AACSB accredited business schools as well as institutions building towards initial accreditation. Years of experience providing education at public universities as a department chair at Baruch College - City University of New York and Dean at a branch of City University of New York.</p>
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<p>Manrique, Justo</p>	<p>Associate Dean Undergraduate Studies</p>	<p>The Associate Dean for Undergraduate Studies reports to the dean, and along with the Associate Dean for Graduate Studies and the department chairs, is a member of the College of Business (COB) Leadership team. The ADU has overall responsibility for the COB undergraduate academic programs including setting and monitoring curriculum reviews, class scheduling and analysis of schedule to ensure it meets student needs and fulfills college responsibilities to deliver programs at multiple locations and online, and AACSB and SACS reporting. The ADU is responsible for all facets of the COB student services including the academic records and advising and the career development center. The Assistant Dean of COB Student Services reports to the ADU. Additionally, the ADU is responsible for all college web services. The College Web Technical Support Specialist I reports to the ADU. As a member of the faculty, the ADU teaches 6 hours per academic year</p>	<ul style="list-style-type: none"> • Provides leadership in development of class schedules including those for distance education • Leads the COB's efforts related to AACSB and SACS reporting and visits. • Coordinates undergraduate curriculum and catalog changes and their publication in a timely manner. • Oversees the COB student services including advising, records, student organizations, and career development center. • Represents the COB in various councils and campus wide committees as assigned by the Dean. • Serves as COB liaison with campus units such as other UHD academic units, student affairs, admissions, and records for undergraduate related issues. • Serves as liaison with IT for COB related technology needs and issues and oversees the college website. • Enforces University and COB policies with respect to undergraduates on academic rules and processes including student suspension and probation. • Approves and signs off on all COB undergraduate student applications and petition forms on dean's behalf. • Serves as the COB administrator for handling undergraduate student grievances, petitions, and complaints. • Oversees operation of COB undergraduate internships and field experiences. • Oversees international study abroad programs. • Oversees COB scholarship awards. • Assists the Dean with the college unit plan and other planning related activities. • Monitors undergraduate class enrollment during registration and provides updates to the dean on low enrollment undergraduate sections. • Represents the Dean and carries out other duties and assignments as assigned 	<p>Ph.D. Agricultural Economics, Iowa State University</p> <p>M.S., Agricultural Economics, Iowa State University</p> <p>B.S. Economics, National Agrarian University</p>	<p>20 years of experience in higher education administrative leadership positions, including the past 8 years as associate dean.</p> <p>12 years of experience as department chair at two universities. Appointed to serve as interim dean at the MDCOB during AY2018</p>
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<p>Poleski, Christine</p>	<p><i>Assistant Dean</i></p>	<p>The Assistant Dean, College of Business complements the work of the College's Dean, Associate Dean, advisors and Advising Center in ensuring that all students interested in a COB degree obtain high-quality, accurate, and timely student services. The Assistant Dean also plays a key role in the College's recruitment efforts.</p>	<ul style="list-style-type: none"> • Reviews applications for graduation candidacy by auditing academic plans and supervising certifying personnel. • Enforces University and college standards by overseeing scholastic probation, appeals, hearings, suspension, and other academic enforcement- related issues. • Assesses the overall effectiveness of the Advising and Student Services Office by providing supervision and management conducive to a student- friendly and competent environment. • Serves as advocate on matters relating to scholarships and honorary societies by determining scholarship recipients and annual membership lists such as Beta Gamma Sigma, and Phi Kappa Phi. • Provides leadership and plays an active role in student orientation. • Plans and executes enrollment, registration, orientation and related events. • Oversees college student organizations. • Builds and strengthens relationships with Academic Advising and Transfer Offices of feeding institutions. • Supports and plays a leading role in the College's recruitment efforts. • Participates and represents the College in transfer fairs, open houses, and other recruitment events. • Plays an active role in marketing activities. • Builds and strengthens relationships with the community, industry groups, alumni, and professional organizations. 	<p>J.D., University of Wisconsin Law School Madison</p> <p>B.A. International Relations, University of Wisconsin-Madison</p>	<p>Nearly 20 years of experience in higher education, legal recruiting, and organizational development. Expertise in policy development, board leadership, management, and strategic planning. Prior experience as an Assistant Dean at a top 20 public university.</p>
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<p>Leffler, Emily</p>	<p><i>Assistant Dean, Analytics, Accreditation and Assessment</i></p>	<p>The Assistant Dean oversees Analytics, Accreditation, and Assessment and collaborates with colleagues in the College to enhance data driven decision making. Works with colleagues to evaluate continuous improvement. Provides support for various accreditation submissions. The Assistant Dean oversees the College assessment systems and continuous improvement processes. Works collaboratively with the college leadership and faculty leaders to facilitate and manage annual reports, program approvals, and other assessment and accreditation processes. The Assistant Dean oversees the College's assessment management system and personnel in that unit. The Assistant Dean works with University's Institutional Assessment Office, Institutional Research Office, and Institutional Data Analytics Office in preparation, review, and dissemination of accreditation reports, annual reports, strategic enrollment planning, market analysis for program development, and data needs for university partner</p>	<ul style="list-style-type: none"> • Employs predictive modeling, where appropriate, to support decision making in the College of Business. • Provides interpretation of the intersection of internal and external data, predictive models and current trends to inform policy, procedures and programs. • Provides leadership in developing systematic approaches to assess interventions designed to increase student success and retention. • Works closely with other University administrative offices e.g. Financial Aid, Student Accounts, Assessment, and Registrar to support enrollment. • Assesses effectiveness of student admissions process and retention strategies and provides recommendations for improvement. • Supports the development of college, faculty and student data and statistics needed for the accreditation/maintenance of accreditation reports. • Provides leadership in the collection and analysis of data to support a continuous quality improvement process for the delivery of data centered, equity driven, highly effective academic programs in the College. • Supervises Assistant Directors of Assessment and provides leadership to the team. • Analyzes and produces corresponding reports on the student opinion surveys of courses by discipline, department, and college. • Under the leadership of faculty, maintains, builds and monitors files and databases documenting assessment plans, related implementation activities, and progress towards achieving program and university goals (programmatic assessment, program reviews, and faculty content reviews). • Supports faculty in the management of assessment processes (assessment, data management, and accreditation). 	<p>M.A., Computational and Applied Mathematics, Rice University</p> <p>B.A. Mathematics, Applied Music Voice, Mary Baldwin College</p>	<p>Over 20 years' experience working in higher education, including analyzing student success data and discovering trends through cohort analysis, retention, persistence, and graduation behaviors, as well as developmental education and student demographics analysis. Expert in synthesizing information from various sources to align findings and build solutions aligned with organizational strategies and goals. Professional experience includes work with relational data performing reporting and analytics</p>
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<p>Bose, Utpal</p>	<p><i>Department Chair, Finance and Management Information Systems</i></p>	<p>As defined in PS 10.A.17</p> <p>The University recognizes that effective leadership at the department level is critical if the university is to be successful in carrying out its institutional mission. The department chair oversees a complex and broad operation, carrying out work within the shared governance structures of the university. The following description reflects key components of the role; prioritization and attention to these areas will vary according to department needs, university priorities, and available human and fiscal resources. These administrative duties constitute a subset of the distribution of a department chair's responsibilities as per the policy. It is incumbent upon the institution to consider the multiple components of the department chair's role when allocating tasks, resources, and expectations.</p>	<p>As defined in PS 10.A.17</p> <ul style="list-style-type: none"> • Personnel supervision, hiring, development, and evaluation (staff and faculty) • Course schedule implementation and oversight • Budget development and expenditure • Policy/procedure compliance and visibility • Communication and responsiveness to issues • Support of student success and addressing student needs • Representation of students, faculty and programs with administrative 	<p>Ph.D. Management Information Systems, Texas A&M University</p> <p>M.S. Nuclear Engineer, University of Florida</p> <p>B.S. Mechanical Engineering,, Indian Institute of Technology</p>	<p>20 years as member of the MDCOB faculty, including a year as the department assistant chair before being named the chair in January 2018. Active participant in shared governance responsibilities at the university, college, and department levels, including stints as chair of both the MIS Curriculum Revision Committee and Department Rank & Tenure Committee. Additionally served as the MDCOB Faculty Assessment Coordinator, representing the college on the UHD Academic Assessment Committee.</p>
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<p>Liu, Zishang</p>	<p><i>Department Chair, Accounting and International Business</i></p>	<p>As defined in PS 10.A.17</p> <p>The University recognizes that effective leadership at the department level is critical if the university is to be successful in carrying out its institutional mission. The department chair oversees a complex and broad operation, carrying out work within the shared governance structures of the university. The following description reflects key components of the role; prioritization and attention to these areas will vary according to department needs, university priorities, and available human and fiscal resources. These administrative duties constitute a subset of the distribution of a department chair's responsibilities as per the policy. It is incumbent upon the institution to consider the multiple components of the department chair's role when allocating tasks, resources, and expectations.</p>	<p>As defined in PS 10.A.17</p> <ul style="list-style-type: none"> • Personnel supervision, hiring, development, and evaluation (staff and faculty) • Course schedule implementation and oversight • Budget development and expenditure • Policy/procedure compliance and visibility • Communication and responsiveness to issues • Support of student success and addressing student needs • Representation of students, faculty and programs with administrative 	<p>Ph.D. Accounting (emphasis in Finance), University of Houston</p> <p>M.B.A., Rice University</p> <p>BA Arabic Languages, Peking University</p>	<p>14 years of service in the academe, including the past 10 at UHD. Led the department in the development and launch of a new Master of Public Accountancy program. Engaged in shared governance activities at all levels, including participation as a committee member on the university's Graduate Council, University Curriculum Committee, and Academic Policy Committee. Received a Fellowship to the UHD Presidential Leadership Academy in 2019</p>
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<p>Davis, Jonathan</p>	<p><i>Department Chair, General Business, Marketing and Supply Chain Management</i></p>	<p>As defined in PS 10.A.17</p> <p>The University recognizes that effective leadership at the department level is critical if the university is to be successful in carrying out its institutional mission. The department chair oversees a complex and broad operation, carrying out work within the shared governance structures of the university. The following description reflects key components of the role; prioritization and attention to these areas will vary according to department needs, university priorities, and available human and fiscal resources. These administrative duties constitute a subset of the distribution of a department chair's responsibilities as per the policy. It is incumbent upon the institution to consider the multiple components of the department chair's role when allocating tasks, resources, and expectations.</p>	<p>As defined in PS 10.A.17</p> <ul style="list-style-type: none"> • Personnel supervision, hiring, development, and evaluation (staff and faculty) • Course schedule implementation and oversight • Budget development and expenditure • Policy/procedure compliance and visibility • Communication and responsiveness to issues • Support of student success and addressing student needs • Representation of students, faculty and programs with administrative 	<p>Ph.D. Industrial Technology, Purdue University</p> <p>M.B.A. (emphasis: operations management), St. Edward's University</p> <p>B.A. Journalism, The University of Texas at Austin</p>	<p>11 years as a member of the faculty at UHD. Appointed Department Chair by his peers in September 2017 and reappointed by the faculty in September 2021. Selected as chair of the University Curriculum Committee in February 2020, and continues in the role into the 2021-22 academic year. Served as a member of the UHD Faculty Affairs Committee, Policy Task Force, and Faculty Senate. Also served on the MDCOB's MBA Curriculum Committee and MBA Assessment Committee.</p>
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<p>Waples, Ethan</p>	<p><i>Department Chair, Management & Insurance Risk Management</i></p>	<p>As defined in PS 10.A.17</p> <p>The University recognizes that effective leadership at the department level is critical if the university is to be successful in carrying out its institutional mission. The department chair oversees a complex and broad operation, carrying out work within the shared governance structures of the university. The following description reflects key components of the role; prioritization and attention to these areas will vary according to department needs, university priorities, and available human and fiscal resources. These administrative duties constitute a subset of the distribution of a department chair's responsibilities as per the policy. It is incumbent upon the institution to consider the multiple components of the department chair's role when allocating tasks, resources, and expectations.</p>	<p>As defined in PS 10.A.17</p> <ul style="list-style-type: none"> • Personnel supervision, hiring, development, and evaluation (staff and faculty) • Course schedule implementation and oversight] • Budget development and expenditure • Policy/procedure compliance and visibility • Communication and responsiveness to issues • Support of student success and addressing student needs • Representation of students, faculty and programs with administrative 	<p>Ph.D. Psychology, Industrial and Organization, University of Oklahoma,</p> <p>M.S., Psychology, Industrial and Organizational, University of Oklahoma</p> <p>B.S., Psychology, Baker University</p>	<p>13 years of experience in the academe, including 10 at 2 other public universities before being hired as MGTI department chair in a nation-wide search in 2018. Participant in UHD's shared governance activities as a member of the university's Academic Affairs Council, Graduate Council, University Curriculum Committee, and Strategic Planning Workgroup.</p>
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<p>McElyea, Berna</p>	<p><i>Director, Administration and Operations</i></p>	<p>Director, College of Business Administration and Operations directs the administrative, financial and human resources administrative and non-academic operations of an extensive and complex college. Oversight of budgetary development and forecasting, payroll, procurement, contract administration, research administration, facilities and space management and inventory control. This position also provides functional guidance and direction to administrative personnel college wide and serves as a liaison to deans, chairs, directors, non-credit program affiliates, faculty and administrative staff as well as other university department and offices including the Provost's office.</p>	<ul style="list-style-type: none"> • Directs and oversees financial , human resources, and grant administration activities and operations, including reviewing and approving expenditures and personnel documents. • Directs and oversees upcoming year budget preparations, monitors and reviews college budgets, revenues, expenses and fund equity balances. • Assists with strategic budget planning for forecasting and projections. • Reviews and approves monthly cost center verification reports and ensures that verifications are timely prepared and approved by cost center managers. Monitors faculty and staff effort reporting related to sponsored projects. • Maintains the college cross-training model for administrative staff to ensure flexibility in coverage. Supervise and evaluate staff. • Serves as resources for deans, department chairs, directors, faculty and principal investigators regarding strategic financial and administrative matters and to interpret and adhere to state, federal, university, college policies and procedures to ensure compliance. • Oversees building, space management key control and physical inventory control processes related to departments and college. • Acts as the liaison between internal (business offices) and external constitutes (vendors). • Serves on various university-wide and college committees as assigned. 	<p>M.B.A., University of Houston –Clear Lake</p> <p>B.B.A., The University of Texas at San Antonio</p>	<p>25 years of progressive management, financial, budgeting, and forecasting experience. Strategic background in human resources, operations management, internal controls, process improvement, project management, research grant oversight, faculty support and relations, and change management</p>
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<p>Gooden, Carlos</p>	<p><i>Executive Director, Graduate Business Programs Services</i></p>	<p>The Executive Director of Graduate Business Programs directs the overall graduate recruiting operations for the Marilyn Davies College of Business. The Executive Director provides leadership, oversight, accountability and management support to all Coordinators, Senior Coordinators, Associate and Assistant Directors who oversee recruiting in three graduate business programs. The Executive Director is responsible for all activities and initiatives within the Graduate program office including the largest MBA program. The Executive Director also provides primary administrative oversight of the staffing responsible for the administrative, recruitment, and admissions functions of all graduate business program. The Executive Director works directly with the executive administrative and academic leadership of the college. Under the Dean's direction and support the Executive Director interfaces with multiple internal partners across campus in addition to external partners and is the primary liaison and leader of all marketing projects for the college.</p>	<ul style="list-style-type: none"> • Manages the implementation of the recruitment process for Graduate Business Programs including leading or supervising information sessions, event planning, and approving marketing materials. • Hires, supervises, trains and mentors managers and direct reports. • Provides leadership and cultivates professional development for the department. • Ensures the team implements and follows policies and processes surrounding Graduate program activities. • Oversees the enrollment process in order to contribute to the development of the program. • Develops reports and collects data to report on performance benchmarks. • Maintains critical reports and analyses of data, making improvement/remedial recommendations and execute such plans in conjunction with the Dean. • Develops and manages the administrative infrastructure and support for the program. • Provides leadership, direction, coordinates and accountability for all activities and initiatives as assigned. • Collaborates with Graduate Admissions Office in the development, implementation and Communications Relations Management (CRM) system that aids in the recruitment of new students to the Graduate Programs. • Assists with general oversight of budget and related expenditures, if applicable. • Attends many events to market the college and speaks to audiences and groups at conferences 	<p>Ph.D., Educational Administration, University of New Orleans</p> <p>Master of Education: Higher Education Administration, The University of Toledo,</p> <p>B.A., Communication (Public Relations), The University of Toledo</p>	<p>13 years of admissions, strategic recruitment, and marketing experience</p>
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<p>Hobby Brett</p>	<p><i>Director, College of Business Career Development Center</i></p>	<p>Oversees the development, implementation and evaluation of student-centered programs and policies focused on assisting the College of Business students in developing career goals.</p>	<ul style="list-style-type: none"> • Coaches, counsels and provides resources for students, assists students in develop career goals and understanding the relationship between in-class, extracurricular and experience based learnings • prepares students for job search by developing and teaching a course curriculum course, utilizing individual and group session, resume and cover letter writing, interview skills, networking business etiquette and job search ethics • building relationships with prospective employers to develop internships qualifying for academic credit • Collaborates with the Dean, administrators and faculty to plan opportunities that increase involvement in career related programs • communication and fosters relationships with industry leaders • develops assessment procedures 	<p>Master of Education in Higher Education/Student Services, Georgia Southern University</p> <p>Bachelors of General Studies, Armstrong Atlantic State University</p>	<p>24 years of experience in higher education career services; 15 years of career services experience in UH System colleges of business, including 10 at director</p>
<p>Robles, Ben</p>	<p><i>Director, COB Advising</i></p>	<p>The Director, Student and Advising Services oversees advising services for declared Business students. The Director collaborates with college leadership to formulate policies and practices that address the advising needs of all Business students, and that maintain the University's full compliance with all university, state, and federal academic policies and regulations affecting students.</p>		<p>Master of Social Work, University of Houston - Central Campus</p> <p>BA, Humanities, University of Houston-Downtown</p>	<p>15 years of experience as a student director and advisor</p>

			<ul style="list-style-type: none"> • Manages the Advising Office, including maintaining the departmental budgets • Review record of newly admitted student to the BBA program, drafts academic plans and related correspondence for students filing for BBA • Provides qualitative and quantitative assessment of the overall effectiveness of the advising and student services • Review applications for graduation candidacy; works with the Registrar's Office to manage and maintain accurate advising and retention records and certification of degrees • Evaluates transfers and foreign credits for business courses, establishes and maintains electronic records for students in the student information system • Collaborates as necessary with various department and colleges within the university • Serves as student advocate on matters relating to advising and academic concerns, as well as financial aid and scholarships; assists with the selection of scholarship recipients; determines annual membership lists of student groups, such as Beta Gamma Sigma and Phi Kappa Phi • Assists in the development of strategies to reaffirm accreditation of AACSB International • Develops and maintains coordination with Advancement to encourage continuing correspondence with COB alumni • Serves on committees, council, and task forces as assigned, to represent student and the college administration 	
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College of Humanities & Social Sciences

Name	Title	Job Description	Responsibilities	Education	Professional Experience
Burns-Ardolino, Wendy	Dean		<ul style="list-style-type: none"> • Serves as the chief academic and administrative leader for the college and serves on the provost's leadership team and dean's council. • Establishes a vision through best practices in collaboration that promotes the college consistent with the mission of the University of Houston-Downtown and its strategic plan; works with university leaders, faculty, and staff to develop and implement the university's strategic plan. • Implements a clear and concise transformational college strategic plan to advance that vision, informed by the input of multiple college constituencies. 	<p>Ph.D., Cultural Studies, George Mason University</p> <p>M.A., English (Teaching of Writing and Lit), George Mason University</p> <p>BA International Politics & Philosophy, University of Hull</p>	

The Dean, Humanities and Social Sciences is responsible for articulating a strategic vision for the college and leading the college toward the accomplishment of the college's strategic goals. The Dean is responsible for the quality of the academic programming of the college. The Dean is in charge of the development of successful and productive internal and external partnerships and relationships for the college, and the administration of the college's faculty, staff, and student support services. The Dean is responsible for ensuring the work of the college is accomplished according to all relevant systems, institutional policy, regulations, and under the principle of shared governance.

- Provides student success leadership through supervision of current operations, assessment of processes, and data-based revisions of academic advising, student retention, and mentoring efforts in collaboration with staff and faculty.
- Oversees integrated transfer partnerships with community colleges in the Gulf Coast Region.
- Directs development efforts for all programs in the college in partnership with University Advancement and the Office of the Provost.
- Prepares and manages the annual budgets for the college; ensures effective, transparent, and efficient use of college resources.
- Builds an organizational culture of collegiate and collegial teamwork.
- Fosters an organizational and educational climate that promotes and celebrates diversity and inclusion in curriculum, hiring, and decision-making processes.
- Works with faculty to identify, develop, and grow academic or extracurricular programs that will meet student career needs.
- Pursues revenue growth through development, grants and contracts, and professional development programs for the advancement of college resources.
- Provides leadership in program assessment, external program review, and professional accreditation.
- Oversees the college faculty in the development of policies governing its academic programs and enacts and promotes UHD policies and procedures.
- Expands and strengthens liaisons with domestic and international educational institutions to promote articulation, communication, and exchanges.
- Builds enrollment in programs across the college according to mission and strategic planning goals.
- Provides equitable leadership, oversight, and support for the college centers.
- Evaluates chairs, staff, and other direct reports annually.
- Provides vision and direction in the college on recruitment, advisement, registration, and retention efforts; maintain a consistent focus on student success inline with college and institutional goals.

- 5 years as Chair, Liberal Studies at GVSU
- 10 years teaching at GVSU
- 4 years as Graduate Program Director at GVSU
- 2 years as Director of Office of Interdisciplinary Studies at CSU
- 3 years as Graduate Program Director at CSU
- 3 years as Undergraduate Program Director at CSU
- Extensive experience conducting and publishing scholarship
- Numerous years of service on various committees at all levels

			<ul style="list-style-type: none"> • Responsible for ensuring the integrity of the Rank and Tenure process across the college, and for dean-level evaluation of candidate dossiers. • Guarantees that all reporting requirements (internal and external) of the college are fulfilled effectively in a timely fashion, including any/all reporting needed for SACSCOC or THECB reporting or college-specific accrediting agencies, as well as all college and institutional assessment efforts. • Develops college-level policies and initiatives designed to improve teaching and learning within all curriculum of the college. • Establishes college-wide policies and initiatives designed to elevate the research profile of the college, and works to provide faculty with resources/opportunities for professional development activities. 	
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<p>Kintzele, Paul</p>	<p><i>Interim Associate Dean</i></p>	<p>The Interim Associate Dean of Humanities and Social Sciences acts as an important liaison between the Dean, Faculty, Advising Office, Staff, and Students. The work focuses on both academic and student affairs. The position requires collaboration between a broad range of constituents, including university and regional organizations, such as the community colleges and local ISDs</p>	<ul style="list-style-type: none"> Assists the Dean with the management of administrative functions of departments and programs of the College of Humanities and Social Sciences Serves as a liaison between faculty, chairs, program coordinators, advising office, Assistant Dean, and Dean in key curricular areas, including program assessment, development, and scheduling Review and adjudicate student appeals, including those dealing with grades, academic dishonesty, late registration, retroactive credit, articulation of credit, and the like Chair the CHSS curriculum committee and lead its initiatives, including the support of online curriculum development and study abroad initiatives Serves on the Leadership Team in the College of Humanities and Social Sciences Serves on the Associate Dean's Council and as an active member of the UHD community Teach one course each long semester in the candidate's home program Performs additional duties requested by the Dean and represents the office of the Dean (such as attending meetings and events and signing documents) in his/her absence Coordinate the annual update of catalogs and CHSS Graduate Handbook Coordinates College presence and represents College at recruiting and advising events Exercises budget signature and supervisory authority in the Dean's absence 	<p>Ph.D. English, University of Pennsylvania, M.A. English, Tulane University B. A. English and Philosophy, Florida State University</p>	<p>3 years as Chair, English 1 year as Assistant Chair, English 16 years teaching at UHD 8 years teaching at UPenn Numerous years of service on various committees at all levels</p>
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<p>Guillory, Crystal</p>	<p><i>Assistant Dean</i></p>	<p>The Assistant Dean, College of Humanities and Social Sciences complements the work of the College of Humanities and Social Sciences associate dean, advisors and advising center, and of the college's degree coordinators and department chairs.</p>	<ul style="list-style-type: none"> • Coordinates work with the Associate Dean, including approving waivers, appeals, and certification. • Supervises the college's advising services staff. • Represents the college on committees and task forces as appointed by the administration and at meeting and other events assigned by the dean. • Recommends and assists in implementing improved procedures and services to enhance student development, retention, and success. • Collects, analyzes, and summarizes enrollment data for all college degree programs with special emphasis on interdisciplinary studies majors and cross-disciplinary and multi-disciplinary minors. 	<p>M.A., African American Studies, Temple University</p> <p>B.S., Interdisciplinary Studies, University of Houston - Downtown</p>	<p>8 years as Assistant Dean of CHSS</p> <p>3 years of teaching at UHD</p> <p>3 years of counseling with Upward Bound at UHD</p> <p>Numerous years of service on various committees at all levels</p>
<p>Jillian Hill</p>	<p><i>Co-Director, First-Year Composition</i></p>	<p>The Director of First-Year Composition will be appointed by the Department Chair. The Chair must announce the open position and allow at least fourteen days for nominations. Individuals may self-nominate. Selection will be based on criteria including relevant experience and department resource needs.</p>	<ul style="list-style-type: none"> • Work with DBA to create Adjunct Instructor job listing with ESO • Hire and rehire adjunct faculty for teaching needs i Composition Program (ENG 1300, 1301, 1302) to staff Composition courses not taught by full-time faculty. • Oversee adjunct training and works closely with the Assistant Chair to ensure that all adjunct faculty are properly supported and performing appropriately to ensure student success • Maintain a reliable and sufficient pool of adjuncts by outreach to graduate advisors and faculty at UHD, TSU, Rice, HCC and Lone Star and by encouraging adjuncts to refer, recruit colleagues from other institutions • Find qualified faculty at the last minute to fill needed classes cover those classes if needed and available along with Assistant Chair • In coordination with the Assistant Chair, conduct periodic evaluation of adjunct performance, including review of all student survey feedback. Comply with University Policy regarding content and process. Work with adjunct faculty to resolve teaching issues reflected in evaluations and other materials; dismiss adjunct whose teaching or professional conduct is not consistent with English Department standards. • Write recommendation letters for adjunct faculty who seek full-time and/or tenure-track positions. 	<p>Ph.D., Rhetoric and Composition, Kent State University</p> <p>M.A., Rhetoric and Composition, Kent State University</p> <p>B.A., Writing and Communication, University of Massachusetts-Dartmouth</p>	<p>Dr. Hill is an Associate Professor of English at UHD and holds a PhD in Rhetoric and Composition with a specialization in Literacy, Rhetoric, and Social Practice. She has over 15 years' experience teaching writing courses, with 11 years of teaching at UHD.</p>

- Address student or instructor complaints in Composition with Chair and Assistant Chair
- Provide first-level review of grade appeals in relevant courses
- In consultation with the Assistant Chair and Chair, schedule, and mentor part-time composition faculty
- Provide curricular, administrative, and pedagogical leadership for composition and co-remediation program (both full-time and adjunct faculty) for ENG 1300, ENG 1301, ENG 1302, base on current pedagogical and theoretical practices
- Communicate with full-time faculty regarding the composition program content and progress
- Prepare pre-semester orientation materials
- Arrange for and lead workshops for composition faculty, including part-time faculty
- Serve as chair of the composition committee
- Arrange for any needed shared curricular assessments required for 1300, 1301, or 1302
- Coordinate linked first-year courses and co-remediation model (between ENG and other disciplines)
- Arrange for student submission of electronic portfolios for ENG 1300, ENG 1301, or 1302
- Serve as chair of the composition committee
- Arrange for lead workshops for composition faculty, including part-time faculty
- Serve as chair of the composition committee
- Arrange for any needed shared curricular assessments required for 1300, 1301, or 1302
- Coordinate linked first-year courses and co-remediation model (between ENG and other disciplines)
- Arrange for student submission of electronic portfolios for ENG 1300, 1301, and ENG 1302
- Coordinate and leads faculty grading sessions of portfolios for ENG 1301 and ENG 1302
- Represent the composition program in liaison with on-campus offices, including University College (on placement, advising, course withdrawal policies), the campus bookstore, and the library. Ex Officio member of FYAC, Development Education Committee, Gen Ed Committee, and chair of Composition Committee
- Prepare book order for all adjunct-taught composition sections

			<ul style="list-style-type: none"> • In consultation with Academic Advising, generate and monitor early alert notices • Review composition course syllabi to assure that they meet curricular requirements and expectations of the program • Carry out periodic assessment of the composition program as needed for program improvement and reporting internally and externally • Serve as assessment liaison for composition program with University constituencies and initiatives (orientation, summer bridge, co-remediation, etc.) • Maintain currency on theory and practice in composition and rhetoric and the administration of academic writing programs as well as state guidelines. 		
<p>Michael Dimmick</p>	<p><i>Co-Director, First Year Composition</i></p>	<p>The Director of First-Year Composition will be appointed by the Department Chair. The Chair must announce the open position and allow at least fourteen days for nominations. Individuals may self-nominate. Selection will be based on criteria including relevant experience and department resource needs.</p>	<ul style="list-style-type: none"> • Work with DBA to create Adjunct Instructor job listing with ESO. • Hire and rehire adjunct faculty for teaching needs in Composition Program (ENG 1300, 1301, 1302) to staff Composition courses not taught by full-time faculty. • Oversee adjunct training and works closely with the Assistant Chair to ensure that all adjunct faculty are properly supported and performing appropriately to ensure student success. • Maintain a reliable and sufficient pool of adjuncts by outreach to graduate advisors and faculty at UHD, TSU, Rice, HCC and Lone Star and by encouraging adjuncts to refer, recruit colleagues from other institutions. • Find qualified faculty at the last minute to fill needed classes cover those classes if needed and available along with Assistant Chair. • In coordination with the Assistant Chair, conduct periodic evaluation of adjunct performance, including review of all student survey feedback. Comply with University Policy regarding content and process. • Work with adjunct faculty to resolve teaching issues reflected in evaluations and other materials; dismiss adjunct whose teaching or professional conduct is not consistent with English Department standards. 	<p>Ph.D., English, University of Wisconsin-Madison</p> <p>M.A., English, Virginia Polytechnic Institute</p> <p>B.A., Communication, Virginia Polytechnic Institute</p>	<p>10+ year instructing. A Ph.D. in English.</p>

- Write recommendation letters for adjunct faculty who seek full-time and/or tenure-track positions.
- Address student or instructor complaints in Composition coordination with Chair and Assistant Chair.
- Provide first-level review of grade appeals in relevant courses.
- In consultation with the Assistant Chair and Chair, schedule, and mentor part-time composition faculty.
- Provide curricular, administrative, and pedagogical leadership for composition and co-remediation program (both full-time and adjunct faculty) for ENG 1300, ENG 1301, ENG 1302, base on current pedagogical and theoretical practices.
- Communicate with full-time faculty regarding the composition program content and progress.
- Prepare pre-semester orientation materials
- Arrange for and lead workshops for composition faculty, including part-time faculty.
- Serve as chair of the composition committee
- Arrange for any needed shared curricular assessments required for 1300, 1301, or 1302.
- Coordinate linked first-year courses and co-remediation model (between ENG and other disciplines).
- Arrange for student submission of electronic portfolios for ENG 1300, ENG 1301, or 1302
- Serve as chair of the composition committee.
- Arrange for lead workshops for composition faculty, including part-time faculty.
- Serve as chair of the composition committee
- Arrange for any needed shared curricular assessments required for 1300, 1301, or 1302.
- Coordinate linked first-year courses and co-remediation model (between ENG and other disciplines).
- Arrange for student submission of electronic portfolios for ENG 1300, 1301, and ENG 1302.
- Coordinate and leads faculty grading sessions of portfolios for ENG 1301 and ENG 1302.

			<ul style="list-style-type: none"> • Represent the composition program in liaison with on-campus offices, including University College (on placement, advising, course withdrawal policies), the campus bookstore, and the library. Ex Officio member of FYAC, Development Education Committee, Gen Ed Committee, and chair of Composition Committee. • Prepare book order for all adjunct-taught composition sections. • In consultation with Academic Advising, generate and monitor early alert notices. • Review composition course syllabi to assure that they meet curricular requirements and expectations of the program. • Carry out periodic assessment of the composition program as needed for program improvement and reporting internally and externally. • Serve as assessment liaison for composition program with University constituencies and initiatives (orientation, summer bridge, co-remediation, etc.). • Maintain currency on theory and practice in composition and rhetoric and the administration of academic writing programs as well as state guidelines. 		
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<p>Scharold, Dagmar</p>	<p>Interim Department Chair, English</p>	<p>As defined in PS 10.A.17</p> <p>The University recognizes that effective leadership at the department level is critical if the university is to be successful in carrying out its institutional mission. The department chair oversees a complex and broad operation, carrying out work within the shared governance structures of the university. The following description reflects key components of the role; prioritization and attention to these areas will vary according to department needs, university priorities, and available human and fiscal resources. These administrative duties constitute a subset of the distribution of a department chair's responsibilities as per the policy. It is incumbent upon the institution to consider the multiple components of the department chair's role when allocating tasks, resources, and expectations.</p>	<p>As defined in PS 10.A.17</p> <ul style="list-style-type: none"> • Personnel supervision, hiring, development, and evaluation (staff and faculty) • Course schedule implementation and oversight. • Budget development and expenditure • Policy/procedure compliance and visibility • Communication and responsiveness to issues • Support of student success and addressing student needs • Representation of students, faculty and programs with administrative 	<p>Ph.D., English, Texas A&M University</p> <p>M.A. English, University of Houston-Clear Lake</p> <p>B.A., English, University of Houston-Clear Lake</p> <p>A.A., Computer Science, San Jacinto College</p>	<p>Dr. Scharold holds a PhD in English from Texas A&M University, with a concentration in rhetoric and composition. She has an active research agenda in the field of writing studies where she focuses specifically on writing center tutor education and project-based learning in the first-year composition classroom. She has over 20 years of experience teaching various writing courses but primarily focuses on teaching freshman composition and graduate courses in the Master of Arts in Rhetoric and Composition (MARC) program. Dr. Scharold also directed the Writing & Reading Center at UHD from 2001-2016.</p>
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<p>Jackson, Jeffrey</p>	<p><i>Department Chair, History Humanities and Languages</i></p>	<p>As defined in PS 10.A.17</p> <p>The University recognizes that effective leadership at the department level is critical if the university is to be successful in carrying out its institutional mission. The department chair oversees a complex and broad operation, carrying out work within the shared governance structures of the university. The following description reflects key components of the role; prioritization and attention to these areas will vary according to department needs, university priorities, and available human and fiscal resources. These administrative duties constitute a subset of the distribution of a department chair's responsibilities as per the policy. It is incumbent upon the institution to consider the multiple components of the department chair's role when allocating tasks, resources, and expectations.</p>	<p>As defined in PS 10.A.17</p> <ul style="list-style-type: none"> • Personnel supervision, hiring, development, and evaluation (staff and faculty) • Course schedule implementation and oversight. • Budget development and expenditure • Policy/procedure compliance and visibility • Communication and responsiveness to issues • Support of student success and addressing student needs • Representation of students, faculty and programs with administrative 	<p>Ph.D., Philosophy, Vanderbilt University,</p> <p>M.A., Philosophy, Ohio University,</p> <p>B.A., Philosophy (History minor), Ohio University</p>	<p>4 years as Chair, HHL</p> <p>6 years as Chair, Social Sciences</p> <p>4 years as Assistant Chair, Social Sciences</p> <p>16 years teaching at UHD</p> <p>Numerous years of service on various committees at all levels</p>
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<p>Rejaei, Azar</p>	<p><i>Department Chair, Arts & Communication</i></p>	<p>As defined in PS 10.A.17</p> <p>The University recognizes that effective leadership at the department level is critical if the university is to be successful in carrying out its institutional mission. The department chair oversees a complex and broad operation, carrying out work within the shared governance structures of the university. The following description reflects key components of the role; prioritization and attention to these areas will vary according to department needs, university priorities, and available human and fiscal resources. These administrative duties constitute a subset of the distribution of a department chair's responsibilities as per the policy. It is incumbent upon the institution to consider the multiple components of the department chair's role when allocating tasks, resources, and expectations.</p>	<p>As defined in PS 10.A.17</p> <ul style="list-style-type: none"> • Personnel supervision, hiring, development, and evaluation (staff and faculty) • Course schedule implementation and oversight • Budget development and expenditure • Policy/procedure compliance and visibility • Communication and responsiveness to issues • Support of student success and addressing student needs • Representation of students, faculty and programs with administrative 	<p>Ph.D., Art History, University of Pittsburgh</p> <p>M.A., Art History, Louisiana State University</p> <p>B.A. (cum laude), Anthropology, Louisiana State University</p>	<p>4 years as Chair, A+C</p> <p>15 years teaching at UHD</p> <p>Numerous years of service on various committees at all levels</p>
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<p>Henney, Susan</p>	<p><i>Department Chair, Social Sciences</i></p>	<p>As defined in PS 10.A.17</p> <p>The University recognizes that effective leadership at the department level is critical if the university is to be successful in carrying out its institutional mission. The department chair oversees a complex and broad operation, carrying out work within the shared governance structures of the university. The following description reflects key components of the role; prioritization and attention to these areas will vary according to department needs, university priorities, and available human and fiscal resources. These administrative duties constitute a subset of the distribution of a department chair's responsibilities as per the policy. It is incumbent upon the institution to consider the multiple components of the department chair's role when allocating tasks, resources, and expectations.</p>	<p>As defined in PS 10.A.17</p> <ul style="list-style-type: none"> • Personnel supervision, hiring, development, and evaluation (staff and faculty) • Course schedule implementation and oversight • Budget development and expenditure • Policy/procedure compliance and visibility • Communication and responsiveness to issues • Support of student success and addressing student needs • Representation of students, faculty and programs with administrative 	<p>Ph.D., Child Development and Family Relationships, University of Texas at Austin,</p> <p>M.A., Clinical Counseling Psychology, Southern Methodist University,</p> <p>B.A., Double Major Government and Psychology, University of Texas at Austin</p>	<p>1 year as Assistant Chair, Social Sciences</p> <p>2 years as Degree Coordinator, HBS</p> <p>15 years as Internship Coordinator</p> <p>16 years teaching at UHD</p> <p>1 year teaching at WSC</p> <p>Numerous years of service on various committees at all levels</p>
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Romero, Reyna	Director, Advising Services	The Director, Advising Services oversees all functions of a college advising center. This position develops and implements new processes that advance the advising center in serving students, UHD, and the community.	<ul style="list-style-type: none"> • Develops and implement new processes that advance the advising center's purpose of producing a successful graduate and alumni. • Collaborates and coordinates with departments and colleges in recruitment, retention, and graduation. • Reviews and co-approves transfer guides and course articulations from all transfer colleges and universities. • Provides qualitative and quantitative assessments of overall effectiveness of the advising center. 	<p>M.A., Behavioral Sciences, University of Houston Clear Lake</p> <p>B.S., Social Sciences, University of Houston-Downtown</p>	<p>12 years as Director of College Advising Services</p> <p>4 years as Academic Advisor</p> <p>4 years as Records Administrator</p>
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College of Public Service

Name	Title	Job Description	Responsibilities	Education	Professional Experience
Schwartz, Jonathan	Dean		<ul style="list-style-type: none"> • Serves as the chief academic and administrative leader for the College of Public Service and serves on the Provost's leadership team and dean's council. • Establishes a shared vision that promotes the College of Public Service consistent with the mission of the University of Houston-Downtown and its strategic plan. • Implements a clear and concise transformational strategic plan to advance that vision. • Creates collaboration with Greater Houston Area public and community based agencies. • Provides student success leadership through supervision of current operations, assessment of processes and data-based revisions of academic advising, student retention and mentoring efforts. • Oversees integrated transfer partnerships with community colleges in the Gulf Coast Region. • Directs development efforts for all programs in the College. • Prepares and manages \$9 million annual budgets for the effective and efficient allocation within the College. • Builds an organizational culture of collegiate teamwork. 	<p>Ph.D., Counseling Psychology, New Mexico State University</p> <p>M.A., Counseling, New Mexico State University</p> <p>B.A., Psychology, State University of New York at Buffalo</p>	<p>Two years serving as college executive, seven years as associate dean of graduate studies and research and outreach, four years as department head, and eight years of teaching college-level psychology</p>

		<p>The Dean provides visionary and strategic leadership for the College of Public Service. The Dean is the principal representative internally and externally for the College with responsibility for continually enhancing the College's profile, resource streams and connection with alumni and the community. Reporting to the Senior Vice President for Academic and Student Affairs and Provost, the Dean has responsibility for all administration and management of the College and its faculty. The Dean works closely with a management team comprised of an Associate Dean, Assistant Dean, Center Directors, and Department Chairs and with the faculty of the college and faculty governance. Primary responsibilities for the Dean include, in consultation with the faculty, building and maintaining the quality of the academic programs, building and supporting faculty teaching and scholarship, maintaining accreditation, strengthening relationships with the community, and fundraising.</p> <p>The Dean also has financial and enrollment responsibilities and oversees its annual operating budget of \$9 million.</p>	<ul style="list-style-type: none"> • Fosters an organizational and educational climate that promotes and celebrates diversity. • Works with University leaders, faculty, and staff to develop and implement the University's strategic plan. • Leads the efforts to assess, develop, grow and manage academic programs and curriculum development. • Establishes academic or extracurricular programs that will meet student career needs. • Pursues revenue growth through development, grants and contracts, and professional development programs for the advancement of college resources. • Provides leadership in program assessment, external program review, and professional accreditation. • Oversees the College faculty in the development of policies governing its academic programs. • Expands and strengthens liaisons with domestic and international educational institutions to promote articulation, communication, and exchanges. • Experience building enrollment in a diverse urban environment. 		
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<p>Blackburn, Ashley</p>	<p><i>Interim Associate Dean</i></p>	<p>The Associate Dean, Public Service works with the dean in developing the College of Public Services through functional efficiency. The positions advises students who are on probation and suspension, coordinates special projects for the college such as CPS catalogue revisions and addresses course equivalency evaluations</p>	<ul style="list-style-type: none"> • Assist Dean with the management of administrative functions of Departments and Programs of the College of Public Service. • Collaborate with Dean on planning and executing college strategic initiatives. • Support Dean by operationalizing college MOUs, contracts and agreements. • Provide administrative leadership in areas of curriculum development, institutional assessment and improvement, faculty development, experiential learning (service learning, internship, study abroad and undergraduate research) and process of performance appraisal. • Provide input into developing the budget • Serve on the Leadership Team in the College of Public Service. • Serves on the Associate Dean's Council and as an active member of the UHD community. • Maintains an active discipline specific research agenda. • May teach one course each long semester in the Urban Education, Criminal Justice, or Social Work programs. • Performs additional duties requested by the Dean and represents the office of the Dean (such as attending meetings and events and signing documents) in his/her absence. 	<p>Ph.D. Criminal Justice</p> <p>M.A. Criminology and Criminal Justice</p> <p>B.A. Criminal Justice</p>	<p>Six plus years in a faculty administrative positions, 14 years as T/TT criminal justice faculty, and six years in other college-level teaching, research, recruiting positions</p>
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<p>Wallace, Jerry</p>	<p>Assistant Dean</p>	<p>The Assistant Dean, College of Public Service works together with the Dean, Associate Dean, Advisors, Advising Center, the college degree coordinators and chairs to accomplish the mission and purpose of the College.</p>	<ul style="list-style-type: none"> • Develops and administers programs to assess advising effectiveness. • Provides and/or coordinates training and supervision of advising staff within the College. • Works with central Academic Advising Center (AAC), including training and regular communication with AAC staff and development of policy and procedures through the university Advising Council. • Recommends and assists in implementing improved procedures and services to enhance student development, retention, and student success. • Represents the college on committees and task forces as appointed by the administration and at meetings and other events as related to advising or as assigned by the dean. • In collaboration with appropriate constituents, coordinates student affair processes, including processing waivers, appeals and graduation certifications. 	<p>Ed.D., Educational Leadership</p> <p>M.Ed., Supervision</p> <p>B.F.A. Graphic Design</p>	<p>Eight years in higher education administration and nine years as non-tenured track teaching college-level education courses</p>
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<p>Buckler, Kevin</p>	<p><i>Interim Department Chair, Criminal Justice and Social Work</i></p>	<p>As defined in PS 10.A.17</p> <p>The University recognizes that effective leadership at the department level is critical if the university is to be successful in carrying out its institutional mission. The department chair oversees a complex and broad operation, carrying out work within the shared governance structures of the university. The following description reflects key components of the role, prioritization and attention to these areas will vary according to department needs, university priorities, and available human and fiscal resources. These administrative duties constitute a subset of the distribution of a department chair's responsibilities as per the policy. It is incumbent upon the institution to consider the multiple components of the department chair's role when allocating tasks, resources, and expectations.</p>	<p>As defined in PS 10.A.17</p> <ul style="list-style-type: none"> • Personnel supervision, hiring, development, and evaluation (staff and faculty) • Course schedule implementation and oversight • Budget development and expenditure • Policy/procedure compliance and visibility • Communication and responsiveness to issues • Support of student success and addressing student needs • Representation of students, faculty and programs with administrative 	<p>Ph.D., Criminal Justice</p> <p>M.S., Criminal Justice</p> <p>B.S., Paralegal</p>	<p>Five years of experience in higher education leadership positions, 16 years teaching college-level criminal justice courses</p>
<p>Burnett-Sanchez, Christal</p>	<p><i>Department Chair, Urban Education</i></p>		<p>As defined in PS 10.A.17</p>	<p>Ed.D. International Educational Development</p>	

		<p>As defined in PS 10.A.17</p> <p>The University recognizes that effective leadership at the department level is critical if the university is to be successful in carrying out its institutional mission. The department chair oversees a complex and broad operation, carrying out work within the shared governance structures of the university. The following description reflects key components of the role; prioritization and attention to these areas will vary according to department needs, university priorities, and available human and fiscal resources. These administrative duties constitute a subset of the distribution of a department chair's responsibilities as per the policy. It is incumbent upon the institution to consider the multiple components of the department chair's role when allocating tasks, resources, and expectations.</p>	<ul style="list-style-type: none"> • Personnel supervision, hiring, development, and evaluation (staff and faculty) • Course schedule implementation and oversight • Budget development and expenditure • Policy/procedure compliance and visibility • Communication and responsiveness to issues • Support of student success and addressing student needs • Representation of students, faculty and programs with administrative 	<p>M.Ed. Language, Learning and Policy</p> <p>B.A. Spanish</p>	<p>Six years of experience instructional leadership and teaching; five years of experience in non-tenured track college-level teaching</p>
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<p>Bracken, Steven</p>	<p><i>Director, Criminal Justice Training Center</i></p>	<p>The Director, Criminal Justice Training Center directs the operations of the Criminal Justice Training Center and coordinates training of basic peace officer candidates and advanced training for peace officers. These programs are licensed and credentialed by the Texas Commission on Law Enforcement (TCOLE) and subject to the requirements of the applicable Government Code, Texas Occupation Code, Texas Department of Public Safety regulations, and TCOLE statutes and rules.</p>	<ul style="list-style-type: none"> • Monitors and directs training program requirements mandated by TCOLE • Develops, analyzes, and implements operational guidelines • Oversees curriculum updates and scheduling for the academy • Oversees budgets and purchasing for the center operations • Researches best practices and contemporary training perspectives for police academic and in-service training operations • Develops and implements short-term and long-term goals and objectives • Recruits and reviews applications for employment of adjunct instructors • Oversees evaluation of instructors, programs, and operations • Facilitates and coordinates meetings and information exchanges with the members of the Criminal Justice Training Center Advisory Council • Coordinates with the University of Houston - Downtown administration, staff, and faculty regarding associated programs, strategic planning, and related administrative matters • Maintains TCOLE Instructor Certification and serves as an instructor in basic peace officer course(s) and in-service training(s) as needed • Participates in Basic Peace Officer Graduation Ceremonies 	<p>M.A., Justice Administration, Norwich University</p> <p>B.A., Government and Criminal Justice, Angelo State University</p>	<p>12 years of experience in various administrative positions related to criminal justice, which includes one year as an instructor.</p>
<p>Villano, Steven</p>	<p><i>Director, Center for Public Service and Community Research</i></p>		<ul style="list-style-type: none"> • Seeks and attains funding through grant writing and support the Center in the community engagement initiatives of the Center and in the collaborative community-based research projects of the Institute 	<p>M.Ed. Theater, College of New Jersey</p> <p>Bachelor of Fine Arts, Adelphi University</p>	<p>24 years in various administrative positions related to higher education; 18 years as an adjunct instructor.</p>

Collaborates with various university constituents to fulfill the mission and develop capacities to create, sustain and expand long-term community partnerships resulting in increased opportunities for service and engagement scholarship for faculty, staff and students

- Lead the efforts in working with faculty in the college, university center director, and university leadership to learn about opportunities for community partnerships and to develop community partnerships
- Works with faculty in the college to initiate, sustain, and assess community partnerships developing goals, tactics, and performance targets for every partnership, integrating partnerships across departments and potentially, across centers and/or colleges to enhance impact, and being agile enough to accommodate changes in our partner's identities, relationships, and our distinct and common objective
- Works with faculty to negotiate consulting contracts for faculty projects related to community agencies or institutions
- Engages with faculty in the College to sustain and/or expand upon our long-term community partnerships resulting in created opportunities for service and engagement scholarship for our faculty and students
- Work with the faculty in the college to explore, develop, and sustain the scholarship of engagement; research, presentation, and publication addressing community engagement content, service, and learning
- Represents the college, on or off campus, in furtherance of aspects of public service and high-impact educational experiences including service learning courses and curricular and co-curricular community engagement
- Collaborates with department chairs, faculty members, and staff members in promoting community service and students intellectual growth through experiences outside the classroom

			<ul style="list-style-type: none"> • Represents the center through participation on the college leadership team and the college-wide strategic planning efforts • Prepares an evaluation of the center grant funding, partnerships, community-based research, and service learning activities for the Deans, Provost and President • Collaborates with the directors of the other university centers to identify common needs, pool resources when appropriate, ad develop and codify common processes when appropriate • Assists Institutional Research and other offices in compiling data and reports at the University level by reporting on the service learning and civic engagement that is occurring in the College • Support the activities of the Center of Community Engagement and Service Learning 		
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College of Sciences and Technology

Name	Title	Job Description	Responsibilities	Education	Professional Experience
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<p>DeLaVina, Ermelinda</p>	<p><i>Interim Dean</i></p>	<p>The Dean provides visionary and strategic leadership for the College. The Dean is the principal representative internally and externally for the College with responsibility for continually enhancing the College's profile, resource streams and connection with the community. Reporting to the Senior Vice President for Academic Affairs and Provost, the Dean has responsibility for all administration and management of the College.</p>	<ul style="list-style-type: none"> • Oversees the academic and administrative activities for Computer and Mathematical Sciences, Engineering Technology, Natural Sciences, Scholars Academy and Center for Computational Sciences and Advanced Distributed Simulation Departments. • Provides effective and responsive academic leadership to the departments and research centers in the College to include program development and assessment, recruitment, and retention activities. • Develops effective financial plans and manages the College budget. • Assists with student- and faculty-related problems. • Secures external funds for the departments and College. 	<p>Ph.D., Mathematics, University of Houston</p> <p>M.S., Mathematics, University of Houston</p> <p>B.S., Mathematics, Computer Science, University of Texas-Pan American</p>	<p>Associate professor, Department of Mathematics and Statistics Program director, MS – Data Analytics 30+ years teaching advanced mathematics and graduate data analytics courses Numerous presentations in mathematics and statistics Developed and managed multiple grants in the areas of mathematics, information technology, curriculum, and student success Service at all levels of the university.</p>
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<p>Chan, Youn-Sha</p>	<p><i>Interim Associate Dean</i></p>	<p>The Associate Dean, Science and Technology handles faculty and student problems. Teaches four courses each year.</p>	<ul style="list-style-type: none"> • Handles faculty and student problems. May include probation appeals, planning activities, assisting with college unit plan, interviewing candidates for faculty positions, and others as needed. • Prepares, teaches, grades, and holds office hours for four courses each year. • Serves on university, college, and department committees. • Conducts research and participates in creative activities. • Attends meetings, other functions to represent college and/or dean. • Supervises college advisors. 	<p>Ph.D., Applied Mathematics, University of California, Davis</p> <p>M.A., Mathematics, University of California, Los Angeles,</p> <p>M.S., Biomathematics, University of California, Los Angeles</p> <p>M.S., Biology, Molecular Biology, National Tsinghua University, Taiwan</p>	<p>Associate Professor, Department of Computer and Mathematical Sciences, University of Houston[1]Downtown, Houston, Texas, 2010 – present.</p> <p>Assistant Chari, Department of Computer and Mathematical Sciences, University of Houston[1]Downtown, Houston, Texas, 2012 – 2016</p> <p>Assistant Professor, Department of Computer and Mathematical Sciences, University of Houston[1]Downtown, Houston, Texas, 2004 – 2010.</p> <p>Visiting Assistant Professor, Department of Mathematics, University of Texas-Pan American, Edinburg, Texas, 2003 – 2004.</p> <p>Postdoctoral Research Associate, Computer Science and Mathematics Division, Oak Ridge National Laboratory, Oak Ridge, Tennessee, 2002 - 2003</p>
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<p>Villegas, Elizabeth</p>	<p><i>Assistant Dean</i></p>	<p>The Assistant Dean, College of Science and Technology works together with the Associate Dean, Advisors, Advising Center, the college degree coordinators and chairs to accomplish the mission and purpose of the College.</p>	<ul style="list-style-type: none"> • Provides training and supervision of advising staff within the College and trains and indirectly supervises general academic advising staff. • Plans for and assesses for undergraduate college advising unit. • Plans and coordinates college recruiting and retention activities. • Plans for and represents the college and central advising on strategic planning activities and initiatives. • Participates in professional development training activities for all UHD advisors. • Reviews and updates all undergraduate college degree plans developed by the advising team. 	<p>Ph.D., Baylor College of Medicine</p> <p>B.S., University of Houston-Downtown</p>	<p>Dr. Villegas' higher education experience began as an Adjunct Professor at the University of St. Thomas during her graduate studies at Baylor College of Medicine. Upon completion of her graduate work, she joined UHD as a lead lecturer in Biology, Anatomy and Physiology as well as serve as a mentor and academic advisor to her students.</p>
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<p>Pepper, Ryan</p>	<p><i>Department Chair, Mathematics & Statistics</i></p>	<p>As defined in PS 10.A.17</p> <p>The University recognizes that effective leadership at the department level is critical if the university is to be successful in carrying out its institutional mission. The department chair oversees a complex and broad operation, carrying out work within the shared governance structures of the university. The following description reflects key components of the role; prioritization and attention to these areas will vary according to department needs, university priorities, and available human and fiscal resources. These administrative duties constitute a subset of the distribution of a department chair's responsibilities as per the policy. It is incumbent upon the institution to consider the multiple components of the department chair's role when allocating tasks, resources, and expectations.</p>	<p>As defined in PS 10.A.17</p> <ul style="list-style-type: none"> • Personnel supervision, hiring, development, and evaluation (staff and faculty) • Course schedule implementation and oversight • Budget development and expenditure • Policy/procedure compliance and visibility • Communication and responsiveness to issues • Support of student success and addressing student needs <p>Representation of students, faculty and programs with administrative</p>	<p>Ph.D., in Mathematics with an emphasis in Graph Theory, University of Houston</p> <p>M.S., Applied Mathematics, University of Houston</p> <p>B.S., Mathematics University of Houston</p>	<p>Dr. Pepper has taught at UHD in the Department of Mathematics and Statistics since 2005 and has served as Chair since 2016. His scholarship and research focused on dominating and independent sets in graphs, degree sequence invariants in graphs and hyper-graphs, chemical graph theory, discovery method of learning, computer-generated conjecture resolution, history of mathematics, mathematics education, forcing number of graphs related to the spread of opinion or disease through a network, industrial domination number and facility location problems related to the k-centra of a network.</p>
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<p>Tzouanas, Vassilios</p>	<p><i>Department Chair, Computer Science and Engineering Technology</i></p>	<p>As defined in PS 10.A.17</p> <p>The University recognizes that effective leadership at the department level is critical if the university is to be successful in carrying out its institutional mission. The department chair oversees a complex and broad operation, carrying out work within the shared governance structures of the university. The following description reflects key components of the role; prioritization and attention to these areas will vary according to department needs, university priorities, and available human and fiscal resources. These administrative duties constitute a subset of the distribution of a department chair's responsibilities as per the policy. It is incumbent upon the institution to consider the multiple components of the department chair's role when allocating tasks, resources, and expectations.</p>	<p>As defined in PS 10.A.17</p> <ul style="list-style-type: none"> • Personnel supervision, hiring, development, and evaluation (staff and faculty) • Course schedule implementation and oversight • Budget development and expenditure • Policy/procedure compliance and visibility • Communication and responsiveness to issues • Support of student success and addressing student needs • Representation of students, faculty and programs with administrative 	<p>Ph.D., Chemical Engineering, Lehigh University</p> <p>M.S., Chemical Engineering/Process Control, University of Alberta</p> <p>B.S., Chemical Engineering, Aristotle University</p>	<p>In addition to academic credentials in Chemical Engineering and Process control, Dr. Tzouanas served 23 years in the industry as lead engineer, project manager, and regional technical industry.</p> <p>He has taught for UHD since 2013.</p> <p>He holds a Professional Engineering (PE) license, registered in Greece.</p>
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<p>Sadana, Rachna</p>	<p><i>Department Chair, Natural Sciences</i></p>	<p>As defined in PS 10.A.17</p> <p>The University recognizes that effective leadership at the department level is critical if the university is to be successful in carrying out its institutional mission. The department chair oversees a complex and broad operation, carrying out work within the shared governance structures of the university. The following description reflects key components of the role; prioritization and attention to these areas will vary according to department needs, university priorities, and available human and fiscal resources. These administrative duties constitute a subset of the distribution of a department chair's responsibilities as per the policy. It is incumbent upon the institution to consider the multiple components of the department chair's role when allocating tasks, resources, and expectations.</p>	<p>As defined in PS 10.A.17</p> <ul style="list-style-type: none"> • Personnel supervision, hiring, development, and evaluation (staff and faculty) • Course schedule implementation and oversight • Budget development and expenditure • Policy/procedure compliance and visibility • Communication and responsiveness to issues • Support of student success and addressing student needs • Representation of students, faculty and programs with administrative 	<p>Ph.D., Biochemistry, Kurukshetra University, Kurukshetra, India</p> <p>M.S., Biochemistry, Kurukshetra University, Kurukshetra, India</p> <p>B.S., Chemistry, Botany, and Zoology, S.D. College, Panipat, India</p>	<p>Dr. Sadana has taught at UHD for 12 years and currently serves as the Department Chair. Prior to coming to UHD, she held Postdoctoral Fellowships at The University of Texas Health Center and the University of Houston.</p> <p>She has an extensive list of publications and funded grants which can be found in her curriculum vitae.</p>
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<p>Parker, Mary Jo</p>	<p><i>Executive Director Scholars Academy</i></p>	<p>The Executive Director, Scholars Academy administers, manages and supervises the operations of the Scholars Academy program in the College of Sciences and Technology.</p>	<ul style="list-style-type: none"> • Directs the daily operations and long-range strategic planning for the program • Prepares and monitors the annual budget, prepares proposals to obtain grants for fund acquisitions that supports student success components • Administers, plans and implements grants awards, and prepares various reports • Supervises student success operations and administrative duties • Oversees Science, Technology, Engineering and Math (STEM) recruitment initiatives and presentations in collaboration with Admissions and College initiatives • Serves as member of the STEM advisory council and collaborates with external parties in projects and initiatives 	<p>Ed.D., Curriculum & Instruction/Educational Technology, Baylor University</p> <p>M.A., Community Health, Sam Houston State University</p> <p>M.A. Physical Education/Sports Psychology, Sam Houston State University</p> <p>B.A.T. Physical Education/Biology, Sam Houston State University</p>	<p>More than 30 years of K-20 experience with 11 years in higher education, including one year at Rice University and 10 years at UHD. Dr. Parker's experience includes work as Associate Director, Director, and Executive Director.</p>
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<p>Dune, Linda</p>	<p><i>Director, Bachelor of Science in Nursing</i></p>	<p>The Nursing Director will work closely with the dean of the College of Sciences & Technology to establish the program (both face-to-face and online programs), hire key personnel, and prepare the program for accreditation. The director will also work collaboratively with all units in the university engaged in student recruitment, retention, and success to ensure each admitted student has the best opportunity for success at UHD. The director will work with colleagues at local community colleges to establish seamless 2+2 programs, work with local hospitals and government agencies to establish capstone experiences for students.</p>	<ul style="list-style-type: none"> • Provides leadership in developing and maintaining quality faculty, staff, and students • Works with the nursing directors and faculty at Houston Community College and Lone Star College to develop a schedule of courses for the BSN program at community college sites. • Develops effective collaborative relationships with local and regional off-campus health care providers and government organizations • Working with the dean's office, develops and manages the budget • Manages the hiring of faculty for the program • Develops the curriculum for all courses in the degree program • Oversees the development of an online degree program • Prepares the program for accreditation • Participates in recruitment of students and marketing of program • Provides guidance and participates in academic advising for students • Coordinates scheduling of courses, including high impact capstone experiences • Participates in teaching as needed • Serves as Chair of the BSN Advisory Committee • Represents the program in appropriate university committees and community organizations 	<p>Ph.D., Texas Woman's University</p> <p>MS(n), Texas Woman's University</p> <p>BSN, University of the State of New York Nursing</p>	<p>Dr. Linda Dune has extensive clinical experience in the field of critical-care, community-care, emergency, and medical-surgical nursing. Her bedside patient care experiences have influenced her interest in symptom management. She describes herself as being high tech/high touch. Her clinical research area is grounded in Asian Body works (Chinese therapeutic massage) and symptom management. Her education role research areas incorporate her interests in precepted clinical experiences, accelerated programs, critical thinking and problem-based learning. Her program reviews have led to success for two community colleges to move beyond Texas Board of Nursing warning status to full approval. She has designed several innovative programs incorporating technology into clinical education which culminated into Texas Board of Nursing approval and CCNE accreditation.</p>
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University College

Name	Title	Job Description	Responsibilities	Education	Professional Experience
<p>Marzilli, Scott</p>	<p><i>Dean</i></p>		<ul style="list-style-type: none"> • Serves as the chief academic and administrative leader for University College, and is a member of the Provost's leadership team and dean's council. 	<p>Ph.D. Motor Behavior, The Florida State University</p> <p>M.S. Human Movement and Sports, California Polytechnic State University</p>	

The Dean of University College is the chief academic leader of the university's central unit charged with advancing broad student success outcomes and directing or collaborating on affiliated efforts. This position reports to the Senior Vice President for Academic and Student Affairs and works closely with deans, chairs, faculty, and staff across the university. The Dean of University College has primary responsibility for Undergraduate Academic Advising, Peer Mentoring and Academic Coaching, First and Second Year Experience, the Center for Teaching and Learning Excellence, the Academic Support Center, Supplemental Instruction, Honors Program, and the Educational Advancement Programs (TRIO). The dean also manages the development, growth, and assessment of two academic programs: BS– interdisciplinary studies (BS-IS) and BAAS – applied administration (BAAS-AA). Serving as a member of the provost's leadership team and dean's council, the dean shares UHD's vision of becoming a premier city university who engages every student in high-impact educational experiences.

- The Dean is the University's chief student success officer and is responsible for developing collaborative university-wide student success initiatives with the specific purpose of increasing time to completion, student retention, and graduation rates.
- Establishes a shared vision that promotes the mission of University College.
- Implements a clear and concise strategic plan to advance that vision.
- Prepares and manages annual budgets for the effective and efficient allocation within the College.
- Builds an organizational culture of collegial teamwork.
- Fosters an organizational and educational climate that promotes and celebrates diversity.
- Provides leadership for the academic programs and ensures assessment of the program's learning outcomes.
- Assesses the college's student support services to ensure that they are achieving the goals of the University.
- Oversees the implementation and administration of policies, procedures, and regulations affecting the college.
- Serves on university-wide committees, task forces, and represents the college at community and external organization functions.
- Seeks external funding opportunities that support the college and university-wide student success strategies.
- Provides effective management of the personnel of the College.

B.S. Physical Education/Kinesiology, California Polytechnic State University

- 22-years in higher education
- 9-years in senior administration positions
- 4-years of department chair experience
- PI of multiple student success related grants

<p>Finch, Charlie</p>	<p>Assistant Dean</p>	<p>The Assistant Dean, University College supports Dean in overseeing day to day activities in the Dean's office and processes student issues as they arrive in the Dean's office. Gathers, summarizes, and presents findings from University College data and other departments.</p>	<ul style="list-style-type: none"> • Supports Dean in overseeing day to day activities in the Dean's office and processes student issues as they arrive in the Dean's office • Gathers, summarizes, and presents findings from University College data and other departments • Summarizes and presents student appeals to the Dean and Provost • Teaches two sections of the College Success Program • Prepares briefs for Deans' Council and the Provost's office about catalog and THECB issues • Oversees Texas Success Initiative compliance and University College website development • Evaluates and implements new technology • Serves on University Committees (e.g., Chair of Human Subjects Protection) • Acts as Dean in Dean's absence 	<p>Ph.D. Clinical Community Psychology, University of South Carolina</p> <p>M.S. Experimental Psychology, Old Dominion University</p> <p>B.A. Psychology, Wake Forest University</p>	<ul style="list-style-type: none"> • 24 total years of higher education employment at UHD. • 11 years teaching psychology courses in higher education as faculty at UHD. • 11 years in psychology degree program administration at UHD. • 13 years in higher education academic administration as an Assistant Dean at UHD. • 13 years of personnel management in higher education at UHD.

<p>Grau, Isidro</p>	<p><i>Director, Academic Support Center</i></p>	<p>The Director, Academic Support Center administers the daily operations of the University Academic Support Center. This position manages and monitors applicable budgets within the department, oversees the development of student online services that will support academic units and their retention. Collaborates with academic and student affairs divisions to promote student success workshops and retention initiatives.</p>	<ul style="list-style-type: none"> • Prepares and maintains Center utilization reporting and documentation • Monitors facility maintenance and administers security access system • Develops budget forecast projections and participates in yearly project planning • Monitors maintenance and operations budget • Maintains departmental website 	<p>Ed.D. Curriculum and Instruction, University of Houston</p> <p>M.S. Instructional Design and Technology, University of Houston-Clear Lake</p> <p>B.A. Psychology and Philosophy, University of St. Thomas</p>	<ul style="list-style-type: none"> • 25 years experience in Higher-Education Academic Administration • 25 years experience in Overseeing Tutoring and Student Retention Programs • 25 years experience in Managing Applicable Budgets and Program Assessment • 25 years experience in Curriculum and Instruction and Educational Technology • 21 years experience in Teaching College-Level Education Courses
<p>Howard, Catherine</p>	<p><i>Interim Director, Honors Program</i></p>	<p>The Director, Honors Program provide institutional leadership in the development and management of an Honors Program that will cultivate excellence among high-achieving undergraduates.</p>		<p>Ph.D. ,English, Rice University</p> <p>M.A., English, Rice University</p> <p>B.A., Philosophy, German, English, Baylor University</p>	

			<ul style="list-style-type: none"> • Collaborates with departments and colleges in connecting Honors students with the broader UHD community of academic structures • Communicates with internal and external communities about Honors Program activities, achievements, and opportunities • Works with the Admissions Office on the recruitment and admission of students into the Honors Program • Coordinates co-curricular and extracurricular experiences that will nurture the talents and academic well-being of high achieving students • Provides leadership in orienting and advising Honors students, monitoring their adherence to basic requirements and their progress towards graduation, arranging for interventions as needed 		<ul style="list-style-type: none"> • 28 years college teaching experience (English, Technical Communication, Honors Great Books) • 4 years principal teaching assignment in Honors College, UH main campus • Faculty with academy policies, procedures at UHD due to extensive committee work • 4 years professional editing experience (as academic manuscript editor) • Extensive assessment experience (20 years with Educational Testing Service, AP English Literature and Composition Exam Reading; 10 years in mid-level leadership; 5 years in upper-level leadership), including pulling artifacts, writing rubrics, norming, training, keeping/analysis of statistics, assisting w/ writing of national reports. • Curriculum expertise—including consulting experience w/ such publishers as W.W. Norton, McGraw-Hill, Bedford/St. Martin's.
			<ul style="list-style-type: none"> • Develops and implements plans to assess the effectiveness of the Honors Program • Prepares and manages Honors budget, monitoring and approving expenditures • Works with the Office of Advancement and External Relations on fundraising initiatives • Fosters membership and participation in local, regional, and national Honors organizations, including the National Collegiate Honors Council • Oversees development and maintenance of Honors Program web site 		<ul style="list-style-type: none"> • Teaching of technical editing (including web editing)

<p>Flores, Brian</p>	<p><i>Director, Talent Search</i></p>	<p>The Director, Talent Search directs the operations of a program. The Director identifies and recruits middle and high school students, and provides guidance/assistance with secondary school completion, financial aid and post-secondary school enrollment.</p>	<ul style="list-style-type: none"> • Manages staff employees and ensures program and budget compliance with established rules and regulations • Provides academic, personal and career advisement and counsel • Manages the Upward Bound department's student database • Prepares the Annual Performance Reports (APR) for the Department of Education • Identifies, recruits and enrolls eligible participants from the program's target high schools. • Assists prospective students with college, financial aid and scholarship applications • Assists with the planning and implementation of local and out-of-state college and cultural enrichment field trips • Organizes financial aid workshops and other educational workshops for parents and students • Assists with the coordination and implementation of Summer Enrichment Program and activities 	<p>Ed.D. Higher Education Leadership, Sam Houston State University</p> <p>M.Ed Administration and Supervision, University of Houston</p> <p>B.S. Behavioral Sciences, Psychology, University of Houston-Victoria</p>	<ul style="list-style-type: none"> • 9 years of experience overseeing a U.S. Department of Education Talent Search Grant • 9 years of experience proposing, authoring, and successfully submitting U.S. Department of Education federal grants • 9 years of experience in K-12 Administration and Supervision positions (Principal, Assistant Principal, District Coordinator) • 23 years of experience in K-12 education • 9 years of experience as a Director in higher education • 32 years total experience in public education
<p>Dement, Gregory</p>	<p><i>Director, Teaching and Learning Excellence</i></p>			<p>Ph.D. Microbiology, Washington State University</p> <p>B.S. Biology, Northwest Nazarene University</p>	

The Director, Teaching and Learning Excellence Center plans and implements university-wide educational development programs and services that align with institutional strategic goals, with an emphasis on faculty and instructional support.

- Partners with the Provost's Office, colleges, departments, and other units to achieve institutional strategic plan goals related to teaching and learning through faculty, instructional, and program development.
- Drives innovative course design, the expansion of quality online offerings, the support of High-Impact Practices, and other initiatives to support and advance strategic plan goals.
- Supports the adoption and use of evidence-based instructional strategies, educational technologies, and active learning spaces to enhance instruction, including management of specialized classrooms like the UHD Steelcase Active Learning Center and implementation of faculty mini-grant programs that promote collaboration.
- Leads the assessment of Center activities, demonstrating impact internally and externally, via web presence, email, social media, and presentations to UHsystem board and THECB; implements a continuous improvement process in partnership with the Office of Institutional Effectiveness.
- Manages all center operations, including staff hiring and supervision and budget planning and execution, which involves unit planning and procurement of funds through external grant submission and management.
- Manages the CTLE College Annex - MDCOB, which houses instructional and video/graphic design support.

- 7 years in higher education administration
- 10 years implementing faculty development programs
- 10 years writing, managing, and/or implementing education grants
- 15 years teaching or developing undergraduate courses

			<ul style="list-style-type: none">• Supports UHD through institutional service on committees etc. related to teaching and learning; promotes UHD as an institution that prioritizes teaching excellence and student success through hosting regional events, partnering with regional institutions, and participating in the national educational development dialogue.		
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<p>Sylvester-Caesar, Jemma</p>	<p>Director, Gator Success Center</p>	<p>Director, Gator Success Center is accountable for the University-wide collaboration, development and implementation of an overarching strategic plan that aims to improve the student retention and graduation rates, with particular attention to "at risk" students</p>	<ul style="list-style-type: none"> • Monitors the FTIC retention as students' progress toward an undergraduate degree, prepare tracking and related reports • In collaboration with leadership and other University staff maximizes services in support of student retention and success strategies • Monitors early alert system, working with faculty and staff to enhance the process and increase the number of students who persist as a result of timely intervention • Serves as a liaison with Freshman Seminar faculty, University College student success programming, and the Career Development Center • Participates in college initiatives to improve student success and retention services • Interfaces with advisory committees, serving on campus or University committees • Maintains abreast of trends and best practices regarding student success and retention • Organizes resources necessary to assist students' access services essential for student success and retention • Monitors College Student Inventory (CSI) 	<p>Ph.D. Leadership Studies, Our Lady of the Lake University</p> <p>M.A. Psychology, University of Houston-Clear Lake</p> <p>B.S. Psychology, University of Houston</p> <p>Associate of Arts, Houston Community College</p>	<ul style="list-style-type: none"> • 28 years working in Higher Education • 19 years in supervisory positions • Responsible of innovation in advising and mentoring • 17 years of teaching college level courses • Retention and student success expert
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<p>Lewis, Dawana</p>	<p><i>Director, Upward Bound</i></p>	<p>The Director, Upward Bound directs, manages, coordinates, and implements the Upward Bound Program. The Upward Bound Program is a federal grant program designed to generate in its participants, the skills and motivation necessary to complete a program of secondary education and to enter and succeed in a program of postsecondary education.</p>	<ul style="list-style-type: none"> • Manages Upward Bound Program grants; and develops annual budgets • Plans, promotes, implements and coordinates program activities with the university, target school district, target community, and relevant organizations • Ensures compliance with all grants and the federal regulations • Attends the Department of Education national trainings, state conferences, regional conferences, national conferences, and local workshops • Develops and delivers training at the workshops • Provides curriculum development and instructions for all instructors, and program creations and program activities 	<p>M.A. Counseling, Roosevelt University</p> <p>B.A. Political Science & Education, Howard University</p>	<ul style="list-style-type: none"> • 30 years in Upward Bound at UHD • 30 years of grant administration • 30 years in administration of higher education • 30 years developing and maintaining strategic partnerships with community leaders, stakeholders, organizations, and agencies • Seven years teaching in higher education
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<p>Indiatsi, John</p>	<p><i>Director, Academic Advising Center</i></p>	<p>The Director of the Academic Advising Center is responsible for providing leadership and oversight of the Academic Advising Center. The Director establishes plans and processes to meet internal and external expectations.</p>	<ul style="list-style-type: none"> • Collaborates with the leadership of University College to articulate and implement a campus vision for the Academic Advising Center. • Recruits, trains, and supervises advisors and staff • Incorporates effective team building strategies for advising staff, as well as ongoing professional development • Provides assessment of advising outcomes for students and for effectiveness of the advising center • Monitors developments in advising and identifies trends and follows up with appropriate changes • Develops and monitors data on advising and mentoring to track growth and program needs • Manages and maintains advising and retention records • Demonstrates fiscal responsibility and cost effectiveness consistent with institutional protocols as well as develops budgets • Oversees long range planning for advising • Represents the Advising Center at pertinent university committees and at functions • Collaborate with the Gator Success Center on student success projects • Collaborates with other units on campus as needed to ensure student success 	<p>Ph.D. Education Curriculum and Instruction, Texas Tech University</p> <p>M.Ed. Higher Education Administration and Students' Affairs, Texas Tech University</p> <p>M.A. Educational Studies, University of Warwick</p> <p>B.Ed. Second Education - Music and Swahili, Kenyatta University</p>	<ul style="list-style-type: none"> • 6 years' experience in leading or directing an advising center at a university • 9 years of supervisory experience in higher education institutions • 6 years' experience of leading student success initiatives • 3 years of instructional supervision experience • 6 years' experience with budgeting and resource allocation • 5 years' experience of program development and implementation • 10 years' teaching experience in high education
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Student Affairs

Name	Title	Job Description	Responsibilities	Education	Professional Experience
<p>Tamez, Meritza</p>	<p><i>Dean of Students</i></p>				

		<p>The Dean of Students provides vision and leadership in the development and administration of a vibrant campus life program that engages the entire campus community using nationally recognized best practices in the areas of co-curricular student development.</p>	<ul style="list-style-type: none"> • Serves as the executive officer overseeing all of the activities and units of the Student Affairs operation at UHD, and provides vision and leadership to these units • Takes a leadership role in the planning, administration, and implementation of a strategic plan and an assessment plan for Student Affairs • Provides leadership in the areas of planning, human resources, policy development, facility, and budgetary aspects for all reporting departments and provides direct supervision, training and evaluation of programs and staff in all oversight units • Provides vision for the development and implementation of a comprehensive student life program, and serves as strong proponent for student engagement, learning and success • Develops and implements services, activities, and opportunities that fulfills the student experience and enhances their adjustment to and participation in college life with the specific purpose of increasing student retention, persistence, and graduation rates • Oversees the quality and consistency of student development programming across multiple departments • Serves as the student conduct, crises, and risk assessment authority • Facilitates the coordination and linkages between Student Affairs and other university units • Represents UHD as appropriate at University of Houston System and state meetings. Supports the system of internal controls developed by the University, Student Affairs, and individual departments, and upholds all applicable laws, regulations, policies and procedures 	<p>Ph.D. Counselor Education and Supervision, The Pennsylvania State University</p> <p>M.A. Counseling, Prairie View A&M University</p> <p>B.A. Sociology, Texas A7M University</p>	<p>Over seven years experience with progressive leadership roles in student centered activities. From the Office of Disability Services to the Dean of Students. Also involved with various committee roles and other service to the University.</p>

<p>Harris, Branston</p>	<p>Assistant Dean of Student Affairs</p>	<p>The Assistant Dean is responsible and provides leadership for several broad-based areas within Student Affairs.</p>	<ul style="list-style-type: none"> • Ensures the effective administration of the student conduct process via annual goal setting and outcomes assessment, maintenance of accurate and complete conduct records in compliance with the records retention policy, and effective communication of student conduct policies, procedures, and services through the delivery of print and online material • Facilitates the reporting of student conduct complaints by individuals, department, and organizations, conducts preliminary investigations into student conduct as appropriate by interviewing students and other witnesses, and organizes conduct hearings to resolve student conduct cases • Ensures that student conduct hearings are effectively administered by supervising the preparation of all notifications documentation, scheduling conduct meetings and hearings, notifying all participants, and reviewing all physical and/or documentary evidence submitted to hearing boards following established student conduct process. • Ensures that student conduct hearings are effectively administered in a fair, impartial, non-adversarial, restorative, and educational manner • Adjudicates individual student cases via administrative hearings and administrative reviews or refers to other conflict resolution processes following established student conduct process • Assists the Assistant Vice President for Student Affairs/ Dean of Students in providing an appropriate and coordinated response from the University to personal and campus emergencies involving students. 	<p>M.Ed. Higher Education - Administration, University of Houston</p> <p>B.A. Music, Texas State University - San Marcos</p>	<p>7 years of experience with Student Affairs from housing to community standards</p>
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- Ensures compliance with FERPA for all student conduct records by supervising the maintenance, security, and proper disclosure of such records
- Provides certification for agencies requesting student conduct information in accordance with FERPA.
- Provides educational outreach programs and presentations to the University campus regarding conflict resolution, the student conduct code and conduct process, and other services that the Office of Student Conduct provides and serves as a resource to faculty, staff, and students who seek to resolve conflicts formally or informally
- Conducts an annual review of the student code of conduct and related processes and recommends appropriate revisions and provides statistical reports and summaries for various departments and agencies regarding caseloads, types of conduct cases, and outcomes.
- Provides initial review of alleged gender-based student misconduct including sexual assault, sexual harassment, partner violence, and stalking and reports findings to the appropriate university personnel
- Remains competent and current through self-directed professional reading, developing professional development courses, and attending training and/or courses required by the Dean of Students
- Contributes to the overall success of the Office of the Dean of Students by performing all other duties assigned by the Dean of Students

Pamplin, Hope	Director, Disability Services	<p>Director, Disability Services is responsible for the leadership and operational direction of the department consistent with UHD's mission and vision. The Director oversees the daily operations of the department to ensure that students with disabilities have equal access to their academics, programs, services, and activities.</p>	<ul style="list-style-type: none"> Oversees the coordination of student services including American Sign Language (ASL) interpreters, Communication Access Real-Time Translation (CART), closed captioning, alternative formatted book requests, and testing Works with staff at distance locations and online to ensure students receive the same quality of services Serves as a liaison to faculty, staff, and student to promote awareness and training of disability law and policies, accessibility, inclusive design, and disability trends Mediates and resolves student, faculty, and staff grievances Collaborated with student life and academic departments to promote student success, retention, inclusion, and overall well-being Manages department budget and makes necessary requests in response to student needs Utilizes technology and resources to ensure accessibility of lectures and course materials Collects and analyzes data to assess service effectiveness and student learning, and report to the UHD community Serves on university committees including Academic Adjustment Evaluation Committee (AAEC), Behavioral Intervention Team (BIT), Institutional Risk Compliance, Commencement, and other as appointed 	<p>Ph.D., Prairie View A&M University</p> <p>Educational Administration Certification, University of Houston, Clear Lake</p> <p>Masters of Science, Prairie View A&M University</p> <p>Bachelors of Science, McMurry University</p>	<p>17 years of experience with counseling as a therapist and educator.</p> <p>Dedicated and experienced student services professional with hands-on experience with diverse student populations. Areas of expertise include providing high quality and culturally responsive student services with specific expertise in overseeing: counseling services, disability services, academic counseling, outreach, records, campus programming and conduct issues</p>

<p>Guerra, Antonio</p>	<p>Director, Veterans Services</p>	<p>The Director of Veterans Services directs, plans, and organizes all veterans' services initiatives. The Director of Veterans Services sets and leads the department vision, goals, and objectives for the department. The Director of Veterans Services reports to the Dean of Students</p>	<ul style="list-style-type: none"> • Develops and leads the departmental vision, mission, goals, programs, services, and budget • Leads and collaboratively partners with other units on campus to promote a veteran-friendly campus • Ensures that eligible and prospective students are informed about their benefits, new and existing laws, and services available to them through the department • Coordinates the outreach to and recruitment of veterans and military-affiliated students • Serves as the primary resource and advocate for veterans regarding their academic concerns • Provides accurate information to the U.S. Department of Veterans Affairs regarding certification of students eligible for VA benefits • Collaborates with staff in other campus offices to ensure student issues are resolved and process changes are implemented to increase effectiveness and student success • Develops and administers programs and services at the university to raise awareness and understanding of the unique needs of veteran and active military students to remove barriers to their success • Facilitates and ensures compliance with federal, state, and other agencies by developing policies, procedures, and forms to meet the U.S. Department of Veterans Affairs laws governing veterans' educational benefits • Creates an active veterans network/support group • Directs, evaluates, and reviews the job performance of staff and student workers, and oversees their professional development and training 	<p>MS-Sports Management, Sam Houston State University</p> <p>M.B.A., Information Security Management, St. Leo University</p> <p>B.A-Business Administration, Columbia College</p> <p>AAS-Information Management, Community College of the Air Force</p>	<p>6 years experience providing support to veterans in higher education, including benefits certification, orientation and troubleshooting.</p> <p>22 years services in the U.S. Air Force</p> <p>Rank: master Sergeant</p>
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- Designs comprehensive marketing to promote the University as a veteran-friendly institution to prospective and enrolled veterans and their families
- Directly measures the efficiency of the department through assessment planning and coordination
- Remains knowledgeable about proposed and enacted federal legislation which affects veterans' education programs by maintaining membership in professional organizations and participating in national and regional conferences
- Serves as a liaison and representative of the University at state, regional, and national organizations, boards, councils, and committees
- Serves on university committees as appointed
- Oversees social media accounts for Veterans Services
- Assists the Dean of Students with special projects relevant to serving veterans and Student Affairs
- Assists and supports programming hosted by departments within Student Affairs
- Performs all other duties assigned by the Dean of Students
Makes final decision on evaluating employee performance; scheduling work hours of other employees; on coaching and counseling; training; handling employee grievances and complaints; granting time off. Provides recommendations on promotions; salary increases; hiring new employees; discharging employees; and disciplinary actions.

<p>Sebastiani, Richard</p>	<p><i>Director, Sports and Fitness</i></p>	<p>The Director, Sports and Fitness provides the overall vision, direction and leadership Sports and Fitness. The Director oversees, evaluates and assesses the programs and services offered.</p>	<ul style="list-style-type: none"> • Develops and implements department short and long-range plans • Develops and administers budgetary needs and unit planning for the department and authorizes and monitors expenditures • Responsible for building management, risk management, maintenance demands, security issues and overall operations • Develops and reviews overall department communication and marketing efforts • Designs and implements policies, practices and procedures for programs and ensures compliance with all relevant university policies, procedures, standards, and laws 	<p>Master of Education-Sports Administration, University of Houston, Houston, BS- Economics, University of Houston</p>	<p>Over 35 years' experience in higher education; specifically in student life, student services, student leadership and development, student programming</p>
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<p>Kwasikpui, Tremaine</p>	<p><i>Director, Student Activities</i></p>	<p>The Director, Student Activities is responsible for the development and improvement to student life. Enhances student learning and personal development. Manages the coordination of campus events, including scheduling facilities and event calendar maintenance. Provides support and advice to various clubs and organizations, including Greek affiliations.</p>	<ul style="list-style-type: none"> • Develops, conducts, and communicates results from regular assessment of programs and services provided through Student Activities and Events • Assists in the development and implementation of orientation and first-year-experience programming for incoming new, transfer and other cohorts of students • Serves as resource person to student organizations. Provides outreach to all students regarding student life, supplying information, ideas, and technical and logistical assistance. Trains and mentors the Student leaders within the Student Government Association, the Campus Activities Board, the Council of Finance and other student leadership committees associated with executing annual campus events and programs • Supervises trains, evaluates and provides development for professional, paraprofessional and student staff • Coordinates event registration process; plans and coordinates multiple and complex campus events and programs including fiscal advertisement and oversight and negotiating vendor contracts for campus events and event calendar maintenance • Collaborates with other departments in the division, as well as academics, athletics, and alumni 	<p>Master of Entrepreneurship, Western Carolina University</p> <p>B.S. - Business Administration with Concentration in Marketing, Elizabeth City State University</p>	<p>Over 13 years experience of higher education experience that includes the following areas of expertise: management, public speaking, student conduct, student development, male mentoring, teaching student involvement, event planning, and recruitment.</p>
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<p>Knapp, Kathy</p>	<p><i>Director, Career Services</i></p>	<p>The Director, Career Development Center develops services and resources decision-making related to career choice including initially choosing a major, developing career options, and changing careers in later life. Promote knowledge, skill, and confidence in all aspects of the job search process including job search correspondence, etiquette, networking, and interviewing. Provides opportunities for employers to recruit at the university.</p>	<ul style="list-style-type: none"> • Oversees related budgets, assessment, marketing, events, programs and services • Develops relationships with business and community leaders, deans and department chairs in an effort to promote the departments services and the university as a source of employable job candidates • Represents the university at national and regional professional organizations • Ensures compliance with university policy, professional ethical standards, and state and federal regulations • Counsels and teaches students and alumni in individual and group settings 	<p>M.ED-Student Personnel Administration/Counseling, University of North Texas</p> <p>BFE -Communications, Broadcasting & Journalism, Southern Methodist University</p>	<p>24 years in student affairs and career services as a professional adept at organizing, facilitating, and training students, faculty, and alumni in various learning environments</p>
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<p>Bernard, Eugene</p>	<p>Director, Student Life</p>	<p>The Director of Student Life is responsible for creating and supporting a high-quality student life experience for all students at UHD. The Director of Student Life creates, implements, and facilitates opportunities for co-curricular learning and student leadership development. The Director of Student Life will also promote proactive retention activities and student engagement. The Director of Student Life functions as a student advocate by responding directly to student needs and issues affecting student well-being. The Director of Student Life reports to the Dean of Students.</p>	<ul style="list-style-type: none"> • Develops and market student initiatives and programming that will promote high-quality student life experiences and holistic well-being • Implements and facilitates educational and developmental workshops that foster student leadership and professionalism • Provides oversight to campus-wide signature student events and programs such as Homecoming, Ring Ceremony, Blue Coats, and others as requested by the Dean of Students • Stays abreast of campus services, programs, resources, and other opportunities to aid in the retention of all students • Directs students to resources, policies, and procedures to address personal or academic concerns • Assists with addressing and responding to student complaints • Serves as back-up student conduct officer for Assistant Dean of Students • Works with faculty, staff, and administration to address and respond to student concerns and needs • Builds relationships and partnerships with student service offices across campus • Assists Assistant Dean of Students with leading orientation programming for Student Affairs • Oversees social media accounts for Student Affairs • Assists the Dean of Students with special projects • Assists and supports programming hosted by departments within Student Affairs • Performs all other duties assigned by the Dean of Students 	<p>MA-Digital Media Studies, University of Houston – Clear Lake</p> <p>BA-Communications, University of Houston – Clear Lake</p> <p>AA-General Studies, San Jacinto College</p>	<p>17 years experience in higher education, 10 years experience in student affairs to include overseeing student orientation, student transition programs and Veterans Services, student success coordination, and teaching a student success concepts.</p>
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Enrollment Management

Name	Title	Job Description	Responsibilities	Education	Professional Experience
<p>Villanueva, Daniel</p>	<p>Vice President, Enrollment Management</p>				

The Vice President for Enrollment Management reports to the President and serves as a member of the President's Cabinet. The position works closely with the other Vice Presidents, and the Deans of the various colleges to identify, explore, evaluate and coordinate enrollment and other student access and success initiatives. As the Chief Enrollment Management officer, the position has primary responsibility for leadership, management, strategic direction and administrative oversight for enhancing student access and enrollment services. The Vice President participates in planning, budgeting, and policy development in support of the mission and goals of the university. Specific areas of administrative oversight includes: undergraduate admissions, graduate and international admissions, registrar, testing services, enrollment communications, scholarships & financial aid, student transition programs, welcome center operations, campus solution services, and process improvement

- Leads a highly productive enrollment management unit, including overseeing the recruitment, management, training, retention, and evaluation of highly qualified professional and support staff.
- Under the leadership of the Provost, collaborates with the President, other cabinet members, deans, faculty, students and others o Develops and implements a university strategic enrollment plan; and foster strong relationships with on and off campus constituent to enhance student outreach, enrollment, retention, and graduation.
- Manages complex operations and financial budgets; provides leadership and management to the financial team to ensure compliance with federal, state and university policies.
- Oversees the implementation, upgrades, and compliance with the student information system.
- Fosters the university's commitment to student access and success by actively building a strong sense of community, and promotes engagement in the life of the university.
- Creates an environment of collegiality, inclusiveness, and support for the university's diverse student body and provides leadership and direction in the administration of a comprehensive range of services, policies, and procedures.
- Consistently ensures the delivery of quality and responsive programs and services through effective assessment of outcomes of enrollment management programs.
- Supports the President and Senior Vice President/Provost in establishing priorities and setting the agenda by developing action plans, communicating the President's agenda as needed and gathering relevant information and formulating insight on key issues.

Ph.D. in Educational Leadership from Texas A&M University – College Station, TX.

Masters of Liberal Arts, Texas Christian University

B.A. Political Science, Texas Tech University

Vice-President of Enrollment Management, University of Houston-Downtown February 2021-Present

Associate Vice President of Enrollment Management, University of Houston-Downtown May 2019-January 2021

Assistant Vice President of Enrollment Management and University Registrar University of Houston-Downtown November 2017-May 2019

Dean of Student Services & Enrollment Management Lone Star College August 2016-November 2017

Dean of Enrollment Management Lone Star College October 2014-August 2016

Director of Student Activities Lone Star College June 2011-August 2013

			<ul style="list-style-type: none"> • Works collaboratively University Marketing to increase student enrollment through strategic marketing and branding. • Monitors the progress of a wide range of programs and strategic initiatives and keeps the President and Senior Vice President/Provost apprised of their status. • Participates as a member of the senior administration by serving on various councils and committees and serve as a liaison to various internal and external groups including UH System 		
Love, Ceshia	<i>Executive Director, Enrollment Management</i>	<p>The Executive Director of Enrollment Management is responsible for overseeing the Office of Admissions and serves as the co-lead with the Vice President of Enrollment Management on providing leadership and support to the Office of Financial Aid. The Executive Director coordinates with the Enrollment Management leadership on the operations of the Registrar's Office, Contact Center, and Campus Solution Services. The Executive Director provides leadership, direction, and management oversight as part of the enrollment management senior leadership team. The Executive Director provides consultation and advisement to the colleges related to prospective student recruitment and enrollment. In addition, the Executive Director provides research and analysis to support institution-wide initiatives related to undergraduate student recruitment and financial leveraging strategies. The Executive Director assists in the development of divisional fiscal and resource strategies, plans, and policies.</p>	<ul style="list-style-type: none"> • Oversees the admissions operations and recruitment; oversees the admission process including the recruitment, evaluation, selection, and matriculation of new undergraduate students. • Analyzes inquiry and application trends to identify potential opportunities for advancement or efficiency; monitors admissions activities and processes through analysis from key performance indicators. • Leads, manages, mentors, and coaches the Admissions team; oversees hiring of all admissions staff; oversees and assists in the training, development, motivation and ongoing management of staff including monthly, quarterly, and ongoing reviews. • Designs and implement recruitment strategies to meet first-year and transfer student enrollment goals. • Assists leadership in developing policies and administration of institutional grants and scholarships, and associated leveraging strategies. • Prepares and maintains the departmental budget; monitors and evaluates the effectiveness of policies and procedures; performs other duties as assigned 	<p>Doctorate of Education in Ethical Leadership, University of St. Thomas (ABD)</p> <p>Masters of Art in Urban Sociology, Texas Southern University</p> <p>B.A. in Liberal Arts and Behavioral Sciences, Texas Southern University</p>	<p>University of Houston-Downtown, Executive Director of Enrollment Management February 2019 – Present</p> <p>University of Houston-Downtown, Interim Director of Admissions and Financial Aid October 2018 – January 2019</p> <p>University of Houston-Downtown, Director of Admissions July 2016 –October 2018</p> <p>University of Houston-Downtown, Director of Graduate and International Admissions 2015 – 2016</p> <p>University of Houston-Downtown, Director of Graduate Admissions 2013 – 2015</p> <p>Texas Southern University, Assistant Director of Undergraduate and International Admissions 2010 – 2013</p> <p>Texas Southern University, Admissions Officer 2007 – 2010</p>

			<ul style="list-style-type: none"> • Collaborates with staff, department chairs, and faculty in key areas to support and assist in recruitment efforts; cultivates and maintains relationships with high schools, guidance and community college counselors and alumni to assist in accomplishing enrollment objectives • Represents the University at admission-sponsored events on, off campus; develops, and manages all recruitment and yield activities. • Develops strategic, data-driven new student admission and enrollment strategies and goals with senior leadership. • Presents and analyzes data regarding new student admissions to assess status toward goals, areas of concern, and relevant trends, and use of that data to direct recruitment initiatives mid-cycle and for future planning. • Designs and implement recruitment strategies to meet first-year and transfer student enrollment goals. • Serves as the institutional lead in the development of recruitment and new student communications plan from initial inquiry to matriculation. • In consultation with the appropriate constituents, creates a comprehensive recruitment plan (including student search, print and electronic publications, web, and social media) 		
<p>Goudeau, LaTasha</p>	<p><i>Director, Financial Aid</i></p>			<p>MS, Occupational Technology (Training & Development), University of Houston</p> <p>BS, Technology (Industrial Supervision Training & Human Resources), University of Houston</p>	

		<p>The Director, Financial Aid directs a student-centered approach to scholarships and financial aid with an emphasis on providing exemplary service to all constituents. Advises, consults, and coordinates with all campus entities regarding activities pertaining to student eligibility, financial aid awarding and disbursement, account reconciliation, reporting needs, technology support, publicity, funding requirements and availability, and other matters. The Director provides vision, leadership, supervision, and professional development for office staff, and maintains a high degree of contact with University stakeholders including faculty, administration, institutional research, technology user groups, students, and a wide variety of committees.</p>	<ul style="list-style-type: none"> • Provides daily oversight in the Office of Scholarships and Financial Aid and supervises staff. Develops and directs financial aid strategies, policies, and procedures to serve the university's goals, maximize enrollment results, and minimize risk, and ensure compliance with federal, state, and university regulations, policies and statutes. • Serves as the chief compliance officer for Title IV federal aid regulations and works closely with other state and national agencies, provides leadership for managing risk and developing an effective plan and vision in the administration of all aid programs • Provides leadership for the development and management of a comprehensive scholarship and financial aid program grounded in fair and equitable distribution of student financial assistance to eligible applicants utilizing innovative delivery and management strategies; facilitates proactive leadership, to anticipate and to respond appropriately to external challenges and regulatory changes; oversees the fiscal stewardship accountability of aid programs. • Provides leadership for planning, management, and evaluation of programs, personnel and budgets • Ensures the timely delivery of aid to students in an atmosphere of superior customer service; resolves appropriate student issues related to enforcement/appeal of financial aid or federal/state policies • Provides leadership in continuous improvement of financial aid management system; coordinates with Information Technology in automation of services, upgrades, and implementation of various features in the financial aid module of the financial aid management system; directs reporting to all outside agencies 		<p>2003–Present University of Houston-Downtown Director</p> <p>2002–2003 University of Houston-Downtown Assistant Director</p> <p>2000-2002 University of Houston-Downtown Student Loan Coordinator</p> <p>1997-2000 University of Houston Financial Aid Advisor</p> <p>1993-1997 University of Houston Financial Aid Assistant</p>
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<p>Green, Jordan</p>	<p><i>Interim, Director, Student Transition Programs and Welcome Center</i></p>	<p>The Director, Student Transition Programs & Welcome Center develops, implements, and assesses all programs and business processes that support new student acculturation and orientation into the University</p>	<ul style="list-style-type: none"> • Develops plans, implementing and assessing all new undergraduate student and parent/family orientation programs, while working collaboratively with Academic Affairs, Student Affairs, and University Colleges. • Oversees communications for all admitted undergraduate students. • Serves as a liaison between Admissions, Testing, Advising, and Veterans Services in order to contact students who are TSI incomplete; assists with organizing testing, and provides guidance on remediation needs. • Develops, maintains, and assesses online orientation programs for students unable to attend orientation in person. • Recruits and trains orientation leaders. • Provides customer service at the university's Welcome Center and Information Desk and at the Virtual Welcome Center. 	<p>Doctor of Education, University of Southern Mississippi (In progress)</p> <p>Master of Art, Sam Houston State University</p> <p>Bachelor of Art, Sam Houston State University</p>	<p>14 years of experience in various capacities that include admissions, customer service, recruitment, outreach, event coordination, orientation, student mentor, staff mentor, and campus visitor centers.</p>
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<p>Alonzo, Robert</p>	<p><i>Director, Testing Services</i></p>	<p>The Director, Testing Services oversees testing services including: policies/procedures regarding test administration, scoring, reporting, and security controlling.</p>	<ul style="list-style-type: none"> • Supervises all phases of state, national, professional certification, and university test programs. • Serves as GED chief examiner and master site administrator for the CLEP program. • Works closely with other departments to create, implement and enforce in-house testing procedures and security controls • Ensures compliance with institutional, state and testing rules, regulations and procedures • Promotes testing services • Recommends new policies and procedures • Manages annual testing calendar • Maintains security of test materials and confidentiality of tests 	<p>M.P.A., The University of Texas at El Paso</p> <p>B.S., Health Science, Minor, Business Administration, The University of Texas at El Paso</p>	<p>Mr. Alonzo has nearly 20 years of experience in higher education. His experience includes work as administrative clerk at the University of Texas at El Paso (UTEP) Career Services Office and as a Testing Specialist, and then Testing Coordinator, at the school's Assessment and Testing Center.</p>
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<p>Schroeder, Courtney</p>	<p><i>Director, Enrollment Communications & CRM</i></p>	<p>The Director, Enrollment Communications & CRM oversees the communication strategies for Enrollment Management and manages the University's client relationship management system, as well as the staff who develop, create, and execute enrollment communication plans and messages</p>	<ul style="list-style-type: none"> • Oversees and manages the staff who are responsible for maintaining and executing the university's client relationship management system, and for creating and sending enrollment communications for the university. • Develops comprehensive communication plans involving various mediums for the enrollment management offices and college departments, ensuring that all communications represent the mission and vision of the university. • Oversees the daily operations and activities for the university's client relationship management tool; works as necessary with staff to ensure data is importing correctly, user needs are met, and communication campaigns are functioning as expected. • Collaborates as necessary with individuals from the enrollment management offices and college departments to gauge communication needs and to ensure that the university's goals are continually met. • Tracks and assesses communication plan activities to provide departments an overview of the performance and success of a campaign; determines next steps after a campaign to best assist students in achieving success and enrollment goals. • Serves as a liaison for the department, building strong relationships with constituents that allow for continued progress and the development of robust communication plans. 	<p>MA-Higher Education Administration, Sam Houston State University</p> <p>BA- Radio/Television, Sam Houston State University</p>	<p>Ms. Schroeder has more than 13 years of experience in higher education and student services. She has worked at both two and four-year institutions. Ms. Schroeder possess more than 10 years of managerial experience with teams ranging from 2-13 in size. Courtney has extensive knowledge and experience in enrollment management within the areas of communications, admissions, recruitment, student transition programs, and customer service. She collaborates with colleagues across campus to execute singular messages and communication plans to student groups throughout the enrollment funnel. Ms. Schroeder is responsible for maintaining UHD's CRM platform.</p>
<p>Beiza, Rocio</p>	<p><i>Director, Campus Solution Services</i></p>				

		<p>The Director, Campus Solution Services provides PeopleSoft system support to the UHD community and coordinates and executes security procedures and protocols for users. The incumbent serves as a liaison between UHD and UHS in relation to system enhancements, testing, validation, communication, and review-approval, and ensures that system upgrades are in compliance with UHS guidelines and UHD policies and procedures.</p>	<ul style="list-style-type: none"> • Responds to systems issues reported by users via email, text, or footprint ticket, resolving the issue, and providing timely and regular feedback to the user about progress until the solution can be communicated; replicates the issue reported in a non-production environment as necessary; requests assistance from UHS CSS as required; provides recommendations as appropriate to user(s) to prevent an issue from reoccurring. • Reviews and processes all campus solutions security forms submitted by the UHD community for new user access, transitions, and reinstatements; provides information to users regarding security roles, the approvals process, and the process of uploading forms to Campus Solutions. • Acts as a liaison between business areas and UHS regarding new system functionality and related requests; reviews and tests new functionality on systems; performs demos when possible and explains changes in the system to users; helps business owners to determine their system needs; coordinates communications regarding decisions relating to system developments; coordinates and supports images (patches) testing for student information system and security, obtaining the necessary sign-off. • Addresses communications from supervisors; provides system-related information to users as required. • Assists during registration periods by reviewing PeopleSoft and helping to resolve issues. • Assists with creating and delivering job-aid documentation for communication and training modules as required. • Supervises and supports the CSS team, reviewing performance and productivity; addresses challenges identified by the CSS team via email, phone, or meetings with other departments 	<p>M.A., Non-Profit Management, University of Houston-Downtown</p> <p>B.B.A., Accounting, University of Houston-Downtown</p>	<p>2019- Present University of Houston-Downtown Director, CSS</p> <p>2017-2019 University of Houston Downtown Manager, CSS</p> <p>2014-2017 University of Houston Downtown Associate Registrar, Degree Audit and Graduation</p> <p>2013-2014 University of Houston Downtown Associate Registrar</p> <p>2009-2013 University of Houston Downtown Assistant Director, Admissions Processing</p> <p>2008-2009 University of Houston Downtown Manager, Admissions Services</p> <p>2007-2008 University of Houston Downtown Coordinator, Admissions Services</p> <p>2006-2007 University of Houston Downtown Admissions Counselor</p> <p>2004-2006 University of Houston Downtown Outreach Counselor Recruiter</p> <p>2002-2004 University of Houston Downtown Admissions Counselor Recruiter I</p> <p>1996-2002 University of Houston Downtown Admin Technician I</p>
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<p>Galan, Ovidio</p>	<p>University Registrar</p>	<p>The University Registrar serves as a member of the Enrollment Management leadership team responsible for oversight of the University of Houston – Downtown’s Registrar’s Office, reporting to the AVP for Enrollment Management</p>	<ul style="list-style-type: none"> Coordinates, supervises, and provides executive leadership for all functions and services of the University’s Registrar’s Office including the student information system, registration, grading, degree and enrollment verification, academic records management, transcripts, compliance, application processing, and articulation, graduation auditing, and awarding of degrees. Oversees the management of policies, processes, and operations of the Registrar’s Office and provide leadership, innovation, vision, and accountability for the management of all records, registration policies, and services that support student success. Provides oversight for integrity and accuracy of student academic record-keeping and transcript production and integrity in compliance with the University’s academic policies and standards. Oversees the conformity of educational record use, dissemination, and privacy of student information to University policies and legal requirements, including the Family Rights and Privacy Act (FERPA) and other applicable laws and regulations as well as those of other regulatory agencies. Oversees the implementation and effective use of systems for student information, degree audit, and other systems. Provides leadership as the key liaison to IT and the Campus Solution Services for issues pertaining to all services provided by the Registrar’s Office including the development and maintenance of computerized records and registration systems. 	<p>Ph.D., Educational Administration and Human Resource Development. Texas A&M University. (Expected 12/22)</p> <p>M.A., Political Science, Saint Thomas University.</p> <p>B.A., Political Science, Texas A&M University</p>	<p>University Registrar, University of Houston-Downtown – 5/21 - Present</p> <p>Dean, Student Services, Lone Star College System – 11/18 - 4/21</p> <p>Program Manager, TRiO Student Support Services, Lone Star College System - 2/17 - 10/18</p> <p>Workforce Advisor III, Lone Star College System – 6/15 - 1/17</p> <p>Academic Advisor II, Lone Star College System – 10/13 - 5/15</p> <p>Student Life Program Administrator, Lone Star College System – 5/12 - 10/13</p> <p>Assistant Professor, Federal & State Government, Lone Star College System - 8/11 - 5/12</p> <p>Professor, Federal & State Government, Lone Star College System – 8/09 - 5/19</p>
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			<ul style="list-style-type: none"> • Provides strategic input and develops recommendations for the implementation of related technology applications in support of enhanced services for students, faculty, and staff. • Monitors and verifies student enrollment data essential for official internal and external reporting related to academic and student records including the National Student Clearinghouse, auditors, and accreditors, as needed. • Supervises the maintenance of the degree audit system and provide oversight for the monitoring of students' progress toward degree completion. • Promotes and maintains effective relationships with faculty, staff, and academic partners across campus and other institutions, collaborating on issues relating to curriculum, university policies, and other areas of Registrar responsibilities. • Oversees training, development, and maintenance of procedure manuals, regulations, and systems within the Registrar's office for the university community. • Supervises, trains, manages, evaluates, and develops staff within the office 		
Cunningham, Shannon	<i>Director, Academic Scheduling & Integrated Services</i>	The Director of Academic Scheduling & Integrated Services serves as a member of the Enrollment Management leadership team and oversees all functions of Academic Scheduling and integration of academic services including curriculum records management, scheduling of academic spaces, development of final exam schedules, academic calendar, commencement, and process improvement initiatives. This position develops and implements new processes that advance enrollment, scheduling, registration, commencement, and services for UHD students and the community.	<ul style="list-style-type: none"> • Resolves complex, high profile, sensitive, scheduling, catalog management, calendaring, and commencement issues. Evaluates and approves exceptions to University procedures as it relates to academic scheduling. • Defines purpose and process for ongoing exceptions to routine procedures as it relates to Enrollment Management. • Provides leadership to university-wide procedures, planning, and logistics for the institution's commencement. Serves as university-wide representative to plan and execute commencement with internal and external constituents. 	Master of Library and Information Science, University of Western Ontario B.A., English Literature, University of Waterloo	17 years working in higher education conducting research and analysis, managing knowledge, ensuring data integrity, and continuously working on process improvement. 21 years total experience safeguarding accuracy and access to institutional data and knowledge in both public and private sectors

- Leads large-scale staffing operations that deliver each ceremony. Oversees Commencement Ambassador team.
- Provides leadership of registration and enrollment functions as key liaison for continuous improvement initiatives. Maps, analyzes & documents internal business processes, and integrates best practices across division.
- Serves as Enrollment Management's expert for Academic Scheduling.
- Oversees the schedule of classes, room assignments, waitlists and reports, development of final exam schedules, class schedule training, and security clearance granting for academic course schedulers.
- Responsible for ensuring adherence to academic policy, university guidelines, and state utilization standards in the timely and accurate development of class offerings and assignment of state-owned instructional space.
- Researches & analyzes UHD demand data (over-enrolled, under-enrolled, course scheduling history, UHD Student Information System data research, student surveys, and needs assessment) to guide colleges in offering relevant data to enhance student enrollment (course creation, section offerings, and sequential course planning). Integrate data from across institution (EM, IR, IT, Marketing).
- Continuously evaluates scheduling practices and collaborates with the Office of the Provost evaluating demand data to diagnose issues and opportunities to expand enrollment and streamline scheduling for better persistence and retention.

			<ul style="list-style-type: none"> Analyzes constraints, pedagogical needs, room technology and balances preferences with state utilization standards to promote student degree progress and time to completion. Serves as Enrollment Management's expert for Curriculum. Ensures curriculum is accurately entered into Student Information System and has met all approvals to be offered as it relates to Enrollment Management. Coordinates with the Office of the Provost to ensure university curriculum processes lead to a timely and accurate publication of the academic catalog. Serves as lead Enrollment Management liaison on the Academic Calendar Committee responsible for calculating a comprehensive academic calendar in collaboration with UH System. Creates strategic reports for senior leadership, delivers researched data for external audits and internal performance measurement assessments for the Registrar's Office. Responsible for ensuring data integrity and accurate data for State reporting of course inventory and space utilization to the Coordinating Board. Performs as AVP liaison in key strategic meetings and planning initiatives. Exercises signatory authority. Leads training and direct integration and expansion goals of essential systems: Acalog, Ad Astra, and related key PeopleSoft modules. Coordinates with the Office of the Provost on related Curriculum components 		
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Raymond,
Kristina

*Director,
Transfer
Relations*

The Director of Transfer Relations is responsible for the development, coordination, planning, and supervision of transfer initiatives for the university. Work collaboratively with multiple departments within Enrollment Management and individual colleges to increase transfer enrollment. The Director will coordinate the Transfer Task Force and the Transfer Advisory Board to ensure increased engagement among internal and external constituents to increase enrollment.

- Collaborates with the leadership of Enrollment Management to articulate and implement a department vision for the Transfer Relations Department
- Monitors developments in student transferability and identifies trends and follows up with appropriate changes
- Manages and coordinates schedules and responsibilities to include the day to day functions of the joint advisors.
- Recruits, trains, and supervises joint advisors and staff
- Visits local community colleges to ensure partnerships are strong and provide feedback to UHD Administration
- Incorporates effective team building strategies for joint advising staff, as well as ongoing professional development
- Develops and monitors data on transfer students to track growth and department needs. Coordinates with the Associate Registrar of Articulation to ensure maximization of transfer coursework with Registrar's Office
- Leads the development of a tracking system to monitor student progress. Advises transfer students on academic matters related to UHD. Lead the EAB's Transfer Course Calculator program
- Coordinates campus events related to community college relations. Represents the Transfer Relations department at pertinent university committees and at functions. Collaborates with other units on campus as needed to ensure student success
- Provides assessment of student transfer outcomes and the effectiveness of the transfer relations department
 - Oversees long range planning for transfer students

Master of Social Work, University of Houston

B.A., Psychology, University of St. Thomas

14.5 years of experience in higher education, 8.5 years at the management level. Fluent in Spanish and focused on enriching the collegiate environment through an engaging advising/admissions process, data-driven decision-making, and interactive event planning.

Recognized with the 2020 LSC Focus Award and the 2020 Vision of Excellence award for exemplifying Lone Star College cultural beliefs, stellar academic advising, and dedication to helping students succeed.

Administration & Finance

Name	Title	Job Description	Responsibilities	Education	Professional Experience
<p>Baylor, Marty</p>	<p><i>Interim, Vice President, Administration & Finance</i></p>	<p>The Vice President for Administration and Finance provides leadership across the University in matters of administration and finance.</p> <p>The Vice President for Administration and Finance serves as the chief financial officer and is a member of the President's Cabinet. The Vice President is fully responsible for the University's financial and business affairs. The Vice President oversees budget and procurement, facilities management, general accounting and other financial operations, information technology, auxiliary services, and campus security for the University.</p>	<ul style="list-style-type: none"> • Oversees progress on initiatives and projects ongoing within the Division • Meets regularly with UHD and UH System leadership to ensure that the division supports other major divisions within UHD and meets the vision and mission of the University • Supports the President in preparing and presenting information on major administrative initiatives and institutional financial condition to the UH System Board of Regents, the UH System Chancellor and his senior staff, and key lawmakers • Devises and implements policies and procedures for the administrative and financial operations • Serves as the principal staff officer responsible for coordination, interpretation and analysis of financial information for compliance with state and federal regulations • Prepares the annual consolidated financial report, the biennial legislative budget appropriation request and the annual budget, and coordinates and supervises these functions • Oversees university accounting systems and related internal controls to ensure financial integrity, reliability, prompt availability of management data and compliance with state and federal regulations • Supervises the budgeting, purchasing and contracting and facilities management functions • Oversees university information technology operations and services, including long-range planning and infrastructure improvements • Oversees campus security and emergency management operations 	<p>M.B.A., Baylor University</p> <p>B.S., Accounting, Illinois State University</p>	<p>25 years of progressive management experience over multiple accounting and business-related functions and 32 years' experience in higher-education administration</p>

<p>Records, Stefany</p>	<p><i>Executive Director, Administration & Finance</i></p>	<p>Executive Director, Administration and Finance oversees the administrative, financial, and human resources operations for the Division of Administration & Finance, and maintains the university's risk management and compliance programs to ensure adherence to university policies and state and federal laws.</p>	<ul style="list-style-type: none"> • Provides direction to division personnel in relation to policies and procedures; assist the division leadership to implement organizational decision, which may include developing and writing policies, procedures, and business processes, and generating reports • Serves as the division contact for all administrative and financial matters and provide guidance to ensure that key financial processes are supervised and monitored effectively • Serves as the liaison for the Office of the Vice President for Administration and Finance, ensuring the accurate and timely flow of information and responding to inquiries as delegated by leadership • Establishes and chairs the University Compliance Committee, provides leadership for the University's compliance function by giving specific guidance to management, professional staff, and individual departments as appropriate • Attends UH System Compliance meetings and prepares UHD's section of the Compliance Report to the Board of Regents • Reviews insurance reduction/waiver requests in conjunction with the associated contract, making determinations to reasonably protect UHD personnel, students, visitors, and property • Serves as liaison to UH System Risk Management regarding UHS/UHD insurance as well as providing all necessary documentation regarding property damage, vehicle accidents, and student/visitor accidents and incidents 	<p>MBA- University of St. Thomas BA-Spanish, University of St. Thomas</p>	<p>20 years of experience in higher education</p>
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Information Technology

Name	Title	Job Description	Responsibilities	Education	Professional Education
<p>Shahrokhi, Hossein</p>	<p><i>Associate VP, Information Technology and Chief Information Officer</i></p>	<p>The Associate Vice President, Information Technology and CIO establishes and implements the University's strategic plan for all technology-related initiatives. Guide the University's technology strategies and oversees all administrative, academic and research technology systems and operations enabling the university to meet its teaching, learning, service and community engagement goals in an efficient, secure and effective manner.</p>	<ul style="list-style-type: none"> • Develops and maintains long-term strategic technology roadmap that in aligned with and supports the University's strategic objectives; build and oversee the IT structure and operational plan to promote specific goals of all administrative and academic units in servicing university's mission. • Responsible for developing and operation of a secure, efficient and high performing technology infrastructure including hardware, software, telecommunication and supporting staff; preparing a robust Information Technology disaster recovery and continuing operation plan for providing services during major interruptions. • Oversees and administers of all Technology based systems, operations and services including enterprise systems and development, networking and telecommunication, teaching and learning technology, multimedia, video production and streaming services, research technology systems, analytics and reporting. • Ensures highest level of technology efficiency by identifying and securing best value for highest quality product and services by negotiating lower costs, improving efficiencies and performances, and improving business processes • Serves as the Chief Technology advisor for the university leadership; serves as the state designated IRM for the university responsible for applicable reporting and compliance. 	<p>MSME, Security Management for Executives, University of Houston – Downtown</p> <p>B.S., Applied Mathematics with emphasis in Business Computing, University of Houston - Downtown</p>	<p>Over 30 years' experience in Information Technology in Higher Education with over 20 years as the CIO</p>

<p>Fattouh, Said</p>	<p><i>Executive Director, Information Technology & Deputy CIO</i></p>	<p>Provides oversight Information Technology managers and project leaders to address projects, compliance, operational, and service projects. Assists the Chief Information Officer in the strategic management and direction of all IT programs, services and policies for the University.</p>	<ul style="list-style-type: none"> • Provides leadership and management in the Information Technology department • Monitors, prioritizes and allocates resources for university-wide project planning • Oversees compliance and audit related issues • Manages resources, operations and quality assurance function • Assist with managing the budget • Directs and approves communications • Oversees planning and reporting 	<p>Completed 12 hours towards MBA, University of Houston - Victoria</p> <p>BS- Business Computer Information Systems, University of Houston - Downtown</p> <p>AA- Business Administration, San Jacinto College</p> <p>President's Leadership Academy Inaugural Class</p>	<p>Over 32 years of extensive professional experience working in Information Technology at a higher education institution.</p>
<p>Ruiz, Miguel</p>	<p><i>Director, IT Infrastructure & Communication Services</i></p>	<p>The Director, IT Infrastructure and Communication Services is responsible for all technology related infrastructure including, primary and secondary data center, off site data center, data network, telephony, video network and new building infrastructure design. In addition the Director is responsible for university's technology inventory, maintenance and support</p>	<ul style="list-style-type: none"> • Manages annual department budget. Works with other directors, manager, university administrators on strategic IT planning initiatives, and identifies current needs and future direction • Plans, and directs the University primary and secondary data center operations: responsible for off site data center planning and operation; Lead IT's disaster recovery planning • Oversee receipt, testing and setup, and distribution of new infrastructure and end-user equipment • Consult with users for design and implementation of new electronic classrooms and labs • Oversees design and technical operation of university call center; auto (robo) dialer, digital signage and video countenancing services • Coordinates lost and stolen equipment with UH PD and local law enforcement 	<p>B.S., Engineering Technology</p>	<p>24 years IT related experience in Higher Education environment. 21 of the 24 years have been in a supervisory / management role</p>

<p>Yin, Kong</p>	<p><i>Director, Enterprise Systems</i></p>	<p>The Director, Enterprise Systems directs the administrative application development group and the web application development group projects; manages the administrative technology service projects and maintains the student information system application.</p>	<ul style="list-style-type: none"> • Manages the administrative technology services and projects • Oversees the maintenance and operations of the student information system, monitors the student information system application performance and manages the ORACLE database • Oversees the modifications and upgrades for key applications • Oversees the development of new processes to provide data integration for various third party applications • Oversees the development of self-services web-based applications for employees and staff • Designs and develops reporting strategies for the university's information systems, including federal and state reports • Oversees the development of in-house applications to integrate with the student information system • Participates in the overall planning and management of services • Collaborates with other directors and managers to improve services • Monitors and schedules the server processes for problems on a daily basis 	<p>B.S., Computer Science, University of Houston-Downtown</p>	<p>20+ year ORACLE Database Administrator &</p> <p>30+ year ORACLE Database Design & Programming.</p> <p>30+ year experience in Higher Education, maintaining the Student Information Systems and Databases</p>
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<p>Smith, Jackie</p>	<p><i>Director, IT Business Services</i></p>	<p>The Director, IT Business Services directs the business division of Information Technology. This includes directing and managing the support staff for the division as well as the financial, human resources management, procurement and contract administration for the division. The position reviews and approves the business operations for all IT units.</p>	<ul style="list-style-type: none"> • Directs all business operations to facilitate all IT projects and operations • Directs procurement and contract processes for IT, ensures compliance and provides leadership in developing and implementing contacts • Directs processes, performance management to improve IT business services • Directs IT business services staff • Reviews and approves all business operations for all IT units • Prepares, facilitates or oversees the preparation compliance, financial and audit reports 	<p>MBA, University of Houston</p> <p>BBA, The University of Louisiana at Monroe</p>	<p>Over 35 years of Management Experience</p> <p>31 years of experience in Higher Education.</p> <p>25 years of teaching experience in higher education.</p>
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<p>Davila, Grace</p>	<p><i>Director, Technical Services</i></p>	<p>The Director, Technical Services oversee the strategic design of network and server infrastructure consistent with university needs and resources. This Director establishes and maintains technical standards related to network, server and storage technologies.</p>	<ul style="list-style-type: none"> • Develops and implements security strategies, policies and procedures consistent with applicable law, university policies and the university's educational mission • Provides leadership on projects and change management in the context of upgrades, enhancements, extensions and changes to information technology infrastructure • Carries out cost control and budget management for servers, softwares, and network equipment needed • Evaluates, recommends and implements new products related to infrastructure needs at the University for short-term and long-term projects • Oversees the development and implementation strategies related to business continuity and disaster recovery • Facilitates communications and discussions on changes in the University infrastructure 	<p>MBA, Our Lady of the Lake University</p> <p>B.S., Computer Science, Texas A&M at Corpus Christi</p> <p>A.A.S., Computer Programming, Del Mar College</p>	<p>Over 30 years' experience in Higher Education with focus on IT support. IT responsibilities: programming, database administration, management of technical teams.</p>
<p>Lane, John</p>					

*Director,
Technology
Learning
Services*

The Director, Technology Learning Services administers and directs the long range planning, purchasing, developing, managing, and evaluation of instructional/learning and support services of technologies, IT training, multi-media and event planning, video editing and production, and digital signage services

- Attends and participates in various meetings, events, training sessions and information sessions in support of key operational decisions and events
- Oversees and monitors budget and expenditures and ensure expenses are within budget limits and fiscal practices are followed
- Prepares a wide variety of communications, reports, and documents
- Plans, supports, coordinates and assists in the long term administration of our course management system application and provides direct assistance and support to others
- Partners with the Distance Education leadership to coordinate online courses information, and IT grants and services across the colleges
- Researches, fosters, and collaborates with other departments for the development and broad awareness of innovative and emerging technologies
- Oversees the training support services that work closely to provide all IT support related planning and training activities
- Tests technology applications, tools and programs for the purpose of assessing proposed products, programs or tools and to provide feedback for our IT Leadership and our decision processes

Master's in Education Technology, Concentration in Instructional Technology, McNeese State University

B.S., Marketing Minor: Finance, Oklahoma State University

- 20 years of experience as a Blackboard Administrator
- 20 years of experience in higher education
- 19 years of experience as an instructional designer and support
- 9 years of experience as Director for Technology Learning Services
- 5 years adjunct teaching experience

<p>Solomon, Kimberly</p>	<p><i>Director, IT Project Management Office</i></p>	<p>The Director of the IT Project Management Office (PMO) is responsible for the overall IT project management functions, including providing leadership and direction for the IT PMO processes and functions. This role ensures appropriate resources are applied to IT project requirements are achieved in a high quality and timely fashion within budget expectations. The Director works closely with IT leadership and high level project stakeholders including university executives.</p>	<ul style="list-style-type: none"> • Serves as a member of the senior IT leadership team to improve the overall quality of projects and processes within the organization • Oversees, productivity, and quality of the IT Project Manager position • Implements project management best practices to ensure effective and consistent methodologies, processes, tools and templates are utilized to achieve high quality results and progress for the IT project portfolio • Directs project management staff and assigns project managers and/or other resources to projects and programs • Provides project management coaching and mentoring to direct reports and project managers/project resources within IT and other unit • Directs the development, implementation, and maintenance of project management policies, standards, and procedures in compliance with university, system, state, and federal regulations and standards • Analyzes business needs and works with stakeholders to propose and deliver cost effective solutions • Communicates and negotiates with project stakeholders, IT director, IT leadership and project staff to plan for an address project expectations, issues and conflicts 	<p>MBA, University of Houston-Victoria</p> <p>BBA, University of Houston-Downtown</p>	<p>Over 20 years of Project manager experience,</p> <p>5 years as Director of Project Management office</p> <p>25 years in higher-education in Information technology</p>

			<ul style="list-style-type: none"> • Negotiates and coordinates with vendors regarding system system evaluation, technical contracts and purchases, system integration and implementation • Reports project progress to leadership utilizing portfolio dashboards and other project health/status tool sets • Serves as project management resource for strategic projects • Supports efforts to address IT compliance, audit, and state reporting requirement • Facilitates efforts of IT leadership in long term strategic planning, budgeting, resource allocation and implementation of IT endeavors 		
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<p>Robertson, Cheryl</p>	<p><i>Director, User Support Services</i></p>	<p>The Director, User Support Services develops strategies and executes plans to administer, manages and directs all technology support services at the University and remote locations, including management of the Help Desk, software installations and troubleshooting and support university-wide enterprise systems</p>	<ul style="list-style-type: none"> • Manages over annual department budget. Work with other directors, managers, university administrators on strategic IT planning initiatives, and identifies current needs and future directions. Determines new technology solutions and ensures best for with business and system requirements • Operates and oversees all support services of the Academic Computing Labs, including remote labs on and off campus. • Coordinates projects and allocates appropriate resources and conducts users' surveys to evaluate and determine the quality of services provided • Directs resources to respond to user's inquiries about services, projects, problems, complaints, initiatives, recommendations, quote requests, etc. • Compiles and produces reports • Develops and establishes procedures regarding technology resources access and use 	<p>BA- Mathematics Minor: Computer Information Systems, University of Houston-Clear Lake</p> <p>Secondary Education Certification: Mathematics, Computer Information Systems</p>	<p>27 years Information Technology experience, 24 years Information Technology Manager (7 years), Assistant Director (5 years), Director Level (12 years) experience</p>
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<p>Leung, Paul</p>	<p><i>Director, PeopleSoft Business Process and Services</i></p>	<p>The Director, PeopleSoft Business Process and Services provides over site and directions for PeopleSoft business operations and service. The Director provides guidance to University IT leadership, Chief Accounting Officer and Enrollment Services leadership. The Director oversees business processes reviews and business process re-engineering.</p>	<ul style="list-style-type: none"> • Collaborates with accounting and business offices to review financial and accounting business processes and develops new processes to maximize system efficiency and customer service. • Reviews financial system configurations in PS to ensure full compliance • Provides guidance and support to all PeopleSoft users, develops leadership and operations reports for PeopleSoft student, financial and human resources systems • Serves a project lead and subject matter experts for PeopleSoft related projects • Oversees development of complex PeopleSoft queries for a units • Designs and conducts PeopleSoft training and support materials for PeopleSoft and other administrative and business operations 	<p>MBA, Management Information System; University of New Orleans</p> <p>BS- Electrical Engineering; University of New Orleans</p>	<p>Over 20 years in Higher Education experience, specialized in Student Financials/Student Accounting area.</p> <p>Over 15 years of hands on experience working with Oracle PeopleSoft Campus Solutions.</p>
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Business Affairs

Name	Title	Description	Responsibilities	Education	Professional Experience
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<p>Meneley, Theresa</p>	<p><i>Interim Assistant Vice President Business Affairs</i></p>	<p>The Assistant Vice President for Business Affairs/Chief Accounting Officer for the University of Houston – Downtown (UHD) provides administrative leadership and direction for accounting and financial matters of the University to include General Accounting & Financial Reporting, Accounts Payable and Travel, Student Accounting & Cashiers, and Property Management.</p>	<ul style="list-style-type: none"> • Directs accounting and financial reporting in accordance with applicable standards and principles issued by the Governmental Accounting Standards Board (GASB), the Internal Revenue Service, Department of Education, the TX State Legislature, and other agencies. Works closely with external auditors. • Monitors accounting entries into the General Ledger (GL) to ensure that timely and accurate internal and external financial reports are produced. • Oversees the year-end financial statement submission. Ensures the accuracy of UH's portion of the UH-System (UHS) Annual Financial Reports. • Provides leadership to Student Accounting including cashiering/cash management, student account billing, student collections and refunds. • Researches and interprets Federal and State laws, Texas Higher Education Coordinating Board regulations, UHS policies and procedures as they apply to UHD operations. • Monitors and analyzes the University's operating cash in local banks and State Bank. Monitors all banking transactions of the university. Ensures all bank accounts and the State Accounting System (USAS) are reconciled to the General Ledger. • Develops and monitors UHD's internal controls for fraud, errors, and omissions to provide assurance that the university's assets are safeguarded. Member of the UHD Compliance Committee. • Monitors Accounts Payable/Travel Operations to ensure payments are made in accordance with the appropriate procurement and travel statutes and policies. • Oversees Payment Card Industry Data Security Standards (PCI-DSS) on all active UHD Credit Card Merchant Accounts. Completes required Annual Self-Assessment Questionnaires (SAQ) and reports results to UHS Treasury. 	<p>B.B.A., Accounting, University of Houston</p> <p>CPA (Texas)</p> <p>Certified Texas Contract Developer (CTCM)</p> <p>Certified Texas Contract Manager (CTCM)</p>	<p>26 years of accounting/management experience at UHD. Work as a Staff Accountant and Budget Analyst with various promotions to her current role</p>
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<p>LeBlanc, Krystal</p>	<p><i>Interim Director Student Financials</i></p>	<p>The Director, Student Financials directs and manages the operation. The Director oversees and enforces internal financial controls for the enrollment process while maintaining compliance with State and Federal regulations. The Director oversees student invoicing, processing student payments, student refunds, collections in accordance with Title IV guidelines, and all related accounting operations.</p>	<ul style="list-style-type: none"> • Assembles and maintains tuition and fee grids and refunding tables to ensure that account receivables are properly reported and tracked • Updates the University's student refunding process and oversees daily refund processes • Oversees third party vendor invoicing for student's tuition and fee charges and processes third party vendor payments • Coordinates with other departments regarding the student experience • Supervises the University's student collection practices and strategies in conjunction with outside agencies • Develops and reconciles institutional student loans such as the installment plan payment options and book loans • Coordinates all publications including maintaining and updating the website 	<p>B.B.A., Accounting, University of Houston- Downtown</p>	<p>11 years of experience in higher-education academic administration</p>
<p>Heng, Preston</p>	<p><i>Interim Director, Budget, Procurement & Contracts</i></p>	<p>The Executive Director, Budget, Procurement and Contracts directs and manages the operations and staff of the Budget, Procurement and Contract Departments.</p>	<ul style="list-style-type: none"> • Oversees and manages the budgetary approval, cost center allocation and suspense clearing for all positions within the University • Oversees the processing of all University Purchase Requisitions, Purchase Orders, and procurement card program, including the University's HUB Program • Designs, administers, manages, and provides training for the UHD Contract Administration function • Oversees the preparation of the university's annual operating budget and allocates resources • Interfaces with OGC regarding legal and contractual matters • Directs the preparation of the LAR (Legislative Appropriation Request) and other various state reports 	<p>B.B.A., Finance, University of Houston</p>	<p>14 years of budgeting, planning and financial management experience in higher education.</p> <p>Interim Director, Budget, Procurement & Contracts; Budget Manager; Budget Analyst III, Budget Analyst II, Budget Analyst I, Budget/Purchasing Technician.</p>

Suggs, DeVrone	<i>Interim Director, Accounts Payable</i>	The Director, Accounts Payable coordinate activities and personnel to accomplish timely payment of obligations, resulting in positive vendor relationship and procuring the ongoing services needed to accomplish the University's mission	<ul style="list-style-type: none"> Monitors, corrects, and requests approval for payable transactions in USAS (Uniform Statewide Accounting System) Communicates with State Comptroller's Office and contracted state vendors to resolve processing issues Collaborates with Accounts Payable and Travel leadership on training materials Coordinates and schedules timeline for document processing to facilitate the annual fiscal year-end closing Coordinates with Purchasing for encumbrance adjustments/liquidations and the Budget Office to approve the budget overrides Interacts and communicates with vendors and employees to resolve payment issues Investigates all unusual problems that arise from financial system functions 	B.S., Business Management, University of Indiana M.B.A., University of Phoenix	8+ years Training PeopleSoft Finance, Data Analysis and Team Management. Over 10 years of experience interpreting multiple policies in three industries, Higher Education, Insurance, and Banking. Over 10 years of customer complaint and resolution experience.
Tsai, Alice	<i>Director, General Accounting & Financial Reporting</i>	The Director of General Accounting and Financial Reporting is responsible for the timely and accurate reporting of the University's operating results on a monthly, annual (AFR) and ad-hoc basis. The Director manages the daily general accounting operations and ensures compliance with GAAP and federal, state and university rules and regulations.	<ul style="list-style-type: none"> Manages the day-to-day accounting functions which include: chart of accounts maintenance, property accounting, state accounting, general ledger, bank account and accounts receivable reconciliations Manages the financial reporting functions of the University consistent with standard accounting practices and policies Coordinates the fiscal year-end processes and procedures and UHD's submission of the Annual Financial Report (AFR) and various other State of the Texas reports Coordinates work relating to both internal and external audits in the periodic review of the financial records Oversees the implementation of agree upon recommendation, related to areas of responsibility, resulting from the audit findings 	B.S., Economics, University of Houston	25+ years experience in accounting, budgets, financial analysis and reporting. 6 years of overseeing contracts for A&F and Student Affairs & Enrollment Services (DSAES); 31 years experience in higher education (University of Houston)

Facilities Management

Name	Title	Job Description	Responsibilities	Education	Professional Experience
Rychlec, Timothy	<i>Assistant Vice President Facilities Management</i>		<ul style="list-style-type: none"> Develops and directs all programs to assure operation of university HVAC systems, domestic water and plumbing systems, electrical systems, elevators, fire detection systems, fire suppression systems, and emergency generators 	BS-Occupational Education, Wayland Baptist university Grade Stationary Engineer NIMS and EPA Certified	

The Assistant Vice President, Facilities Management is responsible for providing management, leadership, and oversight for all aspects of the Facilities Management for the University including property acquisition, facilities operations, facilities maintenance, utilities management, construction and capital project management, facilities inventory, and contracted services (including, but not limited to custodial, landscaping, and pest control services). The AVP prepares the annual budget requests for operations and capital renewal / capital improvement cost centers.

- Develops and directs all programs regarding the operation and maintenance of the campus grounds, building envelopes, university roads and parking lots/garages
- Develops long and short-range plans and prioritization of renovation and maintenance projects and campus infrastructure upgrades to all buildings and ensures a safe efficient environment for the university
- Provides input from an operational perspective as campus master plans are developed and updated
- Oversees the management of projects, renovations, preventative maintenance, responsive repairs and planned activities with internal and external constituents to ensure minimal interruption of services and/or impact on scheduled university operations
- Oversee all human resources related activities within facilities such as hiring decisions, conflict resolution and problem resolution
- Exercises fiscal control over all expenses related to maintenance, operations and utilities, including the development of budget, articulation of logistic needs and ensuring timely contract preparation and procurement
- Prepares and monitors the annual budget and staffing plans for facilities
- Acts as the university's representative in facilities-related issues with the City of Houston, Metro, Harris County, Harris County Flood Control, TxDOT, and the Texas Higher Education Coordinating Board

More than 20 years of higher-level facilities management experience.

Executive Director of Facilities and Maintenance Services at Texas Southern University and oversaw Safety, Fleet Management, Maintenance, Construction, Energy Management, Land and Utilization, Parking, Landscaping & Housekeeping. He also worked as the Director of Maintenance at Houston Community College and managed all services, including landscaping, housekeeping, parking lot maintenance, job order contracting, pest control, light construction (<\$10m) and maintenance.

Flores,
Abraham

*Director,
Building
Maintenance*

The Director, Building Maintenance plans, develops, directs and administers daily operations of campus maintenance and renovation projects to ensure all aspects are functional, cost effective and consistent with state procedures, building codes and University standards

- Develops and manages processes, plans and documents required to build, operate and maintain the physical integrity of all campus buildings, garages, parking lots, streets, roofs, and but not limited renovation/capital projects.
- Manages the labor, paint and carpenter shops and ensure that operations and services are functional and efficient by monitoring employees, work order completions, events and any other campus support requests
- Develops and manages the installations, repairs and upgrades of man-lifting equipment, power assist doors, automatic overhead doors, parking lots, garages, buildings' exterior envelope and campus wide building roofs
- Develops and manages the necessary documents such as, but not limited to, proposals, estimates, budgets, bids and contracting methods required for campus projects related to architectural systems, renovations, parking lots, garages, roofs and building waterproofing
- Manages, selects and coordinates the purchase, delivery, installation and maintenance of furniture in general use areas, offices, event rooms, and food courts
- Collaborates with various stakeholders to develop job scope budgets/estimates and to obtain designs required for campus wide maintenance, services and projects
- Conducts inspections of classrooms, study/lounge areas, corridors, restrooms and parking lots for any necessary repairs
- Develops and edits AutoCad drawing
- On-call 24 hours a day for routine operations of all campus events, emergency responses
- Performs other duties as assigned

BSET- Structural Analysis with Design Option in Engineering Technology, University of Houston – Downtown

BBA- Management, University of Houston – Downtown

Association of Physical Plant Administration (APPA), Institute for Abilities Management Certification

Architectural Barriers Texas Accessibility Standards Certification

National incident management Certification

Over 10 years' experience of building maintenance and construction management, pursuing new endeavors in the position of Director of Minor Planned Projects with the UH System.

Zimmerman, Kris	<i>Director, Mechanical Electrical and Plumbing</i>	The Director, M.E.P. oversees all components of campus-wide mechanical, electrical and plumbing system installation, optimizations, repairs and replacements	<ul style="list-style-type: none"> • Researches, analyzes, recommends, develops, plans, and implements all components of campus-wide mechanical, electrical and plumbing system installation, optimizations, repairs and replacements • Operates and maintains chiller plants, water and air cooled chillers cooling towers, direct expansion refrigeration units, water and steam boilers, pumps, valves, air handlers, air and water distribution, controls and monitoring systems. Energy management system software and devices • Operates and maintains electrical transformers, switchgear, meters, distribution, panels, circuits, starters and drives, emergency generators and transfer switches, controls and monitoring systems. • Operates and maintains domestic water meters, storage tanks, pumping systems, distribution, devices, controls and monitoring systems; drain/waste/ vent piping and devices; natural gas meters, distribution, devices • Operates and maintains fire detection/ notification/ suppression systems and elevator systems 	<p>MS- Instructional Design and Technology, Human Performance Technology, University of Houston – Clear Lake</p> <p>BS-Technology Leadership and supervision, University of Houston</p> <p>Master Plumbing License, State of Texas</p> <p>First Grade Stationary Engineer License, Houston, TX</p> <p>Freon Universal Certificate, EPA;</p> <p>LEED Accredited Professional (O&M), USGBC.GBCO</p> <p>Certified Educational Facility Professional (C.E.F.P.), APPA</p>	41 years of experience, including several years with the U.S. Navy, in operations, repair, maintenance, renovations and new construction supported by energy conservation strategy in residential, commercial and industrial marine environments combined. Of those 41 years, Mr. Zimmerman has 15 years of management experience leading, developing and supervising operations staff, implementing in-service contracts, construction agreement administration, construction specifications, operational policy, safety procedure, preventive and predictive maintenance applications, scheduling and vocational training.
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Police, Safety, and Emergency Management

Name	Title	Job Description	Responsibilities	Education	Professional Experience
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<p>Davis, Casey</p>	<p><i>Interim Chief of Police</i></p>	<p>The Executive Director of Public Safety/Chief of Police provides management, leadership, and oversight for all aspects of public safety at the University, to include police management and operations, emergency management and environmental health and safety</p>	<ul style="list-style-type: none"> • Develops and implements goals, objectives, strategies, policies and procedures for the Public Safety unit, comprised of the Police Department, the Office of Emergency Management, and the Environmental Health and Safety (EH&S) Office • Applies the unit's fiscal, equipment and human resources to support activities and provide services that enhance campus safety/security • Commands and controls law enforcement operations for major investigations, emergency management situations, and large university special events • Assists and develops supervisory staff of each area within the unit; provides program and activity reports to senior management; prepares and presents staff reports and other necessary correspondence; makes recommendations for the addition of new programs • Organizes, directs and controls personnel and resources of the unit to include holding subordinate supervisor positions accountable for the effective and efficient conduct of members under their supervision and control • Applies advanced and innovative concepts and best practices in campus law enforcement, emergency management, and EH&S to achieve unit objectives and continuously improve performance • Attends and participates in professional group meetings; maintains awareness of new trends and developments in the field of law enforcement, crime prevention, campus security, emergency preparedness, EH&S, and related support services; incorporates new developments as appropriate • Serves as the primary liaison to local, state, and federal law enforcement and public safety agencies. • Writes, edits or coordinates the preparation of correspondence, reports, or other printed materials; researches content items for precedents, correctness of presentation and applicability • Serves as Campus Security Survey Administrator as mandated by Federal law and produces the federally mandated campus security survey 	<p>PhD Administration of Justice (ABD), Texas Southern University</p> <p>MEd- Administration and Supervision, University of Houston-Victoria</p> <p>BA-English, University of Houston-Downtown</p> <p>Bill Blackwood Leadership Command College - Sam Houston State University</p> <p>Texas Commission on Law Enforcement Texas Peace Officer</p> <p>TCOLE Instructor Certificate</p> <p>Public information Officer Certification, Sam Houston University</p> <p>Basic Property and Evidence Technician, Texas A&M Engineering Extension Service</p> <p>Certified Anger Resolution Therapist, Center for Anger Resolution</p>	<p>16 years Law enforcement experience</p> <p>15 years supervisory experience which includes</p> <p>9 years law enforcement supervisory (command staff) experience</p>
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<p>Vargas, Cynthia</p>	<p><i>Director, Emergency Management and Fire Safety</i></p>	<p>The Director, Emergency Management provides leadership and facilitates collaboration in preparing the University for emergencies and recovery. The Director develops and maintains the Emergency Operations Manual, policies and procedures, and guidelines and serves as the lead trainer of National Incident Management System (NIMS), develops exercises and drills for emergency preparedness, and oversees emergency evacuation plans.</p>	<ul style="list-style-type: none"> • Develops and maintains the university's All-Hazards Emergency Management Plan and components thereof • Develops and maintains the Emergency Operations Manual, policies and procedures, and guidelines • Oversees the maintenance of the Business Continuity Plan and identifies system and operational weaknesses • Serves as the lead trainer of NIMS, develops exercises and drills for emergency preparedness, and oversees emergency evacuation plans. • Ensures completion of emergency preparedness training of university personnel in accordance with NIMS compliance requirements • Attends emergency preparedness meetings with local, regional, state, and federal agencies and submits recommendations to university administration • Remains on call 24 hours for response during emergencies to perform incident management functions • Collaborates with Environmental Health and Safety to ensure compliance with regulations concerning workplace safety and hazardous materials 	<p>MA-Homeland Security and Defense, Naval Postgraduate School</p> <p>BA-Art Studio, University of Notre Dame</p>	<p>25+ years experience in Public Safety -Houston Fire Department;</p> <p>17 years supervisory experience;</p> <p>7 years experience in Emergency Management and Catastrophic Planning;</p> <p>State Certified:</p> <p>Fire/Arson Investigator, Fire Inspector, Hazmat Technician and Hazmat Incident Commander, FEMA Instructor</p>
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<p>Arias, Edward</p>	<p><i>Director, Environmental Health and Safety</i></p>	<p>The Director of Environmental Health and Safety (EHS) is responsible for developing and managing a comprehensive university-wide environmental health and safety program</p>	<ul style="list-style-type: none"> Leads development of UHD EHS programs and policies for physical/chemical/laboratory safety and environmental protection functions, ensuring compliance with all applicable federal and state rules and regulations. Work with appropriate management and staff to implement and execute programs. Maintain EHS programs and ensure required activities occur to maintain EHS compliance. Act as the lead contact with government EHS agencies. Ensure necessary data for EHS reports is tracked along with timely report submittal. Advises/interacts with departmental safety committees to develop, implement, and execute safety culture awareness. Leads and/or participate in regular inspections and audits of university facilities to identify potential environmental health and safety hazards and discrepancies to ensure compliance with UHD EHS policies, regulatory standards, and national codes to develop solutions to issues. Participates in Facilities' project reviews to provide EHS expertise. Supervises the development and progression of all EHS staff (FT/students) in providing support to operating divisions/departments in order to be in compliance with federal, state and local EHS requirements. Facilitates and participates in investigations of incidents/accidents, complaints or problems (injury, chemical release, near misses, indoor air quality, etc.); recommending changes to current procedures or controls to prevent property loss and/or injury. Tracks all incidents/accidents/near Misses to aid in reducing/preventing future mishaps Researches and reviews federal, state and local regulatory rules, standards, and guidelines related to physical, laboratory, chemical and hazardous waste use and users/generators, determines appropriate regulatory permits and/or forms and maintains EPA and safety records and related documents 	<p>Post Graduate Studies, - Geology, University of New Orleans</p> <p>BS-Earth Science (Geology), Southern Connecticut State University</p> <p>40-hour OSHA HAZWOPER for Chemical Clean up Responders Course</p> <p>OSHA 10- 30-hour General Industry Outreach Program Trainer</p> <p>DOT Hazardous Materials Certified</p> <p>NIMS Emergency Responder Training</p>	<p>19 years overseeing or working Environmental Health and Safety (EHS) in higher-education;</p> <p>Over 30 years' experience in the EHS management, program development, compliance audits, regulatory review, and training</p>
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University Business Services

Name	Title	Job Description	Responsibilities	Education	Professional Experience
Torres, Mary	Director, University Business Services	The Director, University Business Services manages the relationships with all external auxiliary services providers. The Director oversees Parking and Transportation Services and Shipping, Receiving and Mailroom Services operations.	<ul style="list-style-type: none"> Administers the university's major auxiliary contracts including dining services, bookstore, beverage vending, and snack vending by serving as the university's liaison with these partners Ensures contract compliance and to address service issues on behalf of the university community Oversees the administration of Parking and Transportation Services including parking permit and citation revenue, management of university owned parking lots, shuttle bus services, parking lot maintenance, signage, fleet management, and the visitor kiosk program Oversees the administration of the university shipping, receiving and mail services operations Ensures appropriate departmental operating procedures and controls for handling all incoming and outgoing parcels and mail, ensure proper execution of university policies and procedures concerning coordination of bills of lading and purchase orders. 	<p>MBA, Texas Woman's University</p> <p>BBA, Administrative Services, University of Houston-Downtown</p>	<p>10 years overseeing external auxiliary contracts and operations as well as internal auxiliary operations consisting of UHD parking and shipping, receiving and mailroom operations.</p> <p>24 years of experience with budget maintenance at university, divisional and unit levels. 30 years of experience in higher education setting.</p>

Advancement & University Relations

Name	Title	Job Description	Responsibilities	Education	Professional Experience
Vacant	Vice President for Advancement and External Relations		<ul style="list-style-type: none"> Provides strategic and operational leadership in advancing the mission of the University through the attainment of development goals and metrics Designs and executes a comprehensive institutional advancement plan for the University that generates income from individuals, foundations and corporations Establishes and maintains leadership to the University's diverse fundraising needs and efforts to prevent duplication of solicitation, while benchmarking upon successful fundraising efforts 		

The Vice President for Advancement and External Relations is the University's senior development officer and provides strategic and operational leadership for the functional areas of the department, which include corporate and foundation relations, planned giving, major gift procurement, comprehensive and capital campaigns, alumni relations, communications and public relations, development, alumni relations, constituent relations, government and community affairs, and special events. The Vice President for Advancement and External Relations is the major gift fundraiser for the University and serves as lead strategist and solicitor for the University; oversees all fundraising staff; coordinates with the President, Deans, and President's Development Council; oversees work with alumni, donors, corporations and foundations; oversees University communications and messaging; and functions as chief spokesperson for all matters related to the University's fundraising efforts

- Cultivates positive and sustaining relationships with community business and social leaders in marketing the institution and engendering support for development initiatives and programs
- Develops and executes creative strategies to set the groundwork for a comprehensive campaign
- Provides oversight for advancement special events and programs
- Prepares and administers the division's operational budget
- Serves on the President's Cabinet, Executive Council, and the University Strategic Planning Committee
- Oversees strategy for University communications with the executive director for University communications (who directs the development of University communications, including issuance of public statements to the media and the general public)
- With the President, oversees the University's relations with federal, State, and local government units, in the media, or with private organizations
- Represents UHD at UH System-wide and external meetings
- Ensures compliance with University policies and procedures, as well as State and federal regulations and accreditation requirements

<p>Lipp, Paul Jacob</p>	<p><i>Interim, Executive Director University Advancement and Alumnus</i></p>	<p>The Interim Executive Director, Advancement plans, organizes and directs major gifts programs for a broad portfolio of prospects, including individuals, foundations, and corporations. The Interim Executive Director, Advancement works closely with university leadership in developing a comprehensive program that aligns fundraising with institutional needs.</p>	<ul style="list-style-type: none"> • Provides strategic, operational, and administrative leadership to advance the mission of the University through the attainment of development goals and metrics. • Works with university leadership to identify, prioritize, and coordinate funding opportunities. • Cultivates relationships with business, philanthropic and social leaders to identify and acquire support for initiatives and programs. • Oversees and participates in the preparation of proposals, stewardship reports, and other advancement communications as needed. • Provides oversight and direction for advancement special events. • Provides support for the President's Leadership Council, and other volunteer boards as needed. • Represents UHD at UH system meetings and supports President as part of extended leadership team. • Utilizes donor database to track contacts and proposal activity • Develops internal relationships that will support and lead to external funding • Supports colleagues whose responsibilities are focused on annual giving and alumni relations 	<p>M.A., Nonprofit Management, University of Houston-Downtown</p> <p>B.A., Political Science, Southwestern University</p>	<p>As of January 1, 2022 - Serving as the University's chief development officer, reporting directly to, and coordinating with the President of the University, to articulate fundraising priorities and generate funding in support of those priorities through relationship development and major gift solicitation.</p> <p>Providing leadership, strategic direction, and operational management over advancement services, alumni relations, and all fundraising, including annual giving, corporate and foundation relations, special events, individual major gifts, and legacy giving.</p> <ul style="list-style-type: none"> •
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<p>VACANT</p>	<p><i>Interim, Executive Director of Communications</i></p>	<p>The Executive Director of Communications provides strategic direction and support to expand positive media coverage, develop and build media relationships, Communicate and further overall university communication. This leader directs the planning, development, and implementation of a comprehensive, multi-faceted communication program.</p>	<ul style="list-style-type: none"> • Provides direction and supervision to communication department staff managing internal and external communications, photography and videography communication • Develops the annual goals and metrics for evaluating the success of projects, initiatives, and efforts of team members in accordance with the institution's strategic plan and goals • Assesses and evaluates communication and media efforts • Monitors publications, websites, and initiatives to ensure promotion of university priorities • Serves as a key advisor to the President on UHD's crisis management and emergency management team. Provides guidance and advice to the President and senior administration on significant public relations issues • Presents the university to editorial boards, management or media contacts to increase media exposure. • Directs the creation and publication of presidential correspondence • Writes a variety of communications materials for the University including press releases, feature articles and executive communications • Serves as primary point of contact for media, linking faculty experts with media sources to promote the university 		
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<p>Waits, Laura</p>	<p><i>Interim, Executive Director of Marketing</i></p>	<p>The Executive Director of Marketing directs strategy and procedures for all marketing and web initiatives. The Executive Director directs the planning, development, and implementation of an integrated, multi-faceted marketing program to promote UHD's unique mission, enhance institutional visibility, drive enrollment and support the strategic plan.</p>	<ul style="list-style-type: none"> • Provides direction, supervision and oversight to marketing and web department staff • Directs strategy and implementation of the University marketing campaigns, including traditional and digital • Directs marketing projects for the University, divisions, colleges, and departments across the University • Manages strategy and execution of marketing initiatives • Establishes and manages budget for marketing and web. Oversees all purchasing and procurement processes related to the division. Ensures policies and procedures are followed • Oversees staff managing marketing, graphic and web design, content and analytics for department projects • Identifies opportunities for new marketing campaigns to support institutional goals and priorities • Ensures that college and departmental websites adhere to web standards and brand guidelines. Protects the institution's brand by enforcement of graphic standards • Oversees and manages content for the university's web presence • Oversees University-wide review of website content, ADA accessibility and user experience to provide optimum usability for web audiences • Recommends improvement strategies to colleges and departments, providing assistance as needed • Collaborates with technical staff and college web staff 	<p>MBA (Concentration in Management and Marketing), University of Houston – Victoria</p> <p>BBA (Personnel Management), Loyola University</p>	<p>Over 20 years of marketing and communications experience including business-to-consumer, business-to-business and institutional at the University of Houston-Downtown.</p>
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<p>Simmons, Toye</p>	<p>Director, Marketing</p>	<p>The Director, Marketing serves as a lead project manager for marketing campaign development, directing all marketing related activities</p>	<ul style="list-style-type: none"> • Provides oversight and direction for growth marketing strategies for degree programs, including multiple graduate-level programs and undergraduate degree programs • Provides oversight and direction for the overall UHD branding strategy, including setting creative direction and individual campaign design and execution • Provides oversight and creative direction for all marketing materials, ensuring all UHD graphics are consistent and accurate • Works closely with all levels of professionals internally and externally to communicate marketing strategy, messaging, and expectations • Provides training, direction, and supervision to marketing department staff • Plans, negotiates and purchases media for campaigns • Establishes and monitors budgets and the invoicing and payment process, ensuring compliance with university policies • Documents and reports success of campaigns throughout campaign cycle. Presents campaign successes or modifications to upper-level management. • Direct Reports: (4) Full Time Employees • Delegation of Work: Regularly assigns work to subordinates • Supervision Given: Has primary responsibility for conducting performance evaluations and making recommendations for hiring and dismissing employees. 	<p>MBA- University of Houston – Victoria</p> <p>BS-Marketing, University of Alabama, Birmingham</p>	<p>Ms. Simmons has over 17 years' experience managing marketing efforts for both private companies and in higher education. She has served as Director of Marketing at UHD since 2015 where she is responsible for planning and implementing strategic marketing plans for the University.</p> <p>Prior to joining UHD, she served as Director of Marketing from 2013-2015 for Swift-Train Company where she was responsible for managing the company's Marketing department. Ms. Simmons was also Brand Manager for CAP Barbell from 2012-13 and Product Marketing Manager for Riviana Foods from 2005 - 2012.</p> <p>In addition to serving as UHD's Director of Marketing, Ms. Simmons teaches Marketing courses in UHD's College of Business.</p>
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<p>Drake, Brian</p>	<p><i>Director, Advancement Services & Business Operations</i></p>	<p>The Director, Advancement Services & Business Operations manages the administrative, financial, and human resources operations of a division. Directs the development, implementation, and management oversight of all administrative functions for the Office of the President and the Division of Advancement & University Relations. Works closely with presidential, marketing, and fundraising staff on matters related to hiring, purchasing, contract administration, and compliance with UH System policies.</p>	<ul style="list-style-type: none"> • Manages the financial activities of the unit; reviews and approves expenditure documents, including vouchers, requisitions, contracts, and p-card expense reports • Oversees the processing and acknowledgment of gifts, pledges, pledge payments, matching claims, and other contributions to the university from private funding sources • Directs UHD gift management; coordinates endowment agreements with UH System on behalf of UHD; monitors endowment agreements • Analyzes, forecasts, and makes recommendations for current and future budget expenditures, including those required for special or one-time projects • Consults with hiring managers and presents options • Reviews and approves personnel documents 	<p>M.B.A., The University of Texas at San Antonio. Focus: Management</p> <p>B.S., Sam Houston State University. Major: Psychology</p>	<p>Serve as an internal consultant to presidential, fundraising, and marketing staff for budgeting, contract administration, purchasing, property management, gift processing, and general administration. Interpret and explain policies to constituents; take corrective action as needed.</p> <p>Responsible for budgets for Office of the President (approximately \$1.8 million) and Division of Advancement & University Relations (approximately \$4.0 million).</p> <p>Administer personnel and payroll activities, including hiring, termination, reconciliation, and salary reallocation. Exercise discretion with confidential information. Implemented at the department level a web-based time-management system for hourly employees.</p> <p>Clarified and communicated intra-division workflows, providing leadership to four subordinates. Serve as a liaison with processing departments; strengthened working relationships. Designed annual training for administrative personnel in other departments, to build rapport and acquaint them with gift-processing policies and procedures.</p> <p>Improved reporting processes, internally and externally, to strengthen financial decision-making. Oversee weekly and monthly reconciliations of cost centers and accounts. Designed and implemented electronic process for cost center verifications</p>
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Employment Services & Operations

Name	Title	Job Descriptions	Responsibilities	Education	Professional Experience
<p>Montalbano, Ivonne</p>	<p><i>Vice President, Employment Services and Operations</i></p>	<p>The Vice President for Employment Services and Operations serves as the chief officer for the Division of Employment Services & Operations ("ESO"), providing overall leadership in the development, implementation, administration and management of university-wide comprehensive human resources, employee benefits and employee relations, strategic planning, policies and programs.</p>	<ul style="list-style-type: none"> • Oversees the development and administration of employee performance appraisal programs, progressive discipline procedures and terminations, as well as employee promotion and transfer programs • Provides advice to management, faculty and staff on all human resources matters and employee relations issues • Develops and administers the university's human resources policies and procedures in compliance with federal and State of Texas laws and regulations and University of Houston System policies and procedures • Oversees the planning, implementation, evaluation and coordination of the division's administrative and financial activities such as fiscal management, including the continued monitoring of departmental budgets, space and personnel management and liaison activities • Manages the employment process for all UHD employees (academic and non-academic positions). • Administers the development of training programs for staff • Oversees the development and administration of the University's compensation program, which includes compensation strategy, base and variable pay programs, pay policies, job analysis and evaluation and position description preparation • Manages the design, execution and effectiveness of a system of internal controls, which provides reasonable assurance that operations are effective and efficient, assets are safeguarded, personnel information is reliable, and ensures compliance with applicable laws, regulations, policies and procedures. • Administers the dissemination of ESO information • Serves on various university and University of Houston System-wide committees • Serves as deputy Title IX Coordinator 	<p>MBA- University of Texas-San Antonio</p> <p>Completed all but thesis towards a Master of Arts in Economics, University of Puerto Rico</p> <p>MA- Economics, Magna Cum Laude, University of Puerto Rico</p>	<p>Over 35 years of experience in higher education, including 22 years reporting to the University President and serving on the executive management team.</p> <p>Over 16 years of experience as Vice President for Employment Services and Operations and Chief Human Resources Officer</p>
















































<p>Matthews-Herron, Chetiqua</p>	<p>Director, Talent Acquisition and Management</p>	<p>Oversee and ensure the efficient and effective operations of the Talent Acquisition, Talent Management, Talent Development and Employee Relations areas. he Director, Talent Acquisition and Management designs and implements talent management strategies and programs to recruit and retain talent. The Director oversees the life cycle of employment for all employees from the initial acquisition through on-boarding, performance management, professional development and off-boarding. The Director serves as the university's Employee Relations Officer (ERO) and manages and directs employee relations for staff employees and serves as Deputy Title IX Coordinator. The Director is the university's liaison to the Texas Workforce Commission on all issues related to unemployment and unemployment claim</p>	<ul style="list-style-type: none"> • Develops and oversees talent acquisition and management programs and initiatives, including recruitment and hiring, new hire on-boarding, performance management and training and development activities for employees and leaders • Conducts investigations into complex and sensitive employee relations issues and ensures compliance with all state and federal discrimination and employment regulations • Initiates research, bench-marking studies, pilot programs, assessments and other appropriate actions to identify and address existing and emerging recruitment and workforce learning gaps and new initiatives or programs and maintains competency models linkage of talent management and development programs to overall business initiatives and human resources programs • Develops marketing and communication for all areas of oversight, Collects and analyzes metrics for all areas of oversight. Oversees TA/TM/TD and ER systems and integrations • Oversees the foreign national employment and permanent labor certification process, oversees I-9 re-certifications, conducts annual audits of foreign national employment eligibility and is responsible for maintaining foreign national's public access files and Administers unemployment insurance processes 	<p>MS-Employment Law, Nova Southeastern University</p> <p>MPA-Public Administration-HR Management, University of Illinois</p> <p>BA-Public Management, Florida Atlantic University</p> <p>Society of Human Resources certified (SHRM-CP)</p> <p>Human Resource Certification Institute certified (PHR)</p>	<p>13 years of progressively responsible HR experience</p> <p>9 years of supervisory experience</p>
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Morales, Erica	Director, Benefits and Compensation	The Director of Benefits and Compensation leads and directs the development and delivery of effective total rewards initiatives, including compensation, benefits, retirement policies, programs, and systems. Ensures that the salary program is fair and competitive, that employees are paid accurately, and that the wide array of benefits programs are managed effectively and in compliance with state and federal regulations and standards.	<ul style="list-style-type: none"> • Directs operations and manages and provides guidance to benefits and compensations staff. Resolves complex issues. Oversees division's budget and staff. • Ensures the timely and accurate processing of compensation and benefits actions in accordance with state and federal regulations and oversees the maintenance and integrity of data. • Oversees compensation programs, including salary structure adjustments, merit and incentive pay and equity programs, designing, implementing communication strategies and ensuring compliance with regulatory guidelines, and other aspects of the compensation program • Responsible for the development and maintenance of university policies and procedures related to Total Rewards. Oversees the distribution of Total Rewards information to the University employees. • Consults with internal leadership, including department heads and management, to assess benefits, compensation, and compliance needs. 	<p>MBA-Texas Women's university</p> <p>BBA-Management, University of Houston Downtown</p> <p>CBP (Certified Benefits Professional)</p> <p>CCP (Certified Compensation Professional)</p> <p>PHR (Professional Human Resources)</p>	<p>17 years of experience in higher education.</p> <p>13 years of experience in compensation and 10 years of experience in benefits.</p>























































<p>Frank, April</p>	<p><i>Director, Payroll and Records</i></p>	<p>The Director, Payroll and Records oversees records and payroll operations through policy and procedure development, training and coaching, assignment of duties, support to employees, and other functions related to Payroll and Records.</p>	<ul style="list-style-type: none"> • Supervises and schedules work activity of staff in payroll and records. • Develops policies and procedures related to electronic records, e-personnel files, records management, etc. • Plans document imaging projects for other units and works with unit head on security levels, document indexing, and scanning needs. • Analyzes data and maintains personnel records in PeopleSoft HR. • Troubleshoots issues or problems in payroll. • Reviews and updates Employment Services and Operations policies related to payroll and records. • Acts as a liaison between the System Payroll office and the university. • Identifies and corrects all payroll discrepancies. • Calculates earnings for terminating vacation, data entry of contributions and withdrawals to the sick leave pool. • Creates and updates job codes and position numbers in PeopleSoft. • Processes other payroll records and approves changes made in PASS by employees. • Process verification of employment from external sources. • Audits documents scanned by the records support staff. • Handles processing, scanning, and indexing of all sensitive data such as performance appraisals, grievances, and disciplinary action records. • Maintains the on-line faculty/ staff directory. • Assists in reviewing data from the employee information system that feeds to other university systems. • Makes necessary corrections in employee information system. • Collaborates with IT in the development of query reports and any upgrades in the records management system. • Collaborates with head of records unit to develop retention schedules and archiving data 	<p>MBA-Texas Women's university</p> <p>BBA- Management, University of Houston Downtown</p> <p>CBP (Certified Benefits Professional)</p> <p>CCP (Certified Compensation Professional)</p> <p>PHR (Professional Human Resources)</p>	<p>17 years of experience in higher education.</p> <p>13 years of experience in compensation and 10 years of experience in benefits</p>
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-  18000298 Honors Crystal Guillory CV
-  2018 Assoc VP
-  2018 Dean
-  2018 Dir (ED)
-  2018 Director
-  2019 Assoc VP
-  2019 Dean
-  2019 Dir (ED)
-  2019 Director
-  2020 Assoc VP
-  2020 Dean
-  2020 Director
-  2020 ED
-  2020 Evaluation Sample Admin Form
-  2020 Evaluation Sample Form Benefits (002)
-  Abraham Flores - Resume
-  Academic Affairs
-  Academic Affairsrevised
-  Administration and Finance
-  Administration and Financerevised
-  Administrative CV-Henney
-  Advancement and University Relations
-  Advancement and University Relationsrevised
-  Alice Tsai - Resume Updated_09.23.21
-  Alonzo_R Resume
-  AntonioGuerralll_Resume
-  April Frank Resume
-  Ashley Blackburn
-  Assistant Dean of Analytics, Accreditation, and Assessment
-  Assistant Dean, College of Business
-  Assistant Dean, College of Humanities and Social Sciences
-  Assistant Dean, College of Public Service
-  Assistant Dean, Student Affairs
-  Assistant Dean, University College
-  Assistant Director, Academic Support Center
-  Assistant Vice President, Business Affairs JD
-  Assistant Vice President, Facilities Management JD
-  Assistant Vice President, Presidential Affairs and Constituent Relations _ University of Houston-Downtown
-  Associate Dean CHSS
-  Associate Dean, College of Business Undergraduate Studies
-  Associate Dean, Public Service
-  Associate Dean, Science and Technology
-  Associate Vice President - Academic Affairs
-  Associate Vice President Academic Affairs Search Example
-  Associate Vice President for Faculty, Research and Sponsored Programs
-  Associate Vice President, Information Technology and CIO
-  Associate Vice President, Programming and Curriculum
-  BGH SA Resume 2021
-  BSI CV v2 081021
-  BSN_Director_job description_7.21.16
-  Beiza_R Resume
-  Bernarde_Resume2021
-  Brandi Smith-Irving

-  Burns-Ardolino CV
-  CAMPBELL_1 29 2021
-  COB-CV-Bose_Uptal
-  COB-CV-Davis_Jonathan
-  COB-CV-Gengler_Charles
-  COB-CV-Liu_Zishang
-  COB-CV-Manrique_Justo
-  COB-CV-Waples_Ethan
-  COB-Resume-Gooden_Carlos
-  COB-Resume-Hobby_Brett
-  COB-Resume-Leffler_Emily
-  COB-Resume-McElyea_Berna
-  COB-Resume-Poleski_Christine
-  COB-Resume-Robles_Ben
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-  CV Paul Kintzele Sept. 2021
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-  Carol T resume - SACSCOC
-  Carol Tucker
-  Casey J. Davis - Resume '21
-  Catherine Lucy Bowen
-  Ceshia Love
-  Chan Youn-Sha CV
-  Cheryl Robertson - resume
-  Chetiqua Matthews Herron Resume
-  Copy of REVISED Executive Director Impact Learning Matrix STA006349MWC (002)
-  Courtney Schroeder
-  Cunningham_S Resume
-  Curriculum Vitae, Gulati Salhotra
-  Curriculum Vitae_CGBurnettSan
-  Cynthia Vargas - Resume 2021
-  DeLaVina Ermelinda CV
-  Dean, College of Business
-  Dean, College of Public Service
-  Dean, College of Sciences and Technology
-  Dean, Humanities and Social Sciences
-  Dean, Students
-  Dean, University College
-  Dimmick, Michael CV
-  Director, Academic Advising Center
-  Director, Academic Scheduling and Integrated Services
-  Director, Academic Support Center
-  Director, Accounts Payable
-  Director, Advancement Services and Business Operations
-  Director, Advising Services
-  Director, Benefits and Compensation
-  Director, Building Maintenance
-  Director, Campus Solutions Services
-  Director, Career Development Center
-  Director, Center for Public Service and Family Strengths

-  Director, Center for Student Diversity, Equity and Inclusion
-  Director, Center for Teaching and Learning Excellence
-  Director, College Administration and Operations
-  Director, College of Business Career Development Center
-  Director, Criminal Justice Training Center
-  Director, Emergency Management
-  Director, Enterprise Systems
-  Director, Environmental Health and Safety
-  Director, Events and Alumni Relations
-  Director, Financial Aid
-  Director, Gator Success Center
-  Director, General Accounting and Financial Reporting
-  Director, Honors Program
-  Director, IT Business Services
-  Director, IT Infrastructure and Communication Services
-  Director, IT Project Management Office
-  Director, Institutional Data Analytics
-  Director, Institutional Research
-  Director, M.E.P
-  Director, Marketing
-  Director, Payroll and Records
-  Director, PeopleSoft Business Process and Services
-  Director, Sports and Fitness
-  Director, Student Activities
-  Director, Student Financials
-  Director, Student Life
-  Director, Student Transition Programs and Welcome Center
-  Director, Student and Advising Services
-  Director, Talent Acquisition and Management
-  Director, Talent Search
-  Director, Technical Services
-  Director, Technology Learning Services
-  Director, Testing Services
-  Director, Transfer Relations
-  Director, University Business Services
-  Director, Upward Bound
-  Director, User Support Services
-  Director, Veterans Services
-  Drake resume 1-12-2022
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-  Edward Arias - Resume (UHD) 2020
-  Elizabeth Villegas
-  Ensor Pat CV
-  Erika+Harrison+Resume+2020 (1)
-  Evans Vita-10-2021
-  Executive Director of Assessment & Accreditation
-  Executive Director, Administration and Finance
-  Executive Director, Budget, Procurement & Contracts JD
-  Executive Director, Communications
-  Executive Director, Data Analytics and Institutional Research
-  Executive Director, Enrollment Management
-  Executive Director, Financial Affairs-Office of the Provost

-  Executive Director, Graduate Business Programs
-  Executive Director, Information Technology and Deputy CIO JD
-  Executive Director, Library
-  Executive Director, Public Safety_Chief of Police JD
-  Executive Director, Scholars Academy
-  Executive Director, University Relations JD
-  Executiverevised
-  FYC_Director_Job_Description
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-  Green_J Resume
-  Hill_CV_2021_2
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-  Interim Director, Counseling and Disability Services
-  Interim Executive Director Advancement JD
-  Interim Executive Director, Marketing _ University of Houston-Downtown
-  Ivonne Montalbano Resume 2021
-  JJohnson_Curriculum Vitae_September 2021
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-  Jacqueline Smith resume
-  Jerry Johnson
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-  Job Analysis Questionnaire
-  John Lane resume
-  Jonathan Schwartz
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-  KEVIN G
-  Katherine A Knapp Resume 9.2021 (002)
-  Kim Solomon Resume
-  Kong Yin - Resume
-  Kris Zimmerman_Cover and Functional Resume_09192021
-  Krystal LeBlanc - Resume
-  Kwasikpui_Tremaine Asst Dean Student Affairs search
-  L. Alonzo CV_
-  LUCY BOWEN RESUME January 2022
-  La Tasha Goudeau
-  LaMont DeVrone_Suggs_Resume 072821
-  Laura Waits Resume-SACSCOC
-  Lauri Ruiz Resume 2022
-  Linda Dune cv 2022
-  Louis Evans
-  Lundgren_C Resume
-  Manager, Social Media
-  Marty Baylor Resume 2021
-  Mary Torres Resume
-  Michelle Moosally
-  Miguel Ruiz - resume
-  Mikayel Yeghyan
-  Mike Emery
-  Nazly Dyer
-  P. Jacob Lipp Resume 2022

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-  Poonam Gulati Salhotra
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-  Printing Applicants Information from Taleo
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-  Raymo_K Resume
-  Rejaie_Azar_CV
-  ResumeCaesar
-  ResumeDawana
-  ResumeDement
-  ResumeFinch
-  ResumeFlores
-  ResumeGrau
-  ResumeHoward
-  ResumeIndiatsi
-  ResumeMorales
-  Resume_Nazly Dyer with pubs
-  Richard Sebastiani CV 9-15-21
-  Romero CV
-  Rubrics
-  SMarzilli CV 2021
-  Said Fattouh - Resume
-  Scharold_CV_20
-  Senior Vice President and Provost Search Example
-  Senior Vice President for Academic Affairs and Provost
-  Sheila Lloyd's CV 2021 a
-  Shelia Lloyd
-  Stefany Records Resume
-  Steven Bracken Resume
-  Steven Vilano
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-  Theresa Meneley - resume 2021
-  Timothy P Rychlec - Resume
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-  University Registrar
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-  UzmanJA_CV_Academic-Admin_Jan2022

 Vice President for Administration and Finance Search Example

 Vice President for Administration_Finance JD

 Vice President for Advancement & University Relations JD


 Vice President for Enrollment Management

 Vice President, Employment Services & Operations JD

 Villanueva_D Resume

 Yeghyan, Mik - CV (2021)

 hossein_shahrokhi -Vita-

 new MJParker cv-resume SACS 1-11-2022

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Full-Time Faculty

The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Houston-Downtown (UHD) has adequate full-time faculty to support the mission and goals of the institution.

At UHD, there is specialized terminology used in the Policy Statements that may cause confusion for those who read these documents out of context or out of sequence. In the Policy Statements, the term "Faculty" is specified as referring exclusively, unless otherwise noted, to "those who have tenured and tenure-track positions" (PS 10.A.19, §2.1). However, in discussions in this standard and elsewhere in the Fifth-year Interim 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.

UHD is primarily a teaching institution focused on "providing strong academic and career preparation" and is "dedicated to integrating teaching, service, and scholarly research to develop students' talents and prepare them for success in a dynamic global society" (UHD Mission Statement). Given the university's institutional focus on teaching, its definitions of faculty responsibilities center on instructional responsibilities.

The University's emphasis on teaching is also outlined in the tenure system in which the first qualification required for promotion from Assistant to Associate Professor is a demonstrated record of excellence in teaching. To be considered for promotion to Professor, the Associate Professor must demonstrate a sustained record of excellence in teaching (UHD Faculty Handbook, p. 20). As such, the narrative and data provided in response to Standard 6.1 will concentrate on those university employees for whom teaching is a primary responsibility.

Faculty Definitions and Responsibilities

UHD defines full-time faculty as those employees whose primary responsibility is instruction along with additional duties such as curriculum management, research, service, community outreach, and grant development and management, depending on classification. UHD has eight categories, or ranks, of full-time faculty, two categories of part-time faculty, and two categories in which full-time status varies, depending on the conditions of the appointment. Professors, Associate Professors, Assistant Professors, and Instructors are part of the tenure system while the remaining categories are non-tenure, non-tenure-track positions.

Responsibilities, relation to the tenure system, full-time or part-time status, and evaluation processes are defined in PS 10.A.19: Tenured & Tenure Track Academic Appointments, PS 10.A.20: Non-Tenured & Non-Tenure Track Academic Appointments, PS 10.A.21: Lecturer Policy, and PS 10.A.22: Adjunct Policy. Clinical Faculty and Faculty-in-Residence may be faculty of record if appropriately credentialed and may be full-time or part-time depending on the terms of the appointment. UHD does not currently have any clinical faculty or faculty-in-residence. An overview of how UHD defines each faculty category, relationship to the tenure system, and full-time/part-time status can be found [here](#).

The workload for tenured/tenure-track faculty is further defined in PS 10.A.04: Faculty Teaching Workload in which the teaching load is defined as 21 semester credit hours per year with graduate semester hours counted as 1.5 undergraduate semester hours in determining teaching load. Full-time faculty may be offered teaching load reductions for a variety of purposes including research, administrative service, or governance service.

Advising

While advising is often a faculty responsibility at other institutions, about eight years ago UHD adopted a collaborative advising model that employs 35 professional advisors and four Assistant Directors of Graduate Studies. Faculty are always available to meet with students who have questions about specific course and degree requirements or career options. However, the advisors and assistant directors handle the day-to-day advising duties and consult with tenured/tenure-track faculty on curricular matters such as assessments of transfer credits and course substitutions.

Recruitment

Recruitment is another area that is sometimes a faculty responsibility. At UHD, the Office of Admissions oversees all recruitment activities. Recruiters/Admissions Advisors host undergraduate recruitment events while the four Assistant Directors of Graduate Studies facilitate recruitment events for their assigned programs. Faculty do participate in these events, but the bulk of the responsibility falls to Recruiters/Admissions Advisors and Assistant Directors of Graduate Studies.

Determining Number of Faculty

PS 01.A.03: Academic Shared Governance Policy §2.2 states that "shared governance begins at the departmental level and department faculty (specifically full-time faculty) are charged with establishing departmental committees as necessary to provide for optimal faculty participation in the formulation and revision of policies and procedures relating to departmental matters" such as identifying "budget priorities...(and) hiring of new faculty."

As outlined in the Faculty Handbook (Section 1- Planning and Budget Development), full-time faculty make recommendations on the personnel needs of their units to administrators. Budget requests for each academic department are then conveyed to the dean and contribute to the college plan, which is then submitted to the Provost. Plans from the colleges and other units in the Division of Academic and Student Affairs are submitted to the Planning and Budget Development Committee (PBDC) that includes faculty representation. The PBDC considers the plans submitted by the Provost and other Vice Presidents and submits its ranked recommendations to the President. After the President has approved the UHD plan and budget, it is submitted to the University of Houston System (UHS) for consolidation into the UHS plan and budget that is then submitted to the UHS Board of Regents for final approval.

Factors that impact the number of new full-time faculty lines approved during each budget cycle include overall institutional enrollment, program growth, the establishment of new programs or retirement of underperforming programs, [formula funding](#), and the [State of Texas' biennial budgeting process](#).

Policies Governing Adjunct Faculty

PS 10.A.22: Adjunct Policy establishes university policies governing the hiring, support, supervision, evaluation, and termination of adjunct faculty. The university employs adjunct faculty to provide course coverage only when that coverage cannot be provided by full-time faculty (§3.1). All offers of employment for adjunct faculty are conditional on enrollment (§3.2). While duties may vary across departments, adjunct faculty are primarily responsible for teaching and each department must employ an adequate number of full-time faculty to provide leadership in teaching, mentoring, scholarship, curriculum development, institutional planning, and shared governance (§3.3).

PS 10.A.22: Adjunct Policy §3.6 requires that each department supply adjunct faculty with orientations and departmental handbooks and other needed information. Adjunct faculty are also provided office space to meet with students and will have access to computer facilities, the library, athletic facilities, and parking (§3.4).

PS 10.A.20: Non-Tenured and Non-Tenure Track Academic Appointments defines adjunct faculty responsibilities, qualifications, and term of appointment. Adjunct faculty must meet minimum departmental requirements for professional, experiential, and/or scholarly preparation and the requirements of any accrediting agency (§3.4.1). Credentials of all adjunct faculty are reviewed before appointment by the department chair, the dean, and the Associate Vice President for Faculty, Research, and Sponsored Programs to ensure each adjunct's qualifications are appropriate for the assigned courses.

Adjunct faculty appointments are by semester or term (§3.4.1) and renewal is contingent on favorable evaluations and departmental needs. Adjunct teaching loads may not exceed 6 semester credit hours (SCHs) per semester unless emergency circumstances warrant additional section assignments.

In general, full-time faculty are preferred unless sound reasons for hiring part-time faculty exist, with these reasons including, but not limited to:

- The need to fill full-time positions temporarily while a permanent full-time replacement is being hired. Vacancies occur when a full-time faculty member retires or leaves the University.
- The need to staff courses taught by faculty who are temporarily on leave due to special assignments, e.g. sabbatical, health or family issues, or serving temporarily in administrative positions.
- The temporary need for faculty with specialized or emerging knowledge or skills.
- The need to staff courses that are applied in nature such as accounting or engineering with faculty who are also current practitioners in the field but who would not likely take a faculty appointment full-time.
- The need to staff courses due to budgetary or strategic considerations or emergency situations.

Total Number of Full-Time Faculty

Each fall term, UHD's Office of Data Analytics and Institutional Research takes a data snapshot of university employees to determine the official number of faculty and staff. The data below are developed from those snapshots and reports.

Table 6.1.1 provides a headcount and percentage of full-time and part-time faculty for Fall 2019, Fall 2020, and Fall 2021 while Table 6.1.2 reports the number of full-time faculty by college for Fall 2020. Table 6.1.8 reports faculty teaching assignments by location and modality, demonstrating UHD's ongoing commitment to instruction online and at its off-campus instructional sites. Table 6.1.4 provides the faculty teaching load for Fall 2019.

The period covered by these data represents an example of an emergency in which more adjunct faculty were needed than usual. In Spring 2020, UHD transitioned all courses online in response to COVID-19. As the institution has worked to reopen, additional part-time faculty have been needed to accommodate faculty illnesses, requests for ADA modifications, faculty retirements, and the need for more sections due to lower class caps in online and face-to-face courses.

As UHD returns to normal operations, it has continued its commitment to full-time faculty appointments. In the AY22 budget cycle, UHD added 21 tenure-track faculty lines and is filling 14 positions that were vacated due to retirements or faculty leaving the University.

Table 6.1.1 Faculty Headcount by Tenure Status

Category*	Full-Time Headcount	Part-Time Headcount	% of Total Faculty as a Headcount
Fall 2019			
Tenured	170	0	23.9%
Tenure-Track	82	0	11.5%
Non-Tenure-Track	107	352	15.1%
Total	359 (51%)	352 (48%)	
Fall 2020			
Tenured	168	0	23.3%
Tenure-Track	76	0	10.5%
Non-Tenure-Track	100	377	13.9%
Total	344 (48%)	377 (52%)	
Fall 2021			
Tenured	170	0	22.7%
Tenure-Track	82	0	11%
Non-Tenure-Track	110	386	14.7%
Total	362 (48%)	386 (52%)	

Source: UHD Office of Data Analytics and Institutional Research, CBM008 Report

Table 6.1.2 Number of Full-Time Faculty by College (Fall 2020)

	Business	Humanities & Social Sciences	Public Service	Sciences & Technology	University College*	Total
Full-time	87	122	47	86	4	346
Part-time	84	111	102	78	7	382
Grand Total	171	233	149	164	11	728

Source: UHD Office of Data Analytics and Institutional Research

*The high number of part-time faculty is partially due to the fact that the student teaching practicums in Urban Education are overseen by adjunct faculty. The BA-Education is a large program and a significant number of adjunct faculty are needed to oversee student teachers. The Department of Urban Education is in the process of hiring a full-time faculty to oversee student teachers as part of the Gator2Teacher program, which will reduce the number of adjuncts. Several faculty in the College of Public Service left the University at the end of AY2020 which further reduced the number of full-time faculty. The College has made six full-time hires (two in Criminal Justice and four in Urban Education) who started in Fall 2021 and is currently conducting searches for full-time faculty across all disciplines.

**University College has traditionally overseen lower-division academic services such as advising and tutoring. In 2011, UHD began offering the BAAA in Applied Administration (BAAS-AA) and the BS in Interdisciplinary Studies (BSIS) through University College. These programs are primarily interdisciplinary and do not have faculty departments with tenured or tenure-track faculty. Except for one, all courses in the BSIS are offered through other colleges with the majority taught by faculty in the College of Humanities and Social Sciences. BAAS-AA has full-time lecturers. While the program directors and full-time faculty participate in assessment, curriculum development as well as budgeting activities, and other shared governance processes, there is no rank and tenure process in University College.

Adequacy of Full-Time Faculty

Several metrics indicate that the number of full-time faculty at UHD is adequate to support the institution's primary mission of teaching. This report includes four of these metrics: annual faculty teaching load, the percentage of student credit hours (SCH) taught by full-time faculty overall and by college, student-to-faculty ratio, and percentage of all instruction staff who are tenured or on the tenure track.

Annual Faculty Teaching Load

Table 6.1.3 provides an overview of faculty's actual teaching loads compared to teaching load as outlined in UHD policies and practices. Faculty may be offered teaching load reductions for a variety of purposes including research, administrative services, or governance services. For example, Chairs and Program Directors are full-time faculty but their expected teaching load according to policy is 9 SCHs per fall and spring. The remainder of their time is committed to administrative duties and service activities. In other instances, faculty may have a slightly higher teaching load to accommodate 4- and 5- credit hour courses and 1-credit labs. Faculty may also teach course overloads due to their expertise in instances where colleagues retire or are provided release time on short notice.

Tenured and tenure track faculty have the sole responsibility for research and the greatest responsibilities for service. On average, no more than 19% of tenured/tenure-track faculty had a teaching load that is greater than 100% and the average teaching load for these faculty was 17.6 SCHs across the years reported, demonstrating that faculty are not overburdened by overloads and thus have time to engage in curriculum management, mentoring students, service, and research.

Table 6.1.3 Annual Faculty Teaching Load

Rank & Teaching Load	100% Teaching Load as Outlined in Policy & Practice (Long Semesters Only)	2019-2020	% with teaching load > 100% FTE	2020-2021	% with teaching load > 100% FTE
Professor	21 SCHs	66	21%	69	20%
> 21 SCHs	Average teaching load: 16.9 SCHs	14		14	
= 21 SCHs		13		9	
< 21 SCHs		39		46	
Associate Professor	21 SCHs	106	17%	102	20%
> 21 SCHs	Average teaching load: 17.5 SCHs	18		20	
= 21 SCHs		26		23	
< 21 SCHs		62		59	
Assistant Professor*	21 SCHs	68	18%	66	17%
> 21 SCHs	Average teaching load: 18.2 SCHs	12		11	
= 21 SCHs		9		12	
< 21 SCHs		47		43	
Lecturer	30 SCHs	99	33%	100	30%
> 30 SCHs	No responsibilities for research and minimal service responsibilities. Average teaching load: 27.8 SCHs	33		30	
= 30 SCHs		35		39	
< 30 SCHs		31		31	
Visiting Faculty	21 SCHs	7		7	
> 21 SCHs	Varies by appointment. Minimal responsibilities for service and research.	5		4	
= 21 SCHs		2		2	
< 21 SCHs				1	
Adjunct Faculty	12 SCHs	383		375	
>12 SCHs	Varies by appointment particularly for adjunct faculty teaching courses with laboratories. Average teaching load: 10.3 SCHs year.	86		116	
= 12 SCHs		58		56	
< 12 SCHs		238		203	
Faculty on Modified Retirement	11 SCHs	8		7	
> 11 SCHs	Faculty often retire mid-year, so load consists of FT in the Fall and modified retirement in Spring resulting in a total teaching load greater than 11 SCHs.	7		6	
< 11 SCHs		1		1	

Source: UHD Office of Data Analytics and Institutional Research

*In F2020, UHD had 1 Instructor. This individual was hired as ABD, completed her degree in Fall 2020, and is counted under the Assistant Professor category for this table since her rank changed mid-year.

Course Coverage and Student-to-Faculty Ratio

In 2006, UHD established a goal of 60% full-time coverage of semester credit hours produced. Table 6.1.4 demonstrates that the university has sustained performance in this area with 64% of all semester credit hours (SCHs) taught by full-time faculty in Fall 2020.

Table 6.1.4 SCHs Taught by Full-Time Faculty (Fall 2020)

College	Business	Humanities & Social Sciences	Public Service	Sciences & Technology	University College	UHD Combined
Total SCHs Generated	38,568	51,170	17,536	35,734	2,126	145,134
% of SCHs Taught by Full-Time	62%	62%	53%	73%	60%	64%

Source: *UHD Factbook* pg. 29

In Fall 2020, 53% of the SCHs in the College of Public Services were covered by full-time faculty which is below the goal of 60%. The lower coverage rate in the College was due to faculty retirements and the need to staff practicum and fieldwork courses in Urban Education and Social Work.

The College has made six full-time hires (two in Criminal Justice and four in Urban Education) who started in Fall 2021, and it is currently conducting searches for full-time faculty across all disciplines. With the existing new hires, 59.7% of SCHs in the College of Public Service were covered by full-time faculty in Fall 2021 and this percentage will increase as current searches are completed.

Table 6.1.5 College of Public Service SCHs Taught by Full-Time Faculty

	FT	PT	Grand Total	% of SCHs Taught by Full-time
2021	10,869	7,342	18,211	59.7%

Source: UHD Office of Data Analytics and Institutional Research

Student-to-Faculty Ratio

The Texas Higher Education Coordinating Board (THECB) utilizes an **accountability system** to profile Texas's institutions of higher education. The THECB provides measures in the following categories: (a) 60x30 educated population, (b) completion, (c) marketable skills, and (d) student debt.

UHD uses the THECB definition of student-to-faculty ratios which is the number of full-time student equivalents (12 SCH for graduate students and 15 SCH for undergraduate students) divided by the number of full-time faculty equivalents. UHD's student-to-faculty ratio is 20:1 and comparable to the other master's granting institutions in Texas and the other master's granting institutions in the UHS.

Table 6.1.6 Student-to-Faculty Ratios at Texas Peer Institutions (Fall 2019*)

	Student-to-Faculty Ratio
University of Houston- Clear Lake	17:1
Avg. Texas Masters Granting Inst.	18:1
University of Houston- Victoria	19:1
University of Houston- Downtown	20:1
University of Houston System	22:1
University of Houston	27:1

Source: THECB Accountability System.

*Fall 2019 is the most recent data available.

Percentage of Full-Time Instructional Staff

Faculty headcount data are also reported in the THECB Accountability System. Thirty-six percent of UHD's faculty are tenured/tenure-track, which is comparable to the state-wide average of 37% for all public Texas four-year institutions and well above the rate of 28% for the University of Houston System. Since tenured/tenure-track faculty shoulder most of the shared governance work at institutions, this is an appropriate metric to help demonstrate that UHD has an adequate number of faculty.

Table 6.1.7 Percent of Tenured & Tenure-Track Faculty (Fall 2019)

	Professor	Associate Professor	Assistant Professor	Instr.	Other Faculty	TAs	All Faculty	Total T/TT Faculty	% T/TT Faculty
University of North Texas at Dallas	14	22	31		249	2	317	67	21%
The University of Texas at Arlington	243	229	139		1152	1108	2871	611	21%
Texas A&M University at Galveston	24	18	14		154	81	208	63	29%
University of Houston	478	366	234		1706	1390	4174	1078	26%
University of Houston System	648	622	423		2872	1693	5960	1684	28%
Texas Woman's University	124	110	101	2	638	165	1140	335	29%
University of Houston- Clear Lake	67	56	82		277	262	604	249	30%
Texas State University	310	297	247		1199	800	2853	854	30%
Texas Tech University	298	374	209	46	876	1377	3320	1081	33%
Texas A&M University-San Antonio	20	30	74		249		373	124	33%
The University of Texas at San Antonio	237	228	165		801	452	1881	628	33%
University of Houston- Downtown	66	116	74		465	1	725	299	36%
Texas Southern University	129	95	30	1	423	31	709	254	36%
Texas A&M International University	25	57	39	4	246	9	404	145	36%
University of North Texas	364	275	198		1003	474	2314	837	36%
State-wide Avg Public, 4-year Universities	6465	5248	4442	65	19424	6590	44198	16127	37%
Texas A&M University- Texarkana	17	20	30		114		181	67	37%
The University of Texas at El Paso	167	162	148		797	77	1398	524	37%
The University of Texas at Tyler	73	80	71		291	82	597	224	38%
Angelo State University	64	58	71		326	11	562	213	38%
Texas A&M University	1001	499	380		1536	1516	4932	1880	38%
The University of Texas at Dallas	283	155	126		807	183	1453	563	39%
The University of Texas Permian Basin	37	42	38		182	2	301	117	39%
Texas A&M University- Central Texas	7	23	43		113		186	73	39%
Texas A&M University- Corpus Christi	96	101	122		385	89	793	319	40%
Sul Ross State University	22	14	26	3	66	3	154	62	40%
Stephen F. Austin State University	148	127	120	21	442	43	901	395	44%
Texas A&M University- Commerce	79	117	112		360	33	791	308	44%
Prairie View A&M University	81	64	94	1	289	5	534	239	45%
Parsons State University	73	69	142		277		491	214	45%
The University of Texas Rio Grande Valley	148	268	259		760	15	1450	675	47%
University of Houston- Victoria	35	44	33		125		237	112	47%
Midwestern State University	52	77	49		189	7	374	178	48%
The University of Texas at Austin	1027	819	347		1694	208	3872	1872	48%
West Texas A&M University	75	66	89		240	5	475	230	48%
Lamar University	63	128	96	6	291	5	599	297	50%
Sam Houston State University	193	199	196	1	496	46	1131	588	52%
Texas A&M University- Kingsville	115	89	90		180	12	480	290	60%
Sul Ross State University Rio Grande College	13	5	8		15		41	26	63%

Source: THECB Accountability System. Fall 2019 is the most recent data available.

Full-time Faculty Assigned to Online and Off-Campus Instructional Sites

Policies that define the expectations of faculty do not differ by the location or mode of instruction. The majority of full-time faculty teach both face-to-face and online, and the full-time faculty who oversee the curriculum are active in teaching at all locations and in all delivery modes.

Table 6.1.8 provides an overview of full-time faculty coverage at UHD's main campus, online, and at off-campus instructional sites demonstrating that UHD's full-time faculty are engaged in instruction online as well as at off-campus instructional sites. Of the 355 FT faculty in Fall 2019, 211 (59%) were teaching online and/or at one of UHD's off-campus instructional sites. That percentage rose to 79% in Fall 2021. Fall 2020 is exceptional due to COVID-19 forcing the majority of course sections online.

Table 6.1.8 Number of Full-time Faculty Teaching Online and Off-Campus

	Combination of class locations	2019	2020*	2021
FT	HCC Coleman	2		2
	Lone Star College- Kingwood, Online	1	2	1
	Lone Star College- Kingwood, Online, UH- Downtown	1		1
	Lone Star College- Kingwood, Online, UH- Downtown, UHD- Northwest			1
	Lone Star College- Kingwood, UH- Downtown	4		1
	Lone Star College- Kingwood, UH- Downtown, UHD- Northwest	1		2
	Online Only	26	265	80
	Online, UH- Downtown	146	49	172
	Online, UH- Downtown, UHD- Northwest	16	1	12
	Online, UHD- Northwest	4		6
	UH- Downtown	144	8	74
	UH- Downtown, UHD- Northwest	10		5
	PT	HCC Coleman	2	
HCC Coleman, Online				1
Lone Star College- CyFair				1
Lone Star College- CyFair, UH- Downtown		1		
Lone Star College- Kingwood		5		6
Lone Star College- Kingwood, Online				1
Lone Star College- Kingwood, Online, UHD- Northwest				1
Lone Star College- Kingwood, UH- Downtown		4		4
Lone Star College- Kingwood, UHD - Northwest		3		1
Online Only		80	318	139
Online, UH- Downtown		30	19	52
Online, UH- Downtown, UHD- Northwest				1
Online, UHD- Northwest		4	3	3
UH- Downtown		192	20	130
UH- Downtown, UHD- Northwest		5		4
UHD- Northwest	22	2	13	

Source: UHD Office of Data Analytics and Institutional Research

*During Fall 2020, the majority of UHD courses were taught online due to COVID-19 and accounts for the high percentage of both full-time and part-time faculty teaching online during this period.

Organizational Structure

PS 01.A.03: **Academic Shared Governance Policy** establishes the University's shared governance responsibilities carried out by the full-time faculty. Departmental and college committees oversee the curriculum and the formulation and revision of policies and procedures relating to departmental matters such as degree programs, curriculum offerings, departmental budget priorities, faculty evaluation, and hiring of new faculty.

Standing University-Level Shared Governance Committees

Academic Affairs Council is responsible for advising the President on all university policies that directly affect the academic environment. The voting membership of the university academic affairs council consists of the president and vice president of the Faculty Senate, the academic deans, one department chair, and two faculty members elected from each college (total 10 faculty) (§2.7).

Faculty Affairs Committee is responsible for the review and recommendations of policies pertaining to faculty-related personnel and workload issues and any other matters affecting the professional lives of faculty and consists of two faculty representatives from each of the colleges (total 10 faculty) and three administrative representatives (§2.5.1).

Academic Policy Committee is responsible for the review and recommendation of policies pertaining to academic standards and regulation. Membership of this committee consists of two faculty representatives from each of the colleges (total 10 faculty) and three administrative representatives (§2.5.2).

University Curriculum Committee reviews and recommends policies pertaining to the development and approval of new courses and degrees and other curriculum changes. This committee also reviews and approves all curriculum changes made under those policies. Membership consists of all department chairs, one faculty representative from each college (five faculty total), and two student representatives.

UHD's Faculty Senate

UHD's Faculty Senate monitors all topics of interest to faculty and serves as a major legislative, advisory, and review body of the faculty. Under its constitution, all university employees holding academic rank as full-time faculty are eligible to serve in the Faculty Senate and shall constitute the Faculty Assembly (Section Two). Currently, **28 tenured/tenure-track faculty and five lecturers** serve in the Senate.

In Fall 2020, UHD had 362 full-time faculty which is adequate to meet departmental and college service needs as well as fulfill shared governance responsibilities.

Conclusion

UHD has policies in place that define faculty workload and responsibilities and ensure adequate support for adjunct and non-tenure-track faculty to include professional development offered by the Center for Teaching and Learning Excellence which makes its programming available to all faculty, regardless of rank.

The data presented above demonstrate that UHD has adequate full-time faculty to achieve its mission of "integrating teaching, service, and scholarly research to develop students' talents" across all modalities and locations of instruction. Over 60% of sections are staffed with full-time faculty, and UHD's student to faculty ratio is 20:1.

UHD's percentage of full-time faculty is comparable to the state-wide average for all Texas public universities, and the institution demonstrates an ongoing commitment to hiring additional full-time faculty, adding 21 new faculty lines in for AY22.

Sources

-  2019 UHD Faculty Handbook (v4)-Final2
-  Fact_Book_2020-2021
-  Faculty Senate Membership
-  Funding Overviews - THECB
-  Mission and Vision _ University of Houston-Downtown
-  PS01A03 Shared Governance
-  PS02.A.06
-  PS10.A.20 Non Tenured Non Tenure Track
-  PS10.A.22 Adjunct Policy
-  PS10A04 Faculty Teaching Workload
-  PS10A19
-  PS10A19 Tenured Tenure Track
-  PS10A21 Lecturer Policy
-  Senate Constitution Revisions v2.2 020720
-  State of Texas Biennial Process
-  THECB Accountability System
-  Table 6.1_2

R - 6.2.b

Program Faculty

For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Houston–Downtown (UHD) has a sufficient number of full-time faculty to ensure program quality, integrity, and review. The narrative below includes definitions of an educational program as well as full-time and part-time faculty and sufficiency. Two methods are used to demonstrate that the University has sufficient faculty. Method One includes a summary of the faculty's responsibility for program quality and oversight and a list of the tenured/tenure track faculty assigned to each educational program. Method Two provides a disaggregated breakdown of full-time and part-time faculty, by program and by location and instructional mode. If an academic program does not appear to have sufficient full-time faculty, further explanations are provided in the narrative.

As of September 2021, UHD offers 44 bachelor's degrees, 9 master's degrees, and 20 graduate certificate programs. A list of degrees and certificates is provided in the [Institutional Summary Form](#).

Definitions of an Educational Program, Full-Time, and Part-Time Faculty, Faculty Responsibilities, and Sufficient Faculty

Educational Program

UHD has adopted the SACSCOC definition of an educational program as "a coherent set of courses leading to a credential (degree, diploma, or certificate) ..." Therefore, information and data provided in response to Standard 6.2.b explain the degree to which UHD has a sufficient number of full-time faculty to ensure the curriculum and program quality, integrity, and review for the degrees and graduate certificates offered by the institution.

Full- and Part-Time Faculty

Full-time faculty are those whose employment is 1.0 full-time equivalent (FTE) and whose primary responsibility is academic instruction. Faculty holding the rank of Professor, Associate Professor Assistant, Instructor, and Visiting Faculty are full-time and teach 21 semester credit hours (SCHs). Lecturers and Senior Lecturers are also full-time but teach 30 SCHs since they have no research responsibilities. Adjuncts and faculty on Modified Retirement are considered part-time. Adjunct loads cannot exceed 6 SCH's while faculty on Modified Retirement cannot teach more than 49% FTE. The status of clinical faculty, as well as Faculty in Residence, varies depending on the type of appointment and related duties.

UHD's full-time faculty, particularly tenured and tenure-track faculty (Professors, Associate Professors, and Assistant Professors) bear primary responsibility for the quality and oversight of the degrees and certificates. Lecturers also provide support and are involved in curriculum development as well as the evaluation and assessment of student learning.

In Fall 2021, UHD employed 766 faculty, 36 or 49.1% were full-time, up from 48% the previous fall.

Faculty Responsibilities

PS 03.A.12: Changes to Curricula, Courses, Programs, and Credentials states that "full-time faculty, including tenure, tenure-track, instructors, lecturers, visiting, and clinical faculty within a teaching discipline are members of the academy and have the right to participate in the discussion and development of curricula" (§2.1).

PS. 03.A.31: Assessment of Educational Programs defines program faculty as the full-time faculty who are either engaged in teaching courses specifically in an academic degree program and provide oversight to discipline-specific degree programs or who form oversight committees (§2.4). This policy charges full-time faculty with "responsibility for the overall quality, cohesiveness, and ongoing improvement of educational programs to include:

- Identifying the course and program learning outcomes for each educational program.
- Developing, implementing, and modifying a plan for assessing how well students are achieving program learning outcomes; and
- Making modifications to the program's courses, curriculum, and processes to improve student learning and program effectiveness." (§3.2)

Thus, UHD clearly places responsibility for curricular oversight and quality with the full-time faculty in each program. UHD's response to [Standard 6.1](#), provides detailed information on faculty rank, full-time and part-time status, and responsibilities for each rank.

In addition, UHD's full-time faculty teach online and at off-campus locations thus ensuring continuity and quality of curriculum across modalities and locations.

Definition of Sufficient Faculty

UHD is a teaching institution and a primary goal, as reflected in its [mission](#), is to provide students with curricula that support "strong academic and career preparation." Two methods are used to demonstrate that UHD is meeting these aspects of its mission and has sufficient full-time faculty to ensure the quality, integrity, and review of program curriculum.

UHD's response to [Standard 6.2.c: Program Coordination](#) has demonstrated that all UHD degrees and certificates have an assigned full-time faculty member who is responsible for program coordination and oversight. Method One expands on the information in 6.2.c and documents that each degree has multiple full-time faculty affiliated with each program, thus demonstrating that there is sufficient faculty to support the curriculum and program integrity and quality, and provide students with strong academic and career preparation.

Method Two demonstrates that at the institution-, college- and program-level, a sufficient percentage of semester credit hours (SCHs) are taught by full-time faculty, thus ensuring UHD's students have access to a committed cohort of teachers and scholars that can guide their development, to guarantee the integrity and quality of the curriculum and to support program assessment. At the institution level, UHD established a goal that at least 60% of SCHs will be covered by full-time faculty. At the college and program level, UHD strives to have at least 50% of SCHs covered by full-time faculty. UHD has several applied programs, and the 50% threshold recognizes that students do benefit from also having access to highly qualified practitioners who are currently working in the field and who are thus part-time.

Taken together, Methods One and Two demonstrate that UHD has sufficient faculty to ensure the quality, integrity, and review of its curriculum and programs.

Demonstrating Sufficiency

Method One: Full-Time Faculty Activity in Each Degree and Certificate

Method One presents a summary of the full-time faculty who are active in each degree and certificate. In addition to teaching in the program, these faculty are responsible for overseeing the development and revision of courses and programs, establishing course and program learning outcomes, assessing student learning, identifying strategies to improve student achievement of program outcomes, and ensuring curricular coordination among different disciplines for interdisciplinary programs.

Faculty members may also be active in more than one program, particularly when the two programs are the same discipline but at different levels (e.g., the BS: Technical Communication and the MS: Technical Communication), when a certificate is composed of courses that are also components of a related degree (e.g., The Graduate Certificate in Applied Correctional Practice and the MS: Criminal Justice), or when disciplines are closely related (e.g., the BS: Biological and Physical Sciences and BS degrees in Biology, Chemistry, and the Geosciences). Faculty may also be active in their primary discipline as well as in interdisciplinary programs such as the MS: Data Analytics which is a collaborative effort between the Department of Computer Science and Engineering Technology and the Department of Mathematics and Statistics.

The links below demonstrate that each educational program has full-time faculty providing instruction in courses affiliated with the program and are engaged in overseeing the curriculum and program quality, integrity, and review. In most cases, the majority of these are tenured or tenure track faculty, thus ensuring that each program is overseen by a committed, permanent faculty.

- [Full-time Faculty Overseeing Curriculum and Program Integrity in the Marilyn Davies College of Business](#)
- [Full-time Faculty Overseeing Curriculum and Program Integrity in the College of Humanities and Social Sciences](#)
- [Full-time Faculty Overseeing Curriculum and Program Integrity in the College of Public Service](#)
- [Full-time Faculty Overseeing Curriculum and Program Integrity in the College of Sciences and Technology](#)
- [Full-time Faculty Overseeing Curriculum and Program Integrity in the University College](#)

Method Two: Percentage of Semester Credit Hours (SCHs) Taught by Full-Time Faculty

Method Two is based on the percentage of SCHs taught by full-time faculty. Information is presented at the institution- and college-level as well as by program. Course and program association was determined by the predominant course prefixes for each degree and certificate listed in the undergraduate and graduate catalogs. By demonstrating that an appropriate percentage of undergraduate and graduate SCHs are taught by full-time faculty at the institution, college, and discipline levels, UHD has demonstrated that it is achieving its goal of ensuring that students have access to a permanent cohort of scholars and researchers as they move through their degree and to ensure the quality, integrity, and review of its curriculum and programs.

Institution-Level

As discussed in the response to **Standard 6.1**, at the institution level UHD seeks to have at least 60% of all SCHs taught by full-time faculty. Table 6.2.b.1 shows that at both the graduate- and undergraduate level, the majority of semester credit hours (SCHs) are taught by full-time faculty and the University has consistently met or exceeded that 60% threshold. Over the past three years, over 75% of graduate SCHs have been taught by full-time faculty, thus ensuring that advanced students have significant contact with scholars and experts throughout their academic experience. At the undergraduate level, on average 66% of SCHs were taught by full-time faculty, thus demonstrating that this group also has access to scholars and experts within their fields of study.

Table 6.2.b.1: Full-Time and Part-Time Coverage of SCHs at the Graduate and Undergraduate Levels

Career	Fall 2019		Fall 2020		Fall 2021		Average	
	FT	PT	FT	PT	FT	PT	FT	PT
Graduate	79%	21%	77%	23%	73%	27%	76%	24%
Undergraduate	68%	32%	65%	35%	65%	35%	66%	34%

Source: UHD Office of Data Analytics and Institutional Research

College Level

Table 6.2.b.2 disaggregates full-time and part-time coverage by college. Students are required to take courses across multiple disciplines. For example, all BBA majors take foundational courses in Accounting, Business Law, Economics, Finance, Management, and Strategy in addition to advanced courses within their majors. To achieve the goal of providing students mentoring by a permanent community of scholars across all disciplines required for their degrees, UHD strives for at least 50% of all SCHs at the college level to be taught by full-time faculty.

Except for the College of Public Service (CPS), all colleges met the 50% threshold at both the graduate and undergraduate levels. In Fall 2020, CPS fell below the 50% target due to a considerable number of CPS faculty retiring or leaving the University. With the replacement of several of the departing faculty, the College's full-time coverage increased to 55% by Fall 2021. The College currently has open searches for additional full-time faculty and once these are completed, full-time coverage will be more in line with the levels of coverage in other colleges.

Table 6.2.b.2: Full-Time and Part-Time Coverage of SCHs at the Graduate and Undergraduate Levels by College

College	Fall 2019		Fall 2020		Fall 2021		Average	
	FT	PT	FT	PT	FT	PT	FT	PT
Business	68%	32%	64%	36%	58%	41%	64%	36%
Graduate	78%	22%	75%	25%	70%	30%	74%	26%
Undergraduate	64%	36%	60%	40%	55%	45%	59%	41%
Humanities & Social Sciences	72%	28%	73%	27%	72%	28%	72%	28%
Graduate	57%	43%	62%	38%	79%	21%	65%	35%
Undergraduate	72%	28%	73%	27%	72%	28%	72%	28%
Public Service	54%	46%	48%	52%	57%	43%	53%	47%
Graduate	97%	3%	93%	7%	94%	6%	95%	5%
Undergraduate	52%	48%	46%	54%	55%	45%	51%	49%
Sciences & Technology	85%	15%	80%	20%	82%	18%	82%	18%
Graduate	100%	0%	100%	0%	93%	7%	98%	2%
Undergraduate	82%	18%	79%	21%	82%	18%	81%	19%
University College	60%	40%	60%	40%	58%	42%	58%	42%

Source: UHD Office of Data Analytics and Institutional Research

Program Level

The disciplines and related course prefixes represented by UHD's courses correspond to the majors offered by the University. Most graduate certificates are composed of courses required in a related master's program. If full-time coverage is appropriate for courses within the graduate degree, by extension, coverage is adequate for the related certificates.

UHD strives for at least 50% of all SCHs at the discipline level to be taught by full-time faculty. Tables 6.2.b.3-9 show full-time coverage by discipline in each of the colleges. In the majority of cases, UHD has met that 50% threshold in Fall 2021, thus ensuring that a sufficient cohort of permanent, full-time scholars are available to teach and nurture students.

Circumstances differ among these programs but in general, the following factors contributed to the need for hiring part-time faculty:

- The need to fill full-time positions temporarily while a permanent full-time replacement is being hired.
- The need to staff courses taught by full-time faculty who are temporarily on leave due to special assignments, e.g., sabbatical, health, or family issues, or serving temporarily in administrative positions.
- Temporary need for faculty with specialized or emerging knowledge or skills.
- The need to staff courses that are applied in nature such as accounting or engineering with faculty who are also current practitioners in the field but who would be unlikely to take a faculty appointment full-time.

Additionally, emergency situations, budgetary, and/or strategic considerations could be contributing factors for hiring part-time faculty.

In a limited number of instances in applied programs, SCHs taught by full-time faculty fall below the 50% threshold as the result of ensuring students have access to highly qualified practitioners who are currently working in the field and who are thus part-time. Although the identified programs relied on part-time faculty to teach a majority of the credit hours, full-time faculty have full control and oversight of the program quality. Additional information is provided in those instances where discipline coverage fell below 50% in the tables for each college.

Marilyn Davies College of Business

Table 6.2.b.3 provides an overview of full-time coverage for programs within the College of Business (COB). All graduate and undergraduate programs exceeded the 50% full-time faculty coverage threshold except for the Master of Security Management (MSM). At the undergraduate level, all disciplines are meeting the target of 50% full-time coverage. The BBA: General Business and the BBA: International Business are interdisciplinary business degrees and additional information regarding these two undergraduate degrees and the MSM are provided in Table 6.2.b.3.

Table 6.2.b.3: COB Full-Time and Part-Time Coverage of SCHs at the Graduate and Undergraduate Levels by Discipline

Graduate Programs	Fall 2019		Fall 2020		Fall 2021		Average	
	FT	PT	FT	PT	FT	PT	FT	PT
Master of Business Administration <i>(including all business-related graduate certificates)</i>	84%	16%	77%	23%	71%	29%	78%	22%
Master of Professional Accountancy	<i>MPAC was launched in AY20</i>		100%	0%	100%	0%	100%	0%
Master of Security Management <i>(including the Graduate Certificate in Cybersecurity)</i>	6%	94%	12%	88%	2%	98%	7%	93%
<i>The Master of Security Management (MSM) program is an innovative program designed to provide students with the knowledge and skills necessary to address the continuously changing security environment. Security Management (SM) courses deal with the rapidly evolving, dynamic fields of cybersecurity, computer forensics, cybercrime, and data and network security. While adjuncts, the faculty teaching SM courses are well-respected practitioners and students benefit from the wealth of knowledge and real-world experience they bring to the classroom. Two full-time faculty are dedicated to the program and oversee curriculum quality and assessment. The University also has an open search for another full-time faculty for the program.</i>								
Undergraduate Programs	Fall 2019		Fall 2020		Fall 2021		Average	
	FT	PT	FT	PT	FT	PT	FT	PT
BBA: Accounting	87%	13%	85%	15%	80%	20%	84%	16%
BBA: Finance	97%	3%	86%	14%	78%	22%	87%	13%
BBA: Insurance and Risk Management	74%	26%	79%	21%	70%	30%	74%	26%
BBA: Management	55%	45%	53%	47%	47%	53%	51%	49%
BBA: Management Information Systems	61%	39%	57%	43%	61%	39%	60%	40%
BBA: Marketing	62%	38%	69%	31%	60%	40%	64%	36%
BBA: Supply Chain Management	65%	35%	81%	19%	49%	51%	64%	36%
BBA: General Business	<i>The BBA: General Business and the BBA: International Business are interdisciplinary degrees and are composed of courses drawn from across the undergraduate business curriculum. Since full-time coverage in other disciplines is at least 50%, General Business and International Business majors have access to full-time faculty. In addition, the College of Business uses interdisciplinary groups of full-time faculty to review and oversee the curriculum. This collaborative, interdisciplinary approach ensures that there is adequate faculty to oversee and ensure the quality of the curricula of these two degrees.</i>							
BBA: International Business								

Source: UHD Office of Data Analytics and Institutional Research

College of Humanities and Social Sciences

Table 6.2.b.4 provides an overview of full-time coverage for disciplines within the College of Humanities and Social Sciences (CHSS) and demonstrates that except for MA: Non-Profit Management (NPM), all disciplines in CHSS have consistently exceeded the 50% target for full-time coverage. Additional information on the NPM program can be found in Table 6.2.b.4.

Table 6.2.b.4: CHSS Full-Time and Part-Time Coverage of SCHs at the Graduate and Undergraduate Levels by Discipline

Graduate Programs	Fall 2019		Fall 2020		Fall 2021		Average	
	FT	PT	FT	PT	FT	PT	FT	PT
MA: Rhetoric & Composition (Including the Graduate Certificate in Composition Studies)	100%	0%	100%	0%	100%	0%	100%	0%
MS: Technical Communication (Including the Graduate Certificate in Plain Language and the Graduate Certificate in Medical and Applied Health Communication)	100%	0%	100%	0%	100%	0%	100%	0%
MA: Non-Profit Management (Including the Graduate Certificate in Leadership & Strategic Planning in Nonprofit Sector)	29%	71%	40%	60%	67%	33%	44%	56%
<i>Non-Profit Management is one of UHD's newer programs and as the program has grown, the University has been able to add additional full-time faculty. Thus, while the average full-time coverage for this discipline was 44% over the last three years, in Fall 2021, full-time coverage reached 67%, bringing the program in line with other programs within the college.</i>								
Undergraduate Programs & Prefixes	Fall 2019		Fall 2020		Fall 2021		Average	
	FT	PT	FT	PT	FT	PT	FT	PT
BA: Communication Studies [COMM]	91%	9%	88%	12%	90%	10%	90%	10%
BA: English [ENG]	100%	0%	100%	0%	98%	2%	99%	1%
BA: Fine Arts (Including Art, Music, and Drama disciplines)	49%	51%	70%	30%	69%	31%	63%	37%
BS: Health & Behavioral Sciences [HEA]	75%	25%	61%	39%	60%	40%	65%	35%
BA: History and BA: History w/ Teacher Certification [HIST]	94%	6%	77%	23%	76%	24%	82%	18%
BA: Humanities [HUM]	64%	36%	76%	24%	90%	10%	73%	27%
BA: Philosophy [PHIL]	64%	36%	75%	25%	91%	9%	76%	24%
BS: Political Science [POLS]	70%	30%	64%	36%	89%	11%	72%	28%
BS: Psychology [PSY]	62%	38%	63%	37%	65%	35%	63%	37%
BS: Sociology [SOC]	84%	16%	79%	21%	54%	46%	72%	28%
BA & BS: Social Sciences [SOS]	76%	24%	57%	43%	33%	67%	53%	47%
BA: Spanish [SPAN]	76%	24%	68%	32%	69%	31%	71%	29%
BS: Technical Communication [TCOM]	74%	26%	86%	14%	71%	29%	76%	24%

Source: UHD Office of Data Analytics and Institutional Research

College of Public Services

Table 6.2.b.5 summarizes the full-time coverage of disciplines within the College of Public Service (CPS). Full-time coverage of graduate disciplines within CPS was very high with 88% or more of all Education and Criminal Justice graduate SCHs covered by full-time faculty.

As noted above, lower full-time coverage in CPS, and specifically in Education, was due to an unusually high number of full-time faculty retiring and leaving the University in AY2019. Due to COVID, it has taken longer than usual to replace those departing faculty, and well-qualified, competent adjunct faculty were hired while searches for full-time faculty were underway, accounting for the lower-than-normal full-time coverage in Education disciplines. As new full-time faculty have been brought on, full-time staffing levels have increased to at least 54% in Education. Four additional full-time faculty searches are currently underway ensuring that staffing in CJ and Education will be brought in line with other disciplines in the college.

Note that full-time faculty coverage for the BA: Criminal Justice and BAAS: Criminal Justice have been combined. The BAAS requires that students enter the program with technical coursework in criminal justice in the form of an Associates of Applied Science degree or Police Officer Certification. However, once these students enter UHD, they take the same courses as required for the BA: Criminal Justice, except for CJ 3320: Statistics in Criminal Justice.

An analogous situation exists in Education. Students in the Alternative Certification Program and the BAAS: Early Childhood take a significant subset of courses required for the BA: Education.

Table 6.2.b.5: CPS Full-Time and Part-Time Coverage of SCHs at the Graduate and Undergraduate Levels by Discipline

Graduate Programs	Fall 2019		Fall 2020		Fall 2021		Average	
	FT	PT	FT	PT	FT	PT	FT	PT
MS: Criminal Justice (Including the Graduate Certificate in Applied Correctional Practice)	100%	0%	93%	7%	100%	0%	97%	3%
MA: Teaching	90%	10%	93%	7%	83%	17%	88%	12%
Undergraduate Programs	Fall 2019		Fall 2020		Fall 2021		Average	
	FT	PT	FT	PT	FT	PT	FT	PT
CJ (Including BA: Criminal Justice and BAAS: Criminal Justice)	47%	53%	39%	61%	52%	48%	46%	54%
BSW: Social Work	59%	41%	75%	25%	69%	31%	68%	32%
Education (Including the BA: Education, the Alternative Certification Program (ACP) and the BAAS: Early Childhood)	55%	45%	45%	55%	54%	46%	52%	48%

*Note: BA Education was previously titled the BS-Interdisciplinary Studies.

Source: UHD Office of Data Analytics and Institutional Research

College of Sciences and Technology

Disciplines within the College of Sciences and Technology (CST) are supported by a robust cohort of talented full-time faculty. As shown in Table 6.2.b.6, almost 100% of graduate SCHs within the College are taught by full-time faculty. Full-time coverage at the undergraduate level is consistently 70% or higher except for the BSN. Additional information on the BSN can be found in Table 6.2.b.6.

Table 6.2.b.6: CST Full-Time and Part-Time Coverage of SCHs at the Graduate and Undergraduate Levels by Discipline

College	Fall 2019		Fall 2020		Fall 2021		Average	
	FT	PT	FT	PT	FT	PT	FT	PT
Graduate								
MS: Data Analytics (including the Graduate Certificate: Computational Mathematics and the Graduate Certificate: Statistics)	100%	0%	100%	0%	93%	7%	98%	2%
Graduate Certificate: Mathematics	The Graduate Certificate: Mathematics was added in Fall 2020 and the first courses in the certificate were taught in Fall 2021.				100%	0%	100%	0%
Undergraduate								
Biology (including BS: Biology, BS: Biological & Physical Sciences, and BS: Biotechnology)	74%	26%	69%	31%	89%	11%	77%	23%
BS: Chemistry [Chem]	98%	2%	85%	15%	95%	5%	93%	7%
BSET: Control & Instrumentation	71%	29%	74%	26%	82%	18%	75%	25%
BS: Computer Science [CS]	92%	8%	89%	11%	83%	17%	88%	12%
BS: Data Science [DATA]	100%	0%	100%	0%	100%	0%	100%	0%
BS: Geosciences [GEOL]	84%	16%	96%	4%	100%	0%	93%	7%
BS& BA: Mathematics [MATH]	82%	18%	83%	17%	90%	10%	84%	16%
BSET: Structural Analysis w/Design Option- Engineering Technology	66%	34%	63%	37%	57%	43%	62%	38%
BAAS: Safety Management	72%	28%	69%	31%	62%	38%	68%	32%
BS: Applied Statistics [STAT]	79%	21%	81%	19%	90%	10%	83%	17%
BSN: Nursing [NURS]	61%	39%	16%	84%	22%	78%	24%	76%
The BSN was established in 2017 and received Commission on Collegiate Nursing Education (CCNE) accreditation in 2019. The program has two full-time faculty including the program director who spends a portion of her time, per CCNE guidelines, administering the program, overseeing the curriculum and faculty teaching in the program, assisting prospective students with the application processing, advising, and recruiting. As a new program, enrollment has varied significantly from year to year. In Fall, 2021, for example, the program had 20 majors up from 11 the previous fall. The director is currently developing recruiting relationships with other agencies and colleges which will increase enrollment and reduce the variability from year to year. As enrollment becomes more predictable, UHD is committed to recruiting a third full-time faculty member.								

Source: UHD Office of Data Analytics and Institutional Research

University College

Table 6.2.b.7 summarizes the percentage of SCHs taught by full-time faculty in University College (UC). UC is home to two undergraduate degrees and does not offer any graduate programs.

Table 6.2.b.7: University College Full-Time and Part-Time Coverage of SCHs at the Graduate and Undergraduate Levels by Discipline

College Programs & Prefixes	Fall 2019		Fall 2020		Fall 2021		Average	
	FT	PT	FT	PT	FT	PT	FT	PT
Undergraduate								
BAAS: Applied Administration [AA& AACB & APAL]	57%	43%	55%	45%	50%	50%	54%	46%
The BAAS-Applied Administration (BAAS-AA) is supported by two full-time faculty who provide instruction in slightly more than 50% of the SCHs offered within the program. The College has secured funding for a third instructor for the BAAS: AA program and a search is currently underway. Once that position is filled, full-time coverage will be in line with the level found in other disciplines.								
BS: Interdisciplinary Studies [ISS]	100%	0%	100%	0%	100%	0%	100%	0%
The BS: Interdisciplinary Studies (BSIS) is an interdisciplinary program in every sense of the term. Except for three ISS courses (ISS 4098: Senior Portfolios, ISS 4380: Field Experience, and ISS 4390: Special Topics in Interdisciplinary Studies) which are represented in the BS-Interdisciplinary Studies row of Table 6.2.b.7, students fulfill all other degree requirements by taking courses in other disciplines from across the University. The BSIS majors tend to fulfill program requirements by taking courses in disciplines such as Business, the Humanities, and Social Sciences. Full-time faculty coverage in these disciplines is strong thus ensuring that between the ISS courses which are taught 100% by full-time faculty and the full-time faculty in other disciplines, BSIS majors have adequate mentorship by a stable cohort of permanent faculty.								

Note: University College has no graduate programs.

Source: UHD Office of Data Analytics and Institutional Research

Sufficient Coverage of Full-Time Faculty Online and by Location

In addition to the main downtown campus, UHD offers classes online and at four off-campus instructional locations: UHD Northwest; Lone Star College-Kingwood (LSC-Kingwood); Lone Star college – CyFair (LSC-CyFair); and Houston Community College Colman College for Health Sciences (Coleman). As discussed in response to **Standard 6.2.c-Program Coordination**, faculty who serve as program coordinators and directors oversee all locations and modalities that the assigned programs are offered, including overseeing full-time and adjunct faculty teaching online and off-campus.

UHD strives to have a full-time presence in courses taught online or at off-campus locations. Full-time faculty also teach online and off-campus if their assigned program is offered in that modality or location, thus providing additional oversight to the curricula, and ensuring that students have adequate contact with a permanent cohort of mentors, instructors, and researchers.

Tables 6.2.b.8 - 6.2.b.12 show full-time faculty coverage for graduate and undergraduate programs disaggregated by online and location. Note that none of UHD's graduate programs are offered at off-campus instructional sites. Additional information is provided within these tables for instances in which full-time faculty coverage falls below the target of 50%.

Table 6.2.b.8 Full-time Faculty Coverage by Location and Modality for the Graduate Programs in the Marilyn Davies College of Business

Marilyn Davies College of Business	Fall 2019		Fall 2020		Fall 2021	
	FT	PT	FT	PT	FT	PT
MBA <i>(Including all Business-related Graduate Certificates)</i>	80%	16%	77%	23%	71%	29%
Downtown Campus	80%	16%	44%	56%	72%	28%
Distance	100%	0%	79%	21%	71%	29%
MPAC Professional Accountancy	80%	16%	77%	23%	73%	27%
Downtown Campus	80%	16%	44%	56%	73%	27%
Distance	100%	0%	79%	21%	72%	28%
MSM (MSM-Security Management) <i>(Including the Graduate Certificate in Cyber Security)</i>	6%	94%	12%	88%	2%	98%
Distance	6%	94%	12%	88%	2%	98%

The MSM program is an applied degree, designed for working professionals and is thus taught entirely online. As noted in Table 6.2.b.3, security management is a rapidly evolving discipline, and the program relies on an experienced cohort of adjunct faculty to provide students with a cutting-edge content in the field. Two full-time faculty are dedicated to the program and coordinate with program adjuncts to oversee curriculum quality and assessment. The University also has an open search for another full-time faculty for the program.

Source: UHD Office of Data Analytics and Institutional Research

Table 6.2.b.9 Full-time Faculty Coverage by Location and Modality for the Graduate Programs in the College of Humanities and Social Sciences

College of Humanities and Social Sciences	Fall 2019		Fall 2020		Fall 2021	
	FT	PT	FT	PT	FT	PT
MA: Rhetoric & Composition <i>(Including the Graduate Certificate in Composition Studies)</i>	100%	0%	100%	0%	100%	0%
Downtown Campus	100%	0%	100%	0%	100%	0%
Distance			100%	0%	100%	0%
MA: Non-Profit Management <i>(Including the Graduate Certificate in Leadership & Strategic Planning)</i>	36%	64%	45%	55%	67%	33%
Downtown Campus	100%	0%	<i>All classes now taught online</i>			
Distance	35%	65%	45%	55%	67%	33%
MS: Technical Communication <i>(Including the Graduate Certificate in Plain Language and the Graduate Certificate in Medical and Applied Health Communication)</i>	100%	0%	100%	0%	100%	0%
Downtown Campus	100%	0%	100%	0%	100%	0%
Distance	100%	0%	100%	0%	100%	0%

Source: UHD Office of Data Analytics and Institutional Research

Table 6.2.b.10 Full-Time Faculty Coverage by Location and Modality for the Graduate Programs in the College of Public Service

College of Public Service	Fall 2019		Fall 2020		Fall 2021	
	FT	PT	FT	PT	FT	PT
MA: Teaching	92%	8%	95%	5%	88%	12%
Downtown Campus	88%	12%	<i>All classes online</i>		84%	16%
Distance	100%	0%	95%	5%	93%	7%
MS: Criminal Justice <i>(Including the Graduate Certificate in Applied Correctional Practice)</i>	100%	0%	93%	7%	100%	0%
Downtown Campus	100%	0%	100%	0%	100%	0%
Distance	100%	0%	92%	8%	100%	0%

Table 6.2.b.11 Full-Time Faculty Coverage by Location and Modality for the Graduate Programs in the College of Sciences and Technology

College of Sciences and Technology	Fall 2019		Fall 2020		Fall 2021	
	FT	PT	FT	PT	FT	PT
MS: Data Analytics (Including the Graduate Certificate in Foundations of Data Analytics, and the Graduate Certificate in Computational Mathematics)	100%	0%	100%	0%	93%	7%
Downtown Campus	100%	0%	100%	0%	91%	9%
Distance	100%	0%	100%	0%	100%	0%
Graduate Certificate in Mathematics	The courses required for the Graduate Certificate in Mathematics are only taught in person at the main downtown campus and are all taught by full-time mathematics faculty.					

Source: UHD Office of Data Analytics and Institutional Research

Table 6.2.b.12 Full-Time Faculty Coverage by Location and Modality for Undergraduate Programs

	Fall 2019		Fall 2020		Fall 2021	
	FT	PT	FT	PT	FT	PT
<i>Marilyn Davis College of Business</i>						
ACC (BBA: Accounting)	87%	13%	85%	15%	80%	20%
Downtown Campus	84%	16%	All classes were taught online due to COVID.		75%	25%
UHD-Northwest Campus	72%	28%			64%	36%
Distance	100%	0%	85%	15%	85%	15%
FIN (BBA: Finance)	97%	3%	86%	14%	78%	22%
Downtown Campus	94%	6%	75%	25%	78%	22%
UHD-Northwest Campus	100%	0%	0%	100%	69%	31%
Distance	100%	0%	89%	11%	78%	22%
IRM (BBA: Insurance & Risk Management)	74%	26%	79%	21%	70%	30%
UH-Downtown	The BBA-Insurance and Risk Management is offered only online.					
Distance	73%	27%	79%	21%	70%	30%
MGT (BBA: Management)	55%	45%	53%	44%	47%	50%
Downtown Campus	48%	52%	82%	18%	48%	52%
UHD-Northwest Campus	21%	79%	All classes were taught online due to COVID.		66%	34%
Distance	67%	33%	51%	45%	45%	50%
MIS (BBA: Management Information Systems)	61%	39%	57%	43%	61%	39%
Downtown Campus	49%	51%	All courses were taught online due to COVID		65%	35%
UHD-Northwest Campus	38%	62%	0%	100%	61%	39%
Distance	85%	15%	59%	41%	59%	41%
MKT (BBA: Marketing)	62%	38%	69%	31%	60%	40%
Downtown Campus	64%	36%	All courses were taught online due to COVID		57%	43%
UHD-Northwest Campus (2 marketing sections taught by PT/FT – 19.)	45%	55%			0%	100%
Distance	63%	38%	69%	31%	66%	34%
SCM (BBA: Supply Chain Management)	65%	35%	81%	19%	49%	51%
Downtown Campus	52%	48%	All classes were taught online due to COVID		38%	62%
UHD-Northwest Campus	33%	67%			100%	0%
Distance	82%	18%	81%	19%	51%	49%

BBA: General Business	As noted above, the BBA: General Business and the BBA: International Business are interdisciplinary degrees. Appropriate full-time coverage in other disciplines ensures that students in these two programs have adequate mentorship from full-time faculty.
BBA: International Business	

The BBA degrees are composed of an interdisciplinary core of business courses in subjects such as accounting, economics, finance, communication, marketing, management, and business law as well as advanced courses in their specific disciplines. The section below includes full-time coverage of all undergraduate SCHs within the College of Business, further demonstrating that students within the college have access to full-time faculty both in the business core as well as in their respective disciplines.

BU programs	64%	35%	60%	38%	55%	44%
Downtown Campus	59%	41%	51%	49%	53%	47%
UHD - Northwest Campus	52%	48%	All classes were taught online due to COVID		62%	38%
Distance	74%	24%	61%	38%	56%	42%

College of Humanities and Social Sciences

COMM (BA: Communication Studies)	82%	9%	85%	12%	90%	10%
Downtown Campus	85%	0%	All classes were taught online due to COVID		100%	0%
UHD-Northwest Campus	100%	0%			100%	0%
Distance	81%	13%	85%	12%	89%	11%
ENG (BA: English)	93%	0%	93%	0%	92%	2%
Downtown Campus	100%	0%	100%	0%	91%	9%
Distance	83%	0%	93%	0%	93%	0%
Fine Arts (BA: Fine Arts)	49%	51%	70%	30%	69%	31%
Downtown Campus	45%	55%	100%	0%	51%	49%
Distance	55%	45%	67%	33%	73%	27%
HEA (BS: Health and Behavioral Sciences)	75%	25%	61%	39%	60%	40%
Downtown Campus	70%	30%	0%	100%	100%	0%
UHD-Northwest Campus	90%	10%	All classes were taught online due to COVID		100%	0%
Distance	75%	25%	62%	38%	55%	45%
HIST (BA: History & BA: History w/Teacher Certification)	94%	6%	77%	23%	76%	24%
Downtown Campus	100%	0%	100%	0%	100%	0%
Distance	89%	11%	76%	24%	65%	35%
HUM (BA: Humanities)	64%	36%	76%	24%	90%	10%
Downtown Campus	79%	21%	100%	0%	100%	0%
Distance	53%	47%	76%	24%	90%	10%
PHIL (BA: Philosophy)	64%	36%	75%	25%	91%	9%
Downtown Campus	71%	29%	0%	100%	100%	0%
Distance	59%	41%	79%	21%	89%	11%
POLS (BS: Political Science)	70%	30%	64%	36%	89%	11%
Downtown Campus	86%	14%	100%	0%	100%	0%
UHD- Northwest Campus	100%	0%	All classes were taught online due to COVID		100%	0%
Distance	39%	61%	49%	51%	76%	24%
PSY (BS: Psychology)	62%	38%	63%	37%	65%	35%
Downtown Campus	59%	41%	10%	90%	71%	29%

UHD-Northwest Campus	72%	28%	0%	100%	42%	58%
Distance	63%	37%	65%	35%	63%	37%
SOC (BS: Sociology)	84%	16%	79%	21%	54%	46%
Downtown Campus	73%	27%	0%	100%	42%	58%
Distance	88%	12%	81%	19%	55%	45%
SOS (BA&BS: Social Sciences)	76%	24%	57%	43%	33%	67%
<i>The BA&BS Social Sciences degrees are interdisciplinary degrees within the social sciences. In addition to SOS courses, students must also take courses in History, Political Science, Sociology, Social Work, all of which have sufficient coverage in online sections.</i>						
Downtown Campus	75%	25%	0%	100%	66%	34%
Distance	77%	23%	62%	38%	23%	77%
SPAN (BA: Spanish)	76%	24%	68%	32%	69%	31%
<i>The BA: Spanish is an online program. In Fall 2021, for example, 17 of the 22 undergraduate sections were online. Spanish majors complete the majority of their coursework through online courses which are mostly taught by full-time faculty thus ensuring that these students receive appropriate mentoring and guidance from full-time scholars in the field and full-time faculty are engaged in ensuring the quality and oversight of the program.</i>						
Downtown Campus	58%	42%	0%	100%	11%	89%
Distance	87%	13%	76%	24%	78%	22%
TCOM (BS: Technical Communication)	68%	26%	86%	14%	71%	29%
Downtown Campus	100%	0%	100%	0%	100%	0%
Distance	55%	37%	86%	14%	69%	31%
College of Public Service						
CJ <i>(Including the BS: Criminal Justice and BAAS: Criminal Justice)</i>	47%	53%	39%	61%	52%	48%
<i>Several full-time faculty retired or left the Department in AY20. COVID slowed the progress of recruiting replacements and qualified adjuncts were hired during the interim. The Department has since hired additional faculty who began in Fall 2021 and full-time staffing overall increased to above the 50% threshold.</i>						
Downtown Campus	68%	32%	66%	34%	63%	37%
UHD-Northwest	0%	100%	41%	59%	38%	62%
Distance	34%	66%	37%	63%	50%	50%
SOCW (BSW: Social Work)	59%	41%	75%	25%	69%	31%
Downtown Campus	55%	45%	<i>All classes were taught online due to COVID</i>		80%	20%
Distance	69%	31%	75%	25%	63%	37%
Urban Education <i>(Includes the BA: Education, BAAS: Early Childhood, and the Alternative Certification Program)</i>	54%	45%	45%	55%	54%	46%
<i>Several full-time faculty retired or left the University in AY20. COVID slowed the progress of recruiting replacements and qualified adjuncts were hired during the interim. The Department has since hired four new faculty who began in Fall 2021 and full-time staffing overall increased to above the 50% threshold. A fifth full-time faculty member is being hired to oversee student teaching courses as part of the Gators2Teachers program and will further increase full-time coverage. UHD offers one course per long semester at LSC-CyFair (less than 25% of the degrees), and students complete the remaining courses online or at UHD Northwest. At UHD Northwest and online, full-time coverage exceeds the 50% threshold thus providing these students access to full-time faculty mentors and ensuring program quality. The Department is currently reevaluating scheduling at LSC-Kingwood and LSC-CyFair to determine how best to structure course offerings. In addition, the Department is working with pre-teacher programs at local community colleges to develop enrollment for these locations and increase course offerings and the number of full-time faculty assigned to teach them.</i>						
Downtown Campus	57%	43%	0%	100%	44%	56%
Lone Star College-Kingwood	36%	56%	100%	0%	38%	62%
Lone Star College-CyFair	0%	100%	<i>All classes were taught online due to COVID</i>		0%	100%

			online due to COVID			
UHD-Northwest	40%	57%	All classes were taught online due to COVID		59%	41%
Distance	77%	23%	67%	33%	66%	34%
<i>College of Sciences and Technology</i>						
BIOL (Including BS: Biology, BS: Biological & Physical Sciences, and BS: Biotechnology)	74%	26%	69%	31%	89%	11%
Downtown Campus	72%	28%	65%	35%	94%	6%
Distance	100%	0%	70%	30%	87%	13%
BS: Chemistry	98%	2%	81%	15%	95%	5%
Downtown Campus	98%	2%	79%	0%	92%	8%
Distance	<i>Chemistry classes were not offered online prior to F2020.</i>		82%	18%	100%	0%
BSET: Control and Instrumentation Engineering Technology	71%	29%	74%	26%	82%	18%
Downtown Campus	71%	29%	100%	0%	77%	23%
Distance			73%	27%	100%	0%
BS: Computer Science	92%	8%	89%	11%	83%	17%
Downtown Campus	91%	9%	<i>All classes were taught online due to COVID</i>		84%	16%
Distance	100%	0%	89%	11%	83%	17%
DATA (BS: Data Science)	100%	0%	100%	0%	100%	0%
Downtown Campus	100%	0%	100%	0%	100%	0%
Distance	<i>All classes were taught in person prior to F2021.</i>		100%	0%	100%	0%
GEOS (BS: Geoscience)	75%	16%	86%	4%	92%	0%
Downtown Campus	75%	16%	78%	0%	86%	0%
Distance	<i>All classes were taught in person prior to F2021.</i>		90%	5%	100%	0%
MATH (BA&BS: Mathematics)	82%	18%	83%	17%	90%	10%
Downtown Campus	85%	15%	100%	0%	88%	12%
Distance	53%	47%	82%	18%	100%	0%
NURS (BSN: Nursing)	61%	39%	16%	84%	22%	78%
<i>As noted above, the BSN has two full-time faculty including the program director who spends a portion of her time, per Commission on Collegiate Nursing Education (CCNE) accreditation guidelines, administering the program, overseeing the curriculum and faculty teaching in the program, assisting prospective students with the application processing, advising, and recruiting. As a new program, enrollment has varied significantly from year to year and the director is currently developing recruiting relationships with other agencies and colleges which will increase enrollment and reduce the enrollment variability from year to year. As enrollment becomes more predictable, UHD is committed to recruiting a third full-time faculty member.</i>						
Houston Community College Coleman College	61%	39%	<i>All classes were taught online due to COVID</i>		25%	75%
Distance	<i>All courses were taught in person at Coleman.</i>		16%	84%	0%	100%
SAD (BSET-Structural Analysis With Design Option in Engineering Technology)	66%	34%	63%	37%	57%	43%
<i>The BSET-Structural Analysis w/Design Option in Engineering Technology (SAD) is primarily an in-person program due to the</i>						

extensive labs which are required for the degree. A limited number of courses are taught online each semester (4 of the 15 sections offered in F21 for example) however students cannot complete the degree without taking a majority of Engineering courses in person. In-person Engineering courses are largely taught by full-time faculty thus ensuring that SAD majors have adequate access to full-time faculty mentors.

Downtown Campus	66%	34%	All classes were taught online due to COVID		71%	29%
Distance			63%	37%	31%	69%
BAAS: Safety Management	72%	28%	69%	31%	46%	38%

A long-time professor in the BAAS-Safety Management program moved to modified retirement at the end of Spring 2020, thus reducing the number of full-time faculty in the program by one. While he has extensive experience in the field as well as the program and is still teaching Safety courses, he can no longer be counted as full-time beginning Fall 2021.

To ensure there is adequate full-time coverage of courses within the program, the Chair requested a new full-time faculty line in the most recent round of budget requests. In the interim, the Chair will be shifting more of the BAAS-Safety Management program coordinator's teaching load into the Safety Management area. This full-time faculty is qualified to teach in both Engineering Technology and Safety Management and his teaching load has historically been split between the two disciplines.

Finally, it should be noted that the BAAS-Safety Management program is an applied degree. The Department has been careful to hire adjuncts who have extensive expertise in the field and those currently teaching in the program have been with the program for many years. Due to the applied nature of the program and the long-term tenure of the program's adjuncts, students benefit greatly from being taught by these practitioners, even though they are adjuncts.

Downtown Campus	72%	28%	All classes were taught online due to COVID		34%	47%
Distance			69%	31%	100%	0%
STAT (BS: Applied Statistics)	79%	21%	81%	19%	90%	10%
Downtown Campus	80%	20%	100%	0%	82%	18%
UHD-Northwest Campus	12%	88%	STAT courses have been phased out at UHD Northwest.			
Distance	100%	0%	80%	20%	100%	0%

University College

BAAS: Applied Administration	57%	43%	55%	45%	50%	50%
Downtown Campus	40%	60%	Before AY2020, UHD offered a face-to-face, Saturday option for the BAAS-AA. This option was phased out due to low enrollment and the program is now taught entirely online.			
Distance	62%	38%	55%	45%	50%	50%
BS: Interdisciplinary Studies	100%	0%	100%	0%	100%	0%
Distance	100%	0%	100%	0%	100%	0%

Source: UHD Office of Data Analytics and Institutional Research

Teaching Releases and Overloads

PS 02.A.05: Additional Compensation for Faculty and Exempt Staff defines the primary responsibilities of faculty as "the complete execution of all assigned duties, the fulfillment of those professional obligations not ordinarily reduced to specific and/or written assignment, and the maintenance of current professional competence. In special circumstances, faculty and exempt staff may be asked to perform additional duties that clearly exceed their primary responsibilities" (§3.1). With appropriate prior approval, faculty and exempt staff may be compensated beyond their base salary for performing, under special circumstances, significant duties which are not part of their contractual obligation, and which do not interfere with the performance of their primary responsibilities" (§3.2). Moreover, "Approval must be received in advance from the appropriate dean and the Senior Vice President for Academic and Student Affairs and Provost (SVPASA) to assign teaching responsibilities in credit courses beyond those described in **PS 10.A.04: Faculty Teaching Workload**" (§3.2.1).

A faculty member approved to teach additional course(s), beyond their regular faculty workload, may have the option to (1) bank the course(s), (2) bank the students, or (3) receive compensation at a negotiated rate not less than that of an adjunct faculty. If the approved overload is for less than a semester, compensation will be at a negotiated rate not less than that of an adjunct faculty. Incidental substitute teaching involving fewer than four class contact hours will not be compensated. Faculty must utilize banked courses/students for release time or compensation within two years of the overload assignment. Banked assignments not utilized within that period expire. In the case of banked students, the two-year utilization clock begins upon the conclusion of the semester that the faculty member achieves the targets established in **PS 10.A.04: Faculty Teaching Workload**, (§ 3.4.2.3.2.3). Requests for additional compensation for overloads that do not include teaching must be reviewed for both need and compliance with institutional regulations and be approved only after explicit justification.

As noted in UHD's response to **Standard 6.1**, a low percentage of full-time faculty have a teaching load greater than 100% FTE, thus allowing the time necessary to oversee curriculum quality and to mentor students both in and outside the classroom.

Table 6.2.b.13: Percentage of Faculty by Rank with Teaching Loads Greater than 100% FTE (AY21)

Rank	% With Teaching Load > 100% FTE
Professor	29%
Associate Professor	20%
Assistant Professor	17%
Lecturer	30%
Visiting Professor	0%

Source: UHD Office of Data Analytics and Institutional Research

Special Programs to Strengthen Part-time Faculty Involvement and Pedagogy

UHD's [Center for Teaching and Learning Excellence \(CTLE\)](#) serves as the hub of innovation, collaboration, and scholarship to enhance learning environments and optimize ongoing student success initiatives through targeted faculty support. This support is provided in part through promoting evidence-based instructional strategies and cultivating an innovative and collaborative learning environment at UHD.

The center provides all full-time and part-time instructors at UHD with access to services and resources to support their teaching efforts, with consideration for different teaching styles and methods across the disciplines. CTLE programs and services can be categorized as follows:

- Course Development Initiatives
- Faculty Certification Programs
- Online Teaching Workshops (i.e., OLC (Online Learning Consortium) and QM (Quality Matters))
- Collaborative Mini-Grant Programs
- Stand-Alone Workshops or Events
- Individual Consultation
- Web Resources/Newsletter

In fiscal year (FY) 2020, there was nearly a 50% increase in the number of unique faculty participating in at least one CTLE program or service, compared to the previous year. This amounted to 43.6% of all faculty participating, with a substantial increase in adjunct participation from 6.1% in FY'19 to 31.3% in FY 20. Over the years, the overall participation rate has remained consistent and strong for full-time faculty, nearing the unit goal of 50%, which was surpassed in FY 2020. With the increase in part-time faculty participation, the CTLE is approaching its goal of reaching 50% of all faculty with instructional support services. These numbers exceed national norms according to a [Bishop and Keehn's \(2015\)](#) study of 171 institutions suggesting that estimated CTL reach varies by institution type, ranging from 12–49 percent of full-time faculty [Mean 38%] and 17–34 percent of part-time faculty [Mean 24%] (pg. 11).

The Technology Teaching and Learning Center (TTLC) provides extensive support for UHD's learning management system, Blackboard, and related software. The Center maintains a robust collection of [videos and how-to guides](#) for faculty and TTLC staff are available virtually and in-person for one-on-one technical assistance.

In addition to the CTLE, many programs have also appointed coordinators to oversee portions of the undergraduate curriculum which tend to have higher percentages of adjuncts. For example, the Assistant Chairs in the Department of Mathematics and Statistics oversee all developmental math courses as well as first-year math and statistics courses. The Assistant Chairs provide common syllabi, textbooks, and electronic homework systems for these courses, provide faculty with Signature Assignments which are used in the assessment of General Education Core and are available to answer questions and provide additional support.

The faculty serving as Co-Directors of First-Year Composition in the English Department provides similar support for faculty teaching developmental reading and writing courses and Composition I and II (ENG 1301/1302).

Most departments also include adjunct faculty in department-wide meetings which helps these faculty remain current on departmental news and provides opportunities for feedback.

Conclusion

UHD has demonstrated that a sufficient number of full-time faculty are teaching in each of its academic programs at the graduate and undergraduate levels. Method One demonstrates that each program has multiple affiliated full-time faculty who teach in the program and ensure the quality, integrity, and review of the program's curriculum. The University has also demonstrated that except for a few programs, at least 50% of SCHs are covered by full-time faculty in each program, including for courses within each program that are offered online or at an off-campus location. Additional explanation has been provided in instances where the level of full-time coverage has fallen below 50%. The institution has policies and practices in place to ensure ongoing curriculum and program quality, integrity, and review.

Sources

-  CHSS Program Faculty
-  CHSS Program Faculty Revised1
-  CPS Affiliated Faculty
-  CPS Affiliated Faculty Revised1
-  CST Affiliated Faculty Revised1
-  Center for Teaching and Learning Excellence _ University of Houston-Downtown
-  College of Sciences and Technology Program Faculty_UpdatedwithDegrees
-  Institutional Summary
-  LeadingAcademicChangeProjectReport-Bishop and Keehn
-  MDCOB Affiliated Faculty
-  MDCOB Affiliated Faculty Revised1
-  Mission and Vision _ University of Houston-Downtown
-  PS02A05
-  PS03A12
-  PS03A31
-  PS10A04
-  University College Affiliated Faculty
-  University College Affiliated Faculty Revised
-  Videos and Faculty Guides

R - 6.2.c

Program Coordination

For each major in a degree program, the institution assigns responsibility for program coordination.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Houston–Downtown (UHD) assigns responsibility for program coordination and curriculum development and review to qualified faculty members in each of its educational programs. UHD has adopted the SACSCOC definition of an educational program as a coherent set of courses leading to a credential awarded by the institution. A full program list can be found in the Institutional Summary Form Prepared for Commission Reviews. Names of program coordinators (also referred to as program directors in some instances) are published in UHD’s [undergraduate](#) and [graduate catalogs](#). This narrative includes UHD’s practices regarding program coordination, as well as a roster of full-time faculty serving on curriculum review committees and as coordinators in 2021-22.

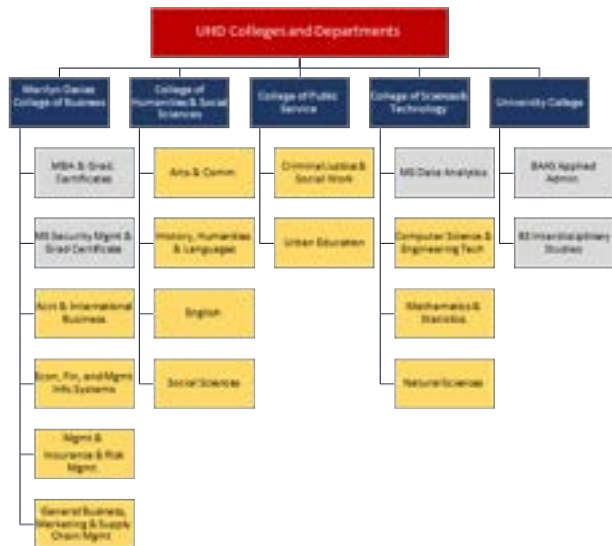
Organizational Structure

All UHD’s degrees and certificates are housed within one of the University’s five colleges. Four of the colleges are divided into departments and most degrees are assigned to a department within those four colleges. Programs that fall within the departmental structure are overseen by a chair and employee appropriate faculty coordinators. Programs falling outside the departmental structure are mostly graduate programs and are overseen by a faculty program director and the college dean. These programs are further supported by an Assistant Director of Graduate Studies in each college.

University College houses two undergraduate degrees and does not have a departmental structure. Program Directors, in coordination with the college dean, provide program coordination and oversight. Since these degrees are multidisciplinary and drawn on courses from across multiple colleges, and a multi-discipline Curriculum Oversight Committee provides curriculum review and assessment support.

Figure 6.2.c.1 provides a visual overview of the organizational structure of the colleges and their respective departments. Departments are listed in yellow boxes and programs that fall outside the departmental structure are designated in light gray boxes.

Figure 6.2.c.1 Organizational Overview of Colleges & Departments



The following narrative explains the curriculum oversight and coordination process at UHD. The policies and processes outlined below apply to all curricula and programs regardless of location or mode of delivery. The duties of departmental or college oversight committee members, department program coordinators, and program directors are also provided. Tables within each section identify the names, ranks, and qualifications of program coordinators.

Overview

As outlined in [PS 03.A.12: Changes to Curricula, Courses, Programs, and Credentials](#), changes to the curriculum or the proposal of new courses or programs must be initiated by full-time faculty within the discipline or department. While a single faculty or a small group of faculty may initiate a proposal, all curriculum changes must be approved by an academic department curriculum committee or by a curriculum support committee (§3.1). During the initial proposal and the final approval by the curriculum committee, all full-time faculty within the department can review and comment on the proposals.

Once approved by the curriculum committee, all new curricula or curriculum changes are then reviewed and approved by the Department Chair or Program Director (for degree programs not housed within a single academic department), by the academic college Dean, by the University Curriculum Committee, and by the Provost/Senior Vice President for Academic Affairs (§3.2).

UHD’s [Faculty Handbook](#) reiterates the faculty’s responsibility for the curriculum (p. 60) and outlines the process for program development and revision (Section 8, p. 61-62).

[PS 03.A.12: Changes to Curricula, Courses, Programs, and Credentials](#) charges department curriculum committees with review and approval of all curriculum changes within the department. For programs in University College (UC) [PS 03.A.34: Curriculum Support Committees](#) establishes the UC Curriculum Support Committee. Members of the Curriculum Support Committee are appointed by the Deans in consultation with relevant chairs and act on behalf of programs housed in the University College. In addition to curriculum review, the UC Curriculum Support Committee is also responsible for assessment and continuous improvement.

Memberships, ranks, and qualifications of all department curriculum committees and the UC Curriculum Support Committee can be found [here](#).

Policy PS 10.A.17: Department Chair Policy (§2.3.2) outlines the responsibilities of chairs which includes “curriculum/program revision and development.”

Job descriptions for the deans include providing leadership for academic programs and ensuring assessment of program outcomes. Examples from the College of Sciences and Technology and University College are provided below.

- [Dean of the College of Sciences and Technology](#)
- [Dean of University College](#)

Per PS 01.A.03: Academic Shared Governance Policy, the [University Curriculum Committee](#) is charged with the approval of all new courses, degree programs, and other curriculum changes. The [University Curriculum Committee](#) is composed of department chairs who are all tenured faculty with terminal degrees in a discipline within the department they represent, a program director from university college, one full-time, tenured faculty representative from each college, two representatives from the Provost’s Office, one representative from the Registrar’s Office and two student representatives. Tenured faculty representing each college are appointed by the college deans in consultation with chairs. Student representatives are appointed by the Provost’s Office.

Proposals for new curricula and revisions to existing curricula are tracked in the University’s curriculum approval system Curriculog. This system allows UHD to maintain an archive of all curriculum changes including the faculty proposing the change, documentation that appropriate committees and administrators have approved the proposals, and any proposals which are not approved, including the reason for denial. The Curriculog system is connected to UHD’s catalog management system, thus ensuring that program and course information within the University’s catalogs are current.

Thus, beginning with proposals developed by program faculty, oversight and review of curricula development and changes is a thorough process that engages discipline faculty, occurs at multiple levels within the University, allows for coordination between and across programs and disciplines, and ensures that input is gained from those with expertise in the field.

Program Coordination

Day-to-day coordination of UHD’s academic programs is overseen by full-time faculty who serve as program directors and program coordination. Additional faculty support coordination in those programs requiring fieldwork or practicums. Each college assigns slightly different responsibilities to program coordinators and directors depending on the structure of the college and the needs of the programs. Therefore, the information in this section is presented by college.

Marilyn Davies College of Business

All undergraduate programs within the Marilyn Davies College of Business (MDCOB) have an assigned Program Coordinator. Department Chairs consult with the MDCOB Dean when appointing Program Coordinators. All Program Coordinators are full-time faculty with the majority being tenured or tenure track faculty. Graduate Program Directors are appointed by the College Dean for those programs which fall outside the departmental structure. All are academically qualified within their disciplines and hold terminal degrees or discipline-recognized certifications or extensive industry experience.

MDCOB Program Coordinators and Graduate Program Directors receive a two-course release per academic year and are charged with the following responsibilities:

- provide leadership for the program and the faculty in the program
- advise and mentor prospective and current students in the program
- represent the program at industry and student recruiting events
- coordinate and review discipline recruitment material
- coordinate revisions to the program (or major) with the Chair
- coordinate discipline changes for the UHD Catalog with the Assistant Chair
- audit all course syllabi for compliance with [PS 03.A.29: Course Syllabi](#) policy and AACSB requirements, and for appropriate course and program learning outcomes (LOs), and course activities/assignments to support the LOs
- develop expectations for maintenance of MDCOB standards in online and hybrid courses
- coordinate book orders with the Chair
- assist the Chair with class scheduling and monitoring course enrollments
- make course-staffing recommendations and assisting Chair with identifying new adjuncts and vetting their credentials
- coordinate faculty credentialing for the discipline
- maintain a minimum of 6 hours of office hours per week
- serve on the Department Curriculum Committee

Graduate Directors teach at the graduate level and serve on the [UHD Graduate Advisory Council](#), which is responsible for developing and revising graduate policies and working with Admissions, the Registrar, and the Provost’s Office to define and document admission and transfer processes.

Program Coordinators and Graduate Program Directors are responsible for all delivery modes and locations of their assigned program, including oversight of adjunct faculty teaching online and at off-campus locations. Evaluations of Program Coordinators are conducted as part of the annual faculty evaluation process which is described in [PS 10.A.05: Faculty Performance Evaluations](#).

Table 6.2.c.1 provides an overview of the MDCOB program coordinators and directors, their ranks, and credentials.

Table 6.2.c.1: Marilyn Davies College of Business Program Coordinators, Graduate Program Directors, and Off-campus Full-time Faculty (2021-2022)

Academic Program	Name of Program Coordinator/Graduate Program Director	Rank	Qualifications
BBA; Accounting	Cathy Liu	Chair, Associate Professor of Accounting	Ph.D. in Accounting CPA
BBA; Finance	Utpal Bose	Chair, Professor	Ph.D. in Management Information Systems
BBA; General Business	Jonathan Davis	Chair, Associate Professor	Ph.D. in Industrial Technology
BBA; Insurance & Risk Management	Priscilla Dehert	Lecturer	MBA Principle at Dehert & Associates, LLC, a risk management consulting firm specializing in risk management training and education. Former VP, Risk Management Programs for the National Alliance for Insurance Education and Research. Ms. Dehert is a Certified Insurance Counselor (CIC), a Certified Risk Manager (CRM), and an Associate in Risk Management (ARM).
BBA; International Business	Thomas Jackson	Lecturer	M.S. in Accountancy CPA Principal in T. A. Jackson CPA, LLC, a public accounting firm.
BBA; Management Information Systems	Utpal Bose	Chair, Professor	Ph.D. in Management Information Systems
BBA; Management	Ethan Waples	Chair, Associate Professor	Ph.D. in Industrial and Organizational Psychology
BBA; Marketing	Jonathan Davis	Chair, Associate Professor	Ph.D. in Industrial Technology
BBA; Supply Chain Management and related Graduate Certificates	Jonathan Davis	Chair, Associate Professor	Ph.D. in Industrial Technology
Master of Business Administration	Ethan Waples	Chair, Associate Professor	Ph.D. in Industrial and Organizational Psychology
Master of Professional Accountancy	Cathy Liu	Chair, Associate Professor of Accounting	Ph.D. in Accounting CPA
Master of Security Management and related Graduate Certificate	Ethan Waples	Chair, Associate Professor	Ph.D. in Industrial and Organizational Psychology

College of Humanities and Social Sciences

The College of Humanities and Social Sciences (CHSS) is comprised of four departments: the Department of Arts and Communication, the Department of English, the Department of History, Humanities, & Languages, and the Department of Social Sciences, and all educational programs are housed in one of these four departments. Each CHSS degree program is coordinated by an academically qualified and credentialed faculty member who is appointed by the Department Chair in consultation with the Dean. Whenever possible, tenured faculty are assigned program leadership positions.

The Program Coordinators of the undergraduate degree programs perform the following duties:

- monitor the curriculum
- ensure that program academic assessment takes place in the program
- develop the department’s course schedule and monitor enrollment
- review adjunct instructor performance and report problems to the department Chair
- initiate programmatic changes, and usher substitutions appeals, which are then reviewed by the Dean’s office
- guide faculty discussion of assessment results and decisions regarding programmatic changes

Graduate Program Directors are tasked with duties similar to those of Program Coordinators, but given the comparatively small size of the three graduate programs, Graduate Program Directors also provide advising and registration assistance to the graduate students enrolled in their programs. Graduate Program Directors also meet with the Dean and Associate Dean to discuss policy and student matters and coordinate procedures between degrees and departments. CHSS Graduate Directors serve on the UHD Graduate Advisory Council.

CHSS Program Coordinators and Graduate Program Directors are appointed by the Program Chair in consultation with the College Dean and are assessed as part of the annual faculty evaluation process.

Table 6.2.c.2 provides a summary of the courses releases program coordinators and directors receive. Note that the Program Coordinator for Psychology receives three-course releases due to the size of the program.

Table 6.2.c.2 Course Releases for Program Coordinators and Graduate Program Directors in CHSS

Department	Position	Course Releases Per Year
Arts and Communication	Program Coordinator- Communications	2
	Program Coordinator- Fine Arts	1
English	Program Coordinators	1
	Graduate Program Directors	2
History, Humanities & Languages	Program Coordinators	2
Social Sciences	Program Coordinators for all programs except Psychology	2
	Program Coordinator- Psychology	3
	Graduate Program Director	2

A special note needs to be devoted to the title of the Director of First-Year Composition. Housed in the Department of English, the Composition Program serves freshmen as part of the General Education Common Core and is therefore not a degree program. The Director of Composition coordinates the freshman composition curriculum and, in consultation with the Department of English’s Chair and English’s Assistant Chair for Administration, monitors the performance of 25-30 full- and part-time faculty in English 1301, English 1302, and the developmental course English 1300. The Director of First-Year Composition is a tenured or tenure-track faculty in the Department of English and receives a four-course release per academic year. As with program coordinators and directors, evaluation is conducted as part of the annual faculty evaluation.

Table 6.2.c.3 provides an overview of the program coordinators and directors overseeing CHSS programs.

Table 6.2.c.3: College of Humanities & Social Sciences Program Coordinators, Graduate Program Directors, and Off-campus Full-time Faculty (2021-2022)

Academic Program	Name of Program Coordinator/Graduate Program Director	Rank	Qualifications
EHG 1300, 1301 and 1302 (Intern Co-Directors of First Year Composition)	Michael Dimmick	Assistant Professor	Ph.D. in English
	Jillan Hill	Assistant Chair, Associate Professor	Ph.D. in Rhetoric & Composition
BA: Communications	Ashley Archiopoli	Associate Professor	Ph.D. in Communication
BA: English	Chuck Jackson	Professor	Ph.D. in English
BA: Fine Arts	Azar Rejaie	Chair, Associate Professor	Ph.D. in Art History
BA: History Graduate Certificate: History	Salvador Sahas	Associate Professor	Ph.D. in History
BA: Humanities	Vida Robertson	Associate Professor	Ph.D. in English
BA: Philosophy	Andrew Pivelsich	Associate Professor	Ph.D. in Philosophy
BA & BS: Social Sciences	Joanna Kafkar	Associate Professor	Ph.D. in Sociology
BA: Spanish	Paul Mandell	Associate Professor	Ph.D. in Spanish Linguistics
BS: Health & Behavioral Sciences	Susan Henney	Chair, Professor	Ph.D. in Human Development and Family Sciences M.A. in Clinical/Counseling Psychology
BS: Political Science	John Litantut	Associate Professor	Ph.D. in Political Science M.A. in International Affairs
BS: Psychology	Ruth Johnson	Associate Professor	Ph.D. in Cognitive Psychology M.A. in Cognitive Psychology
BS: Sociology	Joanna Kafkar	Associate Professor	Ph.D. in Sociology
BS: Technical Communication	Olin Bjork	Associate Professor	Ph.D. in English
MA Non-Profit Management Graduate Certificate: Leadership & Strategic Planning in Nonprofit Sector	David Branham	Professor	Ph.D. in Political Science
MA: Rhetoric & Composition Graduate Certificate: Composition Studies	Michael Dimmick	Assistant Professor	Ph.D. in English
MS: Technical Communication Graduate Certificate: Plain Language Graduate Certificate: Medical and Applied Health Communications	Joseph Sample	Associate Professor	Ph.D. in English

College of Public Service

The oversight of each program in the College of Public Service (CPS) is assigned to academically qualified faculty members holding appropriate terminal degrees. Both departments in CPS have configured the allocation of these responsibilities in a way that is most effective for the programs and disciplines.

Department of Criminal Justice & Social Work: The Chair of the Department of Criminal Justice & Social Work has traditionally served as the Program Coordinator of the BS in Criminal Justice (BSCJ) and the Bachelor of Applied Arts and Sciences-Criminal Justice (BAAS-CJ) degrees. The Assistant Chair of Criminal Justice & Social Work, a tenured faculty member, provides curriculum oversight and coordination, and assists with other administrative duties such as course scheduling and hiring and supervising adjuncts.

A Graduate Program Director in the Department of Criminal Justice and Social Work oversees the Master of Criminal Justice and its related graduate certificate, provides curriculum coordination, and oversees scheduling. While the Assistant Director of Graduate Studies handles day-to-day advising and assists prospective students with admissions-related questions, the Graduate Program Director oversees the review of admissions applications, assists with student advising and works closely with the Graduation Admissions Office. The Graduate Program Director serves on the UHD Graduate Advisory Council.

The Social Work Program Director oversees curriculum and shepherds curriculum proposals through the approval process. She also coordinates course scheduling, hiring and supervising adjuncts, and other administrative duties relating to the Bachelor of Social Work (BSW) program. The Social Work Program Director oversees program accreditation, which is extensive for the BSW program. Because BSW graduates are being trained to work with vulnerable populations, the admissions process for entering the BSW program is extensive. The Social Work Program Director oversees the admissions process and serves as a third application reviewer when members of the application committee

The Director of Field Education for Social Work recruits field locations, matches students with fieldwork locations based on students' interests and career goals, provides training and oversight to site employees who supervise the BSW students during fieldwork, and oversees students' completion of the program's fieldwork requirements. The BSW accreditation requires multiple feedback evaluations from site supervisors on BSW student performance during each fieldwork assignment. The Director of Field Education is charged with ensuring student evaluations are completed and returned on time.

The BSW Program Director and the Director of Field Education both satisfy the Council on Social Work Education's accreditation standards for terminal degrees and practice experience.

Department of Urban Education: In the Department of Urban Education, the Assistant Chair, and the Chair:

- oversee the quality of the undergraduate program by working with department faculty committees, including coordinating with off-campus locations
- ensure compliance with the Texas Education Agency standards
- monitor admission requirements
- review degree plans, waivers, and transfer credits
- ensure efficient scheduling

Oversight of student teaching and field experience is overseen by the Director of the Center for Professional Development of Teaching. The director is charged with matching students with teacher observation and teaching practicum locations, coordinating and training the supervising teachers, and ensuring student evaluations are completed and returned on time.

The graduate programs in the College of Public Service (CPS) are coordinated by tenured faculty members who receive course releases for this assignment. In Urban Education, the Master of Arts in Teaching (MAT) Program Director works with the Urban Education Graduate Committee comprised of faculty qualified to teach in the graduate program. The MAT Program Director works with the Urban Education Graduate Committee to review graduate applications and admission requirements, revise courses, review student appeals and waivers, advise students, and administer and analyze post-graduation surveys for program improvement. She also oversees the Alternative Teacher Certification program.

Table 6.2.c.4 provides an overview of the course releases each program coordinators and directors receive in the College of Public Service. Directors in the Social Work program receive additional course releases due to the size of the program, the extensive fieldwork coordination that is required, and the amount of documentation that must be maintained to retain the program's accreditation. Table 6.2.c.5 provides an overview of the program coordinators and directors overseeing CPS programs.

Table 6.2.c.4 Course Releases for Program Coordinators and Graduate Program Directors in CPS

Department	Position	Course Releases Per Year
Criminal Justice & Social Work	Chair and Assistant Chair provide program coordination for Criminal Justice programs	2
	Criminal Justice Graduate Program Director	2
	Social Work Program Director	5
	Director of Fieldwork Education for Social Work	4
Urban Education	Chair and Assistant Chair provide program coordination for Urban Education programs	0
	Graduate Program Director (Oversees the Master of Arts in Teaching and the Alternative Teacher Certification Program)	2
	BA: Education Student Teaching & Field Experience (Handled by the Director for the Center for Professional Development of Teachers as part of her full-time responsibilities)	0

Table 6.2.c.5: College of Public Service Program Coordinators, Graduate Program Directors, and Off-campus Full-time Faculty (2021-2022)

Academic Program	Name of Program Coordinator/ Graduate Program Director	Rank	Qualifications
BS: Criminal Justice	Kevin Buckler	Chair, Professor	Ph.D. in Criminal Justice
BAAS: Criminal Justice	Heather Goltz	Interim Associate Chair, Associate Professor	Ph.D. in Health Education M.S.W. in Social Work
BSW: Social Work Program Director	Dawn McCarty	Professor	Ph.D. in Social Work L.M.S.W.
BSW: Social Work Director of Field Education & Assistant Program Director	Dana Smith	Assistant Professor	Ph.D. in Social Work L.M.S.W. M.P.A.
BA: Education (formerly the BA: Interdisciplinary Studies)	Christal Burnett Sanchez	Chair, Associate Professor	Ed.D. in International Education Development
	Mathies Fugate	Assistant Chair, Assistant Professor	Ph.D. in Gifted, Talented, and Creative Studies
BA: Education Student Teaching & Field Experience	Cynae Brown	Director, Center for Professional Development of Teachers	Ed.M. in School Leadership & Development M.Ed. in Teaching English as a Second/Other Language
MS: Criminal Justice	Jace Valeros (F2021)	Associate Professor	Ph.D. in Public Affairs M.S. in Criminal Justice
	Nina Barberi (S2022)	Assistant Professor	Ph.D. in Criminology
MA: Teaching	Natasha Perez	Assistant Professor	Ph.D. in Curriculum, Instruction, and Teacher Education
Alternative Teacher Certification	Natasha Perez	Assistant Professor	Ph.D. in Curriculum, Instruction, and Teacher Education

College of Sciences and Technology

The College of Sciences and Technology (CST) is comprised of three departments: Computer Science and Engineering Technology (CSET), Mathematics and Statistics (MS), and Natural Sciences (NS). Except for the MS – Data Analytics (MSDA), all academic programs are housed in one of the three departments in the College. Each undergraduate program and the graduate certificate has a Coordinator or Assistant Chair who works with the appropriate Department Chair and advisors to monitor the integrity of the degree and keep the program current based on feedback from faculty, administrators, the Texas Higher Education Coordinating Board, and community partners. All individuals are selected by their respective department chair, are full-time members of the faculty, and academically qualified, with a terminal degree in the discipline.

Computer Science & Engineering Technology

In the Department of Computer Science and Engineering Technology, the Assistant Chair for the BS in Computer Science is required to:

- participate in annual assessment with Assistant Director of Assessment from the College
- oversee the updating and revision of the curriculum to reflect the latest development in the Computer Science discipline and Computer Science pedagogy
- assist with short-term and long-term course scheduling
- assist in the professional development of Computer Science faculty

Also, in the Department of Computer Science and Engineering Technology, the Assistant Chair for the BS in Engineering Technology (BSET) in Control Instrumentation Engineering Technology, the BSET in Structural Analysis with Design, and the BAAS in Safety Management is required to:

- participate in annual assessment with the departmental Faculty Assessment Coordinator
- oversee the updating and revision of the curriculum to reflect the latest developments in the discipline
- convene and record minutes of Advisory Board meetings
- assist with short-term and long-term course scheduling

The Assistant Chairs are assisted by coordinators.

Mathematics & Statistics Department

In the Department of Mathematics and Statistics (MS), the Assistant Chairs must do the following for the programs within the department:

- supervise and assess the degree and certificates
- appoint a book coordinator responsible for gathering textbook order information, and placing the semester book orders with the bookstore
- maintain course catalog descriptions
- supervise and assess courses above first-year courses in the department
- maintain and update course syllabi above first-year courses in the department
- assist with long-term scheduling
- develop and implement mechanisms for retaining students and recruiting majors
- develop, implement, and assess high-impact student educational experiences
- select outstanding math senior for the annual Student Awards ceremony

In the Mathematics and Statistics Department, Program Curriculum Committee Co-Chairs oversee revisions to courses and programs and the addition of new courses. In this capacity, they assist faculty in developing curriculum proposals and gathering feedback on proposed changes.

Natural Sciences

In the Department of Natural Sciences, the Assistant Chairs must:

- oversee and coordinate revisions to the curriculum
- coordinate course scheduling
- review annual and five-year plans of course offerings
- interview adjuncts with the Department Chair
- assist with collecting data and preparing reports and documentation for accreditation agencies

The Coordinator for Geosciences assists the Chair and Assistant Chairs in overseeing the program and is charged with creating a community of practice among the Geosciences faculty. He is also responsible for coordinating curriculum revisions.

The BSN Nursing degree is an RN to BSN completion program. This program is located at the Houston Community College Coleman Campus and due to the nature and location of the program, it is overseen by the Director of Nursing. The Director of Nursing must:

- oversee curriculum
- oversee the programs accreditation processes including developing reports and maintaining accreditation-related documentation
- oversee program assessment
- oversee admissions processes for the BSN-Nursing program to ensure that all admitted students meet all qualifications, including having a valid nursing license
- assist with advising students
- coordinate course scheduling
- serve as an interface between UHD and Houston Community College

The MS: Data Analytics (MSDA) and the Graduate Certificate in Foundations of Data Analytics are interdisciplinary degrees consisting of courses drawn from both the Statistics and Computer Science disciplines. These programs are overseen by the MSDA Program Director in coordination with faculty from Statistics and Computer Science. The MSDA Program Director responsibilities include that she:

- oversee and coordinate curriculum
- oversee admissions processes
- coordinate course scheduling
- assist with advising of students
- oversee and coordinate program assessment

Table 6.2.c.6 provides an overview of the course releases program coordinators and directors receive in the College of Sciences and Technology. Table 6.2.c.7 provides an overview of the program coordinators, their ranks, and qualifications.

Table 6.2.c.6 Course Releases for Program Coordinators and Graduate Program Directors in CST

Department/Program	Position	Course Releases Per Year
Computer Science & Engineering Technology	The Assistant Chairs provide coordination for all degrees in the department.	2
	Program Coordinators	0
Mathematics & Statistics	The Assistant Chairs provide coordination for all degrees in the department.	2
	Program Curriculum Committee Co-Chairs	0
Natural Sciences	The Assistant Chairs provide coordination for all degrees in the department.	2
	Geosciences Program Coordinator	0
	Nursing Director	4
MS: Data Analytics (Including the Graduate Certificate in Foundations of Data Analytics)	Graduate Program Director	2
	Co-Program Coordinators	0

Table 6.2.c.7: College of Sciences and Technology Program Coordinators, Graduate Program Directors, and Off-campus Full-time Faculty (2021-2022)

Academic Program	Name of Program Coordinator/ Graduate Program Director	Rank	Qualifications
BAAS: Safety Management	Kenneth Oberhoff	Assistant Chair, Associate Professor	Ph.D. in Mathematics
	Mahmud Hasan	Assistant Professor	Ph.D. in Engineering Science (Mechanical Engineering) PE & CSP
BA & BS: Mathematics	Cesar Garza	Associate Professor	Ph.D. in Mathematics
	Sergiy Koskin	Associate Professor	Ph.D. in Mathematics
BS: Applied Statistics	Dexter Cahoy	Associate Professor	Ph.D. in Statistics
	Kendra Mhoon	Associate Professor	Ph.D. in Statistics
BS: Biology	Amy Baird	Assistant Chair, Associate Professor	Ph.D. in Ecology, Evolution, and Behavior
BS: Biological & Physical Sciences	Amy Baird	Assistant Chair, Associate Professor	Ph.D. in Ecology, Evolution, and Behavior
BS: Biotechnology	Amy Baird	Assistant Chair, Associate Professor	Ph.D. in Ecology, Evolution, and Behavior
BS: Chemistry	Maria Bernades	Assistant Chair, Associate Professor	Ph.D. in Chemistry
BS: Computer Science	Dvijesh Shastri	Assistant Chair, Associate Professor	Ph.D. in Computer Science
BS: Data Science	Gideon Gogwiri	Assistant Professor	Ph.D. in Information Science
	Patrick King	Assistant Professor	Ph.D. in Statistics
BS: Geosciences	Kenneth Johnson	Associate Professor	Ph.D. in Geosciences
BS: Nursing	Linda Dune	Associate Professor	Ph.D. in Nursing Research M.S. in Nursing B.S.N.
BSET: Control & Instrumentation Engineering Technology	Kenneth Oberhoff	Assistant Chair, Associate Professor	Ph.D. in Mathematics
	Weining Feng	Associate Professor	Ph.D. in Control System Engineering
BSET: Structural Analysis w/Design Option Engineering Technology	Kenneth Oberhoff	Assistant Chair, Associate Professor	Ph.D. in Mathematics
	Azash Rahmatan	Associate Professor	Ph.D. in Civil Engineering PE
MS: Data Analytics Graduate Certificate: Foundations in Data Analytics*	Emelinda DeLaVina	Professor	Ph.D. in Mathematics
	Dexter Cahoy	Associate Professor	Ph.D. in Statistics
	Dvijesh Shastri	Associate Professor	Ph.D. in Computer Science
Graduate Certificate: Applied Statistics	Dexter Cahoy	Associate Professor	Ph.D. in Statistics
Graduate Certificate: Computational Mathematics	Judith Quander	Associate Professor	Ph.D. in Math Education

*The Master of Science in Data Analytics is an interdisciplinary program between the Departments of Mathematics & Statistics and Computer Science & Engineering Technology. Drs. DeLaVina, Cahoy, and Shastri collaborate on the management of the program.

University College

University College (UC) houses the BS in Interdisciplinary Studies (BSIS) and the BAAS in Applied Administration (BAAS-AA). The BSIS is an interdisciplinary degree and courses that apply toward this degree are taught by full-time and adjunct faculty from other disciplines. The BAAS-AA has two full-time instructors who teach exclusively in the program. The Program Directors of the BAAS-AA and BSIS report directly to the Dean of University College.

The BAAS-AA Program Director's duties align closely with that of Chairs in other departments. Her responsibilities include that she:

- oversee and coordinate curriculum
- develop and implement administration processes, and supervise and evaluate program staff, faculty, and advisors
- develop promotional material for the program and recruit students
- lead development and maintaining the accuracy of BAAS-AA webpages
- develop the course schedule
- hire lecturers and adjunct instructors
- participate in community outreach, including serving on local community college workforce program advisory boards
- work with the UC Curriculum Support Committee to implement faculty-driven curricular changes and assessment activities
- complete the annual program assessment report
- work with other programs to assist in the development of interdisciplinary program enhancements, including new courses and concentrations
- address student complaints and concerns

The BAAS-AA courses are offered entirely online with a few sections occasionally offered face-to-face at the UHD Northwest campus. The Director oversees both online and off-campus aspects of the program.

The BSIS Program Director responsibilities align more closely with those of Program Coordinators in other colleges and include that she:

- conduct four sections of ISS 4098 Portfolio for graduating seniors (Fall, Spring, Summer 1, and Summer 3)
- advise students, field degree inquiries from prospective majors, and facilitate program growth through participation in outreach, recruitment, and community engagement events in conjunction with various campus entities, including Enrollment Services, Distance Education, Admissions, the Career Development Center, Veterans Services, and Advising and Mentoring
- supervise and evaluate Interdisciplinary Studies Program advising services
- complete the BSIS program assessment report
- work with the UC Curriculum Support Committee to implement faculty-driven curricular changes and assessment activities
- work with other programs to assist in the development of interdisciplinary program enhancements, including new courses and concentrations
- work with the Assistant Dean to create processes, modify advising services, assist students, and resolve student problems and complaints

The BSIS administrator oversees both the online and face-to-face courses. The BSIS can be completed at the UHD Northwest location and in addition to advising students at the main campus, the Program Director also coordinates advising and program development activities for the degree at UHD-Northwest.

Both program directors are full-time with an expectation that in addition to the duties above, they also teach two-course per year.

Table 6.2.c.8: College of University College Program Directors and Off-Campus Full-Time Faculty (2021-2022)

Academic Program	Name of Program Coordinator	Rank	Qualifications
BAAS: Applied Administration	Karen Kaiser	Senior Lecturer	Ph.D. in Community & Human Resources
BS: Interdisciplinary Studies	Melissa Hovsepian	Senior Lecturer	Ph.D. in World History with a minor in Anthropology

Note: University College does not include any graduate programs.

Coordination of Online and Off-Campus Programs

A complete list of all programs and their locations is published each year in the Fact Book, (pg. 6/7) and the same information is maintained in two Texas Higher Education Coordinating Board inventories, as noted in the attached Fact Book table. Program Coordinators, Program Directors, and Graduate Program Directors are responsible for overseeing all aspects of their assigned programs, regardless of modality or location.

UHD's full-time faculty teach online as well as at off-campus locations and work closely with the coordinators and directors, thus providing students who are pursuing their degrees online or at an off-campus location with access to full-time permanent faculty. Please see the response to Standard 6.2.b for an overview of full-time staffing online and at off-campus locations.

Conclusion











The documentation provided above demonstrates that UHD's process for approving new curricula or revisions of existing curricula allows for coordination of curriculum, courses, and programs between and across disciplines and ensures that input on changes is received from those with expertise in the field.

The narrative further demonstrates that UHD assigns responsibility for program coordination to qualified faculty members in each of its educational programs. Program Coordinators, Program Directors, and Graduate Program Directors are appointed by Department Chairs in coordination with the College Deans. In those instances where programs fall outside the departmental structure, the College Dean is responsible for appointing program directors. Faculty who serve in these roles are tenured or permanent full-time faculty with terminal degrees in fields closely related to the programs they oversee or have extensive work-related experience such as coordinators who are CPAs or hold other industry-recognized credentials.

Program Coordinators, Program Directors, and Graduate Program Directors are responsible for overseeing all aspects of their assigned programs, regardless of modality or location of courses. Full-time faculty teach online as well as at off-campus locations and work closely with the program coordinators and directors.

Coordinators and Directors are evaluated as part of the annual faculty evaluation process.

Sources

-  2019 UHD Faculty Handbook (v4)-Final2
-  Dean, College of Sciences and Technology
-  Dean, University College
-  Department Curriculum Committees
-  Fact_Book_2020-2021
-  Graduate Council
-  PS01A03
-  PS03A12
-  PS03A29
-  PS03A34
-  PS10A05
-  PS10A17
-  University Curriculum Committee (UCC)
-  graduate catalog
-  undergraduate catalog

Student Achievement

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

[Note: Each member institution has chosen a specific metric with SACSCOC for measuring graduation rate and analyzing that measure of student success. As part of its response to this standard, the institution should identify its chosen metric; provide appropriate data regarding its performance as measured by that metric (including its baseline data, goals, and outcomes); and discuss any changes it has made based on its analysis of this graduation-rate data. Institutions are also required to disaggregate their graduation data in appropriate ways; they should discuss that disaggregated data and any changes made as a result of analyzing that data.]

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Houston-Downtown (UHD) identifies, evaluates, and publishes student achievement goals that are appropriate and aligned with its mission. As articulated in its mission statement, UHD focuses on providing students "strong academic and career preparation" through its baccalaureate and master's degree programs. Because the University is particularly committed to "develop[ing] students' talents and prepar[ing] them for success in a dynamic global society" ([UHD Mission Statement](#)), it considers students' academic achievement and post-graduation career success.

Appropriateness of the Goals in Relation to the Nature of UHD Students and Programs Offered

In addition to selecting the goals of student achievement for their appropriateness to UHD's mission, the University has also considered the nature of its student body and the programs offered. Specifically, UHD has chosen to establish goals and levels of achievement that are both realistic and attainable yet contain the element of "ambition" necessary to serve as a catalyst for continuous improvement.

UHD's student body is highly diverse and the majority of students indicate that their primary reason for attending UHD is to earn a degree and advance professionally. As such, course completion, retention, and graduation rates, as well as post-graduation success, are all closely aligned with the goals of the students served. Given the diversity of the institution, it is appropriate for the institution to monitor many of these metrics in terms of gender and race/ethnicity.

As discussed in the narrative for [Core Requirement 9.1](#), UHD's educational programs are typical of university programs in the US and worldwide. While many of these programs prepare graduates for entry-level positions in the professions, they are consistent with the offerings that have traditionally characterized higher education. This also explains why the criteria selected for student achievement have much in common with those used to assess success in universities across the US (and around the world).

The Masters in Professional Accountancy (MPAC) and degrees in the Urban Education Department are the only degrees offered that lead directly to licensure. The MPAC was launched in 2019 and sufficient data on student performance on the CPA licensure exam have not yet been generated but will be tracked as data become available. Pass rates on the TExES teacher certification exam is the sole licensure metric currently used.

Establishing Measurable Goals, Outcomes, Targets, and Thresholds

As a regional public institution with University of Houston System (UHS), state, and federal accountability responsibilities, UHD's expectations of student success are also formulated within the context of UHS, state reporting and peer benchmarks drawn from the Texas Higher Education Coordinating Board (THECB) and Integrated Postsecondary Education Data System (IPEDS). UHD uses these reports and processes to identify goals and outcomes and related thresholds and targets for the institution's student success metrics. The assessment of student achievement plays a critical role in the University's ongoing improvement efforts, system and state reporting, and the institution's planning and budgeting processes.

UHD reports student success data to the [IPEDS](#), a system of interrelated surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES). While UHD is not required to submit targets in its reports, IPEDS does provide UHD comparison data that it uses for benchmarking purposes.

The [Texas Legislative Budget Board](#) (LBB) serves the fiscal policy and analysis needs of the Texas Legislature and provides assistance to standing and special legislative committees by providing reports and information about budget and performance development among state agencies. UHD submits reports to the LBB that include summaries of performance and targets on 37 performance metrics, 28 of which are direct indicators of student success. UHD is required to provide explanations when the institution performs at $\pm 5\%$ of targets.

THECB established the [60x30TX](#) higher education strategic plan that includes four broad goals:

1. By 2030, at least 60% of Texans ages 25-34 will have a certificate or degree.
2. By 2030, at least 550,000 students in that year will complete a certificate, associate, bachelor's, or master's from an institution of higher education in Texas.
3. By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills.
4. By 2030, undergraduate student loan debt will not exceed 60% of first-year wages for graduates of Texas public institutions.

All Texas public higher education institutions submit data as part of required state reporting. THECB uses those data sets to determine progress toward goals, which is then published in the [Texas Higher Education Accountability System](#) that allows institutions to compare performance regionally and statewide.

[UHS's Strategic Plan](#) and its Planning and Performance system are aligned with THECB's 60x30TX strategic plan. UHS standing goals that are directly related to student success include:

Goal 1: Nationally Competitive University

- Transfer Retention Rate (First Year)
- Four-year Transfer Graduation Rate
- Total Degrees Awarded
- Course Completion Rate

Goal 2B: Student Success

- FTIC Retention Rate (First Year)
- Six-year Graduation Rate
- Pass Rate on Teacher Education Certification

Goal 3: Community Advancement

- % of Graduates (Graduate and Undergraduate) Enrolled in Graduate Courses or Employed in Texas in 1 Year

As part of the UHS Planning and Performance system, UHD supports these goals and reports its progress on the [UHD Institutional Progress Card](#) that is reviewed annually by the UHS Board of Regents. Within the Planning and Performance system, UHD must define each metric and data source (p. 16). The Office of Data Analytics & Institutional Research develops the progress cards and data for student success metrics are drawn from institutional research data, THECB resources, and Texas Education Agency (TEA) teacher licensure data.

While UHD tracks and publishes a wide variety of student success metrics, relevant metrics from the UHS Planning and Performance System will be used to demonstrate compliance with Standard 8.1. These metrics (retention, graduation, and course completion rates, degrees awarded, post-graduation success, and performance on teacher certification exams) have been chosen for their appropriateness, considering UHD's mission, students, and programs. Furthermore, their objectivity, ease of quantitative measurement, and facility with which they are communicated have also ultimately served as reasons for selection.

The Progress Card system was implemented in 2007-2008 and the University has adopted that year as baseline or threshold for student success metrics. A variety of strategies are used to establish targets and will be discussed for each metric.

Goal 1: Nationally Competitive University

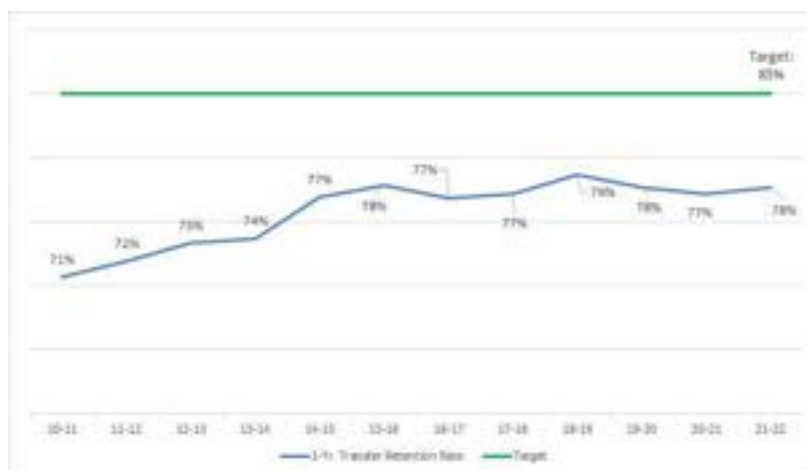
Transfer Student Success Metrics

UHD publishes transfer student retention and graduation rates on its [Student Achievement webpage](#) and in the [UHD Institutional Progress Card](#). For the transfer student success metrics below, transfer students are "defined as students who transfer to UHD with at least 60 hours of completed coursework and enroll full-time in their first fall semester ([UHS 2020 Accountability Report](#)).

Transfer Student One-Year Retention

The Graduation and Retention Committee (which was recently reconstituted as the [Student Success and Equity Committee](#)) established a target of 85% for this metric. This target is used since the LBB does not include a one-year retention metric for transfer students. As noted above, UHD uses the AY2007 performance of 75.56% as the threshold for this metric.

Figure 8.1.1: Transfer Student One-Year Retention

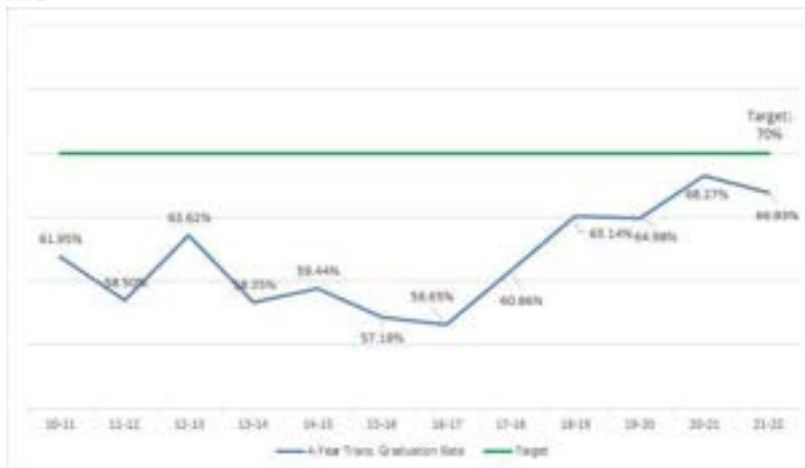


Source: [UHD Progress Card](#)

Four-year Transfer Graduation Rate

An important measure of overall student achievement is the graduation rate. The target for this metric (70% four-year transfer graduation rate) was established through the [UHD Revised Strategic Plan 2015-2020](#). UHD uses the AY2007 performance of 64.10% as the threshold.

Figure 8.1.2 Four-Year Transfer Student Graduation Rate

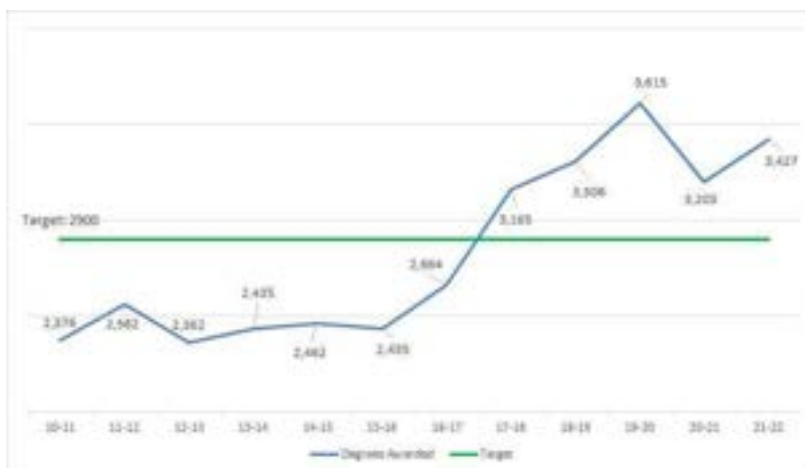


Source: *UHD Progress Card*

Total Undergraduate Degrees Awarded

UHD publishes the number of undergraduate degrees it awards on both the *Institutional Progress Card* and in the institution's *Fact Book*. UHD uses AY2007 performance of 1,939 as the threshold. The target for this goal is established as part of the LBB process and was set at 2,900 for FY2021. UHD exceeded this target by awarding 2,984 undergraduate degrees. Of the FY2021 graduates, 2,327 (78%) were minority graduates.

Figure 8.1.3 Number of Undergraduate Degrees Awarded



Source: *UHD Progress Card*

While the Institutional Progress Card is a high-level summary, the Fact Book provides data disaggregated by graduate and undergraduate level, by program, and by gender and race/ethnicity. UHD's student body is about 87% minority and 63% female. Additional information can be found in UHD's most recent *Fact Book*.

Table 8.1.1 Baccalaureate Degrees Awarded by College

	2015 - 2016		2016 - 2017		2017 - 2018		2018 - 2019		2019 - 2020	
	#	%	#	%	#	%	#	%	#	%
Baccalaureate Degrees	2,654	198.9%	2,881	198.8%	2,783	198.8%	3,867	198.8%	2,714	198.9%
Davies College of Business	910	34.3%	875	31.2%	827	29.7%	890	29.0%	808	29.8%
College of Humanities and Social Sciences	881	25.8%	871	25.4%	862	25.2%	836	25.7%	836	25.7%
College of Public Service	465	17.5%	538	19.2%	553	19.9%	597	19.5%	519	19.1%
Criminal Justice and Social Work	278	10.4%	270	9.8%	288	10.3%	334	10.9%	296	10.5%
College of Sciences and Technology	270	10.2%	331	11.8%	338	12.1%	336	11.0%	327	12.0%
University College	458	17.2%	486	17.4%	503	18.1%	809	18.9%	824	19.2%

Table 8.1.2 Baccalaureate Degrees Awarded by Gender and Ethnicity

	2015 - 2016		2016 - 2017		2017 - 2018		2018 - 2019		2019 - 2020	
	#	%	#	%	#	%	#	%	#	%
Female										
American Indian	7	0.4%	8	0.5%	13	0.7%	3	0.2%	5	0.3%
Asian	147	8.7%	129	7.3%	117	6.5%	139	7.0%	114	6.5%
Black	412	24.4%	439	25.0%	430	23.8%	457	23.0%	348	19.8%
Hispanic	723	42.8%	815	46.4%	838	46.4%	1,024	51.6%	931	53.0%
White	332	19.6%	298	17.0%	340	18.8%	292	14.7%	272	15.5%
Pacific Islander	3	0.2%	4	0.2%	2	0.1%	5	0.3%	5	0.3%
Two or More Races	15	0.9%	19	1.1%	16	0.9%	15	0.8%	35	2.0%
International	30	1.8%	29	1.7%	35	1.9%	32	1.6%	33	1.9%
Unknown	22	1.3%	16	0.9%	16	0.9%	19	1.0%	14	0.8%
Total Females	1,691	100.0%	1,757	100.0%	1,807	100.0%	1,986	100.0%	1,757	100.0%
Male										
	2015 - 2016		2016 - 2017		2017 - 2018		2018 - 2019		2019 - 2020	
	#	%	#	%	#	%	#	%	#	%
American Indian	3	0.3%	5	0.5%	4	0.4%	6	0.6%	3	0.3%
Asian	138	14.5%	163	15.7%	140	14.5%	144	13.4%	134	14.0%
Black	174	18.2%	190	18.3%	186	19.3%	171	16.0%	163	17.1%
Hispanic	346	36.2%	387	37.2%	360	37.3%	431	40.2%	389	40.8%
White	229	24.0%	237	22.8%	209	21.6%	264	24.6%	207	21.7%
Pacific Islander	4	0.4%	1	0.1%	1	0.1%	0	0.0%	5	0.5%
Two or More Races	9	0.9%	11	1.1%	19	2.0%	12	1.1%	13	1.4%
International	39	4.1%	27	2.6%	27	2.8%	34	3.2%	33	3.5%
Unknown	13	1.4%	19	1.8%	20	2.1%	9	0.8%	7	0.7%
Total Males	955	100.0%	1,040	100.0%	966	100.0%	1,071	100.0%	954	100.0%

Table 8.1.3: Master's Degrees Awarded by College

	2015 - 2016		2016 - 2017		2017 - 2018		2018 - 2019		2019 - 2020	
	#	% of GR	#	% of GR	#	% of GR	#	% of GR	#	% of GR
Master's Degrees	244	100.0%	384	100.0%	529	100.0%	556	100.0%	559	100.0%
<i>Davies College of Business</i>	193	79.1%	322	83.9%	428	80.9%	427	76.8%	421	75.3%
MBA: Business Administration	181	74.2%	310	80.7%	419	79.2%	408	73.4%	398	71.2%
MSM: Security Management	12	4.9%	12	3.1%	9	1.7%	19	3.4%	23	4.1%
<i>College of Humanities and Social Sciences</i>	24	9.7%	31	8.1%	32	6.0%	39	7.0%	45	8.1%
English	8	3.3%	10	2.6%	18	3.4%	18	3.2%	14	2.5%
MS: Professional Writing and Technical Communication	5	2.0%	4	1.0%	0	0.0%	0	0.0%	0	0.0%
MS: Technical Communication	1	0.4%	2	0.5%	9	1.7%	8	1.4%	9	1.6%
MA: Rhetoric and Composition	2	0.8%	4	1.0%	9	1.7%	10	1.8%	5	0.9%
<i>Social Sciences</i>	6	2.5%	21	5.5%	14	2.6%	21	3.8%	31	5.5%
MA: Non-Profit Management	6	2.5%	21	5.5%	14	2.6%	21	3.8%	31	5.5%
<i>College of Public Service</i>	27	11.2%	26	6.8%	40	7.6%	39	7.0%	36	6.4%
<i>Criminal Justice and Social Work</i>	26	10.7%	19	4.9%	26	4.9%	11	2.0%	22	3.9%
MS: Criminal Justice	26	10.7%	19	4.9%	26	4.9%	11	2.0%	22	3.9%
<i>Urban Education</i>	11	4.5%	7	1.8%	14	2.6%	28	5.0%	14	2.5%
MAT: Curriculum and Instruction	7	2.9%	4	1.0%	9	1.7%	21	3.8%	14	2.5%
MAT: Curriculum and Instruction with Certification	4	1.6%	3	0.8%	5	0.9%	7	1.3%	0	0.0%
<i>College of Sciences and Technology</i>	NA	-	5	1.3%	29	5.5%	51	9.2%	57	10.2%
Mathematics and Statistics	NA	-	5	1.3%	29	5.5%	51	9.2%	57	10.2%
MS: Data Analytics	NA	-	5	1.3%	29	5.5%	51	9.2%	57	10.2%

Table 8.1.4: Master's Degrees Awarded by Gender and Ethnicity

	2015 - 2016		2016 - 2017		2017 - 2018		2018 - 2019		2019 - 2020	
	#	%	#	%	#	%	#	%	#	%
Female										
American Indian	1	0.8%	0	0.0%	1	0.3%	1	0.3%	0	0.0%
Asian	8	6.3%	13	6.2%	27	9.3%	28	8.3%	29	9.1%
Black	29	22.7%	72	34.4%	96	31.2%	129	38.2%	133	32.2%
Hispanic	55	43.0%	61	29.2%	75	26.0%	104	30.8%	99	30.9%
White	26	20.3%	49	23.4%	61	21.1%	50	14.8%	56	18.1%
Pacific Islander	0	0.0%	0	0.0%	1	0.3%	2	0.6%	0	0.0%
Two or More Races	3	2.3%	4	1.9%	3	1.0%	5	1.5%	5	1.6%
International	6	4.7%	6	2.9%	18	6.2%	13	3.8%	19	5.9%
Unknown	0	0.0%	4	1.9%	7	2.4%	6	1.8%	7	2.2%
Total Females	128	100.0%	209	100.0%	289	100.0%	338	100.0%	320	100.0%
Male										
Asian	13	11.2%	25	14.3%	39	16.3%	39	17.9%	34	14.4%
Black	32	27.6%	42	24.0%	56	23.3%	56	25.7%	61	25.8%
Hispanic	26	22.4%	39	22.3%	64	26.7%	65	29.8%	65	27.5%
White	36	31.0%	51	29.1%	59	24.6%	46	21.1%	51	21.6%
Pacific Islander	0	0.0%	1	0.6%	0	0.0%	0	0.0%	2	0.8%
Two or More Races	3	2.6%	3	1.7%	3	1.3%	1	0.5%	3	1.3%
International	3	2.6%	8	4.6%	15	6.3%	8	3.7%	13	6.1%
Unknown	3	2.6%	6	3.4%	4	1.7%	3	1.4%	1	0.4%
Total Males	116	100.0%	175	100.0%	240	100.0%	218	100.0%	236	100.0%

Table 8.1.5: Graduate Certificates Awarded

	2015 - 2016		2016 - 2017		2017 - 2018		2018 - 2019		2019 - 2020	
	#	%	#	%	#	%	#	%	#	%
Total Graduate Certificates Awarded	226	100.0%	318	100.0%	371	100.0%	345	100.0%	376	100.0%
<i>Davies College of Business</i>	226	100.0%	318	100.0%	365	98.4%	338	98.0%	374	99.5%
Business Certificates	226	100.0%	318	100.0%	350	94.3%	334	96.8%	342	91.0%
Cyber Security Certificate (added Spring 2018)	NA	-	NA	-	15	4.0%	4	1.2%	32	8.5%
<i>College of Humanities and Social Sciences</i>	NA	-	NA	-	6	1.8%	7	2.0%	2	0.5%
Composition Studies Certificate (added Fall 2017)	NA	-	NA	-	3	0.8%	2	0.6%	1	0.3%
Medical & Applied Health Communication (added Spring 2019)	NA	-	NA	-	NA	-	4	1.2%	0	0.0%
Plain Language Certificate (added Fall 2017)	NA	-	NA	-	3	0.8%	1	0.3%	0	0.0%
Leadership and Strategic Planning in Nonprofit Sector (added Spring 2018)	NA	-	NA	-	NA	-	NA	-	1	0.3%

Table 8.1.6: Graduate Certificates Awarded by Gender and Ethnicity

	2015 - 2016		2016 - 2017		2017 - 2018		2018 - 2019		2019 - 2020	
	#	%	#	%	#	%	#	%	#	%
Female										
American Indian	1	0.9%	0	0.0%	0	0.0%	1	0.9%	0	0.0%
Asian	8	5.3%	20	11.0%	16	7.5%	26	12.1%	19	9.4%
Black	44	38.9%	75	41.4%	94	44.1%	81	37.7%	93	46.0%
Hispanic	40	35.4%	38	21.0%	60	28.2%	67	31.2%	40	19.8%
White	17	15.0%	32	17.7%	31	14.6%	30	14.0%	31	15.3%
Pacific Islander	0	0.0%	1	0.6%	2	0.9%	0	0.0%	0	0.0%
Two or More Races	1	0.9%	2	1.1%	2	0.9%	3	1.4%	6	3.0%
International	1	0.9%	6	3.3%	6	2.8%	5	2.3%	11	5.4%
Unknown	3	2.7%	7	3.9%	2	0.9%	2	0.9%	2	1.0%
Total Females	113	100.0%	181	100.0%	213	100.0%	215	100.0%	282	100.0%
Male										
Asian	16	14.2%	29	21.2%	22	13.9%	18	13.8%	17	10.1%
Black	35	31.0%	31	22.6%	40	25.3%	37	28.5%	48	29.6%
Hispanic	32	28.3%	32	23.4%	44	27.8%	47	36.2%	62	36.9%
White	23	20.4%	37	27.0%	38	24.1%	19	14.6%	28	16.7%
Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.6%
Two or More Races	4	3.5%	0	0.0%	3	1.9%	4	3.1%	2	1.2%
International	1	0.9%	5	3.6%	7	4.4%	2	1.5%	7	4.2%
Unknown	2	1.8%	3	2.2%	4	2.5%	3	2.3%	3	1.8%
Total Males	113	100.0%	137	100.0%	158	100.0%	139	100.0%	188	100.0%

Goal 2B : Student Success

First-Time-In-College (FTIC) Student Success Metrics

In addition to the [Progress Card](#), UHD publishes FTIC retention rates and six-year graduation rates on its [Student Achievement webpage](#). For the FTIC student success metrics below, FTICs are "first-time, full-time degree-seeking undergraduates who enter in the fall semester and who are still enrolled the following fall semester" ([UHS Accountability Report](#)).

FTIC First-Year Retention Rate

This outcome measures the percent of each FTIC cohort that is retained through the first academic year and enrolled in the fall of the second year. The target for this goal is informed by data from Texas Higher Education Accountability System and is established as part of the LBB process. For FY2021, the target was set at 73.03%. UHD has invested heavily in programs and services that support student retention and those efforts have paid off with the institution improving its FTIC first-year retention rate from the 2007-2008 threshold of 56% to 73.28% in 2019-2020.

That said, UHD's FTIC retention rate has been impacted by the pandemic as all courses were transitioned to online in Spring 2020. UHD is currently redoubling its effort to improve retention rates for both transfer and FTICs by:

- Increasing [support](#) for Early College graduates at UHD through increased mentoring, financial, academic, and social support, and guided career exploration;
- Implementing the Non-course Based Option to allow students who fail a first-year math course to review and attempt the final a second time;
- Enhancing support for FTIC's on probation through the [Gator Success Center](#); and
- Enhancing communication features in UHD's student success system, EAP Navigate to allow advisors and students to communicate more effectively.

The Provost's Office will also host a student success summit to identify additional strategies.

Figure 8.1.4: FTIC First-Year Retention

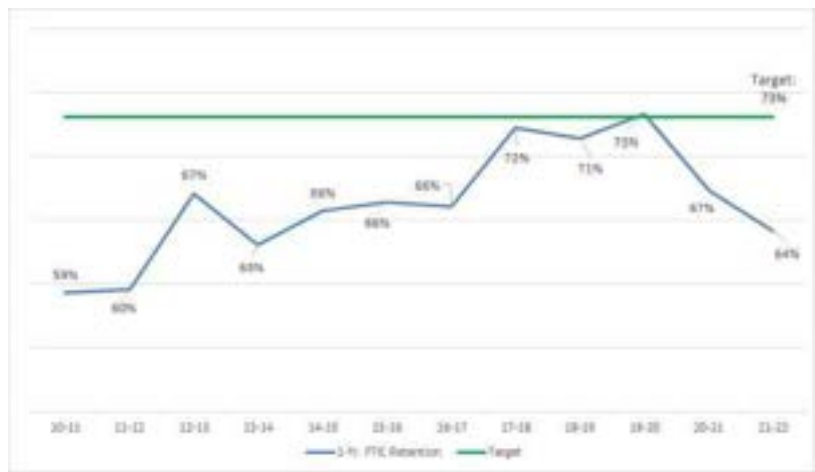


Table 8.1.7: One-Year Persistence Rates for UHD's Texas Peer Institutions

Institution	Full-time retention rate				
	2016	2017	2018	2019	2020
University of Houston-Downtown	66	72	71	73	67
Angelo State University	67	67	67	69	71
Midwestern State University	70	67	65	67	66
Sul Ross State University	60	58	48	52	52
Texas A & M University-Commerce	63	67	66	63	58
Texas A&M University-Texarkana	45	57	57	59	64
The University of Texas at Tyler	58	64	62	71	64
The University of Texas Permian Basin	69	66	68	63	65
The University of Texas Rio Grande Valley	80	79	76	76	81
University of Houston-Clear Lake	76	74	74	80	77
University of Houston-Victoria	62	56	56	61	66
University of North Texas at Dallas	66	77	73	70	71
Texas A&M University-San Antonio*		71	59	69	68
Average of peers	65	67	64	67	67
Median of peers	66	67	65.5	68	66

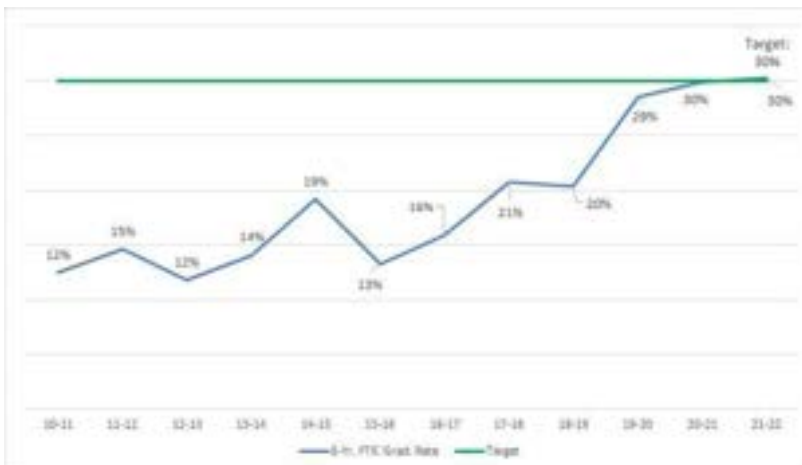
Source: IPEDS

*Texas A&M University-San Antonio inaugural class of first-year students and new transfer students began August 22, 2016.

Six-Year FTIC Graduation Rate

This target measures the percent of each FTIC cohort that graduates in six years or less. The target for this goal is established as part of the LBB process and was set at 30.11% for FY2021 and includes an analysis of comparable data from other Texas Comprehensive Institutions. UHD has placed significant emphasis on improving its six-year FTIC retention and graduation rates and while UHD has not yet reached the state average, considerable progress has been made. This metric almost doubled from the threshold of 15.42% in 2007-2008 to the current rate of 30.25%.

Figure 8.1.5: Six-Year FTIC Graduation Rate



Source: UHD Progress Card

Table 8.1.8: Average Six-Year FTIC Graduation Rates for UHD's Texas Peer Institutions

Institution	Graduation rate				
	2016	2017	2018	2019	2020
University of Houston-Downtown	16	21	20	29	30
Anglo State University	36	37	34	40	43
Midwestern State University	41	45	42	45	44
Sul Ross State University	23	22	25	25	30
Texas A & M University-Commerce	43	42	40	43	43
Texas A&M University-Texarkana	26	30	28	34	38
The University of Texas at Tyler	39	42	45	42	43
The University of Texas Permian Basin	34	43	41	40	41
The University of Texas Rio Grande Valley	41	45	46	46	47
University of Houston-Clear Lake*					52
University of Houston-Victoria	18	18	19	19	19
University of North Texas at Dallas	33	26	30	28	37
Texas A&M University-San Antonio**					
Average of peers	33	35	35	36	40
Median of peers	35	39.5	37	40	43

Source: IPEDS

*UH-Clearlake offered only upper-division classes prior to 2014. Downward expansion of course offerings was approved and the institution accepted its first cohort of FTIC first-year students in 2014. The 2020 data represent the institution's first six-year FTIC graduation data.

**Texas A&M was also an upper-division institution as well and did not admit FTIC students until 2016. Six-year graduate FTIC data for that first cohort will not be available until August 2022.

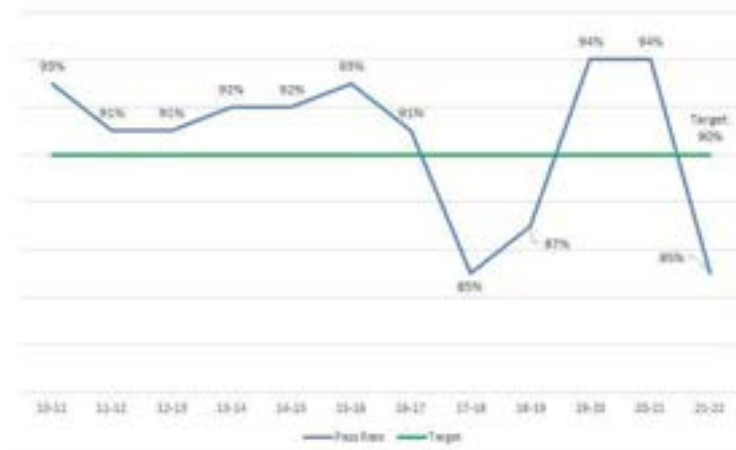
Six-year FTIC graduation rate data are disaggregated by Pell Grant recipients, race/ethnicity, and gender and are [linked](#) from the UHD's Student Achievement webpage.

- [2012 Disaggregated FTIC Graduation Data](#)
- [2013 Disaggregated FTIC Graduation Data](#)
- [2014 Disaggregated FTIC Graduation Data](#)
- [2015 Disaggregated FTIC Graduation Data](#)
- [2016 Disaggregated FTIC Graduation Data](#)
- [2017 Disaggregated FTIC Graduation Data](#)
- [2018 Disaggregated FTIC Graduation Data](#)
- [2019 Disaggregated FTIC Graduation Data](#)
- [2020 Disaggregated FTIC Graduation Data](#)

Pass Rate on Teacher Certification Exams

The [UHS Accountability Report](#) defines this metric as “the percentage of the tests passed by teacher education candidates.”

Figure 8.1.6 Pass Rate on Teacher Certification Exams



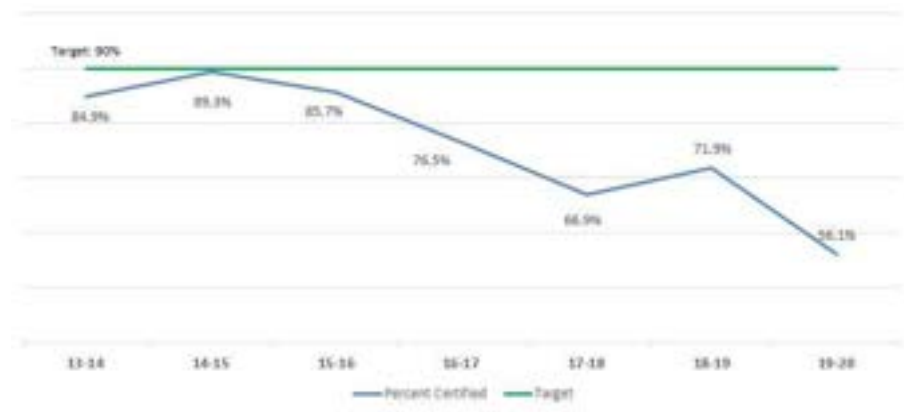
Source: UHD Progress Card

Certification Rate of Teacher Education Graduates

Related to the teacher certification exam pass rate is the LBB certification rate of teacher education graduates (percentage who become certified to teach) metric. UHD has set the target for this metric at 90%.

Although the Department of Urban Education at UHD recently began additional efforts to encourage students to complete their certification exams by the time of graduation, in 2019-2020 two main factors impacted this metric. The onset of the pandemic shut down testing centers, and months later when centers reopened it was on a limited basis at partial capacity. Secondly, Governor Abbot allowed Fall 2020 and Spring 2020 graduates to choose the Waiver probationary (WPRO) certification. Nearly 150 UHD graduates from this period elected the WPRO and used this one-year certification to acquire in-service teaching jobs. As such, they were teachers of record in their first year of teaching, during a pandemic which brought a number of challenges. This challenging situation may have limited their ability to prepare and pass the remaining exams required for standard certification. As the state returns to pre-pandemic conditions, the University expects this number to rise.

Figure 8.1.7 Certification Rate of Teacher Education Graduates



Source: LBB Performance Measures

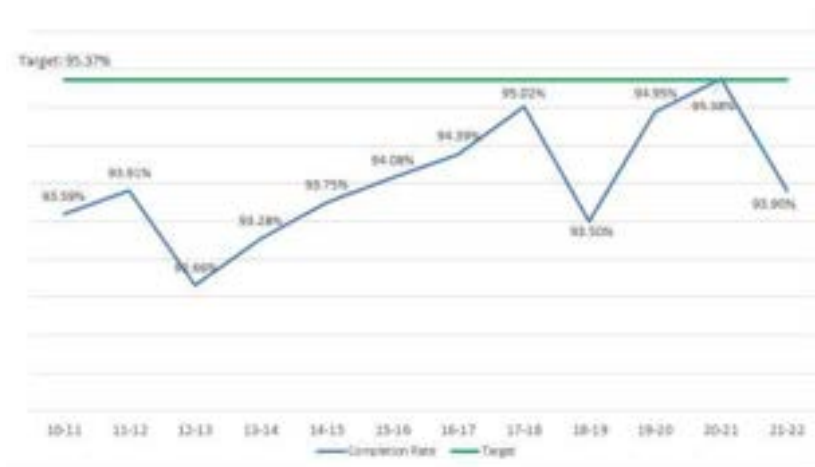
Course Completion Rate

Completion of individual courses is the foundation of a student's college success and therefore a crucial measure of student academic achievement. The University reports course completion rates to the State LBB annually as part of state accountability requirements. The course completion rate is also one of the measures used by THECB and UHS (as item 2.B.g) in UHD's institutional Progress Card.

The UHS Planning and Performance System defines the course completion rate as "Of the attempted semester credit hours (SCH), the percentage of SCH completed at the end of the fall semester as reported to the Texas LBB"

This metric combines both graduate and undergraduate SCHs and is published in UHD's Institutional Progress Card. The threshold for this metric was set at 92.64% based on 2007-2008 performance. As part of the LBB reporting process, UHD has set the target for this metric at 95.37%. This target is informed by institutional data as well as data from the Texas Higher Education Accountability System.

Figure 8.1.7: Course Completion Rate



Source: UHD Progress Card

Table 8.1.9: Average Course Completion Rates for Texas Comprehensive Institutions

Year	Institution Type	Avg. SCHs Completed
2014	Public Universities-Comprehensive	96%
2015	Public Universities-Comprehensive	96%
2016	Public Universities-Comprehensive	97%
2017	Public Universities-Comprehensive	97%
2018	Public Universities-Comprehensive	96%
2019	Public Universities-Comprehensive	96%

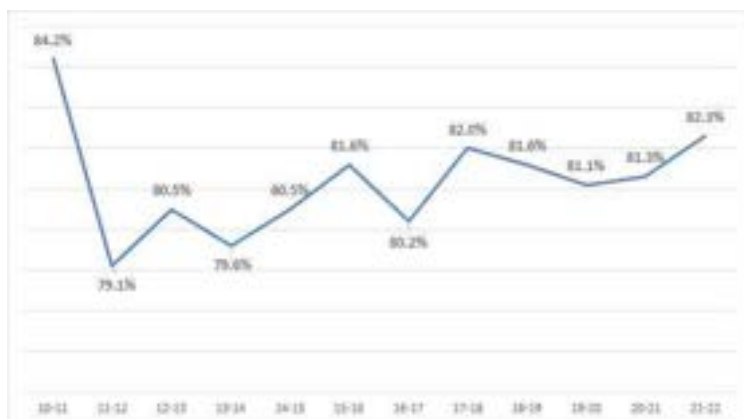
Source: Texas Higher Education Accountability System

Goal 3: Community Advancement

Percent of Graduates (graduate and undergraduate) Enrolled in Graduate Courses or Employed in Texas in One Year

As the data below show, the percentage of UHD students either enrolled in graduate courses or employed exceeds the most recently available median average for masters-level institutions. THECB is the source of this data. In 2021-2022, 82.3% of UHD graduates were either employed and/or perusing additional education one year after graduation. These data are published on the [UHD Progress Card](#).

Figure 8.1.8: Percent of Graduates Enrolled in Graduate Courses or Employed Within One Year



Source: [UHD Progress Card](#)

Table 8.1.10: Percent of 2019 Graduates from Texas Comprehensive Institutions Who Were Enrolled in Graduate Courses or Employed Within One Year

Year	Institution Type	Working and/or Enrolled	Count	Percentage	% Working and/or Enrolled
2019	Public Universities-Comprehensive	Enrolled Only	520	3%	80%
2019	Public Universities-Comprehensive	Working and Enrolled	1,250	8%	
2019	Public Universities-Comprehensive	Working Only	10,591	69%	
2019	Public Universities-Comprehensive	Not Found	3,033	20%	
		Total Graduates	12,361	100%	

Source: Texas Higher Education Accountability System









































Conclusion

The metrics that UHD uses to monitor student success including retention, graduation, and course completion rates, degrees awarded, post-graduation success, and teacher exam pass rates are appropriate for the institution and the students it serves. Because these metrics are commonly used in higher education, comparison data are readily available for UHD to benchmark against.

The above discussion focuses on the five primary locations where UHD publishes student achievement data: the [UHD Student Achievement webpage](#), the [UHD Fact Books](#), the [UHS Accountability Reports](#), the [THECB's Texas Higher Education Accountability System interactive webpage](#), and [IPEDS](#), including the [IPEDS Data Feedback Report](#). Information is also available from the [Common Data Set](#) which presents a centralized set of commonly requested pieces of institutional data that is available on the UHD website and in publications such as [U.S. News & World Report](#). Each of these resources provides detailed multi-year information relating to a variety of student success metrics. Much of this information is disaggregated by race/ethnicity, gender, and Pell Grant status and allows the public to compare UHD's performance with that of other institutions or institutional cohorts.

UHD uses this information, as well as information from other resources such as the National Student Clearing House and the LBB process, to evaluate its progress, prioritize goals and outcomes, and establish thresholds and performance targets.

Sources

-  60x30
-  About our Center _ University of Houston-Downtown
-  Common Data Set _ University of Houston-Downtown
-  Fact Books in PDF Format _ University of Houston-Downtown
-  Fact_Book_2020-2021
-  Gator Success Center
-  IPEDS DFR Report HTML
-  LBB Outcome Measures November 2021
-  LBB_Course_Completion_Rate_definition
-  LBB_Course_Completion_Rate_definitionREV
-  LBB_Performance_Measures_Nov_2021_with_targets
-  Mission - University of Houston System
-  Mission and Vision _ University of Houston-Downtown
-  Retention and Graduation rates 2016
-  Retention and Graduation rates 2017
-  Retention_and_Graduation_Rates_2015
-  Retention_and_Graduation_Rates_2019
-  Retention_and_Graduation_Rates_2020
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-  RetentionandGradRates2012
-  RetentionandGradRates2013
-  RetentionandGraduationRates2014
-  Student Achievement University of Houston-Downtown
-  Student Success & Equity Comm
-  THECB Accountability System
-  The Integrated Postsecondary Education Data System 1
-  UHD Greater Texas Foundation Scholars Program _ University of Houston-Downtown
-  UHD Progress Card 2020-2021
-  UHD_Progress_Card_2021_2022
-  UHS 2020 Accountability Report
-  UHS Accountability Reports
-  UHS Planning and Performance - University of Houston System
-  UHS Strategic Plan
-  UHS_Accountability_Report_2020-21_SinglePagesFinal
-  US News and World Report
-  University of Houston--Downtown - Profile, Rankings and Data _ US News Best Colleges
-  linked
-  p16
-  strategic-plan-revised-2015-2020
-  support

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Student Outcomes: Educational Programs

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for each of its educational programs.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Houston-Downtown (UHD) identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results for educational programs, including student learning outcomes. The policies and processes described below apply to all educational programs (degrees and certificates) regardless of level, delivery mode, or location of delivery.

Organizational Structure

The University has established policies, practices, infrastructure, and clear expectations, throughout the institution, that require educational programs to specify measurable student learning outcomes, create clear linkages between outcomes and curriculum, and use assessment results to improve students' learning.

UHD's mission establishes the foundation for continuous improvement in teaching and learning by declaring that the University's education programs will provide "strong academic and career preparation." The role the Office of Assessment and Accreditation plays in supporting this aspect of the mission is articulated in the office's unit-level mission statement:

The Office of Assessment and Accreditation provides leadership and supports continuous improvement in all areas of university operations including educational programs and academic, student, and administrative support services and by establishing and maintaining accountability to the UHD community, the public served by the university, accrediting agencies, and government agencies.

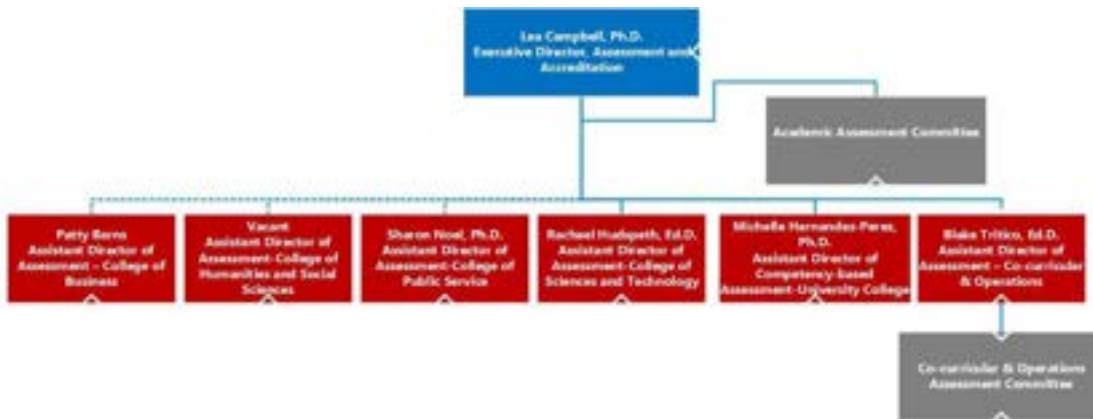
PS 03.A.31: Assessment of Academic Programs establishes assessment expectations and responsibilities for educational programs. (Note: PS 03.A.31 is currently under revision to accommodate the recent revision of the Director of Assessment's title to Executive Director. However expectations and responsibilities outlined in the policy remain the same.) All educational programs, including certificates, must have an assessment plan. Each program must also prepare an annual assessment report (**PS 03.A.31, §4.1.1.3-4/11/10**).

UHD has invested in the infrastructure and personnel to support assessment and the continuous improvement of student learning. The Executive Director of Assessment and Accreditation oversees all assessment activities within the university, ensuring that UHD's assessment practices support the effective assessment that contributes to improving student learning.

Each college has a dedicated assistant director of assessment who provides support to faculty. The Assistant Directors of Assessment in the College of Business report to the Assistant Dean of Analysis, Accreditation, and Assessment. The Assistant Directors for the College of Humanities and Social Sciences and the College of Public Service report to the deans of those colleges. All three positions have dotted reporting lines to the Executive Director. The remaining three assistant directors report directly to the Executive Director.

Figure 8.2.a.1 provides an overview of the reporting structure in the Office of Assessment and Accreditation. Additional information about the Academic Assessment Committee can be found below.

Figure 8.2.a.1. Office of Academic Assessment and Accreditation Reporting Structure.



Roles and Responsibilities

PS 03.A.31: Assessment of Educational Programs establishes assessment roles and responsibilities within the University. Section 3.2 establishes primary responsibility for the "overall quality, cohesiveness, and ongoing improvement of the education programs" with faculty. The full-time faculty affiliated with each program is responsible for identifying measurable course and program outcomes, developing the assessment plans, instruments, and reports, interpreting student learning data, and identifying and implementing strategies to improve student learning and program effectiveness.

PS 03.A.31: Assessment of Educational Programs also establishes the Academic Assessment Committee (§4.5). The committee is composed of the Executive Director of Assessment and Accreditation (formerly titled Director of Academic Assessment), faculty representatives from each of the five colleges, a representative from the Office of the Provost, and the six assistant directors of accreditation. The Academic Assessment Committee:

- serves as a forum where representatives from educational programs can exchange ideas on assessment and strategies for improving learning and effectiveness
- provides leadership in building and sustaining a culture of assessment at UHD
- organizes an annual rubric-based evaluation of assessment reports and shares results with faculty committees involved with assessment and program coordinators
- recommends assessment initiatives as needed
- interacts with other units when recommendations call for interventions outside the classroom

The Provost and deans, in collaboration with chairs and program directors, are charged with ensuring that program faculty carry out assessment duties to include collecting and evaluating data, maintaining assessment plans, submitting annual assessment reports, and utilizing results to identify and implement strategies to improve student learning and program effectiveness (§4.1.4.2). Deans also appoint faculty representatives to serve on the Academic Assessment Committee (§4.5.12).

The Executive Director of Assessment and Accreditation is charged with providing leadership, in cooperation with other academic officers in building and sustaining a culture of assessment (§4.1.6.2) and assisting academic units in conducting assessment (§4.1.6.1). The Executive Director is also responsible for providing annual summary reports to the Provost and other academic officers and serves as the non-voting standing chair of the Academic Assessment Committee.

The Assistant Directors of Assessment (ADs) are each assigned a group of academic and/or co-curricular programs. While program faculty are responsible for designing assessment instruments, evaluating student artifacts, interpreting assessment data, and identifying and implementing strategies for improvement within the curriculum, ADs serve as support staff and project managers. They organize and summarize assessment results for faculty review, assist with the deployment of e-portfolios to students using TK-20, UHD's e-portfolio system, under supervision from the faculty, draft narrative for assessment reports, develop and guide project plans for the implementation of improvement strategies which faculty have developed, and maintain archives of assessment plans, reports and supporting documentation ([AD Job Description](#)).

UHD's Approach to Assessment of Student Learning Outcomes

In FY21, UHD offered 44 undergraduate degrees, nine master's, and 20 graduate certificates. As required by **PS 03.A.31: Assessment of Academic Programs (§3)** all programs, including certificates, must have an assessment plan, unique to the curriculum included in the program. Each assessment plan must include the following elements:

- the program's mission statement
- measurable program-level student learning outcomes that articulate the unique learning that graduates of the program should know, value, and be able to do
- assessment measures (at least two per learning outcome, one of which must be a direct measure of learning)
- criteria for determining successful achievement of student learning outcomes
- an updatable timeline according to which all program-level student learning outcomes are assessed and reported on annually over a six-year cycle ([PS 03.A.31, §4.1.1.1](#))

Faculty use a variety of instruments to directly assess student learning. Rubric-based evaluations of student portfolios and other artifacts are the most common strategy although objective exams (reported by item or theme), licensure exams, and rubric-based evaluations of student performance (observation), particularly in the Creative Arts, Social Work, and teacher education programs, are also used.

Student surveys are the most common indirect method of evaluation used.

Each program prepares an annual assessment report based on a common format that includes the following elements:

- the program-level student learning outcomes that were measured during the preceding year
- a summary of findings resulting from assessing those outcomes
- a statement of the degree to which students achieved those outcomes
- a summary of strategies that will be implemented over the next academic year to improve student learning and assessment practices. If the success criterion is not met for a learning outcome, the program must provide an improvement strategy. If data were not collected as required, a strategy to ensure data collection must also be provided
- a summary of actions taken to implement improvements which were identified in the previous year's assessment report ([PS 03.A.31, §4.1.1.3-4/1/1/10](#))

The Executive Director of Assessment and Accreditation provides a summary report to the Provost and deans annually that identifies areas where program assessment has improved and areas where improvement still needs to occur. Programs that fail to follow through on assessment strategies must work with the Assistant Director of Assessment to develop a project plan that will ensure that initiatives are completed promptly. While the Executive Director and AD provide leadership and support, ultimately the Provost and the college deans are responsible for assessment and improvements of student learning within each college. An example of an end-of-assessment-cycle report can be found below:

[AY2021 COB End of Cycle Review](#)

While a handful of programs have, in the past, consistently reported "no improvements needed," that is rarely an indicator that faculty are not continually working to improve student learning. In these cases, ADs work with them to document improvements that they are making

New programs also must submit assessment reports. However, these differ slightly from the format for established programs since they will not have a critical mass of graduates for two to three years after launch. New programs are required to use Years 1 and 2 to develop assessment processes and instruments and Year 3 to pilot assessment processes. At the end of three years, these programs are considered established and are required to submit full assessment plans.

Before 2021, the degree programs' assessment plans and assessment reports were entered into the TracDat system along with supporting documents such as data sets, charts, graphs, assessment instruments, and notes from faculty assessment committee meetings. These materials are available throughout the year for faculty reference as they implement improved learning strategies and assess other learning outcomes. Due to the cumbersome and expense of the system, UHD is moving toward a system in which assessment documents are maintained as PDFs and housed in a special TEAMS archive. As with TracDat, faculty and staff have access to their reports throughout the year.

Once a degree program's annual assessment report has been completed the department chair and college dean must sign off on it and the Provost receives an annual update on assessment activities across the University.

Please see Table 8.2.a.5 for assessment plans and 2018/19, 2019/20, and 2020/21 assessment reports for a sample of UHD assessment plans and reports.

Assessment of Programs Delivered Online and at Off-Campus Sites

UHD's assessment policy and procedures apply to all programs, regardless of whether the program is taught primarily at the main downtown campus, at an off-campus instructional site or online and many programs offer their classes both face-to-face and online.

UHD does not designate its students by instructional modality or site since students transition from one modality and site to another depending on their needs each semester. That said, some students do take a majority of classes online or at an off-campus instructional site. UHD requires faculty to disaggregate assessment results by face-to-face, and off-campus locations to ensure students in these cohorts are succeeding at levels comparable to those completing their degrees primarily in face-to-face classes at the downtown campus.

According to this revision:

PS 03.A.31: Assessment to Educational Programs requires that:

- undergraduate programs must disaggregate assessment results by cohort once the total number of graduates completing 50 percent or more of their UHD coursework online or at a SACSCOC-approved off-campus site reaches 20 during an academic year for undergraduate programs or ten for graduate programs (§ 4.1.1.4)
- graduate programs must disaggregate assessment results by cohort once the total number of graduates completing 50 percent or more of their UHD coursework online or at a SACSCOC-approved off-campus site reaches 10 during an academic year for undergraduate programs or ten for graduate programs (§ 4.1.1.4)

Once a program has met the threshold for disaggregation, it must continue to disaggregate data by delivery mode and/or location for subsequent assessment cycles unless there is a significant change such as closing a program at an off-site location.

The expectation is that online and off-site students are held to the same learning outcomes and performance expectations as students in the face-to-face courses on the Downtown campus. Should the online or off-site students' performance not be on par with their peers at the main campus, there is an expectation that faculty will take action to address student success problems among underperforming groups.

The programs listed in Table 8.2.a.2 have reached these thresholds and must report disaggregated data.

Table 8.2.a.1: Disaggregation Schedule for Academic Programs

Program	Online	Downtown	Kingwood	Northwest
<i>Marilyn Davies College of Business</i>				
BBA: Accounting	X	X		
BBA: Enterprise Information Systems	X	X		
BBA: Finance	X	X		
BBA: General Business	X	X		
BBA: Management	X	X		
BBA: Marketing	X	X		
BBA: Supply Chain Management	X	X		
<i>College of Humanities and Social Sciences</i>				
BA: Communication Studies	X	X		
BS: Health and Behavioral Sciences	X	X		
BS: Psychology	X	X		
<i>College of Public Service</i>				
BA: Education		X	X	X
MS: Criminal Justice	X	X		
<i>University College</i>				
BS: Interdisciplinary Studies	X	X		

UHD has four programs that are taught entirely online and are assessed per PS 03.A.31. These include:

- BAAS: Applied Administration
- MA: Non-Profit Management
- Graduate Certificate in Cyber Security
- MS: Security Management

Table 8.2.a.5 at the end of this section provides a sample of assessment plans and reports for AY19, AY20, and AY21.

Assessment as Strategy to Improve Learning

UHD's assessment program has improved considerably both in terms of the quality of the learning outcomes, measurement strategies, assessment reports, and the sophistication of the interventions faculty are employing to improve student learning. Examples include:

- All BBA programs in the College of Business (COB): The COB originally used the ETS Field Test to assess student learning. However, questions and content were poorly aligned with many of the programs' curricula. ETS also did not have a version of the test for the Insurance and Risk Management program. In 2017, the COB faculty developed the Business Core Assessment Test (BCAT) as an internal assessment of student learning. After the first few administration of the BCAT, a detailed item analysis of the results was conducted. In reviewing the results, faculty across all programs realized that some learning outcomes were not effectively developed within the curriculum and that courses were not always consistently taught across sections. Faculty are now working to standardize curriculum across course sections to ensure that students have adequate preparation regardless of the discipline or electives are taken.

- BBA-Humanities: Before 2018, the Humanities degree was composed of a collection of electives drawn from other disciplines making it difficult to assess student learning and to provide any common instruction to Humanities majors.

In 2018 the Humanities faculty implemented HUM 4098, a zero credit portfolio course, as a graduation requirement. Since all Humanities majors must complete the portfolio, faculty now have a reliable source of student artifacts to assess student learning.

In 2019 the Humanities faculty established HUM 3310/ENG 3340: Cultural Competency as a core course that all Humanities majors. This course will ensure that faculty can emphasize key skills such as writing within the Humanities and using sources to advance an argument. The addition of this course as a core element in the program has also allowed faculty to place greater emphasis on program learning outcomes such as understanding how cultural and intellectual traditions a relevant in the 21st century.

All programs have assessment plans and 80-100% of programs are submitting annual assessment reports that describe the collection and evaluation of data relevant to program-level student learning outcomes and identify strategies for improving learning and assessment practices. Assessment staff work with faculty when a program does not submit a report to identify strategies to support the faculty during the coming assessment cycle.

Table 8.2.a.2 Percentage of Programs Submitting Assessment Reports

College	2018/2019		2019/2020		2020/2021	
Marilyn Davies College of Business	100%	n = 23	100%	n = 23	100%	n = 24
College of Humanities and Social Sciences	81%	n = 21	87%	n=21	81%	n = 21
College of Public Service	100%	n = 8	100%	n = 8	100%	n = 8
College of Sciences and Technology	93%	n = 2	80%	n = 14	82%	n = 17
University College	100%	n = 2	100%	n = 2	100%	n = 2

Faculty Development in Assessment

The Office of the Provost and Office of Assessment and Accreditation provides many opportunities for faculty to learn more about effective teaching and assessment of student learning. Since 2014, many faculty have presented at or attended the following conferences:

- SACSCOC Annual Meeting
- Texas A&M Assessment Conference
- LEAP Texas Annual Meeting
- Texas A&M Commerce State of Competency-based Education Symposium (CB Exchange)
- Texas Higher Education Coordinating Board Core Curriculum Study and Report Advisory Committee
- Texas Association for Higher Education Assessment
- TK-20 Annual Conference

The Office of Assessment and Accreditation works closely with the Center for Teaching and Learning Excellence (CTLE) to embed assessment-related topics in the Center’s programming. For example, the Office of Assessment and Accreditation has partnered with CTLE to offer workshops on Critical Thinking Assessment, Learning Assessments and Feedback, and Evidence-based Instruction. Office of Assessment and Accreditation staff are also available to work with faculty on developing rubrics, aligning assignment prompts, deploying e-portfolios, and developing or norming rubrics, and reviewing survey design. These internal resources are available to all full- and part-time, free of charge.

Other Assessment Efforts

Program Accreditation

Table 8.2.a.3 provides an overview of UHD programs that are accredited by discipline-specific accreditors or state agencies. In each case, the assessment practices required for these discipline-specific accreditations have been aligned with UHD’s process of assessing student learning outcomes. In some cases, such as the Council on Social Work Education and the Commission on Collegiate Nursing Education program-specific outcomes are mandated by the accreditors and require annual assessment of all learning outcomes.

Table 8.2.a.3 UHD Degree Programs with Discipline-Specific Accreditations

Program	Accrediting Agency	Accreditation History	Next Scheduled Review
BSW: Social Work	Council on Social Work Education	An initial application for accreditation was submitted in 2008 and reaffirmed in June 2017.	June 2024
BBA/all majors MBA Master of Public Accountancy	AACSB-International	UHD's business programs have held AACSB accreditation since 1994. The most recent site visit occurred in 2019.	2023-2024
BA: Education BA: Interdisciplinary Studies MAT: Secondary Education	Texas Education Association	TEA bases its accreditation on graduates' Texas certification exam test scores. The programs have maintained accreditation since inception. The most recent self-study occurred in 2016	Per the Texas Administrative Code (TAC Title 19 Part 7 Rule 228.10), TEA is required to conduct a review every 5 years and UHD provides an annual informal accreditation review.
BSET: Control and Instrumentation Engineering Technology	Engineering Technology Accreditation Commission-ABET	Maintained accreditation since 1992, with the most recent reaffirmation occurring in 2019.	Accredited through 2025-2026
BSET: Structural Analysis and Design Technology	Engineering Technology Accreditation Commission-ABET	Maintained accreditation since 1992, with the most recent reaffirmation occurring in 2019.	Accredited through 2025-2026
BS: Chemistry	American Chemical Society	Maintained ACS approval since 2009 with the most recent reaffirmation in 2020-2021.	Department provides an annual report with the next full report due on June 30, 2026.
BS: Nursing (RN to BSN)	Commission on Collegiate Nursing Education	Initial accreditation was awarded on October 7, 2019.	Next evaluation: Fall 2024

Periodic Program Review

Texas Administrative Code, Rule 5.52 of the Texas Higher Education Coordinating Board (THECB) rules provides criteria and procedures for the review of existing graduate programs. The rule stipulates a ten-year period during which institutions are required to conduct a program review of masters and doctoral programs.

For each program under review, institutions are required to develop a self-study in which the program reports on:

- faculty qualifications
- faculty publications
- faculty external grants
- faculty teaching load
- faculty/student ratio
- student demographics
- student time-to-degree
- student publication and awards
- student retention rates
- student graduation rates
- student enrollment
- graduate licensure rates (if applicable)
- graduate placement (i.e., employment or further education/training)
- number of degrees conferred annually
- alignment of the curriculum with the stated program and institutional goals and purposes
- program curriculum and duration in comparison to peer programs
- program facilities and equipment
- program finance and resources
- program administration

The THECB program review also stipulates that at least one out-of-state faculty evaluator with subject-matter expertise reviews the self-study and develops a report that identifies program strengths and weaknesses and makes recommendations for improvement.

Faculty in the program must then respond to the evaluator's report, identifying strategies to act on the evaluator's recommendations, where appropriate. An executive summary of the self-study, the self-study, the evaluator's report, and the response to the report are submitted to the THECB for review.

Table 8.2.a.4 provides an overview of the THECB Graduate Program Review Schedule with links to recent self-studies.

Table 8.2.a.4 THECB Graduate Program Review Schedule

Year	Program	THECB Review
<i>CYCLE 1</i>		
AY13	MS: Criminal Justice	Accepted as submitted
AY14	MS: Security Management	Accepted as submitted
AY15	MA: Teaching	Accepted as submitted
AY16	MS: Technical Communication	Accepted as submitted
AY17	MBA	Accepted as submitted
AY18	MA: Nonprofit	Accepted as submitted
AY19	MA: Rhetoric and Composition	Accepted as submitted
<i>CYCLE 2</i>		
AY21	MS: Data Analytics	THECB Response Pending
AY22	MS: Criminal Justice	August 2022
AY23	MS: Security Management	August 2023
AY24	MA: Teaching	August 2024
AY25	MS: Technical Communication	August 2025
AY26	MBA	August 2026
AY27	MA: Nonprofit	August 2027
AY28	MA: Rhetoric and Composition	August 2028

UHD Internal Program Review

In addition to the THECB graduate program review process, UHD is currently piloting an internal program review process that will apply to all undergraduate and graduate degrees. The goals of UHD's program review process are designed to focus on areas that are not addressed by many accreditation bodies or the THECB program review process and include:

- guiding the direction and priorities for the programs and the institution
- identifying areas for improvement and development
- promoting goal setting within the departments as well as across departments
- identifying potential opportunities for improved resource (re)allocation
- promoting cross-unit awareness of practices and opportunities for collaboration
- assuring institutional quality to students, faculty, parents, alumni, and other stakeholders

In AY 2022, the BS: Geoscience and the MA: Teaching will pilot the program review process. Based on the results of the pilot, UHD will refine and finalize the internal program review process. An overview of UHD's program review process can be found [here](#).

Assessment Plans and Reports

Table 8.2.a.7 provides assessment plans and reports for a sample of UHD programs, demonstrating UHD's adherence to PS 03.A.31 and that assessment is continuous and ongoing. Samples were selected to showcase assessment of both graduate and undergraduate programs from each college as well as both new and established programs. Where applicable, faculty have disaggregated data by modality and location. A justification for inclusion in the sample as well as notes on the program's available online or at an off-campus location are designated under the "Notes" column.

In reviewing UHD's assessment processes, it should be noted that faculty identify strategies for improvement in the initial assessment report and faculty then have one year to implement the initiative. A follow-up on the implementation of those initiatives are reported as part of the next year's report. Thus, full implementation of AY2021 initiatives will be reported as part of the AY2022 reporting cycle.

Table 8.2.a.5: Sample of Academic Programs Assessment Plans and Reports

Program	Active Assessment Plan	2018-2019 Report	2019-2020 Report	2020-2021 Report	Notes
Marilyn Davies College of Business					
BBA Core	X	X	X	X	<i>BBA programs consist of a common core of foundational business courses plus upper-division courses in the discipline. The Business faculty assess the core separate from the upper-division courses to ensure students possess the foundational skills needed to be successful within the disciplines.</i>
BBA: Accounting	X	X	X	X	<i>Large, established undergraduate program. Program is available online and in-person at the UHD main campus and results are disaggregated accordingly.</i>
BBA: International Business	X	X	X	X	<i>Small, interdisciplinary program.</i>
BBA: Marketing	X	X	X	X	<i>Moderately-size, established program.</i>
Graduate Certificate: Accounting	X	X	X	X	<i>Graduate certificate.</i>
Graduate Certificate: Finance	X	X	X	X	<i>Graduate certificate.</i>
MPAC (Master Professional Accountancy)	X			X	<i>New master's program.</i>
MBA	X	X	X	X	<i>Established master's program.</i>
College of Humanities & Social Sciences					
BA: Fine Arts	X	X	X	X	<i>Multi-disciplinary undergraduate fine arts program taught face-to-face at the main campus.</i>
BA: History	X	X	X	X	<i>Undergraduate program</i>
BA: Humanities	X	X	X	X	<i>Small, multi-disciplinary undergraduate program.</i>
BA: Philosophy	X	X	X	X	<i>Small undergraduate program.</i>
BS: Technical Communication	X	X	X	X	<i>Undergraduate program with an affiliated master's.</i>
Graduate Certificate: History	X		X	X	<i>New graduate certificate. The college Assistant Director of Assessment worked with faculty in AY21 to improve the quality of their assessment reports.</i>
Graduate Certificate: Plain Language	X			X	<i>Very small graduate program. During AY18 there was only 1 graduate and faculty felt results were too limited to determine program success. There were no graduates to assess in AY19, AY20 or AY21.</i>
MA: Non-Profit Management	X	X	X	X	<i>Fully online program master's program.</i>



















































MA: Rhetoric & Composition	X	X	X	X	Master's program.
MS: Technical Communication	X	X	X	X	Master's program.
College of Public Service					
BA: Education/BA: Interdisciplinary Studies (Urban Education)	X	X	X	X	<p>The assessment plan for the BA-Education/BAIS program has been aligned with teacher education accreditation standards. The first measure of each outcome is the direct measure. The second and third measures can be found under the program effectiveness measures which track teacher pass rates on the licensure exam and student feedback related to the 10 Standards.</p> <p>Program is available in person at the main campus, UHD Northwest, and LSC Kingwood. Data have been disaggregated across all three locations.</p>
BAAS: Criminal Justice	X	X	X	X	This program is taught both online and face-to-face.
BS: Criminal Justice	X	X	X	X	Large undergraduate program that is available both online and in person.
Graduate Certificate: Applied Correctional Practice	X				The Graduate Certificate is new and will not report for the first time until October 2022. The program does have an assessment plan in place.
MA: Teaching with Curriculum & Instruction	X	X	X	X	Fully online graduate program.
MA: Teaching with Certification	X	X	X	X	Fully online graduate program with exception of practicum courses.
MS: Criminal Justice	X	X	X	X	Master's program available in person and online.
College of Sciences & Technology					
BA/BS: Mathematics	X	X	X	X	Small, established face-to-face program.
BS: Applied Statistics	X	X	X	X	<p>Small, established face-to-face program.</p> <p>No report for AY19 due to changes in departmental leadership.</p>
BS: Biology	X	X	X	X	Established face-to-face program.
BS: Biotechnology	X	X	X	X	Established face-to-face program.
BS: Chemistry	X	X	X	X	Established face-to-face program.
BS: Computer Science	X	X	X	X	Established face-to-face program.
BS: Geosciences	X	X	X	X	Established face-to-face program.
University College					
BAAS: Applied Administration	X	X	X	X	Large, multi-disciplinary, undergraduate program.
BS: Interdisciplinary Studies	X	X	X	X	Large, established fully-online undergraduate program.
University College does not have any graduate programs.					























































Reports and assessment plans are available for all programs from the Office of Assessment and Accreditation.














































Conclusion

UHD identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for each of its educational programs.

Sources

-  18-19 BAFA AssessmentReport
-  18-19 BSTC AssessmentReport
-  18-19 HBS AssessmentReport
-  18-19 HIST AssessmentReport
-  18-19 MSTC AssessmentReport
-  18-19 NPM AssessmentReport
-  18-19 PHIL AssessmentReport
-  18-19_MARC_AssessmentReport_Final
-  AY19 Applied Stat Assessment Report
-  AY19-AssessmentReport-BBA-ACC
-  AY19-AssessmentReport-BBA-Core
-  AY19-AssessmentReport-BBA-IB
-  AY19-AssessmentReport-BBA-MKT
-  AY19-AssessmentReport-MBA-ACC
-  AY19-AssessmentReport-MBA-Core
-  AY20 Applied STAT Assessment Report
-  AY20 BA Humanities Assessment Report Final FINAL2
-  AY20 BAFA_AssessmentReport
-  AY20 BAHist_AssessmentReport
-  AY20 BAPhil_AssessmentReport
-  AY20 BSTC_AssessmentReport
-  AY20 CHEM Assessment Report
-  AY20 GCHist_AssessmentReport
-  AY20 MANPM_AssessmentReport
-  AY20 MARC_AssessmentReport
-  AY20 MSTC_AssessmentReport
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-  AY20-AssessmentReport-MBA-ACC
-  AY20-AssessmentReport-MBA-Core
-  AY2018-19 BAAS CJ Assessment Report_Final_
-  AY2018-19 BAAS-AA Assessment Report
-  AY2018-19 BS CJ Assessment Report_Final (002)_AB_1
-  AY2018-19 BSIS Assessment Report
-  AY2018-19 BTBS Assessment Report
-  AY2018-19 CBS Assessment Report
-  AY2018-19 CSBS Assessment Report
-  AY2018-19 MBABS Assessment Report
-  AY2018-19 MSCJ Assessment Report_Final
-  AY2018-19 UE BAIS Assessment Report
-  AY2018-19 UE MAT CERT Assessment Report (1)
-  AY2018-19 UE MAT CERT Assessment Report -MAT
-  AY2018-19 UE MAT CI Assessment Report
-  AY2018-19 _Computer Science_Assessment Report
-  AY2019 MARC Program Review Merged
-  AY2019-20 BAAS CJ Assessment Report_final_
-  AY2019-20 BAAS-AA Assessment Report
-  AY2019-20 BBS Assessment Report

-  AY2019-20 BSCJ CJ Assessment Report_final_ (1)
-  AY2019-20 BSIS Assessment Report
-  AY2019-20 BTBS Assessment Report
-  AY2019-20 GBS Assessment Report
-  AY2019-20 MBABS Assessment Report
-  AY2019-20 MS CJ Assessment Report_final_
-  AY2019-20 UE BAIS Assessment Report
-  AY2019-20 UE MAT CERT Assessment Report
-  AY2019-20 UE MAT CI Assessment Report
-  AY2019-20 _Computer Science_Assessment Report
-  AY2020-21 BAAS Assessment Report_Final__
-  AY2020-21 BAAS-AA Assessment Report
-  AY2020-21 BAAS-AA CIP
-  AY2020-21 BSCJ Assessment Report
-  AY2020-21 BSIS Assessment Report
-  AY2020-21 BSIS CIP
-  AY2020-21 Biology Assessment Report
-  AY2020-21 Biotechnology Assessment Report
-  AY2020-21 CHEM CIP
-  AY2020-21 Chemistry Assessment Report
-  AY2020-21 Geosciences Assessment Report
-  AY2020-21 MSCJ Assessment Report
-  AY2020-21 Math Assessment Report
-  AY2020-21 Math CIP
-  AY2020-21 Statistics Assessment Report
-  AY2020-21 UE BAIS Assessment Report
-  AY2020-21 UE MAT CERT Assessment Report
-  AY2020-21 UE MAT CI Assessment Report
-  AY2020-21 _Computer Science_Assessment Report
-  AY2021 MSDA THECB Program Review Merged
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-  AY21-AssessmentReport-BBA-ACC
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-  AY21-AssessmentReport-CS-Certificate
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-  AY21Applied STAT Assessment Report
-  About TEA _ Texas Education Agency
-  Accreditation _ AACSB
-  Accreditation _ ABET
-  American Chemical Society
-  Applied STAT Assessment Plan
-  Assessment Report 18-19 -BA Humanities
-  Assessment Report 20-21 - BA FineArts
-  Assessment Report 20-21 - BA History
-  Assessment Report 20-21 - BA Humanities (REVISED)
-  Assessment Report 20-21 - BA Philosophy
-  Assessment Report 20-21 - BS TechComm
-  Assessment Report 20-21 - CERT History
-  Assessment Report 20-21 - MA Nonprofit

-  Assessment Report 20-21 - MA RhetComp
-  Assessment Report 20-21 - MS TechComm
-  AssessmentPlan_BBA-ACC
-  AssessmentPlan_BBA-Core
-  AssessmentPlan_BBA-IB
-  AssessmentPlan_BBA-MKT
-  AssessmentPlan_BioTech
-  AssessmentPlan_Biology
-  AssessmentPlan_MBA-ACC
-  AssessmentPlan_MBA-ACCNEW
-  AssessmentPlan_MBA-Core
-  AssessmentPlan_MBA-FIN
-  AssessmentPlan_MPAC
-  Assistant Director, Assessment
-  BA BS Math Assessment Plan
-  BA Humanities Assessment Plan
-  BA-History Assessment Plan
-  BA-Philosophy Assessment Plan
-  BAAS -CJ Assessment Plan - 2021-2027
-  BAFA Assessment Plan
-  BAIS Assessment Plan_NEW AY2021-27-
-  BS-CJ -Assessment Plan 2019
-  BS-Tech Comm Assessment Plan
-  CCNE Accreditation
-  CS Assessment Plan
-  College of Business AY21 Feedback Report2
-  Council on Social Work Education (CSWE) - Home
-  GC in History Assessment Plan
-  GC-Applied Correctional Practice Assessment Plan 2021-27
-  GEOL report_LO1_2018-2019
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-  MA-NPM Assessment Plan
-  MARC Assessment Plan
-  MAT CERT_Assessment Plan_NEW_FinalAY2021-27_
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-  MS Tech Comm Assessment Plan
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-  PS03A31
-  Program Review Proposal 4-22-21 FINAL-expanded_PDF01242022
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-  TAC_Title_19_Part7_Rule228_10
-  Texas Administrative Code 5.52
-  UHD's Approach to Student Learning Outcomes
-  completed catalog 2021-2022
-  current graduate catalog 2021-2022

Program Content

Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals, and (c) are based upon fields of study appropriate to higher education.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Educational programs offered at the University of Houston–Downtown (UHD), regardless of modality, are compatible with its stated mission and goals, are based on fields of study which are appropriate to higher education, and embody a coherent course of study. Degree programs are offered at the baccalaureate and master's levels and graduate-level academic certificate programs, largely derived from academic degree programs, are also offered. Rigorous reviews of curriculum changes at the institutional, University of Houston System (UHS), and state levels and through the SACSCOC substantive change process ensure that educational programs align with the University's mission, are based on fields of study appropriate for a university, and embody a coherent course of study. The undergraduate and graduate catalogs are publicly available on the University's website and provide comprehensive information about programs and courses offered.

Appropriateness to Institutional Mission

UHD's degrees, graduate certificates, and curriculum are directly related and appropriate to its mission and goals. A list of all degree programs is provided in the [Institutional Summary Form Prepared for Commission Reviews](#).

As a comprehensive four-year university, UHD currently offers 44 undergraduate degree programs, nine master's programs, and 20 master's-level graduate certificates that are designed to fulfill the institution's mission to "provide strong academic and career preparation" that "address the needs and advance the development of the region." UHD does not offer diplomas or undergraduate certificates.

UHD's liberal arts programs prepare students with strong academic skills in critical thinking, analysis, and written and oral communication. The University's programs in business, computer science and cyber security, engineering, data science, non-profit management, education, criminal justice, and nursing are closely aligned with drivers within the Houston, regional, state, and national economies and provide UHD's students with strong career preparation that meet and advance the needs of the region. Programs are designed to prepare students not only for careers but also for advanced study for those who decide to pursue graduate and professional degrees after graduation.

Appropriate and Coherent Courses of Study

The University's undergraduate and graduate degrees and graduate certificates are appropriate for a university and coherently designed to facilitate student acquisition of a body of knowledge and skills related to a specific field.

At the undergraduate level, UHD offers:

- Bachelor of Arts (BA)
- Bachelor of Applied Arts and Science (BAAS)
- Bachelor of Business Administration (BBA)
- Bachelor of Science (BS)
- Bachelor of Science in Interdisciplinary Studies (BSIS)
- Bachelor of Science- Engineering Technology (BSET)
- Bachelor of Science in Nursing (BSN)
- Bachelor of Social Work (BSW)

UHD defines majors as "a specific program of study within a degree representing a discipline, field of study, or a designated combination of fields that form the unique area of knowledge or skill for a bachelor's degree in which students concentrate and in which the university is authorized to grant degrees" in [PS 3.A.35: Majors, Minors, Simultaneous Majors, and Second Degrees \(§ 2.2\)](#). UHD's degrees are associated with majors in the liberal arts, social sciences, interdisciplinary studies, business, the natural and physical sciences, nursing, mathematics and statistics, data science, engineering, computer science, education, social work, and criminal justice. These types of degrees and disciplines are all well-established within the curricula of universities across the United States and thus appropriate for UHD as an institution of higher education.

All undergraduate programs have at least 120 hours and courses within each degree and major progress in depth and breadth as course-level numbers rise from 1000-level to the 4000-level. The 42-hour Texas Common Core Curriculum ([Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter, B §4.28](#)) serves as the foundation for upper-division, discipline-specific coursework. The core curriculum includes outcomes in critical thinking, communication, teamwork, social and personal responsibility, and empirical and quantitative reasoning that underpin and support key threads in all undergraduate programs. Core courses in Composition I and II (ENG 1301 and 1302) form the foundation of writing in undergraduate degrees and all native undergraduate students must complete at least these six hours of writing-intensive instruction. Transfer students must either complete ENG 1301 and 1302 or have approved transfer courses to substitute for these two components of the Core.

Many undergraduate programs specify that particular elements of the core curriculum must be completed before the student can commence coursework in the major. For example, students must complete ENG 1302 and the Language, Philosophy, Culture core requirement before enrolling in most upper-division English courses.

Some degree programs require students to choose from one of several concentrations in a specialized area within the program. Some degree programs also require courses outside the major discipline as part of the program. For example, the [BA-Humanities](#) requires 6-8 credit hours of foreign language study.

A majority of undergraduate programs have some sort of capstone experience as a culminating programmatic experience. All BBA degrees and the [BSET Control and Instrumentation Engineering Technology](#) and the [BSET Structural Analysis with Design Option Engineering Technology](#) degrees have pathways of progressive coursework leading up to senior capstone courses that require students to synthesize knowledge in the discipline. The [BSW-Social Work](#) and the [BA-Education \(formerly the BA-Interdisciplinary Studies\)](#) require fieldwork or practicums as culminating experiences. Other degrees such as the [BA-English](#), [BA-Humanities](#), [BS-Technical Communication](#), and the [BS-Interdisciplinary Studies](#) culminate in a portfolio experience in which students select work from across their undergraduate experience as a demonstration that they have met program-level learning outcomes. Most portfolios also include activities that require students to reflect upon their learning.

All undergraduate degrees are described in the [UHD Undergraduate Catalog](#). The catalog includes a list of all undergraduate degrees, organized by college and by degree type. A description of UHD's [General Education and Common Core Requirements](#) and a list of [core courses](#) can also be found in the undergraduate catalog.

At the graduate level, UHD offers:

- Master of Arts (MA)
- Master of Arts in Teaching (MAT)
- Master of Business Administration (MBA)
- Master in Professional Accountancy (MPAC)
- Master of Science (MS)
- Master of Security Management (MSM)
- Graduate Certificates

Graduate degrees and certificates are offered in areas such as business, cyber and security management, technical communication, composition and rhetoric, history, non-profit management, mathematics, statistics, and data analytics, education, and criminal justice. UHD's graduate degrees and certificates have affiliated undergraduate degrees within the same or similar disciplines, all of which are well-established within the curricula of universities across the United States. Thus, UHD's graduate programs are appropriate for an institution of higher education.

All graduate degrees require at least 30 semester credit hours of study with the majority requiring between 33 and 36 credits. The master's programs often have a core course that students take in their first semester to prepare them for success in later courses. For example, the [Master of Science in Data Analytics](#) requires students to take two foundational courses, STAT 5301: Statistical Foundations for Data Analytics and CS 5301: Programming Foundations for Data Analytics, prior to any other courses.

Many graduate programs also require students to select a final experience option such as a capstone or thesis. For example, the [MS-Data Analytics](#) program culminates in a capstone portfolio, project, internship, or thesis option. Students who are employed data analytics professionals may also seek program approval to take an additional elective instead of a capstone option. The MS-Technical Communication culminates in a portfolio experience combined with a [capstone experience](#), a [final comprehensive exam](#), [seminar papers](#), or a [thesis](#) option.

UHD's graduate certificates require between nine and 19 credits. All but two are derived from related master's degree programs and are comprised of a cohesive subset of courses from within the discipline. The exceptions [Graduate Certificate in Mathematics](#) and the [Graduate Certificate in Computational Mathematics](#) which are comprised of graduate-level mathematics courses. Most include a core of required courses and prescribed electives in some cases. The [Graduate Certificate in Composition Studies](#) is comprised of four required courses, ENG 5317: Rhetorical Theory and Criticism, ENG 5301: Contemporary Composition Theory, ENG 5302: Multicultural Composition Studies, and ENG 5327: Teaching College Writing Practicum, and that students take two electives from a prescribed list. UHD's graduate-level programs are comprised of 5000- and 6000-level courses, which are master's-level courses under UHD's course numbering system.

All graduate degrees are described in the [UHD Graduate Catalog](#). The Graduate Catalog also includes a [list](#) of all degrees and certificates, arranged alphabetically.

Processes Which Ensure Alignment with Mission, Appropriate Fields of Study, and Coherent Courses of Study

Review processes at the institutional, University of Houston System (UHS), and state levels ensure that curricula and educational programs are aligned with the mission of the university, are appropriate fields of study for a university, and embody coherent courses of study. The UHS Board of Regents policy requires that each component university's president be responsible for ensuring that academic plans and programs are "compatible with the missions and goals approved for their component universities" (BOR 21.01.1.D). The Texas Higher Education Coordinating Board's (THECB) rules codified in [Texas Administrative Code, Title 19, §5.44](#), and [§5.45](#), establish criteria and approval processes for new baccalaureate and master's degree programs as well as certificates. The THECB rules require that the University's mission statement be aligned with the table of programs for which the institution has approval and that new programs must be consistent with the institutional mission ([§5.45](#)).

In accordance with UHD's commitment to strong academic programs and the SACSCOC Principles of Accreditation, tenured and tenure-track faculty, and in some cases full-time faculty, are charged with the responsibility of owning the curriculum ([PS 03.A.12, §2.2](#)). Program faculty initiate, prepare, and present proposals for new programs and courses, and changes to existing curricula, through UHD's curriculum approval process.

When seeking initial permission to develop new degrees in any delivery modality, University of Houston System (UHS) component universities must submit to the UHS Provosts' Council the [Preliminary Planning Review Form](#), which requires an analysis of student and job-market demand related to the degree, so that every degree in its inception considers students' career preparation and regional economic needs in keeping with the University's mission. To achieve this aspect of the mission, the academic units often seek direct industry or community involvement in the planning process. For example, the Marilyn Davies College of Business holds multiple meetings with prominent industry experts during the programmatic planning phase to determine the appropriate outcomes and courses for the program. The Department of Urban Education met with multiple school districts as part of its planning for a new concentration in Education Leadership in the Master of Arts in Teaching.

In addition to the internal reviews of new degrees or substantive-change proposals by the departments, Deans, the University Curriculum Committee, and the Provost, UHD programs undergo additional reviews and approvals at the UHS Provosts' Council, the Board of Regents, and THECB.

As with degrees, new graduate certificates are initiated by full-time faculty and reviewed and approved by the sponsoring department's curriculum committee, chair and dean as well as the University Curriculum Committee, and the Provost. Graduate-level and professional certificates of 16-29 hours in disciplinary areas where the institution already offers a graduate program at the same level as the certificate require only THECB approval and must meet the procedures outlined in the [Texas Administrative Code, Chapter 5, Subchapter C, §5.44](#) (Section B). New certificates receive approval from the THECB only if the program meets the following criteria:

- The new certificate has institutional approval.
- The institution certifies that adequate funds are available to cover the costs of the new certificate program.
- The program meets all other criteria in [Texas Administrative Code, Chapter 5, Subchapter C, §5.48](#), which include:
 - Meeting an identified workforce need or providing the student with skills and/or knowledge that shall be useful for their lives or careers.
 - Being consistent with the standards of the Commission on Colleges of the Southern Association of Colleges and Schools.
 - Meeting the standards of all relevant state agencies or licensing bodies that have oversight over the certificate program or graduate.
 - Having adequate finance to cover all new costs to the institution five years after the implementation of the program.

Graduate and professional certificates of 15 semester credit hours or less offered at levels authorized by the Program Inventory of the institution do not require THECB approval.

UHD also complies with all SACSCOC substantive change reporting [requirements and standards](#). Reviews of new educational programs and substantive change to existing programs that occurs at multiple levels, both internally and externally, ensure that the University's programs are consistent with the institution's mission and appropriate for higher education. Note that UHD's Substantive Change policy is currently in the final stages of revision. It has been approved by the Academic Affairs Committee and is awaiting final approval by the President. To view the final draft of the revision, please click [here](#).

Distance Education

The University's undergraduate and graduate degrees and graduate certificates, regardless of delivery modality, are coherently designed to facilitate student acquisition of a body of knowledge and skills related to a specific field. Course descriptions, prerequisites, and learning outcomes, as well as the approval processes, do not differ based on mode or location of delivery and are subject to the same policies and procedures that govern the delivery of instruction of other modes ([PS 03.A.37](#), §3.4).

All programs, regardless of modality and location, must follow the course and program inventory policy and procedures discussed above and outlined in [PS 03.A.12: Changes to Curricula, Courses, Programs, and Credentials](#). A single curriculum development process ensures that the same expectations for quality are applied to all courses and programs equally.

Programs delivered in multiple modalities or locations must adhere to common degree/certificate plans and admissions and graduation requirements. All programs are also responsible for the same course- and program outcomes and assessment process regardless of modality or location and all program assessment requirements apply in all modalities ([PS.03.A.31](#)).

Conclusion

In summary, UHD, UHS, THECB, and SACSCOC review policies ensure that UHD's educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based upon fields of study appropriate to higher education. These policies and processes apply to all programs, regardless of delivery mode.

Sources

-  [BA Humanities Critical Race Studies Catalog Info](#)
-  [Certificate in Graduate Mathematics](#)
-  [General Education & Common Core Requirements](#)
-  [Graduate Certificate in Computational Mathematics](#)
-  [Graduate Fields of Study Listed Alphabetically](#)
-  [Institutional Summary](#)
-  [Mission and Vision _ University of Houston-Downtown](#)
-  [PS 03A32 Monitoring and Substantive Changes_finaldraft](#)
-  [PS03A12 Changes to Curricula](#)
-  [PS03A31 Assessment of Programs](#)
-  [PS03A32 SACSCOC Substantive Change](#)
-  [PS03A35 Majors-Minors Second Degrees](#)
-  [PS03A37 Online Education](#)
-  [Planning Approval Proposal for UHS for Provosts Council](#)
-  [Program_ Common Core Requirements](#)
-  [Program_ Composition Studies Graduate Certificate](#)
-  [Program_ Control and Instrumentation Engineering Technology, BSET - University of Houston Downtown - Acalog ACMS™](#)
-  [Program_ Data Analytics, MS](#)
-  [Program_ Education - Core Subjects Early Childhood - Sixth Grade with Bilingual Supplemental Certification, BA](#)
-  [Program_ Humanities - Critical Race Studies Concentration, BA - University of Houston Downtown - Acalog ACMS™](#)
-  [Program_ Interdisciplinary Studies, BS - University of Houston Downtown - Acalog ACMS™](#)
-  [Program_ Social Work, BSW - University of Houston Downtown - Acalog ACMS™](#)
-  [Program_ Structural Analysis_Design Option in Engineering Technology, BSET - University of Houston Downtown - Acalog ACMS™](#)
-  [Program_ Technical Communication - Capstone Track, MS](#)
-  [Program_ Technical Communication - Exam Track, MS](#)
-  [Program_ Technical Communication - Seminar Paper Track, MS](#)
-  [Program_ Technical Communication - Thesis Track, MS](#)
-  [Program_ Technical Communication, BS - University of Houston Downtown - Acalog ACMS™](#)
-  [Programs & Degrees - By College](#)
-  [Programs by Degree Types - University of Houston Downtown - Acalog ACMS™](#)
-  [Texas Administrative Code 4.28](#)
-  [Texas Administrative Code 5.44](#)
-  [Texas Administrative Code 5.45](#)
-  [Texas Administrative Code 5.48](#)
-  [UH System Board of Regents Policies - University of Houston System](#)
-  [University of Houston Downtown Catalog](#)
-  [University of Houston Downtown Undergraduate Catalog](#)

CR - 9.2

Program Length

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Houston-Downtown (UHD) meets the requirements for Standard 9.2. UHD relies on the semester credit hour to designate program length. All baccalaureate degree programs require a minimum of 120 semester credit hours and all master's degree programs require a minimum of 30 semester credit hours. The University does not offer associates or doctoral degrees or programs that are defined as direct assessment competency-based.

Overview of Regulations and Policies Related to Program Length

UHD establishes and monitors the length of each program through a combination of state requirements and institutional policy statements. [Texas Education Code §61.0515](#) sets the number of semester credit hours required for a baccalaureate degree at "the minimum number of semester credit hours required for the degree by the Southern Association of Colleges and Schools...unless the institution determines that there is a compelling academic reason for requiring completion of additional semester credit hours for the degree."

The [Texas Higher Education Coordinating Board](#) establishes 120 SCHs as both the minimum and maximum number of hours for a baccalaureate degree. Exceptions to the 120-hour maximum are made under certain circumstances as outlined in [Texas Administrative Code, Title 19, §5.44 \(Part 5\)](#):

If the minimum number of semester credit hours required to complete a proposed bachelor's program exceeds 120, the institution must provide detailed documentation describing the compelling academic reason for the number of required hours, such as programmatic accreditation requirements, statutory requirements, or licensure/certification requirements that cannot be met without exceeding the 120-semester credit hour limit. The Board staff will review the documentation provided and make a determination to approve or deny a request to exceed the 120-semester credit hour limit.

In keeping with state law and Texas Higher Education Coordinating Board (THECB) rules as outlined in the Texas Administrative Code, Title 19, §5.44, [UHD's PS 03.A.35: Majors, Minors, Simultaneous Majors, and Second Degrees \(§3.1\)](#) stipulates that "a bachelor's degree contains a minimum of 120 semester credit hours" and that those over 120 hours "must be approved by the THECB."

SACSCOC requirements, state law, THECB rules, and University policy all require that current and future baccalaureate programs meet the 120-semester credit hour minimum and that master's degrees meet the 30-semester credit hour minimum.

Development of New Programs and Monitoring of Program Length

All degree programs are developed according to the procedures described in UHD policy [PS 03.A.12: Changes to the Curricula, Courses, and Program Inventory](#). Departmental faculty recommend the length (SCHs) of all proposed new degrees and revisions to existing programs. New program proposals as well as changes to existing programs are reviewed and approved by department curriculum committees, department chairs and college deans, the University Curriculum Committee, and the Provost/Senior Vice President for Academic Affairs. All new programs must be approved by both the University of Houston Board of Regents and the THECB, both of which also monitor program length.

Documentation of the review and signature process required by [PS 03.A.12: Changes to the Curricula, Courses, and Program Inventory](#) is maintained within UHD's curriculum management system, Curriculog, which does not allow the proposal or change to move to the next level of review until the previous level has signed off. These multiple levels of review as well as the tracking system within Curriculog ensure that all degrees within the University are of appropriate length to meet SACSCOC, Texas Regulations, and THECB requirements.

For additional information on the curriculum development process, please see UHD's response to [Standard 9.1 Program Content](#).

Program Length

[PS 3.A.30: Semester Credit Hour Policy](#) establishes the semester credit hours as the common measure of course completion and is the only standard used by UHD. The tables below indicate the required program length for all degree programs currently offered by the University. UHD does not have any degrees that fall below the minimum requirement of 120 hours for a baccalaureate degree or 30 hours for a master's degree.

Table 9.2.1: Undergraduate Degree Program Lengths by College

Department	Degree Program	SCHs Required
Marilyn Davies College of Business		
Accounting & International Business	BBA: Accounting	120
Accounting & International Business	BBA: International Business	120
Finance & Management Information Systems	BBA: Finance	120
Finance & Management Information Systems	BBA: Management Information Systems	120
General Business, Marketing, & Supply Chain Management	BBA: General Business	120
General Business, Marketing, & Supply Chain Management	BBA: Marketing	120
General Business, Marketing, & Supply Chain Management	BBA: Supply Chain Management	120
Management & Insurance & Risk Management	BBA: Insurance & Risk Management	120
Management & Insurance & Risk Management	BBA: Management	120
College of Humanities and Social Sciences		
Arts & Communication	BA: Communication Studies	120-122*
Arts & Communication	BA: Fine Arts	120-122*
English	BA: English	120-122*
English	BS: Technical Communications	120
History, Humanities & Languages	BA: History	120-122*
History, Humanities & Languages	BA: History with a Secondary Education Concentration	120-122*
History, Humanities, & Languages	BA: Humanities	120-122*
History, Humanities & Languages	BA: Philosophy	120-122*
History, Humanities, & Languages	BA: Spanish	120-122*
Social Sciences	BS: Health & Behavioral Sciences	120
Social Sciences	BS: Political Science	120-122*
Social Sciences	BS: Psychology	120-122*
Social Sciences	BA: Social Sciences	120-122*
Social Sciences	BS: Social Sciences	120
Social Sciences	BS: Sociology	120
*CHSS BAs are listed as 122 hours in the catalog because the language requirement assumes students will take two semesters at the first-year level, courses that at UHD are four-hour courses. However, students who place out of introductory courses (via CLEP, AP, or other exams) or complete language credits elsewhere may graduate with 120 SCHs. Concentrations in secondary education require additional hours to meet teacher licensure requirements.		
College of Public Service		
Criminal Justice & Social Work	BAAS: Criminal Justice	120
Criminal Justice & Social Work	BS: Criminal Justice	120
Criminal Justice & Social Work	BSW: Social Work	120
Urban Education	BAAS: Early Childhood Education & Family Systems	120
Urban Education	BA: Education (formerly BA: Interdisciplinary Studies- Secondary Education)	123*
*The THECB has approved 123 hours effective Fall 2015 for all three teaching certification areas.		
College of Sciences and Technology		
Computer Science & Engineering Technology	BS: Computer Science	120
Computer Science & Engineering Technology	BSET: Control & Instrumentation Engineering Technology	120
Computer Science & Engineering Technology	BAAS: Safety Management	120
Computer Science & Engineering Technology	BSET: Structural Analysis with a Design Option in Engineering Technology	120
Mathematics & Statistics	BS: Applied Statistics	120
Mathematics & Statistics	BS: Data Science	120
Mathematics & Statistics	BA: Mathematics	120
Mathematics & Statistics	BA: Mathematics with Secondary Teacher Certification*	122*
Mathematics & Statistics	BS: Mathematics	120
Natural Sciences	BS: Biological & Physical Sciences	120
Natural Sciences	BA: Biology	120
Natural Sciences	BS: Biotechnology	120
Natural Sciences	BS: Chemistry	120
Natural Sciences	BS: Chemistry with an Environmental Chemistry Concentration	121**
Natural Sciences	BS: Chemistry with a Forensic Sciences Concentration	121**
Natural Sciences	BS: Geosciences	120
*Contains extra hours required for teacher certification		
**These two concentrations meet requirements for degree approval by the American Chemical Society		
University College		
UC	BAAS: Applied Administration	120
UC	BS: Interdisciplinary Studies	120

Table 9.2.2: Master's Degree Program Lengths by College

Department	Degree Program	SCHs Required
<i>Marilyn Davies College of Business (MDCOB)</i>		
MDCOB <i>(multiple departments)</i>	Master of Business Administration	34-39*
MDCOB <i>(multiple departments)</i>	Master of Security Management	36
Accounting & International Business	Master of Professional Accountancy	30
<i>College of Humanities & Social Sciences (CHSS)</i>		
English	MS: Technical Communication	36
English	MA: Rhetoric and Composition	33
Social Sciences	MA: Non-Profit Management	36
<i>College of Public Service (CPS)</i>		
Criminal Justice	MS: Criminal Justice	36
Urban Education	MA: Teaching with Curriculum & Instruction	36
	MA: Teaching with Texas Teacher Certification	36
<i>College of Sciences & Technology (CST)</i>		
Interdisciplinary degree between Math & Statistics and Computer Science & Engineering Technology	MS: Data Analytics	35-36**

Note: Curriculum & Instruction and Teacher Certification are concentrations in the MA-Teaching.

University College does not have any graduate programs.

**Required hours vary according to the area of concentration.*

***Required hours vary according to the electives selected.*

Combined and Dual Degree Programs

UHD has one accelerated or fast-track degree that combines the BS: Computer Science and the MS: Data Analytics. The BS: Computer Science/MS: Data Analytics accelerated program requires 150-151 hours are required for this degree depending on the electives the student selects.













To be admitted to the BS: Computer Science/MS: Data Analytics fast-track program, applicants must be juniors (60+ hours) or seniors (90+ hours) in the BS: Computer Science program and demonstrate that they possess the abilities, interests, and qualities necessary to successfully complete the program by meeting the following requirements:

- completed at least 15 semester credit hours at UHD
- have not repeated more than 3 courses at UHD
- have not repeated any Computer Science course more than once
- have an overall 3.0 GPA for all college coursework (*Not just the UHD GPA)
- completed the following benchmark courses, with an average six-course GPA of at least 3.20:
 - CS 1410-CSI: Introduction to Computer Science with C++
 - CS 2301-Introduction to Computer Organization
 - CS 2302-Digital Logic
 - CS 2410-CSII: Introduction to Data Structures and Algorithms
 - CS 3304-Data and Information Structures
 - CS 3306- Introduction to Theory of Computation

Conclusion

In summary, the information above demonstrates that UHD offers degree programs based on at least 120 semester credit hours for the baccalaureate level or at least 30 semester credit hours for the master's degree. UHD's one accelerated or fast-track degree also requires a total of 150-151 hours, depending on selected classes.

Sources

-  03A30 Updates
-  9_2_Document_Log
-  BS Data Science
-  MPAC
-  MS AI Curriculog Review
-  PS03A12 Changes to Curricula
-  PS03A30 Semester Credit Hours
-  PS03A30-update
-  PS03A35 Majors-Minors Second Degrees
-  TED 61.0515
-  THECB 60x30
-  Texas Administrative Code title 19 Pt 1 ch 5 Subchapter C Rule 5.45

R - 10.2

Public Information

The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Houston-Downtown (UHD) makes available to students and the public its current academic calendars, grading policies, cost of attendance, and refund policies.

Information about academic calendars, grading policies, the cost of attendance, and refund policies apply to all students and courses, regardless of modality or location. All materials are available on UHD's website and readily available to prospective and current students, staff, faculty, and the public. This information is also available in the UHD graduate and undergraduate catalogs. To ensure that students can quickly find the information they need, the University's webpage also includes a search field and pages with this information are designed to be returned first in the search results.

Academic Calendars and Deadlines

The UHD Academic Calendar and finals schedule are the same for all students. The calendar and finals schedule are developed by the Academic Calendar Committee, which includes faculty, administrators, and students from across the institution. The two-year calendar covers the current academic year and the upcoming year and includes the academic calendar framework (first and last day of sessions, holidays, reading days, and exam periods) as well as all internal deadlines for financial aid, registration, reporting, payment, etc. Once finalized, academic calendars are made available well in advance of each registration cycle.

UHD publishes its [academic calendar](#) online. The academic calendar can be located either through the "Academics" tab in the blue header bar at the top of each UHD webpage or using the UHD website's search function. Links to the academic calendar can also be found in the [graduate](#) and [undergraduate](#) catalogs.

The University also maintains an archive of academic calendars back to 2004-2005 on the same [calendars webpage](#).

Grading Policies

While grading policies differ between graduate and undergraduate students, these policies apply to each level of student regardless of location or mode of instruction. Grading policies for undergraduates can be found in [PS 03.A.04: Grading System for Undergraduate Students](#), while the policy for graduate student can be found in [PS 03.B.04: Grading System for Graduate Students](#). These policies are also included in the graduate and undergraduate catalogs.

[PS 03.A.29: Course Syllabi](#) requires all UHD instructors to include in their course syllabi "the method of evaluation used to determine the course grade, including the scoring weights assigned to tests, projects, and other activities" (p. 2). All course syllabi are made available through the learning management system on or before the course start date. Additionally, in compliance with House Bill 2504, [PS 03.A.29](#) indicates that course information be accessible to the public via the university's [course registration system](#). Therefore, even though a student must be accepted to the University to register for classes, class schedules and respective syllabi are publicly available.

Relevant policies as well as the graduate and undergraduate catalogs are available to the public.

Cost of Attendance

As noted above, there are different tuition and fee rates for undergraduate and graduate students. However, each level of tuition applies equally to all students in a particular tuition category, regardless of location or mode of instruction.

A link to the "Tuition and Fees" site is available from the blue bar at the top of every page of UHD's website under "Admissions & Aid." The site includes information on tuition and mandatory fees as well as a tuition and fees estimator tool. Information on the tuition and fees can also be found in the [graduate](#) and [undergraduate](#) catalogs.

[PS 05.A.24: Tuition, Fees, and Charges](#) identifies and defines fees and other charges the process for requesting new tuition and fee charges and is available to the public.

Refunds

UHD's student refund policies are codified in [PS.04.05: Student Refund Policy](#) and applies to all students.

The University's refund policy and procedures are available under "Student Business Services" site which is linked under "Admissions & Aid" on the blue bar at the top of every page of UHD's website. The refund policy is published in the [undergraduate](#) and [graduate](#) catalogs and members of the university community and the public may also find the refund policy using the search feature located at the top of the University's website.

Refund deadlines along with a summary of the percentage of tuition and fees to be refunded at each point during the semester are included in all [academic calendars](#) to further ensure that students have ready access to this information.

Conclusion

In summary, UHD makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.

Sources

-  [Academic Calendar 2020-2021 - University of Houston Downtown - Acalog ACMS™](#)
-  [Academic Calendars _ University of Houston-Downtown](#)
-  [Class Search_Course Registration System](#)
-  [Fall 2021 - Regular Academic Session _ University of Houston-Downtown](#)
-  [Grad Academic Calendar 2020-2021 - University of Houston Downtown - Acalog ACMS™](#)
-  [Graduate Academic Policies - University of Houston Downtown - Acalog ACMS™](#)
-  [Graduate Tuition and Fees - University of Houston Downtown - Acalog ACMS™](#)
-  [PS03A04 Grading System for Undergraduate Students](#)
-  [PS03A29 Course Syllabi](#)
-  [PS03B04 Grading System for Graduate-Level Courses](#)
-  [PS04A05 Student Refunds Policy](#)
-  [PS05A24 Tuition Fees and Changes](#)
-  [Spring 2022 - Regular Academic Session _ University of Houston-Downtown](#)
-  [Tuition and Mandatory Fees _ University of Houston-Downtown](#)
-  [Undergraduate Academic Policies - University of Houston Downtown - Acalog ACMS™](#)
-  [Undergraduate Tuition and Fees - University of Houston Downtown - Acalog ACMS™](#)
-  [University of Houston Downtown - Graduate Acalog ACMS™](#)
-  [University of Houston Downtown - Undergraduate Acalog ACMS™](#)

Archived Information

The institution ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Houston-Downtown (UHD) ensures the availability of archived official catalogs. Each catalog includes relevant information for course and degree requirements sufficient to serve former and returning students.

Publication and Archival of Official Catalogs

The Office of the Registrar is responsible for maintaining current and archived catalogs and all editions of the catalog are available to members of the university community and the public in paper or online format. UHD has published its catalogs [online](#) since AY2000. Before AY2014, all degrees were published in a single catalog, but the University now publishes both a graduate and undergraduate catalog.

Catalogs published prior to AY2000 are available in paper format from the Registrar's Office. Individuals interested in obtaining photocopies of content from historical catalogs not available online are instructed to contact the Office of the Registrar for assistance. The UHD W. I. Dykes Library also maintains print copies of UHD catalogs in its archives. Librarians are available during regular hours of operation to assist the public and university community with access to UHD catalogs published prior to 1999.

[Instructions](#) for accessing catalogs that are not available online can be found in each catalog under "Previous Catalogs" link and includes the following language:

All previously printed UHD catalogs are maintained by the Office of the Registrar. Individuals interested in obtaining photocopies of content from historical catalogs not available digitally should contact the [Office of the Registrar](#). Registrar's staff will assist in identifying, retrieving, photocopying and forwarding relevant content to the requesting individual. There is no charge for this service. The [UHD W. I. Dykes Library](#) also maintains print copies of UHD catalogs in its archives. Librarians are available during regular hours of operation to assist the public with access to UHD catalogs published prior to 1999.

Updating the UHD Catalog

[UHD PS 03.A.12: Changes to Curricula, Courses, and Programs](#) standardizes the procedures by which courses and degrees are updated and new courses and degree programs are developed. PS 03.A.12 also outlines the approval process and how curriculum changes are added to the University graduate and undergraduate catalogs. The Office of Academic Affairs has the responsibility for maintaining course and program inventories on campus and at external governing agencies. Additionally, the Office of Academic Affairs has the responsibility for ensuring that the University catalogs contain an accurate list of courses, programs, and program requirements.






The Office of the Registrar is responsible for compiling new catalogs every year and maintaining archived catalogs. The undergraduate and graduate catalogs are updated annually with curricular and program changes that are initiated, prepared, and presented for review through UHD's curriculum and catalog management system, Curriculog. All approved changes are forwarded to the Office of the Registrar for catalog updates. In addition, new and revised policies and regulations passed by the Academic Affairs Council are also forwarded to the Office of the Registrar to be included in the catalogs.

Program requirements for each catalog year are also available to students through UHD's program evaluation (degree audit) system which is updated whenever changes are made to degree and course requirements. Students are required to follow program requirements of either the academic year in which they declared their major or any subsequent year, provided there has been no break in enrollment. Students who discontinue enrollment for three semesters or longer must follow the program requirements of the catalog in effect when they re-enroll.

Conclusion

In summary, UHD makes available complete, accurate, timely, accessible, clear, and sufficient archival catalog information to serve the needs of alumni and former and returning students.

Sources

-  [Library Services _ University of Houston-Downtown](#)
-  [PS03A12 Changes to Curricula](#)
-  [UHD Registrar's Office _ University of Houston-Downtown](#)
-  [UHD e-services Instructions Catalog](#)
-  [University of Houston Downtown - Acalog ACMS™](#)

Admissions Policies and Practices

The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Houston-Downtown (UHD) publishes admissions policies that are in accordance with its **mission** to provide strong academic and career preparation in an inclusive community dedicated to developing students' talents and preparing them for success in a dynamic global society. Students are admitted to the university based on academic qualifications. Admissions requirements for both undergraduate and graduate applicants are consistently and uniformly applied without regard to protected classes or the locations or modality of the program's offering.

Oversight of University Admissions

The Office of Admissions facilitates the recruitment and admissions process and provides information regarding the University's admissions policy to all prospective students. UHD does not use independent contractors or agents in the recruiting or admissions process and Office of Admissions staff are responsible for recruitment and admissions for all students, including students planning to pursue degrees online or at one of UHD's off-campus instructional sites.

All newly hired UHD recruiting staff complete an extension 60-day training and observation program to ensure they can accurately and effectively convey admission policy and information about UHD's academic programs. Training topics include admissions policy and procedures, PeopleSoft navigation training, guided campus tour training, and presentation shadowing with three or more experienced recruiters. UHD's recruiting staff participate in annual training to ensure they are up to date on any admissions policy or program changes.

Admissions staff members stay current with best practices through participation in webinars, training, conferences, and memberships in several state and national organizations, including the Texas Association of College Admission Counselors (TACAC), the Texas Association of College Registrars and Admission Offices (TACRAO), the National Association of College Admissions Counselors (NACAC), the American Association of College Registrars and Admission Officers (AACRAO), the Association of International Educators (NAFSA) and the College Board.

Undergraduate Admissions Policies

PS 03.A.24: Undergraduate Admission of Students outlines admissions and appeal processes for undergraduate students, including freshmen, transfers and freshmen transfers, international and post-baccalaureate students pursuing undergraduate degrees, and transient students who are regularly enrolled, degree-seeking students at another institution who seek to earn a limited number of credits from UHD to transfer back to their home institutions.

UHD publishes its undergraduate admission policy on the [UHD Policy Statement webpage](#). UHD's admissions policy, along with deadlines, is also published in the [undergraduate catalog](#).

More extensive information including step-by-step application procedures, deadlines, admission forms, in-person office hours of the Admissions Office and contact information, and scholarship and financial aid information are published on the University's Admissions website. Each admission type has a dedicated webpage to ensure that prospective students can easily find the admission information relevant to their circumstances. **Admission information for freshman and transfer students is available in both English and Spanish** to assist prospective students whose parents or guardians may be more comfortable accessing the information in that language. Links to specific admissions groups can be found in the narrative below.

In addition to the policy statement, catalog, and Admissions webpages, UHD also publishes its admission criterion in recruiting handouts, such as this [Freshman Admissions Handout](#).

Freshmen

Students who graduated from an accredited high school or hold a GED and have no college credit earned after high-school graduation, apply to UHD as Freshmen applicants. Students seeking freshmen admission must complete the [Apply Texas](#) application form and submit official high school transcripts in the institution's sealed envelope as required by [House Bill 3826](#), a \$50 nonrefundable application fee, and official SAT or ACT scores.

(TEC) 51.803-51.809 State of Texas Uniform Admission Policy requires that all students meet one of the following college readiness standards to be eligible for consideration at a Texas four-year public institution. The information regarding freshman admission provided below is explained in the [undergraduate catalog](#) and on the [UHD website](#).

- Successfully complete the recommended or advanced/distinguished high school program or complete the portion of the program that was available to them; or
- Successfully complete a curriculum that is equivalent in content and rigor to the recommended or advanced/distinguished high school program at a high school that is exempt from offering such programs; or
- Satisfy the College Readiness Benchmarks on the SAT or ACT assessment
 - SAT: A minimum score of 480 on the Evidenced-Based Reading and Writing (EBRW) test and a minimum score of 530 on the mathematics test (no combined score)
 - ACT: 18 English, 22 Reading, 22 Mathematics, and 23 Science

Table 10.5.1 outlines the minimum combination SAT scores/high School GPA and ACT/high school GPA UHD requires for entering freshmen.

Table 10.5.1: Applicable Summer 2020 through Summer 2022

Class Rank	Minimum New SAT Total* (Evidence-Based Reading and Writing & Math) and H.S. GPA	Minimum Old SAT Total** (Critical Reading and Math) and H.S. GPA	ACT Composite and H.S. GPA
Top Quarter 1-25%	Guaranteed Admission Submit Score	Guaranteed Admission Submit Score	Guaranteed Admission Submit Score
Second Quarter 26-50%	930 or 2.5 GPA	850 or 2.5 GPA	18 or 2.5 GPA
Third Quarter and Fourth Quarter 51-99% or No Rank	930 and 2.5 GPA	850 and 2.5 GPA	18 and 2.5 GPA
GED or Home School	930	850	18

* New SAT Scores are for SAT exams taken in March 2016 and after. The total consists of the Evidence-Based Reading and Writing and Math scores only.

** All other scores correspond to tests taken before March 2016. The total consists of Critical Reading and Math scores only.

Freshman-Transfer Students

Degree-seeking students who have graduated from high school or the equivalent, who have enrolled in a post-secondary institution after high school graduation, who do not have a bachelor’s degree, and who have earned fewer than 15 college-level credit hours apply as freshman-transfer students.

To qualify for freshman-transfer admission, an applicant must:

- have earned fewer than 15 college-level semester credit hours
- have a minimum transfer GPA of 2.0 on a 4.0 grading scale in all non-remedial, college-level coursework from an accredited institution
- meet all conditions outlined for freshman admissions as noted above

Information regarding freshman-transfer student admission is explained in the [undergraduate catalog](#) and on the [UHD website](#).

COVID 19 Freshman Test-Optional Admissions Requirements.

In 2020, as a response to the COVID-19 pandemic and cancellation of the ACT/ SAT standardized testing worldwide, UHD waived the ACT/SAT requirements from the Summer 2020 session through the Summer 2022 session. Under UHD’s test-optional approach, students are encouraged to submit test scores if they have them. During this period, Freshmen will not be penalized for not being able to submit a standardized test score. During this time, freshman test-optional admission requirements must meet the State of [Texas Uniform Admission Policy](#) that requires that all students meet one of the following college readiness standards to be considered for admission to a Texas four-year public institution:

- Successful completion of the recommended or advanced (distinguished) high school program or completion of the portion of the program that was available to them; or
- Successful completion of a curriculum that is equivalent in content and rigor to the recommended or advanced (distinguished) high school program at a high school that is exempt from offering such programs; or
- Satisfaction of the College of Benchmarks on the SAT or ACT assessment
- Students who have standardized test scores are encouraged to submit them
- Require the completion of a foundation, foundation recommended, or foundation distinguished high school program
- A minimum of 6th- or 7th-semester high school grades posted to the high school transcript
- A final transcript showing high school graduation is required before the census date
- Students who are homeschooled or obtained a GED without standardized test scores will be individually reviewed for admissions consideration
- Students who do not have standardized test scores will be admitted based on the following criteria (students with standardized test scores will be admitted according to the current governing admissions policies):
 - Students ranked in the top 25% of their high school class will be granted regular admissions
 - Students ranked below the top 25% of their high school class or have no rank in class and have a 3.0 or better high school GPA will be granted regular admissions
 - Students ranked between 26-50% of their high school class with a high school GPA of 2.5 or better will be granted regular admissions
 - Students ranked below the top 50% of their high school class with a high school GPA between 2.50 and 2.99 will be granted conditional admission
 - Students with a high school GPA between 2.25 and 2.49 and who have no rank in class will be individually reviewed for conditional admission consideration in consultation with the UHD Individual Review Committee. Any other cases which do not meet the criteria here are reviewed according to current policy

Transfer Students

Degree-seeking students who have graduated from high school or the equivalent, who have enrolled in a post-secondary institution, who do not have a bachelor’s degree, and who have earned 15 or more college-level credit hours apply as transfer students.

To qualify for transfer admission, an applicant must:

- have earned 15 or more college-level semester credit hours
- have a transfer GPA of 2.0 on a 4.0 grading scale in all non-remedial, college-level coursework from an accredited institution

Students seeking transfer admission must also complete the [Apply Texas](#) application form and submit a \$50 nonrefundable application fee, and official transcripts from all colleges or universities attended. Information regarding transfer student admission is explained in the [undergraduate catalog](#) and on the [UHD website](#). UHD also publishes its admission criterion in recruiting handouts, such as this [Transfer Admissions Handout](#).

International Student Admissions

UHD is authorized by the U.S. Citizenship and Immigration Services (USCIS) to accept international students who enter the United States with an F-1 student visa. Information regarding international student admission is explained in the [undergraduate catalog](#) and on the [UHD Website](#).

International students seeking admission must:

- complete and submit the [Apply Texas](#) application form
- pay an \$80 nonrefundable application fee
- provide a transcript evaluation by a UHD-approved certified evaluation service of all transcripts from colleges and universities outside the United States
- provide proof of English proficiency (TOEFL score of at least 550 paper-based, 213 computer-based, 80 internet-based (iBT), or IELTS score of 6.5, or other acceptable evidence of English proficiency at a level acceptable for college)
- provide proof of financial support before approval for admission
- submit any other documentation required to comply with policies and procedures of the U.S. Citizenship and Immigration Services

Information regarding international student admission is explained in the [undergraduate catalog](#) and on the [UHD website](#).

Post-Baccalaureate Admissions

Students who have completed the equivalent of a bachelor's degree and desire to undergraduate courses as non-degree seeking students, pursue a second undergraduate degree or take the prerequisite needed for graduate programs, apply as post-baccalaureate applicants. To qualify for admissions, post-baccalaureate applicants must have a minimum transfer GPA of 2.0. Degree-seeking post-baccalaureate applicants must:

- complete the [Apply Texas online](#) application
- submit official transcripts from all colleges and universities attended
- pay a \$50 nonrefundable application fee

Non-degree seeking post-baccalaureate applicants must comply with all the above except for transcripts. Non-degree seeking applicants must submit official transcripts from the baccalaureate degree awarding institution and unofficial transcripts from all other institutions attended.

Information regarding post-baccalaureate student admission is explained in the [undergraduate catalog](#) and on the [UHD website](#).

Transient Admissions

Undergraduate students who are regularly enrolled as degree-seeking students at another college or university may enroll at UHD as transient students. These students generally intend to earn credit at UHD for transfer back to their home institution and can take a maximum of 24 semester credit hours. Transient students must:

- complete the [Apply Texas online](#) application
- submit the completed [Letter of Academic Standing](#)
- submit official or unofficial transcripts; and
- pay a \$50 nonrefundable application fee

Guidelines for transient admissions are published in the [undergraduate catalog](#) and are on the [Admissions webpage](#).

Undergraduate Programmatic Admissions

Some undergraduate programs have additional admissions requirements that continuing or transfer students must meet before a major declaration. These requirements are published in the undergraduate catalog for each program, on the University's ["Declare a Major"](#) webpage, and/or on the programs' webpage. Minimum requirements to declare all majors include:

- current enrollment at UHD
- satisfactory completion of the TSI
- completion of a minimum of 30 college-level hours
- a 2.0 GPA minimum
- current transcripts on file in the Admissions Office
- no cashier holds.

Examples of Specific Program Requirements

All majors housed in the [Marilyn Davies College of Business](#) must also meet the following:

- a GPA of at least 2.5 on all coursework at UHD or the institution most recently attended
- completion of 42 hours of the General Education Common Core requirements
- completion of College Algebra with a "C" or higher

In addition to the general requirements, [BAAS- Criminal Justice majors](#) must have completed either an AAS degree in a discipline related to criminal justice or the Basic Peace officer Certification. Applicants must also have a GPA of 2.0 or higher.

The Bachelor of Social Work program, housed in the College of Public Service, published its criteria on the [Bachelor of Social Work Admissions webpage](#). In addition to the general requirements, Social Work applicants must also:

- complete ENG 1301 and 1302
- complete one of the four General Education Common Core math courses
- have earned a minimum GPA of 2.5 on the most recent 30 college hours
- submit the Social Work application through TK20, which includes a writing sample and unofficial transcripts
- provide contact information for two professional references
- disclose information regarding any investigation or conviction for abuse and/or neglect of a child, older adult, or individual with a disability

In addition to the general requirements, all undergraduate majors housed in the College of Humanities and Social Sciences must also have completed ENG 1302: Composition II and Math 1301: College Algebra or higher.

Students wishing to pursue the **RN-BSN** degree must have and submit the following in addition to the general requirements:

- have an associates degree in nursing (AND)
- provide evidence of a valid, unencumbered Texas Registered Nurse or a multi-state compact license
- submit proof of current CPR/AED certification
- have achieved a 2.0 GPA
- earned a C or better in all associate degree nursing courses

Appealing Undergraduate Admissions Decisions

PS 03.A.24: Undergraduate Admissions of Students (§3.1.6) defines UHD's Admissions Appeal Process. Transfer students and Freshmen who do not meet the criteria for the automatic review outlined above may appeal an admissions decision by completing the **Admissions Appeal Form**. Factors on which admissions appeal decisions are based for freshmen include:

- showing a change in academic credentials such as a significant change in ACT or SAT scores; and/or
- providing additional information that further explains personal circumstances that may have affected their ability to meet admissions requirements.

Factors on which admissions appeal decisions are based include:

- submission of information on new grades earned from another college or university;
- completion of an associate degree; and/or
- providing additional information that further explains personal circumstances that may have affected the applicant's ability to meet admissions requirements.

The **Individual Review Committee** is responsible for reviewing and making decisions on all admission decision appeals. The Individual Review Committee is composed of five full-time faculty, representing each of the University's five colleges, and three administrative representatives.

The committee reviews admissions appeals based on the appeal criteria above. If admission is granted, the appeal applicant must provide proof of such changes before admission is granted, including revised test scores, updated transcripts, or documentation of extenuating circumstances. Failure to provide the specified documentation will prevent enrollment for the term of admission. All decisions on admission appeals are final for the term of admission.

In AY20, the Individual Review Committee reviewed 19 appeal applications and granted admission to 13 (68%). Three students were given conditional admission and three were denied admission.

A summary of the committee's decisions can be found [here](#).

Graduate Admission to the University

UHD's Office of Admissions provides centralized support for the collection of graduate admission applications and required documents. The Office of Admissions distributes completed applications to graduate program directors and faculty admission committees for decisions on the admissibility of applicants. The Office of Admissions is also responsible for graduate program recruitment in partnership with each program.

Admission to a graduate program at UHD is based on an evaluation of an applicant's overall academic record, experience, personal qualifications, and proposed area of study. **PS 03.B.24: Admission of Graduate Students** states UHD's policy on the admission of graduate students.

To be admitted to the University applicants for graduate programs must:

- Complete the [Apply Texas online](#)
- Submit official transcripts from all institutions previously attended
- Provide supporting documents as required
- Pay a \$35 admission application fee.

Applicants must hold a bachelor's degree from an accredited agency recognized by the U. S. Department of Education or have completed undergraduate work at a foreign university that is determined to meet the higher academic quality of an accredited American institution. These applicants must meet the minimum admission criteria of the graduate program in which they wish to enroll (§3.1.1).

International applicants whose undergraduate work was completed at a foreign university are eligible for admission if UHD determines that their academic preparation is equivalent to or higher than that of a graduate of an accredited American institution. International applicants must:

- Complete the [Apply Texas online](#)
- Submit official transcripts from all institutions previously attended
- Provide supporting documents as required (foreign transcripts must be evaluated by a UHD-approved certified evaluation service)
- Pay an \$80 non-refundable admission application fee
- Provide proof of English proficiency (TOEFL score of at least 550 paper-based, 213 computer-based, 80 internet-based (iBT), or IELTS score of 6.5, or other acceptable evidence of English proficiency at a level acceptable for college)
- Provide proof of financial support before approval for admission
- Provide any other documentation required to comply with policies and procedures of the U.S. Citizenship and Immigration Services (§3.1.3).

Program Admission Requirements

Once admitted to the University, students must then apply to the graduate program they intend to pursue. Each graduate program has established its academic requirements for graduate admissions and each program has its own admissions committee comprised of faculty and academic administrators who evaluate applications. Policies and procedures outlined in the Graduate Handbooks guide these committees during the admissions process.

Admissions requirements for each graduate program are published on the program's UHD website.

Graduate Admission Appeal

PS 03.B.24: *Admission of Graduate Students* (§3.1.6) describes the graduate admissions appeal process. Graduate applicants who have been denied admission are informed of their appeal options on the UHD's [Graduate Admissions webpage](#). Each college maintains its own appeal form. The director of each graduate program oversees the appeals process and an appeal to reconsider the original admission decision may or may not change the decision. Reconsideration is based on:

- significant changes to the graduate's academic credentials (test scores and/or grades); or
- the graduate applicant provides additional information that further explains personal circumstances that may have affected their ability to meet admission requirements.

Links to admissions requirements, the admissions form, and related graduate handbooks can be found in Table 10.5.2. In addition to each program's webpage, students may also access admissions processes from the main [UHD Graduate Admissions webpage](#).

Table 10.5.2. Admissions Criteria for Graduate Programs and Related Handbooks

Admissions Requirements	Appeal Forms	Related Graduate Handbook
<p>Marilyn Davies College of Business <i>Page numbers in this section reference the MDCOB Graduate Handbook where additional information is provided.</i></p>		
<p>Master of Business Administration (p. 11)</p>	<p>Admissions Appeal</p>	<p>Marilyn Davies College of Business Graduate Student Handbook</p>
<p>Master of Professional Accountancy (p. 18)</p>		
<p>Master of Security Management (p. 21)</p>		
<p>MBA-related Graduate Certificates (p. 22)</p> <ul style="list-style-type: none"> • Graduate Certificate in Accounting • Graduate Certificate in Business Development/Sales Management • Graduate Certificate in Finance • Graduate Certificate in Human Resource Management • Graduate Certificate in International Business • Graduate Certificate in Investment Management • Graduate Certificate in Leadership • Graduate Certificate in Project Management and Process Improvement • Graduate Certificate in Supply Chain Management • Graduate Certificate in Cyber Security (p. 20) 		
<p>College of Humanities and Social Sciences <i>Page numbers in this section reference the CHSS Graduate Handbook where additional information is provided.</i></p>		
<p>Master of Arts in Nonprofit Management (p. 19)</p>	<p>Admissions Appeal</p>	<p>College of Humanities and Social Sciences Graduate Student Handbook</p>
<p>Master of Arts in Rhetoric and Composition (p. 24)</p>		
<p>Master of Science in Technical Communication (p. 31)</p>		
<p>Graduate Certificates</p> <ul style="list-style-type: none"> • Graduate Certificate in Composition Studies (p. 29) • Graduate Certificate in History (p. 37) • Graduate Certificate in Leadership and Strategic Planning (p. 22) • Graduate Certificate in Plain Language (p. 35) • Graduate Certificate in Medical and Applied Health Communication (p. 34) 		
<p>College of Sciences and Technology <i>Page numbers in this section reference the CST Graduate Handbook where additional information is provided.</i></p>		

Master of Data Analytics (p. 17)	Admissions Appeal	College of Sciences and Technology Graduate Student Handbook
Graduate Certificates <ul style="list-style-type: none"> • Graduate Certificate in Applied Statistics (p. 13) • Graduate Certificate in the Foundations of Data Analytics (p. 12) • Graduate Certificate in Computational Mathematics (p. 15) • Graduate Certificate in Mathematics (p. 9) 		
College of Public Service <i>Page numbers in this section refer to the MAT Graduate Handbook where additional information is available for</i> <i>Urban Education programs.</i>		
Master of Arts in Teaching with Teacher Certification (p. 6)	Admissions Appeal	Master of Arts in Teaching Graduate Student Handbook
Master of Arts in Teaching – Curriculum and Instruction (p. 6)		
Graduate Certificate in Foundations of Educational Leadership This program is pending SACSCOC Substantive Change Review and the program's webpage clearly labels the program status as pending SACSCOC approval.		Graduate Certificate in Foundations of Educational Leadership
Master of Science in Criminal Justice		Master of Science in Criminal Justice Graduate Student Handbook
Graduate Certificate in Applied Correctional Practice		Applied Correctional Practice Certificate Student Handbook

Sample Admissions Materials

Undergraduate admission and denial letters are used for all undergraduate applications including first-time in college, transfer, and international. Admissions and denial letters are maintained and distributed by the Office of Admissions. Sample admissions letters and related materials can be found below.

[Undergraduate Admissions Letter](#)

[Undergraduate Denial Letter](#)

[Admitted Student PowerPoint Slide Presentation](#)

(This is an example of presentations which are provided by Admissions staff to guide admitted students through the next steps in the enrollment process.)

Table 10.5.3. Sample Graduate Program Admissions and Denial Letters

Marilyn Davies College of Business	
MBA	<p>Admission: Students who are admitted to the MBA receive an admissions letter explaining next steps and a Letter of Intent form that they must sign and return.</p> <p>Letter of Intent Instructions</p> <p>Admissions Letter</p> <p>Letter of Intent</p> <p>Denial Letter</p>
COB Graduate Certificates	<p>Admission: A similar admissions notification process is used for Graduate Certificates in the College of Business.</p> <p>Admissions Letter</p> <p>Letter of Intent</p>
College of Humanities and Social Sciences	
MA: Rhetoric and Composition	<p>Sample Admissions Letter</p> <p>Sample Denial Letter</p>
MS: Technical Communication	<p>Sample Admissions Letter</p> <p>Sample Denial Letter</p>
Graduate Certificate in Plan Language Graduate Certificate in Medical and Applied Health Communication	<p>Sample Admissions Letter</p>
College of Public Service	
MA: Teaching	<p>Sample Admissions Letter</p> <p>Sample Denial Letter 1</p> <p>Sample Denial Letter 2</p>
MS: Criminal Justice	<p>Sample Admissions Letter</p> <p>Sample Denial Letter</p>
College of Sciences and Technology	
MS: Data Analytics	<p>Sample Admissions Letter</p> <p>Sample Denial Letter</p>

Recruitment Materials and Related New Student Messaging

UHD's enrollment and recruitment materials accurately represent the University's policies, practices, and accreditation status. The Enrollment Communications team in the Enrollment Management division supports the recruitment, enrollment, and retention of prospective and current students by providing consistent, accurate, persuasive, and timely communications. Messaging is designed to create awareness and facilitate the understanding of educational processes among internal and external constituents.

The Enrollment Communications team collaborates with Enrollment Management departments, UHD's five colleges, and University Relations to oversee the development, management, coordination, and assessment of enrollment marketing communications, including email communications, publications, direct mail campaigns, and text messages. These messages and campaigns are used to move the students through the admission funnel from visitor and inquiry to registered, paid students.

A streamlined process has been designed to ensure communications in all media are vetted for accuracy and approved by department leads before being shared with a larger audience. Webpage content is audited every month to ensure information is current.

Sample Recruitment and Student Messaging Materials

Note that unless labeled otherwise, UHD's materials are appropriate for both graduate and undergraduate applicants.

- [FTIC One Page Application Guide](#)
- [FTIC Recruitment Message](#)
- [Transfer Student Message](#)
- [Transfer Student One Page Application Guide](#)
- [Undergraduate Recruitment Message \(Co-curricular Focus 1\)](#)
- [Undergraduate Recruitment Message \(co-curricular Focus 2\)](#)
- [Undergraduate Financial Aid Message](#)

Messaging for students who have expressed interest in a UHD program:























































- [Undergraduate/Graduate Interested Student Message 1](#)
- [Undergraduate/Graduate Interested Student Message 2](#)
- [Undergraduate/Graduate Interested Student Message 3](#)
- [Undergraduate/Graduate Interested Student Message 4](#)
- [Undergraduate/Graduate Interested Student Message 5](#)
- [Undergraduate/Graduate Interested Student Message 6](#)
- [Invitation to Take a Virtual Tour of UHD](#)
- [Prospective Student Information Session](#)
- [Invitation to Finalize Your Class Schedule](#)
- [Account Summary and Fee Bill](#)
- [Payment Deadline Reminder](#)

Conclusion

In summary, UHD is in compliance with Standard 10.5. The institution publishes admissions policies consistent with its mission and recruitment materials and presentations accurately represent its practices and policies. Admissions employees who are involved in recruitment receive regular and thorough training. UHD does not use contract recruiters or recruitment agents.

Sources

<ul style="list-style-type: none">2021-2022-MDCOB-Graduate-Student-HandbookAccount Summary & Fee BillAdmission Appeal FormAdmission Email Template NEWAdmission Information in English and SpanishAdmissions AppealAdmissions WebpageAdmitted student PPTX session- 2021All Majors Housed in MDCOBApplied Correctional Practice Certificate HandbookApplied Correctional Practice Graduate CertificateApplyTexasBAAS Criminal Justice AdmissionsBSW Admissions WebpageCHSS Graduate Admissions Appeal FormCHSS MARC denial letter exampleCHSS Sample Admissions LetterCHSS-Grad-Handbook-2021-2022CPS Graduate Admissions Appeal FormCST Graduate Admissions Appeal FormCSTGradStudent_HandbookCertificate in Graduate MathematicsCriminal Justice MajorsCybersecurity Graduate Certificate _ University of Houston-DowntownDeclare A Major _EDUCATION CODE CHAPTER 51. PROVISIONS GENERALLY APPLICABLE TO HIGHER EDUCATIONFTIC One Page ApplicationFTIC Recruitment LetterFoundations of Educational Leadership CertificateFoundations of Educational Leadership Certificate Handbook _Fall 2021Freshman-One-Page-2021GRAD CERT Acceptance NEWGRAD CERT Letter of Intent NEWGraduate Admissions WebpageGraduate Certificate in Applied Statistics
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-  Graduate Certificate in Composition Studies
-  Graduate Certificate in Computational Mathematics
-  Graduate Certificate in History
-  Graduate Certificate in Leadership and Strategic Planning
-  Graduate Certificate in Medical & Applied Health Communication
-  Graduate Certificate in Plain Language
-  Graduate Certificate in the Foundations of Data Analytics
-  HB3826_faq
-  IRC 2019-2020_PDF01252022
-  Individual Review Committee
-  Invitation to Finalize Class Schedule
-  Invitational Tour of UHD Message
-  Letter of Academic Standing
-  MAHC PLCERT acceptance letter template
-  MANPM Admission Information
-  MARC Degree Admission Info
-  MAT - Decision - Low GPA NEW
-  MAT Admit Letter NEW
-  MAT HANDBOOK 2021-2022
-  MAT-Decision - Apply to Other Program NEW
-  MBA Acceptance Letter_NEW
-  MBA Decision Letter NEW
-  MBA Letter of Intent NEW
-  MBA Program
-  MBA related graduate
-  MSCJ Admit NEW
-  MSCJ Decision Letter NEW
-  MSCJ_Student_Handbook
-  MSDA Admit Letter NEW
-  MSDA Decision Letter NEW
-  MSTC MAHCC PLCERT rejection letter template
-  MSTC acceptance letter template
-  Master in Data Analytics
-  Master in Technical Communication
-  Master of Arts in Teaching - with Curriculum & Instruction
-  Master of Arts in Teaching - with Texas Teacher Certification
-  Master of Business Administration
-  Master of Professional Accountancy
-  Master of Professional Accountancy _Admissions Process _
-  Master of Science in Criminal Justice (MSCJ) _
-  Master of Security Management
-  Message 1
-  Message 2
-  Message 3
-  Message 4
-  Message 5
-  Message 6
-  Mission
-  PS03A24 Undergraduate Admissions
-  Payment Deadline Reminder Message
-  Prospective Student Information Session PPTX
-  RN BSN
-  Texas Uniform Admissions Policy- THECB
-  Transfer Student Message

 [Transfer-One-Pager Application Guide](#)

 [Transfer-One-Pager-2021](#)

 [UHD Policy Admission Web Page](#)

 [UHD Website](#)

 [Undergraduate Acceptance Letter](#)

 [Undergraduate Denial Letter](#)

 [Undergraduate Financial Aid Message](#)

 [Undergraduate Recruitment Message - 1](#)

 [Undergraduate Recruitment Message - 2](#)

 [Undergraduate Catalog](#)

Distance Education: Student Identification

An institution that offers distance or correspondence education:

- (a) ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit;
- (b) has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs; and
- (c) ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Houston–Downtown (UHD) ensures that the student who registers in its distance education courses is the same student who participates in and completes the course or program and receives credit, has written procedures for protecting the privacy of students enrolled in distance education or programs, and ensures that students are notified in writing at the time of registration or enrollment of any projected additional charges associated with verification of student identity.

UHD does not offer correspondence education courses or correspondence-based degrees.

Online Students at UHD

UHD does not identify students by modality. Most programs offer classes face-to-face and online and while some students may prefer online classes, they are never restricted from taking face-to-face classes, if they choose. Consequently, security protocols that are in place to protect the identity of students and to ensure the integrity of academic programs are applied to all students and programs.

Initial Verification of Identify

The student's identity is verified during the admission process by collecting identifying information such as full name, birth date, and Social Security number on the [Apply Texas Admissions Application](#), the common admissions application that all students must complete when applying to the University. Information in the application is then matched against supporting documentation such as transcripts and documentation used to verify residency. Any discrepancies are then followed up on by Admissions staff to further verify the student's identity.

Login and Passwords

At the time of admission to the University, new students are issued a UHD username, ID number, and temporary password. The student must then reset the temporary password to an alpha-numeric password that identifies him/her in the system.

To ensure strong passwords, [University of Houston System Administrative Memorandum 07.A.10-Information Security Program](#) and [UHD's Information Technology Password Policy](#) require that passwords contain:

- A minimum of eight characters; and
- Contain at least three of the following four characteristics:
 - Capital letter (A-Z)
 - Lower case letter (a-z)
 - Digit (0-9)
 - Special character (such as !, \$, #, %).

Passwords may not contain more than two consecutive characters from the authorized user's name and all users are required to change their passwords at least once every 180 days. Old passwords may not be reused.

Accessing UHD Network Systems

All UHD network systems are accessed using the username and password combination. Students must enter their network credentials before accessing the UHD-issued email account (Gatormail), UHD's learning management system (Blackboard), NAVIGATE which is UHD's academic support and advising platform, or any myUHD e-service which provide access to course registration, student accounting, academic records, requests for transcripts, and the graduation application. To further protect the security of these systems, UHD locks accounts after multiple failed attempts, and students are automatically logged out of applications after several minutes of inactivity.

UHD uses a Two-Factor Authentication (2FA) system called DUO to provide an additional layer of authentication beyond the username and password. DUO requires that students provide something they know (username and password) plus something they have with them (like a registered cellphone or tablet) when accessing UHD's Office 365 platform, Gatormail, OneDrive, Teams, Blackboard Learning Management System, NAVIGATE, and myUHD. DUO prevents someone from logging into these applications with only the password.

Making Changes to Student Information

Students must submit a [Student Information Update Form](#) to the Office of Admissions or the Registrar's Office if they wish to change or update their name, Social Security number, or birthdate. To ensure the validity of the requested change, supporting documentation such as an updated Social Security card or birth certificate must be presented along with this form when students request this type of change.

Changes to addresses or contact information are completed through students' myUHD accounts. Students must provide their UHD username and password to log into the system and make the change.

Ensuring Course and Test Integrity

UHD instructors use several security features that are available through the Blackboard Course Management System to verify the identity of students participating in-class activities and taking online exams. Blackboard is the primary online environment used to access online courses and students access this secure system using their unique username and password. Student identity is also verified using the DUO two-factor authentication system described above, thus prohibiting someone other than the student from accessing the class with just the password alone.

The [splash page](#) for Blackboard provides a warning to students outlining unauthorized use and access. By logging into Blackboard and entering the Blackboard site, students are acknowledging agreement to abide by applicable UHD's policies and guidelines. Once logged into Blackboard, students submit assignments via the Blackboard dropbox function or an email address that is individually assigned and integrated into the Blackboard site.

Many instructors use video conferencing tools such as Zoom and Microsoft Teams, which are real-time collaboration platforms that allow students to communicate with instructors and each other using video, voice, or chat functionalities. To access these systems, students must either log into their Zoom or Microsoft Teams accounts using their university credentials or have access to the link and password assigned to the meeting when the faculty member establishes the session.

To ensure testing integrity, UHD provides faculty with the [Respondus LockDown Browser](#), a customized browser that increases the security of online testing in Blackboard. When students use Respondus LockDown Browser to take a test in Blackboard, they are unable to print, copy, go to another URL, access other applications, or close a test until it is submitted for grading. Faculty members also have the option of using Respondus Monitor, a tool within the LockDown Browser that requires students to use a web camera while taking online exams and thus serves as a viable alternative to in-person proctoring. With Respondus Monitor, a student's identity can be verified by requiring the student to show a photo ID at the beginning of the exam. The student's activity is video recorded during the exam and questionable movements are flagged within the software. The faculty can then review the recordings after the exam to determine if additional action is needed.

Third-party instructional sites, including Cengage Learning, McGraw-Hill Education, Pearson, and Wiley, may be integrated into Blackboard. Common cartridges may be imported into Blackboard after the application has been assessed by the technology assessment team, which includes representatives from IT Security, Purchasing, Registrar's Office, Legal, and others. The applications must not pose a risk to student data, including protected Family Educational Rights and Privacy Act (FERPA) data, or in any other way threatened the university's compliance.

[Extensive training](#) and user support are available to ensure faculty can use these tools effectively.

Proctored Examinations

To further support academic integrity, UHD offers proctored tests for all online courses through [UHD's Office of Testing Services](#). UHD's Office of Testing Services provides proctored testing support for instructors in all of UHD's fully online courses. The proctored exams can be administered through the Blackboard course management platform or in the traditional paper-and-pencil format. Proctored testing is available through the Office of Testing Services at both the downtown One Main Building and UHD- Northwest.

Online students are also given the option of having an exam proctored at an approved off-site testing center. Those who need assistance finding an alternative testing location are directed to the [National College Testing Association \(NCTA\) website](#), which provides a list of test centers nationwide. The proctoring institution and the proctor must be approved in advance by UHD testing personnel. Students also have the option of taking proctored examinations at their homes using the [ProctorU](#) online service. Students are notified that there are additional fees associated with off-site testing and ProctorU options. (See section 10.6.c for additional information.)

Students taking proctored exams must first register with UHD's Office of Testing Services. After completing the registration process, they are given a registration card with personal information, exam information, test location, and specific instructions. These policies and procedures can be found in Testing Services' ["Academic Guidelines for UHD Students."](#)

When checking in for face-to-face exam proctoring at the Office of Testing Services or an approved testing site, test takers must show either a government-issued ID or an official UHD student ID and sign a sign-in sheet. Students are allowed to take their exams only if the following three conditions are met:

- The personal information in the registration card exactly matches that of the ID card.
- The test taker's signature in the sign-in sheet exactly matches that on the ID card.
- It is verified that the test taker is the same person whose picture appears on the ID card.

For [online proctoring with ProctorU](#), the authentication process of a test taker's identity involves the following steps:

- via a webcam, a live proctor sees the test taker, checks the test taker's government-issued ID, and takes a photo to keep on file
- test takers are required to answer challenge questions to validate their identity in keeping with industry-leading fraud protection and banking standards
- sophisticated keystroke analysis software creates a profile for the test taker

Additional Security Augmentation Systems

UHD is committed to the security of faculty, staff, and student equipment, data, and identity. Students using campus computer labs are reminded of security issues daily via splash-screen messages—informational pages that are displayed ("splashed") on the screen while a computer is starting up or an application is being loaded.

Each October, UHD's Information Security Officer coordinates a campus-wide [Security Awareness Campaign](#) as a part of the National Cyber Security Awareness Month. This campaign includes [presentations](#) by law enforcement and others with special expertise in cyber security. In addition, cyber security awareness sessions are held periodically throughout the year for faculty, staff, and students.

Policy and Procedures That Protect Student Privacy

The main University policies safeguarding student privacy rights include the following:

- [PS 03.A.22: Access to Student Academic Records/Information](#), which outlines students' rights with respect to their educational records and FERPA, the procedure for amending educational records, and policy and procedures for disclosure of educational records.
- [PS 04.A.01: Student Rights and Responsibilities](#), especially §3.2.4 on Rights of Privacy and §3.2.6 on Confidentiality of Records.
- [PS 06.A.05: Privacy Act and Freedom of Information Policy](#).
- [PS 08.A.04: Computer Access, Security, and Use Policy](#), especially §3.9.5 on security measures for handling data and §3.9.6 prohibiting the use of email for transmitting confidential information.
- The [IT User's Handbook](#), which includes a section titled "Regulations for Using Academic Computing Facilities and Resources."
- [University of Houston System Administrative Memorandum 01.D.06: Protection of Confidential Information](#).

Access to student records is strictly controlled and limited to authorized employees on a need-to-know basis for legitimate educational purposes. UHD may not disclose non-directory student information to anyone other than the student or the minor student's eligible guardian without the student's consent, except when authorized by law to do so. Students must submit a [signed release](#) to the Registrar's Office authorizing disclosure and the Registrar's Office will [direct the student and/or department personnel appropriately](#). If the disclosure of records includes financial aid information, the student may submit a signed release directly to the Office of Scholarships and Financial Aid. University faculty and staff are prohibited from transmitting confidential student information through an unsecured email or messaging systems and from storing such information in unsecured physical or digital environments.

Student Notification of Privacy Rights and Responsibilities

To ensure that students understand the University's commitment to confidentiality, integrity, and security of information, students are notified of their privacy rights in the University's [undergraduate](#) and [graduate](#) catalogs and in the Student Handbook (p. 17-20, 67, 125, 173). Additionally, user responsibilities specific to privacy are addressed in the [UHD Privacy Statement](#), which is published on UHD's website and contains links to other pertinent state and University documents related to privacy rights.

Faculty and Staff Training

In accordance with the State of Texas ([Texas Labor Code, § 21.010.C](#)) and University of Houston System institutional compliance requirements, all UHD employees, including student assistants, are required to complete the [Secure Our Systems](#) training within the first 30 days of employment and annually thereafter. This training is designed to increase employee awareness of information security regulations and best practices and teach employees how to protect sensitive information. Training includes a knowledge exam that employees must complete with an 80% or higher. Employees who do not complete annual mandatory training by the published deadline will not have met their job expectations and will therefore not be eligible for merit increases, as outlined in [UHD PS 02.B.12](#) and [UH-S SAM 02.A.26](#). In addition to annual notices from Employment Services regarding the need to complete training, faculty and staff are also notified of the mandatory training requirements in the [Faculty Handbook](#) (p. 34) and the [Staff Handbook](#) (p. 16).

To ensure that faculty and staff understand and respect the privacy rights of students (including those in distance-education courses), UHD's [PS 02.B.12: Employee Training and Development Policy](#) and [University of Houston System Administrative Memorandum 02.A.26](#) require all UHD employees to complete mandatory annual training, which includes training on FERPA and the protection of sensitive constituent information. As part of the training, all employees must pass brief knowledge tests to ensure a basic understanding of these regulations. University employees are informed about this training and testing in the [UHD Staff Handbook](#) (see pg. 16), the [UHD Faculty Handbook](#), (see p. 30), and emails from UHD's Employment Services and Operations ([Mandatory Training Email FY2022](#)).

Notification of Additional Costs for Online Students

UHD does not charge its students additional student fees for verification of student identity. Student fees are published on the [Student Billing website](#) and the UHD's Office of Testing Services provides face-to-face proctoring services free of charge for all online courses.

In instances where the student is not able to drive to the University, faculty teaching online classes may require students to use an external proctoring service like Proctor U or Sylvan Learning to ensure the person taking the test is the person registered for the course. Charges associated with these services are collected by the company or organization providing the service. Fees are on a sliding scale and vary based on the services require, the number and length of exams in a course, and in some cases, how quickly the student wants to take the exam after registering.

To ensure that students are notified of these potential costs, the following statement appears in the [Class Modality Activity Guide](#) when students register for classes, thus ensuring they are aware of potential extra costs at time of registration:

"There may be additional costs associated with the use of proctored testing resources to satisfy requirements in one or more of your classes. These requirements and approximate costs will be included on the class syllabus. Please contact the class instructor for additional information on whether proctored testing is a course requirement and the approximate cost."

Conclusion

In summary, the combination of these software tools, policies, training, and services allows UHD to provide a secure environment for distance education students and ensure student privacy and the integrity of online courses. While the university does not charge fees for student identification, it does notify students that there may be additional proctoring fees at time of registration should the student elect not to use UHD's test proctoring services.

Sources

-  2019 UHD Faculty Handbook (Page 30)
-  2019 UHD Faculty Handbook (Page 41)
-  Academic Guidelines for UHD Students _ University of Houston-Downtown
-  Annual Mandatory Training Announcement 09 28 2021
-  ApplyTexas - Applicant Home Page
-  Class Modality Activity Guide
-  CourseCartridge
-  Courses and Information – Blackboard Learn SPLASH PAGE
-  Faculty & Staff Training _ University of Houston-Downtown
-  Graduate Academic Policies - University of Houston Downtown - Acalog ACMS™ (Page 5)
-  IT User Handbook _ University of Houston-Downtown
-  Live+ _ Secure Live Online Proctoring to Prevent Cheating in High-Stakes Exams _ ProctorU
-  Mandatory Training _ University of Houston-Downtown
-  NCTA vwebsite
-  National Cyber Security Awareness Month (NSCAM) _ University of Houston-Downtown
-  PS02A12 Fringe Benefits Policy
-  PS02B12 Staff Training and Development Policy
-  PS03A22 Access to Student Academic Records Information
-  PS04A01 Student Rights and Responsibilities
-  PS06A05 Privacy Act and Freedom of Information
-  PS08A04 Computer Access, Security, and Use Policy
-  Privacy Statement _ _ University of Houston-Downtown
-  ProctorU - The Leading Proctoring Solution for Online Exams
-  Release of Student Records _ University of Houston-Downtown
-  Respondus Lockdown Browser - Instructor _ University of Houston-Downtown
-  SAM 1d6 Protection of Confidential Information
-  SAM 2a26 Employee Development and Training
-  SOS_ University of Houston - University of Houston
-  Student Handbook 20212022 (Page 125)
-  Student Handbook 20212022 (Page 16)
-  Student Handbook 20212022 (Page 17)
-  Student Handbook 20212022 (Page 173)
-  Student Handbook 20212022 (Page 30)
-  Student Handbook 20212022 (Page 67)
-  Student Information Update Form
-  Testing Services _ University of Houston-Downtown
-  Texas Labor Code Section 21.010 - Employment Discrimination Training for State Employees (2019)
-  Tuition and Mandatory Fees _ University of Houston-Downtown
-  UHD IT Password Policy
-  UHS PS7a10
-  Undergraduate Academic Policies - University of Houston Downtown - Acalog ACMS™ (Page 8)
-  University of Houston_ Information Security - University of Houston
-  confidentiality_request

Policies for Awarding Credit

The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Houston-Downtown (UHD) employs sound practices for determining the amount and level of credit awarded for all courses, regardless of the format or mode of delivery. All educational programs are based on semester credit hours and policies ensure curricular oversight is provided by persons academically qualified to make the necessary judgment. All UHD programs are based on the semester credit hour.

UHD's Credit Hour Policy and Practices for Assigning Amount and Level of Credit

To ensure that practices for awarding credit conform to state and federal regulations and nationally accepted standards, UHD has established **PS 03.A.30: Semester Credit Hours Policy**, which adopts the language of the **Federal Regulation, Ch. IV, Title 34, §600.2** and the **SACSCOC Credit Hours Policy Statement** in its definition of the semester credit hour. Specifically, §2.1 defines a semester credit hour as "An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates one hour of classroom or faculty instruction and a minimum of two hours out-of-class student work each week for approximately 15 weeks, or the equivalent amount of work over a different period of time."

As a state institution, the University's practices for awarding credit must also conform to the Texas Higher Education Coordinating Board (THECB) rules governing such practices, codified by **Texas Administrative Code, Title 19, 4.A., §4.6**, which stipulates that "Traditionally-delivered three-semester-credit-hour courses should contain 15 weeks of instruction (45 contact hours) plus a week for final examinations so that such a course contains 45 to 48 contact hours depending on whether there is a final exam." This THECB rule also establishes the expectation that each course requires "a significant amount of noncontact hour time for out-of-class student learning and reflection." Courses offered in shorter timeframes "are expected to have the same number of contact hours and the same requirement for out-of-class learning as courses taught in a normal semester." Exceptions to the contact hour requirements are permitted by the THECB only "if the course has been reviewed and approved through a formal, institutional faculty review process that evaluates the course and its learning outcomes and determines that the course does, in fact, have equivalent learning outcomes to an equivalent, traditionally delivered course" (emphasis added). The THECB rule focuses on learning outcomes as the basis for determining the amount of credit.

PS 03.A.30: Semester Credit Hour Policy, which is published on the University's website, and the **THECB rule** apply to both undergraduate- and graduate-level courses.

Credit Hour Policy for Online, Off-site, and Competency-Based Courses and Credit by Exam

The University's stipulated definition of the semester credit hour applies to all UHD courses regardless of level or location or mode of delivery, "including laboratory work, internships, practicum, studio work, experiential learning, distance, correspondence and any other academic work leading to the award of semester credit hours" (**PS 03.A.30, §1**). Moreover, "all shortened-format and alternatively-delivered courses must meet similar rigor, quality, learning outcomes, and academic standards" as the traditionally delivered courses (§3.1). **PS 03.A.30's** definition of semester credit hours guides the University's practices in awarding credit, and the policy clearly emphasizes student achievement and learning outcomes as the basis for determining the amount and level of credit, regardless of delivery mode or format.

PS 03.A.37: Online Education Policy provides further assurance that students in online sections must achieve the same learning outcomes as students in face-to-face courses to receive credit. This policy stipulates that "Online course sections are subject to the same policies and procedures that govern the delivery of instruction of other modes" (§3.4.3) and that "course descriptions, prerequisites, and learning outcomes, as well as the approval processes, will not differ based on delivery mode" (§3.4.1). Face-to-face, hybrid, and online versions of the same course must have equivalent learning outcomes and levels of rigor.

While UHD does not offer direct assessment programs as defined by SACSCOC, it does offer some courses that are a type of competency-based instruction in which sets of competencies are nested within traditional credit-bearing courses. Students show proficiency on each competency through exams and assignments. **PS 03.A.42: Competency-based (nested) Degree & Certificate Programs** describes the awarding of credit for courses and credit-by-examination in competency-based courses. These courses were developed under a grant in partnership with Houston Community College (HCC). Both UHD and HCC requested that SACSCOC review the proposed structure to determine if it met the definition of a Direct-Assessment Program or if a substance change prospectus was needed. The **feedback** received from Dr. Sightler, SACSCOC Director of Substantive Change, was that these courses did not fit the definition of direct assessment since, unlike traditional competency-based programs, a single letter grade is transcribed for each course rather than transcribing grades by competency. These courses meet SACSCOC criteria as would any other traditional course.

PS 03.A.42: Competency-based (nested) Degree & Certificate Programs (§3.1) stipulates that any changes to the awarding of credit are governed by the policies in effect and must be cleared by the existing shared governance process, which includes oversight from program faculty, chairs, deans, the university curriculum body, and the provost's office. Competency-based courses follow the same review and approval processes as any other course for credit at UHD.

PS 03.A.11: Credit by Examination and Credit by Approved Equivalencies governs the use of examinations and other course equivalencies for course credit. This policy is maintained by **PS 01.A.03: Academic Shared Governance Policy**, which ensures oversight by credentialed faculty.

Course Numbering and Naming System & Levels of Credits

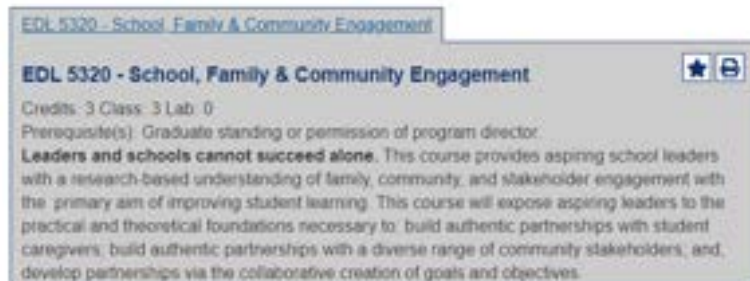
UHD uses a three- or four-letter course prefix to indicate the discipline of the subject area of the course. A four-digit system is used in assigning course numbers. The first digit of a course number indicates the academic level. Courses in the 1000 series are generally for first-year students, 2000 for sophomores, 3000 for juniors, and 4000 for seniors. The 5000 and 6000 series courses are graduate courses and undergraduates are not allowed to enroll in graduate courses without permission of the academic department which offers the courses. The second digit indicates the number of semester credit hours that the course carries. The third and fourth digits specify a particular course within its discipline.

UHD's **undergraduate** and **graduate** catalogs provide a list of all courses. Entries for each course include the course's prefix, assigned number, title, prerequisites, and course description. Entries also state the number of class and lab contact hours required in a 16-week semester. Examples of a course catalog entry for undergraduate and graduate courses can be found below.

Figure 10.7.1: Undergraduate Catalog Course Entry with Lab



Figure 10.7.2: Graduate Catalog Course Entry



Faculty-Driven Oversight of Course Development, Revision, and Approval Processes

All new courses and course revisions must be approved through a rigorous, faculty-driven review process described in [PS 03.A.12: Changes to Curricula, Courses, Programs, and Credentials](#). "All full-time faculty, including tenure, tenure-track, instructors, lecturers, visiting, and clinical faculty within a teaching discipline are members of the academy and have the right to participate in the discussion and development of curricula" (§2.1).

[PS 03.A.12: Changes to Curricula, Courses, Programs, and Credentials §4](#) describes the approval process for new courses and course changes. Faculty submit proposals for new courses and course revisions through the University's [Curriculog](#) curriculum tracking system. When submitting a new [course proposal](#), faculty must provide the course number and title, the course description, credit hours to be assigned to the course, contact hours, prerequisites, faculty who are qualified to teach the course, course learning outcomes, and a syllabus which outlines the course schedule and major assignment. [Course revision proposals](#) require similar information as well as a description of and justification for the change. Similar forms are used for proposing new graduate courses, revisions to graduate programs, and revisions to or addition of courses within the General Education Core curriculum.

Once submitted to Curriculog, all proposals are first routed electronically to the originating department curriculum committee or the authorized [curriculum support committee](#) for review. Curriculum committees are comprised of full-time faculty within the department, college, or related disciplines who have the academic qualification to evaluate the curricular quality, rigor, appropriateness of learning outcomes, instructional materials, major assignments, and level of the proposal. Curriculum committees may either approve or return the proposal to the originating faculty. The committee chair approves the proposal, and it is then routed electronically through Curriculog to the department chair. Proposals originating in University College are reviewed by the program director since that college does not have chairs.

The department chair or program director reviews the proposal and if appropriate, approves the proposal form through Curriculog, which automatically notifies the college dean. Proposals that are not approved trigger the digital workflow to send an email to the Departmental Curriculum Committee or the Curriculum Support Committee the proposal has been declined.

The dean reviews and approves the proposal which is then transmitted through Curriculog to the University Curriculum Committee (UCC) unless the proposed course or revision is part of the General Education Core curriculum. In this case, the proposal is first routed to the General Education Committee which reviews the proposal in the context of other state requirements for the Core. Based on the decision of the General Education Committee, the proposal is either forwarded to the University Curriculum Committee or returned to the originating faculty for revisions.

The UCC is charged with reviewing and recommending policies pertaining to the development and approval of new courses, degree programs, and other curriculum changes. It is also responsible for reviewing and approving curriculum changes made under those policies. The membership of UCC is governed by [PS 01.A.03: Academic Shared Governance Policy](#) (§2.5.3) and is comprised of all the academic department chairs, one faculty representative from each college, and two students. Current membership and related credentials can be found [here](#).

UCC receives, reviews, and makes recommendations about every course and program offered for academic credit by the University. When reviewing curriculum additions or changes, UCC members use either a [course rubric](#) or a [program rubric](#) to ensure the curricular quality, rigor, appropriateness of learning outcomes, instructional materials, major assignments, sequencing, and course or program level. If UCC approves the proposal, the digital workflow forwards the proposal to the provost for final review and approval. Course and program proposals that are not approved are transmitted back to the dean in the originating department.

The provost has the final authority to approve or reject curriculum change proposals. Changes that are approved are forwarded to the Office of the Registrar for inclusion in the next editions of the UHD catalogs. Changes that are not approved are returned to the dean in the originating college.

Through this approval process, faculty and academic administrators guarantee that new courses conform to expectations about the appropriate rigor, course level, and amount of intellectual work for the credit hours awarded. The course level and credit hours awarded for the course thus correspond to the amount and level of student learning elicited by the course and its outcomes.

Table 10.7.1 provides examples of syllabi from different disciplines and levels showing the rigor of UHD's courses and consistency across location and delivery mode.

Table 10.7.1 Example Syllabi

Undergraduate Course Examples	
MATH 1301: College Algebra CHEM 1107: General Chemistry I Laboratory	General education core courses As is the case with many courses in the UHD core, all sections of MATH1301(face-to-face/online)and CHEM 1107 use a common syllabus.
ART 3310: Creating a Graphic Novel	Studio course
CHEM 4162: Advanced Inorganic Laboratory	Upper-level lab course
SOCW 4304: Issues in Field Practicum II	Fieldwork course
ENG 4390: Making Books, Making the Self: Late Medieval Manuscripts, the Archive, and the Production of Identity	Upper-level special topics course
EED 3311: Teaching Social Studies EC-6	Lecture course Example of a lecture course that is taught at multiple locations
APAL 4304: Crisis Management and Communication for Leaders	Online lecture course All sections of APAL 4304 use a common syllabus. This course is typically taught in an 8-week term with the final week reserved for the development of a summative course project and the final.
Graduate Course Examples	
CS 5310: Data Mining	Graduate course in the MS Data Analytics program
MBA 6328: Logistics	Online course - MBA
TCOM 5340: Project Management	Graduate course in the MS: Technical Communication program

The examples in Table 10.7.2 document UHD's compliance with its curriculum review process.

Table 10.7.2 Examples of Contact Time (Fall 2021 Schedule)

Curriculum Addition or Revision	Documentation
<p>Approval: New undergraduate course</p> <p>Proposing Faculty: Susan Henney</p> <p>Credentials:</p> <p>Professor of Psychology</p> <p>Ph.D.: Child Development and Family Relationships, The University of Texas</p> <p>MA: Clinical/Counseling Psychology, Southern Methodist University</p> <p>BA: Psychology and Government, The University of Texas</p>	<p>HEA 3316: Health Education</p> <p>HEA 3316: Rubric</p> <p>UCC Minutes</p>
<p>Approval: Graduate-level special topics course</p> <p>Proposing Faculty: Krista Gehring</p> <p>Credentials:</p> <p>Associate Professor of Criminal Justice</p> <p>Ph.D.: Criminal Justice, University of Cincinnati</p> <p>MS: Criminal Justice, Northeastern University</p> <p>BA: English, University of Colorado-Boulder</p>	<p>CJ 6360: Addition to Incarceration</p> <p>CJ 6360: Rubric</p>
<p>Approval: Revision to an existing graduate course</p> <p>Proposing Faculty: Adam Ellwanger</p> <p>Credentials:</p> <p>Professor of English</p> <p>Ph.D.: English with an emphasis in Rhetoric & Composition, University of South Carolina</p> <p>MA: American Literature, College of Charleston/Citidale</p> <p>BA: Rhetoric, College of Charleston</p>	<p>ENG 6350: Research Methods in Composition, Rhetoric, and Technical Communication</p> <p>ENG 6350: Rubric</p> <p>UCC Minutes</p>
<p>Note that in these examples of the Curriculog workflow, the faculty initiating the proposal can be found at the bottom of the right-hand column, and approvals progress upward from initiating faculty to the department curriculum committee, chair, dean, UCC, and the provost. Special topic course approvals end at the Dean level and do not move any further in the process.</p>	

Course Scheduling

Face-to-face courses require 45 contact hours of classroom instruction (excluding the final exam), while hybrid courses require one-half classroom instruction and one-half online instruction. One contact hour is defined as 50 minutes of instruction plus ten minutes of break or transition time.

Department chairs and program administrators schedule courses using the available scheduling management system, which is currently Peoplesoft. The Registrar's Office audits the course schedule before the beginning of enrollment for a given semester to ensure that face-to-face and hybrid courses feature the appropriate contact hours, given the amount of course credit.

Evidence UHD Complies with Credit Hours and Course-Level Review Policies

Table 10.7.3 provides evidence that face-to-face courses require 45 contact hours of classroom instruction (excluding the final exam), while hybrid courses require one-half classroom instruction and one-half online instruction. One contact hour is defined as 50 minutes of instruction plus ten minutes of break or transition time.

Table 10.7.3 Examples of Contact Time (Fall 2021 Schedule)

Duration	Location	Modality	Course	Meeting Dates	Time	Contact Time
16-week term	Main	face-to-face	ART 1302: History of Art	8/23/2021-12/15/2021	MW 8:30am-9:45am 3 contact hrs. (150 min)/week	3 hr./week * 15 weeks = 45 contact hours
8-week term	Main	hybrid	BBA 3308: Business Ethics	8/23/2021-10/16/2021	Sa 1:00pm-3:30pm 3 contact hrs. (150 min)/week	3 hr./week * 8 weeks = 24 contact hours with remainder online
16-week term	Northwest campus	face-to-face	CJ 4303: Vice, Drugs & the Law	8/23/2021-12/15/2021	T/Th 10:00am-11:15am 3 contact hrs. (150 min)/week	3 hr./week * 15 weeks = 45 contact hours

Publication of Credit Hour Policies

























UHD publishes credit hour policies and procedures in several places. The Course Credit and Numbering System is published in the [undergraduate](#) and [graduate](#) catalogs. The [Student Handbook](#), available on the University's website, provides students a brief explanation of the Course Credit and Numbering System (p. 11). All university policies are posted on the [University's website](#).

Conclusion

UHD publishes credit hour policies on its website and places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. Curriculum committees at departmental, and institutional levels are composed of full-time faculty with appropriate academic qualifications to review and determine appropriateness of the curriculum and the amount and level of credit awarded for each course. Curriculum committees apply the university's policy to all courses, regardless of format or mode of delivery.

Sources

- [09.17.21_UCC Meeting minutes](#)
- [10.7 Course Revision Proposal Form](#)
- [10.7 New Course Proposal Form](#)
- [2020-2021 Student Handbook](#)
- [AA - 3305 - Human Resources Administration](#)
- [APAL 4304 Crisis Mgmt Master Syllabus 6 14 2021](#)
- [ART 1307_Spr20_syllabus](#)
- [ART 3310 - Graphic Novel](#)
- [ART 3310 Creating a Graphic Novel CIU Chart](#)
- [Adam Ellwanger _ University of Houston-Downtown](#)
- [Azar Rejaie _ University of Houston-Downtown](#)
- [CIR ENG 6350 Research Methods Final 1.28.20](#)
- [CJ - 6360 - Addicted to Incarceration](#)
- [CJ 6360 Course Inventory Update Form](#)
- [CS 6332-Advanced Artificial Intelligence](#)
- [CS5310-Data Mining](#)
- [Catalog - Grad Course List](#)
- [Catalog - Undergrad Course List](#)
- [Course Rubric 1-22-21](#)
- [Course Rubric 1-25-21 draft](#)
- [Criminal Justice Faculty - Krista S. Gehring _ University of Houston-Downtown](#)
- [Curriclog Webpage](#)
- [ENG - 6350 - Research Methods in Composition, Rhetoric, and Technical Communication](#)
- [ENG 4390 Making Books](#)
- [Fall 2021_TCOM 5340_Syllabus_Schedule](#)
- [Fed Reg Title 34 Pt 4 600.2](#)
- [HEA - 3316 - Health Education _ Curriclog](#)
- [HEA 3316 Health Education Curriculum Map](#)
- [Ltr frm SACS ruling not CBE Oct 3 2018](#)
- [MBA 66328 Logistics](#)
- [PS01A03](#)
- [PS03A11](#)
- [PS03A12 \(Page 2\)](#)
- [PS03A30-update](#)
- [PS03A30Semester Credit Hour](#)
- [PS03A37 Online Education Policy](#)

-  PS03A42 Competency-based (nested) Degree & Certificate Programs
-  PS03A42-update
-  Program Rubric 1-22-21
-  Program Rubric 1-25-21 draft
-  SACSCOC Credit-Hours Policy
-  SOCW 4304 Fall 2021
-  Secor Fall 2021 Art 4309 21709 Special Topics Murals Syllabus
-  Secor Spring 2020 29277 Art 3310 Creating A Graphic Novel
-  Student Handbook 8-9
-  Student_Handbook 11
-  Susan M. Henney _ University of Houston-Downtown
-  Syllabus CHEM 1108_SIII_2019
-  Syllabus for in person CHEM 1107
-  Syllabus_EED_spring_2022
-  Syllabus_Trufan_1107_Spring 2020
-  Syllabus_Trufan_4162_Fall_2021_Th_27868
-  TAC Title 19 4A 4.6
-  Texas Administrative Code 4.6
-  Texas Common Course Numbering System _ TCCNS _ Welcome
-  UCC Minutes 1-24-2020
-  UHD Policy List
-  UHD University Curriculum Committee
-  University Curriculum Committee (UCC) _ University of Houston-Downtown
-  math1301_syl_spring2012

Cooperative Academic Arrangements

The institution ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Houston-Downtown (UHD) ensures the quality and integrity of the work recorded when the University transcripts or credits courses as its own when offered through a cooperative academic agreement. UHD has two cooperative agreements with the University of Houston (UH), specifically the Air Force ROTC (AFROTC) and Army ROTC (AROTC) programs located at that institution. The University reviews the agreements to ensure they remain aligned with the institution's mission and evaluates course quality and integrity. The most recent reviews of these agreements occurred in 2015 during UHD's SACSCOC decennial review and again in 2021.

Agreements with University of Houston Army ROTC Program

UHD established a cooperative agreement with the Army ROTC at the University of Houston UH through a [Cross-enrollment Agreement](#) in 1997. Under this agreement, UHD, UH, and the Army ROTC agreed that:

- Qualified UHD students would be allowed to participate in the UH Military Science Department's Army ROTC courses on the UH campus.
- UH Military Science courses would be listed in the UHD catalog as Military Science courses.
- UHD would provide adequate classroom, administrative, and storage space as well as parking, janitorial, and communication support when ROTC courses were taught at the UHD campus.
- UHD would transcript UH Military Science ROTC courses as residential courses.
- UHD would grant the same amount of academic credit for the Military Science courses as was applied to UH students.
- UHD would assist with recruitment.
- UHD would maintain records from the ROTC program as required by the Department of the Army.

In addition, UHD students would have equal opportunities to compete for ROTC scholarships.

A 2006 [Educational Service Agreement](#) between UHD and the Department of the Army further outlined UHD's responsibility for the Army ROTC curriculum and administrative processes such as reporting students participating in the program, tuition payment mechanisms, withdrawals, and transcripts.

The Military Science courses are now taught at the UH campus and appear in UHD's catalog with the prefix MSCI. UHD students enroll in these courses through UHD's regular course registration process and the courses are transcribed as UHD courses but are taken at the courses at the University of Houston campus and taught by UH faculty.

The Department of Social Sciences offers a minor in [Military Leadership](#) that allows qualified UHD students to earn appointments as commissioned officers in the United States Army, the Army Reserves, and the National Guard. The minor requires 18 semester hours in Military Science, which are numbered under the MSCI prefix in the UHD undergraduate catalog. Students may also fulfill some of the required credits through HIST courses taught by the UHD History faculty.

A list of MSCI courses can be found [here](#).

Agreement with University of Houston Air Force ROTC Program

A similar agreement was established with the [UH Air Force ROTC \(AFROTC\)](#) program in 2007 through a [Crosstown Agreement](#) to extend AFROTC instruction to students at institutions not hosting AFROTC. Under this agreement, the [Air Force ROTC Cooperative Program](#) is designed to provide students with a thorough understanding of the core values, leadership, teamwork, and other requirements to be an effective officer in the US Air Force.

UHD lists Army ROTC courses in its catalog under the AFSC prefix. Students enroll in the AFSC courses through UHD's regular course registration process. The AFSC courses are transcribed as UHD courses but are taken at the UH campus. Students may use these courses as electives if their degree plan offers an option for free electives. As with the Army ROTC program, UHD students are eligible for Air force ROTC scholarships.

As with the MSCI courses, the AFSC courses were initially vetted through UHD's normal review processes outlined in [PS 3.A.12: Changes to Curricula, Courses, Programs, and Credentials](#) to ensure quality and curricular appropriateness at the time the agreement was signed.

A list of AFSC courses can be found [here](#).

Transcribing AFSC and MSCI Courses

As noted above, UHD transcripts courses with the AFSC and MSCI prefixes as native courses. The redacted transcripts below show how these courses appear on UHD transcripts.

- [Transcript for a student who completed the Military Leadership minor \(MSCI courses\)](#)
- [Transcript for a student who completed AFSC courses and the Military Leadership minor](#)

Process for Ensuring the Quality of the MSCI and AFSC Courses

During a 2021 review of the UH Army ROTC and Air Force ROTC agreements, UHD recognized the need to provide greater detail on the curricular and academic components for MSCI and AFSC courses. The Office of the Provost oversees the academic unit where these courses are housed. The Curriculum Management Understandings, which were initiated by the Office the Provost between UHD and UH [Army ROTC](#) and UH [Air Force ROTC](#) programs, outline the process UHD uses to ensure course quality. These agreements were signed by the Office of the Provost and heads of the UH Army ROTC and UH Air Force ROTC programs in 2022. Under these agreements UH and UHD agreed to the following:














- UH AFROTC and AROTC programs are responsible for ensuring that all faculty offering Air Force and Army courses listed in UHD's catalog meet the qualifications as required by the Texas Higher Education Coordinating Board and SACSCOC. UH AFROTC and AROTC will provide faculty credentials to UHD upon request for purposes of accreditation and other reporting requirements. Note that UH is a SACSCOC-accredited institution and must demonstrate the integrity and appropriateness of all faculty members' credentials.
- UH AFROTC and AROTC will ensure that syllabi and course content for all AFSC and MSCI courses offered as part of UHD's catalog comply with all state and accrediting body guidelines and that syllabi contain information such as "All students registering through UH-Downtown are bound by the [UHD Student Rights and Responsibilities policy](#) in addition to any policies established by this syllabus and instructor."
- UH AFROTC and AROTC and UHD will each designate a primary contact person for each program to ensure timely communication on any curricular, scheduling, or student issues. Changes in the contact information will be communicated in a timely manner by each party.
- UH AFROTC and AROTC will send course scheduling information to UHD for each spring and fall scheduling cycle (by October 1 for Spring and March 1 for Fall).
- Should student grade concerns arise, UH AFROTC and AROTC faculty will cooperate with relevant UHD leadership to follow UHD policy and provide information as needed to address the issues; UH AFROTC and AROTC faculty will be afforded the same responsibilities and opportunities for response as UHD faculty by UHD policy.
- UH AFROTC and AROTC will provide any student feedback data on each course upon request purposes of curriculum review and external reporting.
- The UH Military Science Department will work with UHD faculty as needed to maintain and update the content of the catalog course descriptions and ROTC agreement.

In addition, UHD monitors the percentage of students earning A's, B's, and C's and student complaints in these courses. Should any concerns be noted, the Office of the Provost is responsible for working with the UH Military Science Department and the ROTC program leadership to address student complaints or issues with the courses.

Conclusion

The information provided in response to this standard documents that UHD maintains formal agreements with both the UH AROTC and the UH AFROTC programs and that these agreements have been reviewed, most recently in 2022. UHD has agreements and processes in place to ensure the quality and integrity of the work recorded in the AFSC and the MSCI courses and that these processes engage both UHD academic leadership and representatives from the UH Military Science Department.

Sources

 AFSC Courses
 Air Force ROTC Cooperative Program
 MSCI Courses
 Military Leadership
 PS03A12
 Transcript with Minor in Military Leadership
 Transcript with AFSC courses
 UH AFROTC_UHD Curricular Mgmt Understanding 2022
 UH AFROTC_UHD Memorandum 2007
 UH Army ROTC_UHD Cross-Enrollment Agreement 1997
 UH Army ROTC_UHD Curricular Mgmt Understanding 2022
 UH Army ROTC_UHD Education Service Agreement 2006
 UHD Student Rights and Responsibility policy

CR - 12.1

Student Support Services

The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Houston-Downtown (UHD) is an inclusive community committed to providing academic and student support services consistent with its mission to promote student learning with "strong academic and career preparation" that "develops students' talents and prepares them for success in a dynamic global society." As a non-residential institution that serves students from the surrounding 12 counties, UHD has placed particular focus on leveraging technology to make academic and student support services accessible to all students, regardless of students' location, course modality, or degree level.

Student Body

In Fall 2020, UHD served a student body of 15,239 students. UHD's student body is 86% minority and is recognized as both a Hispanic-serving and minority-serving institution. Table 12.1.1 provides an overview of key student demographics, disaggregated by undergraduate- and graduate-level. More detailed information can be found in the [2020-2021 Factbook](#) and the [University's Progress Card](#), a summary of key institutional indicators prepared annually for the UH System Board of Regents.

Table 12.1.1 Fall 2020 UHD Student Demographics

	Undergraduate	Graduate	Total
Enrollment	13,663	1,576	15,239
Freshmen	13.7%	10.3%	
Sophomores	9.9%		
Juniors	24.4%		
Senior	39.7%		
Post Baccalaureate	2.0%		
Gender			
Female	62.7%	59.4%	62.3%
Male	37.3%	40.6%	37.7%
FT & PT Status <i>(FT is defined as 12+ SCHs undergraduate, 8+ SCHs graduate)</i>			
FT	50.2%	8.6%	45.5%
PT	49.8%	91.4%	54.1%
Ethnicity			
American Indian	0.1%	0.1%	0.1%
Asian	8.6%	10.8%	8.9%
Black	18.1%	32.7%	19.6%
Hispanic	54.8%	31.2%	52.4%
White	13.2%	18.2%	13.7%
Pacific Islander	0.1%	0.1%	0.1%
Multi-Racial	2.2%	2.5%	2.2%
International	2.2%	3.9%	2.3%
Unknown	0.7%	0.6%	0.7%
Average Age	27.0	33.3	27.7
Test Score Averages for New First Time in College (FTIC) Students: SAT Composite: 984 & ACT Composite: 18			
Percent of Students Receiving Pell Grants: 47.5%			

Organizational Structure

The [FY2022 Organization Chart](#) shows the current reporting structure of the institution. Because student success is at the core of the institution's mission, academic units, Student Affairs, the W. I. Dykes Library, the Office of Distance Education, and key student support services such as academic advising, tutoring (including both the Writing and Math Centers as well as discipline-specific tutoring) all report up to the Senior Vice President & Provost. This structure promotes strong collaboration between faculty and staff who oversee academic and student support services.

Information Technology, Administration, and Finance which includes Student Accounting report up to the President although there is significant collaboration between these units and academic and student support units through the Office of the Provost.

Most services detailed in this narrative require interoffice and cross-campus collaboration, and faculty members play a critical role in engaging and supporting students.

Student Support Services

UHD does not identify students by modality. Most academic programs offer classes face-to-face and online and while some students may prefer online classes, they are never restricted from taking face-to-face classes, if they choose. Consequently, student support services are available face-to-face, via phone and e-mail, and through UHD's [Virtual Lobby](#) system which is designed to give students the feel of visiting a physical office. Students are immediately connected to a staff representative when they click the Zoom link in the office's Virtual Lobby.

With the exception of the Academic Advising Center, the UHD Honors Program, the Gator Success Center, Supplemental Instruction, and the Accelerated Transfer Center, graduate and undergraduate students receive similar services through each UHD student support and activities office.

The Office of Admissions provides information regarding the University to all prospective students and facilitates recruitment of undergraduate students and coordinates the admission process for all undergraduate and graduate applicants to UHD. Recruitment of graduate students is handled in the appropriate college or academic department. Admissions also oversees compliance with federal visa regulations for international students and host International Student Orientation.

In support of UHD's mission to "reflect the diversity of the Greater Houston area," the Office of Admissions webpages provide detailed information about the admissions process for [Freshman](#), [Transfer](#), [Transient](#), [International](#), [Post-Baccalaureate](#), [Graduate](#), and [Returning Students](#). Approximately 75% of entering the entering first-year class are Hispanic. A [Spanish translation](#) of key Admission web pages is also provided to support students from Spanish-speaking families.

All aspects of the admissions process can be completed remotely so that prospective students are not required to visit UHD's primary campus.

Admissions counselors work individually with prospective students through the application process and connect students with other enrollment service offices, such as Academic Advising, Financial Aid, and Student Accounting. In addition to being available in person and by email and phone, admissions advisors are also available virtually through the Office of Admissions Virtual Office.

At key times during the academic year, Admissions staff also travel to UHD's off-campus instructional locations to meet with prospective students and to further support the administrative staff dedicated to the University's distance sites.

The Registrar's Office is responsible for the integrity, accuracy, and proper release of academic records and provides key student support services, including course registration, graduation certification, UHD Catalog management and production, student record management, and residency reclassifications for continuing students.

All services provided by the Registrar's Office can be completed remotely so that students are not required to visit UHD's primary campus. The Registrar's Office has also added [videos](#) that walk students through the features of myUHD, the University's registration platform. Through the videos, students can learn about different course modalities, how to access myUHD, how to search and register for classes, and how to apply for graduation.

Registrar staff is available by telephone and email, in person, and virtually through the Registrar's Office Virtual Lobby. Staff from the downtown Registrar's Office also travel to distance education locations when needed to meet with students and to further support the administrative staff dedicated to distance sites.

The Office of Scholarships and Financial Aid provides financial aid services that are accessible, sensitive to individual students' needs, and effective in enabling students to bridge the gap between financial resources and educational expenses. This office oversees Title IV compliance, students' UHD Satisfactory Academic Progress for purposes of financial aid qualification, and Institutional Scholarship awards.

In support of UHD's mission to "reflect the diversity of the Greater Houston area," the Office of Scholarships and Financial Aid recognizes that educational accessibility and student learning are contingent upon affordability, and therefore, lays the groundwork for student learning through its outreach activities and workshops on such topics as the Free Application for Federal Student Aid (FAFSA) and Texas Application for State Financial Aid (TASFA), financial literacy, default prevention, and satisfactory academic progress. Student workshops and mandatory entrance counseling are implemented to improve students' understanding of fiscal management and reduce default rates. The Office also provides a series of videos on financial aid that are available through [UHD's Financial Aid TV](#) and are available in English as well as Spanish to support the students from Spanish-speaking families.

All services provided by the Office of Scholarships and Financial Aid can be accessed remotely so that students are not required to visit UHD's primary campus. Financial Aid counselors are available in-person, by phone and email, and virtually through the Financial Aid Virtual Lobby.

Scholarships and Financial Aid staff also travel to distance education locations when needed to meet with students and to further support the administrative staff dedicated to distance sites.

UHD's Student Transitions Programs develops, plans, implements, and assesses all new undergraduate student and parent/family orientation programs and oversees required Freshman and Transfer Student Orientations.

Freshman Orientation consists of two mandatory programs, Gator Ready and Gator Gateway, that are designed to assist students in acclimating to the campus and supporting their transition to UHD. Students are assisted with registration and learn how to be successful in college, interact with faculty and staff from their intended major, hear more about student activities, and connect with other new students.

Transfer Orientation is a half-day program that provides transfer students with the opportunity to finalize their enrollment at UHD, as well as affording each the chance to speak to an academic advisor and register for classes.

In the past, both first-year student and transfer orientations were face-to-face events with virtual options available for those students who were unable to come to campus. During the COVID 19 pandemic, all orientations have been offered virtually, and virtual options will continue to be available thus making an orientation experience for all students, regardless of whether they can physically come to UHD's main campus.

International Student Orientation is overseen by the Office of Admissions. Graduate and International Admissions staff lead these sessions and students learn what is specifically required to ensure they remain in compliance with all federal regulations. Students are also introduced to university resources. Since international students must attend face-to-face classes, these sessions are offered in person.

Graduate Student Orientations are provided by the college or department that oversees the graduate program the student has been admitted to. During these sessions, the Graduate Director, Assistant Graduate Director, or appropriate faculty review the degree requirements and options and university, departmental, and program policies. Students also receive a copy of their program's handbook. [The College of Humanities and Social Sciences Graduate Student Handbook](#) is provided as an example.

UHD's Testing Services provides proctoring and test administration services for the University, affiliated institutions, and third-party commercial, state, and national organizations. The services offered through this office promote student learning and the development of UHD's students by supporting recruitment and supporting the testing integrity of online courses and departmental exams. Testing Services offers prospective UHD students or other members of the greater Houston area the CLEP, GED, THEA, and the [Texas Success Initiative \(TSI\) Assessment](#), the State of Texas' college-readiness exam. Current and prospective students may also take the Spanish Placement Exam and the Math 1301 College Algebra Bypass exams through Testing Services.

Other Testing Services for Online and Off-campus Locations In addition to proctored testing through Testing Services, faculty in online classes may also use **Respondus LockDown Browser**, a custom browser that locks down the testing environment within UHD's online learning management system, Blackboard. Once Respondus has been enabled for an exam, the student is prevented from browsing the web, printing, accessing files on their computer, or copying and pasting. Faculty also have the option of using **Respondus Monitor**, an automated video monitoring feature. When Monitor is enabled, the student must have their video camera on and show a photo ID at the start of the exam. The student is videoed throughout the testing process and the system automatically flags any suspicious activity which faculty can review after the test is submitted. Both Respondus services are free to UHD students and faculty.

Students who cannot come into Testing Services offices for proctoring may use ProctorU, which provides online live proctoring. As with Respondus Monitor, students must have a video camera on and must show a photo ID at the start of the exam. A live proctor monitors the student throughout the exam. There is a fee associated with this service.

Testing Services also offers face-to-face proctoring services at the Northwest campus to serve students enrolled at distance sites.

The **Academic Advising Center (AAC)** provides primary advising services to first-year and transfer students until they are eligible to declare a major or transition to the College Advising Centers, which provide program-specific advising information.

The AAC also provides advising services to prospective students who may have questions about program requirements, UHD resources, academic opportunities, or how prior college credits will apply to a UHD degree. As part of this service, the AAC provides an **online service** that allows students to see how credits will most likely transfer to different UHD degrees.

AAC advisors partner closely with many other UHD support services such as Transition Services (orientation), Career Services, Student Health and Student Counseling Services, Scholarships and Financial Aid, and Tutoring to ensure that students are quickly connected to the support services they need. Advisors also work closely with faculty through the University's **Early Alert system** which allows faculty to refer students who appear to be experiencing academic difficulty to AAC advisors who quickly connect students to advising, tutoring, mental health, or financial resources that will support student success.

All AAC advisors are available by email or phone and through the Academic Advising Center's Virtual Lobby.

The College Advising Centers provide advising services once students move into their majors. Each of the five colleges has dedicated advisors who assist with curriculum planning and information about course requirements. Links to each of the college advising centers can be found below.

- [College of Business Undergraduate Advising Center](#)
- [College of Humanities and Social Sciences Advising Center](#)
- [College of Public Service Advising Center](#)
- [College of Sciences and Technology Advising Center](#)
- [University College Advising Center](#)

Each college-level advising center has dedicated advisors who are well versed in the specific requirements of all the degrees and certificates within their assigned college. These advisors are available by phone, email and through each college's Virtual Lobby, thus ensuring that students have ready access to advisors, regardless of their location or the course modality they have selected.

Advising Services for Students Taking Online and Courses at Off-Campus Locations UHD Northwest, Lonestar Kingwood, and Lonestar CyFair, three of UHD's off-campus locations serve transfer students and have dedicated advising staff available to provide initial advising support to students transitioning to UHD. College advisors are available virtually, thus making their services readily available to all face-to-face, online, and off-campus students. Students may also connect with one of UHD's three Distance Advisors that are housed at the UHD Northwest campus. Advising for nursing students at the Coleman campus is handled by the Director of Nursing and other nursing faculty.

Graduate Student Advising

- The Marilyn Davies College of Business has three master's degrees: the MBA, the Master's in Security Management (MSM), and the Master's in Professional Accountancy (MPAC). Advising for students in the MBA program and related graduate certificates is handled by three dedicated advisors in the Office of Graduate Studies. Advising for the MSM, MPAC, and related graduate certificates is provided by the Assistant Director of Graduate Studies.
- The College of Humanities and Social Sciences (CHSS) has three master's degrees: the Masters in Non-profit Management (MANPM), the Masters in Rhetoric and Composition (MARC) and the Masters in Technical Communication (MSTC). Each has an assigned graduate program director who is responsible for advising graduate students in their master's program, including related graduate certificates. The graduate program directors are assisted by the CHSS assistant graduate director who provides support with recruitment and some advising duties.
- The College of Public Services has two master's degrees: the Master's in Criminal Justice (MSCJ) which has a related graduate certificate, and the Master's in Teaching (MAT). Graduate students in these programs receive general advising from the Assistant Director of Graduate Studies. However, specific curriculum questions are referred to the Graduate Program Directors for the MAT and the MS: CJ.
- The College of Sciences and Technology has a Master's in Data Analytics (MSDA) and three-computation-focused graduate certificates. Graduate students in the College of Sciences and Technologies master's and graduate certificates receive general advising from the Assistant Director of Graduate Studies however, specific curriculum questions are referred to faculty who oversee the graduate programs.
- The University College does not have any graduate programs.

As with UHD's undergraduate advisors, graduate advisors assist students with curriculum decisions, inform students of university and program policies, and work closely with other university offices to ensure that students receive the support needed to be successful. All graduate advisors are available by phone, email, and virtually through Zoom, thus ensuring that students have ready access to guidance and mentoring, regardless of their location or the course modality they have selected.

The **Gator Success Center** provides assistance and opportunities for all first-year and sophomore students so that they will persist in college and reach their full potential as independent learners. The Center advocates for first-year students and sophomores both individually and collectively and serves as the hub of activities for the First-Year and Second-Year Experience Programs. Service available include:

- **Academic Coaching** assigns each first-year student an academic coach. Academic coaches support the development of strong academic skills, assist with problem resolution, and connect to UHD resources. Academic coaches also help probation students recover academically;
- **Peer Mentoring** pairs first-year students with second-fourth-year students to reinforce academic success skills and connect students with campus organizations, people, events, and resources; and
- **Success Workshops** are designed to help students develop strong academic success habits.
- **The Student Success Course** is part of UHD's Academic Recovery Program and is designed to help students experiencing academic difficulty to develop the learning and study skills needed to return to academic good standing.

Academic coaches and peer mentors are available by email and phone or virtually through Zoom. All workshops are available virtually through Zoom. Recorded versions of workshops are also available ensuring that all first- and second-year students, regardless of location or modality of instruction, can easily access the assistance they need and achieve their academic goals.

The **Accelerated Transfer Academy (ATA)** strengthens UHD's capacity to serve low-income and minority transfer students by providing career development support and an enhanced transfer experience. As part of the program, students have a dedicated career success coach who helps them navigate through their major toward a chosen career path, internship opportunities, and financial support.

ATA staff leveraged technology to transition seamlessly to virtual programming once the University closed face-to-face operations in March 2020. As UHD returns to face-to-face operations, the ATA program will continue to offer a host of services online for new transfer students including virtual meetings with their assigned Academic Success Coach, virtual Career Learning Community events, online access to the career readiness workshop (with an option to participate in a hybrid format), and virtual peer mentoring.

ATA staff are available by email and phone or virtually through Zoom.

The **Men of Color Success Programs** provide men from underrepresented ethnic backgrounds the tools and support needed for their overall success as a student at UHD. The program also collaborates with UHD's student support services to develop initiatives that increase the retention and graduation of men of color. MMSP partners with middle schools, high schools, community colleges, and community agencies to create seamless pathways and transition to UHD. Support services offered include cohort-based instruction, admissions guidance, financial aid guidance, free tutoring, career workshops, conference travel, internships, and opportunities for community service through programs such as the **Men of L.E.G.A.C.I Student Success Program**, the **Men of Color Greater Houston Area Collegiate Symposium**, the **Brotherhood Summit**, and the **EduGator African American Male Resource Fair**.

The **UHD Main Career Center (MCC)** provides comprehensive career exploration, coaching, and programming to undergraduate and graduate students and alumni in the College of Humanities & Social Sciences, College of Public Service, College of Sciences & Technology, and University College. (The College of Business has its own Career Center, described below.) The Center successfully connects students with regional companies and organizations and supports employers in leveraging recruitment efforts to meet their hiring needs.

During COVID-19, the MCC was well prepared to transition all services and activities to a virtual format. The office held all programs virtually, including career fairs, employer information sessions, workshops, class presentations, and career chats through social media and UHD iRadio broadcasts.

Since 2016, the Main Career Center has diligently provided services to distance learners, satellite campuses, and those unable to attend in-person programs. The MCC offers phone or Zoom appointment options for all students, maintains an active **YouTube channel** that has grown to 35 educational videos, and delivers 24/7 access to **career assessments, mock interview modules, resume/cover letter resources, an online job board**, and more through the Center's career services management system and website.

The **Career Center in the Marilyn Davies College of Business** serves all business undergraduates and graduate students as well as business alumni by providing **career exploration, career coaching, resume and interview skills assistance, jobs and internship postings, an internship program, and career events** (Recruiting events like Career Fair and career-readiness events like Gator Resume Dash), and on-campus interviews.

During the COVID-19 pandemic, all services went virtual, including all career exploration and career coaching appointments, all resume reviews and interview coaching, all recruiting events like the Career Fair, and all career readiness events like Gator Resume Dash and Elevator Pitch.

To ensure distance education students have access to the MDCOBCC, all events have continued to have a virtual component facilitated via Zoom or other technology. Walk-in and chat sessions each day may be in-person or virtually via Zoom.

Career counseling are available online or virtually through zoom, thus making the MDCOB Career Center readily available to online and off-campus business majors as well as those attending classes at the UHD main location.

The **Academic Support Center**, comprised of the Writing and Reading Center (WRC) and the Center for Math and Statistics Support (C4MS2) provides tutoring and other related academic support services. The **WRC** offers face-to-face and online individual consultation sessions with tutors to help students build the writing and reading strategies they need to succeed. Even before the pandemic, WRC made tutoring available via online appointments, and it has continued this, making it available to all students regardless of location. WRC offers face-to-face tutoring services at the UHD Northwest campus to serve students enrolled at distance sites and an online Dropbox service to provide asynchronous writing support to UHD students.

The **C4MS2** provides math and statistics tutoring to the entire UHD community. It also provides a welcoming space for students to work on mathematics and statistics assignments and prepare for exams. During the COVID-19 pandemic, tutoring shifted to online-only. As C4MS2 reengages students on campus, staff have continued to offer online tutoring services, thus making service available to all students, regardless of location or mode of instruction.

College/departmental discipline and degree-specific tutoring resources are also available. Examples include the **Collaborative Learning Community Center** (math and computer science), the **College of Business Tutoring Center** which supports all business disciplines, and the **Foreign Language Lab**.

Supplemental Instruction (SI) aims to improve student comprehension, content mastery, and critical thinking skills through collaborative, peer-facilitated group study sessions. Each semester, SI Leaders (all students) are assigned to 55 to 65 sections across 20 to 25 different courses, based on faculty collaboration. SI study sessions are facilitated by SI leaders and consist of informal groups in which students review notes, discuss readings, develop organizational tools, and prepare for exams. SI Leaders offer weekly, outside-of-class study sessions to all students enrolled in targeted courses and primarily serve students in first- and second-year courses. During the COVID-19 pandemic, SI developed the SI Virtual Learning Commons, which was designed to provide a readily available resource database for students as well as a platform for asynchronous academic support. This is an ongoing resource, making support available online.

The **Office of Disability Services (ODS)** is a student-centered, nurturing unit dedicated to ensuring that all students with disabilities have equal access to University programs, accommodations, and activities. Maintaining State and Federal compliance, the Office is guided by Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

ODS staff serve as liaisons between students and faculty, administrators, and community agencies and coordinates and/or provide accommodations for approved students including:

- sign language interpreters
- notetakers
- alternative format textbooks
- exam accommodations
- adaptive technology
- referrals for other services on campus and in the community.

Assistive Technology is available in the labs to all students, including ADA compliant workstations and Freedom Scientific Fusion with Jaws screen reader, and Magic magnification software. Adobe Fusion and Magic are available as a free download to all students.

ODS staff are available by phone, email, and through UHD's Virtual Lobby systems. ODS provides interpreters, notetakers, adaptive technology, and alternative technology to all registered students, regardless of location or mode of instruction. ODS also maintains a satellite office at UHD Northwest which includes a dedicated testing area, a large-print screen reader, and a text-to-speech reader.

The **W. I. Dykes Library** supports the University's mission to provide students with "strong academic and career preparation" by providing the University's academic programs and students with learning resources and new technology and information services to effectively meet their curricular, research, and information needs. The Library's collections include 195 online databases, access to 531,527 electronic books, 95,626 electronic journals, 208,680 physical books and periodicals, and 86,254 physical and streaming online video and audio files. The Library aims to maintain adequate physical collections, but in recognition of the realities of serving a non-residential student population, the focus of current Library operations is to build and maintain online collections, services, and communications that offer convenient, equal access to online, distance and on-site students.

Librarians provide students with reference assistance in person, via telephone, Zoom reference sessions, email, SMS texting, and a 24/7 online chat service. Librarians also provide one-on-one research consultations on specific topics. Library instruction is delivered through in-class sessions, synchronous and asynchronous sessions, online tutorials, and online research guides.

In the One Main Building facility, the Library offers an 84-station computer lab, and three scanning stations, eight 24/7 study rooms, and six reservable group study rooms, two of which are presentation practice rooms with multimedia equipment.

All resources are available for students and faculty to use throughout the academic year. Library services and collections were available through most of the COVID-19 pandemic, except for March 23 – August 24, 2020, when the physical library was closed. Throughout that time, electronic collections and services were available, even though the physical facilities and collections were inaccessible.

Veterans Services (VS) provides enrolled veteran students and dependents with accurate information regarding their Federal and State educational benefits. VS staff ensures that all registered courses are on students' degree evaluation reports, confirming that the Regional Office of Veterans Affairs Educational Department is providing benefits correctly and serves as a bridge between Veterans Affairs and UHD's veteran students.

VS also provides other services which support UHD's veteran students including the VS computer lab, the VS student lounge area, a food pantry, and access to interview attire such as suits and accessories.

Except for the period during the pandemic, Veterans Affairs policy requires that students receiving benefits enroll in no more than one online course per semester, thus UHD's veteran students are all face-to-face and largely taking classes on the main campus. As such, the office's services are centered on the main campus. During the COVID-19 pandemic, however, the VS Virtual Lobby and individual appointments (using Zoom) allowed staff to continue serving students. VS staff continue to be available by phone, email and through VS Virtual Lobby.

The **University Honors Program** provides an enhanced educational environment for talented and motivated undergraduate students by helping them develop a broad repertoire of academic, service, and leadership experiences while at UHD. Through this highly selective program, honors students participate in course-based instruction with experiential learning and leadership opportunities. This program offers rigorous academic studies coupled with service-learning opportunities, study abroad, domestic travel to national honors conferences, and participation in scholarly and cultural events.

Student Health Services provide currently enrolled students with urgent (non-emergency) and routine care, and wellness services such as annual exams, immunizations (including those needed for compliance with state laws), contraceptives, and labs. Clinical services require an appointment, but a limited number of services, such as first aid care, can be provided on a walk-in basis. During the pandemic, clinical services were provided virtually (i.e., telehealth) during business hours through the University of Texas Health Science Center, the agency that UHD contracts with to operate and provide student health services. Referrals were made for services that could not be provided virtually.

Student Health Services also oversees the University's **student health insurance plan** and continues to assist through their Zoom virtual lobby. Student Health Services also assisted with launching the University's COVID-19 contact tracer program, as well as helping answer questions related to COVID-19.

Student Counseling Services promotes student success, learning, and holistic well-being through professional counseling designed to help enrolled students maximize health and effectiveness at school, work, and/or home. Students are provided with confidential, personal support for a wide range of issues through services that include psychological/couples/family counseling, stress management, and wellness workshops/tips. Student Counseling Services can be accessed through face-to-face, phone, and Zoom for appointments during business hours, walk-in hours twice a day, and 24-hour access to a helpline for crises, thus making the office's services readily available to all students. During the pandemic, all services including "walk-in" hours and educational training/workshops were conducted via Zoom.

Student Counseling Services also serves on the **University's Behavioral Intervention Team (BIT)**.

The **Food for Change Market** is a partnership with the Houston Food Bank and gives currently enrolled students the opportunity to shop for fresh produce, meats, and other groceries at the downtown campus, enabling them to save money for other necessities and maintain their focus on school. The Food for Change Market adapted to helping students during the pandemic by creating an appointment system, hosting drive-through Food Fair distributions open to all, and providing additional markets to online and distance students. The Market serves approximately 150-200 students per year.

Online and students at off-campus locations may access food assistance through the Houston Food Bank's which supports a network of over **1,800 community partners and food pantries** located throughout the Houston area.

LinkedIn Learning All students, faculty, and staff have access to a LinkedIn Learning subscription which provides 24/7 access to over 16,000 online courses and 255,000 video tutorials on topics that range from productivity, interviewing, communication, and leadership, to technical courses such as Artificial Intelligence, Python, and Excel.

Other Student Support Efforts

With almost half of UHD's students receiving Pell grants, the University's student body is particularly vulnerable during times of crisis such as hurricanes and the recent pandemic. Examples of UHD's response to these events include:

- **Hurricane Harvey Recovery** Hurricane Harvey greatly impacted many UHD students. To support impacted students, UHD solicited and received over \$200,000 in aid from the Qatar Harvey Fund and the Rebuild Texas Fund, which went directly to students to assist in their hurricane-related recovery, including home repairs; transportation needs; and replacement of clothes, books, technology, and other school supplies.
- **COVID-19** forced all campus operations to move fully online in March 2020, including all operations in Student Affairs. The Dean of Students Office continued to provide services via phone and Zoom, including setting up a Zoom lobby for 'walk-in' services, and learned that many students lacked regular access to a computer, internet, and/or webcam. This led to a partnership between the Dean of Students Office and Information Technology to develop the

COVID-19 Student Technology Distribution Program, which was in operation from spring 2020 to spring 2021. More than 1,500 students were assisted by the program with meeting their technology needs as necessary to complete their courses. The Dean of Students Office also led efforts for the COVID-19 Awareness Response Encouragement (C.A.R.E.) Initiative in which staff, faculty, and student volunteers committed to contacting each enrolled student by phone or email. The Dean of Students Office also supported students by distributing over \$150,000 in aid sponsored by the Texas Emergency Aid Grant and donors of the University.

During both events, resources were available to all UHD students, regardless of modality or location of instruction.

Student Activities

UHD offers a wide variety of co-curricular activities to its students, including opportunities to socialize with fellow students, develop leadership and career skills, travel abroad, and serve the community.

The **Office of Student Activities** is dedicated to supporting the educational mission of the University of Houston-Downtown by enriching students' college experience outside the classroom. Through a collaborative, comprehensive approach, it is their mission to enhance student learning and personal development through social, cultural, community engagement, and leadership programs. Examples of activities sponsored by Student Activities include:

- The **Student Government Association** is an in-house student-run organization developed to promote decision-making within the University of Houston-Downtown. SGA supports events around the school and provides representative student input to inform decisions made within UHD. The Student Government Association adapted to the COVID-19 pandemic by hosting all meetings via Zoom, including hosting the entire SGA Election via CampusGroups.
- There are 46 **student organizations** covering a range of student interests from the African Student Association to career-focused clubs like the Be a Teacher Club to Greek Life and service clubs like the UHD Animal Rescue Club.
- **The Bayou Review** is a student-published literary magazine published each fall and spring.
- **UHD Homecoming** is a time for students, alumni, faculty, staff, and the community to come together to celebrate the spirit and pride of UHD. Past, present, and future students unite to celebrate the common thread that binds all Gators and includes a UHD Pep Rally, the Homecoming games, and Tail-Gatoring. UHD also offers Homecoming events at the Northwest campus in the Houston area to serve students enrolled at distance sites.

The Office of Student Activities adapted to the COVID-19 pandemic by providing Online Projects that included Netflix movie Nights, Drive-In Movie Nights, and Magic Shows via Zoom. They also began sending out prizes and t-shirts in the mail to the student attendees.

UHD offers a variety of **honor societies** including discipline-specific societies such as Psi Chi (Psychology) and Pi Mu Epsilon (Mathematics and Statistics), Alpha Lambda Delta, the first-year honor society, and Tau Sigma, the national honor society designed exclusively for transfer students. All students, including distance education students, who meet the specific society's criteria are invited to accept membership. All societies are overseen by a faculty and/or staff sponsor.

The **Center for Diversity and Inclusion** provides the UHD community with educational programs and workshops, both in-person and online, designed to enhance the appreciation for cultural diversity among university students, faculty, staff, and community. Minority and international students comprise more than 85% of the student population at UHD and the Center for Diversity and Inclusion encourages a positive campus climate by serving as a resource to all students, faculty, and staff. Center staff may be reached in person as well as by phone and email. Programming is available both face-to-face and virtually, thus making the Center's staff and resources available to all UHD students.

The **Office of Study Abroad** (OSA) offers a variety of international education opportunities throughout the world. Options range from faculty-led trips to internships to full semester immersion experiences which can be in person or virtually. These programs provide countless opportunities to explore intercultural issues outside of the classroom and around the world, thus serving the University's mission to provide quality academic programs and prepare students for the global society of the twenty-first century.

During the COVID-19 pandemic, in the fall of 2020 and spring and summer of 2021, Study Abroad programs were canceled, but several programming components such as the Study Abroad Fair and cultural events were delivered virtually. UHD is currently seeking ways to return to supporting student travel as public health and safety permits.

Access to the SAO is available via phone and email, and through a virtual lobby and Zoom meeting room and trips are available to all students, regardless of location or modality of instruction.

UHD's student newspaper, **The Dateline**, allows students with interests in writing, photography, and journalism to produce a bi-weekly newspaper while keeping UHD's community informed. Similarly, **UHD's iRadio** provides students the opportunity to explore careers in radio broadcasting while informing, entertaining, and enlightening the university community.

The **Center for Community Engagement and Service Learning** (CCESL) provides programs and activities that promote a critical component of UHD's mission – "... engages with the community to address the needs and advance the development of the region." Students serve the community while developing 21st-century skills that will enable them to succeed both academically and professionally. In the area of service-learning, the CCESL provides support to faculty and students, by setting up the SL project, funding the purchase of supplies, and interacting with community partners and others.

With **Community Engagement (CE) Grants**, students can write proposals and obtain small grants to conduct CE projects in communities of their choice. The **Community Scholars Program** engages students in the community and provides support services to help them to be successful. The CCESL also oversees a **Community Work-Study** program which provides internship programs at non-profit organizations. Service-Learning class designations and Community Engagement grants are open to all faculty (SL) and students (CE), no matter their location. Many community engagement projects must, by their nature, be completed in person. However, during the pandemic, CCESL arranged for all ongoing endeavors to be conducted virtually, or in limited cases, with an outdoor setting. Access to the CCESL staff is available via phone and email and through the Virtual Lobby and Zoom meeting rooms.

Sports & Fitness serves as a vital and integral part of student life on campus. Sports & Fitness provides the university community with programs that offer vigorous, health-promoting physical fitness conducive to wellness and personal development. Sports & Fitness supports the mission of UHD by seeking to create a climate that motivates members of the university community to embrace a healthy lifestyle, which can enhance their academic studies, build friendships and social skills, develop leadership qualities, and cultivate a sense of ownership and belonging to the university. Programs include **fitness classes, healthy workshop series, personal training, nutrition counseling, massage therapy, intramural sports, and club sports.**

Services offered include university ID cards, facility locker rental, and shop sales. The department offers these programs and services in the Student Life Center, the Sports Field, and several off-campus venues.

During the COVID-19 pandemic, Sports & Fitness continued to provide limited services via phone and email and through the Zoom virtual lobby. The department began offering a schedule of fitness classes, healthy workshop series, personal training, and intramural sports online several weeks after the university was closed for in-person activities. The department stayed connected with club sport team members through occasional Zoom meetings. As a result of strong student response/attendance and improved staff technical capabilities, the department has continued to offer online programming post-pandemic, thus making Sports & Fitness services available to all students, regardless of location.

Information Technology

UHD's **Division of Information Technology** oversees all enterprise software systems and **IT security efforts, provides IT-related training for students, faculty, and staff, and help-desk support,** and maintains hardware systems such as classroom presentation systems, **wireless internet access, and computer labs** at the main campus. IT also oversees some labs at the UHD Northwest and Lonestar Kingwood off-campus locations. (WIFI) and non-UHD computers and classroom presentation systems are maintained by Lonestar College or Houston Community College.)

My **UHD2.0 Online Portal** is a portal that consolidates links to campus resources and services. The **student portal into UHD2.0** consolidates key services such as registration, access to the course catalog, Advising, password assistance, email, etc. in one central location. The **faculty portal/faculty/staff portal** provides a similar consolidation of services. Through myUHD, staff and faculty can access P.A.S.S, UHD's Human Resources System, PeopleSoft Finance to check paycheck and W2 reporting information, search basic student records, and update/change passwords. Faculty also access their course rosters and submit grades through this system as well.

The **Blackboard Learning Management System** is a cloud-based application available to all students 24/7/365, providing anytime, anywhere learning. Students have access to in-course application help that generates links to the support desk ticketing function or links to **contextual help documentation.** Online chat and in-person walk-in support are available M-F 8a-5p. In the first few months of the COVID-19 pandemic, when classes went fully online, IT ramped up staffing to support incoming phone calls, additional support documentation, and ticketing support for all students and instructors.

Printing services via computer lab printers are available in all labs on campus and at distance sites. Students are provided with **500 sheets of free printing** per semester and can pay for additional pages as necessary. **Wireless printing** is also available at the downtown campus.

UHD offers wireless (wi-fi) access campus-wide that is fast and secure for students on the Downtown campus as well as all off-campus instructional sites. **Eduroam**, a global wireless network access service that allows students to use their wireless credentials to access Wi-Fi while visiting other participating institutions, is used to provide access at distance sites.

The **IT Service Desk** provides technical support to the campus community via telephone, email, chat, and in-person from 7 AM to midnight daily ensuring that students have the necessary support resources. Additionally, there are walk-up support hours from 8:00 AM-5:00 PM Monday through Friday. Service Desk assistance is available to students regardless of location.

UHD offers students, faculty, and staff access to a variety of **free software resources** including Office 365 and Azure Develop Tools for Teaching, a program that provides access to Microsoft Project, Visio, Windows Server, SQL servers, and Visual Studio Professional. UHD also offers the **Laptop Checkout Program** which allows all registered students (regardless of classification) are allowed to check out laptops for on-campus use.

The UHD Technology Training Group provides **online training** for all students via a Blackboard Student Orientation course. Additionally, they provide support for the LinkedIn Learning application, maintain web-based software documentation for student support pages, and collaborate with User Support in the development of other student support resources. These include Blackboard, ePortfolios, iClickers, Respondus, Zoom, VoiceThread, and more.

Teaching Support for Faculty

The **Center for Teaching and Learning Excellence (CTLE)** serves as a hub of innovation, collaboration, and scholarship to enhance learning environments and optimize ongoing student success initiatives through targeted faculty support. The center provides all full-time and part-time instructors with access to services and resources to support their teaching efforts, with consideration for different teaching styles and methods across the disciplines. CTLE offers a wide variety of opportunities that align with student success initiatives targeted at courses ranging from lower- to upper- and graduate-level. CTLE programs/services include: Course Development Initiatives; Faculty Certification Programs; Online Teaching Workshops (i.e. Online Learning Consortium and Quality Matters); Collaborative Mini-Grant Programs; Stand-Alone Workshops and Events; Individual Consultation; Web Resources/Newsletter. An overview of training options can be found in the **CTLE Newsletter** and the **CTLE Professional Development Catalog.**

In response to the COVID-19 pandemic, CTLE transitioning most programming to an online format. CTLE staff created and maintained new programs and content in support of increased remote and online instruction, including a series of synchronous webinars and asynchronous online courses. In addition to launching new programs, the staff moved consultation services to a virtual format. Many of these modifications are continuing post-pandemic to maintain the benefit of increased participation in on-demand virtual programs, particularly for adjunct faculty.

CTLE also provides online pedagogy consultation and instructional design, graphic design, and video production support. These services are available in-person as well as through UHD's Virtual Lobby system.

Faculty teaching online courses receive support provided by Information Technology **Video Production Services** group which provides lecture capture for electronic classrooms. Additionally, the IT Training Staff collaborate with the Center for Technology Learning Excellence in the planning, development, and implementation technology-related faculty development programs. IT also supports all campus electronic classrooms, which are equipped with electronic podiums, computer-based controls of a video projector, document camera inputs, external storage, and multi-video monitor displays. IT's Technology Teaching and Learning Center (TTLIC) provides support to the faculty for the Blackboard LMS. In addition to its instructional capabilities, Blackboard provides course reporting analytic tools which include all user activity reports, course performance and single user participation reports accessibility issues, and more.

UHD also provides faculty access to the **Organized Research and Creative Activities (ORCA)** program which provides project grants to tenured and tenure-track to support research, scholarship, and creative activities. Faculty may also apply for the University's **Funded Faculty Leave program** which enables faculty to engage in research, writing, field observations, internships, and other suitable professional or academic activities to improve professional effectiveness. **The Faculty Development Projects Award** program provides grants of \$7,000 to support activities by tenured and tenure-track faculty and professional librarians for professional travel, innovation and entrepreneurship, and curriculum, instruction, and program development.

Evaluation of Student and Faculty Satisfaction

UHD monitors the effectiveness of its student support programs and activities through internal student satisfaction surveys outlined in each unit's assessment plan as well through the Revealing Institutional Strengths & Challenges (RISC). Information below is offered to indicate students' and faculty's satisfaction with key support systems.

Table 12.1.2 Documentation of Program Effectiveness

Unit	Assessment Conducted	Context	Indicator
Admissions	Summer 2021	F21 Entering Freshmen (n=1200)	Recruitment/marketing materials and the UHD website contained accurate information about application processes (85% agree/strongly agree)
		F21 Entering Transfers (n=1904)	Marketing materials provided useful information (99% agree/strongly agree) The (admissions) website information was accurate (99% agree/strongly agree)
Registrar's Office	Fall 2020	Revealing Institutional Strengths & Challenges (RISC) survey (n=2739 students, 20% Response Rate)	Of students who recently used the Registrar's Office, 76% found office staff available or very available. 78% found the Office effective or very effective. (4-pt scale)
	Summer 2021	F21 Entering Freshmen (n=1200)	How prepared do you feel to access your registration status (73%, 5-3/1 not prepared – 5 very prepared) How clearly was the following explained: <ul style="list-style-type: none"> • How to search for classes (94%, 4-3/1 not clear at all-4 very clear) • Registration (93%, 4-3/1 not clear at all-4 very clear) • Access your student record (85%, 4-3/1 not clear at all-4 very clear)
		F21 Entering Transfers (n=1904)	I can conduct a search for classes (94% agree/strongly agree) I know where to find information on academic policies (88% agree/strongly agree) How prepared do you feel to access your registration status (88%, 5-3/1 not prepared - 5 very prepared)
Scholarships & Financial Aid	Fall 2020	Revealing Institutional Strengths & Challenges (RISC) survey (n=2739 students, 20% Response Rate)	Of students who recently used the Office of Scholarships & Financial Aid, 91% found office staff available or very available. 87% found the Office effective or very effective. (4-pt scale)
	Summer 2021	F21 Entering Freshmen (n=1200)	How prepared do you feel to access your financial aid status (55%, 5-3/1 not prepared - 5 very prepared)
		F21 Entering Transfers (n=1904)	How prepared do you feel to access your financial aid status (88%, 5-4/1 not prepared - 5 very prepared) I know how to contact UHD's Office of Scholarships and Financial Aid (88% agree/strongly agree)
Transitional Services	Summer 2021	F21 Entering Freshman (n=1200)	Did you find Orientation useful? (84%, Extremely/very useful)
		F21 Entering Transfers (n=1904)	Overall, did you find the Transfer Orientation useful? (86%, useful/very useful)

Testing Services	Spring 2018	Survey of Faculty Using Testing Services (n=23)	Overall, the Office of Testing Services met your testing needs (83%, agree/strongly agree) Note: This survey should have been conducted in 2021 however, Testing Services was closed due to COVID-19 for in-person testing.
		Survey of Students Using Testing Services (n=101, 4% response rate)	94% rated the Testing Services website information as Excellent or Good. 96% rated the online test registration process as Excellent or Good. 94% rated the process of obtaining information and/or registering for a test in person as Excellent or Good. 95% agreed/strongly agreed that the testing staff was welcoming and professional. 95% agreed/strongly agreed that the testing staff was knowledgeable and helpful. Note: This survey should have been in S2021, however, Testing Services was closed due to COVID-19 for in-person testing.
Advising (including both the Academic Advising and College Advising Centers)	Fall 2020	Revealing Institutional Strengths & Challenges (RISC) survey (n=2739 students, 20% Response Rate)	Of students who recently used Advising, 87% found office staff available or very available. 86% found Advising effective of very effective (4-pt scale)
	Spring 2021	National Assessment of Collegiate Campus Climates of all undergraduates (n=866)	70% felt they strongly mattered or mostly mattered to the academic advising office
Academic Advising Center	Spring 2020	F21 Entering Freshmen (n=1200)	The advisor helped me develop a class schedule that met my need (78% agree/strongly agree) The advisor clearly explained academic policies/procedures as they pertain to my major (78% agree/strongly agree)
		F21 Entering Transfers (n=1904)	Virtual advising helped me develop a course schedule aligned with my goals (88% agree/strongly agree) I understand my major policy and college requirement to declare my major (89% agree/strongly agree)
	AY21	Post-Advising Session Survey (n=158)	Overall, my advisor is a good source for academic advice about my college/department and university (91% agree/strongly agree)
Gator Success Center	December 2020-September 2021	Post-mentoring/coaching Session Survey of GSC Students (n=65)	The Academic Success Coach listened to my concerns (100% agree/strongly agree) My Academic Success Coach seemed genuinely interested in me (100% agree/strongly agree) My Academic Success Coach provided accurate information (100% agree/strongly agree) My Academic Success Coach/Staff Member is accessible during regular office hours by appointment virtually/face to face (98% agree/strongly agree) After my session/training, I feel confident that I can develop my skills and use the appropriate resources (100% agree/strongly agree)

Accelerated Transfer Academy	Spring 2021	End of Year Survey of ATA Students (n=60)	<p>I feel comfortable contacting ATA staff when I need help (97% agree/strongly agree)</p> <p>I utilize the skills/tools I worked on with my success coach to improve my academics (98% agree/strongly agree)</p> <p>I feel sure about what my career goals are (97% agree/strongly agree)</p> <p>I feel a sense of belonging at UHD (88% agree/strongly agree)</p>
UHD Main Career Center	Summer 2021	F21 Entering Transfers (n=1904)	<p>The Career Services presentation helped me begin to match my interests with my career goals (82% agree/strongly agree)</p> <p>The Career Services presentation helped me understand how to develop skills employers want (81% agree/strongly agree)</p> <p>The Career Services presentation helped me understand how to develop a better understanding of available career options (83% agree/strongly agree)</p>
	AY20	End-of-Workshop Satisfaction Survey (n=503)	<p>97% felt the materials provided during the workshop were useful.</p> <p>98% felt the (career) coach's answers to the questions during the workshop were helpful.</p>
	AY20	Post-Advising Session Survey (n=825)	<p>99% felt the (career) coach's answers to questions were helpful</p> <p>99% felt materials provided during the session were useful</p> <p>99% would recommend the Main Career Center to other students.</p> <p>99% would schedule an appointment with a career coach again.</p>
COB Career Center	Spring 2021	COB Career Center Post-counseling Student Survey (n=119)	<p>The counselor was knowledgeable and helpful (94% agree/strongly agree, n = 81)</p> <p>97% Likely or very likely to recommend the Davies COB Career Center to other students (n = 64)</p> <p>95% felt their questions were addressed during the appointment with the Career Center staff (n = 82)</p>
Combined Career Centers	Fall 2020	Revealing Institutional Strengths & Challenges (RISC) Survey (n=2739 students, 20% response rate)	<p>60%: Career Center is very available</p> <p>58%: Career Center is very effective</p> <p>(4-pt scale very ineffective – very effective)</p>
Academic Success Center	Spring 2021	National Assessment of Collegiate Campus Climates of all undergraduates (n=866)	81% felt they strongly mattered or mostly mattered to the tutoring center.
Center for Math and Statistics Support	AY21	Survey of Student Using the CMS ² (n=30) see survey beginning p. 12	<p>My tutor addressed my concerns with my math or statistics coursework (100% agree/strongly agree)</p> <p>My tutor helped me become a better math or statistics student (91% agree/strongly agree)</p> <p>I would rate the quality of my tutoring highly (92% agree/strongly agree)</p> <p>I will return to the Math and Statistics Center (92% yes)</p> <p>I will recommend the Math and Statistics Center to other students (92% yes)</p>
	AY17-21	Student Participation in CRMS ² Tutoring	<p>On average, students who attended tutoring during this period earned a 2.3 GPA in this course; if they attended 3 or more sessions, they earned a 2.4 GPA, and if they did not attend tutoring, they earned a 2.0 GPA.</p> <p>On average, 74% of students who attended tutoring earned a C or higher; 76% of students who attended 3 or more sessions earned a C or higher, and 65% of students who did not attend tutoring earned a C or higher.</p>
Writing and Reading Center	AY21	Survey of Students Using the WRC (n=61) See survey beginning pg. 8	<p>88% of surveyed students believed a WRC session made them a better writer</p> <p>92% of students who used the WRC 3+ times received a C or higher for English</p>
Supplemental Instruction	Spring 2020	Students participating in SI sessions (1700 tutoring sessions with approx. 2 students per session)	<p>60% of students using Supplemental Instruction tutors came to two or more sessions</p> <p>Term GPS difference between SI participants and non-participants: .57 on a 4-pt. scale</p>
	AY21	Survey of Students Using SI (n=132) See survey beginning pg. 8	<p>83% would rate the quality of the service received from the SI leader as an 8 9 or 10 on an 11-pt. scale (0 being lowest)</p> <p>Rated the SI leader as: Courteous: 92% Informative: 94% Easy to talk to: 91% Engaging: 93%</p> <p>82% strongly agreed that the SI Leader was well trained.</p> <p>87% would assign a grade of A to the SI program</p>

























Dean of Students	Spring 2021	National Assessment of Collegiate Campus Climates of all undergraduates (n=866)	78% felt UHD was strongly or mostly committed to providing health services to students who are impacted by COVID-19 70% felt UHD was strongly or mostly committed to providing financial support to students who are impacted by COVID-19
Office of Disability Services	Spring 2021	ODS Student Survey (n=14)	The accommodations made by ODS were effective (93% agree/strongly agree) The technology available in ODS meets my needs (86% agree/strongly agree) ODS staff are knowledgeable (93% agree/strongly agree)
W.I. Dykes Library	AY2021	Student Survey (sent to all students, n=588, 4% response rate)	How would you rate your overall experience with the UHD Library? (79% satisfied/very satisfied) Please rate your level of satisfaction with the UHD Library staff service: (96% satisfied/very satisfied)
Veteran Services	Fall 2019	Survey of Student Veterans (n=161, 18% response rate)	Veterans Services provided information and services that allowed them to retain access to military benefits (84% agree/strongly agree) Veterans Services Office provided information and access to support services (84% agree/strongly agree) The Veterans Services Website is helpful (79% agree/strongly agree) The Veterans Services Staff are knowledgeable about veterans' educational benefits (89% agree/strongly agree)
Student Health Services	Spring 2021	Survey of Faculty & Staff (n=67, users of the service)	Satisfaction with: (satisfied/very satisfied) Scheduling an appointment: 79%/n = 19 Customer service from staff: 88%/n = 50 Customer service from provider: 82%/n = 40 Services received: 88%/n = 50
		Survey of Students (n = 7, users of the service.) Note: Health Services averages about 5 visits per month.	Satisfaction & Recommendation (% Agree/Strongly Agree) Satisfied with the service: 100% Health Services met my needs 86% Would use Health Services again: 100% Would recommend Health Services to other students 100%
Student Counseling Services	Spring 2021	Survey of Students Using SCS (n=varies)	Did the UHD Counseling Services website contain helpful resources? (100% yes/ n = 52) I am satisfied with the care I received from UHD Counseling services (99%agree/strongly agree/ n = 155) I would recommend UHD Counseling Services to another student (99% agree/strongly agree/ n = 152)
UHD Food for Change Market	Spring 2018 (Most recently available survey due to the Market closing during COVID.)	Survey of Market Users (n=87, 29% response rate)	The Food Market staff are polite (94% agree/strongly agree) The Food Market is clean and attractive (71% agree/strongly agree) The Food Market offers healthy options for me to purchase 62% agree/strongly agree) Shopping at the Food Market is pleasant (77% agree/strongly agree) The support provided by my Food Market Scholarship helped me stay in school at UHD (69% agree/strongly agree) The support provided by my Food Market scholarship helped me worry less about providing for my family (78% agree/strongly agree)
Student Activities	Summer 2021	F21 Entering Transfers (n=1904)	I have identified at least one student activity I'd like to participate in (67%)
	Spring 2021	National Assessment of Collegiate Campus Climates of all undergraduates (n=866)	74% felt they strongly mattered or mostly mattered at events hosted by campus organizations or clubs (n = 211) 82% felt
Center for Diversity and Inclusion	AY20	Survey of CDI Student Workshop Participants (n=54, response rate = 12.3%)	72% of participants could make connections between what they learned in their academic coursework and what they learned in the Center events.
	AY20	Survey of CDI Workshop Participants (n=163, response rate=37.9%)	70% of students participating in Center activities and events felt a sense of inclusion at UHD.
Center for Community Engagement & Service Learning	Fall 2018	Survey of GatorServe Student Volunteers (n=35)	Felt the projects they worked on made an impact on the community (94% agree/strongly agree) I would volunteer for another GatorServe event in the future (94% agree/strongly agree) Overall, I was satisfied with my GatorServe Experience (84% agree/strongly agree)








	F2019	Survey of GatorServe Student Volunteers (n=42)	Felt the projects they worked on made an impact on the community (69% agree/strongly agree) I would volunteer for another GatorServe event in the future (82% agree/strongly agree) Overall, I was satisfied with my GatorServe Experience (85% agree/strongly agree)
IT-User Support	Summer 2021	F21 Entering Freshmen (n=1200)	How prepared do you feel to access your Gatormail (80%, 5-3/1 not prepared – 5 very prepared)
	AY21	Survey of users who contacted the IT Helpdesk and used Bombgar remote desktop connection (students, faculty & staff, n = 2499 of 2782, 90% response rate)	90% rated the service they received as either satisfied (4) or very satisfied (5). Avg. response: 4.62
Center for Teaching & Learning Excellence (CTLE)	AY21	Faculty participating in CTLE activities(n=42)	96% of faculty were satisfied or very satisfied with the service received from the CTLE. 91% of faculty reported implementing student success/student engagement activities, collaborative efforts, behaviors, etc. after participating in CTLE programs and services.
Faculty Satisfaction with Library Services	Spring 2021	UHD Faculty Work Climate Survey (n=113) See pg. 24, 25	UHD Library staff are responsive to needs and queries (88% agree/strongly agree) UHD Library resources are adequate (74% agree/strongly agree)
Faculty Satisfaction with Student Support	Spring 2021	UHD Faculty Work Climate Survey (n=113) See pg. 64	UHD provides adequate services to support student success (55% agree/strongly agree)
Faculty Satisfaction with Software/hardware	Spring 2021	UHD Faculty Work Climate Survey (n=113) See pg. 61, 62	I have access to adequate software for my research (56% agree/strongly agree) Inside and outside the classroom at UHD, I have access to adequate hardware for my teaching (65% agree/strongly agree)























































Conclusion

The narrative above demonstrates that UHD provides appropriate academic student support programs, services, and activities that are consistent with its mission. UHD staff and support services are available to face-to-face as well as distance education students. Student satisfaction is assessed through survey administered as part of student support unit's assessment plans as well as two nationally-normed surveys and demonstrate that UHD's services and support is meeting their needs. Faculty satisfaction is assessed through the annual UHD Faculty Work Climate survey and surveys administered as part of some unit's assessment plans.

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Student Complaints

The institution

- (a) publishes appropriate and clear procedures for addressing written student complaints,
- (b) demonstrates that it follows the procedures when resolving them, and
- (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.

[Note: As part of its response to this standard, the institution should include information about the individual(s)/office(s) responsible for maintaining these records, elements of a complaint review that are included in the record(s), and whether the records are centralized or decentralized.]

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Houston-Downtown (UHD) publishes clear, adequate procedures for addressing written student complaints and carries out those procedures following the University policy governing the area in which the student's complaint falls. The University also maintains a record of all written student complaints including documentation of each one's final resolution.

Publication of Student Complaint Procedures

The general procedures for addressing student complaints are described in [PS 04.A.01: Student Rights and Responsibilities](#) (§3.1.10). Policies are published in the [UHD Student Handbook](#) (p. 9, 18, 60-85, p. 110-165, and p. 169-194), and on the [University website](#). PS 04.A.01: Student Rights and Responsibilities is also referenced in the [faculty handbook](#) (p.54pdf/47).

Definition of a Written Complaint

A formal student complaint is one that relates to the types of complaints discussed in the SACSCOC accreditation standards and include formal appeals relating to unsatisfactory resolutions of problems in academic affairs or student affairs. These complaints must be initiated by the student and must be appealed through the processes describe in the relevant policy. Formal appeals may be about:

- academic matters to include curriculum, faculty quality, academic quality, or marketing of programs
- student life and student conduct

Additionally, formal complaints may include situations that are not appeals of previous decisions, but are especially serious. These complaints go directly to the Title IX/Equality and Diversity Office or the President's Office and may involve:

- discrimination
- harassment
- sexual misconduct
- fraud

While UHD has set up web-based forms for these complaints, any written complaint in the areas, whether submitted through a web form, email, or letter, is considered formal.

Procedures for Addressing Student Complaints

UHD's policies and procedures for handling student complaints comply with the customer service regulations established in [Texas Government Code 2114](#), which requires each state agency to post customer-service standards in a "Compact with Texans." Published on the UHD website, the [UHD Compact with Texans](#) provides students and other constituents with a general overview of problem-solving procedures as well as the contact information for the final arbiter of complaints within each major division of the University.

The sections below discuss the policies and procedures for addressing a number of common student complaints or concerns, along with additional resources available for problem resolution. Examples of resolved student complaints demonstrate UHD follows published processes when resolving student complaints and maintains appropriate written records of written complaints.

General Complaints Processed Through Student Affairs

The [PS 04.A.01: Student Rights and Responsibilities Policy](#) establishes the process for handling student complaints in areas not addressed by other policies. The policy is published online on the [Student Affairs Policies webpage](#) (maintained by Employment Services and Operations) and in the [UHD Student Handbook](#) (p.169-194). Incoming students are informed of the availability of the Student Handbook during Orientation, and it is published online in PDF format. This policy establishes the following steps for problem resolution:

1. The student should first "attempt to resolve the issue at the office that is the source of the complaint by speaking with a supervisor or department head" ([PS 04.1.01, §3.2.10.1](#)).
2. If the problem is not resolved satisfactorily after completing step 1, the student should submit a written complaint using the grievance form ([PS 04.1.01, §3.2.10.2](#)). This [Student Complaint Form](#) is available from the Office of the Dean of Students and on the UHD website from the [Student Affairs Student Complaints webpage](#).
3. Upon receipt of this form, the Dean of Students determines how to address the complaint and, if necessary, refers the matter to the appropriate University office for resolution ([§3.2.10.3](#)).
4. Within 24 hours of submitting the form, the student will be contacted by the Dean of Students or the designated office to which the complaint was referred to discuss the next steps in resolving the problem ([§3.2.10.4](#)).

In accordance with state and federal record-retentions regulations, UHD maintains records of student complaints for at least five years ([§3.2.10](#)).

In effect, because the Dean of Students is charged with referring student complaints to the appropriate office, students may use the online [Student Complaint Form](#) as a starting point to register complaints about any aspect of the University. The Office of Student Affairs will ensure that the complaint reaches the appropriate office, whose personnel will then inform the student of any further steps necessary for addressing the complaint in that area. As noted above, the [Student Problem-Solving Form](#) is published online on the UHD website, thus allowing face-to-face and online students equal access to problem-resolution mechanisms.

Academic Complaints and Appeal Processes

The procedures undergraduate students must follow to initiate a grade appeal are described in [PS 03.A.04: Grading System for Undergraduate Students](#) (§4.5 -4.6). The appeals process for graduate students is found in [PS 03.B.04: Grading System for Graduate-Level Courses](#) (§4.4 -4.5) are summarized in [The UHD Student Handbook](#) (14), the [UHD Graduate Catalog](#), and the [UHD Undergraduate Catalog](#) (47). Like other academic policies, both [PS 03.A.04: Grading System for Undergraduate Students](#) and [PS 03.B.04: Grading System for Graduate-Level Courses](#) are published on the UHD website. The policy requires that students appeal to the instructor first. If the student is unable to resolve the appeal with the instructor, he should appeal to the appropriate department chair and then to the appropriate dean. Grade appeals must be submitted in writing along with the student's documentation to support the appeal. The Grade Appeal Application is available in the academic department offices and on the [UHD webpage](#).

The college in which the grade appeal is made is responsible for resolving the issue and maintaining the records.

Appeals/Complaints Related to Transfer-Credit/Articulation

At UHD, transfer credit is awarded in compliance with [PS 03.A.10: Acceptance of Transfer Credit](#) and with the [Texas Higher Education Coordinating Board rules](#) designed to make transferring coursework between accredited state institutions more efficient. However, if coursework does not articulate with UHD course work and transfer credit is denied, students may request to have their previous coursework re-evaluated for transfer credit. Re-evaluation requests are made to academic advisors, who then send the course information to the office of the appropriate academic dean. The dean's office works with the relevant faculty coordinator or department chair to decide on the application of transfer credit to the specific degree program (§3.1.12). Credit earned from institutions outside the United States "must be evaluated by a standard evaluation service" and then reviewed by the relevant degree coordinator or department chair (§3.1.11).

The college in which the transfer appeal is made is responsible for resolving the issue and maintaining the records.

Appeals/Complaints Related to Academic Records

In keeping with the Family Educational Rights and Privacy Act (FERPA) and UHD [PS 03.A.22: Access to Student Academic Records/Information](#), students have the right to petition the University to amend any erroneous or misleading information in their records. UHD students are informed of this right to amend academic records in [The Student Handbook](#) (p. 18-19), the [Graduate Catalog](#), and the [Undergraduate Catalog](#) (see section Procedure for Amending Education Records). The process for amending records is discussed in §§4.2-4.3 of [PS 03.A.22](#). The most recent version of this policy is published with Policy Statements on the UHD website.

The Registrar's Office also maintains the [Student Record Discrepancy](#) page, which provides information about such appeals as well as a link to the [Webtrace Request form](#) used to initiate the records-amendment process.

The Office of the Registrar is responsible for resolving the issue related to student records and maintaining records.

Appeals Related to Enrollment and Withdrawal

The Registrar's Office posts an [Appeal Request form](#) online that may be used by students:

- request an exemption to the State's cumulative limit of six-course withdrawals. Permitted exemptions are detailed in [PS 03.A.36: Course Drop Limit](#), §3.2.
- appeal Excess Fees (fees levied for exceeding the maximum of 18 credit hours of developmental coursework).
- request course withdrawal after the deadline for extenuating circumstances.
- appeal administrative withdrawals for non-compliance with the mandatory bacterial meningitis vaccination.
- appeal administrative withdrawals for non-compliance with the Class Attendance and Administrative Drops rule.

The Office of the Registrar is responsible for resolving the issue related to enrollment and withdrawal and for maintaining records.

Appeals Related to Academic Probation and Suspension

Academic probation and suspension for undergraduates at UHD is governed by [PS 03.A.07: Undergraduate Academic Probation and Suspension](#) which requires students to appeal the suspension by petitioning the appropriate academic dean (§3.3.1 and 3.3.3).

Academic probation and suspension for graduate students is governed by [PS 03.B.07: Graduate Academic Probation, Suspension, and Dismissal](#). Graduate Students appeal academic decisions, including those relating to probation and suspension, directly to the Graduate Director of the appropriate graduate program (§3.3.2). Final appeals of the program director's decision are reviewed by the Academic Dean or Dean's designated representative. Students who appeal must provide a clear, compelling case demonstrating their potential for academic success.

The rules governing probation and dismissal of graduate students who are enrolled in a certificate program are developed by the respective certificate programs. These standards must be published in the relevant certificate program's handbook.

Both [PS 03.A.07](#) and [PS 03.B.07](#) are published on the [Academic Policies page](#), and information about academic probation and suspension for undergraduate students is also published in the [UHD Student Handbook](#) (8-9) and [The UHD Undergraduate Catalog- Academic Probation and Suspension](#). Information about academic probation and suspension for graduate students is published in each program's Graduate Student Handbook and in the [Graduate Catalog- Academic Probation and Suspension](#).

The college in which the probation, suspension, and dismissal appeal is made is responsible for resolving the issue and maintaining the records.

Appeals Related to a Student's Failure to Make Satisfactory Academic Progress (SAP)

The UHD Office of Scholarships and Financial Aid is also responsible for addressing satisfactory academic progress (SAP) appeals. UHD's [criteria for satisfactory academic progress](#) are published on the University's website and in the [undergraduate](#) and [graduate](#) catalogs. Students who experienced extenuating circumstances or otherwise do not make satisfactory academic progress may file an SAP appeal, which is reviewed by the student's financial aid counselor. Information about SAP and SAP appeal process is posted on the [University website](#).

The Office of Scholarships and Financial Aid is responsible for resolving appeals related to Satisfactory Academic Progress and maintaining the records.

Appeals Related to Academic Honesty Decisions

The University's [PS 03.A.19 Academic Honesty Policy](#) describes the procedures by which a student appeals charges of cheating or plagiarism. Attached to the policy is the form the student signs to request an initial formal hearing in a process that has three levels of appeals: the department chair, the college dean, and the University's Student Discipline Committee. The Office of the Student Affairs retains copies of academic honesty violation reports (§4.1.2). The Academic Honesty Policy is published on the [UHD website](#) and in the [UHD Student Handbook](#) (p. 12 and p. 52). The Academic Honesty Policy is also referenced in each graduate program's student handbook.

The Dean of Students Office is responsible for resolving appeals related to Academic Honesty Decisions and for maintaining records.

Appeals/Complaints Related to Academic Adjustments/ Accommodations for Students with Disabilities

The regulations for accommodating students with disabilities are described in [SAM 1.D.09: Student Academic Adjustments/Auxiliary Aids Policy \(Interim\)](#), which includes a section on how students can file an appeal if they believe a requested accommodation has been unfairly denied (§5). The policy is linked to the Office of Disability Services (ODS) webpage entitled "[Registering with Disability Services](#)." Information about the Office of Disability Services, including contact information, is also published in the [UHD Student Handbook](#) (p. 36). The ODS also provides a set of procedures for students at off-campus locations, entitled "[Disability Services for Off-campus and Online Students](#)," published on ODS's website.

The Office of Disability Services is responsible for resolving appeals related to denial of services and for student complaints relating academic adjustments and accommodations. ODS is also responsible for maintaining records of appeals and complaints.

Non-academic Complaints and Appeals

Complaints Related to Sexual Misconduct, Discrimination, and Harassment

The [Office of Title IX/Equity Opportunity Services](#) acts on behalf of the University as a neutral fact-finder that enforces the University's Equal Opportunity Policies. The Office provides the University with multiple services including the presentation of awareness and prevention training and the implementation of the University's discriminatory complaints policies.

The Office is also charged with the processing of all inquiries and complaints concerning sexual misconduct, and discrimination based on race, color, sex, religion, national origin, sexual orientation, gender identity and expression, age, disability, genetic information, and/or veteran status.

The [Title IX/Equity and Diversity Officer](#) oversees the office and serves as the Title IX Coordinator. Reporting directly to the president, this individual has ultimate compliance responsibility for Title IX of the Education Amendments of the 1972 Civil Rights Act and the Violence Against Women Act Re-authorization of 2012 (VAWA). The Title IX/Equity and Diversity Officer manages the day-to-day responsibilities associated with the University's Title IX compliance obligations and ensures the effectiveness and consistency of sexual harassment and sexual violence investigations.

Complaints Related to Sexual Misconduct

Student complaints related to sexual misconduct (including sexual assault, sexual exploitation, sexual harassment, and stalking) are governed by [SAM 1.D.08 Sexual Misconduct Policy](#). Section 10 of this policy describes the procedures for filing a formal report. Students may file formal complaints of sexual misconduct using the to the Title IX Coordinator, to the Employment Services Office, University Police, or the Dean of Students.

Students may access the [complaint form](#) to report sexual misconduct either in person through the offices listed above or through the [Dean of Students website](#) or the [Office of Title IX/Equity and Diversity](#).

Complaints Related to Discrimination and Harassment

Student complaints related to discrimination and forms of harassment other than sexual are governed by [SAM 1.D.07 Anti-Discrimination \(Interim\)](#). Section 4 of that policy details the procedures for filing and adjudicating such a complaint. The Office of Title IX/Equity and Diversity oversees complaints about discrimination and harassment, including campus accessibility and as in cases involving sexual misconduct, UHD's Title IX Coordinator cooperates with the University of Houston System's EOS to ensure compliance with the law. Students may access the [complaint form](#) to report discrimination and harassment through the [Dean of Students website](#).

When a student is found in violation of either the Sexual Misconduct Policy or the Anti-Discrimination Policy, the UHD Equity and Diversity/Title IX Office will send the finding to the Dean of Students Office to be addressed through the [student conduct process](#).

The Office of Title IX/Equality and Diversity is responsible for resolving complaints relating to sexual misconduct, harassment and discrimination, and campus accessibility. This office is also responsible for maintaining records of complaint resolution related to these issues.

Student Conduct Appeals

The UHD Dean of Students Office (DOS) strives to promote a safe and secure community while treating each student with dignity and respect. The DOS Office educates students about their rights and responsibilities as University community members and adjudicates alleged violations of the [PS 04.A.01: Student Rights and Responsibilities policy](#). The policy is published in the [UHD Student Handbook](#) and on the [University website](#).

When an [alleged violation is reported](#), the report is investigated by the Assistant Dean of Students or the Director of Student Life (i.e., student conduct officer) by contacting the respondent, complainant, and witnesses. The responding student is invited to meet with the student conduct officer for a procedural interview to discuss the reported violation(s), policy, and student conduct process. The matter then proceeds to a hearing of the respondent's choosing, either in an Administrative Review with the student conduct officer or with the Student Discipline Committee. The student conduct officer sanctions the student according to policy.

The student has the right to appeal the decision to the Dean of Students. Information about the student conduct appeal process can be found in [PS 04.A.01: Student Rights and Responsibilities policy](#) (§3.1.6), in the [UHD Student Handbook](#) (p. 36, 54, 182 and on the [University website](#)).

The Dean of Students Office is responsible for resolving student conduct and for maintaining records.

Additional Problem Resolution Resources for Off-Campus and Out-of-State Online Students

As noted in other sections, UHD does not designate students by modality or location since students often transition between modalities and locations depending on their needs during a particular semester. In addition, UHD's student support services and academic programs are centrally managed and students enrolled in online and off-campus classes use the same processes and forms as those used by students at the main campus.

UHD's Office of Distance Education does maintain a [complaint form](#) on its website. Complaints. Concerns submitted through this portal are received by the Executive Director, Off-Campus Locations and Online Coordination who will address any problem specific to an off-campus location. The Executive Director coordinates with the Dean of Students and academic departments to resolve students concerns related to academic or student support issues.

UHD also complies with the U.S. Department of Education (DOE) regulations on distance education and is currently in the process of gaining the DOE-mandated authorization to offer distance education to residents of other states. In compliance with DOE regulations, UHD provides distance students residing in other states additional mechanisms for resolving problems or registering complaints through the [Distance Education Complaint Resolution webpage](#). Out-of-state students may also avail themselves of the other problem-resolution resources described in this response.

UHD's Office of Distance Education is responsible for addressing complaints from off-campus and online students that are not addressed by one of processes outlined above and for maintaining records.

Complaints to External Agencies

Complaints Submitted to University of Houston – System and State of Texas

Employees and students are encouraged to report fraud, waste, or other concerns suggestive of dishonest or illegal activities. Reports can be made in several ways: to the supervisor, to the University of Houston [System Fraud and Non-Compliance Reporting website](#), or the [State Auditor's Office](#). A UHS Triage Committee reviews these complaints and forwards them to the appropriate office within UHD for investigation. In the past five years, 23 of the 120 complaints which came through this system were from students. Two examples showing the action which UHD took to resolve the issues can be found below.

[Complaint 1](#)

[Complaint 2](#)

Complaints Submitted to the Texas Higher Education Coordinating Board

As outlined in [Texas Administrative Code Sections 1.110-1.120](#), [Texas Higher Education Coordinating Board](#) invites student complaints. In addition to the main page, a link to student complaints is included in the bottom banner of the agency website. THECB requires students to first exhaust the university's complaint resolution processes, and THECB will work with the university to resolve any complaints that come to them.

The Office of the Provost is responsible for resolving complaints submitted to the Texas Higher Education Coordinating Board and maintaining records should a complaint not be resolved through normal processes.

Three complaints have been filed through the THECB in the last five years.

Sample Complaints

-

[Grade Appeal I](#)

[Grade Appeal II-Test Grade](#)

[Grade Appeal III-Paper](#)

[Grade Appeal Graduate Student](#)

[Transfer Credit Appeal](#)

[Appeal of Outstanding Balance Due to Failure to Withdraw](#)

[Retroactive Withdrawal Request](#)

[Satisfactory Academic Progress Appeal - Excessive Hours](#)

[Satisfactory Academic Progress Appeal - Low GPA](#)

[Probation/Suspension Appeal](#)

[Academic Dishonesty Appeal I \(Appeal Accepted\)](#)





[Academic Dishonesty Appeal II \(Appeal Denied\)](#)

















[Department of Education – Office Civil Rights – Disability Services Complaint](#)

Conclusion

The narrative above along with supporting documentation provides evidence that UHD has appropriate and clear procedures for addressing students' written complaints. Processes and policy are published broadly and accessible to face-to-face and distance education students. Examples of resolved student complaints demonstrate that UHD follows its policies and procedures for addressing student complaints and maintains a record of each.

Sources

-  [2019 UHD Faculty Handbook \(v4\)-Final2](#)
-  [20212022 Student Handbook](#)
-  [21 22 Student Resources and Rights Guide - edited 060421](#)
-  [AAC PS03.B.07](#)

-  Academic Dishonesty Appeal - Accepted
-  Academic Dishonesty Appeal - Denied
-  Academics Policy Page
-  Additional problem Student Complaint form
-  Appeal Outstanding Balance-Final
-  Appeal of Graduate Course Fees
-  Appeals Related to Academic Records Example 1
-  CPS Academic Dishonesty Grade Appeal
-  CPS Grad Student Appeal
-  Compact with Texans _
-  Complaints Related to Sexual Misconduct Example 1
-  Convercent 1 EH
-  Convercent 2 AP
-  Copy of Student Complaint Form
-  Criteria for Satisfactory Academic Progress
-  Dean of Student Website
-  Department of Education - OCR - Resolved Disability Complaint
-  Disability services for off campus and online students
-  Discrimination_and_Harassment_Reporting_Form-Posted on website
-  Distant Education Complaint Resolution
-  Grade Appeal I
-  Grade Appeal II
-  Graduate Catalog
-  Graduate Catalog Academic Probation
-  No Complaints
-  Office Campus Complaint Form
-  Office of Title IX _ Equal Opportunity Services
-  PS 04.A.01 Student Rights and Responsibilities Policy
-  PS03A04
-  PS03A07
-  PS03A10_1__Acceptance_of_Transfer_Credit
-  PS03A19
-  PS03A22
-  PS03A36
-  PS03B04
-  PS04A01
-  Probation Suspension Appeal
-  Redacted Student Complaint Form and Resolution
-  Registering with Disability Services
-  Retroactive Withdrawal
-  SAM 1d8
-  SAM 1d9
-  Satisfactory Academic Progress Appeal 1
-  Satisfactory Academic Progress Appeal 2 GPA
-  Standard 12.4 UT Martin (no comments)
-  Student Affairs Policy Page
-  Student Affairs Student Complaints Webpage
-  Student Complain Form
-  Student Complaints - THECB
-  Student Conduct Processes _ University of Houston-Downtown
-  Student Handbook -14
-  Student Handbook 169-194
-  Student Handbook 18-19
-  Student Handbook 8-9

-  Student Record Discrepancy (Webtrace)
-  Student_Handbook 36
-  Student_Problem_Solving_form__UHD
-  THECB Board Rules
-  Texas Administrative Code
-  Texas GOVERNMENT CODE CHAPTER 2114. CUSTOMER SERVICE
-  Texas State Auditor's Office - Investigations & Audit Support
-  The Student Handbook
-  Three Complaints
-  Title IX Equity and Diversity Officer
-  Title_IX_Sexual_Misconduct_Reporting-Posted on website
-  Transfer Credit Appeal
-  Transfer Credit Articulation Appeals Example 1
-  UHD Graduate Catalog
-  UHD Title IX Discrimination and Harassment Complaint Form
-  UHD Title IX Sexual Misconduct complaint form
-  UHD Undergraduate Catalog
-  UHD Undergraduate Catalog Academic Probation
-  UHD Webpage Grade_Appeal_Form
-  UHD website Academic Guidelines for students
-  UHS Standard Complaint Resolution
-  Undergraduate Catalog
-  University Website
-  University Website Appeal of FA
-  University Website Student Conduct Processes _
-  Unveristy Website UHD Site Policies, Standards and Guidelines
-  alleged violation is reported
-  graduate catalog SAP
-  undergraduate catalog FA
-  webtrace Request Form

Federal and State Responsibilities

- The institution a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended; and
- b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U.S. Department of Education.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Houston-Downtown (UHD) Office of Scholarships and Financial Aid is responsible for the administration of federal, state, and institutional funding to assist students with their educational expenses. The University meets all program responsibilities under Title IV of the most recent Higher Education Act and regularly audits its financial aid programs as required by federal and state regulations.

Title IV Compliance

UHD has satisfied the definition of an eligible institution and is qualified to participate in the Title IV programs under the most recent Higher Education Act as amended. The University adheres to all federal Title IV student financial aid program regulations. Financial aid policies and procedures comply with all Title IV regulations as outlined in the [Financial Aid Policy and Procedures Manual](#) and the Fiscal Operations Report and Application to Participate (FISAP) is submitted annually. UHD has had no infractions to regulations that would jeopardize Title IV funding.

UHD has been approved for the advanced funding method (electronic transfer) and has not been placed on any direct reimbursement method for federal funds. All significant unpaid dollar amounts due back to the U.S. Department of Education are paid within the timeframes as noted in the federal regulations. The University is not obligated to post a letter of credit on behalf of the Department of Education or other financial regulatory agencies.

There are no current issues between the U.S. Department of Education and UHD with regards to the administration of Title IV financial aid programs. No financial aid-related complaints have been reported to the U.S. Department of Education. There are no impending litigation issues concerning financial aid at the university and The Department of Education has not sent adverse communications to UHD.

The Department of Education has approved UHD to provide the following Title IV programs:

- Federal Pell Grants
- William D. Ford Federal Direct Loans
- Federal Supplemental Educational Opportunity Grants Federal Work-Study
- Federal TEACH Grant

To ensure that UHD fulfills all its Title IV Program responsibilities, the Office of Scholarships and Financial Aid staff receive extensive training and adhere to the policies and procedures outlined in the [Manual of Financial Aid Policies and Procedures](#).

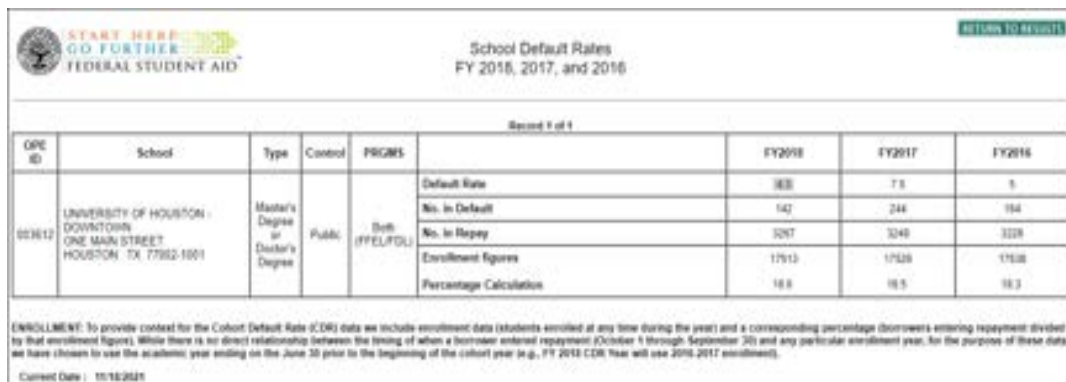
Examples of available financial aid training can be found [here](#).

The US Department of Education [Program Participation Agreement](#) (Approval Expiration March 31, 2023) and the [Eligibility and Certification Approval Report](#) documentation have been provided here as supporting documentation of the University's compliance.

Cohort Default Rates

UHD consistently monitors the cohort default rates for the Federal Direct Loan Programs and explores ways in which to reduce default rates in subsequent years. UHD's FY2018 Cohort Default Rate was 4.3, well below the [default rate for public four-year institutions of 5.4%](#) and the [national default rate of 7.3](#) for the same period. UHD's Three-year Cohort Default Rate can be found in Figure 13.6.1 below.

Figure 13.6.1 Three-year Cohort Default Rates



School Default Rates FY 2018, 2017, and 2016					Return to Results			
Record 1 of 1								
OPF ID	School	Type	Control	PRGMS	FY2016	FY2017	FY2018	
003612	UNIVERSITY OF HOUSTON - DOWNTOWN ONE MAIN STREET HOUSTON, TX 77002-1001	Master's Degree or Doctor's Degree	Public	Sub (FFEL/FDL)	Default Rate	3.8	7.5	5
					No. in Default	142	244	194
					No. in Repay	3267	3249	3229
					Enrollment Figures	17913	17629	17638
					Percentage Calculation	18.8	18.5	18.3

ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purposes of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2018 CDR Year will use 2016, 2017 enrollment).

Current Date: 11/18/2021

State and Internal Audits

UHD was included in the State of Texas audit of financial processes that the Texas Higher Education Coordinating Board conducted by the State Auditor's Office (SAO) in 2020. The scope included UHD's "management of the TEXAS grant, including grant recipient eligibility for fiscal year 2020." The audit found UHD had "administered the TEXAS grant in accordance with requirements by awarding TEXAS grants to eligible students." UHD "also had sufficient control over the information systems that maintained TEXAS grant student financial data and eligibility information." There were not findings during the audit. A copy of the audit may be found [here](#).

The UHS Internal Audit department conducts system-wide audits of various areas, including Financial Aid, as well as various audits of all UHD departments on a risk-assessment basis. The UHS Internal Auditing Department works closely with state and federal auditors. The UHS Internal Auditing Department and its Director report to the UHS Board of Regents' Committee on Audit and Compliance. All internal audit reports are submitted to the Board of Regents when completed; all outstanding issues are reported to the Board until resolved. A copy of the FY2021 UHS Annual Internal Audit Plan can be found [here](#).

Audit of Title IV Financial Aid Programs

In November 2021, under [Texas Government Code, Section 321.020](#), the State Auditor's Office [delegated](#) to UHD the authority to employ a private auditor to conduct an audit of Title IV Financial Aid at the University. The University of Houston System (UHS) contracted with Belt Harris Peachacek, LLLP, Certified Public Accountants to conduct the report.

The UHD audit results are contained in the following reports dated January 31, 2022: the [Required Auditor Disclosure Letter \(RAD\)](#), [Program Specific Audit Report](#), and the [Management Letter](#). As noted in the [Program-Specific Audit Report, \(Title IV\)](#) document, "the auditors' report on compliance for the Student Financial Assistance Cluster (Title IV) program expresses an unmodified opinion" and there were no findings regarding the financial statement audit (pg. 10). The following recommendations were noted in the [Management Letter](#) which Belt Harris Peachacek, LLLP provided to the University of Houston System Board of Regents. Table 13.6.1 provides an overview of the recommendations and the corrective action taken by the University.

Table 13.6.1: FY2022 Results of UHS Audit of UHD Title IV Financial Aid Programs

Recommendation	Action Taken by UHD in Response to the Recommendation
<p>2021.001: RETURN OF TITLE IV FUNDS – TIMELINESS OF RETURNS</p> <p>The College should consult with appropriate information systems personnel to configure the R2T4 population query to include all necessary students. Additionally, the College should implement procedures to track the number of days remaining to return funds to ensure all funds are returned to the Department within the 45-day time frame.</p>	<p>The R2T4 query was updated in December 2021, and we will continue to work with information systems personnel to fine tune the process. The Office of Scholarships and Financial Aid (the "Office") will implement procedures to track the number of days remaining to return funds.</p> <p>Implementation Date: 02/01/2022</p>
<p>2021.002: DIRECT LOAN DISBURSEMENT NOTICES</p> <p>The Office should work with information systems personnel or PeopleSoft representatives to configure PeopleSoft to automatically send Direct Loan disbursement notifications to students in accordance with the timing guidelines mentioned above. New oversight procedures should be implemented to ensure the automated system is operating as designed.</p>	<p>The Office is currently in the process of refining PeopleSoft to ensure loan disbursement notices are sent properly in the future. Management will discuss this issue with a consultant scheduled to assist the College with improving system processes in February 2022.</p> <p>Implementation Date: 03/01/2022</p>
<p>2021.003: DIRECT LOAN QUALITY ASSURANCE PROCESS</p> <p>To assist with documentation and making improvements to processes, it is recommended that the College complete the Department's practice act, Direct Loan Activity 2: Direct Loan Quality Assurance Component, which will help document the process undertaken. Additionally, they should schedule a formal time each year to review and document the process.</p>	<p>Management will complete the Department's practice act, Direct Loan Activity 2: Direct Loan Quality Assurance Component and schedule to review and perform the annual process each year no later than August 31.</p> <p>Implementation Date: 03/01/2022</p>
<p>2021.004: SCHOOL ACCOUNT STATEMENT RECONCILIATIONS</p> <p>The College should implement a procedure within the monthly SAS reconciliation process that requires an approval of the reconciliation documentation by the Financial Aid Director. The approved SAS reconciliation documents should be retained in the Office for auditing purposes.</p>	<p>The Financial Aid Director will approve all monthly SAS reconciliation documents and retain the documents in the Office. Management will discuss this issue with a consultant scheduled to assist the College with improving system processes in February 2022.</p> <p>Implementation Date: 03/01/2022</p>

UH System Audit of Non-Title IV Financial Aid Programs

The UHS Auditing Department audits various areas of the UHD Financial Aid Office for compliance with federal and state regulations. On February 20, 2018, the UHS Internal Auditing Department issued an internal audit report of various Non-Title IV financial aid programs. The primary objective of the review was to determine whether there are adequate internal controls to help ensure compliance with university policies and State regulations for administering financial aid programs for the Toward Excellence, Access and Success Grant Program, Competitive Scholarship Waiver, Teaching Assistant/Research Assistant Waiver, Hazlewood Act Exemption, and Texas Public Education Grant.

In the Internal Auditor's opinion, the university has adequate internal controls to help ensure that the financial aid programs are administered in compliance with university policies and state regulations. Table 13.6.2 provides an overview of the findings from the FY2018 audit and actions UHD has implemented in response. The full University of Houston System Internal Audit Report for Non-Title IV Financial Aid can be found [here](#).

Table 13.6.2: FY2018 UHS Internal Audit of UHD Non-Title IV Financial Aid Programs

Teaching or Research Assistant Waiver: No Findings	
Competitive Scholarship Waiver	
Finding: Five scholarships were identified as competitive and eligible for the waiver. However, a determination has not been made whether other scholarships are eligible for the competitive scholarship waiver.	
Recommendation	Action Taken to Resolve Finding
UHD should establish a formal institutional scholarship committee in accordance with the competitive scholarship requirements.	UHD has an established General Scholarship Committee appointed by the administration. The charge of the committee, however, will be expanded to include:
The scholarship committee should maintain a listing of competitive scholarships that identifies the waiver eligibility criteria for these scholarships to help ensure all students who receive a competitive scholarship and meet the criteria are awarded the waiver.	<ol style="list-style-type: none"> 1. Reviewing and approving a complete listing of all UHD scholarships. 2. Determining which scholarships meet requirements to be identified as a competitive scholarship for waiver purposes. 3. Sending a formal letter to all departments identifying all competitive scholarships and waiver criteria for those scholarships. 4. Reviewing annually the scholarship listing for proper maintenance. <p>Documentation of this change which was completed on March 1, 2018, can be found here.</p>
Hazelwood Act Exemption	
Finding: In one instance, documentation confirming that the designee was the spouse of the deceased veteran and had the right to transfer unused credit hours to the legacy recipient was not maintained by UHD.	
Recommendation	Action Taken to Resolve Finding
The Financial Aid department should implement a process to help ensure the designee has met all eligibility requirements before the transfer of unused semester credit hours to another recipient	UHD addressed the concern during the audit and updated an existing procedure to ensure all appropriate documentation is received before determining eligibility for Hazlewood. The Financial Aid Compliance Officer has implemented a quality assurance measure by reviewing files to ensure all required documentation needed has been received as appropriate.
Toward Excellence, Access, and Success (TEXAS) Grant Program	
Finding: Policies and procedures at UHD for administering the TEXAS Grant Program indicate that the priority model is used to award grants for initial year students. However, the Financial Aid department does not use the priority model for priority consideration for initial year TEXAS Grant Program recipients because there is usually sufficient funding to award the grant to all eligible students.	
Recommendation	Action Taken to Resolve Finding
The Financial Aid department should implement a process to help ensure the priority model is utilized in accordance with state regulations and internal policies for initial year TEXAS Grant Program recipients.	<p>UHD's policy is to utilize the priority model for priority consideration for initial year TEXAS Grant Program recipients. To ensure adequate oversight, UHD will strengthen quality assurance measures for determining eligibility based on the priority model. As a result of this cited improvement, the Financial Aid Office will restructure and retrain appropriate staff to ensure proper application of the policy.</p> <p>This action will be completed by May 1, 2018.</p>

Conclusion

The documentation provided in this section demonstrates that UHD is in compliance with its program responsibilities under Title IV of the Higher Education Act and audits financial aid programs as required by federal and State of Texas regulations. UHD takes immediate action when auditors provide recommendations for improving process and financial accountability.

Sources

-  1 Final - AR2018-12 UHS Financial Aid Non-Title IV
-  20-035_Audit Report on Financial Management Processes at the Higher Education Coordinating Board_2020
-  2015 Official Cohort Default Rate
-  2016 Official Cohort Default Rate
-  2017 Official Cohort Default Rate
-  784-2022-001_Response Letter Use
-  Audit Waiver Request - UHD 00361200 - 2017
-  Eligibility and Certification Approval Report_040121
-  Final Audit Determination_03152019
-  Financial Aid Policy Procedures Manual_Updated 2020-2021
-  General Scholarship Committee
-  Hazlewood Procedures
-  Memo-ScholarshipCharge-FinancialAidAudit-7.31.2018
-  National Default Rate by Institution Type
-  PPA. OPE ID_ 00361200. PPA Expiration Date_ 03_31_2024
-  SAO Final Audit Determination FY16
-  Texas Government Code, Section 321.020
-  Texas Grant Priority Model
-  Training Opportunities
-  UHD, MGMT Letter, 2021
-  UHD, Program Specific Audit Report, 2021
-  UHD, RAD Letter, 2021
-  UHS_annual-internal-audit-plan,-fy-2021,-08-20-20
-  national default rate of 7.3

Physical Resources

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

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Houston–Downtown (UHD) ensures adequate physical facilities and resources, both on and off-campus, that appropriately serve the academic programs, related services and other mission-related activities offered by the University.

Founded in 1974, UHD currently serves over 15,000 non-residential students and offers 44 bachelor's and nine master's degrees. The institution has also added 20 graduate certificates to its portfolio in the last five years. In addition to the main campus located in downtown Houston, UHD also has four off-campus instructional locations in the Houston metroplex. With its current physical campus - land and facilities - the UHD provides adequate physical resources to meet its mission and scope, which has a primary focus on instruction. Per its 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.

UHD's compliance with this core requirement will be demonstrated through a review of the institution's current physical resources, the Campus Master Plan, and Facilities Management organizational structure. This narrative also includes an overview of the University's processes for managing capital projects, maintenance and renovation projects, deferred maintenance, and insurance. The section concludes with information about property control and UHD's technology resources. Included throughout is information on these topics as they relate to both UHD's main campus as well as its four off-campus locations.

Overview of Physical Resources

UHD's current student body of 15,077 students is served by facilities that include the main campus located in downtown Houston and four off-campus instructional located within the Houston metroplex. Off-campus instructional locations include UHD Northwest, Lone Star College- CyFair (LSC- CyFair), Lone Star College- Kingwood (LSC- Kingwood), and Houston Community College Coleman College for Health Sciences (Coleman). UHD does not designate its students as online or affiliated with a particular campus. Ninety-five percent of UHD's students live within the Houston metro area and select the modality and location of their classes each semester based on course offerings or other factors such as work or family obligations.

Table 13.7.1 is an overview of facilities at the main campus and UHD Northwest and is part of the Facilities Inventory Report that is submitted annually to the Texas Higher Education Coordinating Board (THECB). UHD has access to over 1.8 million square feet of space between the UHD downtown campus and UHD Northwest. Since UHD leases rooms each semester based on need at the other three off-campus instructional sites and does not control specific spaces, those locations do not appear in the Facilities Inventory.

The condition of the downtown and Northwest facilities has been rated as satisfactory with the exception of the One Main Building. The College of Natural Sciences and Technology building was completed in 2019. As classes and faculty have moved from One Main into the new building, the vacated space is being slated for renovation and \$44,922,833 in Capital Construction Assistance Projects was appropriated in [Senate Bill SB52](#) (Girard Street Building 4th Floor and the One Main Reconfiguration pg. 288 item 4). Supply chain difficulties complicated by the pandemic have delayed these renovations but once completed, One Main will also be designated as satisfactory.

UHD also maintains an internal space inventory of classrooms, labs, and other instructional spaces which can be found [here](#).

Table 13.7.1 University of Houston-Downtown Facilities Overview (THECB Facilities Inventory Report)

Name	Type	Condition	Ownership	Built	Floors	Rooms	GSF	NASF	E&G
<i>Main Campus Facilities</i>									
One Main Building	General Use	Renovations	Own/ Debt Free	1930	12	1,819	632,207	337,850	291,414
Commerce Street Building	General Use	Satisfactory	Own/ Amortized Payments	2004	4	230	90,185	48,564	42,702
Shea Street Building	General Use	Satisfactory	Own/ Amortized Payments	2006	5	333	189,250	125,088	78,223
Vine Street Garage	Parking	Satisfactory	Own/ Amortized Payments	2006	6	34	201,583	80,326	2,299
North Utility Plant	Utilities Plant	Satisfactory	Own/ Amortized Payments	2019	1	6	3,542	160	160
Sciences & Technology Building	General Use	Satisfactory	Own/ Amortized Payments	2019	5	195	116,863	52,071	48,225
Girard Street Building & Welcome Center	General Use	Satisfactory	Own/ Amortized Payments	2015	5	122	162,260	67,605	14,323
Academic & Student Service Buildings	General Use	Satisfactory	Own/ Debt Free	1997	8	249	246,999	127,656	49,596
Student Life Center	Auxiliary Services	Satisfactory	Own/ Debt Free	1997	3	37	29,500	16,384	0
Willow Street Pump Station	General Use	Satisfactory	Own/ Amortized Payments	1902	1	9	5,360	3,590	3,590
Health & Wellness Center	Auxiliary Services	Under construction	Own/ Amortized Payments	2021			72,000		
<i>Off-Campus Instructional Locations</i>									
UHD Northwest Campus	General Use	Satisfactory	Lease	1990	8	86	33,817	28,087	27,838
Total (12 Buildings)						3,100	1,783,566	887,391	558,370

GSF: Gross Square Feet

NASF: Net Assignable Square Feet- The sum of all areas within the interior walls of rooms on all floors of a building assigned to, or available for assignment to, an occupant or use, excluding unassigned areas. NASF includes auxiliary space and E&G space.

E&G: Educational & General- Space used for teaching, research, or the preservation of knowledge, including the proportional share used for those activities in any building or facility used jointly with auxiliary enterprise, or space that is permanently unassigned. E&G space is supported by state appropriations.

NOTE: Lone Star College-Kingwood, Lone Star College CyFair, and Houston Community College Coleman College for Health Sciences do not appear on this inventory since UHD rents space from these community college partners on an as-needed basis.

A description of the facilities at UHD's main campus and its four off-campus locations is provided below.

University of Houston–Downtown

Situated on the north end of Houston's Central Business District (CBD), the **downtown campus** serves as the University's main campus and consists of nine major structures (including Vine St. Garage) and a small conference center (Willow Street Pump Station), with another major project under construction (Health and Wellness Center). In total, this amounts to about 1.7 million gross square feet, all located on a campus that comprises approximately 40 acres. UHD's physical campus is urban in every sense, accommodating busy city streets, heavy rail lines, multiple waterways (White Oak Bayou and Buffalo Bayou converge at UHD), freeways, and Houston's still-evolving light rail system, which has a station located at the front door of UHD's One Main Building.

When UHD was established in 1974 from the assets of the South Texas Junior College, it operated out of the **One Main Building (OMB)**, a massive structure (632,000 gross square feet) constructed in 1929 as the Merchants and Manufacturers (M&M) Building, the largest building in the city at that time. At the time, there were still several tenants leasing a considerable amount of space in the OMB. As UHD grew and leases expired, the University added classrooms, laboratories, student activities, and office space. Due to its rapid enrollment growth in those early years, UHD came to be one of the most space-efficient public universities in Texas.

In addition to classrooms, meeting rooms, and faculty and staff offices, Student Activities as well as the Food for Change Market (a small food pantry) and Student Activities are located on the second floor of One Main Building. UHD's student services such as Admissions, the Registrar, and Financial Aid are available on the ground (third) of the One Main Building. Career Services, the Accelerated Transfer Academy are located on the fourth floor while the W. I. Dykes Library is located on the fourth and fifth floors. A large computer lab is located on the eighth floor while the Academic Success Center (tutoring), Supplemental Instruction, and the Honors Program are located on the ninth. Smaller discipline-specific study areas, tutoring, and computer labs are located throughout the building.

In 1995, the Texas Legislature approved tuition revenue bonds to construct UHD's Academic & Student Services Building ("**Academic Building**"), a 147,000 square foot facility that adjoins the OMB at its SW corner. In addition to much-needed classroom space, the Academic Building provided space for dining services, special event/programming space, and a large 460-seat auditorium. Three large meeting rooms and a food court are located on the third floor (Main Street Level) of the Academic Building.

UHD has dedicated the seventh floor of the Academic Building to a Technology, Teaching, and Learning Center (TTLC) and the Center for Teaching and Learning Excellence. The TTLC includes studios to support Interactive Television (ITV) instruction and videography for online classes and serves as a resource for faculty as they worked to stay current with the instructional technology. The TTLC provided training on new classroom presentation systems and course management systems and in the development and support of online courses. The **Center for Teaching and Learning Excellence** works closely with **Parking** the TTLC to support student success by providing targeted faculty support and professional development. Resources include course and graphic designers which support the development and revision of online and face-to-face courses.

Also in the mid-1990s, the University received a gift from the Houston Endowment, which enabled it to construct a 29,000 square foot **Student Life Center (SLC)**. The SLC was the first true student amenity building at UHD, containing two ball courts, a dance studio, work-out areas, and locker facilities.

In 2001, the Legislature again approved tuition revenue bonds for campus construction, and UHD received funding to construct its 90,000 square foot **Commerce Street Building (CSB)**, which opened in Fall 2003. The CSB became the home of UHD's College of Public Service, which was a newly formed college that then included the departments of Urban Education and Criminal Justice (now the Department of Criminal Justice and Social Work).

During this same period, the University became involved with the renovation of the **Willow Street Pump Station (WSPS)** facility. Working with the City of Houston and helped by another gift from the Houston Endowment, UHD was able to transform the WSPS into a small conference center that is well-used by the University and other neighboring entities.

In Fall 2007, UHD opened its 135,000 square foot **Shea Street Building (SSB)**, which is adjoined by the 500-car Vine Street Garage for students. The SSB was also made possible through tuition revenue bonds approved by the Legislature during a special session in the spring of 2006. The SSB continued the model set by the CSB, as a dedicated facility housing a single college, in this case, the Marilyn Davies College of Business.

In 2015, UHD completed a new Girard Street faculty/staff parking garage, atop which sits a 26,000 square foot **Welcome Center**. The new garage addressed a critical deferred maintenance item, replacing a 50-year-old garage that was well past its useful life. The occupied floor of the new structure, which aligns with the 3rd floor of the adjoining One Main and Academic Buildings, houses offices for Admissions, Testing Services, Veterans Services, and Disabled Student Services and three meeting rooms which are used for activities such as orientation and other university meetings. The build-out of this occupied space was supported by a significant gift from the Houston Endowment. UHD's O'Kane Art Gallery also moved into this new space. The vacated gallery space now houses the Gator Success Center, which provides mentoring and support for first-year students. The Welcome Center, with its striking design and views of downtown, has provided a long-needed point-of-entry for visitors to UHD while also increasing the institution's visibility.

In 2016 UHD received Board approval and completed the purchase of a 17-acre partial of land just north of the campus. This acquisition allowed UHD to develop the College of Sciences and Technology building which opened in 2019. The **College of Sciences and Technology Building** is the first LEED Gold building in the University of Houston System and hosts 14 laboratory classrooms, 14 research labs, and 26,000 square feet of meeting and office space. In total, the College of Sciences and Technology Building 116,863 gross square feet to UHD's portfolio of facilities. Over \$1.9 million in donations were used to supplement the tuition revenue bonds needed to build the building.

On November 12, 2021, UHD broke ground on its newest campus addition, the **Student Wellness and Success Center**. Construction on the Center (located next to UHD's College of Sciences & Technology Building) is scheduled to begin in Spring 2022 and is expected to be completed by 2023. The project will provide 72,000 sq. feet and is budgeted at \$38 million. The Center will offer expanded recreational and fitness facilities, additional areas for studying and socializing, spaces for learning about health and wellness, and a demonstration kitchen for lessons on nutrition.

Detailed floor plans for existing buildings on the UHD downtown campus can be found [here](#).

Main Campus Parking

Over the years, UHD has had to be creative in providing parking for students, ensuring a sufficient number of spaces through a combination of owned and leased properties. Most of **UHD's student parking** is in surface lots, the largest of which is the Daly Street student lot. The Daly Lot accommodates approximately 1,200 vehicles. Located to the north of the campus core, the Daly Lot is the most 'remote' parcel of UHD property and is served by shuttle buses. In addition to the surface lots, UHD has a 500-vehicle student parking garage - the Vine Street Garage which is adjacent to the Shea Street Building.

With numerous METRO bus stops in the area around the campus and with a light rail station at the front door of the One Main Building, UHD is well-served by public transit. In addition, there are numerous public pay lots within a short walking distance of campus where students can pay \$3 to \$5 per day to park.

There is adequate parking for faculty and staff at UHD as well. With the 2015 opening of the new Girard Street Garage, more in-close parking became available to faculty and staff who work in the One Main/Academic and Student Life buildings. Faculty and staff who teach and work primarily in the Shea Street Building are well-served by the parking area beneath the building. Parking is limited at the Commerce Street Building, with many of those employees overflowing into nearby gated faculty/staff surface lots at Washington Street and Wood Street Parking studies have shown that while parking is adequate to accommodate the faculty and staff, some people do have to walk approximately a block from parking to their assigned offices or classrooms.

Off-Campus Instructional Locations

UHD offers junior and senior classes at UHD Northwest, LSC-CyFair, LSC-Kingwood, and HCC's Coleman College. Both LSC and HCC are SACSCOC accredited and have excellent campuses. UHD students taking classes at these four locations have access to state-of-the-art instructional resources as well as inviting student and meeting areas. The UHD, LSC, and HCC programs work together to ensure course transferability from partner community colleges to UHD. While UHD is not responsible for the physical upkeep of these campuses, UHD does have a full-time Executive Director of Off-Campus Locations and Online Coordination who coordinates requests from students, faculty, and staff with each location's facilities staff when repairs and maintenance are required at the LSC campus. UHD's Director of Nursing coordinates with Houston Community College when repairs and maintenance are required at Coleman.

UHD Northwest

In 2009, Lone Star College System purchased five major office buildings and support facilities from Compaq Computer Corporation and Hewlett Packard's world headquarters and opened LSC-University Park in January 2010. Located on 71 acres, LSC-University Park consists of 1.2 million square feet of operational space dedicated to academic classrooms and offices and full-service conference facilities.

UHD Northwest has been in operation at the LSC-University Park since the site opened in 2010. UHD leases approximately 37,000 square feet of high-quality support, instructional and administrative space which includes 11 lecture classrooms, three computer lab classrooms, one natural science laboratory, 10 faculty offices, and administrative space. This gives UHD autonomy in scheduling classes and enables the institution to assign faculty and staff to the location. In Fall 2019, 4,938 SCHs were generated at UHD Northwest, and UHD offers approximately 92 face-to-face sections at Northwest each long semester. In Fall 2020, all UHD courses moved online so 2019 data are provided to give context to the operations at this location.

Courses offered at Northwest are mostly lecture-based and are in disciplines such as business disciplines, psychology, health, and behavioral sciences, criminal justice, and education. Some biology and physical sciences courses are offered at Northwest and are scheduled in the natural sciences laboratory located on the third floor of Building 12.

UHD faculty and staff, including advisors, have office space on the premises and the site is visited regularly by Financial Aid and Admissions officers from UHD's downtown campus. Ten faculty offices and a workroom provide faculty work areas and private areas to tutor and meet with students. Free covered parking is available to students at UHD Northwest in the parking garages adjacent to the classroom buildings. UHD students have access to the LSC-University Park Library, bookstore, and food court as well as all communal areas around the campus. A pictorial tour of the facilities at UHD Northwest may be found [here](#). UHD's lease agreement with Lone Star College for the UHD Northwest facility can be found [here](#). Maps of the facility can be found on pages 33- 35 (Exhibit B1 and B2) of the lease agreement.

Lone Star College-Kingwood and Lone Star College- CyFair

UHD has taught classes at CyFair since 2005 and Kingwood since 2006. At these sites UHD rents rooms from LSC at rates that vary by room type. The number of rooms rented each semester varies with enrollment 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 key areas within the greater Houston metropolitan area.

Between the two campuses, UHD has a larger number of students at LSC-Kingwood. UHD offered 26 course sections in business and education at the campus in Fall 2019. Courses offered at CyFair are education and teacher preparation. In Fall, 2019, UHD offered just one section at LSC-CyFair with 10-15 students. LSC and UHD moved completely online in Fall, 2020 so no in-person classes were offered at either location.

Faculty office areas are provided at both campuses and faculty have access to computers, printers, copiers, and phones.

Students have access to the LSC libraries and computer labs at each of these locations as well as communal areas such as study areas and food courts. Both the Kingwood and CyFair campuses offer free parking for students, faculty, and staff. UHD has a full-time Coordinator/Advisor who splits her time between the CyFair and Kingwood sites. UHD student support services are available by phone, email, and online, and these sites are also visited regularly by Financial Aid and Admissions officers from UHD's downtown campus.

Maps of [Lone Star College-Kingwood](#) and [Lone Star College-CyFair](#) show the availability of parking. Pictorial tours of the [LSC-Kingwood](#) and [LSC-CyFair](#) facilities are provided. Agreements for these two locations can be found below:

[LSC – Kingwood Lease Agreement](#)

[LSC - CyFair Lease Agreement and 1st Amendment](#)

HCC Coleman College for Health Sciences

UHD's BSN program is housed at the Houston Community College (HCC) Coleman College for Health Sciences. Since this is an RN-to-BSN program there is less need for the laboratory and clinical spaces needed for a traditional nursing program and a greater need for lecture classroom space. Thus, [under the HCC/UHD lease agreement](#), UHD maintains four faculty offices as well as lecture classrooms and a Hospital Simulation classroom at this location. Through the agreement with HCC, UHD students are jointly enrolled at both HCC and UHD and have full access to Coleman facilities such as study areas, library resources, computer labs, and Wi-Fi. Parking is available to UHD students, faculty, and staff at the Texas Medical Center garage through the HCC/UHD lease agreement. This area of Houston is also well-served by public transportation and UHD's main campus is just five minutes away by Metro Light Rail. A tour of UHD's facilities at HCC Coleman can be found [here](#).

In Fall 2019, UHD had 15 BSN majors and generated 236 SCHs at Coleman College. UHD's current space and resources at the HCC Coleman College campus are adequate for the BSN program and its current enrollment.

Campus Master Planning

UHD has a **Campus Master Plan** which was developed in 2011. Due to its location on the edge of the central business district (CBD) of the nation's fourth-largest city, the development and execution of a campus master plan have proven to be a challenge. The north side of downtown Houston, where UHD is located, has been slower to develop however with the expansion of the Metro trains northward, that situation has begun to change. The development of the north end creates both opportunities and challenges. UHD will benefit as Houston's downtown continues to expand. The challenge is that others will see opportunities in the area, driving up property prices and making additional property more difficult to acquire.

Each year, UHD reviews the master plan and based on need, develops a Capital Improvement Plan which is presented to the University of Houston – System (UHS) Board of Regents. UHD's most recent **Capital Improvement Plan** was presented to the Board of Regents in December 2020 and included the following goals:

- develop a greater "sense of place" and a true campus feel for the downtown location
- plan in recognition of major projects that are currently being undertaken by other state and local agencies including:
 - I-10 Relocation: Current plans are to relocate the I-10 overpass which bisects the UHD downtown campus (Texas Department of Transportation).
 - North Canal Project: This is a flood mitigation project that involves the two bayous which bound the UHD campus. (City of Houston, Harris County Flood Control District)
- provide for academic growth and development
- provide for research growth and development
- strengthen campus connectivity and enhance pedestrian character
- improve student parking, qualitatively and quantitatively.

Once the Board has reviewed and approved UHD's facilities planning and maintenance activities, the University submits its Capital Expenditure Plan to the Texas Higher Education Coordinating Board (THECB) as required in **Section 61.0572(b)(4) of the Texas Education Code** and **Section 17.101 of Texas Administrative Code**. These plans include information on each institution's new construction, major repair and rehabilitation projects, and deferred maintenance needs and include projects that are planned within the next five years, regardless of funding source.

For the most recent reporting cycle, institutions were required to submit capital projects greater than \$1 million planned for the FY 2022-FY2026. The THECB summarizes and reports the results of the Capital Expenditure Plans in the **Capital Expenditure Report (MP1)** (See p. 38). UHD's FY2022-FY2026 capital expenditure projects include:

- acquiring property adjacent to UHD's campus (2022)
- re-purposing space in the One Main Building that has been made available by the completion of the new Science & Technology Building (2022)
- developing a Student Parking Garage to ease parking issues on campus (2022)
- adding a fourth floor on the Girard Street Building (2023)
- relocating the UHD Police Department to a stand-alone structure (2023)
- converting the existing Student Life Center to a Student Center/Student Union once the new Student Wellness and Success Center is completed (2023)
- developing an Arts, Science, Engineering, and Entrepreneur Center (2023)

In the most recent Capital Expenditure Report, acquisition, renovations, and new construction totaled \$252,300,000. Planned new space totals 522,000 gross square feet of which 140,120 square feet will be for educational and general use space. These reports are used in the state's budget planning process to inform and prioritize needs.

Adequacy of Facilities

UHD Main Campus

UHD uses a variety of strategies to obtain input on the facilities' ability to appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities including reports submitted to the Texas Higher Education Coordinating Board and feedback from advisory groups and faculty and staff surveys.

Space Efficiency Utilization Report (SUE)

Based on data provided by UHD, the **Texas Higher Education Coordinating Board (THECB) Space Usage Efficiency (SUE) report** assigns points for Facilities Demand, Utilization Rate, and Percent Fill for the UHD downtown and Northwest locations. The standard scores set by the THECB for space utilization are:

- 75+ points for classrooms
- 75+ points for class laboratories
- 150+ points overall

An overall score of 150+ is deemed to have met the standard for overall space usage efficiency. While the SUE report is designed to measure efficiency, a lower SUE score indicates space availability within the institution. **UHD's Fall 2019 overall SUE** score was 106. The average fill rate for UHD classrooms was 66% while the average fill rate for laboratories was 72%. State comparison data can be found [here](#).

Advisory Groups

The **Space Projects Committee (SPC)** is a recently established group that provides broad institutional input into UHD's space utilization and management of the Campus Master Plan. The SPC is overseen by the Office of the Provost and is charged with maintaining a comprehensive inventory of space and space allocations on campus. The committee reviews and provides updates on the status of approved academic space projects and addresses space concerns. This committee is also responsible for developing and applying UHD's space management principles and the University's Space Policy that outlines the process for requesting new space or renovations of existing space. This committee is composed of representatives from a broad spectrum of university perspectives including the Office of the Provost, Facilities, Campus Security, University Relations, and Events. A Spring 2022 launch has been established for this group.

UHD has an active and broadly representative **Parking and Transportation (P&T) Committee** that is charged with reviewing issues and policies related to campus mobility, including parking lots, access to public transportation, shuttle bus routes, and schedules. This committee is chaired by the Vice President of Administration and Finance. To ensure broad representation of students, faculty, and staff, the membership of the P&T Committee is composed of student representatives, one faculty member from each campus office building, and a staff representative is selected by Staff Council. Three members of the Vice President of Administration and Finance's staff also serve as ex-officio members of the committee.

Examples of Survey Assessments

Several surveys are regularly conducted including a Dining Services Survey, Work Climate Surveys conducted by Faculty Senate and Staff Council, and UHD's Facilities Management Customer Satisfaction Survey. Several examples can be found below:

Faculty Senate conducts an annual [Work Climate Survey](#). Results from the Spring 2021 survey are included in Table 13.7.2.

Table 13.7.2 Facilities-Related Results of the Spring 2021 Faculty Senate Climate Survey

Question	% Agree & Strongly Agree Response rate: 33%	Faculty Senate Summary of Results
Q29: Classroom space at UHD is adequate.	66%	"These questions focus on facilities: classroom technology, furniture, whiteboards, event space, labs, security, and potential childcare. All are positive save Q33, which has few responses, and the results are evenly distributed."
Q30: The furniture in my classrooms at UHD is adequate.	51%*	
Q32: Space for special events or programs at UHD is adequate.	50%**	
Q33: Laboratory facilities at UHD are adequate.	42%***	
Q34: Office facilities at UHD are adequate.	64%	
Q48: Inside and outside the classrooms at UHD, I have access to adequate hardware for my teaching.	58%	

Staff Council also conducts an annual [Work Climate Survey](#) which includes the following question related to staff perception of facilities:

Table 13.7.3 Facilities-Related Results of the Spring 2021 Staff Council Climate Survey

Question	% Agree & Strongly Agree n = 245
Q13.9: UHD's physical facilities are adequate to support work and learning.	60%

When surveys reveal a concern or need, UHD uses available resources or lobbies for additional funding to meet those needs. For example, the faculty survey (Table 13.7.2) revealed faculty concerns with furniture, meeting space, and labs. In Summer 2021 most furniture in the Academic Building was replaced and traditional high school student desks were replaced with seating more appropriate for adults.

UHD also recognizes the need for additional meeting space and has secured funding to add a fourth floor to the Girard Street Building ([Senate Bill SB52](#)) which will allow all student services to be relocated in one area. Once complete, this addition will allow UHD to repurpose vacated space for additional meeting and event space.

Recognizing a need for better labs, UHD sought funding for the new College of Sciences and Technology Building which includes 14 new laboratories. The new building opened just before UHD moved all classes online and the campus closed due to the pandemic. UHD remained closed through F2021 so at the time that this survey was administered many faculty had not had an opportunity to move into the new labs in the new building. Renovation to labs in One Main has been delayed due to the difficulty of hiring contractors and supply chain problems.

Now that the campus has reopened and faculty have had an opportunity to teach in the new labs and classes with new furniture, the institution expects Q30 and Q33 of the faculty survey and Q13-9 on the staff survey to improve when the surveys are administered again in Spring 2022. Completion of the renovations to the One Main labs and the Girard Building fourth floor will further improve performance on Q33 as well as Q32 of the faculty survey.

Facilities Management also conducts [Customer Satisfaction](#) surveys which are carefully reviewed and influence University decision-making. Evidence of this can be found in response to the 2018 survey in which over 30% of respondents rated the bathrooms as "Poor" or "Fair." Facilities Management has prioritized bathroom renovation across the campus and in the last three years invested \$835,000 to remodel bathrooms on the second, third, and seventh floors of the One Main Building. Cleaning services have also been ramped up in response to concerns about the cleanliness of these areas. Overall, 73% of constituents gave Facilities Management a grade of A or B.

Adequacy of Facilities at Off-Campus Instructional Locations

The types of programs and enrollment at each off-campus instructional site are reviewed to determine the adequacy of facilities at off-campus instructional locations. For example, when developing the contract with Coleman College where UHD's BSN program is located, the needs of the program and expected enrollment were evaluated to determine the types and amount of space that would be leased from the Houston Community College.

The Texas Higher Education Coordinating Board further reviews space utilization when lease agreements are set for off-campus locations. The established standard for all Texas public institutions is that facilities will be "right-sized" for the needs of the University and that there will be no campus space surplus. Thus, historical space utilization at off-campus locations is reviewed during the contract review to ensure that UHD is leasing an appropriate amount of space given the number of students served and the types of classes offered at these locations.

UHD also conducts surveys of students, faculty, and staff at off-campus locations. The most recent Fall 2019 survey addressed cleanliness, safety, parking, classrooms, study areas, faculty workrooms, and lighting. In some instances, the number of responses was low due to the small number of faculty and students at some locations. UHD's Executive Director of Off-Campus Locations and Online Coordination addresses student and faculty concerns with facilities with the host institutions who are responsible for maintenance and custodial services at off-campus locations.

Table 13.7.4 Assessment of Off-campus Instructional Facilities

F2019 % satisfied/very satisfied						
	Cleanliness	Parking	Study Areas	Classrooms Configuration	Computer Labs	Access to AV Equipment for Instruction
Northwest Students (n = 67)	96%	86%	75%	84%	64%	N/A
Northwest Faculty/Staff (n = 12)	100%	100%	75%	83%	Not Asked	75%
LSC-Kingwood Students (n = 15)	93%	77%	60%	86%	40%	N/A
LSC-Kingwood Faculty/Staff (n = 10)	90%	90%	40%	70%	Not Asked	60%
LSC -CyFair Students (n = 3)	66%	100%	67%	67%	67%	N/A
LSC-CyFair Faculty/Staff (n = 0)						
HCC Coleman College	The BSN program was established at the Coleman campus in 2018, just before the University moved to online instruction due to the pandemic in Spring 2020. As a result, students and faculty had minimal time to experience facilities at Coleman. This campus will be included in future distance education surveys.					

In some instances, concerns cannot be addressed until contracts are renewed. For example, Northwest students have expressed concern with the availability of wireless services which has historically been provided by LSC-University Park. UHD's contract for the Northwest location was recently renewed and wireless services in UHD areas of the building will now be provided by UHD's IT staff, thus allowing the University to have greater control over accessibility and bandwidth (UHD/LSC Contract, Section 5 pg. 2-3).

The totality of these reviews and results of various feedback services indicate that UHD's facilities are adequate for the programs offered and the size of its student body.

Facilities Maintenance and Capital Projects

Facilities Management Leadership and Organization UHD has the qualified staff and the organizational structure to effectively manage the institution's physical resources. Timothy Rychlec, UHD's Assistant Vice President for Facilities Management (AVP FM) reports to the Vice President for Administration and Finance. Mr. Rychlec has the appropriate academic credentials for the position, as well as a wealth of experience from more than 20 years of higher-level facilities management experience. He is a 1st Grade Stationary Engineer and has NIMS and EPA certifications.

The AVP FM is responsible for routine ongoing maintenance of buildings and grounds, as well as longer-term facilities issues involving planned maintenance and capital renewal. The AVP FM is also the University's lead representative for major new construction projects. In this capacity, the AVP FM serves as the liaison with the UH System Facilities, Planning, and Construction unit (UHS FP&C).

There are five distinct units within UHD's Facilities Management department whose heads report directly to the AVP FM. These unit heads have many combined years of administrative, technical, and trades experience.

- Mechanical, Electrical, Plumbing (MEP) - **Kris Zimmerman**, Director
- Building Operations - **Abraham Flores**, Director
- Project Management – **Olufunke Oyesanya Jacob**, Manager
- Custodial & Grounds - **Patricia Gutierrez**, Manager
- Business Administration - **Janet Dyer**, Department Business Administrator III

Figure 13.7.1 Facilities Management Organization Chart



Capital Projects and Renovations

University of Houston System (UHS) **PS 01.B.07: Facilities Acquisition, Construction or Renovation** describes the oversight required for construction, remodeling, and renovation projects for system institutions. Projects less than \$300,000 are reviewed and managed by Facilities Management unless otherwise requested by the University of Houston System. Projects greater than \$300,000 are planned, budgeted, designed, and constructed by the University of Houston System Facilities Planning and Construction (FPC) unless otherwise delegated per an approved Component Campus Project Management Approval request submitted to the University of Houston Facilities Planning department.

Projects costing \$300,000 or more are coordinated through the UHS Office of Facilities Planning and Construction in accordance with and must be approved by the UHS Board of Regents in accordance with **BOR Policy 53.04: Approval of Construction Projects**. Requests to acquire or lease property, construct new facilities, or expand or renovate existing academic or auxiliary buildings must include a needs assessment. Projects over \$1,000,000 must be documented in Capital Expenditure Report (MP1) and projects over \$5,000,000 must follow the Capital Improvement Program process.

Building construction and renovation and acquisition projects of the last decade have enabled UHD to operate efficiently while enrollments have steadily increased, and state appropriations have declined. Below are examples of capital projects and renovations that have been undertaken over the last few years:

- completion of the Welcome Center and Girard Street Parking Garage (\$14 million)
- completion of the College of Sciences and Technology Building (\$65 million)
- Wellness and Success Center – currently under construction (\$35 million)

Funding for these projects came from tuition revenue bonds authority from the State of Texas and \$1.9 million in donations. A student fee referendum is also supporting the development of the Wellness and Success Center.

Renovation projects are a critical aspect of providing adequate physical resources to support the mission of the institution. Most major renovation projects have been in the One Main Building (OMB), UHD's largest and longest-serving facility. However, renovations have occurred in the newer buildings as well as required to meet program needs.

Proposed renovation projects are evaluated and prioritized by the Senior Vice President for Academic Affairs and Provost, the Vice President for Administration and Finance, and the Assistant Vice President for Facilities Management who meet regularly throughout the year. This workgroup determines project priority and develops a single funding request which is referred to the **Planning and Budget Development Committee** (PBDC) under the heading of **Renovation**. This committee is composed of faculty, Deans and Chairs, the Provost, Vice Presidents for Administration and Finance, Employment and Operations, Information Technology, and University Advancement and External Relations, The Associate Vice President of Faculty, Research and Sponsored Programs and representatives from the Library, Faculty Senate, Staff Council. Charged with developing a draft budget plan, the PBDC reviews and prioritizes budget requests, including those for facilities and maintenance. Once the draft budget plan is forwarded to the President who makes the final discussions on UHD's budget which is then submitted to the UHS Board of Regents for approval.

Examples of recent renovation projects include:

- **Wilhelmina Cullen Robertson Auditorium-** In AY2020, UHD renovated the Robertson Auditorium which included refurbishing the walls of the auditorium and reupholstering the 460 fold-down seats. (\$250,000)
- **Bathroom Upgrades –** In prior years’ Facilities Satisfaction Surveys, members of the UHD community have noted that many of the bathrooms in the One Main Building needed renovation. In response, Facilities staff have been systematically renovating bathrooms in the building. Each bathroom renovation includes new tile, toilets and urinals, sinks, touchless faucets and paper towel dispensers, and counters tops. While the original bathrooms were handicap-accessible, updates have included revising floorplans to make bathrooms more wheelchair friendly and increasing the number of handicap-accessible stalls. Bathrooms on the second, third, and seventh floors of the One Main Building have been renovated. (\$835,000)
- **O’Kane Art Gallery –** The O’Kane Gallery was moved into the Girard Street Building. Glass exterior walls and movable interior walls afford the Gallery both greater visibility and more display space. The O’Kane Gallery hosts regular art exhibits including an annual student exhibition. (\$150,000)
- **One Main Building Flood Mitigation Devices –** Hurricanes are common across the Gulf Coast and UHD sits at the convergence of White Oak Bayou and Buffalo Bayou which drain flood runoff from the city. As a result, flooding has been an ongoing problem for the University. To mitigate the problem, flood gates have been installed on the first-floor openings of the One Main Building. These devices are installed when high-level flood alerts are received from the National Weather Service. (\$241,000)
- **6th Floor Classroom Development –** Space on the sixth floor of the One Main Building was renovated to create two new large computer classrooms, each seating 50 students, and one smaller computer classroom, which seats 36, thus expanding the availability of technology-enabled classroom space. (\$70, 536)

Routine and Preventative Maintenance

UHD Main Campus UHD’s Facilities Management Department oversees all routine and preventative maintenance on the UHD main downtown campus. The approach taken at UHD toward the maintenance of campus facilities is a function of the complexity and frequency of the 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 performed by outside contractors.

More general work is completed by Facilities Management. The department has staff for all major craft areas—mechanical/HVAC, electrical, plumbing, carpentry, and the staffing level is appropriate for handling lighter renovation projects and work orders (See Figure 13.7.1 for an overview of reporting structures and staffing levels in each area.

Work Orders

Work orders are logged and tracked using a leading facilities management software product, Facilities Assessment Management Information System (FAMIS). Members of the UHD community can submit work orders, and HVAC and key requests through a [portal](#) located on the UHD website. The person submitting the work order receives an initial acknowledgment that the request has been logged and the software is used by facilities managers to track work assignments. Once the work is logged as complete, the person initiating the request receives a notice as well as a satisfaction survey. In 2021, 7436 work orders were received with the highest number of requests being for carpentry, doors/keys, and labor/moving. As part of the satisfaction survey, individuals initiating the work orders are asked to grade the work done. Five hundred fifty (7% response rate) work order satisfaction surveys were completed with 93% of users giving Facilities Services a grade of 100. Survey results are summarized in Table 13.7.5 and the complete results can be found [here](#).

Table 13.7.5: Work Order Satisfaction Survey (2021)

Grade	Count of Work Orders Rated at Each Grade	Percent of Total Responses
100	514	69%
90	0	0%
80	17	3%
70	0	0%
60	5	1%
50	0	0%
40	0	0%
30	0	0%
20	6	1%
10	0	0%
0	8	1%
Total	550	

Grounds Maintenance

UHD contracts with [Yellowstone Landscape Center, Inc.](#) (DBA Bio Landscape & Maintenance) to provide professional grounds and landscaping services at UHD’s downtown campus. Grounds maintenance is overseen by UHD’s Manager of Custodial and Grounds to ensure that the contractor fulfills all responsibilities and obligations. Under the current contract, Yellowstone is responsible for mowing and edging lawns, fertilizing, mulching, and seasonal replanting of flower beds, seeding the banks of the bayous around the campus with wildflowers and maintaining watering and irrigation systems.

The grounds maintenance contract is revisited approximately every three years and is subject to the same UHS legal review as all other UHD contracts.

The grounds at UHD’s four off-campus instructional sites are maintained by the leasing community college.

Custodial Services

UHD contracts with [Soiji Services](#) (DBA Metroclean) to provide full custodial services for all buildings, parking garages, and grounds on the UHD downtown campus. Custodial services are also overseen by UHD’s Manager of Custodial and Grounds to ensure that the contractor fulfills all responsibilities and obligations. The custodial services contract is revisited every five years. The current contract was amended in 2020 to include the new College of Sciences and Technology Building which was not complete when the original contract was signed in 2017. As with the grounds contract, the custodial services contract is subject to the same UHS legal review as all other UHD contracts.

Members of the UHD community may make requests for custodial service on the main campus through the Facilities Management work orders [portal](#). Students, faculty, and staff at UHD Northwest, LSC-CyFair, and LSC-Kingwood may request custodial services by contacting the Executive Director of Off-Campus Locations & Online Coordination who coordinates with the Lone Star College System facilities staff to address any concerns. Requests for custodial services at the Coleman College are coordinated through the Director of Nursing who conveys those concerns to Houston Community College.

Facilities Maintenance at Off-Campus Instructional Locations

UHD leases space for off-campus instructional locations from LSC-University Park (UHD Northwest), LSC-Kingwood, LSC-CyFair, and HCC-Coleman College. At these off-campus sites, facilities maintenance including custodial and grounds services are handled by the property owner/manager. Any issues are resolved by UHD's Executive Director of Off-Campus Locations and Online Coordination, who consults with UHD's Assistant Vice President for Facilities Management.

Under the [lease agreement](#) with the Lone Star College System, which owns the UHD Northwest facility, Lone Star College is responsible for providing utilities, heating and cooling, standard janitorial services, window washing, elevators, and maintaining common areas. Under UHD's most recent contract, responsibility for Wi-Fi systems has been transitioned from LSC – University Park to UHD's IT Department.

Under the [lease agreement](#) with Lone Star College-Kingwood, UHD is responsible for repairing any damages outside normal wear and tear that might occur during the use of the LSC Kingwood facilities (see 11) however, Lone Star College is responsible for routine and preventative maintenance. A similar [agreement](#) exists between Lone Star College and UHD for the use of the LSC-CyFair facilities (§7 and 8).

In [Exhibit A](#) of UHD's agreement with Houston Community College Coleman College for Health Sciences, the University is responsible for the repair of any office furnishing beyond normal wear and tear while HCC is responsible for janitorial services (#9 of Exhibit A). UHD also provides office furniture and computer equipment for the BSN faculty and administrative areas and UHD's IT department is responsible for the repair of that equipment (# 3 and 4 of Exhibit A).

Deferred Maintenance Plan

UHD tracks the lifecycle of 29 different assets through its [Life Cycle Expenditure Planning](#) process. The cost of maintaining operating, and replacing these systems is planned out through FY 2035. Information in the Life Cycle Expenditure Planning system is used to prioritize spending and inform Facilities Management's annual budget requests.

Based on the Life Cycle Expenditure Planning document, planned/deferred maintenance needs are reviewed and prioritized annually by the AVP for Facilities Management (AVP FM) and the Vice President for Administration and Finance (VPAF) as part of the budget development process. The non-scheduled maintenance fund is used to fund lesser maintenance needs (re-tubing a boiler or patching an area of roof). Funding for major maintenance projects such as a new roof or chiller is requested through the annual planning/budgeting process. Budget are then prioritized based on needs and funding may need to be requested over multiple years to fund larger projects.

The [FY2019-2021 Completed Renewal Projects Report](#) summarizes the deferred maintenance and capital renewal projects outlined in the Life Cycle Expenditure Planning report which have been completed since FY2019. Over FY2019, FY2020, and FY2021, UHD has expended \$757,216 on deferred maintenance and capital renewal projects. An additional \$940,000 from the FY 2021 budget has been encumbered for projects that are currently underway (Elevators Upgrade and College of Public Service building roof replacement).

One means by which UHD assesses its effectiveness in addressing facilities maintenance 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 5 percent is considered 'Good' and is the highest grade that is given.

In 2016, UHD's Capital Improvement Plan showed the University to have an [FCIN](#) of 2.51% percent. In the most [recent 2021 Deferred Maintenance Yearly Report](#) to the UHS Board of Regents, UHD's FCIN number has declined to 11% (Slide 4 – Campus Facility Index Number). This change is due, in large part, because of the need to waterproof the One Main Building (OMB) and replace the roof on the College of Public Service building. Funding to cover these major expenses has been budgeted. The OMB waterproofing will be completed in Spring 2023 and the roof replacement will be initiated as soon as the contract is approved by the University of Houston System, General Council. UHD anticipates that its FCIN number will improve in the next reporting cycle as this maintenance is completed.

Insurance & Managed Risk

As a member of the University of Houston System (UHS), UHD's insurance and risk management program is guided by system policy and state regulations. [UH System Administrative Memorandum SAM 01.C.01: Risk Management \(§2\)](#) requires that UHD:

- eliminate, transfer, or insure all existing and potential risk
- entrust the University's chief financial officer, the Vice President for Finance and Administration to collaborate with the UHS risk manager liaison and the UHS Director of Risk Management to assess the University's insurance needs
- Insurance is purchased if coverage is:
 - required by law;
 - the cost is judged to be preferable to leaving the risk uninsured;
 - required by contractual agreement; or
 - special services offered as part of the insurance contract are sufficient benefit to the university to offset the cost

Insurance cannot be purchased if state or federal law prohibits the purchase of insurance.

The UHS has determined that the most cost-effective means of obtaining insurance is through negotiation and purchase on a system-wide basis for all UHS universities ([SAM 01.C.02: Allocation of Insurance Premium and Claim Reimbursement §1.1](#)). Thus UHD purchases its property insurance through a broker and every five years, the UHS Senior Vice Chancellor for Administration and Finance retains the option to solicit competitive bids for insurance for the system ([SAM 01.C.1, §4](#)).

[SAM 1.C.11: Property Loss Claims](#) defines appropriate deductibles and describes the processes for filing claims. UHD maintains a 2% deductible on the value of buildings and contents for named storms such as hurricanes. Non-named storm and other damage has a flat deductible of \$250,000 (§5.2). UHS maintains a retention fund that is funded by the UHS universities to supplement insurable costs which are below the insurance policy deductible or exceed coverage.

UHD has established **PS 01.D.03 - Risk Management** which pertains to both personnel and property risk and requires that the University minimize risk by insuring an individual or aggregate exposure that represents a large potential loss (\$3.1). Under this policy, the University Risk Manager serves under the direction of the Vice President for Administration and Finance (VPAF) and is responsible for planning, organizing, coordinating, implementing, and monitoring the University's risk management program in consultation with the UHS Office of Risk Management. Through the UHS Risk Management program, UHD provides insurance coverage for existing and potential risks that are likely to cause personnel injury, property damage, or loss of revenue. The insurance needs for the campus are evaluated annually, and UHD Risk Management works closely with the University of Houston System (UHS) Risk Management department to minimize risk to the greatest extent possible.

Adherence to UHS policy, the purchase of property insurance through a system-wide broker, and the UHD retention fund ensures that UHD has appropriate levels of insurance and resources to meet deductibles as defined by System policy.

UHD maintains coverage for the main campus as well as the UHD Northwest. Asset valuation and current coverage can be found in Table 13.7.6. Detailed information can be found in the **FY 2022 Property Schedule**. Where applicable, UHD is also insured against loss of use resulting from facility damage. A summary of that coverage can be found under the Time Element Value column in Table 13.7.6.

Lone Star College System is responsible for insurance for the Northwest and CyFair building while Houston Community College is responsible for the Coleman Campus. UHD maintains a small footprint at CyFair, Kingwood, and Coleman with minimal content value beyond a small number of computers and office furniture. Thus, UHD does not insure the buildings or content at these locations. UHD maintains a much larger operation at Northwest and building contents include furniture and computer equipment in multiple labs and offices. Thus, the institution carries a little under \$500,000 in content coverage for this location.

Table 13.7.6: Asset Valuation and Current Coverage

Building Description	Street Address	TOTAL INSURED VALUES			
		Building Value (A)	Content Value (B)	Time Element Value (C)	Total Insured Values = A+B+C
UHD Northwest (Lone Star College)	20515 Hwy 249	0	438,067	40,375	478,442
UHD- LSC CyFair Lease	9191 Barker Cypress Road	0		0	0
One Main Building	1 Main Street	130,525,323	18,598,148	13,712,801	162,836,270
Commerce Street Bldg. (Classroom facility)	1002 Commerce Street	21,641,804	3,600,488	2,321,181	27,563,473
Shea Street Building	320 North Main Street	37,028,091	5,090,273	3,872,853	45,989,218
Vine Street Parking Garage (Shea St. Garage)	310 Vine Street	9,809,809	0	902,071	10,711,880
Academic & Student Service Bldgs.	1 Main Street	32,213,182	4,365,343	3,363,616	39,942,141
Jesse H. Jones Student Life Center	1 Main Street	5,494,217	201,194	523,727	6,219,139
Willow Street Pump Station	811 N. San Jacinto Street	4,246,180	133,753	402,761	4,782,694
Sciences & Technology Building	315 North Main Street	61,000,000	3,000,000	5,885,185	69,885,185
Garard Street Building (Parking Garage & Welcome Center)	201 Garard Street	19,121,789	1,283,274	1,674,529	22,250,592
UHD- Houston Community College	1900 Pressler Street	0		0	0
North Utility Plant	315 1/2 Daly Street	5,000,000	0	459,780	5,459,780
	TOTALS	\$3,458,810,128	\$619,953,354	\$301,383,031	\$4,380,146,513

UHD's most recent **Emergency Management Plan** applies to any emergency or disaster that has the potential to impact the people and/or property affiliated with UHD.

Insurance coverage for property, fleet vehicles, and workers' compensation insurance is administered by the State Office of Risk Management (SORM).

Property Control

Management of capital assets is governed by the following UHD Policy Statements:

- **PS 07.A.01: Property Management Policy**
- **PS 07.A.02: Property Management Acquisitions**
- **PS 07.A.03: Property Management Annual Inventory**

Each department or unit is required to designate a Property Custodian who coordinates with the Property Management Department to manage capital property. All capital equipment is tagged with a computer barcode which is linked to a database containing the items description, serial numbers, value, location, and location. Property is tracked and managed using **Property Management Forms** which are complete when the property is assigned or transferred from one department or employee to another.

This barcode is also used to track property during inventory. **PS 07.A.03: Property Management Annual Inventory** (\$4) requires that all capital and controlled property be inventoried each year. In collaboration with the unit-level Property Custodians, the Property Management Department scans equipment barcodes which log the description, serial number, and location of capital and controlled property.

Any asset not scanned will be sent to the unit-level Property Custodian. Departmental employees have 30 days from the physical scan date to locate any assets not scanned and submit all inventory forms. The unit-level Property Custodian verifies the information and communicates to Property Management any necessary changes. The unit head certifies the completion of the annual physical inventory.

Disposal of capital assets is governed by **PS 07.A.04: Property Management Disposals**.

Information Technology (IT) is responsible for the disposal of computer and computer-related equipment that is out of date or can no longer be used properly. Before classifying an item as salvaged, IT will erase any memory or software existing on the computer. In recent years, the IT department has developed the IT Surplus Store which allows students to buy salvaged desktop and laptop computers at deep discounts. This service proved invaluable as UHD was forced to rapidly transition to all online courses during the early months of the pandemic. Many UHD students rely on the University's computer labs since they either did not own a computer or shared a computer with multiple family members. IT services provided all students who needed a computer for online classes either a surplus desktop or laptop computer, free of charge, allowing students to continue their classes.

These policies and processes are applicable to the main campus as well as for property that is located at UHD's four off-campus instructional sites.

Technology Infrastructure

UHD's IT infrastructure, servers, and network are well established to provide for the current and future needs of faculty, staff, and students. Information Technology services are overseen by the [Associate Vice President for Information Technology \(AVP-IT\)](#). As the University's chief information officer (CIO), the AVP-IT is responsible for the University's information technology systems and operations, which include enterprise systems, operations and telecommunications, technology learning services, user support, technology, and data security as provided through the Information Security Program, project management, and technical services.

The [units](#) that oversee and support information technology resources at UHD include:

- IT Leadership and Business Services
- [Computing, Telecommunications, and Video Operations](#)
- Enterprise Systems
- IT Technical Services
- [User Support Services](#)
- Technology Learning Services
- IT Project Management
- PeopleSoft Business Process Services

Instructional Resources

All UHD's classrooms and meeting spaces feature the latest technology. At the main campus, all classrooms are equipped with internet, computers, multimedia players, document cameras, and projectors to support instruction. UHD also has [20 HyFlex classrooms](#) equipped with cameras and other technology which allow faculty to simultaneously instruct students face-to-face and online. Wireless access is available in all classrooms and throughout all campus buildings.

Similar resources are available at all UHD's off-campus instructional locations. UHD Northwest has three HyFlex classrooms and all classrooms include internet, instructor computers, and projectors to support instruction. Wireless access is available in all classrooms and throughout off-campus locations.

Under the UHD Northwest [lease agreement](#) (§5a), Lone Star College will continue to provide UHD students, faculty, and staff access to Wi-Fi, however, in the areas controlled by UHD, WIFI will be provided and maintained by the University. This new option will allow UHD students, faculty, and staff to use their UHD username and password to access WIFI during class or in other parts of the building leased to UHD. To access Wi-Fi in other areas, members of the UHD community will need to get additional Lone Star credentials.

Classrooms at Lone Star-Kingwood, Lone Star -CyFair, and Houston Community College Coleman College include instructor computers, Internet, and projectors to support instruction, Wi-Fi is provided by Lone Star College and Houston Community College, respectively.

UHD's downtown location has 10 electronic classrooms which include instructor computers, projectors, printers, multimedia players, and smartboards as well as 400 student computers. UHD Northwest has 4 similarly equipped electronic classrooms with a total of 151 available computers.

On the main campus, fifty-eight departmental labs are equipped with over 1200 computers, including department-specific teaching classrooms and student study spaces. These rooms include department-specific software and specialized equipment. There are also over 100 presentation rooms equipped with an instructor's computer, projector, document camera, and multimedia player.

High-Performance Computing, or HPC, is the application of "supercomputers" and parallel computing to computational problems that are either too large for standard computers or would take too long. HPC provides the infrastructure for projects like GRID by UHD's Department of Computer Science and Engineering Technology. Using electroencephalography (EEG) data to build a brain waves model that can identify characteristics of meditation states. The practical significance of finding a meditation model is twofold. First, it can be used to guide and regulate meditation practices. Secondly, it can be used to assist meditation teachers to verify the effectiveness of the meditation methodologies. More information about the Grid can be found [here](#).

Extensive training and user support are readily available through UHD's on-demand training resources for [students](#) and [faculty and staff](#). The Technology Teaching and Learning Center and the [Center for Teaching and Learning Excellence](#) provide faculty with hands-on live and virtual training. The [IT Service Desk](#) is available to provide user support to all students, faculty, and staff, seven days a week, from 7 am-midnight, and can provide support for software, hardware, telephones, user accounts, and access privileges.

General Computer Labs

In addition to the [W.I. Dykes Library's 84-station computer lab](#), the [Academic Support Center](#) offers 70 computers to assist students. UHD's [Academic Computing Labs](#) are in S800 in the One Main Building, C300/C410 in the Commerce Building, B200 in the Shea Building, and B12.353 at our Northwest campus. There are more than 200 Windows computers in these areas. The labs have extensive staffed lab hours Monday – Thursday from 8 am – 9 pm and on Friday from 8 am -5 pm. In addition to these hours, the library computing lab and S800 are staffed and open seven days a week. Open computer zones on the 4th and 6th floor of the Academic building provide 24/7 access to over 40 Windows computers.

Students at the Northwest campus may also use computers located in the [Lone Star College-University Park Library](#), which is open six days a week.

The Academic Computing Lab at Lone Star College-Kingwood is in CLA 104. The lab includes 20 computers as well as printers and scanners and is open Monday – Thursday from 4 pm -9 pm. UHD students may also use computers located in the [Lone Star College-Kingwood Library](#) which is open Monday – Friday.

Students at Lone Star-CyFair and Houston Community College – Coleman College for Health Sciences have access to computers located in those colleges' libraries.

All computers have a standard suite of software installed that supports multiple disciplines across the University. Each semester IT installs software requested by Faculty to support their curriculum. The labs are equipped with black and white printers, color printers, and scanners. All computers include assistive technology and have support personnel available to assist students as needed. All computers in all labs are replaced with up-to-date PCs on a three-year rotation cycle.

Students may also [check out laptops](#) for use on campus in S800, C300, B200, and B12.353.

Students may take advantage of the staffed support during open lab hours or contact the IT Service Desk for assistance from 7 AM to midnight daily.

Faculty and Staff Offices

All faculty and staff offices, both at the main campus and all off-campus locations are equipped with computers and telephones and have access to printers. Faculty and Staff computers are replaced on a three-year cycle providing UHD employees with up-to-date equipment and a standard set of software. During the pandemic and other emergencies, employees have access to check-out laptops and other necessary equipment for remote work.

Faculty and Staff are supported by the IT Service Desk from 7 AM to midnight daily.

Technology and Data Security

In March 2018, the campus Information Security teams from each UHS University were merged to create a centralized University of Houston System (UHS) Information Security Office, thus providing a significant increase in resources for cybersecurity efforts, additional funding for information security-specific services, and additional backup support. As a result of this centralization, the number of information security staff supporting UHD increased from 3 to 19. The team is led by the Chief Information Security Officer (CISO) and is comprised of staff who specialize in information security services which include risk management, security and compliance assessments, vulnerability scanning and management, incident response, and computer forensics.

The [UHS Information Security Office](#) coordinates the System-wide Information Security Program and services for all campuses to safeguard the University's information assets against unauthorized use, disclosure, modification, damage, or loss. The Information Security Office is responsible for:

- establishing appropriate UH System-wide policies, standards, and guidelines for data and physical security safeguards pertaining to information systems
- reviewing and recommending the implementation of data security software that provides controlled access and use of sensitive application systems, database management systems, computer operating systems, communication networks, and computer hardware
- providing consultation into technical and application development efforts involving information security and integrity issues
- providing a forum for review, counsel, education, and communication of information security administration procedures
- maintaining awareness of existing and proposed legislation and regulatory laws pertaining to information system security
- leading investigations of information security incidents
- promoting on-going security awareness efforts to educate employees and students on best practices to protect University data and systems

The University of Houston System has implemented multiple, strong information [security policies](#) which cover topics such as [email retention](#), [messaging services](#), [data classification](#), and a [system-wide Incident Response Plan](#). The System Administration Memoranda are the basis for UHD's [information systems policies](#) to both serve and protect students, faculty, and staff.

Passwords are required to log into all University computers. In addition, multi-factor authentication (MFA) protects Blackboard, the learning management system, student accounts, email, and other enterprise services. User accounts are regularly monitored to identify suspicious use, and anti-malware software is used to further protect UHD systems.

UHD utilizes a primary and secondary on-premises data center to house all servers, storage, and core network equipment. All servers are currently backed up daily using Cohesity. The production server backups are stored on disks for 30 days. When the backup job is complete, it is replicated to the secondary DC and Azure cloud for 30 days. A secondary process also creates an archived copy in Azure cloud for 1 year. The test/dev backups are stored on disks for 14 days. When the backup job is complete, it is replicated to the secondary DC and Azure cloud for 14 days but not archived. End-of-semester backups have a five-year retention. Access to the on-premises Datacenters is restricted by access cards and is monitored by video recordings.

For Peoplesoft authentication and other UH-based services, UHD has two domain controllers (for redundancy) and two firewalls to protect the domain controllers that are installed at the UH Data Center (UH-Computing Center). Currently, UHD is in the process of establishing a remote, cloud-based Recovery Center using Microsoft's Azure Cloud. As of today, services being duplicated in the Azure Cloud are DNS, Load Balancing services, Firewalls, and Backup Services (utilized by Operations). Planned projects include moving UHD's public-facing website (extranet) over to the Azure cloud, SharePoint Online for the intranet, and failover services for critical applications. Faculty/staff and student email have previously been migrated to the MS O365 environment. Blackboard, UHD's learning management system, was migrated to vendor-hosted services in 2020.

Network Infrastructure

UHD's Network Infrastructure Environment is currently in the process of migrating users from 100M to 1G. About 10% of users have been migrated so far, with the remaining users will be migrated once the purchase of equipment (phones) to support the 1G has been completed. Data Center and access layers across the buildings (OMB, Commerce, Shea, STEM, Welcome Center, Academic, Student Life Building, and Willow) have been upgraded to 10G backbone. The connectivity to the satellite campus at Northwest (Lone Star) is currently at 1G based on the WAN connectivity (ISP) in place. Utilizing the latest 802.11AC wireless standard, students can access the internet and other network-hosted resources from any point on building using a secured, encrypted link on mobile devices. Some parking areas have wireless connectivity with the remaining lots around campus being planned to be done by 2022. In addition, faculty/staff/students from UHD can authenticate from any educational institution broadcasting the Eduroam SSID and no longer are required to use a guest access account at those institutions. UHD has redundant ISPs for internet access via SETG (connected to Internet2), Lumen, and UH.

Network equipment is on a 5–7-year rotation with older equipment being removed and repurposed in other areas if appropriate.

Server Infrastructure

UHDIT utilizes on-premises, cloud, and offsite hosted services to meet the university's needs. The on-premises environment is a mix of virtual and physical servers that leverage replication and virtualization technology to minimize downtime and outages. The introduction of the Microsoft Office 365 suite of products to students (2014) and faculty/staff (2017) has allowed the University to provide significantly increased email storage to users in addition to providing additional cloud storage areas for individuals. The student record system and financial services have been consolidated with the Peoplesoft environments at UH and are managed by that entity. Legacy student record information remaining at UHD is on track to be consolidated as

well in a current project. Our LMS (Blackboard) is vendor-hosted as of 2021.

Certain database and authentication services are still housed within the UHD data center and are replicated to UHD's Azure environment. Server and enterprise storage equipment are on a 5-year replacement cycle.

Academic Technology Committee (ATC)

UHD PS 08.A.03: Academic Technology Committee established the **ATC** to provide direction for academic technology. The committee meets regularly and is charged with representing the needs of users to the University's leadership on academic technology matters and makes recommendations of software and hardware for teaching and research support, instructional technology services, user support services, and technology-enhanced facilities. ATC also reviews and assesses the academic technology component of long-range planning processes.

The committee consists of one faculty member from each department nominated by the academic deans, the Executive Director of Off-Campus Locations and Online Coordination, the executive director of information technology, the director of library services, and a student representative chosen through Student Government Association procedures.























































The most recent ATC annual report can be found [here](#).

























Conclusion

In conclusion, detailed information has been provided that demonstrates that UHD ensures adequate physical facilities and resources, both on and off-campus, and appropriately serves the needs of the institution's educational programs, support services, and other mission-related activities.

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-  the downtown campus

Institutional Environment

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

[Note: An institution should also include information about the status of any open or closed investigations by the U.S. Department of Education’s Office of Civil Rights related to sexual violence that were active at the time of, or have occurred since, the institution’s last comprehensive review. If there have been no such investigations, the institution should indicate as much.]

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Houston-Downtown (UHD) ensures a healthy, safe, and secure environment for all members of the UHD community, including those who take classes, socialize, or work online, at the main downtown campus, or one of UHD’s four off-campus locations. The response to this standard includes an overview of UHD’s organizational structure as it relates to ensuring the health, safety, and security of the campus, safety/emergency planning and response, and efforts to ensure the physical safety, security, and well-being of the campus community, including responses to Title IX and sexual assault. The section closes with an overview of how UHD addresses this standard for online classes and at its off-campus instructional sites which include:

- UHD-Northwest
- Lone Star College-Kingwood (LSC-Kingwood)
- Lone Star College– CyFair (LSC- CyFair)
- Houston Community College Colman College for Health Sciences (Coleman)

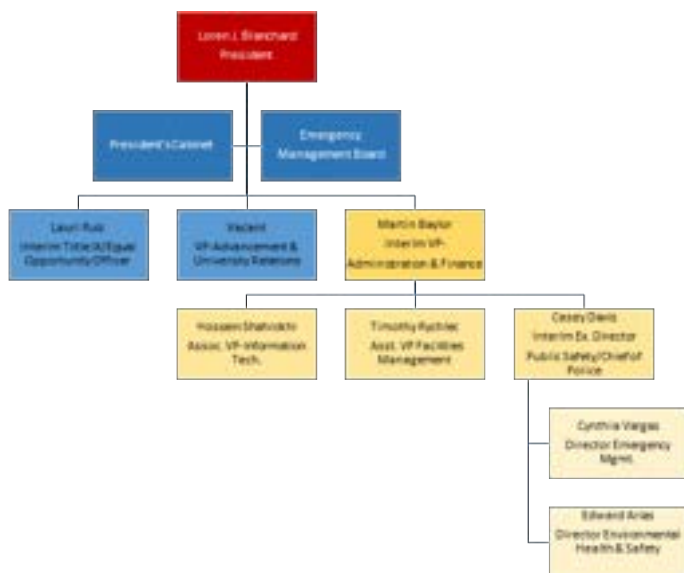
Please note that UHD does not have any residential housing or branch campuses.

• Responsibility for Institutional Health, Safety, and Security

The President oversees the health, safety, and security of the University. The units who advise and assist the President in planning for and responding to threats and emergencies include:

- The President’s Cabinet, which includes the Provost and Senior Vice President for Academic Affairs, the Vice President for Administration and Finance, the Vice President for Enrollment Management, the Vice President for Employee Services and Operations, and the Vice President for Advancement and University Relations
- The Emergency Management Board (EMB), which includes representatives from IT, Facilities Management, Employment Services and Operations, Enrollment Management, Finance and Administration, Advancement and University Relation, and the Office of the Provost
- UHD Police (UHDPD)
- The Office of Environmental Health and Safety (EH&S)
- The Office of Emergency Management (EM)
- Facilities Management (FM)
- Information Technology (IT)
- The Office of Title IX/Equal Opportunity Services, which is responsible for ensuring that Title IX, including sexual assault, complaints are addressed appropriately; and
- The Office of Advancement and University Relations which includes communications and management of UHD’s website.

Figure 13.8.1: Organizational Structure of Units Responsible for Campus Health, Safety, and Security



UHD has highly qualified individuals in these positions. Below are links to each person’s resume and additional information can be found in UHD’s response to [Standard 5.4: Qualified Administrative and Academic Officers](#).

- [Lauri Ruiz](#), Interim Title IX/Equal Opportunity Office
- [Martin Baylor](#), Interim Vice President, Administration, and Finance
- [Hossein Shahrokh](#), Associate Vice President, Information Technology and Chief Technology Officer
- [Timothy Rychlec](#), Assistant Vice President, Facilities Management
- [Casey Davis](#), Interim Executive Director Public Safety and Chief of Police
- [Cynthia Vargas](#), Director – Emergency Management
- [Edward Arias](#), Director- Environmental Health and Safety

Emergency Planning and Response

PS 01.D.03: Risk Management establishes a process to ensure the safety of members of the University community and protect the institution's property and fiscal resources. UHD is committed to minimizing the cost of managing and mitigating risk by:

- identifying, on a routine basis, significant known perils and risks to which the University may be exposed
- avoiding unnecessary or unreasonable exposures to the extent practicable
- taking reasonable and appropriate loss control techniques to control the frequency and severity of unavoidable losses
- insuring individual individual or aggregate exposures that represent a large potential loss that the use of normal operating funds for coverage would be prohibitive, in accordance with state law (§3)

As part of its risk management program, UHD has developed a comprehensive safety plan called the "Red Book." The Red Book is designed to guide UHD's response to a wide variety of campus emergencies and applied to all UHD facilities and operations including the main campus, online, and at UHD's four off-campus instructional locations. The Red Book includes an **emergency management plan**, **emergency notification plan**, and **Communication Systems Handbook**, **Continuity of Operation Plan (COOP)**, an **evacuation plan**, and strategies to respond to specific threats such as **weather**, **bomb threats**, **hostile intruders**, **hazardous materials**, and **pandemics**. The Red Book also includes administrative documents such as organizational charts, floor plans, business impact analysis, and continuity of facilities plans in case UHD facilities are not available for extended periods.

Below are examples of how UHD has implemented plans for different types of threats.

Emergency Notification: Emergency Closure due to Severe Weather

PS 01.D.04: Emergency Closing defines UHD's processes for closing due to an emergency and identifies the President (or his designee) as the sole authority to order the closure or evacuation of UHD (§3.1). While this policy applies to a variety of reasons for closure (chemical release, fire, active shooter, violence), historically extreme weather has been the primary reason for emergency closures at UHD as the Gulf Coast region has seen an increase in the number of hurricanes, heavy thunderstorms, floods, and ice storms impacting the region.

The **Severe Weather Annex** expands on the policy and procedures found in PS 01.D.04: Emergency Closing and the Emergency Notification Annex to outline, in more detail, UHD's response to weather-related emergencies, including hurricane threats (p. 7-9) winter ice storms (p. 10) and heavy spring rains and flooding (p. 2).

The **Emergency Notification Annex** expands on PS 01.04: Emergency Closing and outlines the operational concepts, responsibilities, and procedures to disseminate timely and accurate warnings to the University community, UHD's off-campus instructional sites, response partners, and government officials. The Office of University Relations is charged with ensuring that a message is posted on the University's homepage and the UHDPD notifies all individuals of any decision regarding closure or evacuation using Everbridge, an emergency messaging system that alerts members of the UHD community via text and email.

When severe weather is expected, UHD's leadership monitors national weather sources such as the National Hurricane Center and National Weather Service as well as local sources such as the Harris County Flood Warning System in anticipation of extreme weather. The President confers with appropriate university administrators, including the Emergency Management Board. When the necessary actions have been agreed upon, the President (or designated representative) notifies Cabinet members, UHDPD, and the Office of the University of Houston System (UHS) Chancellor. The Office of University Relations posts a message on the UHD website and various social media sites maintained by the University. Additionally, notifications are also sent to all students, faculty, and staff via text and email. When appropriate, UHD also notifies local news media. When the campus is reopened, messaging is again sent notifying the University community.

Closure of the University applies to all students, regardless of where they take classes and both closure and reopening messages are sent to all students, faculty, and staff. Once closed, access to the campus is restricted to essential personnel (p. 2).

Examples of adherence to PS 01.D.04: Emergency Closing and the Emergency Notification and Severe Weather Annexes can be found below:

- [Ice Storm Closure – 2/21/2022](#)
- [Tropical Storm Nicolas Closure – 9/13/2022](#)

Continuity of Operation Plan (COOP)

The University's **COOP** was developed by the Office of Emergency Management in collaboration with Academic and Student Affairs, Administration and Finance, Employment Services and Operations, IT, Facilities Management, UHDPD, Risk Management, EHS, and University Communications. The plan provides the overall guidelines to ensure continuity of services can be maintained, when at all possible, for all UHD campus locations, colleges, departments, and divisions before, during, and after an emergency incident.

As part of the Readiness and Preparedness phase of the COOP, units across the university have developed unit-level COOPs. Each unit must designate a COOP liaison who is responsible for attending **COOP training**, coordinating with Emergency Response, and assisting the unit in developing a COOP plan. Unit-level COOPs are maintained by IT as part of the Red Book documentation. Examples of COOPs can be found below:

- [Academic Affairs & Provost COOP](#)
- [Student Financials COOP](#)
- [Police COOP](#)

The effectiveness of UHD's COOP process can be seen in the University's response to the COVID-19 pandemic in which all campus locations were suddenly closed in March 2020. The University seamlessly transitioned to delivering all classes and university services online from March 2020 through Summer 2021. The University resumed normal operations in Fall 2021 but has maintained the flexibility to quickly pivot back to online classes and services in early Fall 2021 and again in Spring 2022 when COVID infections began to rise again in the Houston community.

Pandemic Response

UHD's Pandemic Plan is designed to guide UHD in preparing for, identifying, and responding to pandemics that affect UHD. The objectives of this plan are to reduce the morbidity, mortality, and social and economic disruption caused by an infectious disease outbreak in the UHD community. While the pandemic plan is focused on influenza, it has proved a useful guide in responding to COVID-19.

UHD is currently in the response phase of its **Pandemic Plan** (p. 11-12). Table 13.8 provides examples of how UHD has followed its plan during COVID-19.

Table 13.8.1: UHD COVID-19 Response

UHD Pandemic Plan Protocol	Specific Actions UHD Took in Response to COVID-19
Activate the UHD Emergency Operations Center	<p>UHD activated the UHD COVID-19 Response Taskforce to evaluate the effectiveness of policies and procedures implemented in response to COVID-19 and to make recommendations for future responses as the University returned to operations.</p> <p>Letter of Appointment</p>
Continue enhanced communication and surveillance activities	<p>Communication: Throughout the pandemic, UHD's president communicated with the UHD community every week, outlining UHD's response to the pandemic and encouraging the UHD community. At the departmental level, staff and faculty were meeting weekly to discuss how best to respond to the move to online classes and maintain student services.</p>
	<p>Surveillance: UHD partnered with Curative to establish a COVID-19 testing kiosk on campus to provide free testing. To encourage members of the UHD community to get testing regularly, the University established the Testing Incentive which allows students, faculty, and staff to receive a weekly \$5 in GatorCash in exchange for weekly testing.</p>
	<p>Surveillance and Tracking: UHD has established an online system in which members of the UHD can report COVID-19 exposure or symptoms/diagnosis. This system allows the university to track cases, trace and notify people who have encountered someone who has contracted the virus, and clean areas used by people with a positive COVID diagnosis.</p>
Distribute antiviral medications, vaccines, and medical supplies	<p>Once COVID-19 vaccinations became available, UHD strongly encouraged the UHD community to get vaccinated and has held numerous vaccination clinics on campus. The next vaccination clinic will be held on March 22, 2022 and will provide both adult and pediatric COVID-19 vaccinations.</p> <p>To further encourage members of the community to get vaccinated, UHD provided \$30 GatorCash for students, staff, and faculty who participated in the Vaccination Incentive Program by documenting they were fully vaccinated.</p> <p>UHD has placed hand sanitizer and free masks throughout the main campus and two of its off-campus locations: UHD- Northwest and LSC- Kingwood (HCC supplied these resources at the Coleman Campus and LSC supplied these resources at CyFair). Each classroom is equipped with free masks and sanitizing wipes are available for faculty to wipe down desks, chairs, and teaching stations at the end of each class.</p>
<p>Continue to educate citizens about personal protective strategies and population-level interventions that may be initiated during the pandemic.</p> <p>Develop and disseminate public service announcements</p>	<p>UHD has also maintained a dedicated and regularly updated COVID-19 website with a wealth of information for students, faculty, and staff.</p> <p>UHD sponsored numerous events via Zoom to educate the UHD community on topics such as wellness (May 6, 2020) and health equity (September 28, 2021). UHD has also brought in experts such as Dr. David Perse, Chief Medical Officer for the City of Houston (April 6, 2021), Dr. Peter Hotez, Dean of the National School of Tropical Medicine, and Professor of Pediatrics and Molecular Virology and Microbiology at the Baylor College of Medicine (April 19, 2021) to speak on the efficacy and safety of COVID-19 vaccinations, and Stephen Spann, Founding Dean of the University of Houston College of Medicine (April 29, 2021).</p> <p>UHD has placed flyers in all offices and classrooms reminding people of the steps to take in case of on-campus COVID-19 exposure. Banners throughout the University and on the UHD website encourage vaccinations, getting tested if sick, masking, social distancing, and handwashing.</p>

Maintenance and Dissemination of Emergency Procedures and other Health and Safety Procedures and Training

A project manager in the IT Department is charged with the management and archival of Red Book documents and coordinates the updating of components within the Book. UHD's Red Book Safety Plan is maintained electronically on a SharePoint site by the IT Department and updated annually with a goal of distributing the revised book by July 1, ahead of the annual hurricane season and the start of a new academic year.

Hard copies are **distributed** to the President, the President's Cabinet, the Dean of Students, the Police Chief, the Assistant Vice President for Facilities Maintenance, IT leadership, the Directors of Emergency Management, Environmental Health and Safety, and key members of the crisis communication team in the Office of Advancement and University Relations.

UHD maintains extensive campus safety documentation and training resources on its website that are available to all members of the UHD community. Examples include:

- **Information** on UHD's emergency notification and alert system and instructions on how to receive and update contact information for emergency texts and emails. New students and employees are informed of UHD's emergency notification and alert system and all members of the UHD community are encouraged to update their contact information (cell phone and alternative emails) regularly.
- **Continuity of Operation Planning**, including unit-level **COOP template** and training for COOP liaisons who help develop unit plans
- **Fire and Life Safety**
- **Bomb Threat Procedures**
- **Training videos** on response to an active shooter, bomb threats, domestic violence, workplace violence, travel, and disaster preparedness
- **IT Security**

Under the UH System Secure Our Systems (SOS) program, all employees must complete **annual security awareness training**. Detailed information on a UHD's processes and policies related to information technology security can be found in **Standard 10.6 Distance and Correspondence Education**.

In-person training is also provided. Sports and Fitness provides **American Red Cross CPR** training regularly. In addition to maintaining general, lab, and shop safety videos and resources on its **website**, the Office of Environmental, Health, and Safety also provides on-demand training on topics that range from lab and HAZCOM training to office safety, fire safety/fire extinguishers use, and shop safety. The UHD Police Department also provides training for students, faculty, and staff.

Compliance with Emergency Planning State Regulations

In accordance with Texas Education Code Sec. 51.217 **Multi-hazard Emergency Operations Plan; Safety and Security Audit**, the University of Houston System (UHS) conducted a triennial audit of the Emergency Management Plan at each UHS campus in 2021. In the **final report**, which was received on February 23, 2022, Exhibit C (p. 11-12) shows that UHD had all required elements in place. Table 13.8.2 provides an overview of recommendations UHD received and the current disposition of each.

Table 13.8.2: Multi-Hazard Emergency Operation Audit Recommendations and UHD Response (p. 16-17)

Recommendation	Response	Deadline for Completion
Development of a UHS SAM with a new section under Emergency Management for the purposes of Emergency Management Planning and Continuity of Operations Planning.	Management agrees with the recommendation and will develop a SAM with a new section under Emergency Management for the purposes of Emergency Management Planning and Continuity of Operations Planning. Since System Administrative Memoranda (SAMs) are managed at the UHS level, this item has been delegated to Kelly Boyesen, AVC/VP Campus Safety UHS/UH.	12/31/2022
Creation of a System function for emergency management and fire safety under the AVC/AVP, Campus Safety. Additional benefits include standardization, shared planning, collaboration during emergencies, reduction in duplication of efforts, etc.	Management agrees with the recommendation and will create a System function for emergency management and fire safety under the AVC/AVP, Campus Safety. This item has been delegated to Kelly Boyesen, AVC/VP Campus Safety UHS/UH.	12/31/2022
Separate the duties of Fire Marshal from the Emergency Management staff and office. Recommendation to hire one Assistant Fire Marshal reporting to the UH Fire Marshal's Office. Said Assistant Fire Marshal will split time between UHD and UHCL.	Currently, the Director of Emergency Management & Fire-Safety supervises one FTE (Full Time Employee), an Emergency Management and Fire-Safety Specialist. UHD leadership agrees with the recommendation that Fire Marshal and Emergency Management responsibilities should be separated. Current and projected enrollment growth indicates that UHD should restructure the Office of Emergency Management to allow for a full-time FTE with Fire Marshal responsibilities that could include fire inspections, life safety system compliance, evacuation drills, and fire training. UHD feels the Fire Marshal position needs to be solely dedicated to responsibilities at UHD as there is sufficient work for an FTE. Split responsibilities of this position between UHD and UHCL would not be in the best long-term interest of UHD. A proposal will be submitted to the Vice President of Administration & Finance for review and approval.	9/1/2023

Campus Safety

This section summarizes the University's efforts to ensure that UHD is a safe place to learn, work, and socialize.

UHD Police Department

UHDPD is integral to ensuring the safety of the UHD community. UHDPD provides comprehensive police services 24 hours a day, seven days a week. In 2016, UHD was **ranked #3 of the top 50 safest large colleges** by College Choice. UHD remains a safe campus with little crime. Between, November 2021 to February 2022, only 24 **incidents** were reported, the majority of which were thefts and criminal trespass.

Officer Qualifications and Training

All UHD police officers are hired, trained, and supervised by the UHDPD, which is led by Chief Casey Davis who has over 16 years of law enforcement experience and nine years of law enforcement supervisory experience. All UHD police must hold a Texas Peace Officers License through the Texas Commission on Law Enforcement (TCOLE). Newly hired officers are paired with experienced officers for three to four months of on-campus field training. TCOLE requires all peace officers to complete at least **40 hours** of training every two years to retain their license and UHD's officers regularly participate in professional development. Training topics include legal updates, defensive techniques, handcuffing, the use of tasers and pepper spray, leadership, de-escalation techniques, ethics, active shooter response, and reporting.

In addition to licensed police officers, UHD also employs security officers who are charged with patrolling and monitoring UHD's downtown campus facilities and grounds. Security officers are not licensed peace officers but provide an additional security presence on campus. They carry radios and are responsible for reporting any issues to UHD Police Dispatch which dispatches UHD police officers. Like police officers, security officers are supervised by the Chief of Police and participate in annual training including de-escalation, ethics, and professionalism.

Monitoring Buildings and Grounds and After-Hours Access

During business hours, 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 Marilyn Davies 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 UHD police officers and police dispatchers.

All buildings and grounds of UHD's main campus are monitored 24-hours a day, seven days a week. Buildings are patrolled by officers every 20 minutes. The grounds around the main campus buildings include city streets, parking lots and garages, walking paths, and nature areas and are regularly patrolled by officers on foot, by car, on bicycle, on ATV, and on Segway.

All buildings and parking lots are also monitored by video surveillance systems that are monitored 24-hours a day by UHDPD employees. The UHD Parking Office has a monitor installed in its office allowing the monitoring of gates to controlled parking areas. Library security officers can monitor cameras installed in the library.

Yellow police call boxes are located near all entrances and exits to all buildings on campus and at the entrance and exit to the parking garage and satellite parking areas. Police call boxes are also located in all elevators. These emergency call boxes provide instant contact with UHDPD. Similar police call boxes at UHD's off-campus instructional sites connect to the Lone Star College Police Department or the Houston Community College Police Department.

Once the main **campus closes for the day**, doors are locked and access to Shea Street Building parking and the Vine Street Parking Garage is closed. Individuals must sign in and out through the UHDPD Office to enter the One Main Building or use electronic card access on the third-floor entries to the building. Access to the Commerce Street Building, the Shea Street Building, and the Sciences and Technology Building is managed with electronic access codes that are provided as necessary to faculty and staff who have offices in these buildings.

Entry into all classrooms is electronically controlled, allowing keyless entry. Doors not intended for regular use are equipped with door position switches for monitoring purposes. 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.

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 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.

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 ([PS 02.A.22: Separation Clearance Guidelines](#)). Electronic access and video security systems are maintained and overseen by the UHDPD Electronic Security Systems Manager.

UHD does not have residential housing. UHD rents space from Lone Star Community College and Houston Community College for its off-campus educational locations. Both institutions are SACSCOC-accredited and are responsible for campus safety and facilities inspections and operations. Safety and access at off-campus instructional sites are managed by either [Lone Star College Police Department](#) or [Houston Community College Police Department](#). Buildings at UHD Northwest, LSC- Kingwood, LSC- CyFair, and Coleman College are open to the public during normal business hours. Access to some of these buildings and rooms is also controlled by card readers and/or security cameras recording activity before, during, and after normal business hours. All these buildings have varying levels of access.

Interagency Collaboration

UHDPD serves as the interface between the university community and local law enforcement and the University maintains MOUs with a variety of organizations including Houston Metro (light rail), Harris County Sheriff's Office, regional constable offices, and the Houston Fire Department. An example of an interagency MOU can be found [here](#).

As an example of this collaboration, individuals arrested by UHDPD officers on the campus are conveyed to the Houston Police Department and held in the Harris County Jail. Pre-COVID-19, UHDPD, and other regional agencies partnered on tabletop exercises on managing protests and active shooter response. As the campus and city reopen, these types of collaborations will be reinstated.

PS 01.A.05: Drug and Alcohol Abuse Policy establishes UHD's guidelines for responding to drug and alcohol abuse on the UHD campus. The unlawful use, manufacture, sale, distribution, dispensation, or possession of any illicit drug, including alcohol, in the workplace, on campus, or as part of any campus activities is strictly prohibited. Employees in violation of PS 01.A.05: Drug and Alcohol Abuse Policy are subject to disciplinary action up to, and including termination, depending on the severity of the infraction.

Students who violate **PS 04.A.01: Student Rights and Responsibilities Policy** regarding the unlawful possession, use, or distribution of illicit drugs and alcohol on campus or at campus-sponsored events held off-campus are subject to disciplinary action and referral to a drug and alcohol rehabilitation program. UHDPD officers have the authority to arrest individuals who are selling or using drugs on campus and in those instances, convey the person to the Houston Police Department for processing at the Harris County Jail.

Compliance with Texas Education Code, Section 51.9363

In compliance with the Texas Education Code, Section 51.9363, the Office of Student Activities schedules an annual meeting in the fall semester to present the Risk Management Program for Members and Advisors of Student Organizations. At least one officer and the sponsor/advisor of each organization must be present. Student organization members are asked to promptly report safety hazards, potential problems, or other compliance issues to management or the Campus Safety and Risk Manager. The topics during the training include but are not limited to; Campus Reservations, Title IX, Conduct, Environmental Health and Safety, Organization Rights and Responsibilities.

Clery Act

PS 01.D.02: Crime Awareness and Campus Security guides compliance with the Crime Awareness and Campus Security Act of 1990-Jean Clery Disclosure of Campus Security Policy and Campus Crime Statistic Act. Guided by the U.S. Department of Education Handbook for Campus Safety and Security Reporting, PS 01.D.02: Crime Awareness and Campus Security requires that UHD collect statistical information on Clery Act Crimes reported to the UHDPD, local law enforcement, University officials, and Campus Security Authorities that occur within the University's Clery Geography (see §4). Evidence that UHD complies with this policy includes that UHD:

- considers all UHD employees Campus Safety Authorities and most recently notified them of their responsibilities on February 16, 2022
- provides an overview of the **Clery Act** and the responsibilities of Campus Safety Authorities on the UHD website
- maintains a **daily crime log** and campus **crime statistics** report, which are publicly available on the UHD website
- provides access to a **UHD Sex Offender Registration** through the Texas Department of Public Safety Sex Offender Database

As required by **PS 01.D.05: Crime Awareness and Campus Security**, UHDPD also prepares and publishes the **Annual Security Report**. Evidence that UHD distributes the Annual Security Report to the UHD community can be found [here](#). UHD has employees and students at UHD Northwest located on the Lone Star College- University Campus, LSC- Kingwood, LSC- CyFair, and Coleman, and crime statistics for these locations are reported by the **Lone Star College** and **Houston Community College** Police Departments.

Incident Reporting

UHD employs student conduct management software to receive reports of and track allegations of violations of **PS 04.A.01 Student Rights and Responsibilities**. 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, the University's Title IX/Equal Opportunity Officer, the Director of Disability Services, the Director of Emergency Management, and a representative from Counseling Services. A "person of concern" could be a member of the university community who is behaving in a strange, alarming manner or who might be struggling with depression or with the adjustment to university life [**Student Incident Reporting Form**]. The goal of the BIT is to intervene before behavior escalates to the level that will require student conduct or police action.

Regular Inspection of Facilities and Grounds

Facilities Management (FM), Emergency Management (EM), and Environmental Health and Safety (EHS) work collaboratively to ensure that UHD's facilities and grounds are regularly inspected and that any safety issues are addressed promptly. FM is responsible for general building maintenance and mechanical systems and contracts with services annually to ensure all standards and codes are followed. In the event of an emergency, these contractors are requested to be available 24/7 to address any problems that arise.

Table 13.8.3 provides examples of recent inspections for elevators, fire extinguishers, and fire alarms/smoke detectors. When deficiencies are noted, UHD immediately issues a purchase order to correct the deficiency.

Table 13.8.3: Examples of Inspections, Findings, and Responses

Inspection Type	Inspection Date	Deficiency Summary	Response
UHD 1 Main Fire Sprinkler Inspection	4/6/2021	None Reported	N/A
UHD 1-Main Fire Extinguisher Inspection	2/5/2021	None Reported, 306 of 322 tested, 306 passed	N/A
Annual UHD Shea Street Building Fire Suppression Inspection and Testing Report	7/13/2021	None Reported	N/A
UHD Commerce Street Building Fire Alarms/Smoke Detectors Inspection	1/6/2022	None Reported	N/A
UHD 1 Main Building Fire Alarms/Smoke Detectors Inspection	1/11/2022	Monitors on two smoke detectors failed. These devices had been removed due to construction (p. 3)	N/A
Annual Elevator Inspection Examples: Shea Street Building Science & Tech Building Girard Street Building	1/6/2022	UHD maintains 26 elevators on the main campus, all with current compliance certificates.	N/A

Facilities also uses a work order system, which is described in UHD's response to Standard 13.7. Members of the UHD community can submit work requests should they notice any repairs that need to be made. Broken or defective equipment is immediately taken out of service and repaired or replaced.

EM is responsible for bi-annual fire evacuations drills, State Fire Marshal Inspections, and regular inspection of Fire Doors. The Texas State Fire Marshal regulates Fire and Life Safety Codes in Texas and each state agency is required to enforce these regulations. UHD maintains an emergency evaluation plan and publishes an emergency safety evaluation guide on the University's website. Each area has an assigned coordinator to ensure that all employees evacuate their assigned areas and congregate in assigned assembly points until the all-clear is given. UHD's most recent round of fire drills was conducted in November 2021.

UHD's most recent State Fire Inspection occurred in 2019, in compliance with Texas State law and the National Fire Protection Association Life Safety Code. Fire extinguishers, fire alarms, sprinklers, and fire pumps were inspected. UHD has taken corrective action in all areas except for exit signage and escutcheon plates. These items have been ordered. However, supply chain issues due to the pandemic have slowed UHD's ability to resolve these deficiencies.

UHD's most recent inspection of fire doors occurred during October 2021. UHD has addressed most deficiencies and is completing a contract to resolve the issue with door tags.

EHS is responsible for regular inspection of facilities and grounds for hazards. This department is also responsible for investigating accidents involving students, faculty, and staff to make recommendations for corrective action.

Environmental Health and Safety

Policies that guide the work of the EHS Department include:

- UH System Administrative Memorandum SAM 01.C.07: Safety Administration
- UHD PS 01.D.03: Risk Management
- UHD PS 01.A.09: Smoking Policy
- UHD PS 02.A.25: Workers Compensation Policy

The occupational and physical safety plan outlined in 3.1 of SAM 01.C.07 is designed to provide safety guidelines for campus health and safety including occupational, environmental, and laboratory safety, and that information is now summarized on the EHS website.

EHS works collaboratively with units across the UHD campus to provide the UHD community with a safe and healthy learning and working environment. 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 EHS training include First Aid, Occupational Safety and Lab Safety.

In addition to training, other services that EHS staff provide includes:

- maintaining a library of material safety data sheets (MSDA)
- assisting with the disposal of hazardous materials and maintaining procedures for any hazardous spills
- supporting laboratory safety, including providing safety resources and providing face-to-face training at faculty request
- conducting lab safety audits and inspections
- investigating student/employee accidents, including recommendations for corrective actions
- supporting office and shop safety by providing self-assessment checklists, videos, and other resources
- maintaining environmental, health, and safety forms

Protection of Research Subjects

UHD complies with applicable laws and regulations relating to human subjects research, including Title 45 Code of Federal Regulations 46 (“the Common Rule”) which specifically addresses the protection of human subjects as promulgated by the U.S. Department of Health and Human Services. UHD assures that all its research involving human subjects will comply with the terms of its Federal Assurance of the Protection of Human Subjects for research conducted under the auspice of the University.

PS 03.A.23: Protection of Human Subjects outlines UHD’s processes for remaining in compliance with Title 45 Code of Federal Regulations §46. This policy establishes the **Committee for the Protection of Human Subjects** (CPHS) that is charged with “reviewing and approving all research projects affiliated with or conducted at UHD involving human subjects. Members of the committee review projects to ensure that research is conducted in a manner that is morally and ethically sound to ensure the safety, health, and welfare of research subjects, in a context of compliance with all relevant federal and state laws and regulations” (§1.1). “Any research, scholarly, creative or educational study that involves human subjects in which the data will not be exclusively used or reported for internal purposes only, falls under the jurisdiction of the CPHS” (§3.3).

The Provost and Senior Vice President for Academic and Student Affairs has oversight responsibility and authority for CPHS and appoints the chair and members. The Institutional Review Board (IRB) application process is administered through the Office of Research and Sponsored Programs (ORSP). As part of its service to the University, ORSP maintains an **extensive resource page** and provides **Collaborative Institutional Training Initiative** (CITI Program) certification to all UHD researchers.

Animal research is extremely limited at UHD due to a lack of facilities and infrastructure. In those rare instances where faculty wish to conduct animal-based research, UHD requires that the research proposal be reviewed and approved by the University of Houston (UH) **Institutional Animal Care and Use Committee** (IACUC).

Sexual Misconduct

UHD’s Office of Title IX/Equal Opportunity Services is responsible for UHD’s response to any U.S. Department of Education Office of Civil Rights allegations of sexual violence. The Interim Title IX/Equal Opportunity Officer affirms that the University has not been subject to an investigation by the U.S. Department of Education’s Office of Civil Rights for possible violations alleging sexual violence since the University’s last decennial report to SACSCOC in 2016.

Related Policies

The Office of Title IX/Equal Opportunity Services processes all inquiries and complaints concerning discrimination based on race, color, sex, religion, national origin, sexual orientation, gender identity and expression, age, disability, genetic information, and/or veteran status. The director of this office oversees compliance with UHD and the UHS policies related to sexual misconduct and discrimination including:

- **SAM 01-D-05: Equal Opportunity and Non-Discrimination Statement**
- **SAM 01-D-07: Anti-Discrimination**
- **SAM 01-D-08: Sexual Misconduct**
- **SAM 01-D-10: Consensual Relationship**
- **SAM 01-D-14: Title VI Non-Discrimination Compliance.**
- **UHD PS 02.A.20: Affirmative Action Policy**
- **UHD PS 02.A.21: Equal Opportunity Policy**
- **Sexual Harassment Statement**

Mandatory Sexual Harassment and Assault Training

In 2020, UHS initiated a new online **Mandatory Reporting** training module for all employees regarding responsibilities related to reporting incidents of sexual harassment, sexual assault, dating violence, and/or stalking. All employees are required to complete the training by the designated deadline. Failure to do so renders the employee ineligible for merit increases under **SAM 02.A.11** and **SAM 02.A.26**.

UHD, as part of the UHS, has also initiated **Crossroads training** to inform students about common issues related to sexual misconduct. To comply with the legal mandates that require the UHS to provide training on the topic of sexual violence, UHD **requires** that the Crossroads training must be completed by all new students during their first semester of enrollment. To ensure Crossroads training is completed, a hold is placed on all new students’ enrollment until they successfully complete the Crossroad training module.

State Reporting Requirements

Texas Senate Bill 212 requires that as of January 1, 2020, all Texas institutions annually post online data related to incidents of sexual harassment, sexual assault, dating violence, and stalking. Table 13.8.4 provides an overview of UHD’s SB212 reports.

Table 13.8.4: SB 212 Reporting

	January 1, 2020- June 30, 2020	July 1, 2020-June 30, 2021
Number of reports received under Section 51.252 of SB212	58	68
Number of confidential reports under Section 51.252	7	7
Number of formal investigations conducted under Section 51.252	2	1
Disposition of any disciplinary process for reports under Section 51.252	Concluded, with Student Disciplinary Sanction: 2	Concluded, No Finding of Policy Violation: 1
Number of reports under Section 51.252 for which the institution determined not to initiate a disciplinary process:		67
Unidentified or unaffiliated respondents	38	44
Confidential report (unidentified complainant)	7	7
Insufficient information to investigate	2	3
Complainant requested no investigation	2	3
Other administrative closure or informal resolution	2	10
Preliminary investigation pending	--	--
Subtotal	51	67
Number of reports received that include allegations of an employee's failure to report or who submits a false report to the institution under Section 51.255(a)	0	0

In responding to these reports, the Office of Title IX/Equal Opportunity Services offers support services to all affected community members regardless of when or where any events may have occurred.

Health and Wellness Services for Students

An important part of a healthy campus are services that support the physical, mental, and emotional wellbeing of students. Examples of support systems UHD provides are identified below.

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 and assessments. Sports and Fitness hosts an annual **Health Fair** in conjunction with other campus units. Nutritional education, gym workouts, fitness classes, dance classes, massage, and personal training/assessments are open to all members of the UHD community for the holistic growth of students, faculty, and staff.

Student Health Services provides 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, and 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 several workshops and seminars throughout the year.

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.

The services listed above are available to all students. Additional information on other student support services, including how these services are made available to online students and those taking classes at off-campus instructional sites can be found in UHD's response to Standard 12.1: Student Support.

Off-Campus and Online Safety

UHD's safety plan (Red Book) including the Continuity of Operations Plan, applies to UHD's main campus as well as operations at off-campus locations. UHD's off-campus locations are referenced throughout the Red Book and evidence of the even-handedness of policies toward off-campus locations can be seen in the University's response to severe weather and COVID-19.

UHD's attention to its online and off-campus students, faculty, and staff can be seen in how it manages its emergency notification system and response to severe weather. All students, faculty, and staff, regardless of location or modality, receive emergency notifications through the same system. Since all UHD's off-campus instructional locations are in the Houston-metropolitan area, when the main campus closes due to severe weather, all locations are closed.









































To ensure that off-campus and online members of the UHD community are represented, the Associate Vice President of Programming and Curriculum, who oversees off-campus and online instruction, chairs the COVID Task Force. UHD has also made all its COVID-19 educational information available online and educational programs on COVID-19, wellness, and vaccinations have been provided virtually to ensure that all members of the University community have access. UHD recognizes that not all students may come to campus for vaccination clinics so the institution has continued to promote not only on-campus events but also resources throughout the Houston area. UHD has also placed hand sanitizer in the hallways of UHD Northwest and LSC-Kingwood, two of its off-campus instructional sites. Houston Community College provided sanitizer at Coleman College and Lone Star College provided sanitizer at CyFair, Kingwood, and Northwest as well. Masks have been provided in hallways and classrooms at all locations.

Data and network security are the main security issues for online students who do not use UHD's physical locations. UHD's steps to protect students' privacy are discussed in Standard 10.6 and computer infrastructure protections are discussed in Standard 13.7.

Conclusion
































The University considers the personal physical safety of its students and employees necessary for a successful learning environment. The narrative provided in response to this Standard demonstrates that the UHD takes reasonable steps to provide a healthy, safe, and secure environment for all members of its campus community.

Sources

-  1-12-2015 summary_PDF01252022
-  13_8 FYIR Info - Risk & Compliance_PDF01252022
-  1C7 (2017) SAM Safety Policy
-  1d51
-  2018 UHD-bomb-threat-checklist from DHS Rev 2
-  2018-uhd-annual-security-report
-  2019 - Fire Inspection Corrective Action Report_02062020
-  2019 01 31 COOP Liaison Presentation Rev 1
-  2019 SFMO Report University of Houston-Downtown Inspection WBW00420A
-  2019 UHD Continuity Template for Departments
-  2020 UHD COOP
-  2020 UHD COOP - EHS_PDF01252022
-  2020-annual-security-report
-  2021 Emergency Management Plan
-  2021 UHD COOP 6_16_21
-  2SORM On-site Consultations for UH Campuses_PDF01252022
-  40 hours
-  784_OSC-RPT_042617
-  784_OSC_RPT_041221
-  ANNUAL WORKSITE ASSESSMENT - blank_PDF01252022
-  AY21 Red Book Distribution
-  American Red Cross CPR Training
-  Annual Inspection Permits_FM 1st floor Elevator Lobby_02232022
-  Appendix A-2020 Academic Affairs and Provost
-  Appendix A-2020 Police Department
-  Appendix A-2020 Student Financials - Copy
-  April 19, 2021
-  April 6, 2021
-  BIT Members
-  Banners
-  Behavior Intervention Team
-  Bi annual fire drills
-  Biosafety Minutes 11.30.18_PDF01252022
-  Building Access Schedule
-  COVID-19 (Coronavirus) Website
-  Clery Act
-  Collaborative Institution Training
-  Committee for the Protection of Human Subjects
-  Communication Handbook
-  Crossroads Training

-  DailyCrimeLog 02222022
-  Elevator Cert - Girard St
-  Elevator Cert - STB
-  Elevator Cert - Shae
-  Emergency Safety Evacuation Guide
-  Environmental Health and Safety
-  Everbridge UHD Fire Drill Notifications
-  FY21 Insurance Statement
-  Fall 2020 UHD Student COVID Training
-  Fire Door Rating Tags 100621
-  Fire and Life Safety
-  First Aid
-  Guided by the US
-  Health Fair
-  Houston Community College
-  Houston Community College Police Department
-  IT Security
-  Information
-  Institutional Animal Care and Use Committee (IACUC)
-  January 1 2020-June2020
-  July 2020-
-  Lab Safety
-  Letter of Appointment
-  List of EHS Training_PDF01252022
-  Lone Star College
-  Lone Star College Police Department _
-  May 6, 2020
-  NHO Training_Title IX_Equity and Diversity_PDF01252022
-  November 2021
-  Occupational Safety
-  Office of Disability Services
-  Online System
-  PS 01.D.08 UHS Sexual Misconduct Policy 2020
-  PS 04.A.01 Student Rights and Responsibilities Policy
-  PS 04.A.07 Hazing Policy
-  PS01A05
-  PS01A09 Smoke Free and Tobacco Free Environment
-  PS01D02
-  PS01D03
-  PS01D04
-  PS02A20
-  PS02A21
-  PS02A22
-  PS02A25 Worker's Compensation 04-20-2015
-  PS03A23
-  PS04A01-update
-  Plan
-  Project Hazard Form UHD 2020 REVISED Final_PDF01252022
-  Quarterly UHD Report (2020 First Quarter) EHS2_PDF01252022
-  RE_ Fire Door Tags Emails 2021
-  RE_ UHD EHS Assessment for the Texas SORM Review
-  Report of Safety-Health Hazard Near Miss--Interactive
-  SAM 01.D.07 AntiDiscrimination Policy
-  SAM 1C16-Asbestos-ContainingMaterila

-  SAM 1c7
-  SAM 1d10
-  SAM 1d14
-  SAM 1d51
-  SAM 1d8
-  SAM 2a11
-  SAM 2a26
-  Section 11 - 2014 06 03 Severe weather p19
-  Section 11 - 2014 06 03 Severe weather p2
-  Section 11 - 2014 06 03 Severe weather p2revised
-  Section 11 - 2014 06 03 Severe weather p7-9
-  Section 5 - Emergency Notification Annex
-  Section 51.217 multi hazard emergency
-  Section 6 - Evacuation (1)
-  Section 8 - 2013 03 03 HAZMAT Annex
-  Section 9 - 2014 04 22 Hostile Intruder (2)
-  September 22, 2021
-  Sexual Harassment Statement
-  Sports and Fitness
-  Spring 2021 UHD Student COVID Training
-  State Fire Inspection
-  Storm Closure - February 21 Ice Storm
-  Storm Closure - Nicholas 10 13 2021
-  Student Counseling Services
-  Student Health Services
-  Student Incident Reporting Form
-  THE ENVIRONMENTAL STATEMENT_PDF01252022
-  Table of Contents 7_23_21
-  Testing Incentive
-  Texas SB00212F
-  Training Videos
-  U Of H 1 Main Node 4_Annual
-  U Of H Commerce Bldg_Annual
-  U of H Downtown Fire Extinguishers-1 Main Main Bldg Fire extinguisher Inspection 2-5-2021 (Monthly)
-  U of H Downtown Wet-1 Main Main Bldg Fire Sprinkler Inspection 4-6-2021 (Quarterly)
-  U of H Downtown, Fire Suppression-320 N Main Shea St FM200 Inspection , 7-13-2021 (Annual)
-  UHD Biosafety MOU_2018_PDF01252022
-  UHD Chem Hygiene Plan Template_PDF01252022
-  UHD Contractor-Vendor Requirements (Rev 11-11)
-  UHD Covid Taskforce
-  UHD EHS Indoor Air Quality Management Plan - Final 10.2019
-  UHD Essential Personnel List
-  UHD Food Service Sanitation Manual revised February 2013 - Copy_PDF01252022
-  UHD GUIDELINES ON PROJECT1
-  UHD Hazard Communication Program_PDF01252022
-  UHD LSC EHS 02-2020_PDF01252022
-  UHD Pandemic Plan
-  UHD Risk Management Incidents-FY20 (redacted)
-  UHD SPCC_Final_11-4-2020
-  UHD Sex Offender Registration
-  UHD partner with Curative
-  UHD-Laboratory Safety Manual-Sept2012_PDF01252022
-  UHS Emergency Management Triennial Safety and Security Audit 2021
-  Vaccination Clinics

-  Vaccination Incentive Program
-  Workers Compensation Coverage Letter
-  also resources throughout
-  annual awareness security training
-  annual-security-report
-  campus closes for the day
-  completing a contract
-  corrective action
-  crime statistics
-  disposal of hazardous materials
-  distributed
-  environmental health and safety forms
-  extensive resource page
-  final report
-  flyers
-  hazardous materials
-  here
-  incidents
-  inspection of fire doors
-  library
-  mandatory reporting
-  notified
-  office
-  ranked number 3
-  requires
-  responsibilities
-  safety resources
-  shop safety
-  student_visitor_incident-report-form
-  uhd 2019 asr (final)
-  website

Publication of Accreditation Status

The institution:

(a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy; and

(b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation depends on the continued accreditation of the parent campus.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Houston–Downtown (UHD) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements including [SACSCOC Policy Statement on Institutional Obligations for Public Disclosure](#) and federal policies.

Accurate Representation

Information about UHD's accreditation status is published in the following locations, all of which are accessible to students regardless of location or mode of instruction:

[University of Houston– Downtown About UHD Website](#)

[University of Houston– Downtown Undergraduate Catalog](#)

[University of Houston– Downtown Graduate Catalog](#)

[University of Houston– Downtown Student Handbook](#)

[University of Houston- Downtown Fact Book](#)

UHD's accreditation status is represented in accordance with Commission requirements, and the statement used is the one authorized by SACSCOC and federal requirements.

The University of Houston – Downtown is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate and masters degrees. Questions about the accreditation of the University of Houston - Downtown may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (<https://sacscoc.org/>).

The development and vetting of recruitment brochures and other student messaging are overseen by the Director of Enrollment Communication & CRM, which is housed in the Office of Enrollment Management. UHD typically does not include accreditation status in these materials. Examples of messaging can be found below.

New Students

[UHD: Position Yourself for Success Close to Home](#)

[High Quality, Close to Home](#)

[UHD Degree with No Debt](#)

Existing Students

[Attend a Registration Rally](#)

[Account Summary and Payment Reminder](#)

UHD does not make a distinction in how accreditation is applied for face-to-face or online programs, or programs at off-site locations. At no place on the web or in printed materials is UHD's accreditation status misrepresented.
















Branch Campuses & Separate Accreditation for Units of a Member Institution

The University has no branch campuses and no member units separately accredited by SACSCOC.

Conclusion

In conclusion, the documentation provided above demonstrates that UHD accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy.

Sources

-  [About UHD _ University of Houston-Downtown](#)
-  [F2021 Account Summary & Fee Bill](#)
-  [Fact_Book_2020-2021 \(Page 4\)](#)
-  [High Quality Close to Home](#)
-  [InstitutionalObligationsPublicDisclosure](#)
-  [Prepare for Your Future with a Degree from UHD](#)
-  [Registration Rally](#)
-  [SACSCOC Website](#)
-  [SACSCOC's website](#)
-  [Standard 14.4 - Representation to Other Agencies](#)
-  [Student Handbook 20212022 \(Page 5\)](#)
-  [UHD Degree with No Debt It is Possible](#)
-  [UHD Position Yourself for Success Close to Home](#)
-  [University of Houston Downtown - Graduate Acalog ACMS™](#)
-  [University of Houston Downtown - Undergraduate Acalog ACMS™ \(Page 4\)](#)

Comprehensive Institutional Review

The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Houston–Downtown (UHD) applies all appropriate standards and policies to its online programs and off-campus instructional sites. The institution makes no distinction in quality, academic expectations, student learning outcomes, or academic accountability based on the instructional mode of delivery or location. UHD does not offer correspondence education, nor does it have any branch campuses.

Overview of Distance Education

UHD received approval to offer programs online in 2000. The institution maintains a robust portfolio of online and hybrid programs, in both synchronous and asynchronous modes. UHD does not have branch campuses but does have the following four off-campus instructional sites:

1. Houston Community College– Coleman College for Health Sciences
2. Lone Star College– CyFair
3. Lone Star College- Kingwood
4. UHD Northwest/Lone Star College- University Park

A summary of programs offered can be found in the [Institutional Summary Form Prepared for Commission Reviews](#).

[UHD PS 03.A.37: Online Education Policy](#) provides a policy framework for online education. The policy articulates the University's commitment to providing effective online educational programs and courses that are comparable to UHD's traditional face-to-face offerings, and it stipulates the commitment of sufficient administrative and financial resources to support students and provide effective instruction online. This policy further stipulates that:

- online programs will be consistent with the role and mission of the university (§3.3.2)
- online degrees and certificate programs must be assessed as outlined in [PS 03.A.31: Academic Assessment Policy](#) (§3.3.4)
- course descriptions, prerequisites, and learning outcomes, as well as an approval process, will not differ based on delivery mode (§3.4.1)
- online course sections are subject to the same policies and procedures that govern the delivery of instruction of other modes (§3.4.3)

The Office of Distance Education in the Office of the Provost oversees the administration of online programs and off-campus locations at Lone Star College- CyFair, Lone Star College- Kingwood, and UHD Northwest. The staff of this office consists of an executive director, an assistant director, and three coordinators/advisors and is overseen by the Associate Vice Provost for Programs and Curriculum who reports to the Provost.

The Office of Distance Education assists with student recruitment and admission, advising and orientation, provides support to students and faculty in off-campus programs and online programs, maintains the [UHD Off-campus](#) and [Online Learning](#) websites, and publishes important information about programs, university policies, and procedures for off-site faculty and students. While all student services and student support resources can be accessed by phone, email, and through each office's "Virtual Office" platform, the Office of Distance Education also coordinates on-site visits from key student support offices such as Admissions, Financial Aid, the Registrar's Office, and the Library.

While the Office of Distance Education oversees administration services for online and off-campus programs, academic departments provide coordination and oversight of programs, courses, and faculty assigned to the department. As per [PS 03.A.12: Changes to Curricula, Courses, Programs, and Credentials](#) relevant faculty is responsible for the development, oversight, and assessment of the curricula.

The BSN program is the sole UHD program located at Coleman College. Since there is only one program located at this site, administration is overseen by the Office of the Provost. The Director of Nursing coordinates with the Office of Admissions to recruit and admit students to the program and connects students to other support services like Financial Aid. She also provides onsite support for faculty and student at the Coleman campus, coordinating with HCC staff when necessary. The Director of Nursing maintains the [BSN website](#) and oversees the publication of program information and scheduling. Advising for BSN students is provided by the College of Sciences and Technology advisors. Due to the unique nature of the program, Nursing faculty provide tutoring within the discipline. All student services and student support resources can be accessed by phone, email, and through each office's "Virtual Office" platform. In addition, the Coleman campus is located about five minutes from UHD's downtown campus so students can also access services face-to-face if necessary. Nursing faculty are responsible for the development, oversight, and assessment of the curricula.

In addition to administrative support, UHD provides extensive support and professional development for online faculty through the [Technology and Teaching Learning Center \(TTLIC\)](#) and the [Center for Teaching and Learning Excellence \(CTLE\)](#). While the TTLIC aids with the technology used in online courses, the CTLE provides pedagogical and instructional design support. Faculty may take courses in Blackboard, online course development, course management, and instructional strategies and may pursue Online Teaching Certification through the Online Learning Consortium. The TTLIC and CTLE also provide one-on-one consultations for faculty in technology, pedagogy, instructional design, graphic design, and video production. Services are available by email as well as virtually through the Center's Virtual Offices. All services are open to full-time as well as adjunct faculty.

The [CTLE Online Subcommittee](#) provides feedback and recommendations on the type of training and support needed by online faculty. While largely composed of faculty, the committee also includes representatives from the CTLE, the TTLIC, and the Office of the Provost. As part of its charge, this committee provides an [annual report](#) summarizing its recommendations and requests that are used in budgeting and planning future initiatives.

An explicit discussion of how policies and services are extended to distance education programs and students are included in the following standards:

[6.1 Full-time Faculty](#)

[6.2b Program Faculty](#)

[6.2c Program Coordination](#)

[8.1 Student Achievement](#)

[8.2a Student Outcomes: Educational Programs](#)

[9.1 Program Content](#)

[9.2 Program Length](#)

[10.2 Public Information](#)

[10.3 Archived Information](#)

[10.5 Admissions Policies and Practices](#)

[10.6 Distance and Correspondence Education](#)

[10.7 Policies for Awarding Credit](#)

[12.1 Student Support Services](#)

[12.4 Student Complaints](#)

[13.7 Physical Resources](#)

[13.8 Institutional Environment](#)

[14.1 Publication of Accreditation Status](#)

[14.4 Representation to other Agencies](#)

Sources

-  [Annual Report](#)
-  [CTLE Online Subcommittee _ University of Houston-Downtown](#)
-  [Coleman Campus Facilities](#)
-  [Coleman Campus Floor Plans](#)
-  [Getting Started with Teaching Online _ University of Houston-Downtown](#)
-  [Institutional Summary](#)
-  [NC-SARA Annual Enrollment and OOSLP Reporting](#)
-  [NC-SARA Final -- submitted 6.7.21](#)
-  [Nursing _ University of Houston-Downtown](#)
-  [Off Campus _ University of Houston-Downtown](#)
-  [PS03A12 Changes to Curricula](#)
-  [PS03A31 Assessment Educational Programs](#)
-  [PS03A37 Online Education](#)
-  [SARA Membership Confirmation 2021_2022](#)
-  [UHD Online _ University of Houston-Downtown](#)
-  [Welcome to UHD Northwest Photo Tour](#)

R - 14.4

Representation to Other Agencies

The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

The University of Houston–Downtown (UHD) is in compliance with the [SACSCOC Policy Statement on Accrediting Decisions of Other Agencies](#) and accurately represents its accreditation status to all US Department of Education-recognized accrediting agencies with which it holds accreditation.

Federally Recognized Agencies that Currently Accredit the Institution

UHD holds accreditation from two federally recognized agencies: The Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC) and the Commission on Collegiate Nursing Education (CCNE-CNURED). The University is correctly represented in the Department of Education's Database of Accredited Postsecondary Institutions and Programs as accredited by SACSCOC. The University's Bachelor of Science in Nursing Completion program is also correctly represented as holding programmatic accreditation from the [Commission on Collegiate Nursing Education \(CCNE-CNURED\)](#).

UHD describes itself consistently to SACSCOC and to all 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. Table 14.4.1 provides examples of how the institution consistently represents itself in accreditation reports and institutional publications.

Table 14.1.1 Comparison of Institutional Representation in UHD Publication and Reports

	UHD 2016 SACSCOC Compliance Report	UHD 2019 CCNE Self-study	UHD Webpage	AY20/21 UHD Undergraduate Catalog
UHD Mission	p. 5	p. 7	Mission & Vision	Mission, Vision, Governance
UHD Vision				
UHD Overview & Governance	p. 2-3	p. 4 & 12	Governance	
UHD Programs	Institutional Summary	N/A	<ul style="list-style-type: none"> • University College <ul style="list-style-type: none"> • BAAS-AA • BSIS • Marilyn Davies College of Business • College of Humanities & Social Sciences • College of Public Service • College of Sciences & Technology 	<ul style="list-style-type: none"> • University College • Marilyn Davies College of Business • College of Humanities & Social Sciences • College of Public Service • College of Sciences & Technology
UHD Accreditation	p. 101-102 (Note: CCNE Accreditation was awarded in 2019 and thus not included)	p. 18	Accreditation	Accreditation
Nursing Mission		p. 8	N/A	N/A

Note: Page numbers in Table 14.4.1 reflect PDF page numbers rather than document page numbers.

To further illustrate compliance, Table 14.4.2 provides information on when initial accreditation was received, a copy of the most recent compliance reports for each organization, documentation from each accreditor stating the institution is in good standing with no sanctions, and the timetable for the next review.

Table 14.4.2: UHD Accreditors Recognized in the USDOE Accreditation Database

Webpage	UHD Program	Initial Accreditation	Most Recent Report	Agency Response	Next Review
Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)	Institutional Accreditation	January 1, 1976	Compliance Report 2016	<p>SACSCOC Notification</p> <p>Report of the Reaffirmation Committee</p>	<p>FYIR: March 15, 2022</p> <p>Next Reaffirmation 2026</p>
Commission of Collegiate Nursing Education	Nursing (RN to BSN)	October 7, 2019	Initial Self-study 2019	<p>Initial accreditation awarded October 7, 2019 CCNE Notification</p> <p>Site visit report</p>	Next On-site Evaluation: Fall 2024

Other Accreditation Agencies

UHD has 10 programs that are accredited by professional accrediting agencies not recognized by the US Department of Education. UHD represents itself accurately to these accreditors as well and all programs are in good standing with no negative accreditation action taken. Table 14.4.3 lists the affiliated educational programs, their accreditors, contact information, year of the most recent review, and date or period when the next review will occur. Links within the table lead to the association or commission webpage showing the program's status, the most recent self-study or report, and the organization's summary of findings.

Table 14.4.3: Accredited Programs at UHD and Their Accrediting Bodies.

Accreditor Webpage	UHD Program	Most Recent Approval or Reaffirmation	Most Recent Report	Agency Response	Negative Action Taken & Next Review
Association to Advance Collegiate Schools of Business (AACSB)	Business Administration (BBA) Master of Business Administration (MBA) Mater of Professional Accountancy (MPAC)	2019	Self-study	AACSB Notification Peer Review Team Report	None 2023-2024
Engineering Technology-Accreditation Commission of ABET (ETAC-ABET)	Control and Instrumentation Engineering Technology (BSET) Structural Analysis with Design Option in Engineering Technology (BSET)	2019	CIET Self-study SAD Self-study	ABET Notification	None 2025-2026
Texas Education Agency (TEA)	Education (BA) Interdisciplinary Studies (BAIS) Master's in Teaching (MAT)	Programs receive yearly informal accreditation review with the most recent issued February 2021 . Due to the pandemic, all program received a 'Not Rate: Declared State of Disaster' for the 2019-2020 school year.	2016	TEA Response to 2016 self-study.	None
American Chemical Society (ACS)	Chemistry (BS)	May 12, 2021	ACS Periodic Report 2020	American Chemical Association Notification 2021	None June 30, 2026
Council on Social Work Education (SCWE)	Social Work (BSW)	June 2017	Self-study	CSWE Notification 2017	None June 2024

Ensuring Accuracy of Reports Submitted to Accrediting Bodies

Academic departments and college units produce the individual accreditation reports, in response to specific requirements and standards published by each accreditor. Reports and self-studies are reviewed at multiple levels including at the faculty, staff, chair, and dean levels. Where appropriate, the Vice President of Administration and Finance will review financial reports and audits included in accreditation reports. The Vice President of Employment Services and Operations will review any sections related to employment policy. The Vice President of Enrollment Management will review sections on student admissions, financial aid policy, and functions of the Office of the Registrar. Before the President's final review and signature, the Office of the Provost reviews all accreditation reports and subsequent responses to ensure that UHD is accurately and consistently represented.

Change of Accreditation Status









The University has not received any public sanctions or negative actions from its accreditors. There have been no terminations of accreditation and no voluntary withdrawal from any accrediting agency.


















































The Office of Assessment and Accreditation maintains current records of the programmatic accreditation at the institution through periodic review and verification with academic departments throughout the year. Programmatic accreditation information is shown on the institution's [publicly available](#) website. Should changes in status occur, UHD's SACSCOC Liaison is charged with conveying the change to federally recognized accrediting agencies.

Conclusion

In summary, UHD describes itself consistently to each recognized accrediting body and keeps each US Department of Education recognized accrediting body, including SACSCOC, apprised of any change in its status with any accrediting agency.

Sources

-  [14.4 Document checklist](#)
-  [14.4 Draft Narrative 8 7 2021](#)
-  [2018-19 TEA Commendations](#)
-  [2019-2020 Accreditation Letter University of Houston-Downtown](#)
-  [2019-2020 Commendations](#)
-  [2020_6_BAL_B_UHD_TX](#)
-  [2020_ABET Final Statement of Accreditation \(re 19 app\)](#)
-  [AACSB Website](#)

-  AACSB_Accreditation
-  ABET Website
-  ABET _ ABET Accreditation
-  ABET_CIET_Self-Study_Jul 1 2019 FINAL 6 28 19
-  ABET_SAD_Self-Study_Jul 1 2019 FINAL
-  ACS Accreditation
-  ACS Approval Program - Review Outcome
-  ACS Designation
-  ACS Periodic Report -6 years 2020
-  Accreditation
-  Accreditation _ University of Houston-Downtown
-  American Chemical Society Website
-  CCNE - On-Site Evaluation Team Report Available
-  CCNE Accreditation
-  CCNE Self Study 2019 07 30 final
-  CCNE Website
-  CCNE-Report-11-25-2019
-  CIR PRT Final Report from AACSB
-  CSWE Accreditation
-  CSWE Designation
-  College of Humanities and Social Sciences
-  College of Public Service
-  College of Sciences & Technology
-  Council on Social Work Education (CSWE) Website
-  DAPIP _ UHD CCNE Accreditation
-  DAPIP _ UHD Institutional Accreditors
-  Governance
-  Houston-Downtown_Uof_Decltr_Extend_CIRC_Jan19
-  MDCOB_AACSB_CIR_Appendix
-  MDCOB_AACSB_CIR_Report
-  MDCOB_AACSB_CIR_Table
-  Major In Interdisciplinary Studies
-  Marilyn Davies College of Business
-  Mission and Vision _ University of Houston-Downtown
-  Programs of Study in University College -
-  Programs of Study in the College of Humanities and Social Sciences
-  Programs of Study in the College of Public Service
-  Programs of Study in the College of Sciences and Technology
-  Programs of Study in the Marilyn Davies College of Business
-  Publicly Available
-  Received on May 12
-  SACS Initial Findings 6 2 2016
-  SACS Reaffirm Report 6 2 2016
-  SACSCOC Policy Statement
-  SACSCOC Website
-  Steps toward CCNE Accreditation Verification of Data
-  Texas Education Agency Website
-  UH-Downtown 2018-2019 Informal Review Final Recommendation
-  UHD Mission Vision Governance
-  UHD SCWE Self_study 2016
-  University College
-  University of Houston-Downtown
-  UniversityofHoustonDowntownDeskAudit20152016 (1)