AACSB

CONTINUOUS IMPROVEMENT REVIEW PEER REVIEW TEAM REPORT - 2020

FOR BUSINESS ACCREDITATION

The AACSB International Peer Review Team has completed its review for:

Organization: The University of Texas at Tyler
Business School Name: Soules College of Business
Soules College of Business
COB 312.01
3900 University Boulevard
Tyler, TX 75799-6699
United States
Business Degree Level(s) Offered: Undergraduate, Masters
Date of visit: 2023-04-16 to 2023-04-18

I: Peer Review Team Recommendation

The peer review team recommends ***Extension of Accreditation*** of the degree programs included in the scope of accreditation offered by The University of Texas at Tyler. This recommendation reflects the opinion of the peer review team only and will be reviewed by the Continuous Improvement Review Committee during the next scheduled meeting on 2023-06-20. The primary role of the Continuous Improvement Review Committee is to ensure consistent application of the AACSB International accreditation standards and processes across peer review teams.

Concurrence by the Continuous Improvement Review Committee and ratification by the Board of Directors are required prior to the confirmation of the accreditation extension. Following ratification by the Board of Directors, the Official Representative of the school will be notified initially via email and subsequently by letter from AACSB. The applicant must wait until the Board of Directors ratifies the recommendation before making any public announcement.

Within ten days following the visit, the team provides the peer review team report to the school and the Continuous Improvement Review Committee Chair. Prior to issuing the final report to the school and the Continuous Improvement Review Committee, the school should be provided a review of the report in order to offer any clarifying comments and corrections related to factual information noted in the report. The school may also submit a response to the Continuous Improvement Review Committee (circ@aacsb.edu) within ten business days of receipt of the final peer review team report.

II: Accreditation Standards Issues

1. Identified by the prior Peer Review Team

The PRT believes all required issues were adequately addressed.

In response to the previous CIR, the College has addressed the four requirements as follows:
1. The strategic planning process should incorporate faculty management plans in the areas of recruitment and retention, so that expected and continued growth in enrollment can be supported, especially in the area of online programs. Additionally, financial strategies for funding increases in faculty resources should be accounted for in the budgeting process and reflected in the financial strategies table. (Standard 3: Financial Strategies and Allocation of Resources; Standard 5: Faculty Sufficiency and Deployment)
The College reports that due to market forces, there has been continuous downward pressure on the MBA enrollment which has caused challenges but has also resulted in "some level of right sizing of faculty to student ratios. New University policy now makes it mandatory the dean, Chair and faculty make a "business case" for any new program including 5-year budget forecast and faculty resource needs. New programs are not approved without accounting for faculty resource needs. UT Tyler also added an Assoc. Provost of Online and Continuing Education to monitor online program enrollment and resources. This new process is incorporated into the strategic plan of the College for each new program initiative.

2. Given the development and launch of new academic programs in Computer Information Systems and General Business and issues related to closing the loop for several learning goals, the program should continue to enhance its Assurance of Learning (AoL) process and make appropriate curricula changes based on the results of that process. (Standard 8: Curricula Management and Assurance of Learning).

Since the last CIR visit, the AoL committee and the Curriculum committee have merged into the Curriculum and Assessment Committee with representation from each department. The Committee has two branches: one deals with undergraduate programs and the other graduate programs. This change has aligned assessment with the curriculum changes in a systematic way. The same group of faculty now review assessment data, analyze results, propose and implement curriculum changes, close the loop and then review the impact of the changes.

3. Given the average and growing size of online classes, faculty should measure student-student and student-faculty engagement to determine if the engagement is appropriate and sustainable across all program delivery methods. (Standard 10: Student-Faculty Interactions)
The College implemented multiple training opportunities to maximize online teaching effectiveness and engagement. Fourteen faculty successfully completed and received the Association of College and University Educators certification. Online courses provide many resources toward increasing engagement and high impact practices which include Canvas graded discussion boards, synchronous Zoom sessions, Flipgrid assignments, Kahoot game-based quizzes, collaborative team projects, and graded team evaluations, video discussion and more. Faculty also offer one on one virtual office visits and hold virtual office hours, although this is not required by policy but rather by faculty independent adoption. The MBA program, which represents the majority of the online courses offered by the College was recognized as a top 100 program in the 2021-22 U.S. News and World Report and was 53rd in the U.S. according to Fortune Magazine.

4. The MBA program has recently instituted an accelerated, cohort-based online delivery format in addition to their traditional face-to face flexible delivery format. While the requirements are the same, the populations served are very different. There should therefore be a separate AoL process for each of the two delivery modes so that the specific needs of the two populations can be better realized. (Standard 8: Curricula Management and Assurance of Learning).
Since the last CIR, the College now separates and assesses each MBA program by the delivery method. The online MBA, face -to-face MBA, accelerated MBA and the executive MBA are now reviewed as unique programs to account for the unique population differences and to recommend curriculum updates or changes that more accurately reflect the student's and employer's needs.

2. Identified by this Peer Review Team that Must Be Addressed Prior to the Next Peer Review Team Visit.

Recommendations prior to the next CIR.
1. With the adoption of a new College Strategic Plan in Fall of 2022, the College should maintain clear record of progress toward goals, annual reviews and updates to show the strategic process is active and all faculty are engaged. Frequent leadership changes in the past 5 years made the strategic process challenging in this cycle, it is now an area of improvement that can be embraced with more stable leadership. (Standard 1: Strategic Planning)

2. Explore additional methods to collect placement data. Perhaps expand upon a model, like the MAcc program uses, where each program or department collects data for their graduates vs. attempts to collect aggregate placement data. The College might consider use of student or TA resources to help maximize data collection. The team also understands there are some UT System resources that may assist in this effort as well. These are suggested options, not expectations, the College should determine a system that works for their students and is sustainable. (Standard 6: Learner Progression)

3. Societal impact focus can be further condensed. It is recommended that the College choose the top 1 to 2 focus areas out of the five they currently identified. This narrowing of focus will allow for concentrated work and ability to measure and report outcomes showing impact. They should also incorporate the societal impact plan directly into the strategic plan. Prior to the next visit, the College should collect the data to show progress toward goals and measured outcomes to demonstrate impact. (Standard 9: Engagement and Societal Impact)

III: Peer Review Team Observations and Feedback that Form the Basis for Judgment for the Recommendation

1. Strategic Management and Innovation:

a. Describe the mission and strategic planning process utilized by the school, and plans in place to mitigate risks identified by the school;

b. Describe the financial strategies, financial model, sustainability and alignment with the school's mission and strategic goals;

c. Explain how the faculty and staff are supported and set up for success in their positions;

d. Address whether the school has adequate participating faculty to support the mission of the school;

e. Address the appropriateness of the school's definitions for participating and supporting faculty;

f. In instances where recommended faculty sufficiency and qualification ratios are not met, the peer review team should address whether the school is producing high-quality outcomes for these programs to support this faculty staffing model (e.g. student learning outcomes, placement, employer satisfaction, etc.);

g. Address the appropriateness and consistency of the school's faculty qualification criteria.

Overall, is the school aligned with the spirit and intent of Standards 1-3?

PRT REPORT
1. Strategic Management and Innovation

Due to multiple leadership changes at the Dean's level during this cycle, the College has been challenged to maintain a consistent strategic plan until recently. However, the College reports and the PRT observed that there is significant stability at the department, chair and faculty level, characterized by very little turn over during this 5-year cycle. Strategic direction was therefore maintained by the faculty and their leadership despite ongoing Dean transitions and strategic plan changes. In 2021, the current Dean took over as interim and is now serving as permanent Dean. A formal strategic plan which involved multiple stakeholders was completed in Fall 2022 and is actively being implemented. The PRT sees the current plan as comprehensive, representative of faculty, students and stakeholders and a stabilizing factor in the direction for the next several years. The faculty reported that they did have several strategic plans during this cycle, but due to leadership changes, the plan was replaced several times. Faculty and chairs kept the strategic progress

The College began work on creating focused societal impact initiates during the strategic planning process. They have a formal societal impact plan, but it is recommended that they incorporate this directly into the strategic plan.

A risk analysis was provided with the top two most significant risks being expected retirement of several tenured faculty in the next few years and decline in MBA enrollment. The College has a focused plan to address faculty resource replacement. The MBA enrollment, although a concern, does provide the opportunity for the College to "right-size" the course sizes and address quality instruction. Additional growth in the MBA has systems in place to address the business case for the offering and to ensure faculty resources are supported.

A new 140,000 square feet building was approved and completed in 2018. Instructional support fees are available to ensure replacement of technology over time. The College has discretionary funds beyond the University allocated operating budget which has increased substantially over time and provides resources for projects and teaching support.

The College meets guidelines for participating and faculty in all programs with 89% of programs provided by participating faculty. The faculty qualifications guidelines are met for all programs except the EMBA-HCA where they use professional healthcare administrators as instructors. The College provided Appendix 12 to document the Learner Progression of their EMBA-HCA to show a pattern of advancement following the completion of the program.

The College has a formal system of faculty management which was last updated in 2018. It includes a faculty evaluation annual plan which includes peer evaluation and student evaluation. There are also adjustments made for new faculty in the form of course reductions to allow for progress toward tenure. Development plans are provided to guide faculty toward improvement in identified deficit areas. The College has several support staff positions which have remained stable over the CIR review period. These include resources for Marketing, Advisors, Assurance of Learning, Computer Specialist and Career Coach.

The PRT team believes the College is aligned with the spirit and intent of Standards 1- 3.

2. Learner Success:

a. Describe how curriculum is current, relevant, forward-looking, globally oriented, aligned with program competency goals and consistent with the school's mission, strategies, and expected outcomes;

b. Describe how the curriculum content cultivates agility with current and emerging technologies;

c. Describe how the technology embedded within the curriculum is sufficient to prepare learners for work-preparedness expectations in their field of study;

d. Address whether the school has a systematic process, appropriate to their cultural context and school's mission, in place for assessing student learning. Provide an overview of learner outcomes that demonstrate success. Describe how the curriculum demonstrates continuous improvement;

e. Describe how the school demonstrates overall learner success, including adequacy of degree progression;

f. Summarize how the school supports quality teaching and assesses the impact of teaching on learner success.

g. Summarize the business school's executive education portfolio including the faculty who are involved, and how it is linked to the school's mission, expected outcomes, and strategies. Describe how the school ensures the quality of executive education and summarize any continuous improvements made as a result of feedback received.

Overall, is the school aligned with the spirit and intent of Standards 4-7?

2. Learner Success

a) Describe how the curriculum is current, relevant, forward-looking, globally oriented, aligned with program competency goals and consistent with the College's mission, strategies, and expected outcomes;
The College's curriculum development follows a well-developed governance process and incorporates inputs from learner data, advisory board members and members of the industry to maintain its relevance. In line with their mission to cultivate and deliver innovative undergraduate and graduate programs and "valuing existing and emerging industry standards and needs", there is an emphasis on developing forward-looking programs in different program formats. The recent launch of graduate certificates in analytics and cybersecurity areas and undergraduate certificates in compliance & diversity are examples of this. The College also has begun work on incorporating changes to the accounting curriculum in response to impending changes in the CPA exam needs. Adding a new ACCT 5391 Data Analytics to Accounting highlights this. Updating business core by adding a new GENB 2300, a sophomore-level statistics to serve as a prerequisite for several upper-level courses and moving the MANA 3370 Business Writing and Presentation course ahead in the learner sequence to be a prerequisite for the critical analytical thinking course have resulted in improving learner performance. Plans to introduce new specialized master's degree programs in Marketing and Finance with STEM designation as well as modifying the MAcc program to be STEM-designated also point to a forward-looking approach to curriculum development. A theme that is noticeable across different programs is the ability of students to obtain certification in the different tools that they are trained on in the program (e.g. Tableau Software Certification in the Marketing program) as well as including SAP-certified courses in the common business core.
b) Describe how the curriculum content cultivates agility with current and emerging technologies;
The school's many programs offer opportunities for students to qualify for professional certification as part of the curriculum, paving the way for their career success. Student clubs such as the Society for Human Resources Management SHRM and Beta Alpha Psi (BAP) regularly compete and win awards in regional meetings and competitions. Other disciplines also have professional development activities that prepare the students for careers. For instance, the Finance Management Association (FMA) organizes and competes in the Soules College of Business Stock Market Challenge while students from the Executive MBA healthcare

management program competes in the ACHENTX case study competition in North Texas. The school facilitates learner success by having activities organized outside the classroom, having appropriate state-of-the-art labs for experiential learning and professional development. The School has many discipline-specific student clubs advised by faculty members and provide support for student events and conferences (e.g. Women in Business speaker series, Annual Category Management Association Conference). The school's efforts have earned it a good reputation from the regional business community as evidenced by the extensive participation by practitioners during its annual Mock Team Interview Day. The College has mechanisms in place to recruit and retain learners that align with its mission. The University provides each department $15,000 every year to use exclusively on student retention activities.

c) Address whether the College has a systematic process, appropriate to their cultural context and College's mission, in place for assessing student learning. Provide an overview of learner outcomes that demonstrate success. Describe how the curriculum demonstrates continuous improvement.

The College assesses student learning using a process that appears to have undergone changes in the past five years where the College moved away from having separate curriculum and assessment committees to having a single eight-member curriculum and assessment committee for undergraduate and graduate curriculum. In 2018, the College also renamed its AOL director to the college assessment coordinator to mirror the university's added emphasis on assessment. where a. the goals for undergraduate programs are assessed in specific courses the core based on curriculum map and consultations with the faculty, b. Curriculum and Assessment committee works with the faculty and develops goals, learning objectives, measurement of outcomes and "closing the loops" actions c. the curriculum and assessment committee collects results at the end of the semester when a goal is assessed, analyzes and presents results to the College faculty, collect feedback and plan on continuous improvement action plans; graduate goals are assessed similarly by the graduate curriculum and assessment committee. Each goal is assessed annually. The College, in line with their mission, uses both direct and indirect measures in assessment. The College has a systematic process to share the assessment results with the faculty in actionable terms so that they can close the loop by making changes to the curriculum and courses when necessary.

The following are some of the examples of changes made to the curriculum in response to the assessment outcomes:

- In 2019, MANA 3300 Critical Analytical Thinking course was redesigned in response to the "Business Critical Thinking Skills Test (BCST)" results in spring of 2018 when the students' skills were classified as "moderate"; a semester-long experiential learning project that involved research, data analysis, critical thinking and report writing was developed and incorporated in the course

- In 2020-21, prerequisites for the MANA 3300 were expanded to include an introduction to information systems, business statistics, and business writing and oral presentations; consequently, the overall learner scores improved from "moderate" to "strong" category

- In response to learner difficulty noticed in the Capsim Modular exam in the BBA curriculum, faculty incorporated new custom questions and modified course content in the MANA 3311 Fundamentals of Management course to emphasize areas in which learners had difficulty; similar actions were taken in the FINA 3311 Principles of Finance; consequently improvements were reported in performance in the finance and management sections of the exam.

As part of their continuous improvement process, the College is working on moving away from overreliance on external assessment measures to internally created rubrics embedded in courses to assess student learning outcomes.

d) Describe how the College demonstrates overall learner success, including the adequacy of degree progression.

The College's many programs offer opportunities for students to qualify for professional certification as part of the curriculum, paving way for their career success. Student clubs such as the Society for Human Resources Management SHRM and Beta Alpha Psi (BAP) regularly compete and win awards in regional meetings and competitions. Other disciplines also have professional development activities that prepare the students for careers. For instance, the Finance Management Association (FMA) organizes and competes in the Soules College of Business Stock Market Challenge while students from the Executive MBA healthcare management program compete in the ACHENTX case study competition in North Texas. The College facilitates learner success by having activities organized outside the classroom, and having appropriate state-of-the-art labs for experiential learning and professional development.

e) Summarize how the College supports quality teaching and assesses the impact of teaching on learner success.

UT Tyler has a Center for Teaching Excellence that provides professional development opportunities for teaching. There are also funds to support faculty pursuing the semester-long teacher training provided by the

Association of College and University Educations which can lead to the ACE Certification of Effective College Instruction. Fourteen faculty have completed this certification in the past three years.

Faculty are evaluated annually for teaching effectiveness. This evaluation includes student evaluation of courses and peer observation. Non-tenured faculty members are observed every other year unless an unfavorable review determines the need for additional review. Tenured faculty, full-time lecturers, senior lecturers, visiting faculty and clinical faculty are observed every three years. The annual evaluation focuses 60% on teaching effectiveness.

The PRT team believes the College is aligned with the spirit and intent of Standards 4 - 7.

3. Thought Leadership, Engagement, and Societal Impact:

   a. Describe the quality and demonstrated impact of the faculty intellectual portfolio and alignment with the school's mission, and how the school supports faculty in the production of high-quality scholarship;

   b. Provide exemplars of the school's research that have made a positive impact on society;

   c. Describe other school-supported activities that demonstrate a positive societal impact.

Overall, is the school aligned with the spirit and intent of Standards 8-9?

3. Thought Leadership, Engagement, and Societal Impact:

There appears to be considerable engagement between learners, the faculty, and the regional professional community. Furthermore, the College has a number of support mechanisms in place (or in the process) to ensure that these connection points occur in the future.

The College has two endowed professorships which allow for funds to support research. A new Soules Professorship is in the process of being fully funded which will provide substantial financial support for research. This endowment is in addition to the large Soules family donation that is designed to fund the College of Business.

As indicated in Table 8-1, in the past five years the faculty produced 406 Intellectual Contributions. The scholarship is primarily focused on the connection of theory to discipline-based knowledge (n=253), while the balance of their research is split between the bapplication of practice (n=59) and teaching effectiveness (n=94). This blend of scholarly work aligns with the College's stated mission and strategic priorities.

An area of scholarship impact provided by the School was the number of citations of their faculty's work. Ten faculty have a citation count of at least 1000 with one having 14,957 and another 8,017. The College also provided evidence of 61 media mentions of their faculty and staff suggesting an impact beyond the journal publication. In addition, a number of faculty serve on the editorial boards for prominent journals including the Journal of Business Ethics and the Journal of Organizational Behavior.

During our visit, and in the written materials provided in advance of our site visit, the team learned about a significant number of engagement activities including contests, mentorship sessions, tax preparation services, class speakers, and student organizations, among others. Thus, it is clear that the students and faculty are actively engaged with the business community and positively impacting the region - and this is true across majors and departmental units.

The faculty likewise demonstrate a commendable amount of engagement with the professional community. Faculty and staff members from the Soules College of Business serve on numerous local and professional boards. Additionally, several community assets are run by the College of Business including the HIBBS Institute for Business and Economic Research, the East Texas Entrepreneurship Center and the UT Tyler Longview Small Business Development Center (SBDC). Positive impact through the centers is evident. For instance, the HIBBS center provides a quarterly economic brief to over 7,000 recipients. Additionally, the SBDC has achieved the following outcomes during the most recent five-year review period: counseled 800

clients, created 407 new jobs, and 75 new businesses started - all of this activity represents a total capital infusion of over $45 million to the region.

A process to focus efforts toward societal impact is evident. The College identified five UN Sustainability Goals as applicable and appropriate to their mission. While the College plans to further refine their approach to societal impact, it is clear that the College is placing appropriate emphasis on this important work and is ensuring that Societal Impact is aligned with the College's mission and is threaded through all facets of their work.

The PRT finds the school is aligned with the spirit and intent of Standards 8-9.

4. Other noteworthy high-quality outcomes consistent with the school's mission and strategies not included elsewhere in this report.

IV: Commendations and Best Practices

Describe any noteworthy best practices or initiatives in which the school engages.

Commendations and Best Practices

• The HIBBS Institute for Business and Economic Research is a valuable adds value to the UT Tyler brand.

• The East Texas Entrepreneurship Center facilitates student entrepreneurship – a strong focus of UT Tyler.

• Student success programs across the academic lifespan are exceptional. Includes a designated career coach, dedicated undergraduate and graduate professional advisors, and Patriot premier which prepares students for life after graduation.

V: Consultative Feedback

VI: Visit Summary

Date of visit
2023-04-16 to 2023-04-18

Peer Review Team Members

Marilyn Macik-Frey, Chair
Dean
Nicholls State University

Prabakar Kothandaraman, Member
Dean
State University of New York at Oswego

Michael Hargis, Member
Dean
University of Central Arkansas

Comparison Groups

Comparable Peers - The University of Texas at Tyler

- Eastern Washington University
- McNeese State University
- Radford University
- Ramapo College of New Jersey
- State University of New York at Oswego
- Stockton University
- University of Louisiana at Monroe
- University of North Alabama

Competitors - The University of Texas at Tyler

- Louisiana State University Shreveport
- Midwestern State University
- Sam Houston State University
- Stephen F. Austin State University
- Texas A&M University-Commerce

Aspirants - The University of Texas at Tyler

- Appalachian State University
- Louisiana Tech University
- Middle Tennessee State University
- University of Alabama at Birmingham
- University of Arkansas at Little Rock

Included in Scope Programs

Education Level - Degree Title - Field / Discipline - Major Emphasis - Sub-Emphasis

- Masters-Generalist (EMBA) - Executive MBA - General Business - Business Administration - Healthcare
- Masters-Generalist (MBA) - Master of Business Administration (MBA) - General Business - General Business
- Masters-Specialist - Master of Accountancy (or Accounting) - Accounting - Accounting
- Undergraduate - Bachelor of Business Administration - Accounting - Accounting
- Undergraduate - Bachelor of Business Administration - Finance - incl Banking - Finance
- Undergraduate - Bachelor of Business Administration - General Business - General Business
- Undergraduate - Bachelor of Business Administration - Management - Management
- Undergraduate - Bachelor of Business Administration - Marketing - Marketing
- Undergraduate - Bachelor of Science (BS) - CIS/ MIS - Computer Information Systems

Excluded from Scope Programs

Education Level - Degree Title - Field / Discipline - Major Emphasis - Sub-Emphasis

- Doctoral - Doctor of Philosophy (PhD) - - Human Resource Development
- Masters - Master of Science (MS) - - Human Resource Development
- Masters - Master of Science (MS) - - Technology
- Undergraduate - Bachelor of Arts (BA) - - Economics
- Undergraduate - Bachelor of Arts (BA) - - Human Resource Development
- Undergraduate - Bachelor of Science (BS) - - Computer Science
- Undergraduate - Bachelor of Science (BS) - - Engineering
- Undergraduate - Bachelor of Science (BS) - - Human Resource Development
- Undergraduate - Bachelor of Science (BS) - - Information Technology
- Undergraduate - Bachelor of Science (BS) - - Technology

Additional information the team received outside of the Continuous Improvement Review Report that would benefit the committee in their review process.

No files were found.

AACSB Accreditation Visit 2023
April 16, 17, 18

Sunday, April 16, 2023

Time	Agenda Item	Location	Participants
4:00 pm	Peer review Team (PRT) Meeting at Hotel		PRT
6:00pm – 8:00pm	Reception	COB 307	PRT, Dean, Associate Dean, Halley Graham, Tom Roberts, Leonard Brown, Roger Lirely, Kevin James, Soules Advisory Council members

Monday, April 17, 2023

Time	Agenda Item	Location	Participants
7:15 am	Breakfast (Hotel)		PRT
8:15am	Travel to school and tour building and base room	COB 360 (Base Room)	PRT and Halley Graham
Strategic Management and Innovation			
8:30am	Strategic Management	COB 312.04	Strategic Planning Committee, Dean, and Associate Dean
9:30am	Situational Analysis & Response to previous CIR review requests	COB 312.04	Dean, Associate Dean, Kerri Camp, Miguel Caldas, Tom Roberts, Marwan Al-Shammari, Tammy Cowart
10:15am	**BREAK**		
10:30am	Faculty Management	COB 312.04	Associate Dean, Kevin James, Leonard Brown, Roger Lirely
11:15am (Parallel Session #1)	Faculty Involvement	COB 350.55	Mary Helen Fagan, Vivek Pandey, Veronda Willis, Kerri Camp, Abdullahel Bari, Rob Schumaker, Stephen Bushardt, Barbara Wooldridge, Michael Tidwell
11:15am (Parallel Session #2)	Faculty Involvement	COB 312.04	Lei Hua, Eva Liang, Wendy Risher, Brandy Meadows, Tim Nix, Gail Johnson, Tim Morgan, David Marks, Kevin White, Hoyoung Kim, Jennifer Hicks Martinez, Jennifer Reynolds
12:00pm	**LUNCH**	COB 307	PRT and student representatives-Ben Buchanan, Robert Bennett, Imelda Jose, Megan Williams, Kiara Rolen, Gavin Clarke, Mathias Eriksen, Beverly Luna

Monday, April 17, 2023 (continued)

Time	Agenda Item	Location	Participants
Learner Success			
1:15pm (Parallel Session #1)	Assurance of Learning and Curriculum Management	COB 321	Undergrad Curriculum & Assessment Committee and Graduate Curriculum & Assessment Committee
1:15pm (Parallel Session #2)	Teaching Effectiveness and Impact	COB 312.04	Amy Clem, Kerrie Anne Clark, Miguel Caldas, Joel Staves, Chen Wu, Kay Byun, Kerri Camp, Marilyn Young, Jennifer Reynolds, Venu Gopalkrishna-Remani, Heshium Lawrence, Hwan Shin
2:00pm	Student Description, Enrollment, Retention and Completion Strategies	COB 312.04	Heshium Lawrence, Veronda Willis, Roger Lirely, Kevin James, Tom Roberts, Leonard Brown
2:45pm	**BREAK**		
Thought Leadership, Engagement, and Social Impact			
3:00pm	Intellectual Contributions	COB 312.04	Mary Fischer, Harold Doty, Hui James, Jim Cater, Marwan Al-Shammari, Jie Yang, Rob Schumaker, Miguel Caldas, Zhi Pei, Kay Byun
4:00pm	Standard 9 – Societal Impact	COB 312.04	Associate Dean, Strategic Planning Committee
4:30pm	**WRAP UP**		
5:00-7:00	Writing of Report		Peer Review Team
7:30	Dinner		Peer Review Team

Tuesday, April 18, 2023

Time	Agenda Item	Location	Participants
7:30am	Breakfast		Peer Review Team
8:00am	PRT Meeting		Peer Review Team
9:00am	Exit Meeting	COB 312.04	Dean, Associate Dean, Tom Roberts
10:00am	Meeting with President and Provost	STE 301	President, Provost, Dean and PRT