MEMORANDUM
September 24, 2018

TO: Academic Council*

COPY TO: Richard C. Benson
         Hobson Wildenthal
         Inga Musselman
         Calvin Jamison
         Abby Kratz
         John Wiorkowski
         Varghese Jacob
         Jennifer Holmes
         George Fair
         Dennis Kratz
         James Bartlet
         Hasan Pirkul

FROM: Office of Academic Governance
      Christina McGowan, Academic Governance Secretary

SUBJECT: Academic Council Meeting

The Academic Council will meet on WEDNESDAY, October 3, 2018 at 1:00 p.m. in ATEC 1.201. Please bring the agenda packet with you to the meeting. If you cannot attend, please notify me at cgm130130@utdallas.edu or x4791.

Attachments

2018-2019 ACADEMIC COUNCIL
Andrew Blanchard
Lisa Bell
Dinesh Bhatia
Matt Brown
Bill Hefley**
Joe Izen
Murray Leaf***
Syam Menon
Ravi Prakash*
Richard Scotch***
Tres Thompson
Tonja Wissinger

Eric Chen - Student Government Pres.
AGENDA
ACADEMIC COUNCIL MEETING
October 3, 2018
ATEC 1.201

1. Call To Order, Announcements & Questions
   Richard Benson
2. Approval of the Agenda
   Ravi Prakash
3. Approval of Minutes
   Ravi Prakash
4. Speaker’s Report
   Ravi Prakash
5. SACSCOC Reaffirmation Updates
   Serenity King
6. TXCFS/FAC REPORT
   Murray Leaf & Bill Hefley
7. Student Government Report
   Eric Chen
8. Staff Council Report
   Ravi Prakash
9. CEP Recommendations
   Clint Peinhardt
   A. New Courses-Undergraduate Course Inventory
   B. New Courses-Graduate Course Inventory
   C. New Program- NSM DDPA Proposals in Biology and Chemistry
   D. Catalog Change- MS in Leadership and Org. Development
   E. Catalog Change-Exec Ed- Organizational Behavior and Coaching
   F. Catalog Change- Undergraduate Disclaimer Language
   G. Catalog Change-ECS Undergraduate Certificates
   H. Policy Change- Fast track
10. Presentation: Timesheet changes associated with PS 9.2 upgrade
    Colleen Dutton
11. New Institutional Conflict of Interest Committee and Policy
    Connor Wakeman
12. Academic Retention Committee Report
    Jennifer McDowell
13. FY18 Annual Reports
    Bill Hefley
14. Resolution on Field of Study
    Murray Leaf
15. Resolution by FAC on Freedom of Speech
    Murray Leaf
16. Committee Replacements from Committee on Committees
    Ravi Prakash
17. Faculty Workload Policy
    Inga Musselman
18. Adjournment
    Richard Benson
UNAPPROVED AND UNCORRECTED MINUTES

These minutes are disseminated to provide timely information to the Academic Council. They have not been approved by the body in question, and, therefore, they are not the official minutes.

ACADEMIC COUNCIL MEETING
SEPTEMBER 5, 2018

PRESENT: Richard Benson, Inga Musselman, Andrew Blanchard, Dinesh Bhatia, Mathew Brown, William Hefley, Joe Izen, Murray Leaf, Syam Menon, Ravi Prakash, Richard Scotch, Tres Thompson, Tonja Wissinger

ABSENT: Hobson Wildenthal, Lisa Bell,

VISITORS: Eric Chen, Brandy Davis, Paul Diel, Frank Feagans, Serenity King, Abby Kratz, Calvin Jamison, Terry Pankratz, Clint Peinhardt, Scott Simpson,

1. Call to Order, Announcements & Questions
   President Benson called the meeting to order at 1:00 PM. On September 3, 2018, it was UTD day at the Texas Rangers Game. President Benson threw out the first pitch. It was a great success. September 5, 2018 is census day for the fall 2018 semester. The university is doing well but not financially. All budgets are flat, including salaries, which he regrets. He noted that once raises can be given again, he wants unit heads to review for two years, and not just one year. The biggest contributing factor financially is the drop off of international graduate students. Even though general enrollment is a record high, our tuition revenue is down. President Benson opened the floor to questions. There were none.

2. Approval of the Agenda
   Murray Leaf moved to add a discussion of the Commencement Committee charge to the agenda as item 10 and approve the amended Academic Council agenda. Bill Hefley seconded. The motion carried unanimously.

3. Approval of Minutes
   Murray Leaf moved to remove Dinesh Bhatia from attendance, and approved the amended Academic Council minutes. Tres Thompson seconded. The motion carried unanimously.

4. Speaker's Report – Ravi Prakash
   1. The workload committee has been working with Provost Musselman, however Ramaswamy Chandrasekaran has a scheduling conflict and cannot attend. Murray Leaf has been appointed in his place and has been attending the weekly meetings of the committee.
   2. Senators and faculty are continuing to have issues with the testing center. Speaker Prakash spoke with the testing center regarding these issues. There is a lot of activity going on there, but the center is not centrally located. The center is operational six days a week, of which Wednesday is set aside for activities other than regular testing. They could potentially increase hours, and accessibility. The center is developing a plan, and when ready will present to the Academic Senate. Secretary Hefley expressed his displeasure when the Testing Center rejected
his request to use them for Fall 2018. His courses take place on Wednesday and he wanted to have the exams during the class hours; unfortunately because the center is closed on Wednesday, his request was denied. After his request was rejected the center did go back and has opened up the Wednesday before midterm grades are due, and has decided to extend hours and availability during finals. Speaker Prakash noted that the center is aware that the software to request usage is subpar and is working with the tech group to find a better alternative. Dr. Blanchard requested the number of users in FY18 to which Dean Murphy responded that the center had over 93 thousand users.

3. Traditionally the Academic Senate has had a Student Government report during their meetings, which are aligned with undergraduate interests, and not graduate student issues. Former Graduate Dean Underwood created a Graduate Student Association (GSA). SG president Eric Chen has agreed to help Allison Stiller, the President of GSA, in the early stages of the Association’s growth. Once underway, GSA will also be given opportunities to address the Senate.

4. The Committee on Committees met on August 24, 2018, to fill the last positions due to declines. The final round of replacements will be completed on September 28th. The CoC will work on any replacements as needed.

5. Students, faculty and staff on campus are facing problems accessing some buildings on campus. Some of these problems were mentioned in the August issue of the Mercury. Speaker Prakash suggested that the issue be assigned to the Accessibility Committee. Tres Thompson is attempting to call a meeting but the RUO is the University Compliance Officer, who is still being hired.

6. All other items that I have been working with are on the agenda.

5. SACSCOC and Coordinating Board Updates – Serenity King

The implications of Field of Study (FOS) are vast. The FOS is a required block of major specific requirements that the State of Texas is requiring to be transferable and must count as degree program credit. It cannot be counted as elective credit. Ms. King’s office has learned in the last 30 days, from the Coordinating Board, that it precludes 4-year institutions from requiring additional lower division courses. For example, if a transfer student at a community college completes a FOS and the Core Curriculum, and then transfers to UT Dallas the university cannot require that student to take additional lower division courses. A practical example of how this does not work, the Biology FOS has zero math courses. The Core Curriculum only requires 3-hours of math. Therefore, if a Biology student takes their FOS, takes their Core Curriculum, and transfers to UT Dallas, they cannot be required to take all of the additional lower division courses that our university require for Biology majors. This includes a second semester of Physics, second semester of math, a second semester of chemistry, and introduction to Biology lab.

This information was provided to universities after 18-months of faculty committees meeting and approving FOS. Ms. King has been working with UT System, and with her counterparts at other universities, and has verified that those committees did not realize the implications of what they were voting upon, and restrictions they were putting upon themselves. Our university has objected to the Coordinating Board, but those objections have been ignored SACSCOC president Belle S. Wheelan,
Ph.D., has written the commissioner a letter requesting a response from the Coordinating Board by October. Amanda Rockow from Public Affairs attended the Texas Senate Higher Education meeting on September 5, 2018, but was not called upon to testify. Ms. King’s office had given her a series of requests which include having the Coordinating Board cease any additional meetings on FOS curriculum until guidelines on implementation are written and distributed; that they go back to the FOS committees that have voted and approved FOS curriculum over the last 18 months and ask those committees to determine if changes need to made to these already approved FOS, based on those guidelines and their impact on 4-year institutions; and when FOS curriculum committees receive objections from institutions that they be required to meet and discuss. Our university sent a joint 7-page data driven objection with UT-Arlington to the Psychology FOS committee and it was completely dismissed without discussion. It was noted that FOS committee received numerous objections from other 2 and 4-year institutions that were documented in the Coordinating Board’s agenda, but they did not meet to discuss any of them.

The UT-System Faculty Advisory Council will be discussing FOS at their next meeting. Ms. King stressed that Council members should speak with their program heads and cohorts at other institutions in this state on this topic so that they are aware of the situation. The legislative session will be starting soon, and everything is billed as improving transferability. The FOS is the state and the Coordinating Board’s solution. Our university has done a first pass at all of the undergraduate degree plans that were distributed to the associate deans of undergraduate education. This pass compares the FOS and the current degree plans. The report lists what is in the FOS but not the degree plan and vice versa. The findings are not good. Ms. King noted that if a lower division course is a pre-requisite for an upper division course, by state law we are not allowed to require transfer students to take those lower division courses. Joe Izen noted that the outcome could be that students take courses they are not prepared for and, therefore, fail. Ms. King noted that Alamo Community college’s representative was giving testimony at the July Coordinating Board Meeting and said that 4-year institutions are not abiding by state law about FOS. The Commissioner sent a memo to all provosts and presidents reminding them that 4-year institutions are required to accept the FOS as a whole, and cannot require additional lower division courses. Going forward they may require the presidents of 4-year institutions to sign an annual compliance statement stating that their university is abiding by state law.

Ms. King noted that one of the points in SACSCOC President Belle S. Wheelan’s letter to the commissioner questions how the schools would be compliant with the SACSCOC principle on Faculty controlling curriculum if there are only 12 representatives across the state picking for an entire discipline. A practical example is that one of the decisions the Psychology FOS committee made was that Abnormal Psychology must be taught at a lower division level; even though it is widely shared belief that it should be taken by more mature undergraduate students, and therefore should be taught as an upper-division course. There was only one 4-year institution that was teaching that course as a lower-division course, and the rest had it as an upper-division requirement based on the American Psychological Association’s standards for undergraduate psychology majors. There is a belief that this was done to allow community colleges to teach this course. This also translates into the possibility that this course could be offered as dual credit with in high schools. This issue has implications not just at our university but also across the state.

The UT System has been labeled as a non-transfer friendly system, with UT-Dallas being labeled as the most non-transfer friendly of all the schools. The reason for this was due to anecdotal evidence given by a former student during the last legislative session to a senator. They transferred from UT-
Austin to UT-Dallas and “none” of their credits transferred. “None” was not accurate, but change of major was a large factor. That statement was cited in the hearings for the next Regent. Terry Pankratz offered to include a few sentences in the university’s statement at the September 24, 2018, Legislative Budget Board hearing. Joe Izen moved to place on the Academic Senate agenda. Murray Leaf seconded. The motion carried unanimously.

6. FAC Report – Murray Leaf
There are no updates, but the FAC is aware of the Field of Study issues faced by the universities.

7. Student Government – Eric Chen
The Student Government committees are starting to work on new projects and old ones. One project that is continuing is the “Take one, Leave one” book shelves in the Student Union. International students have requested that condensers be removed for some of the drinking fountains across campus because they prefer warm water to the cool water offered. It is not possible to have a polling location on our campus, but SG is pushing voter registration among students. The green initiative for FY19 is that composting will be available on campus this year. Mr. Chen will be attending the UT System Student Advisory Committee on September 7-8, 2018.

8. Staff Council -

9. CEP Recommendation – Clint Peinhardt
Bill Hefley moved to place the Committee on Education Policy recommendations on the Academic Senate agenda. Richard Scotch seconded. The motion carried unanimously.

10. Revisions to UTDPP1020- Commencement Committee– Abby Kratz
The changes requested by the committee are minor. It was found that titles of members needed to be updated. The bookstore manager would no longer be an Ex Officio member, and a representative from the Office of Auxiliary Services with oversight of the bookstore be appointed, instead. Murray Leaf moved that the changes were no substantive and did not need to go to the Academic Senate. Tres Thompson seconded. The motion carried and was sent to the Handbook of Operating Procedures Committee.

11. Sexual Misconduct Policy – Brandy Davis
UT System has updated the UT System Sexual Misconduct Policy; therefore, our University’s policy must be updated as well. The major changes included the removal of procedural items, and the others were non-substantive. Ms. Davis noted that per UT System guidelines that the policy must be reviewed every 2 years, she requested that the policy be sent to the Academic Senate for comment.
Dr. Leaf noted that the original policy caused controversy with the faculty. Speaker Prakash recommended that the policy be sent to the Diversity and Equity Committee for review and comment before being brought back the Academic Senate for approval at the October meeting.

12. Informational: Report from the Center for Teaching and Learning – Paul Diehl
   Following discussion, it was noted that the annual report was not required to go to the Academic Senate for approval or comment.

13. Presentation: Annual Campus Update– Calvin Jamison
   Murray Leaf moved to place on the Academic Senate agenda. Dinesh Bhatia seconded. The motion carried unanimously.

14. Informational: State of the University Address - Ravi Prakash
   The State of the University Address for FY 19 was moved to 3 PM on October 22, 2018.

15. Committee Member Replacement recommendations from the Committee on Committees – Ravi Prakash
   Matt Brown moved to place on the Academic Senate agenda. Andrew Blanchard seconded. The motion carried.

16. Senate Agenda for September 19, 2018:
   1. Call to Order, Announcements, and Questions
   2. Approval of the Agenda
   3. Approval of the Minutes
   4. Speaker’s Report
   5. SACSCOC Reaffirmation Updates
   6. TXCFS/ FAC Report
   7. Student Government Report
   8. Staff Council Report
   9. CEP Recommendations
      a. Undergraduate Course Inventory
      b. Latin American Studies Catalog Language
      c. Appeal or denial of non-academic withdrawal
      d. Review of New Executive Education Programs
      e. Updated Syllabus Templates
   10. Presentation: Annual Campus Update
   11. Committee Replacements from Committee on Committees
   12. Murray Leaf moved to approve the agenda. Andrew Blanchard seconded. This agenda was approved unanimously.

17. Adjournment
   There being no further business President Benson adjourned the meeting at 2:32 PM.
Undergraduate Courses to be offered in 2018-2019

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Click on any course number above to see a PDF of that course.

Only New and Repeat courses are within this actual document. The rest open on the Registrar’s Intranet. Your regular NetID and password are all that is required to login.

Clicking “Return to Main Menu” at the bottom of any page will bring you back to this page.

Legend

* New as repeatable # Update made to existing repeat
= Renumber – no additional info required ~ Reinstate – no additional info required

Removed courses are not counted
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FIN 4303

2. How does this course fit in the curriculum? (Can select more than one.)

Major       Core       Elective
☑            ☐          ☐

3. Does it replace a previously required course in that curriculum?

☐ Yes ☐ No

4. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☑ 1 None
☑ 2 None
☑ 3 None
☐ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

new course content not previously offered

6. Faculty contact that requested this course be added to the inventory:

Marilyn Kaplan

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Marilyn Kaplan
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**new course for spring 2019**

**peoplesoft diff:**

FIN 4307 Private Equity (3 semester credit hours) This course covers special topics in private investment management, such as private equity, venture capital and real estate investment. Emphasis will be placed on the risk-reward tradeoff, capitalization, valuation and execution of private equity investments. Other topics may be covered at the instructor's discretion. Prerequisites: FIN 3320 and (FIN 4300 or Instructor consent required). (3-0) S

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1. Course Subject and Number

FIN 4307

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective

☐  ☐  ☐

3. Does it replace a previously required course in that curriculum?

Yes  No

☐  ☑

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐  1  none

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☐  3

☐  None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

new course content not previously offered

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<td>FIN 4336 Risk Control and Safety Engineering (3 semester credit hours) Organizations are required to maintain a safe and healthy workplace for their most valuable asset - human capital. A risk control professional's role is to identify risks, measure potential losses, analyze data and recommend improvements. We focus on the organization's safety culture, protection of all assets and preserving the resiliency of the organization through the reduction in the total cost of risk. Leading safety, environmental, emergency preparedness and security key performance indicators are studied, along with Business Continuity and Disaster Recovery Plans. Supported by our partnership with Texas Mutual Insurance, knowledge gained in this course may be applied to certain examinations for the Certified Safety Professional (CSP®) professional designation. Prerequisites or corequisites: FIN 3320 and RMIS 3370. (Same as RMIS 4336) (3-0) Y</td>
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1. Course Subject and Number

FIN/RMIS 4336

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective

3. Does it replace a previously required course in that curriculum?

Yes  No

☐  ☒

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1 None

☐ 2

☐ 3 None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

cross listed new courses with new course material not previously offered

6. Faculty contact that requested this course be added to the inventory:

Marilyn Kaplan

7. This form submitted by:

Marilyn Kaplan
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1. Course Subject and Number

FIN/RMIS 4338

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective

[ ] [ ] [ ]

3. Does it replace a previously required course in that curriculum?

Yes  No

[ ] [ ]

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

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5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

cross listed new courses with new course material not previously offered

6. Faculty contact that requested this course be added to the inventory:

Marilyn Kaplan

7. This form submitted by:

Marilyn Kaplan
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| 2018-open | edit * rmis4336 (r1) rmis4336.2 group_head series_head | RMIS 4336 Risk Control and Safety Engineering (3 semester credit hours) Organizations are required to maintain a safe and healthy workplace for their most valuable asset - human capital. A risk control professional's role is to identify risks, measure potential losses, analyze data and recommend improvements. We focus on the organization's safety culture, protection of all assets and preserving the resiliency of the organization through the reduction in the total cost of risk. Leading safety, environmental, emergency preparedness and security key performance indicators are studied, along with Business Continuity and Disaster Recovery Plans. Supported by our partnership with Texas Mutual Insurance, knowledge gained in this course may be applied to certain examinations for the Certified Safety Professional (CSP®) professional designation. Prerequisites or corequisites: FIN 3320 and RMIS 3370. (Same as FIN 4336) (3-0) Y | phase: approve | mkaplan 2018-08-21 10:29:07 52.0801.00.16 audit: -116.2 m index: -91.4 m match_fail | ps info orion info overview change process modify show fields: rmis4336.2

new course spring 2019

peoplesoft diff:
RMIS 4336 Risk Control and Safety Engineering (3 semester credit hours) Organizations are required to maintain a safe and healthy workplace for their most valuable asset - human capital. A risk control professional's role is to identify risks, measure potential losses, analyze data and recommend improvements. We focus on the organization's safety culture, protection of all assets and preserving the resiliency of the organization through the reduction in the total cost of risk. Leading safety, environmental, emergency preparedness and security key performance indicators are studied, along with Business Continuity and Disaster Recovery Plans. Supported by our partnership with Texas Mutual Insurance, knowledge gained in this course may be applied to certain examinations for the Certified Safety Professional (CSP®) professional designation. Prerequisites or corequisites: FIN 3320 and RMIS 3370. (Same as FIN 4336) (3-0) Y

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- cat_core:
- cat_subtitles: no_subtitles
1. Course Subject and Number

FIN/RMIS 4336

2. How does this course fit in the curriculum? (Can select more than one.)

Major Core Elective

✓  □  □

3. Does it replace a previously required course in that curriculum?

Yes No

☐  ☑

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

✓ 1. None

☐ 2

☐ 3

☐ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

Cross listed new courses with new course material not previously offered

6. Faculty contact that requested this course be added to the inventory:

Marilyn Kaplan

7. This form submitted by:

Marilyn Kaplan
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<td>RMIS 4338 Financial Decision Making Processes for Risk Management (3 semester credit hours) Enhanced data-driven decision making is an essential component of a successful organization's risk management and insurance program. This course provides a fundamental understanding of analytical techniques for big data. All business students will benefit from exploring the Internet of Things, data mining techniques, social network analysis, predictive modeling concepts, and the development of a data analytics strategy to help achieve superior business results. Prerequisites or corequisites: FIN 3320 and RMIS 3370. (Same as FIN 4338) (3-0) Y</td>
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**request notes**

new course for spring 2019

**peoplesoft diff:**

RMIS 4338 Financial Decision Making Processes for Risk Management (3 semester credit hours) Enhanced data-driven decision making is an essential component of a successful organization's risk management and insurance program. This course provides a fundamental understanding of analytical techniques for big data. All business students will benefit from exploring the Internet of Things, data mining techniques, social network analysis, predictive modeling concepts, and the development of a data analytics strategy to help achieve superior business results. Prerequisites or corequisites: FIN 3320 and RMIS 3370. (Same as FIN 4338) (3-0) Y

**show fields: rmis4338.3**

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FIN/RMIS 4338

2. How does this course fit in the curriculum? (Can select more than one.)

   Major  Core  Elective
   ✓      □     □

3. Does it replace a previously required course in that curriculum?

   Yes  No
   ✓  ❌

4. Which course is being replaced?

This question was not displayed to the respondent.

5. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

   1. None
   2. 
   3. 
   □ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

   Cross listed new courses with new course material not previously offered

6. Faculty contact that requested this course be added to the inventory:

   Marilyn Kaplan

7. This form submitted by:

   Marilyn Kaplan
## Graduate Courses to be offered in 2018-2019

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<th>ATEC</th>
<th>BBS</th>
<th>ECS</th>
<th>EPPS</th>
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### + Additions – 8 Courses

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### + Repeatable – 6 Courses

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Click on any course number above to see a PDF of that course.

Only New and Repeat courses are within this actual document. The rest open on the Registrar's Intranet. Your regular NetID and password are all that is required to login.

Clicking "Return to Main Menu" at the bottom of any page will bring you back to this page.

Legend:

- New as repeatable
- Update made to repeat
- Renumber – no additional info required
- Reinstate – no additional info required
- Table only contains courses that were added or edited.
- Removed courses are not counted

Climer, Registrar's Office, 2018.08.23
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<td>ATCM 6001 Graduate Critique Culture (0 semester credit hours) Introduction to critique culture, including presentation, feedback, and iteration, for creative scholars in arts, technology, and emerging communication. Pass/Fail only. May be repeated for credit. (0-0) S</td>
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<td>This workshop offers students opportunities to receive feedback from visiting critics on their coursework and scholarship, which consists of different projects each semester. Repeating the course over multiple semesters also lets students have the opportunity to develop maturing skill sets in fostering this central component of the creative practice community.</td>
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ATCM 6001 Graduate Critique Culture (0 semester credit hours) Introduction to critique culture, including presentation, feedback, and iteration, for creative scholars in arts, technology, and emerging communication. Pass/Fail only. May be repeated for credit. (0-0) S
1. Course Subject and Number

ATCM 6001

2. How does this course fit in the curriculum? (Can select more than one.)

<table>
<thead>
<tr>
<th>Major</th>
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<th>Elective</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>

3. Does it replace a previously required course in that curriculum?

Yes ☐ No ☑

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1
☐ 2
☐ 3
☑ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

This question was not displayed to the respondent.

6. Faculty contact that requested this course be added to the inventory:

Lisa Bell

7. This form submitted by:

Lisa Bell

Return to Main Menu
<table>
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<td>ATCM 6199 Master's Proposal (1 semester credit hour) Preparatory work to support the development of the application for the Master's thesis in arts, technology, and emerging communication. This course is an independent investigation which may be team based. Pass/Fail only. Instructor consent required. (3-0) R</td>
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<td>peoplesoft diff:</td>
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<td>ATCM 6199 Master's Proposal (1 semester credit hour) Preparatory work to support the development of the application for the Master's thesis in arts, technology, and emerging communication. This course is an independent investigation which may be team based. Pass/Fail only. Instructor consent required. (3-0) R</td>
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1. Course Subject and Number

ATCM 6199

2. How does this course fit in the curriculum? (Can select more than one.)

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</table>

3. Does it replace a previously required course in that curriculum?

Yes ☑ No ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1
☐ 2
☐ 3
☐ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

This question was not displayed to the respondent.

6. Faculty contact that requested this course be added to the inventory:

Lisa Bell

7. This form submitted by:

Lisa Bell
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<td>atcm6380</td>
<td>atcm6380.2</td>
<td>ATCM 6380 Histories of Emerging Media (3 semester credit hours) This course examines the histories of emerging media by foregrounding the relationship between new media in their historical contexts and cultural, social, political, economic, and epistemological transformations. (3-0) R</td>
<td>phase: approve</td>
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**request notes**

Added per Lisa Bell (DDC - 06.14.18)

**peoplesoft diff:**

ATCM 6380 Histories of Emerging Media (3 semester credit hours) This course examines the histories of emerging media by foregrounding the relationship between new media in their historical contexts and cultural, social, political, economic, and epistemological transformations. (3-0) R

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1. Course Subject and Number

ATCM 6380

2. How does this course fit in the curriculum? (Can select more than one.)

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3. Does it replace a previously required course in that curriculum?

Yes ☐ No ☑

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1
☐ 2
☐ 3

☑️ None

5. How does the proposed course differ from those identified in the last question (target audience, context, learning outcomes, etc.)?

This question was not displayed to the respondent.

6. Faculty contact that requested this course be added to the inventory:

Lisa Bell

7. This form submitted by:

Lisa Bell
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</table>
| 2018-open | add * entp6343 (r1) entp6343.2 group_head series_head | **ENTP 6343 (OB 6343) Strategy and Management in the Craft Brewing Industry (3 semester credit hours)**  
This course focuses on the actual business of craft brewing and examines the competition, strategy, operations, production, financing, sales and marketing, supply, distribution, and regulation. The course provides a comprehensive perspective on the dynamics of an emerging industry, with detailed information on managing the business aspects of craft brewing, with insight into potential jobs and careers in this industry, and challenges of starting and operating a small business. (3-0) S  
**request notes**  
New course, Madison Pedigo requested, OSIM faculty approved. Requested by Dr. Alborz on 2018-06-07 at 14:02:54 through eForm. To be offered in Spring 2019 (DDC - 06.15.18).  
**peoplesoft diff:**  
ENTP 6343 (OB 6343) Strategy and Management in the Craft Brewing Industry (3 semester credit hours)  
This course focuses on the actual business of craft brewing and examines the competition, strategy, operations, production, financing, sales and marketing, supply, distribution, and regulation. The course provides a comprehensive perspective on the dynamics of an emerging industry, with detailed information on managing the business aspects of craft brewing, with insight into potential jobs and careers in this industry, and challenges of starting and operating a small business. (3-0) S  
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status: approving  
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2018-06-29  
12:09:57  
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audit: -16.6 m  
index: -16.5 m  
match_fail | ps info  
orion info  
overview  
change  
process  
modify |
1. Course Subject and Number

ENTP 6343

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective
☐  ☐  ☑

3. Does it replace a previously required course in that curriculum?

Yes ☐  No ☑

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐  1
☐  2
☐  3
☑  None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc)?

This question was not displayed to the respondent.

6. Faculty contact that requested this course be added to the inventory:

Madison Pedigo

7. This form submitted by:

Shawn Alborz
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<tbody>
<tr>
<td>2018-open</td>
<td>add *</td>
<td>entp6355</td>
<td>ENTP 6355 (FIN 6352) Financial Modeling For Corporate Analysis (3 semester credit hours) This course focuses on the financial modeling of companies for valuation, merger and acquisition analysis, and leverage buyout analysis using computer software including spreadsheets. Credit cannot be received for both courses, FIN 6352 and FIN 6353 and ENTP 6355. Prerequisite: FIN 6301. (3-0) Y</td>
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<td>request notes</td>
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<td>New course requested by Madison Pedigo and approved by faculty department as well. Requested by Dr. Alborz on 2018-06-07 at 13:57:07 through eForm. To be offered in Spring 2019 (DDC - 06.29.18).</td>
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<td>peoplesoft diff:</td>
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<td>ENTP 6355 (FIN 6352) Financial Modeling For Corporate Analysis (3 semester credit hours) This course focuses on the financial modeling of companies for valuation, merger and acquisition analysis, and leverage buyout analysis using computer software including spreadsheets. Credit cannot be received for both courses, FIN 6352 and FIN 6353 and ENTP 6355. Prerequisite: FIN 6301. (3-0) Y</td>
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</table>
1. Course Subject and Number

ENTP 6355

2. How does this course fit in the curriculum? (Can select more than one.)

Major  Core  Elective
☐  ☐  ☑

3. Does it replace a previously required course in that curriculum?

Yes  ☐  No  ☑

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1
☐ 2
☐ 3
☑ None

5. How does the proposed course differ from those identified in the last question (target audience, context, learning outcomes, etc.)?

This question was not displayed to the respondent.

6. Faculty contact that requested this course be added to the inventory:

Madison Pedigo

7. This form submitted by:

Shawn Alborz
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<tr>
<td>2018-open</td>
<td>OB 6357 Small Group Dynamics (3 semester credit hours) Executive Education Course. This course discusses and analyzes the dynamics of group communication, interactions, and decision-making, particularly as subgroups of organizations. The course also discusses related theories to better understand the opportunities and challenges of group work to enhance organizational effectiveness. Students will be involved in a number of group activities on team-building aspects and presentation effectiveness to augment lectures and readings. (3-0) Y</td>
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**request notes**

New course for MS Leadership and Organizational Development, ExEd program. Approved by Jerry Hoag. Requested by Dr. Alborz on 2018-06-07 at 13:38:37 through eForm. To be offered in Spring 2019 (DDC - 06.15.18).

**peoplesoft diff:**

OB 6357 Small Group Dynamics (3 semester credit hours) Executive Education Course. This course discusses and analyzes the dynamics of group communication, interactions, and decision-making, particularly as subgroups of organizations. The course also discusses related theories to better understand the opportunities and challenges of group work to enhance organizational effectiveness. Students will be involved in a number of group activities on team-building aspects and presentation effectiveness to augment lectures and readings. (3-0) Y

**show fields: ob6357.2**

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- cat_subtitles: no_subtitles
1. Course Subject and Number

OB 6357

2. How does this course fit in the curriculum? (Can select more than one.)

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</tbody>
</table>

3. Does it replace a previously required course in that curriculum?

Yes ☐ No ☐

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

<p>| | | |</p>
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5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.)?

This question was not displayed to the respondent.

6. Faculty contact that requested this course be added to the inventory:

Robert Hicks

7. This form submitted by:

Shawn Alborz

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<table>
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</table>
| 2018-06-15 | approve | OPRE 6359 Statistics for Data Science | (r1)    | OPRE 6359 Statistics for Data Science (3 semester credit hours) This course uses statistical methods to analyze data from observational studies and experimental designs to communicate results to a business audience. The course mandates prior knowledge of fundamental statistical concepts such as measures of central location, standard deviations, histograms, the normal and t-distributions (knowledge of calculus is not required). The course also emphasizes interpretation and inference, as well as computation using a statistical software package such as R or STATA. Prerequisite: OPRE 6301. (3-0) S
| ddc130130 | senate  | 11    | 2018-06-27 14:55:58 / ddc130130 Okay. Qualtrics form has been completed | phase           | 15:04:58         | 52.0201.00.16 | index: -2899.2 m match_fail |

**peoplesoft diff:**

OPRE 6359 Statistics for Data Science (3 semester credit hours) This course uses statistical methods to analyze data from observational studies and experimental designs to communicate results to a business audience. The course mandates prior knowledge of fundamental statistical concepts such as measures of central location, standard deviations, histograms, the normal and t-distributions (knowledge of calculus is not required). The course also emphasizes interpretation and inference, as well as computation using a statistical software package such as R or STATA. Prerequisite: OPRE 6301. (3-0) S

**show fields: opre6359.2**

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- cat_subtitles: no_subtitles
1. Course Subject and Number

OPRE 6359

2. How does this course fit in the curriculum? (Can select more than one.)

- Major
- Core
- Elective

3. Does it replace a previously required course in that curriculum?

- Yes
- No

3.5. Which course is being replaced?

This question was not displayed to the respondent.

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

- 1
- 2
- 3

- None

5. How does the proposed course differ from those identified in the last question (target audience, context, learning outcomes, etc.)?

This question was not displayed to the respondent.

6. Faculty contact that requested this course be added to the inventory:

Milind Dawande

7. This form submitted by:

Shawn Alborz

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<td>opre6v08.2</td>
<td>OPRE 6V08 Special Topics in Operation Research (1-4 semester credit hours) May be lecture, readings, or individualized study. May be repeated for credit as topics vary. Instructor consent required. ([1-4]-0) S</td>
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<td>ddc130130</td>
<td>ps info orion info overview change process modify</td>
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<td>2018-06-15 16:38:16</td>
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<td>peoplesoft diff: [OPRE 6V08 Special Topics in Operation Research (1-4 semester credit hours) May be lecture, readings, or individualized study. May be repeated for credit as topics vary. Instructor consent required. ([1-4]-0) S]</td>
<td>audit: 10</td>
<td>52.1301.00.16</td>
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<td>repeat reason [This course allows different faculty to cover different diverse topics so that students can benefit from exposure to a wider range of topics by repeating this course as well as independent study (no maximum limit).]</td>
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1. Course Subject and Number

OPRE 6V08

2. How does this course fit in the curriculum? (Can select more than one.)

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<tr>
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</table>

3. Does it replace a previously required course in that curriculum?

Yes ☐  No ☑

4. Identify the courses (including in other schools) that are most closely related to the proposed course and list their course subjects and numbers below.

☐ 1
☐ 2
☐ 3
☐ None

5. How does the proposed course differ from those identified in the last question (target audience, content, learning outcomes, etc.?)

This question was not displayed to the respondent.

6. Faculty contact that requested this course be added to the inventory:

Shawn Alborz

7. This form submitted by:

Shawn Alborz
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<td>ATCM 6000 ATEC Dean's Colloquium (0 semester credit hours) Introduction to research directions and creative practice at the intersection of arts, technology, and emerging communication. Pass/Fail only. May be repeated for credit. Corequisite: ATCM 6300 or ATCM 6301. (0-0) S</td>
<td>phase: approve</td>
<td>ddc130130</td>
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Note: ATCM 6300 or ATCM 6301 is required as a corequisite.
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<tr>
<td>atec6346</td>
<td>ATCM 6342 Experimental Games Studio (3 semester credit hours) This studio-based course focuses on exploring games as both the subject of and media for experimental, conceptual, and reflexive critical art. In addition to surveying existing experimental work in games, students will engage in a range of art practices to push the boundaries of current cultural understandings around gaming. May be repeated for credit as topics vary (6 semester credit hours maximum). Instructor consent required. (0-3) T</td>
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<td>ATCM 6342 Experimental Games Studio (3 semester credit hours) This studio-based course focuses on exploring games as both the development of experimental interactive experiences in the medium subject of digital games. Students will utilize multiple aspects of traditional digital game development and production as well as experimental modes of production from other media for experimental, conceptual, and fields. Projects developed reflexive critical art. In addition to surveying existing experimental work in this course emphasize innovation and creativity, and are intended games, students will engage in a range of art practices to push the boundaries of the field. current cultural understandings around gaming. May be repeated for credit as topics vary (6 semester credit hours maximum). Instructor consent required. (0-3) T</td>
<td>repeat reason</td>
<td></td>
<td></td>
</tr>
<tr>
<td>series_head</td>
<td>Practice-based courses provide an opportunity for graduate students to acquire and develop skills in a specific area of practice. Repetition is crucial to the development of advanced skills and student work will vary for each enrollment.</td>
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- cat_core:
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<tbody>
<tr>
<td>2018-open</td>
<td>edit *</td>
<td>atcm6399</td>
<td>(r2)</td>
<td>atcm6399.6</td>
<td>ATCM 6399 Master's Thesis (3 semester credit hours) Students engage in the creation of a Master's thesis focused on one or more aspects of arts, technology, and emerging communication. This course is an independent investigation which may be team based, and may correspond to the development and execution of a Masters Project. May be repeated for credit (6 hours maximum). Instructor Consent Required. (3-0) R</td>
<td>status: approving</td>
<td>ddc130130 2018-06-29 09:51:05</td>
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<td>ATCM 6399 Master's Thesis (3 semester credit hours) Students engage in the creation of a Master's thesis focused on one or more aspects of arts, technology, and emerging communication. This course is an independent investigation which may be team based, and may correspond to the development and execution of a Masters Project. May be repeated for credit (6 hours maximum). Instructor Consent Required. (3-0) R</td>
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<td></td>
<td></td>
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</table>

**repeat reason**

ATCM 6399 Master's Thesis is repeatable because some students require more than one semester to complete their thesis, in which case they may repeat the course as a free elective.

**show fields: atcm6399.6**

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<tr>
<td>2018-open</td>
<td>edit * erer7v89 (r5) eerer7v89.10 group_head series_head</td>
<td>EERF 7-.89 Special Topics in RF and Microwave Systems (1-6 semester credit hours) May be repeated for credit as topics vary (9 semester credit hours maximum). (1-6:[0-3]) R</td>
<td>phase: approve</td>
<td>ddm150930 2018-07-05 15:10:04 014133 14.1001.00.06</td>
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</table>

**request notes**

Changes to create lab sections for EERF 7-.89

peoplesoft diff: 014133 2014-08-24 ddc130130

EERF 7-.89 Special Topics in RF and Microwave Systems (1-6 semester credit hours) May be repeated for credit as topics vary (9 semester credit hours maximum). (1-6:[0-3]) R

**repeat reason**

May be repeated for credit as topics vary (9 semester credit hours maximum).

show fields: eerer7v89.10

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## UT Dallas Program Sponsor’s Proposal Information

<table>
<thead>
<tr>
<th>Name of Proposed Partner Institution</th>
<th>Sungkyunkwan University (SKKU), South Korea</th>
</tr>
</thead>
<tbody>
<tr>
<td>The proposal is intended for</td>
<td>[X] Dual Degree Program Agreement (DDPA)</td>
</tr>
<tr>
<td>Executive Summary, Purpose and rationale</td>
<td>The proposal is intended to establish a new DDPA – BS in Biology and to renew the DDPA – BS in Chemistry for SKKU under students to obtain two degrees: one from SKKU and one from UT Dallas, meeting academic admission and graduation requirements from SKKU and UT Dallas. In addition to the dual degree, students understand and learn from the U.S. culture and science education system.</td>
</tr>
<tr>
<td>Proposed semester to establish the partnership</td>
<td>Fall 2018</td>
</tr>
</tbody>
</table>
| UT Dallas Sponsors                  | **Sponsor:** Prof. Michael Biewer, Associate Dean  
School of Natural Sciences & Mathematics  
Telephone: 972-883-2539, E-mail: biewerm@utdallas.edu  

**Program Coordinator:** Prof. Duck J. Yang (Associate Dean)  
School of Natural Sciences & Mathematics  
Telephone: 972-883-6681, E-mail: djiang@utdallas.edu |
| Level of Partnership                | [X] School [ ] University |
| Level of Mobility                   | [X] Undergraduate [ ] Graduate |
| Length of program                   | [ ] 3 years [X] 5 years [ ] 10 years |
| Proposed Partner’s Year of Foundation | 600+ years |
| Type of Institution                 | [X] Private [ ] Public [ ] Other:__________ |
| Location (City, Country)            | Seoul and Suwon, South Korea |
| Number of Undergraduate Students    | 26,985 (~75.5%) |
| Number of Graduate Students         | 8,049 (~22.5%) |

### Ranking

If CWUR and/or Best Global Universities Rankings data is not available, sponsor is welcome to use other sources. Please include sources.

According to the [Center for World University Rankings (CWUR)](https://www.centerforworldrankings.org):

<table>
<thead>
<tr>
<th></th>
<th>CWUR</th>
<th>Proposed Partner</th>
<th>UT Dallas</th>
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</thead>
<tbody>
<tr>
<td>2017</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Rank</td>
<td>202</td>
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<td>National Rank</td>
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<tr>
<td>Overall Score</td>
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<tbody>
<tr>
<td>Global Score</td>
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<td>61.1</td>
<td></td>
</tr>
<tr>
<td>Global Research Reputation</td>
<td>64</td>
<td>358</td>
<td></td>
</tr>
<tr>
<td>International Collaboration</td>
<td>506</td>
<td>66</td>
<td></td>
</tr>
</tbody>
</table>

- **Accreditation, please include source(s).**
  - SKKU is officially accredited by the Ministry of Education, S. Korea, [https://www.4icu.org/reviews/universities-urls/3097.shtm](https://www.4icu.org/reviews/universities-urls/3097.shtm)

- **Partner’s website**
  - [http://www.skku.edu/](http://www.skku.edu/)
  - [http://www.skku.edu/eng_home/index.jsp](http://www.skku.edu/eng_home/index.jsp)

- **Historical precedents to establish the partnerships, if available.**
  - Dean Novak and Head of Chemistry dept visited for the program and seminars.

<table>
<thead>
<tr>
<th>Program Sponsor to complete, for DPA/DDPA only</th>
</tr>
</thead>
<tbody>
<tr>
<td>UT Dallas Degree, only <strong>DPA/DDPA</strong></td>
</tr>
<tr>
<td>Proposed Partner’s Degree, only <strong>DPA/DPPA</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Sponsor to complete, for SEPA/DPA/DDPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed number of students participating in the program per academic year</td>
</tr>
<tr>
<td>Proposed partner’s <strong>SEPA / DPA / DPPA</strong> programs with other U.S. universities</td>
</tr>
<tr>
<td>DPPAs: St. John’s University, Indiana University, South Dakota State Univ., Ohio State, Univ. of Kentucky,</td>
</tr>
<tr>
<td>Is the proposed partner institution going to issue the official transcripts? If not, explain and identify source.</td>
</tr>
<tr>
<td>Type(s) of credits to be transferred</td>
</tr>
<tr>
<td>------------------------------------</td>
</tr>
<tr>
<td>Language(s) of instruction</td>
</tr>
<tr>
<td>Availability of description courses</td>
</tr>
<tr>
<td>Proposed partner institution number of contact hours per course (UT Dallas 3 credits = 45 contact hours).</td>
</tr>
<tr>
<td>Grading system of proposed partner</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Grading Scale</td>
</tr>
<tr>
<td>Grade</td>
</tr>
<tr>
<td>A+</td>
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<tr>
<td>A</td>
</tr>
<tr>
<td>B+</td>
</tr>
<tr>
<td>B</td>
</tr>
</tbody>
</table>

F(Fail), I(Incomplete)

Incomplete Grade
The ‘I’ (incomplete) is restricted to cases in which graduate students have satisfactorily completed a substantial part of the course work. No credit will be given until the course is completed and a passing grade received. When a final grade is received, all reference to the initial ‘I’ is removed and is changed to the final grade. Unless the result of the course evaluation is completed by the due date, the ‘I’ will be changed into ‘F’(Fail)

http://www.skku.edu/eng_home/edu/bachelor/ca_de_schedule01.jsp

Program Sponsors to complete, for renewal proposals only

If this is a renewal proposal for **DPA/DPPA**, please include

- Changes in admission requirements for students to participate in the DPA / DDP with

For DDPA – Chemistry
3 students completed for last two years (two went to graduate school in the USA and One is preparing for Dental school admission in Korea). One student is at UTD now. All of three students graduated made in the range of ave. GPA between 3.3-3.7.

No changes recommended.

3 students (GPA in the range of 3.3-3.7)

Est. close to 3.5. Dean Novak said the current student pulled “A” in organic chemistry; she is very smart.
• The number of students and average GPA for the following groups:

1. Students who have completed the DDPA / DPA.
2. Students currently participating in the DDPA / DPA.

**Guidelines for recommendations submitted by appropriate UT Dallas officers**

**Provost’s Office Recommendation** should include the following:

- SACSCOC
- Final recommendation

**Office of the Registrar Recommendation** should include the following:

- Feasibility to transfer credits
- Pre – review of international credentials (Enrollment Operations)
- Admission standards
- Other
- Final recommendation

**Office of Research’s Observation(s) / Recommendation(s)** should include the following:

- Intellectual property
- Other
- **Final Recommendation**

**IPD Observations / Recommendation** should include the following:
- Impact on geographic, academic diversity
- Alignment with University goals
- Other
- **Final recommendation**

<table>
<thead>
<tr>
<th>IPD Observations / Recommendation:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact on geographic, academic diversity</td>
<td>UT Dallas has currently ten (10) partnerships with six (6) S. Korean institutions, 7.7% of total number of UT Dallas partnerships (78).</td>
</tr>
<tr>
<td>Alignment with University goals</td>
<td>Yes</td>
</tr>
</tbody>
</table>
| Other | • The revision of the DDPAs included the participation of the Provost’s Office.  
• The DDPA proposals will enhance international recruitment efforts. |
| Further questions / concerns, if any, to be addressed by Sponsor | |
| Final recommendation | • If IEDC members do not have further concerns, I recommend the approval and implementation of the proposals, followed by Academic Governance. |
Date June 8, 2018

International Education Development Committee (IEDC)
The University of Texas at Dallas

Re:        [ X] New International Partnership

Please allow this letter to signify that I have reviewed the Dual Degree Program Agreement (DDPA) proposal (attached) for the School of Natural Sciences and Mathematics and can confirm that the proposal complies with the principles for establishing international partnerships, including university policies pertaining to the quality and integrity of academic programs offered at The University of Texas at Dallas (UT Dallas).

The partnership proposal is designed to collaborate with Sungkyunkwan University ("SKKU"), Department of Biological Sciences of College of Science (CS), S. Korea.

The agreement proposal is designed to offer a second degree for the proposed foreign partner institution students at UT Dallas.

How the proposed partnership aligns with UT Dallas vision and goals:
- SKKU is one of the top 5 research universities in Korea and that of the top 20 universities in Asia. (http://www.skku.edu/new_home/205_eng/newsletter/V152/html/sub5.html
  In 2018, its ranking in QS Global World Ranking in #108. Thus, UTD’s vision to become one of the top research universities is in line with SKKU’s vision.
- Ever since the program established, two former presidents and current president had visited UTD to learn about UTD growth and research.

I appoint the following faculty / staff as UT Dallas i. sponsor and ii. program coordinator:

i. Michael Biewer, Associate Dean, biewerm@utdallas.edu
ii. Duck J. Yang, Associate Dean, djyang@utdallas.edu

Attached to this letter of intent, you will find

1) The draft of the proposed terms of the partnership.
2) General description of the proposed agreement (IPD Check List).

I request the review and approval of this proposal.

Sincerely,

[Signature]

Bruce Novak, Dean
School of Natural Sciences and Mathematics
The University of Texas at Dallas

[Signature]

Stephen Spiro, Program Head
DUAL DEGREE PROGRAM AGREEMENT
BETWEEN
SCHOOL OF NATURAL SCIENCES AND MATHEMATICS
THE UNIVERSITY OF TEXAS AT DALLAS, U.S.A.
AND
DEPARTMENT OF BIOLOGICAL SCIENCES OF COLLEGE OF SCIENCE
SUNGKYUNKWAN UNIVERSITY, S. KOREA

BACHELOR OF SCIENCE IN BIOLOGY/BIOLOGICAL SCIENCES

This Agreement is made between The University of Texas at Dallas ("UT Dallas"), on behalf of the School of Natural Sciences and Mathematics ("NSM"), a component institution of the University of Texas System located in Richardson, Texas, USA, and the Sungkyunkwan University ("SKKU"), Department of Biological Sciences of College of Science ("CS"), located at Seoul, South Korea.

RECITALS

A. Cordial relations exist between UT Dallas NSM and SKKU CS;

B. UT Dallas and SKKU desire to establish certain programs beneficial to the respective educational institutions and to promote the development of studies, research and training activities, and other educational programs of mutual interest; and

C. UT Dallas and SKKU believe that international understanding and educational opportunities of their students and faculty would be enhanced by international academic and scientific cooperation.

TERMS

In contemplation of the relationship to be established and for valuable consideration, the parties agree as follows:

1.0 Purpose of the Dual Degree Program Agreement and Definitions.

1.1 The primary objective of this Dual Degree Program Agreement is to establish an academic structure to apply shared coursework to two degrees from two universities. The dual degree program agreement requires 1) the satisfaction of admission and graduation requirements at both institutions and 2) the transfer of credits from a home institution’s existing degree program to a host institution’s existing degree program. The agreement must include a clear equivalency of courses between institutions, including course numbering system and grading system. Institutions may be required to include a sequence of courses from one institution to another. Based on this academic structure each institution will grant a separate academic award bearing only its name, seal, and signature.

1.2 “Agreement” refers to this Agreement that is executed between the parties.
1.3 "Home Institution" is a party to this Agreement that sends its students to the other party (institution) to pursue a degree program.

1.4 "Host Institution" is a party to this Agreement that accepts the student(s) from the other party (institution) to pursue a degree program.

2.0 Term and Renewal. This Agreement shall take effect on the date of its execution and shall continue in effect for an initial period of five (5) years unless terminated earlier by either institution. Such termination by one institution shall be effected by giving the other institution at least six (6) months advance written notice of its intention to terminate. If such notice is given, this Agreement shall terminate: (a) at the end of such six (6) months; or (b) when all students enrolled in a course of study pursuant to a Program Agreement at the time such notice is given have completed their respective courses of study, whichever event occurs last.

3.0 Admission and Graduation: SKKU shall select prospective students based on their academic excellence, facility of English, suitability of the program for the student, and serious intent of studying at UT Dallas NSM among those satisfying a minimum requirement on GPA, TOEFL, and other admission requirements set by UT Dallas, and provide UT Dallas NSM with a list of recommended students for admission to UT Dallas at least 3 months before the UT Dallas application and document deadlines for fall and spring semesters: February 1 for fall term; June 1 for spring term. UT Dallas will admit those students as international transfer students when their credentials meet the UT Dallas admission requirements. UT Dallas reserves the right on final admission decision. In case of rejection, however, UT Dallas NSM shall confer the matter with SKKU CS. Students will be subject to admission and graduation requirements according to the UT Dallas Catalog of Undergraduate Studies.

3.1 Upon successful satisfaction of SKKU and UT Dallas graduation requirements, SKKU students will receive two degrees: a Bachelor of Science in Biological Sciences from SKKU and a Bachelor of Science in Biology from UT Dallas.

UT Dallas graduation requirements include:

i. A minimum of 120 semester credit hours of coursework.
ii. At least 51 semester credit hours of upper-division (3000/4000 level) coursework, to include a minimum of 12 semester credit hours of advanced courses in the major subject.
iii. At least 45 semester credit hours must be taken at UT Dallas.
iv. At least 24 of the last 30 semester credit hours needed for a baccalaureate degree must be taken at UT Dallas.
v. 50 percent of the total major semester credit hours must be taken at UT Dallas.

For a detailed list of UT Dallas graduation requirements, parties must consult the UT Dallas Catalog of Undergraduate Studies.

4.0 Curriculum and Credits: UT Dallas will evaluate the student’s record to determine which credits earned at SKKU will transfer to UT Dallas. The list of equivalent courses offered by SKKU CS is to be detailed and maintained periodically. The transfer of credits will be subject to the current UT Dallas Catalog of Undergraduate Studies. SKKU students will request UT Dallas Office of Records to send academic transcripts to SKKU, which will
award credits according to SKKU’s policy. The list of equivalent courses offered by SKKU CS and UT Dallas NSM is to be detailed and maintained periodically – see 4.1.4.

4.0.1 SKKU students are expected to transfer in major courses and electives, but because the State of Texas has specific requirements for government and history core courses that will necessitate the students completing those requirements at UT Dallas, it is expected that SKKU students will complete the majority of the core curriculum at UT Dallas.

4.0.2 Dual Undergraduate Program:
SKKU students will complete the first and the second years of their bachelor program at SKKU with a minimum of 65 earned semester credits, and proceed to continue the third and the fourth years of their study at UT Dallas NSM to fulfill bachelor’s degree requirements for UT Dallas NSM and SKKU CS.

4.1 Curricula

4.1.1 Semesters, sessions, and terms.

UT Dallas’s academic year consists of consecutive fall, spring, and summer semesters. Long semesters (fall and spring) are sixteen-weeks long. In addition, two eight-week sessions are offered during the long semester. The summer semester is eleven-weeks long. In addition, an eight-week and two five-week sessions are offered during the summer semester. The same academic credit is given for a course whether it is taken in the long semester sessions or the summer semester sessions.

SKKU’s academic year consists of consecutive spring semester (summer session is included) and fall semester (winter session is included). Regular semesters (spring and fall) are sixteen-weeks long. The summer and winter sessions are three-weeks long. The same academic credit is given for a course whether it is taken in the regular semesters or the summer and winter sessions. SKKU’s academic year will run from March 1 to the end of February, next year.

4.1.2 Course numbering system and academic credit.

UT Dallas course numbers are four digits. The first digit indicates the level of the course: 0 or D = remedial/non-credit, 1 = freshman, 2 = sophomore, 3 = junior, 4 = senior. The second digit indicates the number of semester credit hours granted for the course.

SKKU major course numbers are four digits. The first digit indicates the level of the course: 3 = undergraduate, 4 = undergraduate/master, 5 = master/ph. D, 6 = ph. D, 7 = undergraduate/master/ph. D. Other type of course numbers include liberal arts, general selective, etc.

4.1.3 Grading system.

<table>
<thead>
<tr>
<th>UT Dallas</th>
<th>SKKU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Description</td>
</tr>
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<td>A+</td>
<td>Excellent</td>
</tr>
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<td>A</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
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<tr>
<td>A-</td>
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<tr>
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<td>Credit</td>
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<tr>
<td>MN</td>
<td>Midterm Grade: not enough information to provide a grade</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
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</tbody>
</table>

**SKKU Notes:**

* The ‘I’ (incomplete) is restricted to cases in which graduate students have satisfactorily completed a substantial part of the course work. No credit will be given until the course is completed and a passing grade received. When a final grade is received, all reference to the initial ‘I’ is removed and is changed to the final grade. Unless the result of the course evaluation is completed by the due date, the ‘I’ will be changed into ‘F’ (Fail).

4.1.4 **Equivalency of courses:** Incoming students will be subject to the degree curriculum in force for the semester of their admission (see [https://catalog.utdallas.edu/](https://catalog.utdallas.edu/)), which includes the courses and established equivalency. A list of mutually agreed comparable courses will be maintained and periodically updated by designated sponsors of this program (attached as appendix A).

4.1.5 **Online – only distance learning:** SKKU students may use a maximum of 9 semester credit hours of online-only distance learning Biology courses toward their degree. SKKU students will be able to take a maximum of 3 semester credit hours on online-only distance per long semester (Fall or Spring) at UT Dallas. SKKU students with J1 visas will not be able to take online-only distance courses.

5.0 **Accreditation:** UT Dallas is accredited by the Southern Association of Colleges and Schools (SACS) Commission on Colleges to award doctoral, master’s, and baccalaureate degrees. SKKU is not accredited by the SACS Commission on Colleges and the accreditation of UT Dallas does not extend to or include SKKU or its students. Further, although UT Dallas agrees to accept certain course work from SKKU to be applied toward an award from UT Dallas, that course work may not be accepted by other colleges or universities in transfer, even if it appears on a transcript from UT Dallas. The decision to accept course work in transfer from any institution is made by the institution considering the acceptance of credits or course work.

6.0 **Intellectual Property and Research Protocol.**
6.1 All publications resulting from the collaboration between the two institutions under Agreements must give recognition to the Agreements therein. Likewise, the Agreements must also be mentioned in all courses and formal presentations that result from collaboration under the terms hereof.

6.2 Parties agree to the exchange of publications, such as books, academic journals, and other official publications, and research information generated by either of the parties in connection with this Agreement.

6.3 Should any faculty collaboration result in any potential for intellectual property, the parties shall immediately meet through designated representatives and seek an equitable and fair understanding as to ownership and other property interests that may arise. Any such discussions shall at all times strive to preserve a harmonious and continuing relationship between the parties.

7.0 **Student Expenses.** All travel, living, and miscellaneous expenses incurred in attending Host Institution, including tuition, fees, health insurance, meals, transportation, and lodging, shall be the responsibility of the student.

8.0 **Insurance.** Health, medical evacuation and repatriation insurances are mandatory. Students must consult with the host institution’s international student’s services office in advance for requirement satisfaction and adequate coverage at the host institution.

9.0 **Academic and Disciplinary Rules.**

9.1 The parties agree that students will enjoy the same rights and privileges enjoyed by other students and faculty of the Host Institution.

9.2 The parties agree that each institution’s policies and rules covering matters of academic responsibility and standards of conduct will be applicable to students while attending the Host Institution.

9.3 If Host Institution determines after investigation that a student violated such a policy or rule while attending Host Institution, Host Institution may terminate the student member’s participation in the program.

9.4 If Home Institution determines that a student violated its policies or rules while attending Host Institution, Host Institution shall cooperate and provide Home Institution with information relating to the student’s conduct while attending the Host Institution.

10.0 **Orientation**

10.1 Home and host institutions must provide pertinent pre-arrival information to students including information regarding travel and entry, costs likely to be incurred, and any other information which will assist students to prepare for their stay at the host institution. Upon the arrival of Home students, Host Institution shall arrange and conduct a comprehensive on-site orientation program. This program shall include but is not limited to information concerning the Host Institution’s policies on academic responsibilities and standards of conduct, immigration rules that the students are required to follow while at the Host Institution, and any known, abnormally dangerous conditions on the premises or in the city or country.

10.2 Host Institution shall exercise reasonable efforts to assist Home Institution students in securing appropriate visas.
10.3 Host Institution will provide resources such as the office of university housing and/or the office of intercultural programs to students. Home institution students will obtain guidance and access to host institution housing directly from these resources.

11.0 Designated Sponsors. Each party designates the following officials to serve as its primary contact and liaison to arrange the initial resources needed to facilitate the partnership; review, evaluate, report program activities, and address any concerns or disputes that may arise relating to the terms and conditions of the Agreement.

<table>
<thead>
<tr>
<th>SKKU</th>
<th>UTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. Cheol Yong Choi (Head)</td>
<td>Prof. Stephen Spiro (Head)</td>
</tr>
<tr>
<td>Department of Biological Sciences</td>
<td>Department of Biological Sciences</td>
</tr>
<tr>
<td>Telephone: +82 31 290 5910</td>
<td>School of Natural Sciences &amp; Mathematics</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:choicy@skku.edu">choicy@skku.edu</a></td>
<td>Telephone: 972-883-6032</td>
</tr>
<tr>
<td></td>
<td>E-mail: <a href="mailto:stephen.spiro@utdallas.edu">stephen.spiro@utdallas.edu</a></td>
</tr>
<tr>
<td>Prof. Sangho Lee (Coordinator)</td>
<td>Prof. Duck J. Yang (Associate Dean)</td>
</tr>
<tr>
<td>Department of Biological Sciences</td>
<td>School of Natural Sciences &amp; Mathematics</td>
</tr>
<tr>
<td>Telephone: +82 31 290 5913</td>
<td>Telephone: 972-883-6681</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:sangholee@skku.edu">sangholee@skku.edu</a></td>
<td>E-mail: <a href="mailto:djyang@utdallas.edu">djyang@utdallas.edu</a></td>
</tr>
<tr>
<td>Prof. Intae Yu (Dean)</td>
<td>Prof. Michael Biewer (Associate Dean)</td>
</tr>
<tr>
<td>College of Science</td>
<td>School of Natural Sciences &amp; Mathematics</td>
</tr>
<tr>
<td>Telephone: +82 31 290 7052</td>
<td>Telephone: 972-883-2811</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:intaeyu@skku.edu">intaeyu@skku.edu</a></td>
<td>E-mail: <a href="mailto:biewermdmiller@utdallas.edu">biewermdmiller@utdallas.edu</a></td>
</tr>
<tr>
<td></td>
<td>Prof. Bruce Novak (Dean)</td>
</tr>
<tr>
<td></td>
<td>School of Natural Sciences &amp; Mathematics</td>
</tr>
<tr>
<td></td>
<td>Telephone: 972-883-2416</td>
</tr>
<tr>
<td></td>
<td>E-mail: <a href="mailto:bruce.novak@utdallas.edu">bruce.novak@utdallas.edu</a></td>
</tr>
</tbody>
</table>

12.0 Non-Discrimination. The parties agree to comply with all national, state, and local rules, regulations, executive orders, laws, and policies forbidding unlawful discrimination to which Institution is subject.

13.0 Relationship of the Parties. The Agreement shall not be construed to create a relationship of partners, brokers, employees, servants or agents as between the parties. The parties to the Agreement are acting as independent contractors.
14.0 **Use of Institutions' Name; Advertising and Publicity.** Neither party shall use the other institution's name, or any name that is likely to suggest that it is related to the other institution, in any advertising, promotion or sales literature without first obtaining the written consent of the other institution.

15.0 **Governing Law; Forum.** All activities conducted under the Agreement must be conducted in accordance with the laws, rules, and regulations applicable to each institution. In the case of UT Dallas, these are the rules and guidelines of the Texas Higher Education Coordinating Board and the Southern Association of Colleges and Schools Commission on Colleges as well as the laws and regulations of the State of Texas and the United States of America. In the case of SKKU, these are the laws, rules, and regulations of Republic of Korea.

16.0 **Waiver.** A waiver of any breach of any provision of the Agreement shall not be construed as a continuing waiver of said breach or a waiver of any other breaches of the same or other provisions of the Agreement.

17.0 **Termination.**

17.1 If either party breaches the terms and conditions of the Agreement and the parties have not complied with paragraph 20 of this Agreement, then the other party has the right to terminate the Agreements immediately upon written notice to the other.

17.2 Either party has the right, upon proper notice, to terminate its obligations under the Agreements for reasons of force majeure. “Force majeure” are circumstances beyond the control of an institution that effectively prevent the institution from performing its obligations under the Agreement.

18.0 **Amendment of Agreement.** No amendment to the Agreement shall be effective unless reduced to writing and executed by the authorized representatives of UT Dallas and SKKU.

19.0 **Right of Inspection.** Parties agree that each institution shall permit the other institution to inspect facilities and services utilized in connection with any activity conducted under the Agreement.

20.0 **Resolution of Disputes.** The Agreement is based on the common trust and good faith of the parties. In case of disputes, the parties, through the liaisons designated in paragraph 11 of this Agreement, shall make a good faith effort to obtain an amicable resolution.
IN WITNESS WHEREOF, the authorized representative(s) of both parties have executed this Agreement.

SUNGYUNKWAN UNIVERSITY

by ______________________________
(Signature)

Prof. Cheol Yong Choi
Head, Department of Biological Sciences

Date:_____________________________

by ____________________________
(Signature)

Prof. Intae Yu
Dean, College of Science

Date:_____________________________

THE UNIVERSITY OF TEXAS AT DALLAS

by ______________________________
(Signature)

Prof. Stephen Spiro
Head, Department of Biological Sciences
School of Natural Sciences and Mathematics

Date:___________________________

by ____________________________
(Signature)

Prof. Michael Biewer,
Associate Dean, School of Natural Sciences and Mathematics

Date:___________________________

by ______________________________
(Signature)

Prof. Bruce Novak
Dean, School of Natural Sciences and Mathematics

Date:___________________________
It is recommended that shorthand reference to the entity's legal name be used to identify the entity that is entering into the agreement.
Appendix

Supplementary Provisions for SKKU-UTD Biology
(Biological Sciences) Program
Version 1.0

(Last updated and effective on January 31, 2018)

1. Dual degree

1.1 General:

(1) SKKU CS students will complete at least the second year of their bachelor program at SKKU CS with a minimum of 65 earned semester credits, and proceed to continue their study at UTD NS&M to fulfill bachelor’s degree requirements at UTD. SKKU CS students will be subject to UTD admission requirements. The credits acquired from each institution are transferable upon approval by both department heads and other school officials.

1.2 Degree qualification:

(1) As the students fulfill all the requirements for graduation for both schools, they are qualified to have the bachelor degrees from SKKU and UTD.

(2) UTD BIOL offers both Biology and Molecular Biology degrees. Both degrees are included in this program.

1.3 Financial Arrangement:

(1) Students must register at SKKU for the four years and pay tuitions.

(2) Financial aid from SKKU can be arranged to cover the SKKU tuition while the students study at UTD.

(3) Students must register at UTD while the students study at UTD and pay tuitions as well as other expenses.

(4) Excellent SKKU students may be considered for UTD scholarship.
1.4 Selecting students

(1) Applicants to this program must satisfy the following requirements:
- TOEFL CBT 80 pts or higher (UTD admission requirement)
- At least 33.65 semester credits must be obtained at SKKU to qualify for this program.
- SKKU GPA 3.0 or higher

(2) Applicant should submit the SKKU transcript, TOEFL score, and an essay on his/her purposes of study, and other necessary certificates to the SKKU Biological Sciences office. The selection committee of SKKU BIOL (a program coordinator and a department head) shall review the submitted materials and interview the applicants.

(3) The SKKU BIOL selection committee shall report the qualification of applicants and their rankings to UTD BIOL. The number of successful applicants shall be determined by mutual consultation.

2. Summary of SKKU Biological Sciences curricula

(1) Students belong to “University College” for the freshman year and take numerous courses in humanities, social sciences as well as basic natural sciences. General Biological Sciences I, II or alternative Advanced General Biological Sciences I, II and their Laboratories belong to the courses in basic natural sciences.

(2) Students who chose the Biological Sciences major begin to take Biological Sciences courses from the sophomore year.

(3) Biological Sciences courses are classified into “Core (Basic) Major”, “General (Intensive) Major” and “Laboratory”.
- Most “Core (Basic) Major courses” are open for 2nd or 3rd year students and students must take at least 30 credits in “Core (Basic) Major” courses.
- Most “General (Intensive) Major courses” are open for 3rd and 4th year students and students must take at least 24 credits in “General (Intensive) Major” courses.
- Students must take at least 8 credits in “Laboratory” courses.
To be eligible for graduation, students must take at least 62 semester credits in Biological Sciences courses and at least 130 semester credits to get a B. S. degree from SKKU.

(4) To be eligible for the graduation, all Biological Sciences students must pass a thesis at the end of final semester.

(5) Before the graduation, all SKKU students must fulfill the three qualifications: globalization (language), creativity and personality.

3. Summary of UTD graduation requirements

(1) To be eligible for graduation, students must obtain at least 120 semester credit hours.

(2) At least 51 semester credit hours of upper-division (3000/4000 level) course work must be taken, including a minimum of 12 hours of advanced courses in the major subject.

(3) A minimum GPA of 2.00 on a 4.00 scale (C average) is required.

(4) University core requirements: all students must complete general education courses. Core Curriculum of 42 semester credit hours: Communications(6 hours), Mathematics(3 hours), Life and Physical Sciences(6 hours), Language, Philosophy and Culture(3 hours), Creative Arts(3 hours), American History(6 hours), Government / Political Science(6 hours), Social and Behavioral Sciences(3 hours), Component Area Option(6 hours)

4. Matching curricula

4.1. Comparison of Biology(Biological Sciences) curricula between two departments

(1) Most UTD courses have pre-requisites while SKKU courses do not.

(2) Laboratory courses of UTD are co-requisites of their lecture courses while those of SKKU are not.

(3) 1-level Biology(Biological Sciences) courses of UTD and SKKU are same.

(4) 2-level Biology(Biological Sciences) courses of UTD and SKKU are similar.

(5) 3, 4-level Biology(Biological Sciences) courses of SKKU are mostly lectures and there
are many classes which is not offered in UTD.

(6) Number of lectures in 3, 4-level Biology (Biological Sciences) courses of UTD is limited but several research courses are being offered.

4.2. Transfer of credits

(1) The transfer of credits between two schools is subject to inspections on the course contents by department heads and other school officials of both schools.

(2) SKKU shall issue the transcript for all semesters taken by students at the time of application and shall issue the transcript for the last semester before the registration at UTD. The students must submit them to UTD in time.

(3) UTD shall issue the transcript right after each semester ends. The students must submit the UTD transcript to SKKU at the completion of each semester. Especially, the last UTD transcript must be in time for the SKKU graduation. (due on January 5th for the February graduation.)

(4) The maximum number of credit hours transferable to SKKU is 92765.

4.3. Matching courses

(1) The following table is prepared to help SKKU BIOL students to know how their credits can be transferable. The course matchup in the table is based on the course titles and therefore should be used for a reference only.

(2) For UTD Biology curriculum requirements, see https://catalog.utdallas.edu/2017/undergraduate/programs/nsm/biology

(3) For matching Core Curriculum Requirement of UTD (42)

(The numbers in bracket are the semester credit hours.)

<table>
<thead>
<tr>
<th>UTD curriculum</th>
<th>Transferable SKKU courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication(6)</td>
<td>COMM 1311 Survey of Oral And Technology-based Communication(3)</td>
</tr>
<tr>
<td></td>
<td>RHET 1302 Rhetoric(3)</td>
</tr>
<tr>
<td>Mathematics(3)</td>
<td>MATH 2413 Differential Calculus(4) or BA or BS or MATH 2417 Calculus 1(4)</td>
</tr>
<tr>
<td></td>
<td>GEDB001 Calculus 1(3), GEDB020 Honor Calculus 1(3),</td>
</tr>
<tr>
<td>Chemistry(6)</td>
<td>CHEM 1311 General Chemistry(3), CHEM 1312 General Chemistry II(3)</td>
</tr>
<tr>
<td></td>
<td>GEDB012 General Chemistry 1(3), GEDB014 General Chemistry 2(3),</td>
</tr>
<tr>
<td>Language, Philosophy and Culture(3)</td>
<td>Select any 3 semester credit hours from Language, Philosophy and Culture core courses (see advisor)</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Creative Arts(3)</td>
<td>Select any 3 semester credit hours from Language, Philosophy and Culture core courses (see advisor)</td>
</tr>
<tr>
<td>American History(6)</td>
<td>Select any 6 semester credit hours from American History core courses</td>
</tr>
</tbody>
</table>
| Government / Political Science(6)  | GOVT 2305 American National Government(3)  
  GOVT 2306 State and Local Government(3) | Take a class in UTD |
| Social and Behavioral Sciences(3) | Select any 3 semester credit hours from Social and Behavioral Sciences core courses (see advisor) | Discuss and review with adviser과의 후 협의 |
| Component Area Option(6)           | BIOL 2311 Introduction to Modern Biology I(3)  
  MATH 2414 Integral Calculus(4) – BS or BA or  
  MATH 2419 Calculus 1(4) or  
  STAT 2332 Introductory Statistics for Life Sciences(3) - BA only | Discuss and review with adviser과의 후 협의 |

(4) For matching Major Requirement of UTD Biology (61)  
(The numbers in bracket are the semester credit hours.)

<table>
<thead>
<tr>
<th>UTD curriculum</th>
<th>Transferable SKKU courses</th>
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</thead>
<tbody>
<tr>
<td>CHEM 1311 General Chemistry I(3)</td>
<td>GEDB012 General Chemistry 1(3)</td>
</tr>
<tr>
<td>CHEM 1311 General Chemistry Laboratory (1)</td>
<td>GEDB013 General Chemistry Laboratory 1(1)</td>
</tr>
<tr>
<td>CHEM 1312 General Chemistry Laboratory (1)</td>
<td>GEDB014 General Chemistry 2(3)</td>
</tr>
<tr>
<td>CHEM 2323 Introductory Organic Chemistry I(3)</td>
<td>CHY202 Organic Chemistry 1(3)</td>
</tr>
<tr>
<td>CHEM 2323 Introductory Organic Chemistry Laboratory (1)</td>
<td>CHY202 Organic Chemistry Laboratory 1(1)</td>
</tr>
<tr>
<td>CHEM 2325 Introductory Organic Chemistry I(3)</td>
<td>CHY202 Organic Chemistry 2(3)</td>
</tr>
<tr>
<td>CHEM 2325 Introductory Organic Chemistry Laboratory (1)</td>
<td>CHY2016 Organic Chemistry Laboratory 2(1)</td>
</tr>
</tbody>
</table>
| MATH 2411 Differential Calculus(4) and  
  MATH 2414 Integral Calculus(4)  
  (BA or BS) or MATH 2417 Calculus I(4) and  
  MATH 2419 Calculus II(4) (BA or BS) or  
  MATH 1325 Applied Calculus I(3) and  
  STAT 2332 Introductory Statistics for Life Sciences(3) | GEDB001 Calculus 1(3),  
  GEDB002 Calculus 2(3),  
  GEDB020 Honor Calculus 1(3),  
  GEDB021 Honor Calculus 2(3),  
  BIO3003 Biostatistics(3) |
| PHYS 2125 Mechanics(3) and  
  PHYS 2129 Physics Laboratory (1) or  
  PHYS 1301 College Physics I(3) and  
  PHYS 2125 Physics Laboratory (1) | GEDB008 General Physics 1(3),  
  GEDB009 General Physics Laboratory 1(1),  
  PHY2001 Classical Mechanics 1(3),  
  PHY2003 Classical Mechanics 2(3) |
<table>
<thead>
<tr>
<th>Major Core Courses (26-29)</th>
<th>UTD curriculum</th>
<th>Transferable SKKU courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 2326 Electromagnetism (3) and Waves and PHYS 2326 Physics Laboratory II (1) or PHYS 1302 College Physics III (3) and PHYS 2126 Physics Laboratory II (1)</td>
<td>GEDB010 General Physics 2 (3), GEDB011 General Physics Laboratory 2 (1), PHY2010 Electromagnetism I (3), PHY2012 Electromagnetism II (3), PHY2023 Physics (3)</td>
<td>GEDB017 Biological Science Laboratory I (2), GEDB019 Biological Science Laboratory II (2)</td>
</tr>
<tr>
<td>BIOL 2281 Introductory Biology Laboratory (2)</td>
<td>GEDB017 Biological Science Laboratory I (2), GEDB019 Biological Science Laboratory II (2)</td>
<td>BIO2014 Individual Studies in Biological Science I (1), BIO3008 Biology Colloquium (3), BIO3033 Bioscience Field Training and Job Practice I (3)</td>
</tr>
<tr>
<td>BIOL 2111 Introduction to Modern Biology Workshop I (1)</td>
<td>BIO2014 Individual Studies in Biological Science I (1), BIO3008 Biology Colloquium (3), BIO3033 Bioscience Field Training and Job Practice I (3)</td>
<td>BIO2014 Individual Studies in Biological Science II (1), BIO3034 Bioscience Field Training and Job Practice II (3)</td>
</tr>
<tr>
<td>BIOL 2112 Introduction to Modern Biology Workshop II (1)</td>
<td>BIO2014 Individual Studies in Biological Science II (1), BIO3034 Bioscience Field Training and Job Practice II (3)</td>
<td>BIO2016 Biological Science I (3), BIO2036 Advanced General Biology I (3), BIO2099 Introduction to Life Science (3)</td>
</tr>
<tr>
<td>BIOL 2311 Introduction to Modern Biology III (3)</td>
<td>BIO2016 Biological Science I (3), BIO2036 Advanced General Biology I (3), BIO2099 Introduction to Life Science (3)</td>
<td>GEDB018 Biological Science II (3), GEDB027 Advanced General Biology II (3), GEDN003 The Origin and Nature of Life (3)</td>
</tr>
<tr>
<td>BIOL 2312 Introduction to Modern Biology IV (3)</td>
<td>GEDB018 Biological Science II (3), GEDB027 Advanced General Biology II (3), GEDN003 The Origin and Nature of Life (3)</td>
<td>GEDB016 Bioscience Field Training and Job Practice I (3), GEDB026 Advanced General Biology II (3), BIO2099 Introduction to Life Science (3)</td>
</tr>
<tr>
<td>BIOL 3101 Classical and Molecular Genetics Workshop I</td>
<td>BIO2014 Individual Studies in Biological Science I (1), BIO3008 Biology Colloquium (3), BIO3033 Bioscience Field Training and Job Practice I (3)</td>
<td>BIO2014 Individual Studies in Biological Science II (1), BIO3034 Bioscience Field Training and Job Practice II (3)</td>
</tr>
<tr>
<td>BIOL 3102 Eukaryotic Molecular and Cell Biology Workshop I (1)</td>
<td>BIO2014 Individual Studies in Biological Science II (1), BIO3034 Bioscience Field Training and Job Practice II (3)</td>
<td>BIO3009 Introduction to Life Science (3)</td>
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<tr>
<td>BIOL 3141 Biochemistry Workshop I (1)</td>
<td>BIO3009 Introduction to Life Science (3)</td>
<td>BIO3019 Biomolecular Structure and Function (3), BIO3038 Molecular and Cellular Glycobiology (3)</td>
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<tr>
<td>BIOL 3162 Biochemistry Workshop II (1)</td>
<td>BIO3019 Biomolecular Structure and Function (3), BIO3038 Molecular and Cellular Glycobiology (3)</td>
<td>BIO2012 Cell Biology and Biochemistry (1), BIO3049 Regulation of Metabolism (3)</td>
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<tr>
<td>BIOL 3301 Classical and Molecular Genetics</td>
<td>BIO2012 Cell Biology and Biochemistry (1), BIO3049 Regulation of Metabolism (3)</td>
<td>BIO3001 Genetics and Genomics (3)</td>
</tr>
<tr>
<td>BIOL 3302 Eukaryotic Molecular and Cell Biology</td>
<td>BIO3001 Genetics and Genomics (3)</td>
<td>BIO2001 Cell Biology (3), BIO2010 Molecular Biology (3)</td>
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<tr>
<td>BIOL 3361 Biochemistry I (3)</td>
<td>BIO2001 Cell Biology (3), BIO2010 Molecular Biology (3)</td>
<td>BIO2012 Biophysics (3), BIO3004 Microbiology (3), BIO3013 Microbial Genetics and Physiology (3), BIO3045 Neurogenetics (3)</td>
</tr>
<tr>
<td>BIOL 3362 Biochemistry II (3)</td>
<td>BIO2012 Biophysics (3), BIO3004 Microbiology (3), BIO3013 Microbial Genetics and Physiology (3), BIO3045 Neurogenetics (3)</td>
<td>BIO3006 Experimental Biochemistry (2), BIO3007 Laboratory in Molecular and Environmental Biology (2)</td>
</tr>
<tr>
<td>or BIOL 3335 Microbial Physiology (3)</td>
<td>BIO3006 Experimental Biochemistry (2), BIO3007 Laboratory in Molecular and Environmental Biology (2)</td>
<td>BIO2011 Genetics Laboratory (2), BIO2015 Environmental Toxicology (3)</td>
</tr>
<tr>
<td>BIOL 3380 Biochemistry Laboratory (3)</td>
<td>BIO2011 Genetics Laboratory (2), BIO2015 Environmental Toxicology (3)</td>
<td>BIO2004 Plant Physiology (3), BIO3003 Bacteriology (3), BIO3005 Cell Biology (3), BIO3011 Ecology (3)</td>
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<tr>
<td>BIOL 4380 Cell and Molecular Biology Laboratory (3) (BS only)</td>
<td>BIO3011 Ecology (3)</td>
<td>BIO3006 Microbiology (3), BIO3010 Virology (3)</td>
</tr>
<tr>
<td>or BIOL 3380 Microbial Physiology Laboratory (3) (BS only)</td>
<td>BIO3010 Virology (3)</td>
<td>BIO3014 Animal Development (3), BIO3015 Human Reproduction (3), BIO3016 Brain Science (3)</td>
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<tr>
<td>9 semester credit hours upper-division</td>
<td>BIO3014 Animal Development (3), BIO3015 Human Reproduction (3), BIO3016 Brain Science (3)</td>
<td>BIO3017 Tumor Biology (3), BIO3018 Infection Response Biology (3), BIO3020 Evolution (3)</td>
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<tr>
<td>BIOL electives (BA only)</td>
<td>BIO3017 Tumor Biology (3), BIO3018 Infection Response Biology (3), BIO3020 Evolution (3)</td>
<td>BIO3021 Conservation Biology (3), BIO3044 Plant Physiology (3), BIO3045 Neurogenetics (3)</td>
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<tr>
<td>12 semester credit hours upper-division</td>
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<td>BIO3053 Molecular and Environmental Biology (3), BIO2015 Environmental Toxicology (3)</td>
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<tr>
<td>BIOL electives (BS only)</td>
<td>BIO3053 Molecular and Environmental Biology (3), BIO2015 Environmental Toxicology (3)</td>
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</table>

(5) For matching Elective Requirements (17)

<table>
<thead>
<tr>
<th>UTD curriculum</th>
<th>Transferable SKKU courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Electives (17)</td>
<td>Discuss and review with adviser</td>
</tr>
<tr>
<td>The plan must include sufficient upper-division courses to total 51 upper-division semester credit hours.</td>
<td></td>
</tr>
</tbody>
</table>
5. **Coordinators and contact information**

<table>
<thead>
<tr>
<th>SKKU</th>
<th>UTD</th>
</tr>
</thead>
</table>
| **Prof. Cheol Yong Choi (Head)**  
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Department of Biology  
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E-mail: stephen.spiroferraris@utdallas.edu |
| **Prof. Sangho Lee (Coordinator)**  
Department of Biological Sciences  
Telephone: +82 31 290 5913  
E-mail: sangholee@skku.edu | **Prof. Duck J. Yang (Associate Dean)**  
School of Natural Sciences & Mathematics  
Telephone: 972-883-6681  
E-mail: djang@utdallas.edu |
| **Prof. Intae Yu (Dean)**  
College of Science  
Telephone: +82 31 290 7052  
E-mail: intaeyu@skku.edu | **Prof. Michael Biewer (Associate Dean)**  
School of Natural Sciences & Mathematics  
Telephone: 972-883-2539  
E-mail: biewermdmiller@utdallas.edu |
|  | **Prof. Bruce Novak (Dean)**  
School of Natural Sciences & Mathematics  
Telephone: 972-883-4088  
E-mail: bxn111230@utdallas.edu |
MEMORANDUM

From: Rodolfo Hernandez, International Partnership Development (IPD) Director
To: Bruce Novak, NSM Dean
CC: Michael Biewer, NSM Associate Dean of Undergraduate Studies
    Stephen Spiro, NSM Department of Biological Sciences Head
    Duck J. Yang, NSM Associate Dean of Research and Interdisciplinary Programs
    Georgetta Oliver, Assistant to NSM Dean
    Jessica Murphy, Dean of Undergraduate Studies

Date: July 3, 2018
Re: Approval: UT Dallas NSM – SKKU, S. Korea, DDPA

Thank you for submitting the proposal to establish the Dual Degree Program Agreement (DDPA) between UT Dallas NSM and Department of Biological Sciences of College of Science, SKKU, S. Korea – Bachelor of Science in Biology | Biological Sciences. – attachments.

On July 2, 2018, the International Education Development Committee (IEDC) finished the revision of the proposal, recommending to move the DDPA proposal forward to the Council for Undergraduate Education (CUE) for its review. You will receive guidance from the Office of Undergraduate Education (OUE) on the CUE’s next meeting time and location.

If approved after the CUE review, the proposal will move forward to the Committee on Educational Policy (CEP) review. You will receive guidance from Dr. Clint Peinhardt, chair of CEP, on their next meeting time and location. After CEP review, the proposal will move forward to the Academic Senate. If it receives Academic Senate approval, then it is ready for signature. After all signatures, Assistant Provost Serenity King will submit the proposal to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) who must approve the agreement before it can be implemented. SACSCOC Substantive Change review can take up to six months before approval.

On behalf of the IEDC, congratulations.
## UT Dallas Program Sponsor’s Proposal Information

<table>
<thead>
<tr>
<th>Name of Proposed Partner Institution</th>
<th>Sungkyunkwan University (SKKU), South Korea</th>
</tr>
</thead>
<tbody>
<tr>
<td>The proposal is intended for</td>
<td>[X ] Dual Degree Program Agreement (DDPA)</td>
</tr>
<tr>
<td>Executive Summary, Purpose and rationale</td>
<td>The proposal is intended to establish a new DDPA – BS in Biology and to renew the DDPA – BS in Chemistry for SKKU under students to obtain two degrees: one from SKKU and one from UT Dallas, meeting academic admission and graduation requirements from SKKU and UT Dallas. In addition to the dual degree, students understand and learn from the U.S. culture and science education system.</td>
</tr>
<tr>
<td>Proposed semester to establish the partnership</td>
<td>Fall 2018</td>
</tr>
</tbody>
</table>
| UT Dallas Sponsors                   | **Sponsor**: Prof. Michael Biewer, Associate Dean  
School of Natural Sciences & Mathematics  
Telephone: 972-883-2539, E-mail: biewerm@utdallas.edu  
**Program Coordinator**: Prof. Duck J. Yang (Associate Dean)  
School of Natural Sciences & Mathematics  
Telephone: 972-883-6681, E-mail: djyang@utdallas.edu |
| Level of Partnership                | [X ] School  [ ] University |
| Level of Mobility                   | [X ] Undergraduate  [ ] Graduate |
| Length of program                   | [ ] 3 years  [X ] 5 years  [ ] 10 years |
| Proposed Partner’s Year of Foundation | 600+ years |
| Type of Institution                 | [X ] Private  [ ] Public  [ ] Other:______________ |
| Location (City, Country)            | Seoul and Suwon, South Korea |
| Number of Undergraduate Students    | 26,985 (~75.5%) |
| Number of Graduate Students         | 8,049 (~22.5%) |

According to the [Center for World University Rankings (CWUR)](https://www.cwur.org/2017/):

<table>
<thead>
<tr>
<th>CWUR</th>
<th>Proposed Partner</th>
<th>UT Dallas</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017 World Rank</td>
<td>202</td>
<td>420</td>
</tr>
<tr>
<td>National Rank</td>
<td>5</td>
<td>137</td>
</tr>
<tr>
<td>Overall Score</td>
<td>45.71</td>
<td>43.50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Score</td>
<td>57.9</td>
<td>61.1</td>
<td></td>
</tr>
<tr>
<td>Global Research Reputation</td>
<td>64</td>
<td>358</td>
<td></td>
</tr>
<tr>
<td>International Collaboration</td>
<td>506</td>
<td>66</td>
<td></td>
</tr>
</tbody>
</table>

Accreditation, please include source(s).

SKKU is officially accredited by the Ministry of Education, S. Korea, [https://www.4icu.org/reviews/universities-urls/3097.shtm](https://www.4icu.org/reviews/universities-urls/3097.shtm)

Partner’s website

http://www.skku.edu/
http://www.skku.edu/eng_home/index.jsp

Historical precedents to establish the partnerships, if available.

Dean Novak and Head of Chemistry dept visited for the program and seminars.

<table>
<thead>
<tr>
<th>Program Sponsor to complete, for DPA/DDPA only</th>
</tr>
</thead>
<tbody>
<tr>
<td>UT Dallas Degree, only DPA/DDPA</td>
</tr>
<tr>
<td>Proposed Partner’s Degree, only DPA/DPPA</td>
</tr>
<tr>
<td>Proposed number of students participating in the program per academic year</td>
</tr>
<tr>
<td>Proposed partner’s SEPA / DPA / DPPA programs with other U.S. universities</td>
</tr>
</tbody>
</table>

DPPAs: St. John’s University, Indiana University, South Dakota State Univ., Ohio State, Univ. of Kentucky,
<table>
<thead>
<tr>
<th>Type(s) of credits to be transferred</th>
<th>[X] Lower</th>
<th>[X] Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language(s) of instruction</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Availability of description of courses</td>
<td>See the supplementary attachments</td>
<td></td>
</tr>
<tr>
<td>Proposed partner institution number</td>
<td>See the supplementary attachments</td>
<td></td>
</tr>
<tr>
<td>Number of contact hours per course (UT Dallas 3 credits = 45 contact hours).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grading system of proposed partner</td>
<td>Grading System</td>
<td></td>
</tr>
<tr>
<td></td>
<td>As can be seen from the following grade descriptions, a student’s grade, consideration is given as a result of evaluation, mid-term exam, final exam, attendance, and participation.</td>
<td></td>
</tr>
<tr>
<td>Grading Scale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>GPA</td>
<td>GRADE</td>
</tr>
<tr>
<td>A+</td>
<td>4.5</td>
<td>C+</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>C</td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
<td>D+</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>D</td>
</tr>
<tr>
<td>F(Fail), I(Incomplete)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incomplete Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The ‘I’ (incomplete) is restricted to cases in which graduate students have satisfactorily completed a substantial part of the course work. No credit will be given until the course is completed and a passing grade received. When a final grade is received, all reference to the initial ‘I’ is removed and is changed to the final grade. Unless the result of the course evaluation is completed by the due date, the ‘I’ will be changed into ‘F’(Fail)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

http://www.skku.edu/eng_home/edu/bachelor/ca_de_schedule01.jsp

Program Sponsors to complete, for renewal proposals only

If this is a renewal proposal for **DPA/DPPA**, please include:

- Changes in admission requirements for students to participate in the DPA/DDPA with:
  - For DDPA – Chemistry
    - 3 students completed for last two years (two went to graduate school in the USA and One is preparing for Dental school admission in Korea). One student is at UTD now. All of three students graduated made in the range of ave. GPA between 3.3-3.7.
    - No changes recommended.
    - 3 students (GPA in the range of 3.3-3.7)
    - Est. close to 3.5. Dean Novak said the current student pulled “A” in organic chemistry; she is very smart.
respect to original DPA / DDPA.

- The number of students and average GPA for the following groups:

1. Students who have completed the DDPA / DPA.
2. Students currently participating in the DDPA / DPA.

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**Guidelines for recommendations submitted by appropriate UT Dallas officers**

**Provost’s Office Recommendation should include the following:**

- SACSCOC
- Final recommendation

**Office of the Registrar Recommendation should include the following:**

- Feasibility to transfer credits
- Pre – review of international credentials (Enrollment Operations)
- Admission standards
- Other
- Final recommendation

**Office of Research’s Observation(s) / Recommendation(s) should include the following**

- Intellectual property
IPD Observations / Recommendation should include the following:

- Impact on geographic, academic diversity
- Alignment with University goals
- Other
  - Final recommendation

<table>
<thead>
<tr>
<th>IPD Observations / Recommendation:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact on geographic, academic diversity</td>
<td>UT Dallas has currently ten (10) partnerships with six (6) S. Korean institutions, 7.7% of total number of UT Dallas partnerships (78).</td>
</tr>
<tr>
<td>Alignment with University goals</td>
<td>Yes</td>
</tr>
<tr>
<td>Other</td>
<td>The revision of the DDPAs included the participation of the Provost’s Office.</td>
</tr>
<tr>
<td></td>
<td>The DDPA proposals will enhance international recruitment efforts.</td>
</tr>
<tr>
<td>Further questions / concerns, if any, to be addressed by Sponsor</td>
<td></td>
</tr>
<tr>
<td>Final recommendation</td>
<td>If IEDC members do not have further concerns, I recommend the approval and implementation of the proposals, followed by Academic Governance.</td>
</tr>
</tbody>
</table>
Date June 8, 2018

International Education Development Committee (IEDC)
The University of Texas at Dallas

Re: [ X] Renewal International Partnership

Please allow this letter to signify that I have reviewed the Dual Degree Program Agreement (DDPA) renewal proposal (attached) for the School of Natural Sciences and Mathematics and can confirm that the proposal complies with the principles for establishing international partnerships, including university policies pertaining to the quality and integrity of academic programs offered at The University of Texas at Dallas (UT Dallas).

The partnership proposal is designed to collaborate with Sungkyunkwan University ("SKKU"), Department of Chemistry, College of Science (CS), S. Korea.

The agreement proposal is designed to offer a second degree for the proposed foreign partner institution students at UT Dallas.

How the proposed partnership aligns with UT Dallas vision and goals:
- SKKU is one of the top 5 research universities in Korea and that of the top 20 universities in Asia.(http://www.skku.edu/new_home/205_eng/newsletter/V152/html/sub5.html In 2018, its ranking in QS Global World Ranking is #108. Thus, UTD’s vision to become one of the top research universities is in line with SKKU’s vision.
- Ever since the program established, two former presidents and current president had visited UTD to learn about UTD growth and research.

I appoint the following faculty / staff as UT Dallas i. sponsor and ii. program coordinator:

i. Michael Biewer, Associate Dean, biewerm@utdallas.edu
ii. Duck J. Yang, Associate Dean, djyang@utdallas.edu

Attached to this letter of intent, you will find

1) The draft of the proposed terms of the partnership.
2) General description of the proposed agreement (IPD Check List).

I request the review and approval of this proposal.

Sincerely,

Bruce Novak, Dean
School of Natural Sciences and Mathematics
The University of Texas at Dallas

Kenneth Balkus, Jr., Program Head
DUAL DEGREE PROGRAM AGREEMENT
BETWEEN
SCHOOL OF NATURAL SCIENCES AND MATHEMATICS
THE UNIVERSITY OF TEXAS AT DALLAS, U.S.A.
AND
DEPARTMENT OF CHEMISTRY OF COLLEGE OF SCIENCE
SUNGKYUNKWAN UNIVERSITY, S. KOREA

BACHELOR OF SCIENCE IN CHEMISTRY

This Agreement is made between The University of Texas at Dallas ("UT Dallas"), on behalf of the School of Natural Sciences and Mathematics ("NSM"), a component institution of the University of Texas System located in Richardson, Texas, USA, and the Sungkyunkwan University ("SKKU"), Department of Chemistry of College of Science ("CS"), located at Seoul, South Korea.

RECITALS

A. Cordial relations exist between UT Dallas NSM and SKKU CS;

B. UT Dallas and SKKU desire to establish certain programs beneficial to the respective educational institutions and to promote the development of studies, research and training activities, and other educational programs of mutual interest; and

C. UT Dallas and SKKU believe that international understanding and educational opportunities of their students and faculty would be enhanced by international academic and scientific cooperation.

TERMS

In contemplation of the relationship to be established and for valuable consideration, the parties agree as follows:

1.0 Purpose of the Dual Degree Program Agreement and Definitions.

1.1 The primary objective of this Dual Degree Program Agreement is to establish an academic structure to apply shared coursework to two degrees from two universities. The dual degree program agreement requires 1) the satisfaction of admission and graduation requirements at both institutions and 2) the transfer of credits from a home institution’s existing degree program to a host institution’s existing degree program. The agreement must include a clear equivalency of courses between institutions, including course numbering system and grading system. Institutions may be required to include a sequence of courses from one institution to another. Based on this academic structure each institution will grant a separate academic award bearing only its name, seal, and signature.

1.2 “Agreement” refers to this Agreement that is executed between the parties.
1.3 "Home Institution" is a party to this Agreement that sends its students to the other party (institution) to pursue a degree program.

1.4 "Host Institution" is a party to this Agreement that accepts the student(s) from the other party (institution) to pursue a degree program.

2.0 Term and Renewal. This Agreement shall take effect on the date of its execution and shall continue in effect for an initial period of five (5) years unless terminated earlier by either institution. Such termination by one institution shall be effected by giving the other institution at least six (6) months advance written notice of its intention to terminate. If such notice is given, this Agreement shall terminate: (a) at the end of such six (6) months; or (b) when all students enrolled in a course of study pursuant to a Program Agreement at the time such notice is given have completed their respective courses of study, whichever event occurs last.

3.0 Admission and Graduation: SKKU shall select prospective students based on their academic excellence, facility of English, suitability of the program for the student, and serious intent of studying at UT Dallas NSM among those satisfying a minimum requirement on GPA, TOEFL, and other admission requirements set by UT Dallas, and provide UT Dallas NSM with a list of recommended students for admission to UT Dallas at least 3 months before the UT Dallas application and document deadlines for fall and spring semesters: February 1 for fall term; June 1 for spring term. UT Dallas will admit those students as international transfer students when their credentials meet the UT Dallas admission requirements. UT Dallas reserves the right on final admission decision. In case of rejection, however, UT Dallas NSM shall confer the matter with SKKU CS. Students will be subject to admission and graduation requirements according to the UT Dallas Catalog of Undergraduate Studies.

3.1 Upon successful satisfaction of SKKU and UT Dallas graduation requirements, SKKU students will receive two degrees: a Bachelor of Science in Chemistry from SKKU and a Bachelor of Science in Chemistry from UT Dallas.

UT Dallas graduation requirements include:

i. A minimum of 120 semester credit hours of coursework.

ii. At least 51 semester credit hours of upper-division (3000/4000 level) coursework, to include a minimum of 12 semester credit hours of advanced courses in the major subject.

iii. At least 45 semester credit hours must be taken at UT Dallas.

iv. At least 24 of the last 30 semester credit hours needed for a baccalaureate degree must be taken at UT Dallas.

v. 50 percent of the total major semester credit hours must be taken at UT Dallas.

For a detailed list of UT Dallas graduation requirements, parties must consult the UT Dallas Catalog of Undergraduate Studies.

4.0 Curriculum and Credits: UT Dallas will evaluate the student’s record to determine which credits earned at SKKU will transfer to UT Dallas. The list of equivalent courses offered by SKKU CS is to be detailed and maintained periodically. The transfer of credits will be subject to the current UT Dallas Catalog of Undergraduate Studies. SKKU students will request UT Dallas Office of Records to send academic transcripts to SKKU, which will
award credits according to SKKU’s policy. The list of equivalent courses offered by SKKU CS and UT Dallas NSM is to be detailed and maintained periodically – see 4.1.4.

4.0.1 SKKU students are expected to transfer in major courses and electives, but because the State of Texas has specific requirements for government and history core courses that will necessitate the students completing those requirements at UT Dallas, it is expected that SKKU students will complete the majority of the core curriculum at UT Dallas.

4.0.2 Dual Undergraduate Program:
SKKU students will complete the first and the second years of their bachelor program at SKKU with a minimum of 65 earned semester credits, and proceed to continue the third and the fourth years of their study at UT Dallas NSM to fulfill bachelor’s degree requirements for UT Dallas NSM and SKKU CS.

4.1 Curricula

4.1.1 Semesters, sessions, and terms.

UT Dallas’s academic year consists of consecutive fall, spring, and summer semesters. Long semesters (fall and spring) are sixteen-weeks long. In addition, two eight-week sessions are offered during the long semester. The summer semester is eleven-weeks long. In addition, an eight-week and two five-week sessions are offered during the summer semester. The same academic credit is given for a course whether it is taken in the long semester sessions or the summer semester sessions.

SKKU’s academic year consists of consecutive spring semester (summer session is included) and fall semester (winter session is included). Regular semesters (spring and fall) are sixteen-weeks long. The summer and winter sessions are three-weeks long. The same academic credit is given for a course whether it is taken in the regular semesters or the summer and winter sessions. SKKU’s academic year will run from March 1 to the end of February, next year.

4.1.2 Course numbering system and academic credit.

UT Dallas course numbers are four digits. The first digit indicates the level of the course: 0 or D = remedial/non-credit, 1 = freshman, 2 = sophomore, 3 = junior, 4 = senior. The second digit indicates the number of semester credit hours granted for the course.

SKKU major course numbers are four digits. The first digit indicates the level of the course: 3 = undergraduate, 4 = undergraduate/master, 5 = master/ph. D, 6 = ph. D, 7 = undergraduate/master/ph. D. Other type of course numbers include liberal arts, general selective, etc.

4.1.3. Grading system.

<table>
<thead>
<tr>
<th>UT Dallas</th>
<th>SKKU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Description</td>
</tr>
<tr>
<td>A+</td>
<td>Excellent</td>
</tr>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Midterm Grade: not enough information to provide a grade</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Good 3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>Fair 2.00</td>
</tr>
<tr>
<td>C-</td>
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<tr>
<td>D</td>
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</tr>
<tr>
<td>CR</td>
<td>Credit</td>
</tr>
<tr>
<td>MN</td>
<td>Midterm Grade: not enough information to provide a grade</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
</tr>
</tbody>
</table>

**SKKU Notes:**

* The ‘I’ (incomplete) is restricted to cases in which graduate students have satisfactorily completed a substantial part of the course work. No credit will be given until the course is completed and a passing grade received. When a final grade is received, all reference to the initial ‘I’ is removed and is changed to the final grade. Unless the result of the course evaluation is completed by the due date, the ‘I’ will be changed into ‘F’ (Fail).

4.1.4 **Equivalency of courses:** Incoming students will be subject to the degree curriculum in force for the semester of their admission (see [https://catalog.utdallas.edu/](https://catalog.utdallas.edu/)), which includes the courses and established equivalency. A list of mutually agreed comparable courses will be maintained and periodically updated by designated sponsors of this program (attached as appendix A).

4.1.5 **Online – only distance learning:** Students may use a maximum of 9 semester credit hours of online-only distance learning Chemistry courses toward their degree. SKKU students will be able to take a maximum of 3 semester credit hours on online-only distance per long semester (Fall or Spring) at UT Dallas. SKKU students with J1 visas will not be able to take online-only distance courses.

5.0 **Accreditation:** UT Dallas is accredited by the Southern Association of Colleges and Schools (SACS) Commission on Colleges to award doctoral, master’s, and baccalaureate degrees. SKKU is not accredited by the SACS Commission on Colleges and the accreditation of UT Dallas does not extend to or include SKKU or its students. Further, although UT Dallas agrees to accept certain course work from SKKU to be applied toward an award from UT Dallas, that course work may not be accepted by other colleges or universities in transfer, even if it appears on a transcript from UT Dallas. The decision to accept course work in transfer from any institution is made by the institution considering the acceptance of credits or course work.

6.0 **Intellectual Property and Research Protocol.**
6.1 All publications resulting from the collaboration between the two institutions under Agreements must give recognition to the Agreements therein. Likewise, the Agreements must also be mentioned in all courses and formal presentations that result from collaboration under the terms hereof.

6.2 Parties agree to the exchange of publications, such as books, academic journals, and other official publications, and research information generated by either of the parties in connection with this Agreement.

6.3 Should any faculty collaboration result in any potential for intellectual property, the parties shall immediately meet through designated representatives and seek an equitable and fair understanding as to ownership and other property interests that may arise. Any such discussions shall at all times strive to preserve a harmonious and continuing relationship between the parties.

7.0 Student Expenses. All travel, living, and miscellaneous expenses incurred in attending Host Institution, including tuition, fees, health insurance, meals, transportation, and lodging, shall be the responsibility of the student.

8.0 Insurance. Health, medical evacuation and repatriation insurances are mandatory. Students must consult with the host institution’s international student’s services office in advance for requirement satisfaction and adequate coverage at the host institution.

9.0 Academic and Disciplinary Rules.

9.1 The parties agree that students will enjoy the same rights and privileges enjoyed by other students and faculty of the Host Institution.

9.2 The parties agree that each institution’s policies and rules covering matters of academic responsibility and standards of conduct will be applicable to students while attending the Host Institution.

9.3 If Host Institution determines after investigation that a student violated such a policy or rule while attending Host Institution, Host Institution may terminate the student member’s participation in the program.

9.4 If Home Institution determines that a student violated its policies or rules while attending Host Institution, Host Institution shall cooperate and provide Home Institution with information relating to the student’s conduct while attending the Host Institution.

10.0 Orientation

10.1 Home and host institutions must provide pertinent pre-arrival information to students including information regarding travel and entry, costs likely to be incurred, and any other information which will assist students to prepare for their stay at the host institution. Upon the arrival of Home students, Host Institution shall arrange and conduct a comprehensive on-site orientation program. This program shall include but is not limited to information concerning the Host Institution’s policies on academic responsibilities and standards of conduct, immigration rules that the students are required to follow while at the Host Institution, and any known, abnormally dangerous conditions on the premises or in the city or country.
10.2 Host Institution shall exercise reasonable efforts to assist Home Institution students in securing appropriate visas.

10.3 Host Institution will provide resources such as the office of university housing and/or the office of intercultural programs to students. Home institution students will obtain guidance and access to host institution housing directly from these resources.

11.0 Designated Sponsors. Each party designates the following officials to serve as its primary contact and liaison to arrange the initial resources needed to facilitate the partnership; review, evaluate, report program activities, and address any concerns or disputes that may arise relating to the terms and conditions of the Agreement.

<table>
<thead>
<tr>
<th>SKKU</th>
<th>UT Dallas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prof. Jin Yong Lee (Head)</strong></td>
<td><strong>Prof. Kenneth Balkus, Jr. (Head)</strong></td>
</tr>
<tr>
<td>Department of Chemistry</td>
<td>Department of Chemistry and Biochemistry</td>
</tr>
<tr>
<td>Telephone: +82 31 299 4560</td>
<td>School of Natural Sciences &amp; Mathematics</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:jinylee@skku.edu">jinylee@skku.edu</a></td>
<td>Telephone: 972-883-2659</td>
</tr>
<tr>
<td><strong>Prof. Seong Kyu Kim (Coordinator)</strong></td>
<td>E-mail: <a href="mailto:kenneth.balkus@utdallas.edu">kenneth.balkus@utdallas.edu</a></td>
</tr>
<tr>
<td>Department of Chemistry</td>
<td></td>
</tr>
<tr>
<td>Telephone: +82 31 290 7069</td>
<td></td>
</tr>
<tr>
<td>E-mail: <a href="mailto:skkim@skku.edu">skkim@skku.edu</a></td>
<td></td>
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<tr>
<td>Telephone: +82 31 290 7052</td>
<td>Telephone: 972-883-6681</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:intaeyu@skku.edu">intaeyu@skku.edu</a></td>
<td>E-mail: <a href="mailto:djyang@utdallas.edu">djyang@utdallas.edu</a></td>
</tr>
<tr>
<td><strong>Prof. Michael Biewer (Associate Dean)</strong></td>
<td></td>
</tr>
<tr>
<td>School of Natural Sciences &amp; Mathematics</td>
<td></td>
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<tr>
<td>Telephone: 972-883-2811</td>
<td></td>
</tr>
<tr>
<td>E-mail: <a href="mailto:biewerm@utdallas.edu">biewerm@utdallas.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>Prof. Bruce Novak (Dean)</strong></td>
<td><strong>Prof. Bruce Novak (Dean)</strong></td>
</tr>
<tr>
<td>School of Natural Sciences &amp; Mathematics</td>
<td>School of Natural Sciences &amp; Mathematics</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:bruce.novak@utdallas.edu">bruce.novak@utdallas.edu</a></td>
<td>E-mail: <a href="mailto:bruce.novak@utdallas.edu">bruce.novak@utdallas.edu</a></td>
</tr>
</tbody>
</table>

12.0 Non-Discrimination. The parties agree to comply with all national, state, and local rules, regulations, executive orders, laws, and policies forbidding unlawful discrimination to which Institution is subject.

13.0 Relationship of the Parties. The Agreement shall not be construed to create a relationship of partners, brokers, employees, servants or agents as between the parties. The parties to the Agreement are acting as independent contractors.
14.0 **Use of Institutions' Name; Advertising and Publicity.** Neither party shall use the other institution's name, or any name that is likely to suggest that it is related to the other institution, in any advertising, promotion or sales literature without first obtaining the written consent of the other institution.

15.0 **Governing Law; Forum.** All activities conducted under the Agreement must be conducted in accordance with the laws, rules, and regulations applicable to each institution. In the case of UT Dallas, these are the rules and guidelines of the Texas Higher Education Coordinating Board and the Southern Association of Colleges and Schools Commission on Colleges as well as the laws and regulations of the State of Texas and the United States of America. In the case of SKKU, these are the laws, rules, and regulations of Republic of Korea.

16.0 **Waiver.** A waiver of any breach of any provision of the Agreement shall not be construed as a continuing waiver of said breach or a waiver of any other breaches of the same or other provisions of the Agreement.

17.0 **Termination.**

17.1 If either party breaches the terms and conditions of the Agreement and the parties have not complied with paragraph 20 of this Agreement, then the other party has the right to terminate the Agreement immediately upon written notice to the other.

17.2 Either party has the right, upon proper notice, to terminate its obligations under the Agreements for reasons of force majeure. “Force majeure” are circumstances beyond the control of an institution that effectively prevent the institution from performing its obligations under the Agreement.

18.0 **Amendment of Agreement.** No amendment to the Agreement shall be effective unless reduced to writing and executed by the authorized representatives of UT Dallas and SKKU.

19.0 **Right of Inspection.** Parties agree that each institution shall permit the other institution to inspect facilities and services utilized in connection with any activity conducted under the Agreement.

20.0 **Resolution of Disputes.** The Agreement is based on the common trust and good faith of the parties. In case of disputes, the parties, through the liaisons designated in paragraph 11 of this Agreement, shall make a good faith effort to obtain an amicable resolution.
IN WITNESS WHEREOF, the authorized representative(s) of both parties have executed this Agreement.

SUNGYUNKWAN UNIVERSITY

by ______________________________
(Signature)

Prof. Jin Yong Lee
Head, Department of Chemistry

Date: ______________________________

THE UNIVERSITY OF TEXAS AT DALLAS

by ______________________________
(Signature)

Prof. Kenneth Balkus, Jr.
Head, Department of Chemistry and Biochemistry
School of Natural Sciences and Mathematics

Date: ______________________________

by ______________________________
(Signature)

Prof. Michael Biewer,
Associate Dean, School of Natural Sciences and Mathematics

Date: ______________________________

SUNGYUNKWAN UNIVERSITY

by ______________________________
(Signature)

Prof. Intae Yu
Dean, College of Science

Date: ______________________________

THE UNIVERSITY OF TEXAS AT DALLAS

by ______________________________
(Signature)

Prof. Bruce Novak
Dean, School of Natural Sciences and Mathematics

Date: ______________________________
It is recommended that shorthand reference to the entity’s legal name be used to identify the entity that is entering into the agreement.
1. Dual degree

1.1. General:

(1) SKKU CS students will complete at least the first-second year of their bachelor program at SKKU CS with a minimum of 65 earned semester credits, and proceed to continue their study at UTD NS&M to fulfill bachelor’s degree requirements at UTD. SKKU CS students will be subject to UTD admission requirements. The credits acquired from each institution are transferable upon approval by both department heads and other school officials.

1.2. Degree qualification:

(1) As the students fulfill all the requirements for graduation for both schools, they are qualified to have the bachelor degrees from SKKU and UTD.

(2) While UTD CHEM offers both chemistry and biochemistry degree, biochemistry degree is not considered in this program.

1.3. Financial Arrangement:

(1) Students must register at SKKU for the four years and pay tuitions.

(2) Financial aid from SKKU can be arranged to cover the SKKU tuition while the students study at UTD.

(3) Students must register at UTD while the students study at UTD and pay tuitions as well as other expenses.

(4) Excellent SKKU students may be considered for UTD scholarship.
1.4. Selecting students

(1) Applicants to this program must satisfy the following requirements:
   - TOEFL CBT 80 pts or higher (UTD admission requirement)
   - At least 33 semester credits must be obtained at SKKU to qualify for this program.
   - SKKU GPA 3.0 or higher

(2) Applicant should submit the SKKU transcript, TOEFL score, and an essay on his/her purposes of study, and other necessary certificates to the SKKU Chemistry office. The selection committee of SKKU CHEM (a program coordinator and a department head) shall review the submitted materials and interview the applicants.

(3) The SKKU CHEM selection committee shall report the qualification of applicants and their rankings to UTD CHEM. The number of successful applicants shall be determined by mutual consultation.

2. Summary of SKKU Chemistry curricula

(1) Students belong to “University College” for the freshman year and take numerous courses in humanities, social sciences as well as basic natural sciences. General Chemistry I, II and their Laboratories belong to the courses in basic natural sciences.

(2) Students who chose the Chemistry major begin to take Chemistry courses from the sophomore year.

(3) Chemistry courses are classified into “Core (Basic) Major”, “General (Intensive) Major” and “Laboratory”.
   - Most “Core (Basic) Major” courses are open for 2nd or 3rd year students and students must take at least 22 credits in “Core (Basic) Major” courses.
   - Most “General (intensive) Major” courses are open for 3rd and 4th year students and students must take at least 34 credits in “General (Intensive) Major” courses.
   - Students must take at least 6 credits in “Laboratory” courses.
   - To be eligible for graduation, students must take at least 62 semester credits in Chemistry courses and at least 130 semester credits to get a B. S. degree from SKKU.

(4) To be eligible for the graduation, all Chemistry students must pass a thesis at the end of final semester.
Before the graduation, all SKKU students must fulfill the three qualifications: globalization (language), creativity and personality.

3. Summary of UTD graduation requirements

(1) To be eligible for graduation, students must obtain at least 120 semester credit hours.

(2) At least 51 semester credit hours of upper-division (3000/4000 level) course work must be taken, including a minimum of 12 hours of advanced courses in the major subject.

(3) A minimum GPA of 2.00 on a 4.00 scale (C average) is required.

(4) **University core requirements:** all students must complete general education courses.

   Core Curriculum of 42 semester credit hours: Communications (6 hours), Mathematics (6 hours), Natural Science (9 hours), Humanities (3 hours), Fine Arts (3 hours), American and Texas History (6 hours), Government (6 hours), Social and Behavioral Science (3 hours)

4. Matching curricula

4.1. Comparison of Chemistry curricula between two departments

(1) Most UTD courses have pre-requisites while SKKU courses do not.

(2) Laboratory courses of UTD are co-requisites of their lecture courses while those of SKKU are not.

(3) 1-level Chemistry courses of UTD and SKKU are same.

(4) 2-level Chemistry courses of UTD and SKKU are similar.

(5) 3, 4-level Chemistry courses of SKKU are mostly lectures and there are many.

(6) Number of lectures in 3, 4-level Chemistry courses of UTD is limited but several research courses are being offered.

4.2. Transfer of credits

(1) The transfer of credits between two schools is subject to inspections on the course contents by department heads and other school officials of both schools.
SKKU shall issue the transcript for all semesters taken by students at the time of application and shall issue the transcript for the last semester before the registration at UTD. The students must submit them to UTD in time.

UTD shall issue the transcript right after each semester ends. The students must submit the UTD transcript to SKKU at the completion of each semester. Especially, the last UTD transcript must be in time for the SKKU graduation. (due on January 5th for the February graduation.)

The maximum number of credit hours transferable to SKKU is 97.65.

### 4.3. Matching courses

(1) The following table is prepared to help SKKU CHEM students to know how their credits can be transferable. The course matchup in the table is based on the course titles and therefore should be used for a reference only.

(2) For UTD Chemistry curriculum requirements, see [https://catalog.utdallas.edu/2017/undergraduate/programs/nsm/chemistry](https://catalog.utdallas.edu/2017/undergraduate/programs/nsm/chemistry)

(3) For matching Core Curriculum Requirement of UTD (42)

(The numbers in bracket are the semester credit hours.)

<table>
<thead>
<tr>
<th>UTD curriculum</th>
<th>Transferable SKKU courses</th>
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<tbody>
<tr>
<td><strong>Communication (6)</strong></td>
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</tbody>
</table>
| COMM 1311 Survey of Oral and Technology-based Communication(3) | Discuss and review with advisor  
GEDW003 Public Speaking and Debate(2)  
GEDW004 Introduction to Law Trial Mock Trial Debate(2)  
GEDW006 Understanding of Communication 1(1)  
GEDW007 Understanding of Communication 2(1)  
GEDW012 Understanding of Communication 3(1)  
GEDW014 Understanding of Advanced Communication 4(1)  
GEDW015 Academic Presentation and Discussion 1(2)  
GEDW016 Academic Presentation and Discussion 2(2)  
GEDW017 Academic Presentation and Discussion 3(2)  
GEDW018 Academic Presentation and Discussion 4(2)  
GEDW019 Academic Presentation and Discussion 5(2)  
GEDW020 Academic Presentation and Discussion 6(2)  |
| RHET 1302 Rhetoric(3) | Discuss and review with advisor  
GEDW002 Academic Writing(2)  
GEDW003 Academic Writing(2)  
GEDW004 Scientific & Technical Writing(2)  
GEDW006 Media Writing(2)  
GEDW007 Journal and Writing(2)  
GEDW010 Reading in Korean Media(2)  
GEDW011 Document Writing in Korean(2)  |
| **Mathematics(3)** |  
| MATH 2417 Calculus I(4) or MATH 2413 Differential Calculus(4) | GEDB001 Calculus I(3)  
GEDB020 Honors Calculus I(3)  |
| **Life and Physical Sciences(6)** |  
| CHEM 1311 General Chemistry(3) or CHEM 1315 Honors Freshman Chemistry I(3) | GEDB012 General Chemistry I(3)  |
CHEM 1312 General Chemistry II(3)
or CHEM 1316 Honors Freshman Chemistry II(3)

Select any 3 semester credit hours from Language, Philosophy and Culture core courses

Discuss and review with advisor

GEDG010 Interdependent World and Global Perspectives
GEDG011 Globalization: R. China of 21 Century(2)
GEDG012 Culture of Globalization(2)
GEDG013 The Thoughts: R. Culture in the Area of Indian Civilization(2)
GEDG014 The Social Life: R. Culture in the Spanish Speaking Regions(2)
GEDG020 The Thoughts: R. Culture of Islamic World(2)
GEDG021 Understanding Modern Chinese Society(2)
GEDG022 Sports and English(2)
GEDG023 Korean Society in East Asia(2)
GEDG024 Understanding Central Asia and Mongolia(2)
GEDG025 Human Rights and Equality in Modern Society(2)
GEDG031 American Society and the Law(2)
GEDH028 A Study on Comparative in the East Asian Modernization(2)
GEDH029 Body and Culture(2)
GEDH030 Philosophy in Culture: History(2)
GEDH031 Bioethics(2)
GEDH032 The World of Garden and Culture(2)
GEDH033 Cultural heritage and places of Korea(2)
GEDH034 Traditional thoughts of East Asia(2)
GEDH035 Understanding of Korean Thought and Culture(2)
GEDH036 Comparative Study of Religions(2)
GEDH037 Understanding of the Knowledge Culture in East and West(2)
GEDH038 Korean Culture and Language(2)
GEDH039 The Philosophy of Technology(2)
GEDH040 Philosophy of the Life Evolution(2)
GEDH041 Civilization and the Natural Environment(2)
GEDH042 Climate and Culture(2)
GEDH043 Korean Culture and Entrepreneurship(2)
GEDH044 Start-up in Convergence(2)(3)
GEDH045 Understanding of Human Computer Interaction(2)
GEDH046 Theory-Based Leadership(2)
GEDH047 Activity-Based Leadership(2)
GEDH048 History and Life(2)
GEDH031 Contemporary Chinese Society and Culture(3)
GEDH032 Understanding of Korean History(2)
GEDH033 War and Culture(2)
GEDH034 Modernity and Modern Culture(2)
GEDH035 History and culture of East Asia(2)
GEDH036 Civilization of Human and Land(2)
GEDH037 China in world history(2)
GEDH066 Understanding Korea Reunification(1)
GEDT001 General Logic(2)
GEDT002 Semiotic Logic(2)
GEDT003 Critical Thinking(2)
GEDT004 Mathematical Thinking(2)
GELT002 Seminar for Experience of Global Culture(1)
GELT008 Stenography
### Creative Arts (3)
Select any 3 semester credit hours from Creative Arts core courses

- GEDH027: Understanding of Greek and Roma Mythology (3)
- GEDH034: Love in Literature (3)
- GEDH048: Understanding of Nordic Myth (3)
- GEDH058: Reading Classics in Humanities (3)
- GEDH062: Knowledge, Information, and Ethics (3)
- GEDH065: Culture and Theatre Art (3)
- GEDH066: East Asia in Literature (3)
- GEDH072: East Asian Art & Culture (3)
- GEDH073: Reading Classics in Social Sciences (3)
- GEDH074: Understanding of Artistic Words and Thinking (3)
- GEDH077: Understanding Popular Music (3)
- GEDH078: Understanding Opera (3)
- GEDH079: Game and Humanities (3)
- GEDH081: Reading Classics in Natural Sciences (2)
- GEDG025: Reading Classics in Local Sciences (2)
- GEDT006: Creative Thinking (3)
- GEDT008: Understanding of Creative Thinking (3)
- GEDT010: Understanding of Creative Thinking (3)
- GEDT011: Creative Identities (3)
- GEDT012: Creative thinking and expression (3)
- GELT030: Knowing Creativity and Character Education (1)
- GELT036: Storytelling and Understanding Transmedia (1)

### American History (6)
Select any 6 semester credit hours from American History core courses

- GOVT 2305: American National Government (3)
- GOVT 2306: State and Local Government (3)

### Government/Political Science (6)
Select any 6 semester credit hours from Government/Political Science core courses

- GOVT 2306: State and Local Government (3)

### Social and Behavioral Sciences (3)
Select any 3 semester credit hours from Social and Behavioral Sciences core courses

- GEDN016: Introductory Evolutionary Science (3)
- GEDN020: Science, Technology, and Social Ethics (3)
- GEDN022: Life-Environment and the Health Effect (3)
- GEDN023: Public Communication of Science and Media (3)
- GEDN075: Introduction to Practical Science and Social Movement (3)
- GEDN039: Science, Technology, and Start-Up Management (3)
- GEDS030: Science of Self-Governance and Cooperation (3)
- GEDS032: New Ideas from Giant Economists (3)

### Component Area Option (6)

- MATH 2417: Calculus I (4) or MATH 2413: Differential Calculus (4)
- MATH 2419: Calculus II (4) or MATH 2414: Integral Calculus (4)
- PHYS 2125: Physics Laboratory (1)
For matching Major Requirement of UTD Chemistry (61)
(The numbers in bracket are the semester credit hours.)

<table>
<thead>
<tr>
<th>UTD curriculum</th>
<th>Transferable SKKU courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1111 General Chemistry</td>
<td>GEDB013 General Chemistry Laboratory 1(1)</td>
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<tr>
<td>Laboratory I(1)</td>
<td></td>
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<tr>
<td>or CHEM 1115 Honors Freshman</td>
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<tr>
<td>Chemistry Laboratory I(1)</td>
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<tr>
<td>CHEM 1112 General Chemistry</td>
<td>GEDB015 General Chemistry Laboratory 2(1)</td>
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<tr>
<td>Laboratory I(1)</td>
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<tr>
<td>or CHEM 1116 Honors Freshman</td>
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<tr>
<td>Chemistry Laboratory I(1)</td>
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</tr>
<tr>
<td>CHEM 1131 General Chemistry I(3)</td>
<td>GEDB012 General Chemistry I(3)</td>
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<tr>
<td>or CHEM 1315 Honors Freshman</td>
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<tr>
<td>Chemistry I(3)</td>
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<tr>
<td>CHEM 1132 General Chemistry II(3)</td>
<td>GEDB014 General Chemistry 2(3)</td>
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<tr>
<td>or CHEM 1316 Honors Freshman</td>
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<td>Chemistry II(3)</td>
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<td>CHEM 2123 Introductory Organic</td>
<td>CHY2002 Organic Chemistry 1(3)</td>
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<td>Chemistry Laboratory (I)</td>
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<tr>
<td>CHEM 2125 Introductory Organic</td>
<td>CHY2012 Organic Chemistry Laboratory 1(1)</td>
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<td>Chemistry Laboratory (I)</td>
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<td>CHEM 2323 Introductory Organic</td>
<td>CHY2006 Organic Chemistry 2(3)</td>
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<td>Chemistry I(3)</td>
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<td>CHEM 2325 Introductory Organic</td>
<td>CHY2016 Organic Chemistry Laboratory 2(1)</td>
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<td>Chemistry II(3)</td>
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<tr>
<td>CHEM 2401 Introductory</td>
<td>CHY2004 Analytical Chemistry 1(3)</td>
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<tr>
<td>Quantitative Methods in Chemistry</td>
<td></td>
</tr>
</tbody>
</table>

MATH Sequence - Students may choose one of the following sequences (I or II)

| 1. MATH 2413 Differential Calculus(4) | Discuss and review with adviser GEDB020 Honor Calculus 1(3) |
| and MATH 2414 Integral Calculus(4)    | GEDB021 Honor Calculus 2(3)                           |
| and MATH 2415 Calculus of Several     | GEDB004 Engineering Mathematics 1(3)                   |
| Variables(4)                         | GEDB005 Engineering Mathematics 2(3)                   |
| and MATH 2418 Linear Algebra(4)       | GEDB003 Linear Algebra 1(3)                           |
| or STAT 2332 Introductory Statistics  | BIO2014 Individual Studies in Biological Science 1(1) |
| for Life Sciences(3)                 |                                                           |
| OR                                  |                                                           |
| R. MATH 2417 Calculus I(4)           | GEDB001 Calculus 1(3)                                  |
| and MATH 2419 Calculus I(4)          | GEDB002 Calculus 2(3)                                  |
| and MATH 2451 Multivariable         | GEDB003 Linear Algebra 1(3)                           |
| Calculus with Applications(4)        | BIO2014 Individual Studies in Biological Science 1(1) |
| and MATH 2418 Linear Algebra(4)      | GEDB004 Engineering Mathematics 1(3)                   |
| or STAT 2332 Introductory Statistics | GEDB005 Engineering Mathematics 2(3)                   |
| for Life Sciences(3)                 |                                                           |
| PHYS 2123 Physics Laboratory I(1)    | GEDB009 General Physics Laboratory 1(1)                |
| PHYS 2126 Physics Laboratory II(1)   | GEDB011 General Physics Laboratory 2(2)                |
| PHYS 2325 Mechanics(3)               | PHY2001 Classical Mechanics 1(3)                       |
| PHYS 2326 Electromagnetism and       | PHY2010 Electromagnetism(3)                           |
| Waves(3)                            |                                                           |

Major Core Courses

<p>| CHEM 3321 Physical Chemistry I(5)   | CHY2001 Physical Chemistry 1(3)                    |</p>
<table>
<thead>
<tr>
<th>Major Related Courses (21-22)</th>
<th>Bachelor of Arts (21)</th>
<th>Bachelor of Science (22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 3471 Advanced Chemical Synthesis Laboratory (4)</td>
<td>BIOL 3361 or CHEM 3361 Biochemistry (3) or CHEM 4335 Polymer Chemistry (3)</td>
<td>CHEM 3361 or CHEM 3391 Inorganic Chemistry (3) or CHEM 3322 Physical Chemistry I (3)</td>
</tr>
<tr>
<td>CHEM 3472 Instrumental Analysis (4)</td>
<td>CHY2013 Inorganic Chemistry Laboratory I (1)</td>
<td>CHEM 3341 Inorganic Chemistry II (3)</td>
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<tr>
<td>BS 22 semester credit hours; BA 21 semester credit hours</td>
<td>CHY2017 Inorganic Chemistry Laboratory II (1)</td>
<td>BIOL 3361 or CHEM 3391 Inorganic Chemistry (3) or CHEM 4355 Computational Modeling (3)</td>
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<td>CHY3027 Biological Chemistry Laboratory (1)</td>
<td>CHY3062 Biochemistry II (3) or CHEM 4335 Polymer Chemistry (3) or CHEM 4355 Computational Modeling (3)</td>
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<td>CHY3028 Analytical Chemistry Laboratory (1)</td>
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<td>CHY2003 Instrumental Analysis I (3)</td>
<td>CHY3010 Biochemistry I (3)</td>
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<td>CHY2004 Special Lecture in Physical Chemistry (3)</td>
<td>CHY3025 Polymer Chemistry (3)</td>
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<td>CHY2005 Vacuum and Surface Science (3)</td>
<td>CHY3026 Studies on biomolecules (3)</td>
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<td>CHY2006 Computational Chemistry (3)</td>
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<td>CHY3005 Spectroscopy (3)</td>
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<td>CHY3006 Special Topic in Organic Chemistry (3)</td>
<td>CHY3029 Organic Electronic Materials and Its Application (3)</td>
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<td>CHY3007 Organic Reaction Mechanism (3)</td>
<td>CHY3030 Bio-materials Applied Chemistry (3)</td>
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<td>CHY3008 Organic Synthesis (3)</td>
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<td>CHY3009 Bioorganic Chemistry (3)</td>
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<td>CHY3010 Biochemistry II (3)</td>
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<td>CHY3011 Biochemistry III (3)</td>
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<td>CHY3012 Organic Spectroscopy (3)</td>
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<td>CHY3013 Basic Organometallic Chemistry (3)</td>
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<td>CHY3014 Molecular Symmetry (3)</td>
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<td>CHY3015 Materials Chemistry (3)</td>
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<td>CHY3016 Special Lectures in Analytical Chemistry (3)</td>
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<td>CHY3022 Instrumental Analysis I (3)</td>
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<td>CHY3029 Organic Electronic Materials and Its Application (3)</td>
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<td>CHY3030 Bio-materials Applied Chemistry (3)</td>
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<td>CHY2003 Instrumental Analysis I (3)</td>
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<td>CHY2003 Inorganic Chemistry I (3)</td>
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<td>CHY2005 Physical Chemistry II (3)</td>
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<tr>
<td></td>
<td>BIOL 4310 Advanced Writing in the Natural Sciences and Mathematics (3)</td>
<td>GEDW004 Scientific &amp; Technical Writing (2)</td>
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<td>GEDW002 Academic Writing (2)</td>
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(5) For matching Elective Requirements: BS 16-17 semester credit hours; BA 17-18 semester credit hours
(The numbers in bracket are the semester credit hours.)
## UTD curriculum

6 semester credit hours must be outside the major and be upper-division and/or have prerequisites.

For BS: 17 semester credit hours needed if enroll in STAT 2332 in Math Sequence (II. Major Requirements); 16 semester credit hours needed if enroll in MATH 2418 in Math Sequence.

For BA: 18 semester credit hours needed if enroll in STAT 2332 in Math Sequence (II. Major Requirements); 17 semester credit hours needed if enroll in MATH 2418 in Math Sequence.

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## Transferable SKKU courses

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## 5. Coordinators and contact information

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MEMORANDUM

From: Rodolfo Hernandez, International Partnership Development (IPD) Director
To: Bruce Novak, NSM Dean
CC: Michael Biewer, NSM Associate Dean of Undergraduate Studies
    Kenneth Balkus, Jr., NSM Department of Chemistry and Biochemistry Head
    Duck J. Yang, NSM Associate Dean of Research and Interdisciplinary Programs
    Georgetta Oliver, Assistant to NSM Dean
    Jessica Murphy, Dean of Undergraduate Studies
BCC: IEDC Committee
Date: July 3, 2018
Re: Approval: UT Dallas NSM – SKKU, S. Korea, DDPA renewal

Thank you for submitting the proposal to renew the Dual Degree Program Agreement (DDPA) between UT Dallas NSM and Department of Chemistry of College of Science, Sungkyunkwan University (SKKU), S. Korea – Bachelor of Science in Chemistry – attachments.

On July 2, 2018, the International Education Development Committee (IEDC) finished the revision of the renewal proposal, recommending to move the DDPA proposal forward to the Council for Undergraduate Education (CUE) for its review. You will receive guidance from the Office of Undergraduate Education (OUE) on the CUE’s next meeting time and location.

If approved after the CUE review, the proposal will move forward to the Committee on Educational Policy (CEP) review. You will receive guidance from Dr. Clint Peinhardt, chair of CEP, on their next meeting time and location. After CEP review, the proposal will move forward to the Academic Senate. If it receives Academic Senate approval, then it is ready for signature. After all signatures, Assistant Provost Serenity King will submit the proposal to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) who must approve the agreement before it can be implemented. SACSCOC Substantive Change review can take up to six months before approval.

On behalf of the IEDC, congratulations.
**Graduate Program Degree Plan Pages to be Updated in 2018-2019**

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All updated pages are listed with a general summary of changes made. Click on the orange button to see a comparison PDF of each degree plan page on the Registrar's Intranet.

**MGMT**

<table>
<thead>
<tr>
<th>MS Leadership and Organizational Dev</th>
<th>New degree approved by CB but wording of catalog copy has not gone through approvals yet.</th>
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The update below was requested by the department after the 2018-2019 catalog had already gone live. Although we add in new degree plans approved by THE CB, such as the one above, we try to avoid making any changes, especially of this scale, to the existing data once the catalog is live.

**Graduate Program Degree Plan Pages to be Updated in 2019-2020**

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All updated pages are listed with a general summary of changes made. Click on the orange button to see a comparison PDF of each degree plan page on the Registrar's Intranet.

**MGMT**

| Executive Education Program – Organizational Behavior & Coaching | Department requested updates to Exec Ed program to reflect addition of new Leadership and Organizational Development MS. |
For 2019-20 catalog

About the Undergraduate Catalog

The University of Texas at Dallas Undergraduate Online Catalog is a general information publication only the document of authority for all students, faculty, and staff. The catalog intends to reflect current academic policies, procedures, degree offerings, course descriptions, and other information pertinent to undergraduate study at The University of Texas at Dallas. It is not intended to nor does it contain all regulations that relate to students. The provisions of this catalog do not constitute a contract, express or implied, between any applicant, student, or faculty member and The University of Texas at Dallas or The University of Texas System.

Students are governed by the catalog under which they were enrolled or, at a student’s option, the catalog of any subsequent year in which that student was in residence. Please refer to the academic requirements and procedures sections for more information.

While every effort has been made to make this catalog as complete and accurate as possible, the University of Texas at Dallas reserves the right to change the provisions of this catalog at any time, including, but not limited to: withdraw courses at any time, to change fees or tuition, calendar, curriculum, course offerings, degree requirements, graduation procedures, and any other requirements affecting students as necessitated by university, legislative, or regental action. Changes will become effective whenever the proper authorities so determine and will apply to both prospective students and those already enrolled. Students normally are entitled to graduate under the degree provisions of the catalog in effect at the time of their first completed semester of enrollment.

The online version of The University of Texas at Dallas Undergraduate Catalog is the official version. The online catalog will be updated periodically and will contain all major policy changes that occur during the 2018-19 catalog cycle. The official publication date of this catalog is August 2018.

Although this catalog was prepared on the basis of the best information available at the time, and the information is updated regularly, users are cautioned about the following:

- Editorial, clerical, and programming errors may have occurred in the publication of this website, and The University of Texas at Dallas assumes no responsibility for such errors.
- There is a lag time between approved changes and their publication on this website.
- Students normally are entitled to graduate under the degree provisions of the catalog in effect at the time of their first completed semester of enrollment.

Students are held individually responsible for complying with all requirements of the rules and regulations of the university and the Board of Regents of The University of Texas System. Failure to read and comply with policies, regulations, and procedures will not exempt a student from whatever penalties the student may incur. Many departments and programs issue program manuals, procedures and policy manuals, handbooks, and other informational publications for students and faculty in its programs. These publications
provide detailed and useful information; however, they are not statements of official policy or binding contracts of The University of Texas at Dallas or of The University of Texas System. In all matters, the Rules and Regulations of the Board of Regents of The University of Texas System, the Handbook of Operating Procedures of The University of Texas at Dallas, and the Undergraduate Catalog of The University of Texas at Dallas shall supersede departmental, program, or college publications.

The online version of The University of Texas at Dallas Undergraduate Catalog is the official version. The online catalog will be updated periodically and will contain all major policy changes that occur during the 2019-2020 catalog cycle. The official publication date of this catalog is August 2019. This catalog was last updated on DATE.
Erik Jonsson School of Engineering and Computer Science

Undergraduate Certificates

• Certificate in Information Assurance
• Certificate in Nanoscience and Nanotechnology

Certificate in Information Assurance: 12 semester credit hours

A Certificate in Information Assurance is offered by the Department of Computer Science. It can be obtained by completing the following (as well as any required prerequisites):

  - CS 4389 Data and Applications Security
  - CS 4393 Computer and Network Security
  - CS 4398 Digital Forensics

The certificate is intended for those individuals who are working in the industry and who already have background similar to a BS degree. CS and SE majors that complete the required classes, as well as students that complete the Minor in Information Assurance will be awarded certificates in Information Assurance.

Certificate in Nanoscience and Nanotechnology

A Certificate in Nanoscience and Nanotechnology is offered by the Department of Materials Science and Engineering. It can be obtained by completing the following (as well as any required prerequisites):

  - MSEN 3301 Introduction to Nanoscience and Nanotechnology
  - MSEN 3302 Microscopy, Spectroscopy, and Nanotech Instrumentation

And choose one of the following:

  - MSEN 3310 Introduction to Materials Science
  - MSEN 4391 Technology of Plasma

MSEN 4v95 Undergraduate Research in Nanotechnology (3 or more hours)

Any upper level class that satisfies the Minor in Nanoscience and Technology

Updated: 2018-06-19 09:38:03
Fast Track Option

The Fast Track option enables qualified senior undergraduate students to include master's level courses in their undergraduate degree plans as they work towards a master's degree at UT Dallas. Admission into a Fast Track program is open to senior undergraduate students with 90 or more earned hours, of which at least 36 must be completed hours in the core curriculum. Each Fast Track program may have additional admission requirements and deadlines; therefore, qualified undergraduate students interested in a Fast Track program should consult their academic advisor or Associate Dean of Undergraduate Studies and graduate advisor in their intended master's program. For more information on the programs, please review Fast Track Programs.
INSTITUTIONAL CONFLICT OF INTEREST COMMITTEE

TITLE

Institutional Conflicts of Interest Committee

POLICY STATEMENT

The Institutional Conflict of Interest Committee is a University-wide Standing Committee appointed by the President not reporting to the Academic Senate of The University of Texas at Dallas (“University”).

The Committee operates under the Rules and Regulations of the Board of Regents of The University of Texas System (Regents Rules) in Rule 30104, concerning Conflict of Interest, and in Rule 30103, concerning Standards of Conduct, including the relevant federal and state statutes and relevant System policies, procedures, and forms provided in each rule (http://www.utsystem.edu/bor/rules.htm#A4).

The Committee is charged to safeguard the University’s credibility and reputation from the negative effects of Institutional Conflicts of Interest (ICOIs), and to assure that no institutional interests or relationships of the University or of Institutional Officials exist that may jeopardize the University’s commitment to provide quality teaching, research, service, and clinical care.

The Committee is charged to perform the following duties:
1. Advise the President regarding the identification, evaluation, and management of ICOIs;
2. To develop and maintain an appropriate written and enforced University policy on ICOIs in accordance with the Regents Rules;
3. To implement management plans to minimize the risks of undue influence of ICOIs on decisions affecting the University’s research, education, clinical care, business transactions, investments, or other activities of the institution; and,
4. To develop and disseminate procedures for identification, evaluation and management of ICOIs disclosed by Institutional Officials or other members of the academic community.

The President shall have final authority regarding ICOI determinations, including approval of Committee recommendations regarding ICOI management.

The Committee shall be composed of at least eleven voting members. At least three voting members, not including the Speaker of the Academic Senate, must be tenured faculty members of the rank of Associate Professor or Professor. The President shall appoint one of the Committee’s tenured faculty members to serve as the Committee Chair with oversight of all committee activities. The President shall serve as the Responsible University Official. At least one voting member shall have no University affiliation. The Speaker of the Academic Senate, the Vice President for Research, the Vice President for Budget and Finance, the Vice President for Administration, the Vice President for Development and Alumni Relations, and the Chief Compliance Officer shall serve as ex officio, voting members. Each member shall exhibit high ethical standards.

The term of appointment for members who are not ex-officio shall be three years. Committee members may be reappointed by the President for additional terms. If for any reason a committee member resigns, the President shall appoint another qualified individual to serve the remainder of the unexpired term.

The Committee shall meet as necessary to evaluate ICOI issues, and maintain a record of its deliberations and actions. A quorum will consist of one more than half of the voting committee members, at least one of whom
must be a member with no University affiliation. The University Attorney shall attend meetings and serve as legal advisor to the Committee.

In relation to a specific situation under review, the Committee may invite a member of the University community with special expertise not otherwise available to the Committee to serve as a non-voting *ad hoc* member. At its discretion, the Committee may appoint non-voting *ex-officio* members for renewable one-year terms.

All information concerning Committee activities, reports, and other related documents and approvals shall be housed in the Office of Institutional Compliance and Equity (OIEC). The OIEC shall be responsible for the submission of annual reports to appropriate government agencies and shall report to the President on such matters. The Committee will submit an annual report to the University Academic Senate summarizing the ICOI evaluations performed and management plans implemented by the Committee.

**POLICY HISTORY**

Issued:

**POLICY LINKS**
INSTITUTIONAL CONFLICTS OF INTEREST

TITLE

Institutional Conflicts of Interest

POLICY STATEMENT

It is the policy of The University of Texas at Dallas (“the University”) that Institutional Conflicts of Interest (“ICOIs”) cannot be allowed to compromise, or to appear to compromise, the academic integrity and freedom of faculty in teaching, research, or mentoring; the administration’s obligation to assure that institutional decisions serve the University’s primary missions; or, the institution’s obligation to use its economic and physical resources in the best interests of scholarship and its faculty, staff, and students. While the University recognizes that University-industry relationships are essential for advancing scientific frontiers and enabling the commercial development of academic discoveries to the benefit of the public, the University must balance the risk to its primary missions as the institution engages in relationships that lead to financial or reputational benefit for the institution or its responsible officials.

This policy supports the University in the identification, evaluation, and management of situations that create risk for the appearance of ICOI. This policy applies in addition to general University policies, such as policies on standards of conduct, as well as other policies governing conflict of interest.

SCOPE

This policy applies to all University employees.

DEFINITIONS

Executive Officer (“EO”) includes the President and all individuals who report directly to the President (other than administrative support positions).

Institutional Conflict of Interest (“ICOI”) may exist when the institutional interests or relationships of the University or an Institutional Official, acting within his or her official capacity on behalf of the University, compromises, or appears to compromise, decisions involving research, education, clinical care, business transactions, investments, or other institutional activities performed by the University.

Institutional interests or relationships of the University and of Institutional Officials that may require review by the Committee for ICOI are understood to include, but are not limited to: royalty payments; equity and ownership interests; gifts; licensing activities; contracts for goods and services; governance or fiduciary roles; purchasing; educational and training activities; other financial interests; and, other administrative decisions.

Institutional Official (“IO”) includes Executive Officers and any other employee who exercises broad and significant discretion over key institution functions.
Management Plan is a written agreement that imposes the conditions and/or prescribes any action necessary to ensure an institutional decision, function, or action is free from undue influence, or the appearance of undue influence.

CONTACTS

TBD/Institutional Conflict of Interest Committee Chair
TBD/Chief Compliance Officer
Phone: TBD
Website: <forthcoming>
Anonymous Reporting: <forthcoming>

AUTHORITY

The Institutional Conflict of Interest Committee is empowered to identify, evaluate, and manage ICOIs by the President in UTDPPXXXX.

RESPONSIBILITIES

Chapter 1. University and Community Responsibilities

a. The University will implement a system to allow anonymous disclosure of any situation suspected to involve an ICOI to the Committee for review.

b. The University will maintain a searchable database of identified ICOIs to be referenced and used when considering any new contract, agreement, or other arrangement that could create an ICOI. This database will be made available to Committee members, the Office of the Provost, the Office of the Vice President for Research, the Office of Budget and Finance, the Office of Development and Alumni Relations, the Office of Institutional Compliance and Equity, and any Institutional Officials responsible for institutional activities related to an ICOI.

c. All University employees, other than Institutional Officials, shall promptly disclose any perceived, potential, or actual ICOI of which he or she becomes aware to his/her unit head (e.g., department head, center director, and vice president) or supervisor in writing. The unit head or supervisor will notify the Committee Chair.

d. University students, affiliates, and community members may disclose any situation suspected to involve an ICOI to the Committee for review.

Chapter 2. Committee Responsibilities

a. The Committee will evaluate potential ICOI and determine whether the University has an interest in managing the situation and, if so, recommend to the President the terms and conditions necessary to
minimize the risk of undue influence on University decisions, functions, and actions, up to and including
the prohibition or elimination of the interest or relationship that creates the ICOI.

b. No member of the Committee may participate in an initial or continuing evaluation of an ICOI in which
that member has an interest or relationship that compromises, or appears to compromise, the
Committee’s evaluation, except to provide information requested by the Committee.

c. The Committee will develop guidelines and procedures for specific categories of ICOIs that present
minimal risk to the integrity of the institution and that can be handled administratively by Institutional
Officials with monitoring plans and documentation.

d. The Committee will develop and provide awareness training and procedures for self-assessment and
monitoring to employees and offices whose responsibilities may be affected by ICOI.

e. In the event that an ICOI relates to an institutional interest or relationship of the President, the
Committee will report its recommendations directly to UT System Administration.

Chapter 3. Institutional Official Responsibilities

a. Institutional officials shall disclose institutional interests or relationships that create the possibility for
significant financial or reputational risk for the institution to the Committee for review before receiving
or entering into the interest or relationship. Institutional officials shall disclose institutional interests or
relationships that create the possibility for minimal financial or reputational risk for the institution to the
Committee based on guidelines set by the Committee.

b. Institutional Officials will comply with the terms and conditions of all ICOI Management Plans.

a. This policy does not replace the responsibility of Institutional Officials to disclose individual interests
and relationships, nor the responsibility of University officials to identify and manage individual
conflicts of interest, under the standards and procedures of University policies governing individual
conflicts of interest (UTDPP1101, UTDPP1102, UTDPP1029).

Chapter 4. Noncompliance

Noncompliance with this policy may subject an employee to discipline in accordance with applicable procedures
up to and including termination of employment.

Chapter 5. Administration

Sec. 5.01. Records

a. Records regarding the disclosure of institutional conflicts of interests, evaluations by the Committee,
implementation of Management Plans, and other records of University actions, must be retained for the
longer of at least three years after:

1. the date of creation;
2. the date of termination or completion of a research award or contract, or the submission of the final expenditures report, for research identified in a disclosure statement; or
3. the date of final resolution of any investigation, audit, or similar action involving the records.

b. The University will provide for a centralized repository for disclosure statements, Management Plans, and related records.

c. The Committee Chair, or another person designated by the president, will provide the Chancellor of The University of Texas System with copies of all guidelines, procedures, and forms used by the University relating to Institutional Conflicts of Interest and must ensure that the Chancellor receives copies of any revised guidelines, procedures, and forms simultaneously with the implementation of the revision.

Sec. 5.02. Audits

The University will provide for regular audits of disclosure statements and Management Plans to determine individual and University compliance with this policy.

POLICY FORM

POLICY HISTORY

Issued:

POLICY LINKS
FY 18 Annual Committee Reports

To be approved by the Academic Senate

- All Senate Committees
- University Committee on Eforms
- Intellectual Property Advisory Committee

Informational Reports:

- Auxiliary Services Advisory Committee
- Campus Facilities Committee
- Campus Wellness Committee
- Commencement Committee
- Committee on Parking and Transportation
- Committee for the Support of Diversity and Equity
- Information Technology Planning and Policy Committee
- Institutional Animal Care and Use Committee
- Institutional Biosafety and Chemical Safety Committee
- International Education Development Committee
- International Oversight Committee
- Radiation Safety Committee
- Student Fee Advisory Committee
- University Safety and Security Council
- University Sustainability Committee
August 17, 2018

TO: The Academic Senate
FROM: Karen Huxtable-Jester
Chair, Committee on Effective Teaching

SUBJECT: Annual Report of Committee on Effective Teaching, 2017–2018

I. Membership
The membership of the Committee on Effective Teaching consists of:

Karen Huxtable, Chair (BBS)
Angela McNulty, Vice Chair (IS)
Shelby Hibss, (A&H)
Monica Evans (ATEC)
Galia Cohen (EPPS)
Randy Lehmann (ECS)
Abhijit Biswas (JSOM)
Mohammad Akbar (NSM)

Simon Kane, Technical Expert
Darren Crone, Technical Expert
Grace McClure, Student Appointee
Sai Kamma, Student Appointee

Paul Diehl, RUO – Associate Provost

Jessica Murphy, Dean of Undergraduate Education
Marion Underwood, Dean of Graduate Education

Associate Deans of Undergraduate Education:
Natalie Ring (A&H)
Eric Farrar (ATEC)
Melanie Spence (BBS)
Euel Elliot (EPPS)
Simeon Ntafos (ECS)

Tonja Wissinger (IS)
Marilyn Kaplan (JSOM)
Mike Biewer (NSM)

II. Meetings
September 1, 2017
October 6, 2017
November 3, 2017
December 1, 2017
January 26, 2018
March 2, 2018
April 6, 2018
April 19, 2018
III. Actions Taken

The Committee on Effective Teaching is a Concurrent Committee of the Academic Senate of The University of Texas at Dallas. The Committee oversees and encourages the development of a wide range of tools and facilities to promote excellence in teaching across all disciplines and levels within the university. It will, on a continuing basis, refine the definition and measurement of excellence in teaching, and advise the University and Academic Senate of needs for and availability of new technology and training for teachers.

1. The competitions for all University level teaching awards will be managed by the Committee. It will forward its recommendations for award winners to the President.

a. The Center for Teaching and Learning (CTL) manages the process of creating award categories (for President and Provost approval), soliciting award nominations, creating awards selection committees, identifying evidence of teaching effectiveness, and running committee meetings. CET advises CTL on these guidelines and procedures and CET members serve on the selection committees. The CET subcommittees met to review application materials from nominees for the five President’s Teaching Awards. We have three separate subcommittees: one for the online/blended teaching award, one for the TA award, and one for the tenure-line undergraduate teaching, nontenure-system undergraduate teaching, and graduate professional teaching. Recommendations included both winners and Honorable Mentions.

b. Dr. Kuei Sun, a Senior Lecturer in Physics, proposed a system for recognizing the top 10% of all graduate teaching assistants for teaching excellence awards. The Committee decided that adding new award categories or increasing the number of potential awardees in a category can be done more effectively at the school level. CET recommends that schools develop new awards to reflect the types of excellent teaching that is valued in each school or program.

2. The Committee will receive annual reports from each school’s Committee on Effective Teaching and will facilitate and evaluate the work of the School committees. The Committee will forward the individual School reports and its summary evaluation report annually to the Chief Academic Officer.

a. The approved letter to the Deans was sent out on March 26, with a request for replies by May 15. Dean Balsara was the only one to reply. The information from Bioengineering, SYSE, and ECE is in Appendix 1. Considering this information in the context of replies to the same inquiry in previous years, it appears that the deans of each school are not seeking input from CET on their faculty evaluation systems. Informal and undocumented reports indicate that improvements are either occurring or imminent. The consensus among CET members is that there is no one-size-fits-all approach to evaluation of teaching across schools.
b. CET worked with the Provost’s Technology Group to send reminders about best practices for mid-semester and end-of-semester student evaluations of teaching to all faculty.

i. The reminder for mid-semester teaching evaluations was sent to all faculty on October 9, 2017 and February 27, 2018. Feedback from faculty was very positive. Reminders and guidelines for end-of-semester evaluations were sent just before the last week of each long semester and twice in the summer.

3. The Committee will create and refine procedures for the training of and monitoring of the teaching effectiveness of graduate teaching assistants.

a. The committee decided that we would develop a handbook for faculty members who supervise graduate TAs. The objective is to provide guidelines for communicating clear expectations, delivering constructive feedback, including negative feedback for the benefit of the student’s professional development, and generally to help supervising faculty (1) to create an educational learning experience for the TA and (2) to better identify and solicit ways that TAs can improve the teaching and learning experience for undergraduates, the TAs themselves, and the faculty members. McGill University has a web page with similar suggestions, but for most other universities, the resources available for guiding faculty members in providing effective mentorship focus on research only.

i. Timeline: Drafting the document has been postponed to the 2018-2019 academic year. CET will consult with Kim Knight in ATEC, who is developing similar guidelines.

ii. It may be helpful to survey graduate TAs to assess the quality of their experiences. CET will consult with OGS to find out if this has already been done or if there is interest in collaborating on this project.

b. In 2018-2019, CET will consult with Grad Council on suggestions for improving the TA evaluation process. For example, it may be beneficial for TAs to be evaluated twice annually.

i. Faculty training: CET will discuss what kinds of training may help faculty members to provide more meaningful teaching experiences and guidance to TAs. TAs serve in varying capacities across schools, e.g., as Instructor of Record, discussion leaders, lab supervisors, graders, and lab assistants. Faculty guidance should be tailored to the TA roles.

ii. CET will discuss and revise the Teaching Assistant Continuum of Responsibilities.
iii. Student evaluations of TAs: CET will discuss the value of and possible procedures for asking faculty to encourage students to provide mid-semester evaluations for TAs.

4. The Committee will receive complaints about and requests for improvements in the teaching environments on campus and pass on recommendations for improvements to the University administration.

   a. The major and overwhelming concern with regard to this aspect of the Committee’s charge continues to be space. Students in the performing arts do not have sufficient sound-proof individual rehearsal space (practice rooms). Problems with the Classroom Buildings are ongoing. The furniture is not suited for the rooms, and problems with unpleasant odors recur frequently.

5. The Committee will encourage and review the funding of projects in the use of new technology and new teaching methods, both on campus and by transmission to remote sites. It will also advise the University administration and Academic Senate on ways to ease the transition to the high tech classroom.

   a. We have met with Frank Feagans and others from the Office of Information Technology, and will continue these conversations. OIT is hosting a conference on May 16.

6. As part of the general requirement to improve awareness of new ideas and new technologies, the Committee will occasionally invite renowned speakers to give seminars on campus.

   a. Concerns for the coming year include the following:

      i. Academic Integrity and students use of groupme and other tools to collaborate in unauthorized ways. It may be helpful for CET to collaborate with the Committee on Academic Integrity to implement a campaign to educate faculty and students. Some aspects of addressing this issue would benefit from a student-driven effort to help students understand what academic integrity means (more than just not cheating). Consultation with Larry Redlinger regarding data on the scope of the problem also will be helpful in planning for next year.

      ii. CTL is hosting Dr. David Rettinger in late October 2018. He will speak on A Positive Approach to the Serious Problem of Academic Dishonesty. Dr. Retting is Associate Professor of Psychological Sciences and Executive Director of the Center for Honor, Leadership, and Service, University of Mary Washington. In advance of his visit, CTL will sponsor reading groups for up to 30 faculty members for James Lang’s book Cheating Lessons. CET will use these events to increase faculty
awareness of the student Code of Conduct and the work of the Discipline Committee.

7. **Survey of Non-Tenure-Stream (NTS) Faculty**

In the spring semester, with the support of the Committee on Effective Teaching, CTL administered a Lecturer Needs Survey. We obtained a list of non-tenure-stream faculty members from Human Resources, which included 658 Clinical faculty of all ranks, plus every level of Lecturers and Senior Lecturers. The anonymous survey was designed to gather information about the professional development needs of Lecturers and anyone teaching in a non-tenure-stream position. We received 155 responses, 141 of which were complete.

Just over half (58%) of the responses came from 100% or 75% time NTS faculty members, 42% from faculty employed at 25% or 50% time. Most respondents indicated that their greatest challenges are related to workload (e.g., class sizes, number of courses, number of new preparations), but about half in each group indicated that availability of resources poses a challenge (e.g., contacts in school, teaching assistants, support staff, office space, photocopies or other materials). Challenges related to terms of employment (e.g., stability, pay) were reported by 60% of those employed 25-50%, and 46% of those employed 75-100%.

Full time NTS faculty prefer faculty development opportunities in the middle of the day, but part-timers prefer evenings. Just over 60% (59% PT and 67% FT) would like to see professional development opportunities targeted to their NTS needs. Nearly half (44%) of both groups would like to have opportunities for informal gatherings and would like to meet regularly with small learning communities, not necessarily specific only to their own schools or programs.

These results will be used by CTL to develop programming for non-tenure-system faculty.

**IV. Recommendations for Following Year**

1. I recommend that the composition of the committee be modified to include the Director of Educational Technology Services.

**V. The following are appended:**

1. Response from Dean
2. Responses of NTS faculty members by PT and FT status
Appendix 1: Response from Dean Balsara

From Betsy Willis in the Department of Bioengineering:

1. Does your school have a standing Teaching Effectiveness Committee? If yes,
   a. Who appoints the members?
   b. How often does it meet?
   c. What is the charge of the committee?

   All faculty in the Department of Bioengineering play a role in evaluating teaching effectiveness. The main tools used to assess teaching effectiveness are on-going ABET (Accreditations Board for Engineering and Technology) assessment and students’ course evaluations.

To maintain accreditation, departments must demonstrate on-going assessment of student learning and continuous improvement of the engineering program. The Department of Bioengineering uses the ABET assessments as the framework for evaluating teaching effectiveness. At the conclusion of each long semester, course instructors use the Course Updating Form to compile student attainment of course learning objectives that are tied to ABET’s student outcomes. Faculty report student attainment of the course learning objectives as the percentage of students exceeding, meeting and below expectations on each course learning objective. Faculty also comment on the course that semester, noting challenges and areas that went well. Faculty also note recommendations for future semesters. Information from the course updating forms is compiled and presented at two faculty meetings – fall course assessments are discussed at the January faculty meeting, and spring course assessments are discussed at the August faculty meeting. Faculty engage in an open discussion of each course and opportunities for improvement.

Students’ course evaluations play a role in teaching effectiveness through the faculty annual review process. The average score on the question “Overall, instructor was excellent” is a metric on faculty annual reviews.

2. Which instructors are evaluated by your school’s Teaching Effectiveness Committee? All

3. When are the evaluations conducted? Each semester
   a. How often are instructors evaluated if they have priority? No single group of instructors has priority
   b. Are instructors evaluated if they do not have priority (e.g., tenured faculty)? If so, what is the schedule for that? NA
   c. How is the evaluation included in or connected to the annual review, third year, and tenure evaluation process? Students’ course evaluations play a role
in teaching effectiveness through the faculty annual review process. The average score on the question “Overall, instructor was excellent” is a metric on faculty annual reviews.

4. By what methods are instructors evaluated (i.e., which tools, measures, or methods of observation are used)? Faculty complete course updating forms each semester, and faculty have access to review students’ course evaluations.
   a. What course materials are examined (e.g., syllabus, exams, assignments, student artifacts)? Please specify.

5. Who conducts the evaluations? How are members of the evaluation committee selected? All faculty in an open discussion of course updating forms two time per year.

6. How are evaluation results communicated to the instructor (i.e., what is the feedback process)? Please indicate timing of feedback and whether it is formative or summative. Faculty can access students’ course evaluations, and the average score on “Overall, instructor was excellent” is a metric on faculty annual reviews. Additionally, faculty receive feedback from the discussions at faculty meetings where course updating forms are reviewed.

From Steve Yurkovich in SYSE:
Because SYSE is quite different than other ECS departments (very small, lots of cross-listed courses), our process is very simple:
- We do not have a committee
- We evaluate non-tenured instructors from SYSE
- We do this at least once a year, and it is discussed in annual review
- I conduct the evaluations (although in the future I hope to get Mark Spong involved)

From Randy Lehmann in ECE:
Our FPRC evaluates faculty for teaching as part of the annual review process. I believe much of what Karen describes below is done by the department FPRC.

If I were answering these questions for ECE here would be my response:

1. ECE has an FPRC elected by the faculty consisting of tenured full professors that serves much of the stated purpose.
2. All full-time instructors are evaluated by the FPRC.
3. Evaluations are performed once a year after the Annual Reports are submitted.
4. Tools for evaluation: Annual Report; student end-of-course evaluations; other student or faculty input???
5. Full professors elected by the department
6. Feedback from the FPRC evaluation is communicated by the department chair to each faculty member during their annual review each spring/summer.
Original query sent to all deans:

From: Huxtable-Jester, Karen  
Sent: Monday, March 26, 2018 2:33 PM  
To: Balsara, Poras <poras@utdallas.edu>  
Subject: Request from Committee on Effective Teaching regarding Teaching Effectiveness Committees

Dear Dean Balsara,

I am writing on behalf of the Academic Senate Committee on Effective Teaching. One part of the committee’s policy charge is as follows (https://policy.utdallas.edu/utdpp1024):

The Committee will receive annual reports from each individual School Committee on Effective Teaching and will facilitate and evaluate the work of the School committees. The Committee will forward the individual School reports and its summary evaluation report annually to the Executive Vice President and Provost (Provost).

Pursuant to our charge, the committee would like to gather information about how peer evaluations of teaching currently are conducted in your school. We have a list of questions that may be answered by you, the committee chair(s) if you have one, or someone you designate. We plan to use this information to identify best practices and recommendations to support each school’s efforts. If possible, we would like to receive the responses no later than MAY 15, 2018. In the following questions, “instructors” is used as a generic term to include faculty members who are Tenured (T), Tenure-Track (TT), Full-Time Non-Tenure-Track (NTT), or Part-Time Lecturers (PT). In your responses, please indicate which category of instructors you are referring to, as needed.

1. Does your school have a standing Teaching Effectiveness Committee? If yes,  
   a. Who appoints the members?  
   b. How often does it meet?  
   c. What is the charge of the committee?
2. Which instructors are evaluated by your school’s Teaching Effectiveness Committee?  
3. When are the evaluations conducted?  
   a. How often are instructors evaluated if they have priority?  
   b. Are instructors evaluated if they do not have priority (e.g., tenured faculty)? If so, what is the schedule for that?  
   c. How is the evaluation included in or connected to the annual review, third year, and tenure evaluation process?
4. By what methods are instructors evaluated (i.e., which tools, measures, or methods of observation are used)?
   a. What course materials are examined (e.g., syllabus, exams, assignments, student artifacts)? Please specify.
5. Who conducts the evaluations? How are members of the evaluation committee selected?
6. How are evaluation results communicated to the instructor (i.e., what is the feedback process)? Please indicate timing of feedback and whether it is formative or summative.

Thank you for sharing this important information.

Respectfully,

Karen Huxtable, Ph.D.
Associate Director, Center for Teaching and Learning
Senior Lecturer III, School of Behavioral and Brain Sciences
Fellow, UT System Academy of Distinguished Teachers
800 W. Campbell Rd, GR 41; Richardson, TX 75080-3021
Office: JO 3.208; Phone: (972) 883-6434
Email: drkarenhj@utdallas.edu; twitter: @drkarenhj
The University of Texas at Dallas
Appendix 2: Responses of Non-Tenure-System (NTS) faculty members by Part-time (25-50%) and Full-time (75-100%) status:

<table>
<thead>
<tr>
<th>Which of the following pose challenges for you?</th>
<th>Part-time NTS N=50</th>
<th>Full-time NTS N=70</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workload (e.g., class sizes, number of courses, number of new preparations)</td>
<td>58%</td>
<td>70%</td>
</tr>
<tr>
<td>School/program culture (e.g., respect, recognition, communication, inclusion)</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td>Resources (e.g., contacts in school, teaching assistants, support staff, office space, photocopies or other materials)</td>
<td>52%</td>
<td>49%</td>
</tr>
<tr>
<td>Level of student engagement</td>
<td>44%</td>
<td>54%</td>
</tr>
<tr>
<td>Terms of employment (e.g., stability, pay)</td>
<td>60%</td>
<td>46%</td>
</tr>
<tr>
<td>Professional development (e.g., training, information about policies and procedures)</td>
<td>22%</td>
<td>40%</td>
</tr>
<tr>
<td>Academic freedom</td>
<td>16%</td>
<td>20%</td>
</tr>
<tr>
<td>Other</td>
<td>13%</td>
<td>13%</td>
</tr>
</tbody>
</table>

| Which of the following types of support would be of interest to you?                                              | N=51               | N=69               |
| Consultation services                                                                                            | 27%                | 28%                |
| Interactive webinars                                                                                            | 41%                | 25%                |
| Online video tutorials                                                                                            | 35%                | 28%                |
| Workshops targeted specifically toward lecturer needs                                                             | 59%                | 67%                |
| Weekend availability of resources and services                                                                     | 16%                | 4%                 |
| Evening availability of resources and services                                                                     | 33%                | 6%                 |
| Learning community specifically for lecturers                                                                     | 43%                | 45%                |
| Informal gatherings for lecturers                                                                                  | 43%                | 43%                |
| School- or program-specific support                                                                              | 25%                | 23%                |
| Other                                                                                                            | 10%                | 14%                |
8/29/18

TO: The Academic Senate
FROM: Marilyn Kaplan
Chair, Core Curriculum Committee


I. Membership
The membership of the Core Curriculum Committee consists of: Marilyn Kaplan, Chair, Eric Farrar, Vice Chair, Andrew Adrian, Lawrence Amato, Banks Miller, Christian Filsouf, Rashaunda Henderson, Madhu Kondeti, Jennifer McDowell, Jessica Murphy, Ted Price, Rajadhar Reddy, Fabiano Rodrigues, and Larissa Werhnyak.

II. Meetings

9/29/17 Meeting
New core courses were approved:
   BA 1310
   BA 1320

1/18/18 Meeting
We had update on THECB Report and the Comets to the Core project and assessment data from the Provost’s office.

4/9/18
The meeting centered around re-approval of 2 courses that were re-evaluated by THECB:
   ECS3361 and HIST 2332.
   Both courses were resubmitted to THECB.
   CHEM 1115 was approved as the honors lab section of an existing core course.

6/26/18
Notification was received from THECB that BA 1320 and CHEM 1115 we approved additions to the core curriculum. ECS 3361 and HIST 2332 were denied as core.

III. Actions Taken
Approved new courses and approved resubmissions were sent to THECB.

IV. Recommendations for Following Year

a. We recommend developing a plan to regularly re-evaluate existing core courses for their implementation of the core learning outcomes. This periodic review will be especially helpful as the inventory of core courses grows and we learn more from our assessments about possible weak points.

b. Courses denied by THECB should be reevaluated and resubmitted to the committee in the coming year.
2018-07-19

TO: The Academic Senate
FROM: Pia K. Jakobsson
Chair, Library Committee


I. Membership
The membership of the Library Committee consists of: Pia Jakobsson (Chair), Susan Chizeck (Vice Chair), Robert Ackerman, Nina Baranchuck, Jonas Bunte, Lawrence Chung, Richard Golden, Kimberly Hill, Surya Janakiraman, Lindsay King, Shawn McComber, Joseph Nguyen, Dmitry Rachinskiy, Ellen Safely (Dean of Libraries, ex officio), Amy Walker, Ben Wright.

II. Meetings
The Library Committee met on March 20, 2018.

III. Actions Taken
At the meeting, Dr. Safely presented a report on the materials held and services offered by the library. She also gave us some budget information (the total expenditures were $9,590,976 of which $3,961,102 was spent on materials) and shared some of the concerns (increased fees for database subscriptions based on higher student numbers, physical wear on facilities caused by increased use – the library has over one million visits per year).

IV. Recommendations for Following Year
At the end of the meeting there was a discussion about the mission of the committee and how we can ensure that we fulfill that mission. Two points in particular were raised. One was to explore more ways to disseminate information from the library to the schools about needs and plans. The other was to bring more feedback from the schools to the library (acquisition needs in particular - The library liaison for each school buys what seems to be relevant, but requests from faculty helps create better coverage). A suggestion was offered to have two meetings a year; once in the fall and once in the spring, so that issues raised in the fall could then be worked on and perhaps reviewed by the spring meeting. For intermediate needs, email discussion between the members is likely sufficient. All those present voted in favor of the additional fall meeting.

V. [Any Special comments/Notes/Supporting Documentation]
The mission of the library committee is to be a conduit of information between the library and the faculty and other constituencies. We bring issues up to the administration and advise on policy. We also bring information back to the departments, explain policies and bring back feedback.
September 19, 2018

TO: The Academic Senate
FROM: Ravishankar Narayan
Chair, LMS Committee

SUBJECT: Annual Report of LMS Senate Committee, 2017–2018

I. Membership
The membership of the LMS Senate Committee consists of:
• Ravishankar Narayan (JSOM) (8/31/2019) Chair
• Victor Valcarcel (EPPS) (8/31/2019) Vice Chair
• Richard Golden (BBS) (8/31/2019)
• Jay Ingrao (AH) (8/31/2018)
• Angela Lee (ATEC) (8/31/2018)
• Bing Lv (NSM) (8/31/2018)
• Rebekah Nix (IS) (8/31/2019)
• Ravi Prakash (ECS) (8/31/2018)

II. Meetings
1. 11/21/2017: Met with Victor Valcarcel to discuss potential agenda items for meetings with other committee members
2. 7/30/18: Victor Valcarcel and Ravishankar Narayan met with Darren Crone (Assistant Provost, Educational Technology Services) to determine areas where committee could provide input or assistance

III. Actions Taken
The committee determined that LMS adoption in the university is satisfactory and that the university continues to provide strong support to the current LMS provider, Blackboard. The university continues to enhance the learning, reporting and administration services made available via the LMS and has expressed strong support to continue this support in the future as well.

IV. Recommendations for Following Year
The committee could look at ways in which LMS could be better utilized for in-class student engagement.

V. [Any Special comments/Notes/Supporting Documentation]
The chair was unable to meet with committee members during 2017-18. It is
recommended that the chair meet with the committee members at least twice a semester to better identify ways in which the committee can assist the university and students.
TO: Faculty Senate
FROM: Richard Scotch, Chair
RE: Annual Report for Advisory Committee on the University Budget
DATE: August 9, 2018

Members of the Advisory Committee on the University Budget for 2017-2018:

Richard Scotch (Chair), D.T. Huynh (Vice-Chair), Lisa Bell, William Cready, Walter Dowling, Robert Glosser, Ramachandran Natarajan, Larry Overzet, Mark Rosen, and Robert Serfling

Activities

The Budget Advisory Committee held an initial meeting on October 26, to discuss committee activities for the 2017-2018 academic year and to review the results of a study conducted by past committee vice-chair Robert Serfling in May 2017 analyzing salaries for non-tenure system faculty. Dr. Serfling gave a presentation of his report to the Academic Senate at its November 15 meeting. The report is appended to this report.

The Committee invited President Richard Benson to meet with us on December 7. Dr. Benson was accompanied by Vice President for Budget and Finance Terry Pankratz, and held an informal discussion of the university’s budget situation with the committee.

On February 6, the Committee met with Professor Midori Kitagawa to discuss her proposal that the university create a scholarship program for dependents of faculty and staff. Professor Kitagawa provided information on similar programs at peer institutions. While there was interest in the concept, no specific recommendations were made by the committee as the result of our discussion.

In February and March, representatives of the committee participated in the School and Division annual budget hearings with President Benson and his cabinet. Chair Scotch attended all of the hearings, and several other committee members attended hearings of interest to them.

The Committee held its final meeting on April 3 for a discussion on the budget hearings and any related budget issues. One issue proposed for Committee consideration in 2018-19 was the university’s indirect cost policies, after the new Vice-President for Research had been appointed.
Report from the Committee on Educational Policy – Academic Year 2017-2018

Clint Peinhardt, Chair

July 19, 2018

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CEP is charged with approving all new and changed courses and programs. Additionally, we examine changes in language in the catalog and other academic policy issues that are referred by the Academic Council and/or Senate. Over the last few years, we’ve improved our internal processes and our newest innovation is assigning responsibilities by schools to examine new and changed courses from other schools. Dean Murphy referred to it as our own peer group process.

While the full details of our activities are articulated in great depth in our minutes and those of the Senate, here is a summary of the agenda items we addressed this year.

(1) New Programs
   a. Imaging Concentration in Biomedical Engineering (Dec)
   b. B.A. in Latin American Studies (Mar)
   c. Undergraduate Certificate in Nanoscience and Nanotechnology (Mar)
   d. Academic certificates in JSOM (April/May)
   e. B.S. in Data Science (May)

(2) Changes to Existing Programs
   a. Undergraduate degree plan revisions (April/May)
   b. Graduate degree plan revisions (April/May)
   c. Separated Minors in Spanish and in Latin American Studies (April)

(3) New or Changed Courses
   a. Approved 5 of 5 new undergraduate classes and 3 of 3 graduate classes (Sept)
   b. Approved 11 of 13 new undergraduate classes for the core curriculum (Oct), and the other two in November
   c. Approved 1 of 1 new undergraduate classes for spring 2018, and 338 of 340 undergraduate classes for 2018-2019 (Nov)
   d. Approved 209 of 209 graduate course changes for 2018-9 (Nov)
   e. Approved 8 of 8 new undergraduate courses for Spring 2018, and 157 of 158 courses for 2018-2019 (Dec)
   f. Approved 64 of 66 graduate course changes or additions (Dec)
   g. Approved 62 of 62 undergraduate course changes (Feb)
   h. Approved 21 of 21 graduate course changes (Feb)
   i. Approved 4 of 4 undergraduate course changes (Mar)
   j. Approved 34 of 34 graduate course changes (Mar)

(4) Catalog and Policy Changes
   a. Undergraduates taking Graduate Courses (Sept)
   b. UTDPP1001- Academic Certificates (Sept)
   c. Re-entry of graduate students (Oct)
   d. UTDPP1052 – Additional Master’s Degrees (Oct)
e. Admissions Consideration for Applicants with Three-Year Undergraduate Degrees (Oct)
f. Repeating Graduate Courses (Oct)
g. UTDPP1008 – Council for Undergraduate Education (Nov)
h. Removed Catalog language on special registration for high school students (Dec)
i. Added new (later) catalog deadlines for programs revised for assessment reasons (Dec)
j. Recommended adoption of the new faculty titles as provided by the UT System (Jan)
k. Transfer credit language updated to incorporate legislative changes (Feb)
l. JSOM Change of Major Policy (Mar)
m. Policies (both undergrad and grad) for transfer credit from non-accredited institutions
n. Reviewed and approved changes to the first 40 catalog policies (May)

(5) Other
a. Discussed tuberculosis testing for international students (Sept)
b. Assisted Registrar’s office in revising visual presentation of course inventories (April)

Additionally, the committee regularly received updates regarding the international student office, the SACSCOC Assessment process, the Texas Higher Education Coordinating Board, and the Board of Regents for the UT-System. Most of the committee participated in the SACSCOC on-site visit. We also spent considerable time on the THECB’s Field of Study and marketable skills programs and the initial feedback from our new Core assessment process in November.
May 3, 2016

TO:       The Academic Senate

FROM:      Chris Ryan
            Chair, Committee on Academic Integrity

SUBJECT: Annual Report of Committee on Academic Integrity, 2017-2018

I. Membership
The membership of the Committee on Academic Integrity consists of:
Chris Ryan (A&H), Chair
John Worrall (EPPS), Vice Chair
Yvo Desmedt (ECS)
Meredith Grant (BBS)
Carie King (ATEC)
Erin Smith (IS)
Russell Stone back (NSM)
Kathy Zolton (JSOM)

RUO
Amanda Smith, Dean of Students

Ex-Officio
Ellen Safley, Library Representative

Students
Dalton Owens (UG)
Alex Holcomb (UG)

II. Meetings
Dean of Students, Amanda Smith, Director of Community Standards and Conduct Megan Schaedel, and committee chair, Chris Ryan, met on September 18 to discuss goals and set the agenda for the full committee meeting. It was determined that the full team meeting would be an overview and orientation for committee members and that the focus for the year would be on educating faculty, particularly new faculty, on matters associated with academic integrity, including the academic dishonesty process. An additional goal would be to educate students, especially transfer students and international students (two groups who have a higher per-student ratio of referrals), on academic integrity. A third goal was to ensure sufficient numbers and quality commitment among faculty for the Discipline Committee. The team’s goal was to ensure representation from faculty beyond the Committee on Academic Integrity.

The full committee met near the mid-academic-year point on December 7. As planned, Dean Smith and her team provided an overview of the many ways in which her team is involved in matters of academic integrity.
III. **Actions Taken**

After the meeting, Dr. Smith and her team reached out through the committee to faculty to ensure sufficient faculty engagement on the Discipline Committee. Although consideration was made in the full meeting for an additional spring meeting, the need and the time/opportunity to conduct one did not materialize.

IV. **Recommendations for Following Year**

The chair suggests that next year’s committee continue to work with Dean Smith and her team to help determine if/when there are needs in which the faculty can assist, including staffing the Discipline Committee and anything else that arises. The committee chair also suggests that next year’s committee consider additional ways in which it can help to more broadly ensure that faculty—especially part-time faculty—are aware of the University’s academic standards, the processes for ensuring proper adherence of the standards, and the administration resources that are available to assist.
Committee on Qualifications Annual Report to the Senate, 2017-2018 Academic Year

Members of the Committee:

Andrew Blanchard (ECS)  Paul Fishwick (ATEC/ECS)  John Hart (BBS)
Ali Hooshyar (NSM), Chair  Elena Katok (SOM)  Lowry, Robert (EPPS), Vice-Chair
Georgios Makris (ECS)  Roger Malina (ATEC/NSM)  Zsuzsanna Oszvath (A&H)
Ozalp Ozer (SOM)  Sheryl Skaggs (EPPS)  Linda Thibodeau (BBS)
Marilyn Waligore (A&H)  Chuanwei Zhang (NSM)

Review Activity for 2016-2017 and 2017-2018

<table>
<thead>
<tr>
<th>Type of review</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third-year, mid-probationary</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>Tenure review &amp; Promotion to Associate Professor</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>Associate to Full Professor</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>Outside hires with tenure</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Totals</td>
<td>61</td>
<td>78</td>
</tr>
</tbody>
</table>

The overall workload increased by about 28%, mainly due to the increase in number of reviews for tenure, and promotion from Associate to Full Professor.

Meeting schedule, operating procedures, and workload:

Mid-probationary, tenure, and promotion reviews. Prior to CQ’s evaluation, a candidate for promotion, is reviewed by an ad hoc committee, a faculty vote with recorded minutes, and a Dean’s report. The components analyzed were research/creative activity, teaching effectiveness, and service. UTD policy requires excellence in either teaching or research/creative activity and if teaching is excellent, then the candidate should have performed well in research/creative activity.

CQ met as a committee on eight Fridays mornings: January 5, 12, 19, and 26, and February 2, 9, 16, and 23. The expectation was that all CQ members read all the cases. Each CQ member was assigned one case to summarize per session, and one case to take notes on the CQ discussion. It takes several days to prepare for each weekly meeting. The chair merged the summary and discussion for a final report, which were usually one to two pages long. CQ considered the following factors for cases with tenure: (1) sufficient documentation to support the recommendation for or against promotion; (2) independent letters from at least five external evaluators (independence was defined as not having a self-interested association with the
candidate for promotion); (3) clear articulation of the strengths and weaknesses of each case; (4) school-specific guidelines; and (5) consistency within individual schools. The President and the Provost concurred with all of the 72 recommendations made by CQ for the 2017-2018 review cycle. On March 30, 2018 the Provost also met with CQ members to provide her assessment and feedback regarding the files reviewed by CQ.

**External hires with tenure.** CQ evaluates all external hires with tenure. These evaluations are conducted mostly via email because they are often time-sensitive. The CQ has imposed a 48-hour turnover to complete evaluations for urgent cases. For external hires whose need for deliberation is less urgent (as determined by the Provost), CQ has imposed a 96-hour turnover. For hires at the same rank (e.g., an Associate Professor from another institution hired as an Associate Professor at UTD), our operating procedures allow the CQ Chair to determine how many CQ member responses are sufficient; after expiration of the turnover time. This process accommodates unusual times for the hires (e.g., summer). For hires that involve a promotion (e.g., an Associate Professor hire as a Full Professor), eight affirmative votes (a majority) are required. However, thanks to our dedicated CQ members and availability of Internet, almost all cases have been reviewed with 92%-100% of CQ members participating. The types of external hires are listed in the table below.

<table>
<thead>
<tr>
<th>Previous rank</th>
<th>Proposed rank</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Prof w/o tenure</td>
<td>Associate Prof with tenure</td>
<td>one</td>
</tr>
<tr>
<td>Associate Prof with tenure</td>
<td>Associate Prof with tenure</td>
<td>three</td>
</tr>
<tr>
<td>Associate Prof with tenure</td>
<td>Full Prof with tenure</td>
<td>two</td>
</tr>
<tr>
<td>Full Prof with tenure</td>
<td>Full Prof with tenure</td>
<td>two</td>
</tr>
</tbody>
</table>

**Observations and suggestions for improvements:**

It is estimated that each case requires about one hour. Up to 12 cases per week may be considered, which can require at least two full days per week. The chair probably spends double the time. As the university expands, so will the number of cases reviewed. In the not distant future, assigning academic workload credit to CQ members may need to be taken into consideration.

Thanks to the efforts of Provost Musselman who continues to hold annual meetings with the candidates for promotion and ad hoc committee chairs to discuss the review process and procedures, the usual issues that are of concerns in the review process: publication authorship (listing of all authors, determining contribution of candidate for evaluation), number of PhD students supervised, indication of UTD student authorship, independent research done at UTD (as opposed to research done as a PhD or post-doctoral associate), including the mid-
probationary report during tenure review, teaching evaluations, seem to have been effectively dealt with. The reports provided by the ad hoc committees were generally of high quality, reasons for their recommendations in general were well justified with supportive documents and details of their reasoning.

The most frequent concern raised for several cases involved the outside hires with tenure. In general for such cases, the external letters were not always independent/arms-length (e.g., PhD mentors or co-PIs on grants). The written policy for outside letters is stated in UTDPP1057:

> For tenured appointments, the Search Committee should solicit at least five independent judgments of the candidate's qualifications (these may include, but must not be limited to, individuals recommended by the candidate).

Even so, the rules were not always met. CQ is mandated to not seek additional information beyond what is provided. We have the option of not voting, but standing on such a principle has not been considered productive, especially since many of these hires were time-sensitive.

The followings are the issues that CQ finds are in need of improvement and CQ members recommend their implementation:

1. A check list page be included in any tenure/promotion file for indicating presence of all the needed documents, including at least five arms-length external letters. This should assist the respective Dean to quickly check a file for completion before it is sent to the Provost Office and CQ for further processing, or to return it to the ad hoc/search committee to obtain and include the needed documents before the announced deadlines.

2. CQ members believe it is very beneficial to have more information about what tier one schools consider as “excellence” in teaching when evaluating a faculty for tenure, and what measures do they use to arrive at such a designation. It is suggested that the “center of teaching excellence,” collect and provide CQ with such information.

A final comment is to thank and acknowledge that CQ recommendations for improvement that were suggested last year have been implemented: (i) CQ membership’s demographic now mirrors more closely that of UTD’s Full Professor population in terms of gender and race/ethnicity. (ii) The Provost Faculty review website that contains the statistical summary of teaching for candidates under review has been expanded to not only provide statistical summary of teaching but also a summary of average GPA for the listed courses taught by a candidate under review. This has made it easier not only for CQ but also the ad hoc committees to better evaluate teaching effectiveness of a candidate.
Date: August 24, 2018

TO: William Hefley, PhD
   Secretary, The Academic Senate

FROM: Christine Dollaghan, PhD
      Chair, Committee on Faculty Standing and Conduct

SUBJECT: Annual Report of Committee on Faculty Standing and Conduct, 2017-2018

I. **Membership**
   The membership of the Committee on Faculty Standing and Conduct consisted of Roderick Heelis (Vice-Chair), Matthew Brown, Lloyd Dumas, and Ram Rao.

II. **Meetings**
   The full Committee met via a skype call on July 20, 2018 to discuss issues surrounding a protest of an administrator’s decisions/actions that was initiated by a faculty member on May 30, 2018.

III. **Actions Taken**
    The Committee consulted with the faculty member, reviewed the formal grievance that was submitted, and found the issues grievable. Subsequently the administrator in question argued that university policy had not been followed and that the administrator should have had the opportunity to provide a formal response before the formal grievance was filed. The Committee interpreted the policy differently but agreed that the policy as written is somewhat ambiguous on this point for this particular case. The Committee agreed to provide the administrator with the opportunity to submit a formal response to the grievant, who will then decide whether to proceed with filing a formal grievance that includes the additional information. The resolution of this matter will be described in next year’s report.

IV. **Recommendations for Following Year**
    None.

V. **Special comments/Notes/Supporting Documentation**
    None.
August 7, 2018

TO: The Academic Senate
FROM: Carol Cirulli Lanham
Chair, Committee on Student Scholarships

SUBJECT: Annual Report of Committee on Student Scholarships 2017-2018

I. Membership
The membership of the Committee on Students Scholarships consists of:

- Carol Cirulli Lanham (chair)
- Simeon Ntafos (ECS) (vice chair)
- John Gooch (AH)
- Marilyn Kaplan (JSOM)
- Michael Biewar (NSM)
- Melanie Spence (BBS)
- Kimberly Knight (ATEC)
- Tonja Wissinger (IS)
- Jessica Murphy (ex officio with vote)
- Marion Underwood (ex officio with vote)
- Beth Tolan (ex officio without vote)
- Paula Austell (ex officio without vote)
- Abby Kratz (RUO)

II. Meetings
Most voting members of the committee meet on the last Tuesday of the month at the Council on Undergraduate Education (CUE). This gave members the opportunity to address any questions or concerns with the chair. In addition, Dr. Lanham was working closely with Dr. Gooch on a Swiss Program Abroad so they were in frequent contact. However, the actual work of the committee was carried out via email.

III. Actions Taken
The chair divided up the scholarship applications and gave committee members eight options from which to choose (see attached). Members were asked to review their assigned applications and essays, and then select the appropriate number of recipients. Since some scholarships are based on academic accomplishment, financial need or both, members were also provided with a spreadsheet that showed the GPA and unmet need of each applicant. Once every
member had selected their recipients, the final list of scholarship recipients was emailed to all voting members for their review and approval.

IV. Recommendations for Following Year

It would be helpful if the financial projections for each scholarship were final before they were given to the committee. We had to revise the number of scholarship recipients in several cases due to changes in the projected amount of money available. I also need to do a better job of ensuring that each committee member has access to the applications on OnBase and is properly trained on how to use the system.

V. [Any Special comments/Notes/Supporting Documentation]

See attached documentation for a list of which scholarships were reviewed by various committee members.
OPTION 1 – Tonja Wissinger

UTD Alumni Endowed Scholarship – 181 APPLICATIONS; 4 AWARDS
The UTD Alumni Scholarship was established to fund scholarships for undergraduates or graduate students who are enrolled in at least six semester credit hours and who demonstrate a need for scholarship assistance. Applicants must demonstrate financial need by having completed a financial statement or have a current FAFSA on file in the Financial Aid Office.

Robert W. Best Scholarship – 144 APPLICATIONS; 3 AWARDS OF $2500 EACH
This scholarship was created by Atmos Energy Corporation in honor of Robert W. Best, executive chairman. Scholarships will be made to qualified students at a minimum of $2,500 per scholarship. Applicants must be accepted in a full-time undergraduate program at UT Dallas and hold at least a 3.0 cumulative GPA. Graduating high school applicants must have maintained at least a 3.5 cumulative GPA and be ranked in the top 10% of their high school class. Recipients who have received the award in prior years are eligible to reapply and must submit their latest credentials and full application for consideration. To comply with FERPA, the recipient(s) must provide a written release allowing UT Dallas to report their name, classification, major, telephone number, email address and cumulative GPA to the Assistant Vice President for Corporate and Foundation Relations in the Office of Advancement so that a meeting can be arranged to introduce them to senior Atmos Energy executives.

OPTION 2 – Michael Biewar

Dr. Anson L. Clark Presidential Scholarship – 332 APPLICATIONS; 13 AWARDS
This scholarship honors the memory of a remarkable individual who amassed a sizable fortune throughout a highly unusual and successful career - first, as an engineer, then as a physician at the Mayo Clinic and finally as a businessman in the oil and banking industries. Clark's philanthropic activities have for many decades supported scholarly endeavors at a number of Texas colleges and universities.

OPTION 3 – Marilyn Kaplan

Selden Leavell Endowed Scholarship – 216 APPLICATIONS; 19 AWARDS OF $1000 EACH
The Selden Leavell Scholarship was established to honor Selden Leavell who was a graduate of The University of Texas Law School. This scholarship is for undergraduate or graduate students and recipients will be chosen solely on the basis of proven academic achievement and financial need. This scholarship is not limited to students of any specific school, college, or department. A minimum award of $500 per year and a maximum award of $2,000 per year may be given.
OPTION 4 – Kimberly Knight

Minnie K. Patton Endowed Scholarship – 95 APPLICATIONS; 8 AWARDS
This scholarship was created from a grant from the Minnie K. Patton Scholarship Foundation. The scholarship is open to full-time undergraduate incoming freshman or transfer students from Dallas or Collin County, Texas. Applicants must demonstrate financial need by having completed a financial statement or have a current FAFSA on file in the Financial Aid Office.

Greater Texas Foundation Removing Educational Barriers Scholarship – 131 APPLICATIONS; 7 AWARDS
The Greater Texas Foundation seeks to serve the citizens and educational institutions of Texas by supporting initiatives that increase access to higher education, support teachers, and encourage parental and community involvement in education. Eligible applicants must be an undergraduate and have a FAFSA on file in the Financial Aid Office. A recipient must be a US citizen or permanent resident, or a student who has lived in Texas for at least part of their high school experience. To comply with FERPA, the recipient(s) must provide a written release allowing UT Dallas to report their name, classification, major, mailing address and cumulative GPA in its annual report to the Foundation.

OPTION 5 – John Gooch

Jerry L. Caddell Scholarship Endowment – 142 APPLICATIONS, 4 AWARDS
The Jerry L. Caddell scholarship is to assist students in obtaining an education that are mentally and/or physically handicapped or may be economically disadvantaged. All applicants applying on the basis of an economic disadvantage must have a FAFSA on file in the Financial Aid Office or demonstrate financial need to be considered.

Mathew Sisters Scholarship – 41 APPLICATIONS; 2 AWARDS
The Mathew Sisters Scholarship was created in honor of sisters Sani and Sherine Mathew who have sang the UT Dallas Alma Mater at graduation ceremonies since May 2004. The scholarship will be used to support full-time undergraduate student from any major. Applicants must be a US Citizen or permanent resident and demonstrate financial need by completing a FAFSA; have a minimum 3.0 high school cumulative GPA and maintain a 3.0 cumulative GPA once attending UTD, and 2 letters of recommendation. Scholarship will be a minimum of $1,000 awards.

Option 6 – Carol Cirulli Lanham

Sjoerd Steunebrink Scholarship – 232 APPLICATIONS; 6 AWARDS
The Sjoerd Steunebrink Scholarship was established in 1999 by Dr. Sjoerd Steunebrink, who immigrated to the United States from Holland in 1956. He resided in Virginia before moving to Houston for his residency at the M.D. Anderson Cancer Center. He encourages students who receive his scholarship to realize they “got help – so why not help someone else, too.” Each recipient receives a copy of Dr. Steunebrink’s hand written letter of encouragement. Dr. Sjoerd Steunebrink created scholarships for
This scholarship is awarded to qualified UT Dallas students, excluding law and pre-law students, based on proven academic ability and financial need.

**Recycling Scholarship – 54 APPLICATIONS, 4 AWARDS**

The UT Dallas Recycling Scholarship was established to assist students in pursuing their educational goals. Funds are generated from recycling projects promoted throughout the University. In addition to eligibility requirements, strong emphasis will be placed on course completion rate. Recycling Scholarship awards are non-renewable. All applicants must: demonstrate financial need, be currently enrolled degree-seeking undergraduate or graduate students, be enrolled at least half-time at time of award.

**Richardson Woman’s Club – 247 APPLICATIONS, 1 AWARDS**

The Richardson Woman’s Club believes in supporting their community and its young adults. They have established a scholarship fund for deserving students. Preference will be given to a graduate of Richardson High School in Richardson, Texas. Please note: funding is limited. This scholarship will be awarded on a competitive basis by a committee duly appointed by the president of UT Dallas.

**MKP Foundation – 26 applications – 5 awards**

This scholarship was established by the Minnie K. Patton Foundation Trust. The scholarship is open to full-time students who demonstrate a capacity and desire for education, as well as a need for financial assistance. Applicants must be in good academic standing, and must demonstrate financial need. Please note: funding is limited. This scholarship will be awarded on a competitive basis by a committee duly appointed by the president of UT Dallas.

**Wells Fargo – 212 applications – 1 award**

The Wells Fargo Scholarship was established to assist students in their educational goals. Please note: funding is limited. This scholarship will be awarded on a competitive basis by a committee duly appointed by the president of UT Dallas.

**OPTION 7 - Simeon Ntafos**

**j. E. (Yank) Henry Memorial Scholarship Endowment – 331 APPLICATIONS; 2 AWARDS**
The J.E. (Yank) Henry Memorial Scholarship was established in honor of Col. J.E. “Yank” Henry, a philanthropist, pilot, and businessman who believed strongly in the importance of education. This scholarship is open to any undergraduate, graduate, or international student.

Option 8 – Melanie Spence

UTD Women’s Club - Amelia A. Lundell Textbook Scholarship Fund – 290 APPLICATIONS; 2 AWARDS

The Amelia Lundell Textbook Scholarship was established to honor the wife of Cyrus Lundell, Amelia Lundell. Cyrus Lundell was a founder of the Lundell Herbarium which is now part of the UT Plant Resources Center. The purpose of this endowment is to provide funds for the purchase of textbooks.

First Graduates Scholarship – 7 APPLICATIONS; 1 AWARD

The First Graduates Scholarship was established in honor of the Class of 1973, when UT Dallas was only one building and surrounded by cotton fields, which consisted of three students: Ron Hawkins, Susan (Mahlum) Doe, and Wang-Kong Lam. These funds will be used to provide support of full-time junior or senior undergraduate students from any major at The University of Texas at Dallas. Recipient must be a US Citizen or permanent resident and must demonstrate financial need by completing a FAFSA. Applicants must have a minimum cumulative 3.0 GPA. Scholarship will be a minimum of $1,000 awards.
Information Security Advisory Committee
Report on Committee Activities during 2017-2018 Academic Year

To: Faculty Senate
From: Ravi Prakash, Chair, Information Security Advisory Committee

The Information Security Advisory Committee (ISAC) was composed of the following:

Faculty:
- Ravi Prakash (ECS): Chair
- Joseph Izen (NSM): Vice Chair
- Daniel Griffith (EPPS)
- Kevin Hamlen (ECS)
- Atanu Lahiri (SOM)
- Casey Johnson (ATEC)

Staff Council:
- Daniel Calhoun (University Police Department)

Student Government:
- Jason Phillip Waye

RUO:
- Registrar (Jennifer McDowell)
- Vice President for Research: interim (Rafael Martin)
- University Attorney (Tim Shaw)
- Chief Information Security Officer (Nate Howe)
- Dean, McDermott Library (Ellen Safley)

Outside the University:
- Brian Wrozek, Managing Executive Director at Optiv, Inc. and Adjunct Instructor, G Luca Col- lege of Business at the University of Dallas

Invitee:
- Vice President of Information Technology (Frank Feagans)
ISAC was constituted by the Academic Senate in 2012 to advise the University of Texas at Dallas Chief Information Security Officer (CISO) in planning and testing measures to provide security of university information resources in such a way as to comply with UT System security requirements for university information and prioritize risk reduction efforts.

ISAC met four times during the year on the following dates: 10/27/2017, 12/1/2017, 3/2/2018 and 4/27/2018. Brian McElroy, Manager, Information Security Office, attended all the meetings as in invitee. Brian Dourty attended multiple meetings as CTO on behalf of Frank Feagans, VP of Information Technology. Gabe Cavazos attended multiple meetings as Director, Research Information Systems on behalf of Rafael Martin, Interim Vice President for Research.

Like previous years, ISAC’s interaction with the University CISO has been very cordial and productive. The CISO has actively sought faculty input on information security issues, has been extremely forthcoming in answering the committee’s queries, and has promptly shared information about security incidents and mitigation efforts.

Issues discussed by the committee include the following:

1. Distributed Denial of Service based disruption of UTD connectivity of external network in September 2016, actions to address this attack, and measures to safeguard against such attacks in the future.

2. DUO two-factor authentication for applications deemed important, including W-2 tax form download from off-campus sites.

3. Mobile device protection with passcode.

4. Overall vulnerability reduction for UTD computing devices and services.

5. Antivirus recommendations for all machines joined to the Windows domain.

6. Email system investments.

7. Updates on residential network deployment and operation.

8. Network firewall upgrades.

9. Limitations of single Active Directory domain, resulting in conflicts between custom local needs and standardized campus-wide configurations.

10. LastPass password utility.

11. Identity management updates.


The committee also reviewed the CISO’s annual report to the President.

ISAC was able to perform its advisory role thanks to the excellent working relationship with the CISO. Daniel Calhoun, the Staff Council representative. External committee member Brian Wrozek and student Student Government representative Jason Waye also provided valuable input.
September 21, 2018

TO: The Academic Senate
FROM: Stephen Yurkovich
2017-18 Chair, Committee on Distance Learning

SUBJECT: Annual Report of Committee on Distance Learning, 2017–2018

I. Membership
The membership of the Committee on Distance Learning consisted of S. Yurkovich, K. Baynham, A. Farago, D. Lary, C. Nazir, O. Polk, W. Hefley, S. Isham. Ex-Officio members included several Deans, Vice-Presidents and representatives from the Office of the Provost

II. Meetings
December 1, 2017

III. Actions Taken
1. Starting point: Held discussion of how distance learning and/or educational technologies are used in UTD courses
2. Update from Darren Crone, Assistant Provost, Learning Technologies (submission of proposal to Drs. Wildenthal and Musselman)
3. Update from Frank Feagan, Vice President and Chief Information Officer
   a. President Benson has a line item about maximizing educational technologies in the strategic plan
   b. Surcharges for students taking online classes
4. Plan for remainder of Academic Year: In order to move forward, the Committee should await release of the Strategic Plan from the President’s Office for further direction on Distance Learning.

IV. Recommendations for Following Year
At the December 1 meeting, the committee agreed that subsequent meetings for 2017-2018 would be scheduled after the UTD Strategic Plan was released. Given the delays from when we expected the Plan, and when it was finally delivered, we did not meet again after our initial meeting of the year.

Hence, recommendations would be to strive to ascertain the UT Dallas outlook on distance learning as part of Strategic Plan.
[Date]

TO: The Academic Senate
FROM: Frank Feagans
     Chair, eForms Committee

SUBJECT: Annual Report of eForms Committee, 2017-2018

I. Membership
The membership of the [Committee Name] consists of: Frank Feagans, Matthew Goeckner, William Hefley, Joseph Izen, Kelly McKinney, Ravi Prakash, Scott Simpson, James Bartlett, Jennifer Holmes, Gopal Gupta, Terry Pankratz, Tina Sharpling, Franklin Foxworthy, and Adam Cantwell

II. Meetings

III. Actions Taken
OIT representative served as intake for requests on issues with existing electronic forms and facilitated conversation with departments involved to arrive at a resolution. Many of the requests were formally added to the appropriate request queue, to be prioritized by the stakeholder group owning the service. This action may have resulted in changes to the form that are either complete, in progress, under review, action suspended, or unable to change.

Requests received: 20
Requests completed & closed: 2
Requests in progress waiting on customer input: 4
Requests still open: 5
Requested change withdrawn, resolved informally, or unable to change: 9

IV. Recommendations for Following Year
The primary value this year was instituting a mechanism for inserting faculty input into the PeopleSoft application development processes. The intention of this committee is to go beyond that limitation, and include faculty feedback across all campus applications, and more deeply in the development process. As such my recommendations for the following year are:

1. Hold regular meetings, one per semester (fall, spring, summer).
2. Provide a mechanism to call ad hoc meetings with a subset of the
committee, and the functional stakeholder group overseeing a specific application.

3. Propose that all functional stakeholder groups across campus leverage this committee for application selection, development, and configuration changes that impact the user experience of academia, prior to applications being selected and/or made available in production. This could be accomplished with appropriate subsets of this committee, and OIT can be the facilitation point to bring the groups together.

4. Market across campus the existence of, and engagement mechanisms for, this committee.

V. [Any Special comments/Notes/Supporting Documentation]
Annual report(s) of the Intellectual Property Advisory Committee (IPAC)

This report covers the years 2016 – 2017 and 2017 – 2018.

The committee met on April 26, 2017 and June 18, 2018. The April 2017 meeting was called to consider we needed to adjust our intellectual property policy in response to the change in the Regents Rules. The previous three rules have now been consolidated into one, 90101, that makes sweeping claims that the University Regents own all intellectual property created “in the course and scope of employment” although it will not exercise these claims in relation to copyright.

Relatedly, the chair had received a complaints from a member of the UTD faculty concerning our current practices in releasing patent rights to faculty members when the university itself declined to pursue them.

The meeting was attended by the committee members and members of the office of sponsored projects: Those present were Fang Qiu, Lakshman Tamil, Banks Miller, Viswanath Ramakrishna, J Silber, Ray Baughman, Raphael Martin, and William Schultz.

The consensus was that current practices are entirely satisfactory and the new Regents Rule does not challenge those practices, mainly because of the way the rule leaves discretion to act on intellectual property claims in the hands of the campus president.

The committee agreed that Mr. Martin’s office would review the current UTD policy in the light of the new Regents’ Rule and give its views on what changes might be useful. One area to focus on was the new attitude toward undergraduate student involvement in patentable work with corporate sponsors.

Professors Leaf and Tamil subsequently met with Mr. Martin and Mr. Schultz to discuss releases to the faculty inventor. The current policy is that such releases normally include a clause that the University will be entitled to a portion of the returns if the faculty member patents the invention using their own resources. While other universities do this, apparently fairly commonly, it has not been approved by faculty governance. Professors Tamil and Leaf felt it should be reviewed by appropriate governance bodies, but that this review should await the appointment of the new vice president for research.

On June 18, 2018, the committee met with Dr. Joseph Pancrazio as the new VP for research. They reviewed these issues. In the course of the discussion the question arose how disputes over release of patents or other patent matters might be adjudicated. The committee agreed that it would do so, noting that something very much like this had been the original purpose of the committee. Promptly thereafter, Dr. Glencross seal circulated a revised version of the charge for the committee embodying the agreements of the discussion. Through memory lapse, Dr. Leaf did not circulate this at the time. He has now done so. The committee will make its recommendations for the Senate meeting in October or November 2018.

Murray J. Leaf, Committee Chair 26 Sep 2018
9/18/2018

TO: The Academic Senate
FROM: Bob Fishbein
RUO, Auxiliary Advisory Committee


I. **Membership**
The membership of the Auxiliary Advisory Committee consists of:
AVP-Auxiliary Services- Bob Fishbein, Faculty- Youg-Joo Lee, , Director Student Union -Dan Goodwin, Resident District Manager Food Service – Shannon Mariani, Bookstore Manager -Rawn Johnson, Tech store Manager – Brian Leadingham, Dean of Students – Amanda Smith, Staff Member – Jayar Medlock, David Richardson, Director Food Service – Carrie Chutes, Director of Parking & Transportation – Cris Aquino, Assistant Director Logistics – Chris Rench, Manager Mail Services – Jerry Porter, Student Government- Joseph Campain, Brooke Knudtson, Project Administrator Auxiliary Services – Pam Stanley

II. **Meetings**
Auxiliary Advisory meets on average of two times per year. Once in the fall and once in the spring semesters.

Topics discussed included:
- Retail food sales have nearly doubled comparing FY 2013, 2014, and 2015
- Planning process was explained regarding where food venues are placed and why
- Success of converting 2-Mato concept to SMASHED
- SSA Grab & Go
- Growth of Catering with new menus
- Food delivery was discussed, not being offered at this time. Infrastructure will need to be developed for successful launch of that service
- Bookstore has 12% increase in sales. Price Match program and earlier textbook adoptions are what the increase is attributed to
- Tech store continues to promote engagement with UTD Recycling programs
- Parking & Transportation opened PS 4 on campus with 1,154 more spaces
- Booster Fuel service was approved via an RFP process
- Parking added additional Electric Vehicle Charging stations
- Copy/Print & Logistics hosts annual furniture surplus and bike sale
- Projects coming up for Auxiliary Services: Grab & Go in Engineering
Building, Alumni Center new catering kitchen, fully branded Starbucks on campus

- David Richardson commented that the dish return in Dining Hall West was consistently full on Fridays.

III. Actions Taken
Bob Fishbein explained that Friday is $5 Spirit Friday and it is our busiest day at Dining Hall West. Additional dishes were ordered to keep up with the high demands on that day.

IV. Recommendations for Following Year:
- Continue to work with Faculty to explain the financial benefits to students when earlier book adoption is a priority
TO: The Academic Senate
FROM: Michele Hanlon
Chair, Campus Facilities Committee
SUBJECT: Annual Report of Campus Facilities Committee, 2017–2018

I. Membership
The membership of the Campus Facilities Committee consists of:
Faculty: Michele Hanlon – Chair, James Harrington – Vice Chair, Christopher Camacho, Lucien Thompson, Angela McNulty, Julia Chan, Anne Balsamo, Poras Balsara, Matt Grief - Student Affairs staff (ex-officio), Patricia Holt – Staff Council (ex-officio), Alex Holcomb – Student, Ellen Safley – Library Representative (ex-officio), Additional Ex-Officio: Exec. Vice President and Provost. Sr. Director of Research Compliance, Asst. VP of Environmental Health and Safety, Dir. Media Services, Asst. VP of Auxiliary Services, Assoc. VP for Business Affairs RUO – VP for Administration

II. Meetings
August, 10 2017
March 23, 2018
May 17, 2018 -
Email vote: April 26, 2018

III. Actions Taken
1. As a result of discussions in the August 10 meeting an email address was established for the committee in early spring 2018 with the goal of facilitating communication with the University community: facilitiescommittee@utdallas.edu
2. On 4/23/2018 - actions decided upon to increase visibility and disseminate information efficiently include: create facilities website – website went live on June 26, 2018 and was added to the University A-Z index: https://www.utdallas.edu/cfc/; create and install QR codes on signs at selected constructions sites linking to information about the construction project. First of these were implemented in Spring 2018.
3. Members of the CFC met with Rodolfo Arredondon on 5/17/2018 to plan website needs and Mr. Arredondo completed the construction of the website in late June.
4. A small change in the language of the committee charge was recommended at the March 23 meeting (see attached minutes) & taken to HOP on 4/25/2018 – additional changes (updates of membership titles) were recommended by HOP and voted on via email on 4/26/18.

IV. Recommendations for Following Year
Continue to develop website and find ways to disseminate information about email address and facilities projects. Continue to facilitate communication re needs and ideas regarding facilities. Look into suggestion regarding a system to coordinate calendars for events such as electrical shutdowns or disruptive services to avoid the disruption of events planned by schools etc.

V. Minutes and Agendas:
Below are the agendas and minutes for the March 23 and May 17 meetings. Also below is the draft of the email concerning a change in the language of the committee charge. The vote via email was requested on April 26, 2018
3/23/2018 – Minutes by Chair, Michele Hanlon

Campus Facilities Committee meeting

Present:
Michele Hanlon, Chair
Rick Dempsey (ex-officio)
Ellen Safley (ex-officio)
Darren Crone
Lucien Thompson
Tysh Coleman (Director)
Carrie Chutes (Director) for Bob Fishbein (ex-officio)
2 Student representatives: Ellie Keffler, Arathy Krishnan

Guests:
Dennis Kratz
Doug Tomlinson

Absent: Calvin Jamison (RUO), James Harrington Vice Chair, Christopher Camacho, Angela McNulty, Julia Chan, Anne Balsamo, Poras Balsara, Alex Holcomb, Matt Grief (ex-officio), Patrice Holt (ex-officio), Inga Musselman (ex-officio), Rafael Martin (ex-officio), James Wright (ex-officio)

Agenda:
I. Introductions
II. Welcome & Committee Charge – Michele Hanlon
III. Facilities Committee updates – Michele Hanlon
IV. Campus updates – Rick Dempsey
V. Facilities Management and Institutional Managed projects – Doug Tomlinson
VI. Sustainability – Rick Dempsey
VII. Cotton Belt update – Rick Dempsey
VIII. Education and engagement of faculty/staff/students – Hanlon & all
IX. Adjourn

I. Meeting began at 11:35am with introductions.

II. Hanlon distributed copies of Committee charge. Discussion included adding “staff and students” in item 1, line two:
“The Committee is charged to maintain a system for receiving suggestions and complaints from faculty, staff, and students regarding the condition and use of the university facilities and to make suggestions to the administration regarding improving their condition and utilization.”
Lucien Thompson made a motion to include the words staff and students in the first listed committee charge (as indicated above), and the motion was seconded by Ellen Safley. The Committee voted unanimously to change the language to reflect this inclusion.

Lucien Thompson noted that the Faculty Senate has formed a new committee based on investigating and improving campus Accessibility. He noted that this new committee will coordinate with the Campus Facilities Committee on accessibility issues. Hanlon noted that Thompson’s presence on both committees will be beneficial in facilitating communication. Darren Crone said that he is also on the new accessibility focused senate committee.

Hanlon announced the new facilitiescommittee@utdallas.edu email address. Emails from this address will be received by Michele Hanlon, James Harrington, Matt Greif, Tysh Coleman. The email, although not yet publicized, has received one student request re white board cleaning in an ECS classroom.

III. Rick Dempsey presented a power point report on campus facility updates, comparing 2007 map of UTD with current map. Ellen Safley asked about library space currently being used by Engineering – when will the library space be vacated? Will the equipment be moved to the new Engineering building? She also mentioned that the room will need to be refurbished when vacated. Rick Dempsey said target for Engineering building move-in is August 2018.

IV. Doug Tomlinson presented information on Facilities Management & Institutional Managed Projects. He discussed what duties facilities handles directly and gave examples of tasks that are contracted out. Noted upcoming projects such as the Housing Warehouse which is going to be built this summer, and the perimeter trail which the City of Richardson is received a TXDot grant to complete. He updated progress on the West tech wind tunnel and reviewed the soccer field concession stand and restroom renovation which will take place this summer.

V. Rick Dempsey discussed UTD’s excellent sustainability record. Our new sustainability director will visit the committee in the fall to introduce himself and give an update. The Princeton Review named UTD as one of the top sustainable universities – 6 years running.

VII. Rick Dempsey gave an update on the Cotton Belt rail scheduled to begin running in 2022. Doug Tomlinson showed a City of Richardson video mock-up of a portion of the UTD to East leg of the RR.

VIII. Michele Hanlon led a committee discussion of possible ways to increase community involvement and exposure to facilities resources. Hanlon asked for opinions about constructing a facilities web page. Carrie Chutes suggested a general resource page to connect the community to all service-oriented areas.

Darren Crone suggested posting video updates re new construction on the website

Ellie Keffler suggested QR codes available at construction areas for quick access to updated information about the project.

Ellen Safley suggested that the campus map have an interactive component that links to information when an area under construction is clicked.

Darren Crone suggested that the use of Augmented Reality through a cell phone app may also be an interesting option.
Rick Dempsey suggested that we implement these suggestions in steps for example:
1. QR codes – Rick Dempsey will talk to one of the contractors about implementing this on a current project.
2. Campus map – adapted to make interactive with updates on construction
3. Video for the UTD website.

IX. Hanlon adjourned the meeting at 1:00pm

March 23 Minutes taken by Facilities representative:

Campus Facilities Committee Meeting Agenda
“One Campus. Our Campus.”
Friday, March 23, 2018
11:30 a.m. – 12:45 p.m.
Facilities Management Training Room (FM1.502)

I. Introductions
Darren Crone, Learning Technologies, darren.crone@utdallas.edu
Doug Tomlinson, Facilities Management, doug.tomlinson@utdallas.edu
Rick Dempsey, Facilities Management, mdempsey@utdallas.edu
Lucien Thompson, Behavioral & Brain Sciences, tres@utdallas.edu
Ellen Safley, University Library, Ellen.Safley@utdallas.edu
Michele Hanlon, Arts & Humanities, Michele.Manley-Hanlon@utdallas.edu
Dennis Kratz, Arts & Humanities, Dennis.Kratz@utdallas.edu
Kortysheima Coleman, Office of Administration, tysh.coleman@utdallas.edu
Carrie Chutes, Auxiliary Services, chutes@utdallas.edu
Ellie Keffler, Student, ekeffler@utdallas.edu
Arathy Krishnan, Student, Arathy.Krishnan@utdallas.edu

II. Welcome & Committee Charge – Michele Hanlon
A. [See attachment for the Committee’s Charge]
   1. “The Committee is charged to maintain a system for receiving suggestions and complaints from faculty regarding the condition and use of university facilities…”
   2. New email address facilitiescommittee@utdallas.edu

III. Facilities Committee updates – Michele Hanlon
1. The facilities committee is able to participate and review plans for new modeling at the discretion of administrators.
2. Master Plan Working Group, a working group for coordinating the elements of the master plan
3. Faculty Senate; Accessibility on campus for individuals with physical or mental disabilities. The University is no doubt up to code, but this group intends to focus on ways the university can be more proactively welcoming to such individuals

IV. Campus Updates – Rick Dempsey
A. Mr. Dempsey displayed a map of campus from 2007 and a current map, highlighting the expansion of campus in the past ten years
B. Major Projects
   1. Callier Center
1. Choose to do an outdoor staircase for cost reasons. Decided to paint it a vibrant color, giving the building a unique look.

2. Parking Structure IV
   a. Will be used more when the engineering building’s construction is complete.

3. Student Services Building Addition
   a. A theatre with 535 seats
   b. Meeting space for student organizations
      a. There are currently over 1000 student organizations

4. Davidson-Gundy Alumni Center
   a. Many were worried about whether or not this space would be utilized. It is booked a year and a half out.

5. Brain Performance Health Institute

6. Engineering Building
   a. Building systems and structural elements on display in the design
   b. Ready in July—currently on schedule
   c. Furniture in June
   d. Committee will likely be able to tour the building in May

7. Science Building

8. Northside 1 & 2
   a. 1 will be complete next month, and 2 will be complete in June
   b. 70% of all beds are leased out

9. Campus Landscape Enhancement
   a. Just beginning Phase III
   b. Concerns about synergy crossing
   c. Pathways to campus from dart station considered

C. Future Projects

1. Student Union Renovation/Expansion
   a. Feasibility Study
   b. Current Student Union is 100,000 sq ft. Generally, a campus with 30,000 would need a student union of 300,000 sq ft.

2. Athenaeum

V. Facilities Management & Institutional Managed Projects – Doug Tomlinson

A. Facilities has licensed tradesman in every field, smaller scale projects can be completed in house. Large scale projects are contracted out
   1. Licensed electricians, plumbers, etc.

B. Campus Enhancement
   1. Classroom renovations, parking lots, Green Hall renovations, among others

C. Planned for the Summer
   1. Campus Operations Warehouse
   2. Campus Perimeter Trail—technically a city project, part of a larger network of bike trails
   3. Athletic Field Concession/Restroom Facility
      a. 25 fixture building
      b. Bring more in to rent the facilities

VI. Sustainability – Rick Dempsey

A. Noteworthy
   1. Largest Zipcar program in the state of Texas
   2. First platinum Leed certified, higher ed. Building in Texas
3. 5 monarch stations, 2 apiaries on campus

B. Priorities
   1. Current Priorities: campus master plan updates
   2. Future Priorities: Cotton Belt Dart Station

VII. Cotton Belt Update – Rick Dempsey
   A. Video of Cotton Belt

VIII. Education & engagement of faculty/staff/students
   A. Periodical
   B. Using QR codes at construction sites

IX. Adjourn

May 17 - web page meeting agenda:

Agenda: Campus Facilities Committee webpage
May 17, 2018

Items to discuss for inclusion:
- Link to committee charge
- Email address for contact
- Form for concerns? – would allow us to track whether the contact is from a student or faculty, nature of complaint…etc
- Video updates on construction (Darren Crone)
- QR code connection to webpage updates?
- Connectivity to Campus Map re construction updates – could include instructions/advice on altered traffic flow, parking etc…
- Other items?

Minutes from meeting on May 17, 2018:

Attending:
Michele Hanlon
James Harrington
Rodolfo Arrendondo

Start - 10:30am
The above list was discussed. Rodolfo has agreed to work on setting up the web page(s) for the Facilities Committee.
- The committee charge will link from the webpage and the facilities committee email address will be posted.
- Rodolfo will work on a form that will allow faculty, staff, and students to submit concerns and suggestions via the webpage.
- Rodolfo will create links from the page to “pardon our Progress” and to slide shows re construction progress.
- Rodolfo will request the URL: utdallas.edu/cfc
- Michele will contact Rick Dempsey regarding the QR code initiative (Construction updates) discussed during our last full committee meeting.
- Michele will contact Darren re ideas about video updates.

End - 11:15am
Draft of email sent for electronic vote on April 26, 2018:

Hello Campus Facilities Committee,

During the recent presentation for HOP of our small yet important language changes to the Campus Facilities Committee charge, a few suggestions were made. The suggestions mostly refer to correcting titles of Ex Officio positions on the committee. Below I have included the committee make-up with changes indicated. Please weigh in with discussion as needed. After I have heard from a majority, I will send out an email requesting a yea or nay vote on the changes.

Campus Facilities Committee membership:

Chair
Vice Chair
Faculty member
Faculty member
Faculty member
Faculty member
Dean
Dean

EX OFFICIO:
Student representative
Student Affairs Staff representative
Staff Council Representative
Library Representative

OTHER EX OFFICIO:
Chief Academic Officer or Representative (replaces Exec. VP and Provost)
Assistant VP of Research Compliance or Representative (replaces Sr. Director of Research Compliance)
Assistant Vice President of Environmental Health and Safety or Representative
Media Services Representative (replaces Director of Media Services)
Assistant Vice President of Auxiliary Services or representative
Associate Vice President of Facilities Management (replaces Assoc. VP for Business Affairs)
Director of Advanced Networking and Cybersecurity (replaces Director of Networking and Telecommunication Services)
Office of the Registrar representative (new position suggested by the HOP committee)

RDU:
Vice President for Administration
I. MEMBERSHIP
The Committee shall be composed of no fewer than 8 voting and shall include three staff representatives, three faculty and/or retiree representatives, and 2 wellness representatives. Ex Officio members with voting power include one representative from recreational sports, two representatives from human resources and one representative from the office of sustainability. Two students, one graduate and one undergraduate, will be appointed as non-voting student representatives. Advisors are non-voting members.

II. ATTENDANCE

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III. Meetings
a. Meetings were held every 2nd Tuesday of every month except for March at the JSOM ExecEd area room from 11am-12pm. On May, the meetings were move to the Gemini Room at the Student Union Gemini. There was no meeting on March as the chairperson left and there were no other officers to call the meeting. There was also no Minutes/Agenda of the February meeting due to the same reason. This issue has been corrected by the election of a new chairperson, a secretary and a treasurer
b. Virtual meetings were implemented for a few months when April Floyd was chair. It was agreed in a later meeting that there was not enough to items to discuss to warrant a regular virtual meeting. It will be used on an as needed basis moving forward.

IV. Actions Taken (this report covers actions taken from January-August of 2017)
a. Sampling of Lunch and Learns by Employee Wellness and Human Resources
   i. New year, New Healthier You
   ii. What Are You Hungry For? A Mindful Eating Exercise
   iii. Learning Relaxation Techniques for Coping with Stress
   iv. Retirement Expressway
   v. Airrosti Workshop
   vi. CPR/AED (40 departments by invite only)
   vii. International Travel Wellness (by invite only)
   viii. How To Optimize Brain Performance
   ix. Training your brain to survive in the workplace
   x. Mindfulness – Moments, Movements and Methods
b. Other Events
   i. HR EQ classes
   ii. Mammography
   iii. Benefits Fair
   iv. Health Screenings
   v. Tobacco Ban (took effect in June 1)
      1. Tobacco Cessation Talk
      2. Freedom from Smoking class
   vi.
   c. University of Texas System’ Physical Challenge
      i. Living Well 10K-A-Day challenge: now is year round
      ii. Heart Walk: February 10
      iii. Corporate Challenge
      iv. Spring Into Motion Event – UTD was the medium-sized institution winner
d. SPN Employee Wellness Center
   i. “Just Move” initiative with at least two classes a day on Monday – Thursday
   ii. A shuttle service from the main campus to SPN center was established. Due to lack of interest it was stopped
e. Student Wellness
   i. Eating Disorders Awareness Week
      1. “Mirrors on the Mall”
      2. Embrace (Movie) will shoe on February 22 from 6-8pm
   ii. Walk in their Shoes at SUDH
   iii. Blood Drive
f. Recreation Sports/Fitness
   i. New Facility: Rec Center West
   ii. Outdoor facilities have been added
   iii. More personal trainers
   iv. Held special events (ex. Sun Salutations - Pre-dawn breakfast and yoga)
g. Sustainability (Evan Paret)
   i. One-stream Recycling on campus is on-going (including batteries)
   ii. Earth Week

V. FUNDING
   a. Lunch and Learns were supported by the Tobacco Fund
   b. Promotional flyers and pins were provided by the Office of Administration

VI. OTHER UPDATES
   a. Healthy vending machines map
   b. Conducted a Campus Wide Wellness Survey
   c. Visibility
      i. On Campus
         1. Purchased a Wellness Committee Flag for On-Campus activity use
         2. Participated in campus events and handed out flyers and pins
         3. Wellness Ambassador Program
            • Hosted a Lunch and Learn to introduce the committee to the employees
      ii. Social Media
         1. Facebook and twitter
   d. Policy charge
      i. Was updated and approved by the HOP Committee in March 2017
   e. By-Laws
      i. Was revised to match the new Policy Charge

VII. RECOMMENDATIONS
   a. Increase effectiveness and participation of initiatives by collaborating and partnering with other departments on campus
   b. Continue to advertise and promote all facets of Wellness
   c. Involve the Student Government
   d. Find other sources of funding for Wellness campaigns and endeavors

Submitted by:

Maria (Pinky) A. Reyes
UT Dallas Wellness Committee
FY2017 Interim Chairperson
MEMORANDUM

TO: The Academic Council

FROM: Judy L. Barnes, Sr. Director of University Events

SUBJECT: Annual Report of the Commencement Committee, 2017-2018

I. Membership

The Commencement Committee is a University-wide Standing Committee appointed by the President not reporting to the Academic Senate, The University of Texas at Dallas.

The voting members of the Commencement Committee included two members of the faculty, Kathryn Evans (School of Arts and Humanities) and Francesca Filbey (School of Behavioral and Brain Sciences); and two student representatives including the President of Student Government J.W. Van Der Schans, and Undergraduate Student, Zehra Rizvi (UG-Jr.).

Non-voting members included: Director of University Events, Judy Barnes (Chair); Speaker of the Faculty, Tim Redman (Vice Chair) [subsequently changed to Murray Leaf]; University Registrar and Director of Academic Records, Jennifer McDowell; Associate Vice President for Business Affairs, Rick Dempsey; Dean of Undergraduate Education, Jessica Murphy; Dean of Graduate Studies, Marion Underwood; Chief of Police, Larry Zacharias; Bookstore Manager, Rawn Johnson; Dean of Students, Amanda Smith; Media Services Representative, Darren Crone; Alumni Relations Representative, Kyle Edgington; Office of Communications, Katherine Morales; and, Rena Piper, Event Manager from University Events. [Attendance report attached.]

II. Meetings

Two meetings of the Commencement Committee were conducted during the 2017-2018 academic year. A meeting was held on September 13, 2017 where we discussed the Spring, 2017 ceremonies results and upcoming Fall, 2017 ceremonies. [Meeting agenda and minutes are attached.]

The second meeting of the Committee was held on January 31, 2018 to discuss Fall, 2017 results and in preparation for the Spring, 2018 commencement ceremonies. [Meeting agenda and minutes are attached.]
III. Actions Taken

Meeting Agenda and Minutes taken for both the 9/13/17 and 1/13/18 Committee meetings are attached.

IV. Recommendations for Following Year

We will once again hold two Committee meetings in the 2018-2019 school year. We are always striving to make the Commencement experience for our students, families and faculty a positive experience.
### COMMENCEMENT COMMITTEE 2017-2018

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<tr>
<th>Category</th>
<th>First</th>
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<td>Shockey</td>
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*substitute*  
*absent*
AGENDA

I. Welcome

II. Review of Fall 2017 Commencement
   a. 6 Ceremonies—statistics [H/O]
   b. New: stage set-up, Marching Order, walking cards on-site, staff shirts

III. Spring 2018 Commencement
   a. Dates—Week of May 8-12 (finals end on Mon. 5/7)
   b. Initial Application and RSVP Numbers—19% increase over S17 [H/O]
   c. 9 or 10 Ceremonies -- two recommendations [H/O]
      • Honors day/time—Tuesday, 10 am
      • Hooding day/time—Tuesday, 1 pm
      • Ring Ceremony—Tuesday, 7 pm
      • Ceremony days/times—Wednesday, Thursday, Friday
   d. Ticket discussion
   e. Propose to President and Provost
   f. Countdown to Commencement—February 20, 2018

IV. Discussion
   a. Student Speakers—Deadline: March 23, 2018
   b. Miscellaneous
      • Focus Group/Survey graduates—ceremonies, speakers, etc.
      • Cord requests on increase
AGENDA

I. In attendance: Judy Barnes; Darren Crone; Kyle Edgington; Rawn Johnson; Murray Leaf; Jennifer McDowell; Jessica Murphy; Rena Piper; Amanda Smith; Marion Underwood; Larry Zacharias; Kathryn Evans; Francesca Filbey; Rizvi Zehra; J.W. Van Der Schans; and Guest – Rachel Shockey

II. Welcome

III. Review of Fall 2017 Commencement
   a. 6 Ceremonies—statistics [H/O]
      • Barnes did an overview of attendance numbers for Fall 2017 (JSOM-UG 87%; JSOMG1 84%; JSOMG2 82%; ECS 86%; AH/ATEC/BBS 86%; and EPPS/IS/NSM 99%)
   
   b. New: stage set-up, Marching Order, walking cards on-site, staff shirts
      • Barnes suggested changing placement of stage podium to remove from crossover ramp
        o Underwood seconded idea and mentioned issues with placement of podium not allowing enough room for crossover
      • Underwood requested comfort monitor for stage party
        o Barnes assured Underwood it was already in discussion and would be implemented in the spring ceremonies

IV. Spring 2018 Commencement
   a. Dates—Week of May 8-12 (finals end on Mon. 5/7)
   
   b. Initial Application and RSVP Numbers—19% increase over S17 [H/O]
   
   c. 9 or 10 Ceremonies -- two recommendations [H/O]
      • Honors day/time—Tuesday, 10 am
        o Murphy approved
      • Hooding day/time—Tuesday, 1 pm
        o Underwood approved
      • Ring Ceremony—Tuesday, 7 pm
      • Ceremony days/times—Wednesday, Thursday, Friday
        o All in agreement with JSOM increasing to 4 ceremonies and allowing Pirkul to divide numbers/programs assordingly with set timeslots and set graduate seating capacities
d. Ticket discussion
   • Agreement reached on even distribution of 5 tickets for each school with a max of 4 additional tickets

e. Propose to President and Provost
   • All in agreement with starting ceremonies on Wednesday with the following breakdown:
     o Wednesday; 4 ceremonies; all JSOM
     o Thursday; 3 ceremonies; NSM, ECS1, and ECS2
     o Friday; 3 ceremonies; EPPS/IS, BBS, and AH/ATEC

f. Countdown to Commencement—February 20, 2018

V. Discussion

a. Student Speakers—Deadline: March 23, 2018

b. Miscellaneous
   • Focus Group/Survey graduates—ceremonies, speakers, etc.
     o Barnes strongly encouraged surveying student body
     o Van Der Schans and Smith will work together to survey student body
   • Cord requests on increase
     o Van Der Schans and Zehra do not feel cords should be limited and that multiple cords do not diminish academic achievements
AGENDA

I. Welcome
   a. New Committee Members

II. Review of Spring 2017 Commencement
   a. 7 Ceremonies
   b. New: name recognition BBS, walking cards on-site, volunteer handbook, new regalia, no Saturday ceremonies

III. Fall 2017 Commencement
   a. Initial Application and RSVP Numbers
   b. 6 Ceremonies – 3 Friday and 3 Saturday
      --or 4/3
      --ticket allocation
      --Hooding Thursday
   c. Dates—December 15-16 (exams through 12/14)
   d. Countdown to Commencement—September 19

IV. Discussion
   a. Name recognition software
   b. Student Speakers—Deadline October 27 (U/G Dean involvement)
   c. Graduation announcement redesign
   d. Challenges—overlap of celebrations (Hooding)
   e. Student Affairs initiative—cap decorating
   f. Miscellaneous—marshal assignments
MINUTES

I. In attendance: Judy Barnes, Rick Dempsey, Rawn Johnson, Jennifer McDowell, Jessica Murphy, Rena Piper, Amanda Smith, Francesca Filbey, Zehra Rizvi, J.W. Van Der Schans, Ryan Arnold (in lieu of Darren Crone), Lila Foroutan (in lieu of Marion Underwood), and Brent Tourangeau (in lieu of Larry Zacharias)

II. Welcome
a. New Committee Members

III. Review of Spring 2017 Commencement
a. 8 Ceremonies
b. New: name recognition BBS, walking cards on-site, volunteer handbook, new regalia, no Saturday ceremonies
   • Tested distribution of walking cards for one ceremony. Distribution moving forward will be on site for all schools. McDowell expressed concerns of school participation in future for walking card distributions on site. Piper offered to backfill with volunteers if able and needed.
   • Dempsey made recommendation that future ceremonies always occur on weekdays. Committee agreed. McDowell will make a note to present to calendar committee the ease of commencement taking place on weekdays versus Saturday ceremonies

IV. Fall 2017 Commencement
a. Initial Application and RSVP Numbers
b. 6 Ceremonies – 3 Friday and 3 Saturday
   --or 4/3
   • Vote casted for 3/3 or 4/3 – favor ruled 3/3
   *Sent to President and Provost for final approval and received approval
   --ticket allocation
   • Dempsey recommended Deans choose between reducing their ticket allocation or adding additional ceremonies. Van Der Schans disagreed and recommended that if reducing allocation for one school, all schools must be reduced for fairness. Majority of committee agreed with Van Der Schans.
   • Piper recommended initial allocation of 5 tickets with a cap of 9. Van Der Schans seconded.
--Hooding Thursday  
c. Dates—December 15-16 (exams through 12/14)  
d. Countdown to Commencement—September 19  

V. Discussion  

a. Name recognition software  
   • *Will proceed with use for all ceremonies moving forward. Additional funding support is being requested.*  

b. Student Speakers—Deadline October 27 (U/G Dean involvement)  
   • *Piper will discuss with Deans their involvement moving forward*  

c. Graduation announcement redesign  
   • *At request of President’s Office*  

d. Challenges—overlap of celebrations (Hooding)  
   • *Ceremony will take place on Thursday – no overlap this semester with Commencement*  

e. Student Affairs initiative—cap decorating  
   • *Student Transition Programs to sponsor*  

f. Miscellaneous  
   • *Barnes will discuss marshal assignments with Provost for suggestions/recommendation*  
   • *McDowell mentioned issue with students exiting the stage and catching their regalia on railing – 2 fell this past spring. Suggestion for curved railing or crossover ramp without railing made. Barnes and Piper will talk with staging company to see what can be done to improve.*  
   • *Arnold made suggestion for SSA auditorium to be held as additional overflow for live streaming of ceremony. Piper pointed out pushback from guests regarding leaving the building and stated it could be a back up to the overflow room in MP orange.*  
   • *Johnson noted they will once again have the graduation t-shirts. Bookstore will coordinate and place outside of their store.*
TO: The Academic Senate  
FROM: Dr. Calvin Jamison,  
Chair, Parking and Transportation  

The Parking and Transportation Committee is comprised of six voting members: two faculty, two staff, and two student representatives. In addition, the committee has the following six ex-officio members: Chief of Police, Associate VP for Facilities Management, Associate VP for Budget and Resource Planning, Safety Officer, Director of Disability Services and Parking and Transportation Manager. The Vice President for Facilities and Economic Development serves as the RUO and Chair. The goal of the committee is to provide general guidance and approval of parking and transportation practice on campus.

I. **Membership**

The membership of the Parking and Transportation Committee consists of:

- Dr. Calvin Jamison
- Dr. Judd Bradbury
- Dr. Thomas Brunell
- Dee Lambert
- Melissa Wyder
- Alexander Holcomb
- John Van Der Schans
- Kerry Tate
- Larry Zacharias
- Richard Dempsey
- Bob Fishbein
- Cris Aquino

II. **Meeting - September 13, 2017:**

- **Comet Cabs:**
  - **Question:** Why is the University Village 1-3/Canyon Creek Heights route splitting into two separate routes?
  - **Answer:** Ridership is very high and we want to ensure we are serving both communities evenly.

- **Booster Gas Service:**
  - **Question:** Why are the Booster prices not being displayed on the overhead signage?
  - **Answer:** The prices are very volatile at the moment due to Hurricane Harvey. Once prices stabilize, they will be prominently displayed on the overhead mount again. Prices are currently still shown in the app.
  - **Question:** How will the fuel door covers be distributed?
  - **Answer:** They will be available through the app. Most likely will be picked up at PS3 office. Details are still developing.
• **V Bikes**
  - **Question**: How do you ensure the bike is available for your use if you end your ride?
  - **Answer**: They are not typically meant to be kept as they are a service available to everyone. Idea is to have them spread throughout campus for easy use. Bike can be locked with a personal lock for short periods of time, but V Bike may change that in the future. Bikes are meant to be used only during session (one-way typically) and then returned to any open bike rack for next customer.
  - **Question**: Do we receive any income from V Bikes?
  - **Answer**: No, this is simply an added service to our students. There is no revenue, but cost for us to operate the program either.

• **Electric Vehicle Parking**
  - **Question**: Are the EV stations open to the public?
  - **Answer**: Anyone can use them up to four hours at no cost, but a Gold (or higher) permit is required, or meter payment if in a metered location.
  - **Question**: What is the benefit of EV stations?
  - **Answer**: Leads to “greener” campus. Actual spaces are normally in convenient locations for parkers.
  - **Question**: Are there any EV stations in the housing lots?
  - **Answer**: No, not currently. These are meant for short term parking (<4 hours) to ensure space availability for others. Housing students with a Gold or Orange permit may utilize the spaces on campus, or utilize a metered station. So far, this has not been an issue or complaint.

**Meeting - March 21, 2018:**

• **PS3 Safety Features**
  - **Question**: Why were so many speed bumps added at the entrance?
  - **Answer**: The numerous sets were needed to slow speed to an acceptable level based on trial of adding more as needed. The entrance was particularly dangerous with the splitting lanes, incoming traffic, vehicles rushing in and out, Comet Cabs entering roadway, and vehicles backing out of reserved spaces.

**Open Items/Open Floor Discussion**

Parking & Transportation staff is reviewing a mini-bus shuttle for the external campus parking lots since Comet Cabs are not street-legal. Shuttle estimated at $900/day so cost-effective measures are being reviewed. Current plan is to service ROC, WSTC, SPN, and Northside.
Parking & Transportation staff is requesting that all liaisons assist with ensuring departments do not park golf carts illegally on campus. This includes colored parking spaces, metered spaces, sidewalks, handicapped spaces, and handicap access ways. Carts can be parked in service vehicle spaces, loading zones, 10-minute parking, or NON-HANDICAP crosshatching as long as it does not present a visibility or safety concern.

Parking & Transportation staff have been tweeting out available parking spaces on their twitter page four times per day to assist students with finding parking during peak class hours. Current times are 9:30-9:45, 12:30-12:45, 2:05-2:20, and 3:30-3:45.

- **Question**: How is the count accomplished?
- **Answer**: Manual counts are done using field staff (Comet Cab drivers and ticket writers) and the results are radioed to the main office. The main office staff compile and tweet the results. PS4 real-time parking availability is available via the SHOP UTD app, which has been promoted heavily. Soon PS1 and PS3 will have the same software available.

- **Question**: Students have been complaining about color changes and Gold and Green being “pushed out”. What color changes were done this year?
- **Answer**: Extremely minimal; the only color change was 28 spaces in Level 3 of PS3 were changed from Gold to Orange based on multiple requests to add orange to PS3. All other lots remained the exact same color configuration.

Parking & Transportation staff would like the committee’s input on removing the option for housing students to purchase commuter permits for several reasons:
1. Encourages housing students to park illegally overnight on campus
2. Many housing students purchase only a commuter pass and park continuously on campus in nearby commuter lots (illegal parking and reduces necessary parking space turnover)
3. Even when Housing students park legally in commuter spaces, it limits available commuter parking with no back-up spaces for the commuters to occupy. When housing students park in commuter spaces, they effectively “use” two spaces as the ratio for housing students to spaces is 1:1, but for commuters it is 2.5:1.
4. Safety concerns of those wanting to drive to campus are mitigated by ample comet cab service running through the last class hour, as well as GPS service to pin-point shuttle location. UTDPD also provides safety escorts at no cost to students, if wanted/needed.
5. Attempting to drive to class to save time is offset by the time needed to locate a parking space near their building. In nearly all cases, living on campus and walking or shuttling to class is faster than relocating their vehicle.

6. For those with accessible parking concerns, commuter handicap parking would not be limited. Parking & Transportation also allows scheduling for accessible comet cab service for residents and commuters.

7. Housing permits are already eligible to park in Green spaces at any off-campus lot that does not have Comet Cab service (SPN, WSTC, ROC, and Callier-Dallas), further reducing housing students’ reasons for needing to a commuter pass.

Parking & Transportation staff would like the committee’s input on whether car covers should be allowed on campus. If so, how would parking permit be detected?

III. Actions Taken

- Committee has asked Cris Aquino to provide statistics on the number of housing students that have purchased a commuter pass in addition to their housing pass, OR students registered as housing students that instead purchased commuter passes.

IV. Recommendations for Following Year

Committee decided that car covers are allowed on campus, but the parking permit and license plate must be viewable. The burden is on the vehicle owner to ensure that their car cover meets these regulations, either by purchasing a cover with transparency or transparent panels, or modifying their cover to ensure license plate and permit is visible.

V. [Any Special comments/Notes/Supporting Documentation] : N/A
September 24, 2018

TO: The Academic Senate
FROM: Rashaunda Henderson
Chair, Committee on the Support of Diversity and Equity


I. Membership
The membership of the Committee on the Support of Diversity and Equity consists of: [Rashaunda Henderson-Chair, Meghna Sabharwal-V. Chair, Christi Nielsen, Toyah Miller, Lindsay King, Ted Benavides, Orlando Richard, Rym Zalila-Wenkstern, Sabrina Starnaman, Mandy Maguire, Jillian Round, Erin Smith, Abby Kratz, Sherry Marek, Eloise Square, Melissa Palmer, Carrilaine Schneckner, Daniel Hernandez, Letitia Andrews, Jane Shipman, Yue (Selina) Gu, Jazzmyn Wilson, Annette Rogers].

The following person/s would like to be removed from the committee:
Administration - Eloise Square – no suggestion

II. Meetings
2017 – September 8, October 20, December 1
2018 – January 19, February 16, March 30 (with President Benson), May 4

III. Topic areas of focus
During the 2017-2018 academic year, the Committee for the Support of Diversity and Equity, met 7 times regarding topics listed below:

1. Child Care Needs Update – A subcommittee reported there was no information available regarding space and/or a facility being planned on campus. It was reported that most parents use the Galaxy portal as a referral for good locations.

2. Parental Leave – Erin Smith, Abby Kratz and Colleen Dutton were part of a subcommittee that focused on establishing consistent practices and policies regarding parental leave for faculty. This effort involved meetings with the Deans’ Council, Academic Council, Faculty Senate. The Committee for the Support of Diversity & Equity voted to petition the Senate to recommend that faculty parental leaves be officially extended to one semester with pay.

3. UT Dallas NSF ADVANCE proposal submission – The committee agreed that submitting an ADVANCE proposal in 2019 would be a useful effort and will begin forming a subcommittee to put together a white paper for submission in January 2019.
4. Accessibility – Make recommendations regarding areas of improvement for accessibility on campus. As an example, the Gender Center redid signage for lactation rooms.

IV. Recommendations for Following Year

1. Begin meeting in the summer for the NSF ADVANCE proposal.

Our first meeting in Fall 2018 is scheduled for Friday 9/7/18.

V. Supporting Documentation
Meeting agendas
Committee for the Support of Diversity and Equity  
Minutes of the Meeting of September 8, 2017, 11:30 – 1:00 p.m.  
(SPN) Synergy Park North Building - Conference room 1.111

Members Present: George Fair, Rashaunda Henderson, James Dockery, Abby Kratz, Erin Smith, Jane Shipman, Lindsay King, Mandy Maguire, Meghna Sabharwal, Sherry Marek; Yue (Selina) Gu.


1. Opening Remarks and Introductions: The meeting was called to order by Dr. Fair at 11:30 a.m., and each committee member then proceeded to introduce themselves.

Old Business: Dr. Fair started by bringing everyone up to date regarding the steps that have been taking placed with the survey and what has happened since. Rashaunda then proceeded to reiterate the committee’s task for the upcoming year and she also recapped the survey and the town hall meeting that was held to wrap up the survey. She and Mr. Dockery talked about how some of the issues that were brought to light by the survey have gained traction and are being incorporated into the University’s Strategic Plan, issue like faculty recruitment, diversity and pay equity. Mr. Dockery also mentioned how the issue of pay equity is gaining traction at the System level.

Rashaunda then brought the discussion back to the next steps, which will be the focus group session. The focus group sessions would include those individuals who participated in the Town Hall, and Dr. Fair has the contact information for those participants. The charge for the committee, over the summer, was to come up with focus group questions, and also another task was to take all the information that was collected from the Town Hall and to put it on the department’s website. Rashaunda provided two potential dates for the focus session, Friday, Oct. 20th and Friday, Oct. 28th.

Dr. Fair then shared information from the Strategic Plan committee. He stated that one of the issues they would like to include as part of the plan is Diversity. He shared a document from the Diversity working group and it addresses many of the issues that have been addressed by this committee. Dr. Fair also stated that there will be two University-wide, Strategic Plan meetings, and although he does not have specific dates, he stated that they would probably be sometime next month. Dr. Fair’s thoughts were that before we move forward with some of the things we have planned, perhaps we should wait to what transpires as a result of the University-wide Town Halls.

At this point there was a long discussion about the proposed Strategic Plan, what items from the survey would be included, and what the ongoing charge for the committee will be. One of the potential areas that came up in the discussion was having the committee recommend that a process be undertaken to have someone look at pay equity and salary at the staff level, since the current focus of that exercise seems to be geared towards faculty only. After much discussion, Mr. Dockery stated he would be willing to coordinate with HR to develop a strategy and bring it back to the committee with a series of recommendations to begin to explore and look into staff compensation.
Erin and others asked about the status of the committee that was looking into staff and faculty childcare. Someone stated that this particular committee had not met in quite some time, but that Dr. Jameson had been looking into the possibility of getting some sort of contracted childcare facility.

A recommendation was made that the committee either, write a letter or make some sort of resolution supporting the President’s and the Chancellor’s recommendations on DACA. The committee agreed that this would be something they could move forward with.

**Next Steps:**

1. Attend University-wide Town Halls on the Strategic Plan.
2. Wait on Focus Group discussions until after the Town Halls.
3. Follow up on status of child care issue.
4. Mr. Dockery to meet with Colleen and come up with some strategies for staff compensation.
5. Develop letter/resolution in support of President’s and Chancellor’s stance on DACA.

Next meeting will be on Friday, October 20, 2017 (11:30am – 1:00pm), Synergy Park North Building (SPN) – Conference Room 1.111.

- *Lunch to be provided.*
Committee for the Support of Diversity and Equity
Minutes of the Meeting of October 20, 2017, 11:30 – 1:00 p.m.
(SPN) Synergy Park North Building - Conference room 1.111

Members Present: George Fair, Rashaunda Henderson, James Dockery, Abby Kratz, Erin Smith, Lindsay King, Orlando Richard, Ted Benavides, Toyah Miller

Members Absent: Christi Nielsen, Daniel Hernandez, Jazzmyn Wilson, Letitia Andrews, Rym Zalila-Wenksten; Sabrina Starnaman, Yue (Selina) Gue, Jane Shipman, Mandy Maguire, Sherry Marek

1. Opening Remarks and Introductions: The meeting was called to order by Dr. Fair at 11:35 a.m., and each committee member introduced themselves.

Old Business:

Dean Fair asked that Parental Leave be added to the agenda after Child Care Needs Update.

a) There was a discussion about President Benson’s strategic planning forum. Comments were brought forward about the timeline, dates for moving forward, etc. Dean Fair commended Erin Smith for putting together the Diversity working group report and plan. Erin gave a great presentation at the forum on Monday. It is not clear what the next steps are for the diversity working group.

b) James Dockery presented on his conversation with Colleen Dutton; Colleen reported to Mr. Dockery that her office has a good plan for pay equity for staff because there are prescribed tables and recommendations. It is not clear what the Administrative & Professional (A&P) plan is for pay equity. Mr. Dockery recommended that we invite Colleen Dutton to come and give some analytical results for staff and A&P.

c) Faculty Gender pay is part of Chancellor McRaven’s quantum leap initiative and each University has been tasked to close the gender pay gap in five years. Most recently a draft for faculty gender pay equity assessment has been approved by the working committee. Nicole Piquero is the champion from UT Dallas and Larry Redlinger is obtaining the data for the University. Mr. Dockery shared that UT Arlington has moved forward with making corrections and UT Austin has pulled together a team to study this issue. Leadership is required to present a strategy regarding pay differences. Based on Mr. Dockery’s experience, the timeline for UT Dallas presenting a plan could be several months. There was a discussion about sources of disparity (women not being good negotiators), differences among schools (SOM) and timeline. We are going to invite Nicole Piquero to discuss the specific plan for UT Dallas.

d) Sherry Marek provided information from Lauren Decilis about the last on childcare. After a 2015/2016 survey and discussions with three vendors, the administration decided not to follow through with childcare. Everyone was reminded that this topic was presented in the working group documentation and brought to the President’s attention in the forums. There was a lengthy discussion about whether to pursue this topic any further. We will contact Chase York about the latest survey
results and work with staff council to put together an updated study on childcare and initiatives. To find the previous minutes from our committee on this topic, Rashaunda will contact C. McGowan.

d+) A discussion was held about the current status of parental leave for faculty be extended from 12 weeks to a full semester. Erin Smith made a motion: The committee on the Support of Diversity and Equity recommend to the Academic Council that faculty parental leave be a semester rather than 12 weeks, as an official policy. The motion was seconded and received a unanimous among those in attendance.

e) Meghna provided information about the NSF ADVANCE and we discussed the opportunity to submit an Institutional Transformation proposal. The upcoming deadline is Jan. 17, 2018 and it is not clear who would lead the proposal and/or if we have enough time to develop a competitive proposal for the 2018 deadline. We will start forming a team, which Meghna may be interested in leading.

f) The DACA statement was approved by Dean Fair and Rashaunda has asked Jasmine Johnson to post it to our webpage. The website will be updated with new committee members photos and Rashaunda will contact President Benson’s executive assistant to meet with our committee.

New Business – Next meeting Dec. 1, 2017, location to be determined. It has been recommended that the fall focused session should be postponed to next semester.

**Next Steps:**

1. Invite Nicole Piquero to present UT Dallas’s strategy for gender pay equity.

2. Invite Colleen Dutton to present A&P pay equity strategy.

3. Obtain data from Chase York on childcare survey in 2015/2016. Obtain minutes previous committee efforts on providing childcare.

4. Erin to present motion with Joe Izen to Academic Council to extend faculty leave beyond 12 weeks to a full semester.

5. Rashaunda to follow up with new committee members to have their photos added to website.

6. Rashaunda to set up meeting with President Benson through his executive assistant.

Next meeting will be on Friday, December 1, 2017 (11:30am – 1:00pm), location to be determined.

- Lunch to be provided.
Committee for the Support of Diversity and Equity
Minutes of the Meeting of December 1, 2017, 11:30 – 1:00 p.m.
(SPN) Synergy Park North – Conference Room 1.111

Members Present: George Fair, Rashaunda Henderson, James Dockery, Abby Kratz, Christi Nielsen, Erin Smith, Jane Shipman, Lindsay King, Rym Zalila-Wenksten, Sherry Marek; Ted Benavides, Toyah Miller.

Members Absent: Daniel Hernandez, Jazzmyn Wilson, Letitia Andrews, Mandy Maguire, Meghna Sabharwal, Orlando Richard, Sabrina Starnaman, Yue (Selina) Gu.

Guest Speaker: Colleen Dutton, Associate Vice President of Human Resources – Staff Compensation

1. Opening Remarks and Introductions: The meeting was called to order by Rashaunda Henderson at 11:30 a.m., and each committee member then proceeded to introduce themselves.

Old Business: Rashaunda started by asking everyone to take a look at the minutes from the previous meeting in October to see if any changes needed to be made. After she passed the meeting over to Erin who began discussing the motion brought up at the last meeting regarding parental leave. Erin mentioned that at the last meeting, a motion was made to go to the Academic Council suggesting that parental leave for faculty be at least a semester, rather than just 12 weeks, due to the number of complaints that came up about this during the climate survey. Erin mentioned that she attended the Academic Council meeting in November and discussed the issues that surfaced during the climate survey, with respect to parental leave. The Council discussed the issue and after their discussion, suggested to Erin that she draft the policy and that the Council would approve it. The result was that now Erin, Colleen and Abby are the committee tasked with developing this policy. Abby did some research on the issue and the only schools that she could come up with that had this type of policy were private schools, which was not helpful, especially since we are accountable to the Board of Regents. As is turns out, there is a Regents’ rule that states that no parental leave may be longer than 12 weeks.

As Abby researched the issue further, she found that there was a University of Houston policy that has a semester leave, but the way that they do it, is that there is a work reassignment in which the faculty member would not be teaching that semester but would be assigned elsewhere. The next step would be how to come up with a way to make this work. The thought is to take it to the Dean’s Council or perhaps meet with the Deans, one on one. At this point, Abby, Colleen and Erin will continue to work as the de facto committee, trying to figure out a way to make this work. The discussion continued on for a few more minutes, as the group discussed different scenarios of how this type of leave would work given the particular scenario.

The meeting then shifted back to Rashaunda who began a discussion regarding some data from a child care survey that was conducted back in January of 2016. The data included information about how many used the service, how many children, preferred hours and cost of the childcare.
Rashaunda stated that this committee will continue to push this forward and that this is also part of the President’s Strategic Plan.

At this time, Dr. Fair arrived for the meeting and the discussion returned to the issue of parental leave. Erin brought him up to date on the discussion with the Academic Council and the conflict with the Regents’ rule. Erin briefed Dr. Fair on the proposal based on the University of Houston policy and Dr. Fair felt it was a reasonable policy and one that he would be comfortable taking to the Deans’ Council.

At this point, Colleen Dutton arrived and Dr. Fair asked that she be given the opportunity to discuss with the group, the issue of staff compensation and pay equity for staff and A & P. The discussion continued on for several minutes with several committee members asking a variety of questions. At the end of the discussion, Dr. Fair asked Colleen if there was any action that she would like to ask the committee to support. She expressed her desire to have an outside entity come in and do a compensation study and review of job titles and hoped the committee would be willing to support such an action. Dr. Fair suggested that the committee think about it and then maybe at the next meeting decide what action to take.

**Next Steps:**

1. Prepare draft of parental leave policy that Dr. Fair could take before the Deans’ Council.
2. Consider developing a letter/resolution in support of HR’s desire to have an outside entity conduct a compensation and classification study.
3. Invite Naomi Emmett from staff council to attend next meeting.

Next meeting will be on Friday, January 19, 2018 (12:00 p.m. – 1:30 p.m.), Synergy Park North Building (SPN) –Room 1.111

* Lunch to be provided.*
Committee for the Support of Diversity and Equity
Minutes of the Meeting of January 19, 2017, 12:00 – 1:30 p.m.
(SPN) Synergy Park North – Conference Room 1.111

Members Present: George Fair, Rashaunda Henderson, Abby Kratz, Christi Nielsen, Erin Smith, Jane Shipman, Lindsay King, Sherry Marek, Ted Benavides, Toyah Miller, Daniel Hernandez, Jazzmyn Wilson, Letitia Andrews.

Members Absent: Mandy Maguire, Meghna Sabharwal, Orlando Richard, Sabrina Starnaman, Yue (Selina) Gu, Rym Zalila-Wenksten

1. Opening Remarks and Introductions: The meeting was called to order by Dean Fair at 12:06 p.m., and each committee member introduced themselves.

2. Approve minutes: The minutes were silently read and approved by the committee.

Old Business:

a. President’s strategic plan – No new information
b. Childcare needs update – Lindsay King spoke with Biomedical Engineering faculty about childcare and there was a question about whether the university would provide compensation for those who do would not choose an on-campus option. We will make a request to have Lauren Decillis come and provide an update. Invite Naomi Emmett from Staff Council to come and share concerns from Staff Council on childcare needs.

c. Parental leave update - There was a discussion about an upcoming meeting with the Dean’s council to present the Regent’s rules and policy that has been put together by subcommittee (Erin, Abby, Colleen). The goal is to find out what is being done in each school and see if there are concerns and ways to come up with a common policy. Erin will take the information to the Academic Council. There is a liaison-based system that can make recommendations about best practices. The faculty advisory committee (FAC) meets with the UT System Regents. The Dean’s meeting is held on the 2nd Thursday of each month, 2/8/18 at 1:30pm. The provost handles the agenda.

d. Rashaunda presented James Dockery’s thoughts about how the committee moves forward. We have NOT provided a report to the Administration that addresses issues of eliminating institutional features, which negatively affect women, minorities, and members of underrepresented groups. To that end, there was a discussion about faculty search committees. There was a discussion about compliance in hiring and our committee promoting the following:
   • Recommend a team/coach to work with the search committees to hire/resources/etc.
   • Develop a website as a means to educate faculty search teams
   • UTD Staff hiring has an employment specialist for hiring. Is that possible for faculty? SMU has a compliance oversight person.
   • Invite Ilyce Murray to the meeting to discuss data mining on current hiring practices/searches using PA7 (Recruiting tool to get applicants);

e. There was discussion from a few committee members on what they do for hiring
• EPPS
• JSOM participates in the PhD Project, Orlando Richard is head of diversity for JSOM

f. We discussed the charge of the committee and recommended that Ilyce Murray, Naomi Emmitt, Nicole Piquero and Lauren Decilis be invited to our next meeting to help brainstorm on what we should be focusing on.

g. Rashaunda has taken the action to contact Kimberly Goodfriend regarding a meeting with President Benson, per the committee’s charge in March.

Next Steps:

1. Invite colleagues listed above to next meeting in February.

2. Jazzmyn Wilson and Letitia Andrews volunteered to lead the subcommittee regarding compliance and data mining from PA7.

Next meeting will be on Friday, February 16, 2018 (12:00 p.m. – 1:30 p.m.), Engineering Computer Science South, Conference Room ECSS 3.910.

- Lunch to be provided.
Members Present: George Fair, Rashaunda Henderson, Abby Kratz, Christi Nielsen, Erin Smith, Jane Shipman, Lindsay King, Meghna Sabharwal, Orlando Richard, Rym Zalila-Wenkstern, Toyah Miller, Yue (Selina) Gu.


Guest Speakers: Lauren DeCillis, Director of Galerstein Gender Center and Naomi Emmett, President of Staff Council.

1. Opening Remarks and Introductions: The meeting was called to order by Dr. George Fair at 12:00pm, and each committee member then proceeded to introduce themselves.

Old Business: Rashaunda began the meeting by discussing the brainstorming session with Staff Council and any concerns that the Staff Council may have with addressing the childcare needs, since it is appears that they may be bringing this up as well. (To be discussed during the new business portion). At this point Rashaunda gave the floor to Erin Smith to discuss issues related to parental leave. On February 8th, Erin and Abby Kratz visited with the Dean’s Council and presented a handout to them that outlined the Committee’s proposal for a Parental Leave policy. Erin mentioned that they told the committee that their purpose was to listen to their thoughts, concerns, ideas and anything else that could possibly help to shape this policy. Erin’s take away was that it seemed to be clear that the policy is needed, in order to establish some consistency across the board. The Provost Office provided them with a list of seven (7) schools that President Benson is benchmarking everything to, and Erin and Abby created a spreadsheet with those 7 schools and others to compare current parental leave policies at those schools. Erin has been charged with creating a policy that is similar to one from either the University of Houston or Rice University, both of which have policies that are similar to what we would like to have here. We would then give back to the Dean’s Council for formal feedback, and then go back to Academic Council and say here’s what we want you to do “...we need to change that Regent’s Rule”, and then here’s the policy that we would like Academic Council to recommend and adopt. Abby mentioned that it is important to remember that whatever policy we recommend to be adopted, that we remember that it has to be consistent with FMLA regulations. Several areas to consider also included what type of faculty the policy would apply to, how many times the policy may be used, etc.

Next, the meeting shifted over to Meghna Sabharwal who talked about an upcoming presentation scheduled for March 27th, but the topic for the presentation is still being debated. Meghna mentioned that she had initially spoken with Mr. Dockery and the understanding was that they would do small training sessions on sexual harassment. Meghna mentioned that she had, then spoken with Dean Fair and discussed the possibility of doing the presentation on her own research related to women breaking
the glass ceiling and the challenges faced by women in senior leadership positions, which Dean Fair approved. She is also scheduled to meet with Rosie Peterson, and based on that meeting will move forward with whatever topic is best suited, or what the Diversity Office needs. Dr. Fair suggested to Meghna that she give her presentation on the topic that she feels most comfortable with.

**New Business:** Rashaunda reminded everyone that one of the items that had been discussed last month was getting a meeting scheduled with President Benson, and that she had heard back from his office indicating that his only availability, if any, would be March 30th at 11:00 a.m. (Good Friday). She will keep it on the schedule and hopefully develop a pattern of meeting once or twice a year. The next topic had to do with brainstorming for new topics to bring up for discussion. One item that came up was possibly having Lauren DeCillis come back to discuss what new developments are coming up in the childcare area, or any other topics or areas that would be of interest to faculty or staff. Lauren mentioned that there is a new trending issue regarding developing policy on pregnant or parenting students and how to accommodate these students during their pregnancies or helping with their parenting needs. The discussion then continued for some time on the topic of lactation stations and single occupancy bathrooms.

Naomi Emmett then went back to the issue of childcare and mentioned a consortium of some 40 schools that discuss topics and look for guidance from other schools as to how they handle those issues, and the topic of discussion for today was childcare. Another issue that was brought up was immigration and how faculty are sponsored and staff are not.

**Next Steps:**

1. Prepare a draft report for Dr. Benson, including a request for additional lily pad space.

2. Send out report to the Committee by the March 15th for feedback and then try to get to President Benson by the 22nd.

3. Attend meeting on March 30th. (open to entire committee).

Next meeting will be on Friday, March 30, 2018 (11:00 a.m. – 12:00 p.m.), Arts and Technology (ATC) 3.225, Skyline Conference Room.

- Lunch to be provided
Committee for the Support of Diversity and Equity
Minutes of the Meeting of March 30, 2018, 11:00 pm – 12:00 p.m.
(ATEC) Arts and Technology Bldg. – Skyline Conference Room 3.225

Members Present: Dr. Richard C. Benson; George W. Fair, Rashaunda Henderson, Abby Kratz, Christi Nielsen, Daniel Hernandez; Erin Smith, Jane Shipman, Lauren DeCillis; Lindsay King, Meghna Sabharwal, Ted Benavides; Toyah Miller.

Members Absent: Jazzmyn Wilson, Letitia Andrews, Mandy Maguire, Orlando Richard; Rym Zalila-Wenkstern; Sabrina Starnaman, Sherry Marek.

Guest Speaker: Lauren DeCillis, Director of Galerstein Gender Center.

Opening Remarks and Introductions: The meeting was called to order by Dr. George Fair at 11:00am, and each committee member then proceeded to introduce themselves.

Old Business: Dr. Henderson began the meeting by providing Dr. Benson with a brief history of the committee and a synopsis of the topics that have become the focus of the committee over that past couple of years. These are issues that keep coming up over the course of the committees meetings and discussions, are mainly the issues of on-campus child care, accessibility for students, faculty and staff with disabilities, hiring of diverse candidates within staff, faculty and key positions, and consistent parental leave policies for faculty and staff across the university. In addition, Rashaunda also mentioned to Dr. Benson that if there are any issues that he, or his cabinet, would like for the committee to take up, that the committee would be open to doing so.

At this point, Dr. Fair asked Lauren to give a brief summary regarding the discussions that have occurred over the years regarding the issue of on-campus childcare. Lauren started by talking about how this issue has been a topic for many years and how the initial committee that was assigned to the issue is now defunct. Although no site has ever been made available, there have been small steps which have taken place, such as the creation of the resource and referral line on the galaxy portal which provides resources for persons looking for childcare facilities near campus. Although it has been a well-used resource, most people are using it for articles on parenting or articles on work – life balance. Lauren also talked about the “lily pads” on campus, which are used for lactation and nursing. We currently have 6 and they are also, very well utilized. We have been able to show that there is a need for these types of facilities, especially now that we have more “non-traditional” students who are in their childbearing years. There is a need for part time care, especially for students, but there is also a need for full time care for faculty, so much so, that it is becoming a recruitment issue.

At that point, Dr. Benson joined the discussion to make a few observations based on what he had heard. He started by relaying a story of something that took place at Virginia Tech. There was a childcare facility, very close to campus and the Engineering School decided to enter into an agreement to dedicate a certain number of spaces for faculty, staff and students. It was very successful and it played a key role in their recruitment effort. However, having said that, Dr. Benson stated that it would be very difficult
to create something like that on campus, one because of limitations finding a space large enough to support it and secondly, because the recurring expense to maintain such a facility. According to Dr. Benson, because of the availability of these types of facilities in close proximity to the campus, it would seem that the more likely possibility would be for the university to partner with these facilities and work with them to secure spaces for students, faculty and staff. The discussion continued for a while as several people interjected ideas on variations of what could be done to accommodate, not only students, but faculty and staff, as well.

At this point, Dr. Fair steered the discussion onto the next subject, which was the issue of consistent policies regarding parental leave. Dr. Smith began by passing out a summary of the proposed policy, along with the actual policy language. She also spoke about meetings that have been held with the Dean’s Caucus, to get feedback and potential revisions to the proposed policy, and she also stated that they are currently on the agenda for the next Academic Council meeting. The purpose of this meeting is to get the Council to put this policy on the agenda for the next Senate meeting so that the Senate can endorse it, so that it may be incorporated into the Handbook of Operating Procedures. In developing this policy, one of the things that we discovered is that there is currently a UT System policy on parental leave that is capped at twelve weeks ...no parental leave can be more than twelve weeks. So no parental leave can be for an entire semester until that Regent’s rule is changed, and that was the framework under which the committee was operating. She went on to talk about some of the things that were occurring informally, such as instances in which Deans were creating alternative assignments for new parents. For example, since most courses are staffed for 15 week semesters, then typically, what they were doing, was excusing them from teaching for that entire semester. The problem with that was that it was very inconsistent from school to school and even sometimes among departments within schools. What the committee has proposed is a policy of alternative assignment which essentially would be a paid semester without teaching responsibility. One would be freed up from teaching and would work on research or service. It would be applicable to all categories of parents, consistent with FMLA rules and the decision to stop the tenure clock would be independent of whether or not one takes the alternative assignment. Dr. Smith continued and provided additional specifics regarding the policy, which were all included in the documents she passed out. Dr. Benson stated that he understood the need for consistency and he also understood how the policy might be different for staff versus faculty. He stated the he felt that the benchmarking of other schools was important and also the he was happy to pursue the parental leave policy.

Dr. Fair then continued on to the next issue of Diversity in hiring and pay equity. The discussion was a little limited on this particular issue, as the pay equity issue is still ongoing and, per Dr. Benson, no conclusions have been made. The discussion then moved on to the issue of accessibility, especially problems that have surfaced as a result of all the construction that is occurring around the university. Dr. Benson mentioned that he was aware of the issues with accessibility and talked about problems he encountered when his wife broke her hip and was having to use crutches and a scooter to move about campus. He understands that the construction does create problems, but it is temporary and once it is over “you get back to being ADA compliant.”
Dr. Smith brought up the issue of Pay Equity and the fact that there was some concern that the issue would lose traction with the upcoming change in the Chancellor’s Office, especially since this was a system lead initiative. She just wanted President Benson to be aware that there has not been much feedback on this issue and, as a result of the survey, there are many on campus that would like to have a status update on where this issue currently stands.

After this, there was a short discussion about the upcoming changes in the Chancellor’s Office with the departure of Chancellor McRaven and the rumors surrounding the possible selection of Rex Tillerson as the next Chancellor. At this point, Dr. Fair thanked President Benson for making himself available for the meeting and Dr. Benson excused himself from the meeting.

**Next Steps:**

1. Study and look into the possibility of applying for an NSF ADVANCE Grant.

2. Dr. Meghna Sabharwal will give a presentation at the next meeting on the workshop she attended about “Creating a Strategic Plan on Diversity and Inclusion.”

Next meeting will be on Friday, May 04, 2018 (11:30 a.m. – 1:00 p.m.), Arts and Technology (ATC) 1.02, Conference Room.

- *Lunch to be provided*
Members Present: George W. Fair, Rashaunda Henderson, Abby Kratz, Daniel Hernandez; Erin Smith, Jane Shipman, Jazzmyn Wilson, Lauren DeCillis; Lindsay King, Mandy Maguire, Meghna Sabharwal Orlando Richard, Rym Zalila-Wenkstern, Sherry Marek.


Opening Remarks and Introductions: The meeting was called to order by Dr. George Fair at 11:30am, and each committee member then proceeded to introduce themselves.

Old Business: Dr. Henderson began the meeting by asking everyone if they had a chance to review the minutes and if anyone had any changes to the minutes. The minutes were accepted as published. She then passed the meeting to Erin to talk about some of the meetings they attended and how the committee’s proposals regarding parental leave were received. Erin mentioned that they had attended the Wednesday Academic Council meeting and they were so excited that they added them to the Senate agenda which met two weeks later. They were also excited about the proposal that they endorsed it and then went on to the Handbook of Operating Procedures, but that step is currently hung up on some language, not related to the teaching relief policy, but related to family and medical leave. For example if you give birth, first you take FMLA and then you can move on to teaching relief. The proposal is still currently working through the process. At this point Meghna took the floor to discuss creating a Strategic Plan for Diversity and Inclusion. She spoke of a workshop she attended in which an existing plan from another school was presented (Utah Valley University). She suggested using this plan as a blueprint and walked everyone through the process. She went through the 10 step process for creating a plan 1) Identify purpose; 2) Establish principles; 3) Leadership structure; 4) Look at framework of other universities; 5) Develop Communication and Engagement strategy; 6) Develop a timeline; 7) Establish goals and objectives; 8) Identify measurable indicators; 9) Buy in strategies and accountability; and 10) Marketable successes and failures. One thing that they strongly recommended was transparency, putting out reports and making information available.

At this point Dr. Henderson continued on to some ongoing business dealing with the topics that came out of the discussion with President Benson, such as his suggestion of a “Final Candidate Liaison” and new building functionality. For example, we had a discussion about lactation facilities on campus and how it is not clear who determines if and where those types of facilities can be established on campus. It was stated that one of the things the President mentioned was that he wanted to appoint someone who would be able to make those determinations as to whether we could locate those types of facilities (single stall restrooms, lactation facilities, etc.) in some of the new buildings. Someone (not sure whom), from the committee mentioned that they wanted to be involved in that process and he asked if there was anyone else that should be considered (i.e. someone from accessibility). Dr. Henderson stated that
she would send him a note reminding him of that discussion for future planning purposes. She also mentioned that when the President was here at the last meeting, they also talked about candidates and how when he was at Virginia Tech, they had a liaison, that would talk to all the candidates and try to answer any questions candidly, for faculty hires and he would love to have that type of person here at UT Dallas. The designated person was usually some type of department chair and they usually had some type of relief that gave them the flexibility to act in that capacity. Again, this was not a University staff person, but more of a peer, that could offer a more candid view of life at UTD. After a lengthy discussion, Dr. Henderson suggested that since there are 12 faculty members on the committee, one from each school, that perhaps we could serve in that role and offer up time to meet with selected candidates and answer any questions they may have that would assist them in transitioning to a new role at UTD.

At this point, due to time constraints, the meeting was brought to a conclusion.

**Next Steps:**

1. Continue discussions about the possibility of applying for an NSF ADVANCE Grant.

Next meeting will be on Friday, September 07, 2018 (11:30 a.m. – 1:00 p.m.), Arts and Technology (ATC) 1.02, Conference Room.

- *Lunch to be provided*
September 12, 2018

TO: The Academic Senate
FROM: Edward J. Harpham
      Chair, Information Technology Planning and Policy Committee

SUBJECT: Annual Report of Information Technology Planning and Policy Committee 2017-18

I. Membership
The membership of the Committee consists of
Edward J. Harpham (chair),
Elizabeth Boyd
Xianjun Geng
Bart Rypma
Carl Sechen
Michael Tiefelsdorf
Poras Balsara
Toni Stephens
Kim Laird
Sanaz Okhovat
Denis Guten
Jason Waye
Kevin Shah
Nate Howe, ex officio with vote
Frank Feagans, RUO

In addition, the following individuals have regularly attended and participated in the meetings of the committee as reflected in the minutes:
Brian Dourty
Gabe Cavazos

II. Meetings
December 7, 2017
April 26, 2018

Actions Taken
The Committee met two times in the 2017-18 academic year. The VP of IT and Harpham communicated throughout the year, but scheduling conflicts cancelled previously scheduled meetings. Members agreed to schedule for the entire 2018-19 year to increase the number of meetings and maximize participation. A number of interested parties from IT, the library and research were invited to attend committee meetings and to contribute to our deliberations of IT issues on campus.

As in the previous year, this year the committee focused attention upon establishing lines of communication with the Office of Information Technology that would provide input into the development and implementation of policies regarding information technology development at the university. Regular reports from leadership in OIT (including the newly appointed OIT vice president Frank Feagans) have put the committee in a position to assist and advise OIT in planning and policy matters. Information regarding information technology problems and bottlenecks was gathered from members of the committee and passed along to appropriate OIT.

A survey was completed of members to identify IT issues across campus. The report from the survey will provide the basis of future ITPP deliberations. The report was delivered to the full committee in the September 11, 2018 meeting. It is included as an appendix.

III. Recommendations for Following Year
1) Expand and formalize activities as a conduit between the faculty, professional staff, and OIT regarding IT matters present and future at the university as demanded by the committee’s new charge. The committee sees itself playing a central role in informing OIT as to pressing concerns and problems relating to OIT throughout the university.
2) Schedule 3 meetings for each semester next year.
3) Provide advice to OIT for long-term planning purposes, particularly in light of new strategic planning being formulated by the president.
4) The Committee believes that OIT should formally report to the Academic Senate regarding the present problems facing the development of information technology at UT Dallas in light of the new strategic plan being developed by the president.
5) Advise and assist Frank Feagans in setting priorities as he confronts the fiscal problems confronting the university.

IV. Supporting Documents: attached are selections from the IT survey conducted of committee members along with Feagans discussion of how the information is being used to help IT various initiatives across campus. The minutes from the committee’s December 7, 2017 and April 12 2018 meetings also are included.
I. Information Technology Policy and Planning Committee

A. Meeting Minutes

December 7, 2017

Present: Gabe Cavazos (Director, Office of Research Information System), Frank Feagans (CIO, Office of Information Technology), Dennis Guten (Web Developer, Behavioral and Brain Science), Michael Tiesfelsdorf (Associate Professor, Economic, Political and Policy Sciences), Nate Howe (CISO, Information Security), Poras Balsara (Dean, Engineering & Computer Science), Xianjun Geng (Assoc. Professor, Management), Toni Stephens (CAE, Internal Audit), Chris Milazzo (Systems Analyst), Jean Vik (Director, Library) Jason Waye (Student Government)

Next meeting: TBD

1. Discussions

• Frank shared with us his categorized list of priorities we provided to him at the end of FY17, provided some updates, and asked for clarification and feedback.

• MOBILE APPS. Concerns were voiced about mobile apps. Many university-related mobile apps were built by individuals, with no central oversight. Should we address this issue if they are using the UT Dallas brand? Should we work to provide a central oversight and assistance mechanism? Perhaps we could offer design help at no charge and give approval if this was in house. Who even owns the official UTD app?

• CAMPUS PARKING. Parking is an issue that needs to be resolved. Students, faculty, and staff are frustrated with the difficulty in finding a spot. There are some UTD researchers that would like to help, but they have not been able to get engaged. Could license plate readers be an option and not just look at stickers? Frank will escalate this with Dr. Jamison and see if IT and UTD researchers can assist with resolving the parking issue.

• NETWORK. Tom Hutton was contracted to do an architecture, services, and staff assessment of the UTD technical network. He is a top internationally recognized network expert. Frank will be addressing the findings in the OIT roadmap and in the OIT organization. Included in this are improving the wireless network, and improved border routers (example: we should not have outages of important programs or systems because of high gaming in apartments or campus rooms). Question was raise about how to pay for this. Frank stated that he is putting a proposal together for Terry Pankratz, as that is how budget requests work.
• **TRAINING.** We need to have internal and external training when launching new IT products. The question was asked how do we prioritize this in OIT? Frank to follow up with an answer. Some additional thoughts included:
  o Can we have “how to” pages for people to review for help? Some options for how to pages or videos would be Last Pass, Duo, Box, Adobe Suite.
  o The library could use this as well. How to pages discussing what they offer and how to use them.

• **HELP DESK.** Would like to have the IT help desk to have more of a presence. We need to have more IT driven people on the front line to get issues resolved faster and more efficient. Would there be a possibility to have a walkup window some place on campus for students and staff to come to for face to face help with their devices? The SU could be a good location for this. This could be a better customer experience for some people who would like to see a person to get an issue resolved. Password resets, email set up, wifi access would be a few of the things they could provide along with other equipment issues.

• **DELL.** Frank will bring an update from Dell to the next meeting.

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Information Technology Planning and Policy Committee
Meeting Minutes April 26, 2018
Meeting run by Frank Feagans. Minutes kept by Josiah Summerville of the HWHC.
Chairperson Harpham was out of town.

I) **Update:**

1) Mobile apps. Team staffed. Governance for the campus mobile app functionality will be shepherded through QEP (Amanda Smith, Jessica Murphy).

2) Parking sensors. Owned by Facilities. They are working with us on providing parking data to an OSPA data lake though.

3) OIT and the budget hearings, Set major project priorities (shared in our last meeting together and slide repeated below) and also expectations of what needs funding to address (network, telecom, storage, etc.).

4) Networking issues: wired, wireless and cellular. Core, buildings, and wireless all need significant upgrades and thus $$ investments. Today there are no $$ provided for this. The Edge routers/management and the firewall/IDS are
funded. The network team is still thin, and 2 finalists for the director position turned us down, so we are looking into other ways to provide the services.

5) OIT Training for UTD. Melinda is surveying campus to determine where her 1 FTE of capacity should focus her training. Please provide Melinda your feedback!

6) Security Updates from Nate Howe

7) On campus help desk. We will be implementing one in the ROC, which will help the folks living off campus. We are still looking into options for one on campus.

8) Computer equipment. The Dell catalog has been split into 2, so custom orders can be made.

9) Residence Halls Apartment Issues. ResNet provides a very stable service for the Residence Halls. Delays from Cisco in getting replacement WAPs for their faulty WAPs in the apartments has forced Student Affairs to extend support for them through Spectrum. The decision is now to move all residential internet and TV support to Apogee over the summer.

10) Storage issues. Files on network drives are not currently redundant do to chronic hardware failures on the 6YO Compliant block storage system. OIT is working with Microsoft and Dell to get this temporarily fixed, while also working on a proposal (replace the Compliant, integrate Cloud such as OneDrive, etc.) for OBH.

II) Reviewing wins:

1) supporting research. Many successes supporting researchers using HPC and HPN.

2) people soft and on base implementation. OIT support engine running very well.

3) Client services. Developed a solid vision, have staffed up appropriately, and have started implementing vision (and enhancing the ITSM).
IT Policy & Planning FY18 list

Mobile Apps

- Integration of dining options around campus in a dedicated smartphone app that gave info like menus, hours, specials, locations (apart from the website).

- Develop a mobile app which all people on campus will want to use for various benefits.

Parking

Facilities
- Adding parking space sensors to surface lots.

Deferred
- Explore the possibility of developing a campus-wide parking spaces management system for vehicles entering the campus (the garages already provide some information, however, it is not on the level that is available, for instance, at DFW airport).

Computer Network

Budget requested
- Improved Wi-Fi coverage in campus outdoor gathering spaces.

Budget requested
- Greater network segmentation to isolate valuable systems to only necessary connections.

In progress
- Produce and maintain current network diagram(s).

Procedures and Training

Darren Crone
- Develop training facilities, perhaps within the individual schools, and the soft- and hardware infrastructure to design professional blended and full-online courses (ISOM is leading here, but they do it only within their school).

IT forums, lunch & learns, IT Summit
- Provide sufficient training and information opportunities to the UTD community to keep up with technological developments on campus and its related policy revisions.

ISO
- Fully document the legal ramifications and protections of using UTD’s email accounts for university business and private correspondence. E.g., FERPA, open records request, requests by law enforcement and border security to view email accounts etc.
IT Policy & Planning FY18 list (continued)

Security

- **In progress**
  - Increase use of Duo 2-factor protection to include high-risk PeopleSoft pages and Outlook Web Access email portal.

- **Great progress**
  - Facilitate the installation of system and application patch updates, which often directly reduce vulnerabilities.

- **Completed**
  - Take over operations and development for Shibboleth federated identity management.

- **Completed**
  - Replace legacy identity management software supported by Oracle with replacement system; Microsoft Identity Manager has been selected as the replacement system.

- **Deferred**
  - Ensure that backups occur and are verified to work.

**Server & desktop Backup service available**

**ROC walk-up added**

**On-campus Help Desk presence**

**Computer equipment**

- **Solution architected**
  - Implement Virtual Desktop Infrastructure model to replace traditional desktop workstations.

- **Completed**
  - Allow faculty, in consultation with their department's tech support staff, to quickly and efficiently order the precise laptop and desktop configurations that their research demands. Faculty need access to the full catalog of options, including (ideally) from more than one vendor.

- **Deferred**
  - Computing inventory must be revamped. Upon purchasing receiving a computing item, the purchaser must be permanently recorded as the inventory holder in a database. The purchaser can later request that items be removed from the database if they are sold (with the new owner so recorded), rendered obsolete, and so forth.
July 20, 2018

TO: The Academic Senate
FROM: L.T. Thompson, Chair, Institutional Animal Care & Use Committee

I. Membership and Scope:
Voting scientific members of the IACUC consisted of L.T. Thompson, Ph.D. (Chair, BBS), Ted Price, Ph.D. (Vice Chair, BBS). Additional scientific members: Zach Campbell, Ph.D. (Bio), Kenneth Hoyt, Ph.D. (BioEng), and Seth Hays, Ph.D. (BioEng). Voting attending veterinarians were Dr. Egeenee Daniels, D.V.M., assisted by Dr. Tony Meyers, D.V.M. Voting non-scientific members were Matthew Brown, Ph.D. (NS&M), Kathan McCallister (Assistant Director, Laboratory Animal Research Center [LARC]), Kevin Masten (UTD Physical Plant), Larry Zacharias (UTD Chief of Police), and Bill Alsup (City of Richardson Director of Animal Services, Community member). Non-voting member Cynthia Tralmer (IACUC Coordinator, Office of Research Compliance) also attended all meetings and maintained official federal records and meeting minutes. Sanaz Okhovat (Assistant Vice President for Research Compliance, Office of Research Integrity) and Rafael Martin (Office of Research) provide oversight for the office of the Vice President for Research.

A complete record of all Animal Use Protocols submitted/revised/renewed and approved is available from the IACUC Coordinator, Cynthia Tralmer as required.

This report covers the period from July 2017 through July 2018.

II. IACUC training:
As of this report, all but 4 current IACUC members (Dr. Hays, Dr. Campbell, Dr. Brown, Kevin Masten) have completed full AALAC approved IACUC training programs. A training series has been offered by our veterinarians at all IACUC meetings held this year, and the possibility of refresher training for all IACUC members is being investigated by the LARC director.

III. Meeting summaries:
The IACUC met three times this past year, in fall, spring, and summer. Our upcoming fall meeting is planned for October, 2018. No personnel turnover in committee membership is expected for this next calendar year.

• Fall meeting: 2 Oct 2017. The IACUC reviewed the status of animal use protocols (a total of 41 amendments, continuing reviews, and/or new protocols were approved since our July meeting. Dr. Marcel Perret-Gentil, D.V.M., attending veterinarian at UTSA Health Sciences Center, conducted additional
research training seminar coursework this fall for upgrading skills for both undergraduate and graduate assistants in labs with approved IACUC protocols, including several sessions of his Rodent Surgery & Biomethodology Workshops, with more scheduled during the year. The IACUC also completed its FDA mandated program review. The IACUC meeting concluded by conducting a walk through inspection of the animal facilities and vivariums in NSERL and in BSB as required, generating a list of minor discrepancies noted (LARC action to correct these discrepancies was also implemented, and documented by Cynthia Tralmer).

• **Spring meeting: 28 Mar 2018.** The committee reviewed and discussed the status of animal use protocols (a total of 40 amendments, continuing reviews, and/or new protocols were approved since our October meeting), issues with regard to workload and designated member review (DMR) assignments, and issues with regards to record keeping and training. It was recommended to request (via the Senate and the Committee on Committees) that the membership (size) of the IACUC be increased by at least one more member to deal with the increasing number of protocol reviews required. The IACUC also completed its FDA mandated program review. The IACUC meeting concluded by conducting a walk through inspection of the animal facilities and vivariums in NSERL and in BSB as required, generating a list of minor discrepancies noted (LARC action to correct these discrepancies was also implemented, and documented by Cynthia Tralmer). Scheduling for the fall IACUC meeting was also discussed.

• **Summer meeting: 11 Jul 2018.** The committee reviewed and discussed the current status of animal use protocols on campus (a total of 32 amendments, continuing reviews, and/or new protocols were approved since our March meeting). IACUC also completed its required program review. The IACUC meeting concluded by conducting a walk through inspection of the animal facilities and vivariums in NSERL and in BSB as required, generating a list of minor discrepancies noted (LARC action to correct these discrepancies was also implemented, and documented by Cynthia Tralmer). Scheduling for the fall 2017 meeting was discussed and approved.

A total of 112 active animal use protocol reviews [all assessed by the full IACUC, then reviewed in depth by DMR panels] were carried out and approved by the IACUC for active research work by UTD scientists. Once again, this represents a steady and significant increase in workload over the previous year, reflecting a steady growth in extramurally funded biomedical and basic science research activity at UT Dallas. The suggestion was made by the LARC director that appointment of an additional IACUC member may be needed to handle the workload, given that some non-scientific members are also on reduced workload in the summertime. The Chair agreed to put this suggestion forward to the Academic Council of the Faculty Senate for consideration.
I. Membership
The membership of the Institutional Biosafety and Chemical Safety Committee consists of:

Lloyd Lumata – Chair, Physics, NSM
Manuel Quevedo-Lopez – Vice Chair, Material Science Engineering, ECS
Jon Ploski – Neuroscience, BBS
Heng Du – Biological Sciences, NSM
Sheena D’Arcy – Chemistry & Biochemistry, NSM
Tae Hoon Kim – Biological Sciences, NSM
Robert Rennaker – Bioengineering, ECS
Michael Burton – Neuroscience, BBS
Roy Doc Dimon – Community Member
Bill Alsup – Community Member
Shane Solis – Safety Director, Representative for Vice President of Research, RUO
Kathy White→ Veena Naik – Ex-Officio, Biological Safety Officer (BSO)

II. Meetings
Meetings are typically held monthly on the 1st Wednesday of each. Exceptions:

October 2017 – meeting was cancelled due to lack of protocols /committee business
July 2018 – meeting had to be moved to July 11 since the 1st Wednesday was July 4th

III. Actions Taken
Protocol Registrations – 16
Protocol Amendments – 14
Protocol Renewals – 12
Policy Review – 2 (Biological Safety Manual; Lab Attire and PPE Policy)

IV. Recommendations for Following Year
The new committee for the next academic year will meet every 2nd Thursday of the month at 11am, to be held at BSB. For some protocols that need further clarification, we are planning to invite the PIs in the meeting to explain their protocols to expedite the review process.
V. [Any Special comments/Notes/Supporting Documentation]
The current IBCC, as well as the new committee for 2018-2019, has a good mix of expertise to review the bio and chemical safety aspects of protocols.
TO: The Academic Senate
FROM: Jennifer Holmes Chair, International Oversight Committee (IOC)

I. Membership
The active membership of the IOC in 2017-2018 consisted of:
Voting members
• Brian Berry - Endowed Professorship from the School of Economic, Political and Policy Sciences
• Clark, Jackie - Clinical Professor from the School of Behavioral and Brain Sciences
• Holmes, Jennifer (chair) – Professor and Head from the School of Economic, Political and Policy Sciences
• Jacob, Varghese – Lars Magnus Ericsson Distinguished Professor from the Naveen Jindal School of Management
• Karrah, Shyam - Senior Lecturer III from the Erik Jonsson School of Computer Science and Engineering
• Kratz, Abby (vice chair) – Associate Provost
• Sanaz Okhovat – Assistant Vice President for Research Compliance
• Smith, Amanda – Dean of Students, Associate Vice President for Student Affairs
• Leticia Zamarripa, Interim Sr. Director for the International Center

Non-voting
• Imperio Shanks, Assistant Director for International Risk and Safety

II. Meetings
• 2 in person meetings. August of 2017, and February of 2017
• Online participation of members as needed to evaluate travel requests to high risk regions.

III. Actions Taken
• Update of the IOC charge.
• Publication of the UTD International Travel Policy.
• Adjustment of locations considered high risk, based on the U.S. Department of State Travel Advisory system update.
• Risk authorizations granted as of 07/20/2018:
  ○ 21 individual student travel requests to high risk regions.
  ○ 1 group (47 students) travel request to a high risk region.
  ○ 39 employee travel requests to high risk regions.
  ○ 1 denial.

   Note. We see a significant decrease in travel to high risk regions that can be attributed in part to the updated U.S. Department of State updated travel advisories Travel Advisories. Countries that were under a blanket high risk consideration, such as Mexico, are now divided into 4 levels of risk which allow for travel to areas in Mexico noted as risk level 1 or 2 without triggering IOC review.

IV. Recommendations for Following Year
• Health Screen for students going on Study Abroad programs
• Continue Table Top Exercises for the international travel emergency response group
• Simplify and streamline the International Travel Authorization procedures
The IEDC Committee (IEDC) was created in November 2017 per recommendation of the International Center and the Provost’s Office to respond strategically to the internationalization of UT Dallas, including a higher number of students pursuing international educational programs and the growing number of international partnerships proposed by faculty. The predecessor of the IEDC was the Ad Hoc International Partnership Development Committee (IPDC), created per initiative of the International Center.

The IEDC is dedicated to strengthening and to enriching the development of strategic international programs and institutional partnerships that contribute to UT Dallas’ mission. The committee meets once per month as necessary to review and to discuss strategic issues of UT Dallas internationalization, including the feasibility of proposed international programs and international partnerships.

Programs and partnerships under the purview of this committee include, but are not limited to: education-abroad programs, faculty-led international programs, reciprocal student exchange agreements, affiliation agreements, degree program agreements, dual degree program agreements (undergraduate and graduate), and Cotutelle agreements.

IEDC objectives are: 1) Establishes guidelines and processes, suggests policy recommendations to the Council on Undergraduate Education, the Council for Graduate Education, and the Committee on Educational Policy, while proposing institutional structures to support a holistic, strategic approach to international programs and partnerships. 2) Evaluates the design and implementation of international programs and partnerships to support alignment with established institutional criteria, professional standards, best practices, and institutional mission. 3) Reviews new international program and partnership proposals and makes recommendations to the Provost and President for final approval.


During the AY2018 the IEDC met nine (9) times, including two (2) virtual meetings, and pursued three (3) Ad Hoc reviews of international partnership proposals. The IEDC reviewed fifty-eight (58) proposals, approving fifty-four (54) with thirty nine (39) partners, an increase of twenty three percent (22.7%) with respect to the partnership proposals reviewed and recommended for execution and implementation by the International Partnership Development Committee (IEDC predecessor) in the AY2017 (54/44). This included five (5) renewals and four addenda
for three Student Exchange Program Agreements (SEPAs) and one for a Cotutelle Agreement. Seventy percent (70.3%) from the approved fifty four (54) proposals have been executed.

In addition, the IEDC issued the following general recommendations and actions for the internationalization of UT Dallas:

- The evaluation of the 30 semester credit hour requirement for Education Abroad in collaboration with CUE. The result was that catalog of undergraduate studies was amended: “Students are required to have completed two full time semesters prior to participation in study abroad programs, exchange programs, independent studies or internships.”
- The inclusion of the semester of summer into Student Exchange Program Agreements.
- The revision of the articulation of transfer of credits for international academic partnerships such as Student Exchange Program Agreement and Dual Degree Program Agreements, to enhance the partnership in the implementation of the programs among the UT Dallas schools, the IC, and the Registrar’s Office.
- The distinction between Erasmus + Agreements and Students Exchange Program Agreements (SEPAs), indicating that exchange mobility defined in the Erasmus + should be subject to the particular terms of the bilateral agreement (SEPA).
- Guidance to strategize the efforts of the Task Force on International Recruitment, particularly regarding diversity.
- Support to share with community members the summary of key components of the UT Dallas’ Quality Enhancement Plan (QEP) Orbit: Keeping New Comets on Course in preparation for the SACSCOC on-site review on March 5-8.
- Discussing principles of internationalization: 1) inclusiveness and equality for sustainable international programs, 2) the importance of strategic partnerships with local industry, embassies, and consulates to strengthen the leadership and visibility of UT Dallas, 3) to engage with strategic partners that would bring added to the existing UT Dallas curricula, 4) the relevance to measure the internationalization of UT Dallas, particularly the success of international partnerships, 5) the development of students’ labor skills to enhance their success with U.S. industries and corporations though internships, OPT, etc., 6) strategic recruitment to enhance diversity, 7) the relevance to offer competitive scholarships and fellowships to retain international talent.
- The publication of IEDC minutes in UT Dallas web.
- The 2.5 (middle point) revision of academic partnerships that include the transfer of credits.
- Acknowledgment to engage in mutual beneficial partnerships, particularly highlighting the relevance of faculty – faculty cooperation to enhance the intellectual sustainability of the international cooperation, while impacting students to be mobilized between institutions, e.g. exchange, internships, research, etc.
- To maintain the use of the Cotutelle Agreement as exclusive terms of cooperation between UT Dallas and French institutions.
- Partnership proposals recommended by IEDC for execution and implementation must be signed within six months of IEDC’s deliberation. Otherwise, the partnership’s sponsor must submit a rationale for the exception to execute the partnership to IPD Director. Execution of partnerships after more than one year of the IEDC’s deliberation must be resubmitted to IEDC with updated templates, if applicable.
- Annual revision of IPD templates.

Based on a survey during the spring 2018, IEDC members shared perspectives of the character and mission of the committee, including
Recognition of the forthcoming UT Dallas Strategic Plan and the opportunity of the IEDC to recommend guidance for the design of an implementation plan.

The consideration of drafting an implementation paper of the UT Dallas Strategic Plan regarding UT Dallas internationalization.

Need to clarify the IEDC’s vision, objectives, and corresponding measures to ensure reality in its performance.

The recognition of the importance of the operational | transactional capacity of the IEDC to ensure legitimacy, accountability, and accreditation of institutional international decisions such as partnerships and education abroad practices.

IEDC’s vision and objectives must include both the strategic institutional approach, while enhancing the institutional governance of decisions.

Discussions and recommendations should focus on the university as a whole, rather than the predominance of one or two schools.

The importance of enhancing the prestige, reputation, and sustainability of UT Dallas globally. For example, selecting partners strategically.

To strengthen and replicate existing successful partnerships such as UT Dallas – CONACYT.

Tactical considerations of the implementation of IEDC’s vision and goals such as school level strategic plans of internationalization.

The relevance of the organizational connectivity of IEDC with respect to the institutional performance, while invigorating a good climate of the UT Dallas organizational structure.

To allow the voices of other significant campus champions such as international students, who provide about 37% of the UT Dallas annual budget.

IEDC as an entity to enhance campus creativity and sustainability, facilitating grants and/or fiscal opportunities.

IEDC as pro-strategic, preventing a reactionary institutional attitude.

To narrow down priorities to ensure the realistic institutional global engagement on and off campus.

IEDC as a plural and inclusive body to draft institutional strategic, sustainable, and organic efforts of university’s internationalization in collaboration with campus stakeholders.

The relevance to further consider the IEDC’s adoption of UT Dallas Task Force of International Recruitment recommendations, facilitating their implementation.

The need to revise the IEDC charge to define the IEDC’s scope.

The institutional climate of limited resources to creatively maximize capacities and outcomes.

The importance of developing strategic partnerships, particularly to recruit international students on sustainable basis in collaboration with foreign governments.

The forthcoming participation of the UT Dallas President in the IEDC to learn more from his vision of internationalization.

Also the IEDC hosted and shared perspectives of internationalization with the EJS Interim Dean, Poras Balsara; the EPPS Dean, Denis Dean; and the Chair of the Task Force for International Recruitment, Juan Gonzalez.
### Table 1: IEDC general results

<table>
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<tr>
<th>Id</th>
<th>Institution</th>
<th>Country</th>
<th>IEDC Session</th>
<th>New/Renewal/Addendum/Other</th>
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<tr>
<td>31</td>
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<td>New</td>
<td>DPA - ITM</td>
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<tr>
<td>32</td>
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<tr>
<td>34</td>
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<tr>
<td>35</td>
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<td>36</td>
<td>CONICYT</td>
<td>Chile</td>
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<td>New</td>
<td>AOC</td>
</tr>
<tr>
<td>37</td>
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<td>Brazil</td>
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<td>New</td>
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<tr>
<td>38</td>
<td>Piezo Parts Co</td>
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<td>New</td>
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</tr>
<tr>
<td>39</td>
<td>Sakae Casting Co</td>
<td>Japan</td>
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<td>New</td>
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<tr>
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<td>New</td>
<td>MOU</td>
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<tr>
<td>41</td>
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<td>MOU</td>
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<td>43</td>
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<td>44</td>
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<td>45</td>
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<td>49</td>
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<td>Germany</td>
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<td>50</td>
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<td>Cuba</td>
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<td>51</td>
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<td>53</td>
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<tr>
<td>54</td>
<td>Museo e Real Bosco di Capodimonte</td>
<td>Italy</td>
<td>Aug-2018</td>
<td>New</td>
<td>MOU</td>
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</table>
Table 2: IEDC general results by Type of Agreement

<table>
<thead>
<tr>
<th>Approved partnerships with 39 institutions</th>
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<tr>
<td>AA</td>
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<td>AOC</td>
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<td>DDPA</td>
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<tr>
<td>DPA</td>
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<td>Erasmus</td>
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<td>MOU</td>
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<td>PA</td>
<td>2</td>
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<tr>
<td>SEPA</td>
<td>10</td>
</tr>
<tr>
<td>CA Addendum</td>
<td>1</td>
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<tr>
<td>DDPA addendum</td>
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<tr>
<td>SEPA Addendum</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
</tr>
</tbody>
</table>

Source: IEDC Database
Monday, August 13 2018

To: The Academic Senate

From: Weerasinghe Priyantha, Chair

Radiation Safety Committee

Subject: Annual Report of Radiation Safety Committee, 2017-2018

1. Membership
    Weerasinghe Priyantha, Chair
    Stephen Spiro-MCB-Vice Chair
    Zhenpeng Qin – Mechanical Engineering
    Kelli Palmer – Molecular & Cell Biology
    Julia Chan-Chemistry
    Allan Dean Sherry – Chemistry

2. Meetings
   October 04, 2017

3. Actions Taken

   Dr. Zachary Campbell, from NSN- Biology is requesting to use P32 and S35 on the radiolabeling lab in BSB. After review of his application and protocol, the committee voted unanimously to approve his application.

   Dr. Manuel Quevedo Lopez requested to replace Dr. Gnade as the owner of the Cf252 source. That source is used in Mechanical Engineering for development of detection equipment. Dr. Quevedo is the co-instructor for the class here at UTD in the detection of radiation. He has worked with Dr. Gnade for 5 years on these type of projects. His application was approved by all members present.

   Removed a number of authorized users that were no longer working with radioactive materials and also deleted a number of radioisotopes that were not needed. Dr. Manton’s name removed from the authorized users list as he no longer using RAM. Dr. Gnade’s name removed from the authorized users list as well since he has retired from UTD.

   Dr. Campbell and Dr. Quevedo added to the authorized users list.

4. Recommendations for Following year

   Class IIIb and IV laser users are growing in number and therefore need to tighten controls on these and update our program. We are asking that the Radiation Safety Committee assist us in review program elements-manuals and forms. All lasers tracked so far listed in BioRAFT equipment section with the priority being given to the Class IIIb and IV first.

5. Special Comments

   N/A
Office of the Vice President for Student Affairs

7/23/2018

TO: The Academic Senate
FROM: Dr. Gene Fitch
RUO, Student Fee Advisory Committee

SUBJECT: Annual Report of Student Fee Advisory Committee, 2017–2018

I. Membership
The membership of the Student Fee Advisory Committee consists of: Voting Members JW Van Der Schans, Chair; Alex Holcomb, Vice Chair; Areeb Siddiqui, Nikki Prattipati, Eric Chen, Annette Rogers, Jazzmyn Wilson, Dr. Bill Hefley, and Dr. Kathryn Evans. Non-voting members Dr. Gene Fitch, Liz Ramirez, Amanda Saucedo, Dr. Amanda Smith, and Orkun Toros.

II. Meetings
1/26/18-Distribution and discussion of materials, confirmed meeting schedules and guest invitations.

2/2/18-Discussion of fee requests with budget managers

2/16/18-Discussion of fee requests with budget managers

2/23/18-Discussion of fee requests with budget managers

2/28/18-Discussion of fee requests with budget managers

4/25/18-Discussion of additional fee request with budget manager

III. Actions Taken
FY19 Student Fee Budget requests were discussed and voted upon.

IV. Recommendations for Following Year
See attached.
Office of the Vice President for Student Affairs

TO: Dr. Richard Benson  
    President

FROM: Dr. Gene Fitch  
    Vice President for Student Affairs

DATE: April 5, 2018

SUBJECT: Recommendations of the Student Fee Advisory Committee for FY2019

The Student Fee Advisory Committee held meetings in January-February 2018 to review budget requests to be funded by student fees for FY2019. Following are the committee’s recommendations:

**Athletic Program Fee ($45 per student per semester)**

<table>
<thead>
<tr>
<th>Cost Center</th>
<th>FY2019 Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Operations (61040008)</td>
<td>$1,472,541</td>
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<tr>
<td>Baseball (61040009)</td>
<td>$105,860</td>
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<tr>
<td>Basketball (Men's) (61040010)</td>
<td>$83,071</td>
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<tr>
<td>Basketball (Women's) (61040011)</td>
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<tr>
<td>Cross Country (61040012)</td>
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<tr>
<td>Golf (61040013)</td>
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<td>Marketing (61040064)</td>
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<tr>
<td>Soccer (Men's) (61040014)</td>
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<tr>
<td>Soccer (Women's) (61040015)</td>
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<tr>
<td>Softball (61040016)</td>
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<tr>
<td>Strength and Conditioning (61040065)</td>
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<tr>
<td>Tennis (61040017)</td>
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<tr>
<td>Training Room (61040066)</td>
<td>$34,000</td>
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<tr>
<td>Volleyball (61040018)</td>
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<tr>
<td>Employee Fringe Benefits (43040001)</td>
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<tr>
<td>Merit Pool Reserve @2%</td>
<td>$26,856</td>
</tr>
<tr>
<td><strong>Total FY2018 Athletic Program Fee Allocation</strong></td>
<td><strong>$2,801,022</strong></td>
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</table>
**Medical Services Fee** ($37.73 per student per semester)

<table>
<thead>
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<th>FY2019 Allocation</th>
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</thead>
<tbody>
<tr>
<td>Student Counseling Center (61040006)</td>
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<tr>
<td>Student Health Center (61040007)</td>
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<td>Employee Fringe Benefits (43040009)</td>
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<tr>
<td>Merit Pool Reserve @2%</td>
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<tr>
<td><strong>Total FY2018 Medical Services Fee Allocation</strong></td>
<td><strong>$2,486,517</strong></td>
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</table>

**Recreation Facility Fee** ($65 per student per semester)

<table>
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<tr>
<th>Cost Center</th>
<th>FY2019 Allocation</th>
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<tbody>
<tr>
<td>Activity Center (61040033)</td>
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<tr>
<td>Building Utilities &amp; Debt Service (60040011)</td>
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<tr>
<td>Field Maintenance (61040031)</td>
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<td>Employee Fringe Benefits (43040011)</td>
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<td>Merit Pool Reserve @2%</td>
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<td><strong>Total FY2018 Recreation Facility Fee Allocation</strong></td>
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**Student Services Building Fee** ($71 per student per semester)

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<td>Building Operations (60040004)-Utilities</td>
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<td>Building Operations (60040030)-Debt Service</td>
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<td>Employee Fringe Benefits (43040005)</td>
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<td><strong>Total FY2018 Student Services Building Fee Allocation</strong></td>
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**Student Services Fee** ($20.08 per SCH/$250 per semester maximum)

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<td>Assessment (60040026)</td>
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<td>Athletic Operations (Supplement) (61040020)</td>
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<td>Callier Center (35740001)</td>
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<td>Campus Events (61040042)</td>
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<td>Career Center (61040004)</td>
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<td>Center for Students in Recovery (61040063)</td>
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<tr>
<td>Child Care (61040060)</td>
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<td>Dean of Students (61040038)</td>
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<td>Debate (22140001)</td>
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<td>Destination Imagination (22040002)</td>
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<tr>
<td>Drumline (31040004)</td>
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<td>Fraternity &amp; Sorority Life (61040046)</td>
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<td>Gender Center (17040002)</td>
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<tr>
<td>International Center (61040034)</td>
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### Student Services Fee (cont'd) ($20.08 per SCH/$250 per semester maximum)

<table>
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<td>Junior Year Experience (61140010)</td>
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<td>Mercury (61040049)</td>
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<td>Meteor Theater (61040043)</td>
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<td>Mock Trial (22040003)</td>
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<td>Model UN (22040001)</td>
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<td>Moot Court (21240006)</td>
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<td>Multicultural Center (17040001)</td>
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<td>New Student Programs (61140002)</td>
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<td>Pep Band (31040001)</td>
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<td>Radio UTD (61040052)</td>
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<td>Senior Year Experience (61140006)</td>
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<td>Sophomore Year Experience (61140005)</td>
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<td>Spirit Program (61040044)</td>
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<td>Student AccessAbility (61040055)</td>
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<td>Student Counseling Center (61040005)</td>
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<td>Student Government (61040037)</td>
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<td>Student Health Insurance (61040057)</td>
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<td>Student Leadership Programs (61040039)</td>
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<td>Student Media Administration (61040053)</td>
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<td>UTD TV (61040054)</td>
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<td>VPSC Office (60040006)</td>
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<td><strong>Total FY2018 Student Service Fee Allocation</strong></td>
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Student Union Fee ($60 per student per semester)

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<tr>
<td><strong>Total FY2018 Student Union Fee Allocation</strong></td>
<td><strong>$1,800,252</strong></td>
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</tbody>
</table>

Thank you for considering these recommendations.

GF/er
I. Membership
The membership of the Safety and Security Council consists of:
Dr. Amy Walker, Faculty Co-Chair
Chad Thomas, Staff Co-Chair
Dr. Carol Cokely, Faculty Representative
Dr. Alex Piquero, Faculty Representative
Mariah Armitage, Emergency Management
Richard Dempsey, Facilities Management
David Liner, Environmental Health and Safety
Marco Mendoza, Human Resources
Laura Smith, Dean of Students
Shane Solis, Research Compliance
Kerry Tate, Student AccessAbility
Brent Tourangeau, Police Department
Joan Wickersheim, Lab Safety
God’s will Osa (student)
Manu Kondeti (student)

II. Meetings
January 29, 2018
May 22, 2018

III. Actions Taken
The Safety and Security Council focused primarily on the following items:
- Pedestrian Safety
- Policy on Service and Comfort Animals
- Policy on Personal Protective Equipment
- Controversial Speakers

The council notified UTD Police and Facilities Management personnel of pedestrian safety concerns at the intersection of Rutford Avenue and Synergy Park Boulevard; Callier Dallas; Loop Road; and the new bus terminal south of the Visitor Center. In all cases, crosswalks or traffic studies were either pending or recommended. UTD Police and Environmental Health & Safety continue to review vehicular traffic and collisions in and around the main campus, while the City of Richardson’s 2018 traffic study should provide valuable insights for directing vehicular ingress and egress.
Policy guidelines on service and comfort animals remain in development and should go to the Handbook of Operating Procedures Committee in the fall of 2018. The policy on personal protective equipment also is near completion, as Research Compliance and EH&S staff plan to finalize accountability and enforcement language with faculty stakeholders in the fall of 2018.

Based on internal discussions and input from the Academic Senate, the council voted in January 2018 to draft a statement to President Richard Benson encouraging the formation of a campus working group to plan for controversial speakers. Council members noted the significant legal, financial, safety, and public relations impacts associated with controversial figures who have spoken at peer institutions in recent months, including the University of Virginia, Colorado State University, the University of Florida, the University of Washington, Texas A&M University and Southern Methodist University. The council suggested the group comprise cabinet-level personnel along with university counsel and campus police. The co-chairs submitted the statement to Dr. Benson. Provost Inga Musselman, Dr. Hobson Wildenthal, Vice President for Administration Calvin Jamison, Police Chief Larry Zacharias, and University Attorney Tim Shaw in February 2018.

IV. Recommendations for Following Year
The co-chairs continue to encourage the creation of a campus working group to address and plan for controversial speakers. The council is willing to serve in a supporting role in this effort. The council also expects to receive a proposal from the UTD Police Department regarding a new security fee that likely will require student approval in a future fee referendum election. Council members will review the proposal and make recommendations to the police department when a draft is available.

V. Meeting Minutes & Documentation
January 29 and May 22 meeting minutes are included below, along with the statement on controversial speakers sent to Dr. Benson in February 2018.
University Safety and Security Council: Meeting Minutes
January 29, 2018

Present: Kelly Kinnard (for Rick Dempsey), Marco Mendoza, God’swill Osa, Dr. Alex Piquero, Laura Smith (for Amanda Smith), Shane Solis, Kerry Tate, Chad Thomas, Brent Tourangeau, Dr. Amy Walker, and Kathy White.

Absent: Mariah Armitage and David Liner.

Guests: Dr. Murray Leaf.

I. Call to Order
Dr. Amy Walker called the meeting to order at 11:01 a.m. in SU 1.602.

II. Administrative
A) Dr. Walker called for approval of the July 2017 meeting minutes. Marco Mendoza requested a correction to the minutes regarding visitors’ use of comfort animals. The council approved the minutes as amended.
B) Co-chairs’ reports:
   • Dr. Walker (faculty co-chair): Nothing to report.
   • Chad Thomas (staff co-chair): Shifted his report to continuing business.

III. Reports from Ex-Officio Members
A) Brent Tourangeau, Assistant Chief of Police
   • Following the June 2017 bomb threat, UTDPD Chief Larry Zacharias implemented several procedural changes to the department’s threat assessment and response practices. Chief Tourangeau said this information has been relayed to faculty and staff in various settings, and the changes have been well received.
B) Mariah Armitage, Director, Emergency Management and Continuity Planning
   • Absent.
C) David Liner, Director, Environmental Health and Safety
   • Absent.
D) Shane Solis, Assistant Director, Research Compliance
   • The implementation of a campus occupational health program is in progress. The program is geared toward non-student employees and includes laboratory and Facilities staff. The program’s services include vaccinations and wellness testing. The Office of Research and the Office of Administration are partnering on the program, which will operate with its own budget.
   • New personal protection guidance for labs will be coming out in the next month and a half. A proposed personal protection equipment policy has gone through the Biosafety Committee. The policy would apply to laboratories and auxiliary facilities.
• Currently, the Office of Research supplies personal protective equipment such as lab coats but in the future it will simply provide guidance in terms of the policy and requirements pertaining to PPE. Individual labs will be responsible for providing materials and safety items. Research Compliance plans to announce the new policy in the next 45 days.
• Research Compliance staff are preparing for the new mechanical engineering building, which will be coming online in July.

E) Kathy White, Laboratory Safety Manager, Research Compliance
• UT Southwestern is offering a personal protective equipment vendor fair on campus in March, showcasing products to researchers and students.
• The new occupational health program, working in partnership with UT Southwestern, also will handle staff needs in terms of respirators and prescription safety glasses. Per Mr. Solis, the occupational health program will operate a clinic on campus situated near the existing UT Southwestern Richardson/Plano Clinic in Synergy Park North.

F) Kelly Kinnard, Director of Physical Plant Services (for Rick Dempsey)
• Construction on the new engineering and science buildings is underway, the former in further stages of build-out.
• A proposed campus landscape enhancement project could begin in the near future pending approval by the UT System Board of Regents. The project would entail major landscaping changes from the trellis in central campus eastward toward Lot C, resulting in significant traffic and walkway disruptions. Facilities Management will work with the Office of Communications to notify the campus community of impacts, if the project is approved.
• Continued improvements to the Loop Road and Waterview intersection will proceed in the next four to five months. A stoplight is already in place, and improvements are targeting traffic safety and flow.

G) Laura Smith, Associate Dean for Health and Wellness Initiatives (for Dr. Amanda Smith)
• Dean of Students personnel have ordered additional in-crisis signs for areas on the Parking Structure 4 roof where staff anticipate individuals might jump. The signs display the phone number for the UTD Talk crisis counseling line. Staff and faculty may contact the Dean’s office to request signage if they identify other areas from which individuals might jump. Ms. White and Dr. Walker noted that NSRL and BSB have walkways and patios on higher floors that could be used as a jumping point and therefore could use the UTD Talk signs.
• The Student Health Center has secured funding to retain the services of a Sexual Assault Nurse Examiner, or SANE nurse. The Health Center will contract the nurse as needed and make the service free of charge to the campus community.

H) Kerry Tate, Director of Student AccessAbility
• The Testing Center has moved from the basement of the McDermott Library to Synergy Park North, but no Comet Cab routes are in place to help students with disabilities travel from main campus to the new facility.
There is a concern that some students are at risk while crossing Synergy Park Boulevard, particularly those who are blind or are using motorized chairs. Chief Tourangeau said crossing roadways in golf carts, such as the Comet Cabs, is a concern for Parking & Transportation, although UTDPD and Facilities Management allow their staff to do so. Ms. Tate and Mr. Mendoza said they will raise the issue with Parking & Transportation officials later that day during a planned meeting.

IV. Continuing Business

A) Pedestrian Safety

i. Mr. Thomas said the Staff Council received two comments from staff concerning pedestrian safety after a recent incident in which a student, while driving, struck an employee who was walking across Loop Road near JSOM. Chief Tourangeau noted there were several other unrelated vehicular-pedestrian collisions on or near campus. He said UTDPD would like to bring in professionals to conduct a traffic study of the campus, including parking lots and surrounding roadways, and make recommendations to improve pedestrian safety. The JSOM parking lot (Lot M) is problematic because of its design that features multiple entry/exit points.

ii. Ms. Tate said roadway crossing also is risky for blind students who are walking from main campus south across Loop Road to access the new busing area near the circle drive. She said she will address the item with Parking & Transportation.

B) Campus Carry

• Dr. Alex Piquero said there have been no problems related to the campus carry legislation 18 months after its implementation. The university continues to receive the occasional question or comment to the designated campus carry email address, but public or campus feedback is rare. The university has had to replace some signs because of general wear and tear. Dr. Piquero and the campus carry committee are required to deliver a report every two years to the Texas State Legislature. The first of these reports is due August 1.

C) Title IX

• James Dockery is no longer with the university. Brandy Davis and/or Heather Dragoo will be invited to future meetings of the Safety and Security Council.

D) Policy on Service and Comfort Animals

• Marco Mendoza, Director of Employee Relations & Organizational Development: Mr. Mendoza continues to work on drafting the policy in collaboration with Mr. Solis and Ms. Tate. It is part of a slate of HR-related policies to be addressed by mid-February.

• Dr. Walker requested that faculty receive guidance on both service and comfort animals, even if the policy will not address them collectively.

V. New Business
A) Controversial Speakers

- Dr. Murray Leaf said some faculty members in the Academic Senate have raised the concern that the university is not fully prepared to address and respond to the potential consequences of a student group hosting a controversial speaker on campus. In recent months, several universities nationwide have seen public relations and financial fallout related to such events, including SMU, Texas A&M, the University of Florida, and the University of Washington.

- Dr. Piquero recommended that President Benson address the issue with appropriate campus officials, including the university attorney, police chief, provost, among others, to craft a policy or procedure for what is a likely scenario.

- Mr. Thomas motioned to draft a statement on behalf of the council recommending Dr. Benson take up the item with the suggested individuals, and to recommend the creation of a campus working group that could partner with the Safety and Security Council as needed. Ms. White seconded. The council approved the drafting of the statement.*

The next Safety and Security Council meeting will be during the spring semester at a date and time to be determined.

Dr. Walker adjourned the meeting at 12:03 p.m.

* The statement to Dr. Benson is included as Appendix A.
February 5, 2018

Dear President Benson, Provost Musselman, Dr. Wildenthal, Chief Zacharias, Mr. Shaw and Dr. Jamison,

At our recent University Safety and Security Council meeting, we discussed the issue of controversial speakers giving lectures, or holding other events, on campus. There was some question about the extent to which we, as a University, have any sort of policy and/or programmatic structure in place for attending to such speakers. Given what occurred at the University of Virginia, Texas A&M, the University of Florida, Colorado State University (most recently) and other places, there is a strong sentiment to have some high-level discussions so that we are not just reacting to such events but have a well-thought out plan in place. For example, Inside Higher Ed had a very interesting article about the strategies taken by the University of Florida when Richard Spencer spoke on campus.

Several faculty members on the Council commented that their colleagues at the University of Florida felt that the measures taken made the speech a “non-event” with few incidents.

As the co-Chairs of the University Safety and Security Council, we feel that you are the best people to guide these discussions. Please let us know if the Council could be of assistance in this effort.

We thank you for your consideration of our request.

With Best Regards,

Chad Thomas
Staff Co-Chair, University Safety and Security Council

Amy Walker
Faculty Co-Chair, University Safety and Security Council
University Safety and Security Council: Meeting Minutes
May 22, 2018

Present: Mariah Armitage, Dr. Carol Cokely, Rick Dempsey, David Liner, Marco
Mendoza, Dr. Alex Piquero, Shane Solis, Chad Thomas, Brent Tourangeau, Dr. Amy
Walker, and Joan Wickersheim.

Absent: Dr. Amanda Smith.

I. Call to Order
Dr. Amy Walker called the meeting to order at 3:01 p.m. in SU 1.602.

II. Administrative
A) Dr. Walker called for approval of the January 2018 meeting minutes. Dr. Alex
Piquero moved to approve; Brent Tourangeau seconded. The council
approved the minutes.
B) Co-chairs’ reports:
• Dr. Walker (faculty co-chair)
  An incident occurred in mid-May in the basement of the NSRL
  building. Emergency medical technicians were called to the
  building but encountered difficulty gaining access to the area
  because keycard access is required. The public safety officer who
  left the main entry to respond to the incident was unable to
  communicate with EMTs, as radio connection cut off in the bottom
  level of the building. Dr. Walker suggested that an additional PSO
  might be needed at the front desk to handle special cases such as
  these. Assistant Chief Tourangeau said better communication
  between PSOs can help resolve the matter. PSOs who leave their
  post should call for a temporary replacement. Assistant Chief
  Tourangeau and David Liner agreed that radio coverage is a
  concern in lower levels of buildings such as NSRL, and that the
  Richardson Fire Department also reported loss of radio
  communication in the basement. Mr. Liner said a risk assessment
  is planned in the near future to evaluate “dead spots” in radio
  communication on campus. The results of the assessment will be
  shared with campus VIPs in a few weeks.
• Chad Thomas (staff co-chair): Nothing to report.

III. Reports from Ex-Officio Members
A) Brent Tourangeau, Assistant Chief of Police
• The City of Richardson is conducting a traffic survey that might include
  the interior of UT Dallas, although it is possible it will only include
  exterior roadways. The survey might be ready by the next city council
  meeting and could provide valuable information for traffic mitigation and
  control around campus.
Leadership within the UT Dallas Police Department would like to request a new security fee for students, similar to those employed at peer institutions across the country. The fee would cover costs associated with security cameras, equipment maintenance and replacement, traffic control technology, reporting servers and cloud-based storage for dashboard and body camera footage. North Carolina State University, for example, receives $15 per student per semester for security purposes, while the University of Oklahoma receives $3.75 per student per semester. Assistant Chief Tourangeau said that while a desired amount has not been determined, UTDPD leadership is considering a fee in the range of $12-25 per semester. Chad Thomas and Mr. Dempsey noted that such a fee would likely require the approval of students in the form of a fee referendum. A proposal from UTDPD outlining the proposed fee also likely would go through the Academic Senate and Student Government before proceeding to the ballot. Assistant Chief Tourangeau said the department would submit a proposal letter to the Safety and Security Council for review. At that time, council members may consider whether to endorse the fee proposal.

B) Mariah Armitage, Director, Emergency Management and Continuity Planning

- The campus map on the UT Dallas website now allows users to select severe weather features and to view publicly accessible shelter spaces, including restrooms and classrooms.
An emergency response guide has been disseminated to deans and should be moving along to faculty soon. The guide can be found on the Environmental Health & Safety website and includes information and procedures relating to severe weather and active shooter situations.

- Assistant Chief Tourangeau said UTDPD is looking to provide campus groups with an active shooter training that is a bit more in depth than the well-known “Run, Hide, Fight” video resource. He described the training as more tailored to individual departments and said they will be conducted at the individual department level.

Emergency Management is halfway through its Emergency Operations Plan and will be meeting with key figures in the process to edit and finalize the plan. It will go to Dr. Calvin Jamison, Vice President for Administration, for final review and approval.

- A tabletop exercise for the executive cabinet is planned for the summer.

- Ms. Armitage and Shane Solis, Assistant Director for Research Compliance, have asked laboratory managers to finalize their lab continuity plans for their areas. Research Compliance and EH&S websites are hosting continuity plan templates and information on how to complete the plan.

C) David Liner, Director, Environmental Health and Safety

- In response to several recent vehicular collisions with pedestrians, EH&S along with UTDPD conducted an internal survey of vehicular incidents in the last five years. The review indicated that most incidents are fender-benders that happen on the outskirts of the campus. EH&S will share the data with the Safety and Security Council at a later time.

- There are plans in the works for Parking and Transportation to purchase a shuttle bus that could transport students from main campus to the Testing Center at SPN. It remains unclear whether student workers will be authorized to drive the shuttle.

- UT System officials floated the idea of mandating the possession of a driver’s license in order to operate a golf cart on UT System campuses. UT Dallas personnel expressed concern that it could negatively impact our campus.

D) Shane Solis, Assistant Director, Research Compliance

- Some faculty members are looking to conduct drone-based research, and there are incoming faculty who have done similar research abroad. Research Compliance anticipates there will be increasing usage of drones for recreational and business purposes on campus. Consequently, the office is developing guidelines for faculty in order to address safety concerns.

  - Assistant Chief Tourangeau noted that the police department is able to issue a permit for drone use. Requests should be submitted to UTDPD, but individuals looking to operate a drone on/over
campus must obtain a license from the Federal Aviation Administration for unmanned aircraft.

E) Joan Wickersheim, Laboratory Safety Manager, Research Compliance
- The custodial team buffing floors in research buildings has expressed reservation about going into some labs. Lab Safety has assisted the team by providing information on basic processes and new recommendations for personal protective equipment. Research Compliance also has proposed the creation of a lab safety custodian position. In the meantime, the office is developing a color-coding system or another similar, user-friendly guide that will help custodians determine which areas are accessible and where special protocols need to be followed.

F) Rick Dempsey, Assistant Vice President for Facilities Management
- Construction on the new engineering and computer science building continues. Closures at the intersection of Rutford and Jenifer are anticipated. The building will open in the fall for lab and classroom use, with faculty offices coming online later in the semester.
- The new science building is in the early stages of construction. It should be another year and half before completion.
- The City of Richardson is making improvements to Floyd Road, and through-traffic will be closed periodically in coming weeks. The city also is adding an extended left turn lane to the eastbound side of Campbell Road at University Boulevard.
- The City of Richardson plans to install two crosswalks on Synergy Park Boulevard near Callier Richardson. Flashing light signage will accompany the crosswalks and will be pedestrian operated.
- A golf cart path will be extended north from Rutford Avenue across Synergy Park Boulevard. The path will allow carts to access the Synergy Park North complex without having to drive on the main road.

IV. Continuing Business
A) Pedestrian Safety
- (Moved from New Business) Dr. Carol Cokely submitted the following request on behalf of staff from Callier Dallas:

  I am following up with you about bringing to the attention of the safety board a possible lighted crosswalk between the green lot at Callier Dallas and the sidewalk by the Stroke Center entrance of TWU. Drivers frequently careen around that corner, and it has many parked cars that create blind spots. Furthermore, there is no sidewalk on the other side of the street (the side of the transplant center) for us to use until we get to a safer crossing point of that road. It would be much safer if we could have a lighted crosswalk sign to indicate when a student is crossing. Please let me know if I need to do anything more official than bring it to your attention. I am not sure what the official process for making suggestions like this is. However, I have discussed with many others in my class and there is resounding support of this need.
• Dr. Cokely noted that staff at Callier Dallas have made monthly complaints to Callier administration about the intersection. The issue remains unresolved, and personnel are unsure where to address the concern. Mr. Dempsey said Dr. Thomas Campbell, the Executive Director of the Callier Center, should contact Dr. Calvin Jamison, Vice President for Administration, to notify him of the concern. Assistant Chief Tourangeau also noted that Lt. Tim Dorsey of UTDPD has captured images of the intersection, and police feel the solution is to install a crosswalk with necessary lights or signage. It will require the City of Dallas to take up the issue, and Dr. Jamison might be able to move the matter forward with the city. Assistant Chief Tourangeau said he could examine whether UTDPD has any contacts within the City of Dallas who could assist with the request.

B) Title IX
• Heather Dragoo will be invited to the next meeting of the Safety and Security Council. She assumed Title IX oversight following the departure of James Dockery.

C) Policy on Service and Comfort Animals
• Mr. Solis and Kerry Tate, director of the Office of Student AccessAbility, continue to work on the new policy. Mr. Solis said one of the main challenges is accommodating service animals in lab spaces.

D) Policy on Personal Protective Equipment
• Mr. Solis said the PPE policy is almost ready to proceed to the Handbook of Operating Procedures Committee. A draft of the policy is complete, but Research Compliance staff will meet with key stakeholders early in the fall semester to review it before sending it to the HOP Committee. Research Compliance wants to make sure issues of accountability and enforcement are properly addressed.

E) Controversial Speakers
• Based on the council’s direction in the previous meeting, Mr. Thomas and Dr. Walker prepared a statement to President Benson recommending the formation of a working group to prepare for contingencies associated with controversial speakers on campus. Neither of the chairs has received a response to the statement.
• Mariah Armitage said the UT System conducted a webinar earlier today about the policies and laws pertaining to controversial speakers. The issue is something the Emergency Management team will address with the president’s cabinet during the planned tabletop exercise (see Section III, B).

The next Safety and Security Council meeting will be during the fall semester at a date and time to be determined.

Dr. Walker adjourned the meeting at 4:16 p.m.
TO: The Academic Senate  
FROM: Carolyn Reichert  
Chair, University Sustainability Committee  
SUBJECT: Annual Report of the University Sustainability Committee, 2017 – 2018

I. Membership  
Voting: Carolyn Reichert (Chair), Lev Gelb (Vice Chair), John McCaskill, Craig Lewis, Deborah Reynolds, Patrick Sarman, Eric Chen  
Ex-Officio: Calvin Jamison, Richard Dempsey, Gary Cocke (from 3/2018), Thea Jun (through 11/2017), Robin Russell, Evan Paret  
Regularly attending and participating in the meetings: Kim Rahebi, Logan Harless, Fred Traylor, David Liner  
The following individuals participated in the meetings as reflected in the minutes: Alex Holcomb, Mackenzie Hunter, JW Van Der Schans, David Terry, Kelsey Lyle, Valerie Hoops, Joseph Campain, Alice Presti, Jennifer Good, Roshni K and Stephanie Taylor

II. Meetings  
September 5, 2017  
October 3, 2017  
November 7, 2017  
December 5, 2017  
February 6, 2018  
March 5, 2018  
April 3, 2018  
May 1, 2018  
June 5, 2018

III. Actions Taken  
The committee’s primary action is to encourage and support sustainable responsibility throughout the UT Dallas community. The committee supports the UTD community’s sustainable and environmental efforts via education, research, operations and community service.

The committee met regularly to discuss existing and potential sustainability initiatives on campus. The discussions included promotion ideas, development of new policies on sustainability, feasibility of new initiatives, collaboration on activities across different programs on campus, and certifications for UTD’s sustainability efforts.

Several action items from the last year:

- Support Office of Sustainability, Facilities Management, Eco-Reps and Student Government with their sustainability activities, including
  - Recycling initiatives, including Move-In Day, Texas Recycles Day and RecycleMania. The committee discussed competitions to raise awareness and encourage recycling, partnership opportunities with Dining Halls, promoting art that raises awareness of sustainability, textile
recycling, recycling bin grant, binder reuse partnership with Richardson ISD and the Recycling Scholarship. Results included

- RecycleMania Relay to promote recycling during a February 15, 2018 basketball game (in conjunction with UTD Athletics)
- Recycle Mania: UTD placed 12th in waste minimization.
- Additional involvement for Eco-Reps, including data collection and management, social media marketing and graphic design for various sustainability activities.
- World Wear Project for textile recycling. The project is revenue generating, supporting sustainability projects and eco-reps.
  - Improvements to composting, food recycling and water bottle refilling stations
  - Monarch way stations, including Eco-Rep’s development of a self-guided tour pamphlet and planting milkweed for the butterflies
  - Community Garden, Texas Arbor Day
  - Student Government Green initiative, including support for proposals for green projects, student surveys on sustainability in the strategic plan and other sustainability topics.

- Encourage interaction between the Sustainability Committee, Office of Sustainability, and other organizations on campus, including the Office of Student Volunteerism and the Office of Research. This includes outreach and cross-organizational activities. A sample includes
  - Activities in conjunction with the Office of Student Volunteerism, including Adopt-a-Highway, Earth Week and Viva Volunteer
  - Earth week panel in association with the Office of Research

- Support Earth Week Activities, including Earth Fair, garden workdays, virtual reality exhibits, faculty presentations, movies, upcycling, e-waste recycling and other activities. A native plant scavenger hunt was proposed. Earth Week was April 16 – 21, 2018. Many different organizations across campus were involved, including UTD Tech Store, Office of Research, Office of Student Volunteerism, Eco-Reps, faculty, students, staff and the community.

- Promote sustainability initiatives and activities across campus and the community. Regular news features and social media campaigns on sustainability provide the UTD community information on activities and opportunities across campus. The Committee encourages attendance and participation in Texas Energy Summit, AASHE Stars Conference, TRACS Summit and other sustainability conferences.

- Support certifications and re-certifications across various organizations.
  - Tree Campus USA (awarded for 2017). Frank Rodriguez spoke to the committee about tree management at UT Dallas.
  - AASHE STARS (Association for the Advancement of Sustainability in Higher Education). UT Dallas is currently bronze. The Committee reviewed the rating criteria to identify areas for improving our ranking.
  - Pursue the Bike Friendly USA designation and additional resources for biking
  - Pursue certification as Bee Campus USA

- Support class development and faculty research on sustainability
  - Environmental Education study by Dr. McCaskill, a committee member
  - Encourage development of sustainability related courses at UT Dallas.
• Presentation to the President’s Cabinet on February 5, 2018 on the importance of sustainability as part of the university’s strategic plan.

• Develop guidelines to improve sustainability on campus
  o No Vehicle Idling Guideline
  o Sustainable Procurement Guideline (sustainable products first)

• The Office of Sustainability updated their web site to include information about the Sustainability Committee and sustainable activities across campus.

IV. Recommendations for the Following Year

The Committee will continue with the activities outlined above. We will support the Office of Sustainability, Facilities Management, Eco-Reps and Student Government with their sustainability activities and encourage interaction between organizations across campus. The Committee will encourage development of sustainability related courses and faculty research. We will support sustainability certifications and inclusion of sustainability as part of UTD’s strategic plan. We will develop and promote guidelines to improve sustainability on campus. Specific goals include:

• Investigate Zero Waste and targeted waste programs used by aspirational schools
• Support certification for AASHE Stars, Tree Campus USA, Bike Friendly USA and Bee Campus USA
• Support development of a Green Office Certification Program (Office of Sustainability) and the Green Labs Initiative (Office of Sustainability)
• Support development and launch of Sustainability Service Graduation Cord.
• Improve identification and promotion of speakers covering sustainability topics on campus.
• Refine and promote the No Vehicle Idling and Sustainable Procurement Guidelines
• Develop an annual sustainability report for the Sustainability Committee that highlights programs and initiatives across campus.
• Review the Committee’s goals and develop strategic initiatives in alignment with the goals in the Committee’s charge from the Faculty Senate and the UN Sustainable Development Goals. The UN Sustainable Development Goals cover many areas. The Committee will work with the Office of Sustainability to raise awareness about the scope of the goals and efforts to achieve these goals.

V. Supporting Documents

Meeting minutes are available on the sustainability website.
http://www.utdallas.edu/sustainability/committee/
Resolution on Fields of Study

The fields of study requirements promulgated by the Texas Higher Education Coordinating Board (THECB) threatens the authority and responsibility of higher education faculty to design curriculum.

The American Association of University Professors (AAUP), the American Council on Education (ACE), and the Association of Governing Boards of Universities and Colleges are, respectively, the leading associations of higher education faculty, higher education upper administrators, and higher education governing boards. Their joint statement on governance lays out the basic and necessary division of responsibilities and authority among and between their respective constituencies: faculty, administrations, and governing boards. The faculty

sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

(AAUP Statement on Government of Colleges and Universities, Section 5)

This authority flows from the fact that the faculty teach their institution’s courses. Courses should represent the state of knowledge in their respective disciplines, and they vary according to the type of institution, place of the specific course in the curriculum, student preparation, the program, and the faculty.

The Coordinating Board action jeopardizes the accreditation of public higher education institutions in Texas by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). There are good reasons for SACS to question THECB on fields of study. THECB is not a faculty body. Nor is it an educational institution. It is not authorized by an accrediting agency to offer a curriculum and it lacks the competence to be so authorized. Having institutions of higher education to send faculty to sit on committees to approve the fields of study does not provide them this competence. State control of curriculum is fundamentally inconsistent with American ideals of intellectual freedom and higher education law.

Accredited degrees are subject to review. Accreditation is evidence that scholars from comparable institutions recognize degrees as meeting national standards. The accreditation process, organized through regional accrediting commissions, is recognized by federal law as a requirement for all federal funding and by Texas law as a requirement for certain state funding.

We support coordination of requirements between Texas four-year institutions and community colleges; we support coordination of requirements among four-year schools as well. But such coordination must be done by local agreements between institutions offering four-year programs and the community colleges. It cannot be done in a way that erodes the ability and authority of faculty in four-year institutions to design the curriculum that best benefits their students.

Educational excellence is best advanced by providing many pathways from many starting points, without reducing standards for the sake of uniformity.
On Freedom of Speech

Freedom of Thought and Expression as Essential to any Institution of Higher Learning

Faculty Advisory Council
The University of Texas System
May 29, 2018

From UT System Regents’ Rule 40501: Speech and Assembly

The freedoms of speech and assembly are basic and essential to intellectual development. However, these activities are subject to the well-established right of colleges and universities to regulate time, place, and manner so that the activities do not intrude upon or interfere with the academic programs and administrative processes of The University of Texas System or any of its institutions. Each institution may designate one or more appropriate areas on the campus where students, faculty, and staff may engage in rallies, group demonstrations, or public oratory without prior administrative approval. All rallies, group demonstrations, and public oratory must be conducted in accordance with the provisions of this Rule and the reasonable and nondiscriminatory rules and regulations of the institution.

The primary two purposes of colleges and universities are 1) to pursue the truth, and in service of such pursuit to produce, interpret, understand, defend, and disseminate knowledge; and 2) to instruct our students, the future generations of Texans, Americans, and world citizens, in that knowledge and to train them in how to produce, interpret, understand, defend, and disseminate knowledge. These two purposes can be fulfilled only if colleges and universities commit to a robust defense of the freedom of speech.

Accordingly, the Faculty Advisory Council, as the elected representative body for the 20,000+ faculty of UT System, here emphasizes our commitment to free speech as stated in Regents’ Rule 40501. We support the ideals of discovery, dissent, and debate (the “3D’s”), as elaborated by Chancellor McRaven, to guide our campuses and their communities in considering issues of free speech:

- Discovery – Discovery encompasses the two primary purposes of our institutions, 1) the pursuit of knowledge and truth, and 2) the education of our students in such pursuits: The System and its institutions should place no content restrictions on discovery, and therefore faculty and students should be free to pursue whatever questions and issues they find worthy.

- Dissent - Challenge and skepticism are necessary trials through which knowledge and truth are tested and refined: The System and its institutions should allow for and encourage dissenting viewpoints.
Civil and respectful discourse is considered to be an ideal mode of dissent, and foundational to academic life. However, we acknowledge that past events have warranted the use of emphatic and boisterous voices in the expression of dissent, and that these more active forms of dissent may be justifiable again in the future. We further acknowledge that freedom of speech must be made equally available to all members of our campuses, and that expressions of dissent by one must not infringe upon the right of free speech of others.

- Debate - The System and its institutions should allow for and encourage robust and open debate between dissenting viewpoints on whatever issues UT System faculty and students choose to pursue. Investment of time and resources to serve students and faculty in cultivating reasoned conversations will yield returns on our campuses in the development of knowledge and the education of students, as such debate inherently requires participants to both listen to and understand the views of others, as well as articulate and defend their own views based on logic and evidence.

Our commitment to the two primary purposes of universities, to seek truth and educate students, also entails that the UT System and its institutions should foster discourse and reflection on positions regarding controversial societal issues. We should encourage students to reflect on their positions, and thereafter either to demonstrate support for or to perform amendment of those positions based on logic and evidence. When objective supporting evidence is unavailable, students and faculty should be encouraged to seek it and, in its absence, to exercise humility, tolerance, and understanding of divergent views.

In proposing these basic tenets, we reaffirm our support for freedom in the academic pursuits of faculty and for education of students in conscientious, responsible citizenship.

Precisely because of this commitment to the principles of free speech, however, the UT System and its institutions should reserve the right to restrict certain forms of expression based on established policy, statute, legal precedent, and the U.S. Constitution, including speech which: violates the law, defames an individual, amounts to a genuine threat to safety, constitutes harassment, substantially violates privacy or confidentiality, or proves incompatible with the function of the System and its institutions. We support Regents’ Rule 40501, which states that the System and its institutions may regulate time, place, and manner of expression so that it does not “intrude upon or interfere with… academic programs and administrative processes,” and should permit expression on our campuses by outside groups only if they have been invited by members of the community and appropriate approval has been granted. These restrictions are narrow and should be interpreted and implemented in a way that is consistent with the general commitments to free speech delineated in this document. Such restrictions should also be employed and enforced fairly.
The Faculty Advisory Council hereby proposes an intellectual framework, based on the 3D’s of Discovery, Dissent, and Debate, for deliberations regarding free speech on UT System campuses. We assert that free speech is essential to the goals and purposes of our institutions of higher learning and serves humanity as a critical component in the attainment of knowledge and truth and in the preparation of students to be contributing members of society. On behalf of all UT System faculty, we reaffirm our commitment to free speech for the good of our System, its institutions, all of its members—especially our students—and for the good of our state and nation.
2018-2019

Committee Name: Committee on the Core Curriculum

Charge: Policy Memorandum UTDPP1018

Senate Concurrent

Ex-Officio (without vote)

Dean of Undergraduate Education- Jessica Murphy
Associate Dean for Undergraduate Advising
University Registrar and Director of Undergraduate Advising- Jennifer McDowell

Ex-Officio (with vote)

Chair, CEP- Clint Peinhardt

Responsible University Official
Dean of Undergraduate Education- Jessica Murphy

Members Whose Terms are Continuing

Faculty:
Eric Farrar (ATEC) (8/31/2019)
Rashaunda Henderson (ECS) (8/31/2019)
Theodore Price (BBS) (8/31/2019)
Larissa Werhnyak (IS) (8/31/2019)

Students:
Andrew Adrian - Lower-division student-JSOM (8/31/2018)
Christian Filsouf - Upper-division transfer student-JSOM (8/31/2018)
Madhu Kondeti - UG-JSOM (8/31/2018)
Raja Reddy - UG-BBS (8/31/2018)

Members Whose Terms are Expiring

Marilyn Kaplan (SOM) (8/31/2018)
Lawrence Amato (AH) (08/31/2018)
Banks Miller (EPPS) (8/31/2018)
Fabiano Rodrigues (NSM) (08/31/2018)

Chair: Marilyn Kaplan (SOM) (8/31/2018)
Vice Chair: Eric Farrar (ATEC) (8/31/2019)

Special Requirements:

8 voting members from faculty
All schools represented and shall include non-administrative faculty members who are regularly assigned to teach core curriculum courses.
4 students (without vote)
degree-seeking undergraduates including one lower-division student and one upper-division transfer student
2-year terms, staggered

Replacements Needed

Marilyn Kaplan (SOM) (8/31/2020)
Mark Rosen (AH) (8/31/2020)
Simon Fass (EPPS) (8/31/2020)
Uma Srikanth (NSM) (8/31/2020)
Rashaunda Henderson (ECS) (8/31/2019)
Uma Srikanth (NSM) (8/31/2020)
2018-2019

Committee Name: Committee on Educational Policy

Charge: Policy UTDPP1023                                                                 Senate Concurrent

Ex-Officio (with vote)
Chair, Committee on Core Curriculum

  Rashaunda Henderson

Ex-Officio (without vote)
Dean of Graduate Studies
Dean of Undergraduate Education
Assistant Provost
University Registrar & Director of Academic Records

Special Requirements:
2 faculty from each school
1 from Interdisciplinary Studies
2 students (non-voting)
  1 graduate
  1 undergraduate
2-year terms, staggered

Responsible University Official
Dean of Graduate Studies
Dean of Undergraduate Education

Members Whose Terms are Continuing

  Faculty:
  Clint Peinhardt (EPPS) (8/31/2019)
  Charles Hatfield Jr. (AH) (8/31/2019)
  Lisa Bell (ATEC) (8/31/2019)
  Phillip Hall (ATEC) (8/31/2019)
  Lev Gelb (ECS) (8/31/2019)
  Shayla Holub (BBS) (8/31/2019)
  Marilyn Kaplan (JSOM) (8/31/2019)
  Li Zhang (NSM) (8/31/2019)

Members Whose Terms are Expiring

  Faculty:
  Peter Assmann (BBS) (8/31/2018)
  Lloyd Dumas (EPPS) (8/31/2020)
  Andrea Fumagalli (ECS) (8/31/2018)
  Syam Menon (SOM) (8/31/18)
  Karen Prager (IS) (8/31/2018)
  Michael Kesden (NSM) (8/31/2018)
  Natalie Ring (AH) 8/31/2018

  Students:
  Madhu Kondeti - UG-JSOM (8/31/2019)
  God'swill Osa -G-EPPS (8/31/2019)

Replacements Needed

  Candice Mills (BBS) (8/31/2020)
  Thomas Brunell (EPPS) (8/31/2020)
  Simeon Ntafos (ECS) (8/31/2020)
  Syam Menon (SOM) (8/31/2020)
  Karen Prager (IS) (8/31/2020)
  Robert Glosser (NSM) (8/31/2020)
  Natalie Ring (AH) (8/31/2020)

  TBD
  TBD

Chair: Clint Peinhardt (EPPS) (8/31/2019)
Vice Chair: Charles Hatfield Jr. (AH) (8/31/2019)
2018-2019

Committee Name: Committee on Effective Teaching

Charge: Policy Memorandum UTDPP1024

Senate Concurrent

Ex-Officio (with vote)
Dean of Undergraduate Education
Dean of Graduate Education

Ex-Officio (without vote)
A&H Associate Dean of Undergraduate Education – Mark Rosen
BBS Associate Dean of Undergraduate Education- Melanie Spence
ECS Associate Dean of Undergraduate Education- Simeon Ntafos
EPPS Associate Dean of Undergraduate Education- Euel Elliot
IS Associate Dean of Undergraduate Education- Tonja Wissinger
JSOM Associate Dean of Undergraduate Education- Marilyn Kaplan
NSM Associate Dean of Undergraduate Education- Mike Biewer
ATEC Associate Dean of Undergraduate Education- Eric Farrar

Special Requirements:
11 voting members
7 faculty members
2 students
1 technical expert
2-year terms, staggered

Responsible University Official
Chief Academic Officer

Technical Expert
Simon Kane (Provost’s Technology Group)

Members Whose Terms are Continuing
Randall Lehmann (ECS) (8/31/2019)
Mohammad Akbar (NSM) (8/31/2019)
Abhijit Biswas (JSOM) (8/31/2019)
Monica Evans (ATEC) (8/31/2019) SFA**

Members Whose Terms are Expiring

Replacements Needed

Faculty:
Karen Huxtable-Jester (BBS) (8/31/2018)
Galia Cohen (EPPS) (8/31/2018)
Shelby Hibbs (AH) (8/31/2018)
Angela McNulty (IS) (8/31/2020)

Karen Huxtable-Jester (BBS) (8/31/2020)
Jonas Bunte (EPPS) (8/31/2020)
Jay Ingrao (AH) (8/31/2020)
Gregg Dieckmann (NSM) (8/31/2020)

Students:
Grace McClure -UG-BBS (8/31/2019)
Sai Kamma - UG-BBS (8/31/2019)

Karen Huxtable-Jester (BBS) (8/31/2020)

Chair: Karen Huxtable-Jester (BBS) (8/31/2018)

Vice Chair: Angela McNulty (IS) (8/31/2018)

Jonas Bunte (EPPS) (8/31/2020)
2018 - 2019

Committee Name: Library Committee

Charge: Policy Memorandum UTDPP1076

Senate Concurrent

Ex-Officio (without vote)

Dean of Library
Library General Administration (one member)

Responsible University Official
Director of Library

Members Whose Terms are Continuing

Faculty:
Susan Chizeck (IS) (8/31/2019)
Shawn McComber (ATEC) (8/31/2019)
Jonas Bunte (EPPS) (8/31/2019)
Lawrence Chung (ECS) (8/31/2019)
Richard Golden (BBS) (8/31/2019)
Kim Hill (AH) (8/31/2019)
Dmitry Rachinskiy (NSM) (8/31/2019)

Students:
Aayushi Shah - G-JSOM (8/31/2018)
Jill Fry - UG-BBS (8/31/2018)

Members Whose Terms are Expiring

Robert Ackerman (BBS) (8/31/2018)
Nina Baranchuk (SOM) (8/31/2018)
Pia Jakobsson (AH) (8/31/2018)
Surya Janakiraman (SOM) (8/31/2018)
Lindsay King (NSM) (8/31/2018)
Josef Nguyen (ATEC) (8/31/2018)
Idean Salehyan (EPPS) (8/31/2018)
Amy Walker (ECS) (8/31/2018)
Ben Wright (AH) (8/32/2018)

Chair: Pia Jakobsson (AH) (8/31/2018)
Vice Chair: Susan Chizeck (IS) (8/31/2019)

Special Requirements:

18 voting members
2 Students, including one undergraduate and one graduate student
8 faculty – one from each School
8 Members, one from each school’s Library Acquisition Committee nominated by School Deans

2-year terms, staggered

Juan Llamas Rodriguez (ATEC) (8/31/2019)

Replacements Needed

Robert Ackerman (BBS) (8/31/2020)
Nina Baranchuk (SOM) (8/31/2020)
Pia Jakobsson (AH) (8/31/2020)
Surya Janakiraman (SOM) (8/31/2020)
Zhang Jie (NSM) (8/31/2020)
Josef Nguyen (ATEC) (8/31/2020)
Doug Dow (EPPS) (8/31/2020)
Amy Walker (ECS) (8/31/2020)
Ashley Barnes (AH) (8/31/2020)
Pia Jakobsson (AH) (8/31/2020)

TBD
## 2018 - 2019

**COMMITTEE NAME:** ACADEMIC PROGRAM REVIEW

Charge: Policy Memorandum UTDPP1013

### University-Wide Committee

### Ex-Officio

<table>
<thead>
<tr>
<th>Special Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Faculty members</td>
</tr>
<tr>
<td>4 Deans</td>
</tr>
<tr>
<td>2-year terms, renewable</td>
</tr>
</tbody>
</table>

### Responsible University Official

Chief Academic Officer

### Members Whose Terms are Expiring

#### Faculty:
- Dohyog Kim (EPPS) (8/31/2018)
- Lynn Winstead (IS) (8/31/2018)
- James Szot (JSOM) (8/31/2018)
- Mark Lee (NSM) (8/31/2018)
- Jay Dowling (BBS) (8/31/2018)
- Mark Lee (NSM) (8/31/2020)

#### Deans: (Recommended by Inga)
- Jessica Murphy (Dean, UG) (8/31/2018)
- Bruce Novak (Dean, NSM) (8/31/2018)
- Denis Dean (Dean, EPPS) (8/31/2018)
- Dennis Kratz (Dean, AH) (8/31/2018)

### Replacements Needed

#### Faculty:
- Midori Kitagawa (ATEC) (8/31/2020)
- Mihaela Stefan (NSM) (8/31/2020)
- William Manton (NSM) (8/31/2020)
- Mustapha Ishak-Boushaki (NSM) (8/31/2020)
- Julia W.P. Hsu (ECS) (8/31/2020)
- Richard Scotch (EPPS) (8/31/2020)

#### Deans:
- Jessica Murphy (Dean, UG) (8/31/2020)
- Bruce Novak (Dean, NSM) (8/31/2020)
- Anne Balsamo (Dean, ATEC) (8/31/2020)
- Poras Balsara (Dean, ECS) (8/31/2020)

### Chair:
- Jay Dowling (BBS) (8/31/2018)

### Vice Chair:
- Dohyeong Kim (8/31/2018)

### Additional Information:
- William Manton
2018 - 2019

Committee Name: Campus Facilities Committee

Charge: Policy Memorandum UTDPP1025

University-Wide Committee

Ex-Officio (without vote)

Executive Vice President and Provost
Vice President of Research
Assistant Vice President of Environmental Health and Safety
Director of Media Services
Assistant Vice President of Auxiliary Services
Assoc. VP for Facilities Management

Special Requirements:

No fewer than 10 voting members
4 Faculty
2 Deans
1 Student
1 Representative from Student Affairs
1 Dean of Library (with vote)
2-year terms, staggered

Responsible University Official
Vice President for Facilities and Economic Development

Members Whose Terms are Continuing

Faculty:
Michele Hanlon (AH) (8/31/2019)
Angela McNulty (IS) (8/31/2019)
Anne Balsamo (ATEC & Dean) (8/31/2019)
Julia Chan (NSM) (8/31/2019)

Library Representative (Ex-Officio):
Ellen Safley (8/31/2016)

Staff Council (Ex-Officio):
Patrice Holt (8/31/2018)

Student Affairs Staff (Ex-Officio):
Matt Grief (8/31/2018)

Student:
Alex Holcomb - UG-EPPS (8/31/2018)

Members Whose Terms are Expiring

Replacements Needed:

Christopher Camacho (ATEC) (8/31/2018)
Lucien Thompson (BBS) (8/31/2018)
James Harrington (EPPS) (8/31/2018)
Poras Balsara (ECS & Interim Dean) (8/31/2018)

Chair: Michele Hanlon (AH) (8/31/2019)
Vice Chair: James Harrington (EPPS)

Joe Izen (NSM) (8/31/2020)
Lucien Thompson (BBS) (8/31/2020)
James Harrington (EPPS) (8/31/2020)
Poras Balsara (ECS & Interim Dean) (8/31/2020)

James Harrington (EPPS) (8/31/2020)
Michele Hanlon (AH) (8/31/2019)
Committee Name: Campus Accessibility Committee

Charge: Policy Memorandum UTDBP3109

Ex-Officio (without vote)

ADA Coordinator
Dean of Students – Amanda Smith
Office of Student Accessibility
McDermott Library
Director of Student Laboratories/ Research Facilities
Office of Information Technology
Department of Facilities Management
Office of Environmental Health and Safety

Office of Human Resources
Procurement Management Office
University Police
University Parking Office
Asst. Provost responsible for eLearning and/or
The student success center

Special Requirements:

No fewer than 20 voting members
7 Faculty (1 of which is a user)
1 Student Government Representative
1 Student user of Disability Accommodations
1 Staff user of Disability Accommodations
1 Faculty user of Disability Accommodations
1 Representative of General Community who is
a user of disability accommodations or has specific
relevant expertise

2-year terms, staggered, 1/3 of appointments shall
Expire each academic year
(Student Government representative, one term)

Responsible University Official
Director of Compliance

Members Whose Terms are Continuing

Faculty:

Representative of General Community
New Position

Library Representative
New Position

Student Government Representative
New Position

User of Disability Accommodations:
(Staff)
Jamie ‘Pax’ Abrams (08/31/2020)
(Staff)
Appointed by the Library

(Faculty)
Tres Thompson (BBS) (8/31/2020)
Appointed by Student Government

Members Whose Terms are Expiring

2) Faculty
Bill Hefley (SOM) (8/31/2020)
3) Faculty
Richard Scotch (EPPS) (8/31/2020)
Sabrina Starnaman (AH) (8/31/2020)
Scott Rippel (NSM) (8/31/2020)
5) Faculty
Olivia Banner (ATEC) (8/31/2020)
6) Faculty
Peter Assmann (BBS) (8/31/2020)
Robert Gregg (ECS) (8/31/2020)
Balakrishnan Prabhakaran (ECS) (8/31/2020)

Chair:
Tres Thompson (BBS) (8/31/2020)

Vice Chair:
Peter Assmann (BBS) (8/31/2020)
Committee Name: Committee for the Support of Diversity and Equity

Charge: Policy Memorandum UTDPP1022

Ex Officio

Responsible University Official
Vice President for Diversity and Community Engagement- George Fair

Members Whose Terms are Continuing

Administration (Recommended by Provost):
Abby Kratz (8/31/2019)
Sherry Marek 8/31/2019
Eloise Square (8/31/2019)

Faculty:
Rashaunda Henerson (ECS) (8/31/2019)
Christi Nielsen (ATEC) (8/31/2019)
Lindsay King (NSM) (8/31/2019)
Orlando Richard (SOM) (8/31/2019)
Sabrina Starnaman (AH) (8/31/2019)

Staff:
Melissa Palmer (8/31/2019)
Carrilaine Schneckner (8/31/2019)
Daniel Hernandez (8/31/2019)
Alice Presti (8/31/2019)
Jane Shipman (8/31/2019)
Lynn Butler (8/31/2019)
Jazzmyn Wilson (8/31/2019)

Members Whose Terms are Expiring

Faculty:
Mandy Maquire (BBS) (8/31/2018)
Jillian Round (ATEC) (8/31/2018)
Erin Smith (IS) (8/31/2018)
Meghna Sabharwal (EPPS) (8/31/2018)
Toyah Miller (SOM) (8/31/2018)
Ted Benavides (EPPS) (8/31/2018)
Rym Zalila-Wenkstern (ECS) (8/31/2018)

Chair: Rashaunda Henderson (ECS) (8/31/2019)
Vice Chair: Meghna Sabharwal (EPPS) (8/31/2018)

Special Requirements
12 Faculty members (from each of the eight Schools)
3 Academic Administrators
8 Staff members
2-year terms, staggered

Amandeep Sra (NSM) (8/31/2019)

Amy Pinkham (BBS) (8/31/2020)
Anne Wu (ATEC) (8/31/2020)
Jill Duquane-Watson (IS) (8/31/2020)
Meghna Sabharwal (EPPS) (8/31/2020)
Toyah Miller (SOM) (8/31/2020)
Ted Benavides (EPPS) (8/31/2020)
Danieli Rodriguez (ECS) (8/31/2020)

Rashaunda Henderson (ECS) (8/31/2019)
Meghna Sabharwal (EPPS) (8/31/2020)
Tenure-system faculty in research universities have the dual responsibilities to transmit general knowledge in their areas of expertise to students at all levels and to advance the state of knowledge in their special domain of research.

A university is not a national lab or a research institute such as Salk or such as the original Southwest Center for Advanced Studies. Teaching organized classes is not punishment for failure to accomplish more in research, but the primary of the two responsibilities of a faculty member. Excellence in teaching and research is recognized and rewarded with timely promotion and larger than average merit increases in compensation, not by depriving students of the presence in their classrooms of the stellar faculty that we justly boast of in our promotional materials.

Research universities at the level of UT Dallas derive essentially all of their net funding, that is the income that pays for faculty, staff, and administrative salaries, from teaching students. This is true whether the funding comes directly from student tuition and fees or, in the case of some public universities, from state appropriations based on teaching these same students.

Most of the research carried out by faculty members at research universities is funded by the university itself, by way of the full funding of the salaries of its faculty with their dual responsibilities of teaching and research. As is obvious, however, the time devoted to teaching, primarily in the form of organized classes, is clearly marked by class schedules, while the time devoted to research is not readily visible, nor the results always quantifiable.

Some faculty research, predominantly in the areas of technology and science, is funded by external agencies. This funding is typically expended for salaries of Research Assistants and Research Associates and for summer salary support of the faculty. (Occasionally, fractions of nine-month faculty salaries are funded from external grants with a corresponding reduction in obligations for classroom teaching.)

The income from externally funded research activities at UT Dallas that is not dedicated to the specific research itself, the so-called Indirect Costs, amounts to about $13 million, roughly 5% of the income generated from tuition and fees. In addition, there is currently some state support, approximately $8 million annually, based on external research funding. Finally, now that UT Dallas has met the NRUF criteria, there will be an annual $7 million coming to the university because of our prior success in generating external research funding. Perhaps the most important contribution to university funding from external research support resides in the research assistants supported on external grants, who significantly augment the ranks of our doctoral students and the associated state funding of their semester credit hours.

However, the real costs of supporting funded research activities is significantly greater than the amount of funds generated by these activities. Universities such at UT Dallas support the expenses of carrying out externally funded research simply because that is what research universities do, and we want to be included in this category of higher education. For the same reason, UT Dallas supports faculty research in areas in which there is little, if any, external funding for research activities.

A research university such as UT Dallas needs a faculty workload policy in order to equitably and constructively motivate and reward its faculty, whose teaching activities provide essentially all university income, to provide this teaching in the most efficient and productive fashion possible. The goal of such a policy is not to “keep faculty busy” or to convince politicians that faculty work hard. It is to provide...
funding for university operations from the tuition and fees our students pay us for a top-quality education in the most cost-effective fashion possible, the costs being the time and energy of our faculty.

UT Dallas funding is based on semester credit hours (SCH), the units for measuring teaching productivity. There is no funding associated with teaching an organized class per se, only for the SCH generated by teaching that class. The primary denominator for faculty effort in teaching is, however, the number of organized classes. An intelligent workload policy must address both of these aspects of teaching, faculty effort in terms of organized classes and university funding in terms of the numbers of SCH generated from the enrollment in these organized classes.

Faculty appointed within the tenure system, whose productivity is measured not only in SCH taught but also in scholarly research and participation in university service, would be expected to teach five organized classes annually. Reductions in this teaching workload would be granted for exceptional productivity in teaching, measured in SCH, for supervision of externally funded research, measured in numbers of externally supported Research Assistants, special service and administrative assignments, and significantly above average scholarly productivity. Reductions in this teaching workload could also arise from faculty members paying fractions of their academic year salaries from funds derived from external research grants or from income derived from endowed faculty appointments.

It seems to be widely accepted within the community of research universities that four organized classes per semester, each of three SCH, is considered a 100% annual assignment for faculty whose primary obligations are classroom teaching. From this perspective, faculty appointed outside the tenure system, whose productivity is measured in SCH taught, would be expected to teach eight organized classes annually, four each semester. Reductions in this teaching workload would be granted for exceptional productivity, such as significantly larger class enrollments or specific service assignments.

The essential feature of the new workload policy that UT Dallas adopts must be that it conserves, at the least, the current overall productivity of the faculty in the domain of SCH generation. In the ideal, this productivity can be sustained, or even enhanced, with a policy that emphasizes true productivity, not unproductive busy work.

Some examples of financial productivity and special career circumstances:

Very roughly, half of the UT Dallas annual budget is devoted to academic affairs, half to support operations. And, again very roughly, half of the academic affairs budget is devoted to faculty salaries and benefits, amounting to about $100,000,000. An “average” SCH generates about $600 of funding. Hence a three-hour credit class of 33 “average” students generates a total funding of about $60,000, and consequently about $15,000 for faculty salaries. Hence, following this simplified illustrative example, an annual workload of eight three-credit-hour classes of average enrollment of 33 students will generate $120,000 for faculty salary funding. One can, with a little effort, use these figures to deduce the impacts on generation of funding that result from class sizes of 11, 66, and 300.

The amount of additional faculty effort required to teach a class of 300 students is generally greater than that required for a class of 30 students. It would seem appropriate to grant significant workload credit to faculty who teach classes that are an order of magnitude greater than average.

Graduate Research Assistants funded from external grants are highly valuable sources of additional university funding, given the high multiplier in the state’s formula for doctoral SCH, about 15 on
average, multiplying the state funding of $55 per basic SCH. Unlike Teaching Assistants, who are supported with faculty salary funds, the funds generated by the 24 SCH generated annually by Research Assistants are not cancelled out by salary expenses. One Research Assistant, enrolled for 24 SCH over twelve months, will generate about $20,000 (24 x 15 x $55) of additional university funding. There is considerable effort required to lead and manage an externally funded research project large enough to support Research Assistants. Hence, it seems appropriate to grant workload credit to faculty who succeed in supporting such students.

It is common practice, and a logical one, to grant newly appointed faculty members workload credit for the extra effort required to initiate a regular tenure-system faculty career.

Finally, when the various elements of workload credit are factored in, a minimum workload of organized classes needs to be formulated. It would seem appropriate that a faculty member paid 100% from university funds would be responsible for a minimum of one organized class each semester.
The Academic Schools shall publish Faculty Workload Policies that are aligned and consistent with the UT Dallas Faculty Workload Framework. Final School and department/program policies shall be submitted to the Office of the Provost by May 1, 2019.

**Process for development of School workload policies:**

1. The policy shall be developed by an appropriate School committee made up of elected representatives of all academic areas of the School, including tenured/tenure-track and full-time nontenure-system faculty, and in collaboration with the School dean. This committee may be the existing elected Executive Committee or Academic Advisory Committee, or a separate committee newly elected for this purpose. The voting faculty of the School (as defined in School bylaws) shall determine the appropriate committee to develop the workload policy.

2. The School committee shall meet at least twice to discuss the draft policy, and draft policies shall be discussed iteratively with the School faculty.

3. The School committee shall decide whether departments (or equivalent sub-units) shall have separate workload policies. If so, the committee shall develop a process for the drafting of policies at the department (or equivalent) level. This process shall be comparable to the School-level process.

4. No later than December 7, 2018, the School committee’s draft of the School policy shall be submitted via the Dean to the Office of the Provost for comment, and revised accordingly, if necessary.

5. The final draft shall be approved by a vote of the School faculty (conducted according to the School’s bylaws), and the outcome of the vote reported within the School and to the Provost’s Office by February 1, 2019.

For Schools in which there will be department (or equivalent) policies:

6. Department (or equivalent) policies shall be drafted by department-level committees.

7. No later than March 1, 2019, department policies shall be submitted to the School level committee for comment, and revised accordingly, if necessary.

8. The final draft policy shall be approved by a vote of the department (or equivalent) faculty (conducted according to the department’s (or equivalent) bylaws), and then submitted to the School committee by April 1, 2019.

In all cases:

9. The Dean is responsible for reviewing and approving the workload policy(s) in her/his School.

The final packet of School (and department/program, if included) policies shall be filed with the Office of the Provost by May 1, 2019, and then updated once every three years.
The University of Texas at Dallas
Draft framework in response to changes to Regents’ Rule 31006
Faculty Workload and Reporting Requirements

Policy Statement
The University of Texas at Dallas recognizes that teaching (including classroom and online delivery), creative productivity and professional achievement, service, administrative activities, and professional development are important elements of faculty workloads.

Reason for Policy
Regents’ Rules and Regulations Rule 31006 requires that each academic institution establish a faculty workload policy.

Scope and Audience
This policy applies to all faculty members who hold a title defined in Regents’ Rules and Regulations Rule 31001.

Definitions
None

Contacts
Office of the Vice President for Academic Affairs and Provost

Responsibilities and Procedures
Faculty members at The University of Texas at Dallas have workload responsibility in the following broad areas:

- Teaching
  Through teaching that is imaginative, effective, innovative, and interactive, we seek to prepare students to take leading roles in scholarship, their future professions, public service, and the lives of their communities.

- Creative Productivity and Professional Achievement
  We seek to engage in research, scholarship, and creative and professional activities that are significant, substantive, and impactful.

- Service
  Service activities support our university of scholars and students and our wider professional communities. Service obligations are commitments to scholarship, education, and to the university and external communities.

- Professional Development
  Faculty are encouraged to take advantage of opportunities to develop as scholars and educators. In some Schools and disciplines, professional development is a formal requirement of accreditation agencies.

Each School, and in some cases departments/programs, shall establish, publish, and monitor a workload policy that sets forth equitable and fair guidelines that permit each unit to best deploy its faculty members, in accordance with this policy, to foster student
success, and to advance the university, school, and department/program missions. All workload decisions should be made with educational mission and financial implications in mind.

A dean or department/program head may assign differential teaching loads in recognition of differing individual circumstances such as large class sizes, team-taught courses, research productivity, time bought out by external grants, significant administrative or service assignments, significant advising responsibilities, or other activities aligned with the institution’s mission and/or critical to student success.

The policies shall give appropriate weight to the teaching, creative productivity and professional achievement, service (including administrative service), and professional development responsibilities and expectations of:

- Tenured and tenure-track faculty who have active programs in creative productivity and professional achievement;
- Tenured faculty who are less active or no longer active in creative productivity and professional achievement; and
- Nontenure system faculty.

Specific Academic Unit Workload Policies
Teaching load is set by Schools and departments/programs to be aligned with their disciplines and peers, based on faculty members total contribution in teaching, creative productivity and professional achievement, and service. It is expected that tenured faculty members with marginal research and service contributions teach up to eight courses per academic year as a recognition that teaching is their primary contribution to the unit.

School and department/program workload policies for tenured/tenure-track faculty:

- Faculty appointed in the tenure system have responsibilities for teaching, creative productivity and professional achievement, and service.
- Each School policy shall include the establishment of: (1) a minimum undergraduate class size; (2) a minimum graduate class size; (3) a maximum buyout of organized courses and of SCH; and (4) principles that would justify an exception.
- Prior to the academic year, the dean, in consultation with the provost, shall set teaching workload standards or goals for the School’s tenured and tenure-track faculty as a whole, including the number of classes they will teach and the semester credit hours (SCH) they will generate.
- Each School policy shall include the establishment of a nationally competitive teaching workload for probationary tenure-track faculty. For tenured faculty, teaching workloads may be adjusted up or down for teaching productivity as measured in SCH (i.e., significantly smaller or larger class enrollments), for either high or marginal scholarly productivity, for either high or marginal productivity in the supervision of externally funded research measured in numbers of externally supported research assistants, and for significant service and administrative assignments. Adjustment to the teaching workload may also arise from the
buyout of courses from funds derived from external research grants or from income derived from endowed faculty appointments.

School and department/program workload policies for full-time nontenure-system faculty:

- The primary responsibility of full-time nontenure-system faculty is organized course instruction, service, and professional development unless otherwise specified in their appointment letters. The standard teaching load of such faculty is equivalent to eight three semester credit hours of organized instruction per academic year.
- Prior to the academic year, the dean, in consultation with the provost, shall set teaching workload standards or goals for the School’s nontenure-system faculty as a whole, including the number of classes they will teach and the SCH they will generate.
- Teaching workloads may be adjusted for high teaching productivity as measured in SCH (i.e., significantly larger class enrollments), for significant scholarly productivity, for significant service and administrative assignments, and for professional development as required by accreditation boards, such as AACSB and ABET.

Compliance and Reporting Requirements

Each dean is responsible for reviewing and approving the workload policy(s) in her/his school. Workload policies shall be filed with the Office of the Provost once every three years.

Each department/program head is responsible for ensuring that faculty members within their academic unit are in compliance with their stated workload policy each year.

The President has designated the Provost as the University’s officer responsible for monitoring workload, preparing and reviewing appropriate reports, and reporting faculty workload information to the Texas Higher Education Coordinating Board and to the University of Texas System Administration that shows evidence of compliance with requirements established by the University’s Faculty Workload Policy and the University of Texas System Board of Regents, Regents’ Rules and Regulations Rule 31006.
School policies shall establish expectations for standard teaching loads as defined in the UT Dallas Faculty Workload Framework for tenured/tenure-track and nontenure-system faculty.

1. The standard unit of faculty effort is a 3-semester credit hour (SCH) course, and teaching loads are expressed in number of courses per year. School policies shall establish equivalencies for teaching effort that deviates from this standard. Illustrative examples are provided below. (This list is not intended to be exhaustive; additional equivalencies may be required in some Schools and departments or programs).

<table>
<thead>
<tr>
<th>Circumstance</th>
<th>Equivalence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching a 4 SCH course.</td>
<td>1.33 courses.</td>
</tr>
<tr>
<td>Teaching a 1 SCH course.</td>
<td>0.33 course.</td>
</tr>
<tr>
<td>Team teaching 50% of a 3 SCH course.</td>
<td>0.5 course.</td>
</tr>
<tr>
<td>Teaching n sections of a 3 SCH course.</td>
<td>n courses.</td>
</tr>
<tr>
<td>Combined lecture/lab classes. Example: BIOL 3455 (Human Anatomy and Physiology with Lab I) is a 4 SCH class that meets 3 h/week in a large group (300) for lecture, and 3 h/week in multiple sections (say 10 sections of 30) for lab.</td>
<td>Distribute SCH to lecture and lab sections according to contact hours, or by some other rationale established in the unit. In this example, lecture and lab sections are each assigned 2 SCH. The instructor of the lecture section teaches the equivalent of 0.67 3 SCH course (and generates 300 x 2 = 600 SCH in total). The instructors of lab sections each teach an equivalent number of courses equal to 0.67 multiplied by the number of sections for which they are responsible (and the total SCHs generated by lab sections in this example = 2 x 30 x 10 = 600 SCH). The total number of SCH assigned to instructors by this calculation should be the same as the total number generated by the course (in this case 300 x 4 = 1,200 SCH).</td>
</tr>
<tr>
<td>Supervising student research (whether undergraduates or graduate students). Individual instruction.</td>
<td>The students supervised accrue a total number of SCHs, equal to the number of students multiplied by the number of SCH for which the students are enrolled. Some total number of such SCHs (as defined by the School policy) is equivalent to one course. Equivalencies may be the same or different (as determined by School policy) for undergraduate and graduate student supervision, and for different types of activity (for example, supervision of research versus supervision of a writing or creative project).</td>
</tr>
<tr>
<td>Insufficient enrollment. Class enrollment is below the minimum set by School policy but (in the judgment of the Dean and/or unit head) the class must be taught for reasons of student success and progression.</td>
<td>The equivalent number of courses is assigned according to the enrollment, as a proportion of the School-defined minimum. Example: a 3 SCH course with 10 students is equivalent to 0.67 courses if the minimum enrollment is 15.</td>
</tr>
</tbody>
</table>
2. The UT Dallas Faculty Workload Framework specifies that faculty workloads may be adjusted in recognition of productivity in teaching (measured in total SCH taught), scholarly and creative works, research funding (measured in externally funded RAs), and in recognition of significant service and administrative responsibilities.

School workload policies shall define quantitatively how adjustments to workload may be made. For example, a one-course reduction may be assigned in recognition of a specified number of SCHs taught, or for a specified number of externally funded RAs supported.

3. Recognizing that newly appointed tenure-track faculty require time to accumulate evidence of excellence and productivity in research, teaching and service, allocation of a lower than standard teaching load is likely to be appropriate (for a period of time at the discretion of Deans). School policies shall incorporate explicit language about the expected minimal teaching loads for tenure-track faculty, and these expectations should be communicated in offer letters.