January 5, 2015

TO: Academic Senate Members

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

RE: Academic Senate Meeting

The Academic Senate will meet on Wednesday, January 21, 2015 at 2:00 p.m. in the TI Auditorium, ECS South 2.102.

Please bring the agenda packet with you to this meeting. If you cannot attend, please notify me at x4791.

xc: David Daniel
Hobson Wildenthal
Andrew Blanchard
Serenity King

John Wiorkowski
Calvin Jamison
Inga Musselman
Larry Redlinger

Darrelene Rachavong
Abby Kratz
Chief Larry Zacharias
Deans

Paula Austell, SC President
Brooke Knudtson, SG President

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2014-2015 ACADEMIC SENATE

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*Speaker
**Secretary

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION UNIVERSITY
AGENDA
ACADEMIC SENATE MEETING
January 21, 2015

1. Call to Order, Announcements & Questions  Dr. Daniel

2. Approval of the Agenda  Dr. Redman

3. Approval of Minutes
   November 19, 2014 Meeting  Dr. Redman

4. Presentation by Student Success Center  Dr. Redman

5. Speaker’s Report  Dr. Redman

6. ATEC/EMAC A&H possible reorganization  Dr. Daniel

7. FAC / TXCFS Report  Dr. Leaf

8. Student Government Liaison Report

9. CEP Proposals  Dr. Radhakrishnan
   A. Undue Influence on Undergraduate and Professional Admission
      Decisions Policy
   B. UTD Admissions Policy
   C. Informational: Proposed Core Curriculum Syllabi Templates

10. Academic Calendar for 2016 and 2017  Dr. Blanchard

11. Amendments to UTDPP1007  Dr. Cordell

12. Blue Book Distribution  Dr. Redman

15. Adjournment  Dr. Daniel
1. Call to Order, Announcements and Questions

President Daniel called the meeting to order at 2:01. The university’s request to create an Honors College was approved by the Board of Regents. There is a serious space crunch on the campus. The university needs at minimum two more buildings the same size as the bioengineering building currently being built. President Daniel was able to get Permanent University Fund (PUF) money to purchase more modular buildings for the university. It is his hope that four more modular buildings will be built by August. The two buildings that are at the top of the list to be built are an engineering building, which was before the legislature in 2013 but was not approved by both houses. The second building would be a science building.

The board also approved the design development which is the last board approval level for the expansion to the students’ services building. It will go immediately next to the current Student Services building, but it will be at the loss of parking lot K. With the loss of so many parking lots recently a new parking garage will be created soon, therefore it is expected that parking fees will go up.

President Daniel opened a conversation to discuss the Arts and Technology Program (ATEC). The ATEC program is growing. In the past ten years the school has gone from no students to over 1000. In the past year administration has addressed a series of questions raised about how the ATEC program should be organized. The ATEC/ EMAC degrees are
out of the Arts and Humanities school, even though it is actually an interdisciplinary degree program split between computer science and the arts. In the last year they have changed the reporting line of the Director from the Dean of A&H to the Provost. This was to make sure the university got the full impact of Arts and Technology. The Provost has been working with the faculty involved in the program and has come to the conclusion that reorganization would be advisable. President Daniel has met with Deans to discuss the prospect, and the Provost has been in discussion with the ATEC faculty and staff to get their feedback. The President opened the floor to discussion following a brief presentation by the Provost. Provost Wildenthal explained the series of events and discussion that have brought him to his conclusion. One point that had not been decided was what the concept would be called. It would be too small for a “school”; therefore the title put forth was “institute.” The faculty of the “institute” would be responsible for their bylaws, standards, promotions, and tenure. The funding is still there for those who have a job and they will continue to have a job; therefore it is simply a matter of reporting lines.

Murray Leaf raised a list of concerns regarding the use of the term “institute.” He noted that degrees are issued by programs, which are only found in schools. Per UTDDP1010-Research Units and Organized Research Units, an “institute” is considered a research unit.

“Research units are centers, institutes, or laboratories which may identify primarily with one discipline or may be multidisciplinary or interdisciplinary.”

Calling the new concept an “institute” could generate difficulties as the current policies have an administrative chain that lists program head to Dean to Provost. It was Vice Speaker Leaf’s opinion that when the university was created, that it was not the intent to have “institutes.”

Joe Izen raised the question of why the ATEC program could not be moved to engineering and computer science. The Provost responded that from his discussions with the faculty, the program currently is doing research that would not fit with any of the current schools. It is a new kind of teaching and scholarship. The research agendas created by the program are a new “species” of research. It is no longer simply an engineering program or any of the current programs. Given the growth potential for the program it could easily become its own school, especially with the advancement of Emerging Media and Communication.

Jessica Murphy raised the concern that ATEC teaches its own students and could make the school very insular. If it were to become a school would this create even more isolation? Also she raised the concern of what would become of the tenure-system and non-tenure-system faculty when this program becomes a school. Will they still have the same protections as the faculty in the other schools? Provost Wildenthal responded that those that already have tenure will keep their tenure where they currently have it, and that tenure-line faculty who are not yet tenured would be the same. Non-tenure-track faculty would still have the same protections as those in the other schools. After much discussion it was decided that once a formal plan had been created the topic will be added to the agenda for another discussion.
Freshman applications for Fall 2015 are up 40% from 2014. The average SAT score of the applied freshman was 1300 in Fall 2014, but for Fall 2015 it is 1308. 50% of the applications are coming from the DFW metro area, and UTD draws from all the metroplexes within Texas.

2. **Approval of the Agenda**
   David Cordell moved to add a discussion on adding the student honor code to the syllabi templates. R. Chandrasekaran moved to add questions regarding the e-learning evaluations. Matt Brown moved to approve the amended agenda. Jason McAfee seconded. The motion carried.

3. **Approval of Minutes**
   Murray Leaf moved to approve the minutes. Jason McAfee seconded. The motion carried.

4. **Presentation by Calvin Jamison - Office of Administration**
   Calvin Jamison gave a presentation to the Academic Senate detailing the recent updates to campus, and what will be happening in the near future on campus. A copy of his PowerPoint presentation is in Appendix A.

5. **Speaker’s Report – Tim Redman**
   1. Tim Redman attended a Staff Council meeting of November, and was impressed. Recently the Student Success Center did a presentation to the Staff Council. He requested that the center do a similar presentation for the Senate. It will be placed on the December Council agenda for considerations.
   2. Speaker Redman called for appreciation for Calvin Jamison on his informative presentation.
   3. There is a possible conflict with spring break (March 16-20, 2015) and the March 18th Faculty Senate meeting. He requested that the senators look at their calendars to find out if it is feasible to have a meeting on March 11th or March 25th.
   4. Speaker Redman raised his concerns that there were still vacancies in committees into the month of November. He wanted to acknowledge that CEP and CET have been working diligently this school year.
   5. Everything else is on the agenda.

6. **TXCFS Report**
   The following report was submitted by Murray Leaf.

   The meeting was attended by Murray Leaf and David Cordell.

   The group customarily has a meeting of the executive committee the night before the main meeting. Murray Leaf attended as vice president for the northeastern region.

   1. The meeting began with a welcome by the TCFS and Texas AAUP presidents at 1 PM. This was followed promptly by a talk by Julie Schmid, executive director of the AAUP. Schmid's background is more higher education labor than academics. The main theme was that the AAUP is now 100 years old. The question was whether this called for a
reassessment or any changes? She framed her talk with an update of recent AAUP interpretations of federal employment data to the effect that 70% of "our colleagues" in higher education employment are now contingent faculty. She was concerned with what this portended for loss of tenure and the general deterioration of employment conditions in the profession, reflecting recent AAUP papers, and she indicated that the AAUP would be focusing on trying to improve security of employment for contingent faculty. This included the idea that there is now a breakdown in the social contract between higher education and America, which Hunter Rawlings, as president of the AAU, was the first to voice a few years ago.

I was a bit interruptive, after a while, because this percentage implies a definition of higher education that makes no sense. The greatest increase in post high school enrollment since World War II has been in community colleges and in Masters Programs of vocational character, such as real estate and art programs. A large part of the enrollment in community colleges is not in academic subjects at all. This is where the vast bulk of the contingent faculty are and it is silly to think of this type of faculty employment in these institutions as an erosion of tenure or as requiring the protection of tenure. Non-tenure track or non-tenure system teaching is an increasing part of what we have to deal with in mainstream higher education, particularly in undergraduate instruction in research institutions. We do have to find a way to increase their security of employment, particularly in states that make it difficult to unionize. But this is a problem with a much more manageable, principled, and incremental solution than trying to give security of employment to people teaching real estate or cheese making and community colleges.

2. This was followed by a panel on faculty intellectual property rights and concerns. I had organized the panel and moderated it. Other panelists were Michael Farmer, incoming Senate President at Texas Tech, Susan Weill professor of journalism at Texas State University San Marcos, and Tim Letzring, Dean of the College of Education and Human Services at Texas A&M Commerce.

I think the presentations were useful and constructive. I gave a short background on the major case law. Prof. Farmer described recent negotiations with their Board of Regents and administration which among other things pinned down the meaning of the phrase "significant contribution" of the University in developing faculty intellectual property. This appears in many university rules as the ground for the regents or university claiming an ownership right. The Tech faculty asserted that a significant contribution had to be much more than $5000. The administration agreed. We need to do this in the UT system.

Somewhat along the same lines, professor Weill described contract templates that they had developed in the Texas State system for being very clear about the rights of faculty who create online material. Essentially, if you don't have a contract and you create it, its yours. If you have a contract the contract will specify a quid pro quo. The contracts all are very clear in using the phrase "work made for hire" to describe the work if it is intended to be treated legally as a work made for hire. Again, an extraordinarily straightforward approach that seems to work.

Dean Letzring is a lawyer and focused on the recent court cases pertaining to free speech rights of faculty as government employees. This doesn't directly bear on intellectual property
issues but it does indirectly, in the sense that our free-speech rights as citizens support our rights to own what we say as creators under copyright. If the University can limit what we can say it can limit what we create. It is an important caution. We need to keep it in mind.

My general conclusion was that faculty in other public systems in Texas are not having the difficulties dealing with their attorneys that UT system faculty are--at this moment.

3. The next speaker was James Goeman, from the Texas higher education coordinating Board. The general consensus was that the conversation was much more relaxed than the last time we heard from him. He recognized that the board has now been assigned a less regulatory and more coordinating role, and that seemed fine. The delegates did not bring up any notable problems. The coordinating board is still keeping track of what they call low producing programs, but essentially they just pass their information on to our respective governing boards.

4. The rest of the afternoon was mainly taken up with campus reports. We try to extract issues from these of general concern. One such concern was policies on and tenure promotion, and specifically whether they should include a requirement for "collegiality." Also whether this was part of service or related to service. We agreed more or less immediately to have a panel for the next meeting on promotion and tenure policies.

5. The discussion of issues of common concern carried over to the next morning and we revisited the collegiality issue in a slightly different way. One aspect of collegiality is having senior faculty act responsibly in constructively evaluating and advising junior faculty. But another aspect is bullying. Several campuses seem to have fairly severe problems with exploiting junior faculty, such as demanding co-authorship of articles, being included on grants or taking senior authorship when the junior faculty member is actually the senior author. If the junior faculty complain or do not go along, they may be denied promotion on grounds of lack of collegiality. It is obviously a perversion, but it will be interesting to dig into it and see how it gets started. This will probably also be the subject for some kind of forum in the spring meeting, either discussion panel, or speaker.

6. There were also four resolutions. One was to reaffirm the previous TCFS opposition to any change in Texas law banning guns on campus. The second was to urge the legislature to increase the funding for Texas Education Opportunity Grant program. Another was to fund the Texas Hazelwood act. The fourth was to increase the legislative appropriation for higher education 25%, to bring per capita student funding back almost to 2001-2002 levels.

7. **Student Government Liaison Report- Nancy Fairbank**

   Student Government President and Vice Present were at the University of Texas System Students Advisory Council meeting in Austin the week of November 17th. The Council is against the Honest Transcript bill which would list the median grade of the class on the student's transcript. They supported a fee that could be levied by universities that would go toward grant projects on their campus. They expressed a list of concerns to the regents, including distance learning fees and as to why they were different between universities, and what those fees were paying for. They raised their concerns on how academic honesty would be handled in online courses to make sure the quality of the education would be upheld. Lastly they discussed guns on campus, which had been a heated discussion in previous
sessions. They voted to say they agreed with the previous conclusion that it should be a per
campus student body decision. They suggested that a central advising record be added to
campuses which is something that some schools have that our university would benefit
from.

Due to UT-SAC, they missed the Student Government tailgate, which was very successful,
and very safe. Students who were of age consumed three kegs of alcoholic beverages at the
tailgate without incident. Students, who were of age, showed interest in having future
tailgates; where alcohol would be available, and would support an update to the alcohol
policy.

SG wished to express their gratitude for the new stoplight at the corner of Rutford and
Synergy. It has been a student safety concern. SG also met with Dr. Blanchard, and the
Core Committee to discuss IB/AP credits. Dr. Blanchard responded that the schools would
look into it and see if they can do more continual updates regarding IB/AP credits.

8. CEP Proposals
The Chair of the Committee, Suresh Radhakrishnan, presented the following committee
report.

A. Supplemental Courses for Spring 2015
These are new courses that will be offered in Spring 2015. There are 20 new
undergraduate courses, 11 of which are from the school of management, 4 from
EPPS, and 3 from gender studies. There are 18 graduate courses, 6 of which are
from BBS. Two of the undergraduate courses are repeatable. CEP used these
courses to create guidelines on justifications for a repeatable course. There must be
two parts to the justification. The first part is the rational for why the course is
repeatable. The second is why there is a maximum. Richard Scotch moved to
approve the courses. Jessica Murphy seconded. The motion carried.

B. Revised Toulouse Cotutell Agreement
At the October senate meeting the senate approved a Cotutell agreement; however
the previous applicant can no longer fulfill the agreement. As the agreement is
between the school and the specific applicant, and new proposal was created. There
are no changes to the agreement other than the applicant’s name. Richard Scotch
moved to approve the proposal. Jason McAfee seconded. The motion carried.

C. Informational: Fast Track Programs- Serenity King
Earlier in the semester a new interpretation of a SACS principal was brought to the
Associate Deans that had significant impact on Fast-Track or Dual-Masters
programs. That is still a possibility. However after persistent questioning, SACS has
taken the interpretation back to their board of trustees and will re-evaluate if they are
going to continue to enforce this. A final answer will be given at the December
Annual SAC meeting. There will be seven representatives from our university
attending. The interpretation currently states that a combined undergraduate and
graduate program must have a minimum of 150 credit hours. Some fast-track
programs were designed so that students could graduate with potentially 141 credit
hours. Combined masters must have a minimum of 60 hours. Currently the lowest credit hour combined program is 63.

9. Information Security Policy- Nate Howe
Nate Howe brought to the senate an updated copy of the Information Security Policy. The updates were per feedback he received since his presentation at the October senate meeting. Murray Leaf moved to approve the policy. Jessica Murphy seconded. Speaker Redman opened the floor to discussion. Two concerns were voiced. It was felt that “UTD business” needed its own definition, and with specific criteria. It was found that the definition of “community data” was not consistent with the “university data” definition. The motion carried.

10. Recommendations for Committee Replacements
Richard Scotch moved to approve the recommendation of Duncan Macfarlane to the Committee on Academic Integrity, Vladimir Dragovic to the Committee on Faculty Mentoring, Rebecca Files to the Committee on Effective Teaching, and Robert Ackerman and Ryan McMahan to the Committee on Research Involving Human Subjects. Kurt Beron seconded. The motion carried.

11. Approval of Candidates for Graduation – David Cordell
David Cordell moved that:

These students have applied for graduation and have been reviewed by the Office of Records. The Office of Records has declared that all of these students will be eligible for graduation upon the completion of the current semester’s work at the necessary levels. I request, therefore, that the Faculty Senate certify these students to graduate upon receipt of final grades, and notification of completion of other requirements, provided that the grades are consistent with the standards for graduation prescribed by this University. I also request that the Faculty Senate certify those students designated as eligible to graduate with honors upon completion of coursework and requirements consistent with the standards for honors at the levels offered by this University. Murray Leaf seconded. The motion carried.

David Cordell moved that:

These students have applied for graduate degrees and have been reviewed by the Graduate Dean. The Graduate Dean certifies that all of these students will be eligible for the degrees indicated upon satisfactory completion of the current semester’s work. I request, therefore, that the Academic Senate certify these students to receive the degrees as indicated upon receipt of final grades and notification of completion of other requirements, provided that the grades received are consistent with the standards for credit prescribed by this University. Murray Leaf seconded. The motion carried.

12. Student Course Evaluation Procedures- Karen Huxtable-Jester
The Effective teaching committee wishes to promote the way in which faculty can encourage student to take the evaluations. The committee suggested students use their own devices and do them in class. The problem is the link is not sent to students in time for the last class session. The Committee requested that the email with the link be sent to students
ACADEMIC SENATE MEETING

ITEM #3

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no later than fall December 1/ spring April 20. Murray Leaf moved to approve the recommendation. Kurt Beron seconded. The motion carried.

13. Substantive Changes and School Bylaws
Murray Leaf moved to add the following sentence at the end of the section on "Regular Meetings" in the Senate-approved guidelines for bylaws for schools, and notify the schools accordingly:

“Faculty of the school shall vote on all substantive changes in school programs as defined in the UT Dallas Substantive Change Policy.”

Jennifer Holmes seconded. The motion carried.

14. 3+3+3 Committee on Non-Tenure-Track Faculty
Murray Leaf move to appoint the following to the Non-Tenure Track Faculty 3+3 committee: Jennifer Holmes, Richard Scotch, and Ravi Prakash as the tenure track faculty members. Liz Salter, David Cordell, Betsy Schlobohm as the Non-Tenure Track members. Dennis Kratz, Bruce Novak, Hasan Pirkul as the Deans members. Viswanath Ramakrishna seconded. The motion carried. Tim Redman stated that Richard Scotch would chair.

15. Adding the Student honor code to syllabi
Robert Ackerman moved to add the student honor code, “As a Comet, I pledge honesty, integrity, and service in all that I do” to the syllabi templates. David Cordell seconded. The motion carried.

16. Questions regarding the e-learning evaluations
Vice Speaker Murray Leaf read aloud an email from Ravi Prakash.

“I am concerned about the email from the registrar including the below about new restrictions to be imposed on how instructors manage their courses in e-learning. The email refers to an internal audit of e-learning use. I am not sure if the senate was ever informed of such an audit. More over the outcome of the audit has not been shared with the faculty yet it is being used in theory how instructors teach courses. Last I checked the Senate is charged with faculty governance not the VP of Business Affairs. I hope the Auditors realize that 1) E-learning is not a software product that is admired for its quality, availability and ease of use. 2) Multiple free and open source course management alternatives exist and are superior to e-learning and are used by instructors at several universities including UTD. They can replace e-learning or almost all tasks except maintaining student grades. 3) E-learning student grade management module has a terrible spreadsheet support and provides very limited support for designing complex grade assessment formulas. In light of these shortcomings in e-learning one would hope rather than reflect placing obstacles in the path the university be trying to make it easier for faculty to use it in ways they decide that are best for their course. Of course there does exist the possibility that the university is trying to get rid of e-learning and save itself some money once it has convinced all instructors to abandon it.”

Speaker Tim Redman read aloud another portion of the same email for the record.

“The Course evaluation window is too long; opening more than a month before the last day of class. That early in the semester, especially in courses where different ideas and algorithms have yet to be integrated into a comprehensive solution do the students have enough information to conduct a fair evaluation.”

Matt Brown moved to refer the listed concerns to the Learning Management Committee, and his comments on Course evaluation to the Effective Teaching Committee. Joe Izen seconded. The motion carried.
17. Adjournment

There being no further business, President Daniel adjourned the meeting at 3:37 pm.

APPROVED: ___________________________  DATE: _____________

Tim Redman
Speaker of the Faculty
About UT Dallas

- 23,095 students enrolled; 5,000 live on campus
- More than 3,000 faculty and staff members
- 133 academic programs across seven schools
- Approaching Tier One – grown from $59 million in research funds in FY2008 to $99 million in FY2015
- Capital Campaign has raised more than $260 million
Keeping Up With Growth

• Added more than 3 million sq. ft. of new or renovated interior space to campus since 2007
The mission of the Office of Administration is to manage University operations in a way that facilitates UT Dallas’ teaching, research and public service objectives.

Essential to this mission are efficient and effective business and operational processes, strong financial health, a productive workforce and the safety of the campus community.
The core values underlying all Administration operations are transparency, integrity, accountability and service that is customer-focused and results-oriented.
Administration Office: Outreach

Community Involvement:

• Community Appreciation Day
• Corporate Challenge
• Comet Cupboard
• Holiday charity drives
Annual Scholarship Golf Tournament:

- Raised more than $250,000 in five years
- Supports three endowments
Administration Office: Wellness

Wellness Initiatives:

• Live Healthy Texas Challenge
• UT System Physical Activity Challenge
• Lunch & Learn Series
Manages campus auxiliaries – food, vending, retail, parking, transportation, mail, print, copy and retail services – to ensure continuous support of campus operations
Identifies and mitigates risk factors to ensure healthy and successful campus growth

Environmental Health & Safety
University Police

Provides campus safety and security to foster an environment where teaching, research, community life and public service flourish
Develops and maintains physical infrastructure to support campus expansion

Facilities Management
“One Campus. Our Campus.”
2008: Before Res Halls

Infrastructure
Residence Halls since 2009
- 602,998 sq. ft.
Res Hall West aka ‘Big Daddy’

Living Large on Campus
• 468,740 sq. ft.
• 600 beds
• Features freshmen living-learning communities
Dining Hall West

Who’s Hungry?
- 30,212 sq. ft.
- Seats 750
- Open to students, faculty and staff
- Features Papa John’s pizza and convenience store
- Breakfast $8.55, Lunch $9.84 Dinner $11.09, tax included, Monday – Thursday, 7 am – 9pm
Dining Hall West

Saturdays
• Brunch 10:30 am – 2:30 pm, Dinner 4:30 – 7:30 pm both $11.09

Sundays
• Brunch 9 am – 2:30 pm, Dinner 4:30 – 7:30 pm both $11.09

Student Union Dining Hall
• Lunch 11 am – 2 pm $9.84, tax incl.
Recreation Center West

Work Out!

• 28,204 sq. ft.
• Open to students, faculty and staff
• Two courts for basketball, volleyball or badminton
• Cardio equipment and free weights
• Group exercise room
Parking Structure III

Find your spot

- 304,145 sq. ft.
- 750 spaces
- Houses Auxiliary Services
- Features Einstein Bros Bagels
- IHOP Express coming in spring

Infrastructure
Taking Care of Business

- 110,000 sq. ft.
- Expands Career Management Center
- Adds trading and sales labs
- Jason’s Deli now open
Synergy Park North

To the North

- 90,000 sq. ft.
- Houses Development & Alumni Relations, Audit & Compliance, UTDesign, labs, Web Services and HR training
- Future Wellness Center for faculty and staff in spring

Infrastructure
Interior Renovations

Keeping Things Fresh!
- Former ATEC Building now home to Physics Dept.
- Green Hall: lounge and office space
- Jonsson balcony-to-office conversion for A&H
- VCB atrium furniture
- SU Outtakes update
- Founders classrooms turn into Mathematics offices
Expanded Services

More Choices!
- Expanded Bookstore and Tech Store offerings
- Copy Center adds FedEx Shipping Kiosk
- Dining Dollars give buyers 10% discount on food
- Dining Hall to-go program
- More dining variety, including healthy and late-night food options

Infrastructure
Dining Options

2 Dining Halls – one seats 400, other up to 750
- Both feature My SPACE – a section dedicated to students with food allergies
- Both offer waffle bars, bakeries, grill and wok stations, soup and salad bars

Comet Café
- Chick-Fil-A
- Subway
- Create

The Pub
- Einstein Bros. Bagels
- Jason’s Deli
- Outtakes Grab ‘N’ Go
- Food Truck
- 3 coffee shops

Papa John’s
Vending Machines

- 62 vending machines on campus
- Most dispense either snacks or drinks
- At least 24 buildings hold 2 or more machines
Campus Safety

- 24/7 police patrols
- 58 emergency call boxes
- Police escorts available anytime
- Vehicle assistance for jump starts and locked keys: Call 972.883.2222
Tennis Courts

- 10 lighted tennis courts

Infrastructure
Parking & Transportation

- Comet Cab ridership: 148,314 from 10/1/13 to 9/31/14
- Comet Cruiser ridership: 904,595 from 10/1/13 to 9/31/14
- 1,118 spaces added to parking lots
- Lot T & J extensions added 369 spaces
- 7 bike repair stations on campus, 172 bike racks with 1,204 slots
Bioengineering and Sciences Building

- 222,651 sq. ft.
- BSB aka ‘NSERL2’ will attach to NSERL
North Campus Enhancement Plan

Transformation underway to create park-like setting for north campus
Callier Center Richardson

- 53,037 sq. ft.
- Renovates 4,000 sq. ft. of existing facility
- Breaks ground in spring 2015 and completes in summer 2016
Student Services Building Addition

- 68,700 sq. ft.
- Space for student services
- 500-seat lecture hall/auditorium
- Breaks ground summer 2015, opens fall 2016

On the Horizon
Center for BrainHealth/Brain Performance Institute

- 67,500 sq. ft.
- Currently in BrainHealth

On the Horizon
On the Horizon

Davidson-Gundy Alumni Center

- Roughly 30,000 sq. ft.
- Set to break ground late 2015 and open in early 2017
- Will feature ballroom, conference rooms and other meeting spaces for students and alumni
Northside at UT Dallas

- “Comet Town” developer selected
- Apartments, townhomes and a mix of campus-oriented and mainstream retail, restaurants and entertainment services
- Breaks ground in 2015, completes in fall 2016

On the Horizon
On the Horizon

Loop Road Phase II

- In partnership with city of Richardson
- Road segment will extend through Lots A, B, C and D, ending on Waterview Parkway
- Fall 2015 completion
Pardon Our Progress!

Keep up with changes to
- building access
- traffic
- parking
as we improve our campus!

utdallas.edu/PardonOurProgress
Questions?

administration@utdallas.edu

Thank you
RECOMMENDATION TO CREATE A NEW “SCHOOL OF ARTS, TECHNOLOGY, AND EMERGING COMMUNICATION” AT UT DALLAS

Background

A decade ago new degree programs were initiated in Arts and Technology (ATEC). The ATEC curriculum was an immediate success and has thrived since inception. The ATEC degrees now include BA, MA, MFA, and PhD. New undergraduate and Masters degree programs in Emerging Media and Communication (EMAC) were developed as well. Student enrollment in ATEC and EMAC programs has grown significantly and in Fall 2014 totaled 1,291 students (1,096 undergraduates, 167 Master’s students, and 28 PhD candidates). The new Edith O’Donnell Arts and Technology Building provides a world-class home for ATEC and EMAC. Awards, rankings, research funding, major gifts to the programs, and other recognitions of achievement offer external validation of the program’s success.

The thriving ATEC and EMAC degree programs have grown to a size that creates limitations within the current organizational structure. Three factors are contributing to limitations:

1. The scale of the ATEC and EMAC programs has become dominant in the School of Arts and Humanities (A&H); two-thirds of the students are ATEC/EMAC students. With 1,291 students, ATEC/EMAC is large enough to require its own administrative structure.

2. The needs and expectations in ATEC/EMAC are significantly different from other areas within the School of A&H. For example, the way in which students in ATEC/EMAC approach communication and expression of ideas can be very different from practices or expectations in more classical areas of literature or composition. Faculty recruiting and performance expectations are different in ATEC/EMAC, which emphasizes technology, speed of information dissemination, and research of a different type than more traditional areas of arts and humanities.

3. Leadership is important. It is difficult to envision hiring truly world-class leaders unless the ATEC/EMAC leader has control over faculty hiring, promotion recommendations, staffing of courses, fund raising, etc. These types of responsibilities lie with Deans.

Creation of a New School of Arts, Technology, and Emerging Communication (ATEC)

Various alternative organizational structures were considered for ATEC/EMAC, including the creation of departments within A&H, creation of an Institute for ATEC/EMAC, formation of a new School, and the status quo. Formation of a new School is recommended as the best choice. A new School would be home to BA, MA, MFA, and PhD degrees in ATEC, and to BA and MA degrees in EMAC. New degrees may be added in the future as opportunities arise.

The new unit would be named the School of Arts, Technology, and Emerging Communication, preserving the acronym ATEC as the name of the School. Although immediate approval is requested, the School would not begin functioning before September 1, 2015, allowing time to write bylaws for the new unit and to make modifications to University rules and procedures.
Although the word “arts” would appear in the names of two Schools at UT Dallas, the word “arts” (like the word “science”) is used in different contexts and is not the province of any single school. Three UT Dallas Schools have “science” in their names.

All other degree programs currently in the School of Arts and Humanities would remain in the School of A&H. The most appropriate home for minors and various courses related to visual arts, performance, and communication would be determined prior to startup of the new School. The School that makes the most sense in terms of the underlying principles that form the true intellectual content of a course should manage courses.

All staff and faculty would be assigned either to the new School of ATEC, the existing School of A&H, or both via joint appointment. UT Dallas would work closely with individuals to respect their personal preferences. Except for hiring a Dean for the new School, personnel impacts would be minimal, although the home unit would change for some people.

The operating budget for the School of Arts and Humanities would be allocated between the two Schools in proportion to actual costs for faculty salaries, staff salaries, teaching assistants, and other costs. If necessary, additional funds will be provided during the transition process to “make whole” those programs and functions affected.

**Strategic Plan for the School of Arts and Humanities**

The arts and humanities are vital to the future of UT Dallas. The University must view this reorganization as an opportunity not only for ATEC and EMAC, but for faculty, students, and programs in the School of Arts and Humanities as well.

The President will use this reorganization process to engage in a strategic planning exercise for the post ATEC/EMAC era in the School of Arts and Humanities. There are clear and obvious needs to invest further in infrastructure for music, performance, and the visual arts. The University will address these and broader issues of how to ensure that the arts and humanities thrive at UT Dallas. The President would like to see a bold, visionary, and realistic plan evolve that maps an exciting future for faculty, students, and programs in the School of Arts and Humanities and that builds on the forward-looking, modern view of arts and humanities that has historically characterized the School. The Strategic Planning Task Force would include broad representation (faculty, staff, students, and community supporters) but would not be so large as to be cumbersome. The President will provide a budget and staff support.

**Impact on Students**

The new School of ATEC is expected to provide an even stronger learning environment and overall experience for UT Dallas students. The new structure will enable faculty and students in the new School to function in a manner that takes full advantage of the cutting-edge nature of their work. The reorganization would be used as an opportunity for other programs currently in the School of Arts and Humanities to become even better, and for new programs to develop. These actions, collectively, are designed to provide more and better educational opportunities for students and an even better environment for faculty members to excel in their work.
FAC/ TXCFS Report for January 2015

FAC report

The FAC will meet on January 22 and 23. No agenda has been announced, but at the previous meeting we agreed that we would place a high priority on inviting the new Chancellor.

TCFS Report:

The TCFS meeting will be held February 27 and 28. The Executive Committee is working on the program. We will definitely have a panel and speaker on bullying, which seems to be a serious problem on some campuses. We will probably also have some kind of panel or discussion on promotion and tenure policies statewide.
Undue Influence on Undergraduate and Professional Admission Decisions Policy

The University of Texas at Dallas is a state-funded institution of higher education dedicated to providing a quality education to a diverse student body. Admission to UT Dallas is determined based on posted admission criteria and policies alone, resulting in a transparent, fair process that evaluates applicants according to the quality of their application. This process is strictly merit-based without regard to race, ethnicity, religion, national origin, gender, age, disability, citizenship, veteran status, or sexual orientation.

Application Inquiries

Inquiries regarding the status or details of an application will only be discussed with the applicant or a representative of the applicant, such as his or her parent or legal guardian, spouse, or secondary high school counselor. Disclosure of any material in an applicant’s file to a third party is prohibited. Third party inquiries, such as those from university employees without admissions responsibilities, members of the Board of Regents, donors, alumni, corporate representatives, and elected officials of the State of Texas, will not be answered. In adherence to the university’s admissions policy, and at the discretion of each applicant, selected third parties may offer letters of recommendation; however, individuals who submit solicited letters of recommendation are not entitled to any additional information regarding the applicant’s admission status.

Unsolicited Expressions of Support

Unsolicited support—including letters, e-mails, or phone calls from university faculty and staff members not involved in the admissions process, members of the Board of Regents, donors, alumni, corporate representatives, and elected officials of the State of Texas—will not unduly influence the outcome of admission decisions. Sponsorship from such individuals, whether by letter, email, telephone, or any other method of communication will be documented and stored separate from the applicant’s file. Furthermore, financial incentives will not be accepted or considered and will have no bearing on admission decisions.

The University Admissions Committee will document violations of this policy.
UNDERGRADUATE ADMISSIONS
FRESHMEN

The University of Texas at Dallas is a comprehensive, state-supported, institution of higher learning committed to providing quality education to a diverse student body. UT Dallas accepts applications for admission from freshmen and transfer students at all levels for the fall, spring and summer semesters. Admission to UT Dallas is open to all candidates on the basis of academic preparation, ability, and availability of space without regard to race, ethnicity, religion, national origin, gender, age, disability, citizenship, veteran status, or sexual orientation. All admissions-related inquiries may be directed to admission-status@utdallas.edu.

The goal of UT Dallas’ admission review process is to admit applicants who demonstrate excellence both academically and as engaged, compassionate leaders within the community. Applicants with exceptional performance in these areas may qualify for automatic admission to the University. In accordance with Chapter 51 of the Texas Education Code, students are automatically admitted to the University as first-time freshmen if they graduate in the top 10% of their class from an accredited Texas high school and successfully complete the Recommended or Distinguished Program, or earn a Distinguished Level of Achievement. Applicants admitted automatically may be required to complete additional preparatory work before enrolling in the University.

Assured admission is granted to first-time freshmen that have successfully completed a full college-track high school curriculum and have exhibited strong general verbal and quantitative aptitudes as measured on national standardized tests. Qualified applicants are expected to achieve a composite ACT score of 26 or greater, or an SAT score of 1200 (combined math and critical reading) or higher. Students from private schools and those outside the State of Texas will be considered for admission based on the same academic benchmarks listed above and a comparable high school curriculum.

Admissions Review Process

Applications that do not meet the criteria for automatic or assured admission will be considered based on the holistic review of all submitted material. The Undergraduate Admissions Committee (UAC)—which contains five administrative, faculty and staff representatives—will assess the academic and personal experiences of the applicant using the following criteria:

*Academic Achievement*

---

1 If an UAC member recognizes an applicant as a personal or professional acquaintance, that member will recuse him/herself from the admission decision process for said applicant.
Academic achievement is assessed based on factors such as the applicant’s high school GPA and class rank. The strength of academic preparation, including the number and complexity of courses taken (e.g., Honors, Advanced Placement, International Baccalaureate), is also considered. Each applicant is expected to have taken full advantage of available academic resources.

**Special Accomplishments**
Academic performance is often influenced by students’ shared experiences on campus. In general, students tend to thrive in a vibrant, diverse, and socially rich environment, therefore special accomplishments (e.g., honors, awards, or service reflecting intellectual, artistic, or entrepreneurial achievements)—both inside and outside the classroom—that can contribute to the energetic atmosphere of the University are also valued.

**Performance on standardized tests**
Performance on standardized tests is used to identify suitable candidates for admission. Both SAT I and ACT scores are accepted, however, if a student submits more than one set of test scores, only the highest composite score will be considered. Advanced Placement test scores can also be submitted for review.

**Essays**
Essays are used in the review process to provide insight into an applicant’s academic record, to showcase his/her cognitive abilities, and to highlight personal characteristics such as leadership ability, character, motivation, responsibility, dedication, and compassion. Applicants are encouraged to write detailed explanations of their achievements, relative to the essay topic.

**Successful Completion of Proper High School Curriculum**
Applicants are also evaluated based on the successful completion of a high school curriculum that includes the following set of courses:

- English/Language Arts: 4 units (including at least one unit of writing skills)
- Foreign language: 2 units of a single language (3 units recommended)
- Mathematics—including Algebra II and a trigonometry-based course, such as pre-calculus: 4 units
- Laboratory science, not including Physical Science: 3 units (four units recommended)
- Social Sciences, not including work-study: 3 units (four units recommended)
- Fine Arts: ½ unit (one unit recommended)
- The university also recommends one unit of Computer Science, one-half unit of Health, and one unit of Physical Education

**Special Circumstances**
Special circumstances that put academic achievement in context are valuable to the review process. Applicants who have experienced extraordinary circumstances or
hardships should explain those events that may demonstrate qualities, characteristics, or skills sought in an applicant.

**Letters of Recommendation**

Although not required, letters of recommendation (LRECs) are suggested, as they can be helpful in the review process. Applicants are limited to three LRECs, which must be supplied by someone who can speak to the student’s academic, professional, extra-curricular, or community involvement. Applicants who choose to supply LRECs are responsible for ensuring their LRECs have been submitted by those appointed to write recommendations. The name of each recommender will be published on the applicant’s secure, online file. The UAC does not review additional LRECs or those submitted outside the formal admissions process.

**Additional Requirements**

In addition to current university requirements for admission, applicants will have either:

- Successfully completed the curriculum requirements for the Recommended or Distinguished Program or earn a Distinguished Level of Achievement or its equivalent, or
- Satisfied ACT's College Readiness Benchmarks on the ACT assessment or earned a score of at least 1500 out of 2400 (or the equivalent) on the SAT assessment.

**Admissions Appeal Process**

Applicants who have been denied admission to UT Dallas are eligible to appeal the UAC’s decision. To appeal, applicants must complete and file an Appeal Form and Reconsideration Resume with the Office of Admission and Enrollment Services. The UAC will review the file and determine whether the applicant should be admitted to UT Dallas or if the original decision should stand.

**TRANSFER STUDENTS**

UT Dallas accepts applications for admission from transfer students who are in good standing at other institutions of higher education. Under Section 51.8035 of the Texas Education Code, applicants who previously qualified for automatic admission to a Texas institution after high school graduation and have since completed the core curriculum at a public junior college or other public or private lower-division institution of higher education—with a cumulative grade point average (GPA) of at least 2.500 on a 4.000 scale, or the equivalent—are eligible for automatic transfer admission. Assured admission may be granted to transfer students who have 42 or more transferable credit hours with no more than 90 hours attempted, and a
minimum GPA of 2.700 or to Comet Connection members with a completed AA/AS/AAT degree who have maintained a minimum GPA of 2.500.

Transfer Admission Review Process

Transfer applicants with fewer than 30 transferable credit hours or with a cumulative GPA less than 2.500 will be evaluated by the UAC, as well as by an additional transfer specialist prior to receiving an admissions decision. To be eligible for transfer, applicants must be in good standing at their previous institution and must submit all post-secondary academic course work as part of their application. Transfer applicants who have yet to receive grades at the college level should provide supplemental documents such as a high school transcript, SAT/ACT scores, and an essay explaining the applicant’s educational history.

If admitted on probation, transfer students are required to meet with an academic advisor prior to registering for courses. Furthermore, they are prohibited from enrolling in more than 15 semester credit hours or from dropping a class. While on probation, these students must maintain a GPA of at least 2.200 and may not earn below a ‘C’ in any class. The student’s Associate Dean may also prescribe certain school-specific conditions. Failure to meet these requirements will result in suspension from the University. Suspended students must obtain formal approval from their Associate Dean before being eligible for readmission.
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**General Core Area 010 Communication**

**Description:** Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

**Core Objectives:**
- **Critical Thinking (CT)**—to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
- **Communication (COM)**—to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
- **Teamwork (TW)**—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Personal Responsibility (PR)**—to include the ability to connect choices, actions, and consequences to ethical decision-making

**General Course Information**

| **Pre-requisites, Co-requisites, & other restrictions** | Insert any restrictions on enrollment, including prior knowledge or required skill |
| **Course Description** | List Student Learning Outcomes or other course objectives here. |

**Assignments & Academic Calendar**

*Topics, Reading Assignments, Due Dates, Exam Dates*

| **Insert Week Number OR Range of Dates for week** | Insert topics, assignments, etc. If you copy/paste, your formatting may not work correctly. |
Insert Exam Date(s),
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### General Core Area 020 Mathematics

**Description:** Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.

**Core Objectives:**
- **Critical Thinking (CT)**—to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
- **Communication (COM)**—to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
- **Empirical and Quantitative Skills (EQS)**—to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

### General Course Information

- **Pre-requisites, Co-requisites, & other restrictions:** Insert any restrictions on enrollment, including prior knowledge or required skill
- **Course Description:**
- **Learning Outcomes:** List Student Learning Outcomes or other course objectives here.
- **Required Texts & Materials**
- **Suggested Texts, Readings, & Materials**

### Assignments & Academic Calendar

- **Topics, Reading Assignments, Due Dates, Exam Dates**
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General Core Area 030 Life and Physical Sciences

Description: Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.

Core Objectives:
- Critical Thinking (CT)—to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
- Communication (COM)—to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
- Empirical and Quantitative Skills (EQS)—to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork (TW)—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

General Course Information
- Pre-requisites, Co-requisites, & other restrictions: Insert any restrictions on enrollment, including prior knowledge or required skill
- Course Description
- Learning Outcomes
- Required Texts & Materials
- Suggested Texts, Readings, & Materials

Assignments & Academic Calendar
- [Topics, Reading Assignments, Due Dates, Exam Dates]
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Professor: Insert Professor's Name Here
Term: Insert Beginning & Ending Dates OR Semester & Year Here
Meetings: Insert Times, Days of Week. Location Optional

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General Core Area 040 Language, Philosophy & Culture

Description: Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

Core Objectives: Critical Thinking (CT)-to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
Communication (COM)-to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
Social Responsibility (SR)-to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
Personal Responsibility (PR)-to include the ability to connect choices, actions, and consequences to ethical decision-making

General Course Information
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Course Description: 
Learning Outcomes: List Student Learning Outcomes or other course objectives here.
Required Texts & Materials: 
Suggested Texts, Readings, & Materials: 

Assignments & Academic Calendar
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### General Core Area 050 Creative Arts

**Description:** Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

**Core Objectives:**
- **Critical Thinking (CT)**—to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
- **Communication (COM)**—to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
- **Teamwork (TW)**—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Social Responsibility (SR)**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

### General Course Information

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- **Course Description:**
- **Learning Outcomes:** List Student Learning Outcomes or other course objectives here.
- **Required Texts & Materials:**
- **Suggested Texts, Readings, & Materials:**

### Assignments & Academic Calendar

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*The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.*
General Core Area 060 American History

**Description:** Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

**Core Objectives:**
- **Critical Thinking (CT)**—to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
- **Communication (COM)**—to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
- **Social Responsibility (SR)**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- **Personal Responsibility (PR)**—to include the ability to connect choices, actions, and consequences to ethical decision-making

**General Course Information**
- **Pre-requisites, Co-requisites, & other restrictions**
- **Course Description**
- **Learning Outcomes**
- **Required Texts & Materials**
- **Suggested Texts, Readings, & Materials**

**Assignments & Academic Calendar**
*Topics, Reading Assignments, Due Dates, Exam Dates*
Insert Week Number
OR Range of Dates
for week

Insert Exam Date(s),
Time(s)

Course Policies

<table>
<thead>
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<tr>
<td>Other Information</td>
<td>Insert any other information you'd like to include, such as &quot;I don't read WebCT mail&quot;</td>
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General Core Area 070 Government/Political Science

Description: Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.

Core Objectives:
- **Critical Thinking (CT)**—to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
- **Communication (COM)**—to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
- **Social Responsibility (SR)**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- **Personal Responsibility (PR)**—to include the ability to connect choices, actions, and consequences to ethical decision-making

General Course Information

| Pre-requisites, Co-requisites, & other restrictions | Insert any restrictions on enrollment, including prior knowledge or required skill |
| Course Description |                               |
| Learning Outcomes | List Student Learning Outcomes or other course objectives here. |
| Required Texts & Materials |                               |
| Suggested Texts, Readings, & Materials |                               |

Assignments & Academic Calendar

[Topics, Reading Assignments, Due Dates, Exam Dates]

Insert Week Number OR Range of Dates: Insert topics, assignments, etc. If you copy/paste, your formatting may not work correctly.
for week

Insert Exam Date(s),
Time(s)

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### General Core Area 080 Social and Behavior Sciences

**Description:** Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

**Core Objectives:**
- **Critical Thinking (CT)**—to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
- **Communication (COM)**—to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
- **Empirical and Quantitative Skills (EQS)**—to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- **Social Responsibility (SR)**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

### General Course Information
- **Pre-requisites, Co-requisites, & other restrictions**: Insert any restrictions on enrollment, including prior knowledge or required skill
- **Course Description**: 
- **Learning Outcomes**: List Student Learning Outcomes or other course objectives here.
- **Required Texts & Materials**: 
- **Suggested Texts, Readings, & Materials**: 

### Assignments & Academic Calendar
- **Insert Week Number**: Insert topics, assignments, etc. If you copy/paste, your formatting may not work
Insert Exam Date(s),
Time(s)

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Memo

To:    Academic Faculty Senate
From: Academic Calendar Committee
Date: January 15, 2015
Re:    October 10, 2014 meeting

Attendance: Paul Battaglio, Andrew Blanchard, Blair Flicker, Jennifer McDowell, Tara Lewis (present for Megan Gray), Sheila Rollerson, Brooke Knudtson (SG President), Nicole Watson, Jessica Meah

Absent: Jennifer Holmes, Matthew Bondurant

- Discussion of academic calendar and dates.
  - Motion to approve academic calendar through fall 2017 Made by: Andrew Blanchard and seconded by Paul Battaglio. All in favor none opposed.
  - The Academic Calendar Committee is reviewing a document “Principles for the Development of the Academic Calendar” to provide UT Dallas with a consistent basis for constructing the academic calendar. The document should be ready for faculty review spring 2015.
  - Discussion of the Thanksgiving Holiday week and consensus to keep the week a fall break where classes do not meet.

The meeting was cordial and discussion was collegial.
Summer 2016 – Fall 2017 Academic Calendar Dates

Summer 2016
10M, 11T, 11W, 11R, 11F
- Starting one week earlier due to calendar
- Will require a waiver from THECB to start May 23rd

Fall 2016
14M, 15T, 15W, 14R, 14F

Spring 2017
14M, 15T, 15W, 15R, 15F

Summer 2017
10M, 10T, 11W, 11R, 10F

Fall 2017
14M, 15T, 15W, 14R, 14F
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| SPRING 2017 - 14M, 15T, 15W, 15R, 15F |
| SUMMER 2017 - 10M, 10T, 11W, 11R, 10F |
| FALL 2017 - 14M, 15T, 15W, 14R, 14F |

| FALL 2017 - 14M, 15T, 15W, 14R, 14F |

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2017
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PROPOSED REVISION WITH MARKUP – UTDPP1007 (Senate Bylaws)

January 8, 2015

Bylaws of the Academic Senate of The University of Texas at Dallas - UTDPP1007

Policy Statement

I. Preamble

The Academic Senate is a representative body, formed from the General Faculty of The University of Texas at Dallas, in which faculty develop their concerns and proposals in exercising their major roles in faculty governance. The Academic Senate is aided in its work by the Academic Council, a smaller body formed from the Academic Senate which meets regularly with the President and Executive Vice President and Provost (Provost) and by the Faculty Committees. As the regular primary faculty governance body, the Academic Senate is expected to coordinate faculty exercise of faculty governance responsibilities in the interests of academic excellence at The University of Texas at Dallas.

II. Authority

These Bylaws supplement UTDPP1088 - Faculty Governance of the Handbook of Operating Procedures of The University of Texas at Dallas. Nothing in these Bylaws shall be construed to conflict with the Handbook of Operating Procedures, the Rules and Regulations of the Board of Regents of The University of Texas System, or state law.

III. Organization

A. Membership in the Academic Senate

1. Only members of the Voting Faculty are eligible for membership in the Academic Senate. Members of the Voting faculty are limited to the following, as defined in UTDPP 1088, Section I.B.1.a:
   a. Faculty appointed half-time or more to The University of Texas at Dallas who hold the rank of Regental Professor, Professor, Associate Professor, or Assistant Professor.
   b. Faculty appointed half-time or more to The University of Texas at Dallas who hold the rank of Instructor.
   c. Faculty appointed full-time to The University of Texas at Dallas who hold the rank of Clinical Professor, Clinical Associate Professor, Clinical Assistant Professor, or Senior Lecturer.

2. As specified in UTDPP1088, Sec. II.B.1, “The elected members of the Academic Senate shall consist of no fewer than twenty-three and no more than fifty-one voting members of the General Faculty, with intermediate numbers computed so as to be as close to 10% of the voting membership of the General Faculty as possible.” Based on the current size of the General Faculty and projected growth, the number of Senators will be 51.

3. Each School in the University shall be represented in the Senate.
4. A minimum of 50% of Senate positions shall be held by tenure-system faculty and a minimum of 10% of Senate positions shall be held by non-tenure-system faculty.

5. All members elected or appointed to the Academic Senate according to these Bylaws, and only those members, shall be voting members of the Academic Senate.

6. Non-voting participants
   a. The President and Vice President of the Student Government Association, or their assignees, shall be invited to attend meetings of the Academic Senate as non-voting participants, except when the Academic Senate is in executive session.
   b. The Chair of the Staff Council shall be invited to attend the Academic Senate meetings as a non-voting participant, except when the Academic Senate is in executive session.

B. Elections for Academic Senate

1. The Secretary of the Faculty shall be in charge of the election, although he or she may designate other faculty and staff members to assist.

2. The nomination and election procedures, including a calendar, shall be distributed no later than February 1. Nomination and election procedures may be online or may utilize paper petitions and ballots. The election procedures, beginning with the nomination process and ending with election of a Speaker of the Faculty-Elect and Secretary of the Faculty-Elect, shall begin no later than March 15 and end no later than April 14. At least two weeks shall be allowed for submission of Academic Senate nominating petitions, and one week for ballots in the Academic Senate election.

3. Nominating petitions are collected by the Office of Academic Governance. For an individual to be placed on the election ballot, two nominating petitions must be submitted on his or her behalf. Any member of the Voting Faculty may submit a nominating petition for any other member of the Voting Faculty, or for himself or herself. No one may submit more than two nominating petitions, and no one may submit more than one nominating petition for any one individual.

4. The Secretary of the Faculty shall ascertain the willingness of each nominee to serve if elected. The names of those who do not wish to serve will not be placed on the ballot.

5. If the number of nominees is below 23 (the minimum number of Senate positions as specified in UTDPP1088, Sec. II.B.1), the nominating period shall be extended, and the Secretary of the Faculty shall make additional efforts to encourage nominations.

6. If the number of nominees exceeds the minimum of 23, but does not exceed the maximum of 51, all nominees shall be deemed elected, and there shall be no formal election.

7. The Secretary of the Faculty shall make ballots available by the date designated in the election calendar.

8. Ballots shall be secret and must be submitted in accordance with the election procedures to be valid.
9. Each member of the Voting Faculty may vote for as many five nominees and will indicate his or her first choice, second choice, and so on to a maximum of five. All such votes shall be counted, and the order of choice will only be used for tie-breaking.

10. As explained in III.A.2 above, based on the current size of the General Faculty and projected growth, the number of Senators will be 51. To ensure that 1) all schools are represented (III.A.3 above), 2) at least 50% of Senate positions are allocated to tenure-system faculty (III.A.4 above), and 3) at least 10% of Senate positions are allocated to non-tenure system faculty (III.A.4 above), the following procedures shall be used to determine the results of the election.

   a. The number of Senate positions will be multiplied by 50%, rounded upward if necessary. That number of positions will be allocated to the top tenure-system vote recipients. Thus, based on 51 Senate positions, the top 26 tenure system vote recipients will be deemed elected.

   b. The number of Senate positions will be multiplied by 10%, rounded upward if necessary. That number of positions will be allocated to the top non-tenure-system vote recipients. Based on 51 Senate positions, the top 6 non-tenure-system vote recipients will be deemed elected.

   c. If any School within the University is not represented in 1 and 2 above, the top vote recipient from that school will be deemed elected.

   d. To fill the remaining positions, all remaining nominees, whether tenure-system or non-tenure system, will be pooled and ranked by number of votes received. Ties will be broken by counting the number of “first choices” received. If there is still a tie, the number of “second choices” will be counted, and so on.

   e. If there are fewer nominees in either of the two faculty categories (tenure system and non-tenure system) than the number of Senate positions calculated by the 50% or 10% factor, respectively, all nominees in that category will be deemed elected and the minimum percentage will not apply.

11. The Secretary of the Faculty shall notify successful candidates of their election and of the date of the Senate-Elect Caucus, and shall notify the General Faculty of the election results.

C. Vacancies and Appointments

1. If a member of the Academic Senate resigns his or her seat or leaves The University of Texas at Dallas for a period expected to exceed four months, that seat shall be filled by the unelected candidate who received the most votes in the prior election, bearing in mind the minimum number of required tenure-system, non-tenure-system, and school faculty for Academic Senate.

2. If enough seats are vacated such that the original nomination list is exhausted, the Academic Senate shall fill vacancies by majority vote of all members of the Academic Senate.

3. In the event a sitting member of the Academic Senate is appointed to the position of Dean, that individual is no longer eligible for Academic Senate membership. That seat will be vacated, and the Academic Senate shall fill the vacancy in accordance with III.C.1 and III.C.2 above.
4. If a member of the Academic Senate misses two consecutive Senate meetings, the Senator will be contacted by the Secretary of the Faculty to ascertain whether he or she still wishes to serve. If not, the Senator will be immediately replaced by the procedures of Sections III.C.1 and III.C.2 above.

5. If a member of the Academic Senate misses three meetings during September-May, the Academic Senate may, by a majority vote of those present, declare the seat vacant. The seat will then be filled by the procedures of Section III.C.1 and III.C.2 above.

D. Officers

1. Roster and Duties

   a. Speaker of the Faculty: The Speaker of the Faculty is the principal elected officer of the General Faculty, of the Academic Senate, and the Academic Council. The Speaker shall:

      1. preside as described in the Handbook of Operating Procedures, Title III, Chapter 21;

      2. chair the Executive Committee, if any, of the Academic Senate in its coordination of the work of the General Faculty, Academic Senate, Academic Council, and Concurrent Committees in order to improve the academic welfare and standing of The University of Texas at Dallas;

      3. assist in formulating faculty views as motions to be placed before the Academic Council or Senate for discussion and resolution; and

      4. together with the Secretary of the Faculty, review drafts of the minutes and authorize their circulation for formal approval.

   b. Secretary of the Faculty: The Secretary of the Faculty shall:

      1. serve as Secretary for meetings of the General Faculty, the Academic Senate, and the Academic Council;

      2. see that minutes are kept, made available to any faculty member, and filed in the Office of the President and, through that office, with the Executive Vice Chancellor for Academic Affairs of The University of Texas System, and with the Library of The University of Texas at Dallas;

      3. together with the Speaker of the Faculty, review drafts of the minutes and authorize their circulation for formal approval;

      4. provide a report on Academic Senate and Academic Council activities to the General Faculty each semester of the long term;

      5. sign the official copy of the approved minutes of the Academic Council and Academic Senate for transmittal to the Executive Vice Chancellor for Academic Affairs of The University of Texas System; and
6. maintain a list of all recommendations that the Academic Senate and/or Academic Council has made to the administration so that the President may be requested to comment on these items at the beginning of each meeting.

c. Vice Speaker: The Speaker may appoint one or two members of the Senate to serve as Vice Speaker(s) and assist in carrying out the Speaker’s official and unofficial duties. Vice Speaker(s) will serve for a term of one year, and will become ex officio voting members of the Academic Council if not already elected to the Council by the Senate.

d. Other Offices: The Academic Senate may, through its Resolution of Operating Procedures, create, provide for election or appointment, and provide duties for other offices of the Academic Senate and the Academic Council.

2. Election of Officers

   a. The Academic Senate-Elect shall, in a caucus announced to and open to the voting members of the General Faculty and presided over by the Speaker of the Faculty, and under Robert's Rules of Order (current edition) elect its Speaker by a majority vote. The individual elected shall be known as the Speaker-Elect of the Faculty until June 1. The term of the Speaker of the Faculty shall be for two years.

   b. The Academic Senate-Elect shall, in a caucus announced to and open to the voting members of the General Faculty and presided over by the Speaker-Elect of the Faculty, and under Robert's Rules of Order(current edition) elect its Secretary of the Faculty, who shall be known as the Secretary-Elect of the Faculty until June 1.

   c. Until the election of the Secretary-Elect of the Faculty, the Secretary of the Faculty shall perform the routine functions of Secretary for the Academic Senate-Elect.

E. Academic Council

1. Relation to Academic Senate: The Academic Senate should, through its Resolution of Operating Procedures, specify at least the following:

   a. the powers delegated to the Academic Council;

   b. the extent to which the Academic Council is to function as an executive committee for the Academic Senate;

   c. the extent to which the Academic Council is to function as an agenda committee for the Academic Senate; and

   d. the communications required between the Academic Council and the Academic Senate, and between the Academic Council, Academic Senate and the Voting Faculty, including the appropriate form for the Minutes of the Academic Council and the Academic Senate.

2. Election, Removal, and Vacancies
a. After the election of the Speaker-Elect and Secretary-Elect of the Faculty, the Academic Senate-Elect shall, in a caucus announced to and open to the voting members of the General Faculty and presided over by the Speaker-Elect of the Faculty, and under Robert’s Rules of Order (current edition), elect the remaining members of the Academic Council using the plurality system as described in III.A.17. Members in addition to six may be appointed by the Speaker with approval of the Council. Election shall be by simple plurality vote, with each member of the Senate voting for a number of candidates up to the number of positions to be filled.

b. These members, along with the Speaker-Elect of the Faculty and the Secretary-Elect of the Faculty, shall be known as the Academic Council-Elect until June 1.

c. The Academic Senate, in a caucus session, may accept resignations of members of the Academic Council, remove any members of the Academic Council except the Speaker of the Faculty or the Secretary of the Faculty, and vote on replacements to the Academic Council.

d. When a member of the Academic Council must be absent from a meeting, the member may designate, through the Secretary of the Faculty, a Senator to represent him or her at that meeting as a member of the Academic Council.

e. The President of the Student Government Association shall be a non-voting participant in the Academic Council during the Council’s non-executive sessions.

f. If appointed by the Speaker to serve as Vice Speaker, Senators will serve as ex officio voting members of the Academic Council for the duration of their term.

**Procedures**

1. The Academic Senate shall be governed by Robert’s Rules of Order (current edition) unless procedures described in the Handbook of Operating Procedures, UTDPP1088 - Faculty Governance or these Bylaws make exception to Robert’s Rules of Order.

2. Actions of the Academic Senate

   a. Actions During the Summer

      1. At the first meeting of the Academic Senate, which shall be called by the Speaker-Elect of the Faculty to take place as soon after June 1 as practical, the Academic Senate shall prepare a calendar of regular meetings for the Academic Council and for the Academic Senate and shall set the date of the annual General Faculty meeting. The calendar shall be published as early in the academic year as possible.

      2. As soon as possible after June 1, the Academic Senate shall appoint the Committee on Committees so that it may begin composing slates of nominees for the University, Concurrent, and Academic Senate committees for which it is charged. The membership of the Committee on Committees shall be approved by a majority vote.

b. Submissions of Items for Debate
i. The Agenda Packet for the Academic Senate will normally be sent to the Senate one week prior to a meeting of the Academic Senate.

ii. The Agenda Committee for the Academic Senate will normally meet five days prior to the submission of the Agenda Packet to the Academic Senate.

iii. Items for debate that are not on the Academic Senate Agenda will normally be deferred to a later Academic Senate meeting, unless two-thirds of the members present vote to consider the items.

iv. The Agenda Committee for the Academic Senate will attempt to bring all items submitted to it to the Academic Senate, although it may recommend that particular items be sent to committee and/or to the Academic Council prior to Academic Senate debate. Any memorandum submitted by any General Faculty member of the University to the Academic Senate or to the Speaker of the Faculty that requests action by the Academic Senate or Academic Council must be reported to the Academic Senate by the Agenda Committee of the Academic Senate.

c. Debate and Passage

i. If the President and Provost are not available to chair meetings of the Senate at which legislation is enacted, the Speaker shall chair. In the absence of the Speaker, the Secretary shall chair. In the absence of the Secretary, the meeting may be chaired by any member of the Senate designated by the Speaker.

ii. The chair of a meeting of the Academic Senate may participate in the debate but shall exercise particular care to preside in a manner which is fair to all points of view in the debate.

iii. The President and/or the Speaker of the Faculty may invite to meetings of the Academic Senate those persons believed to be necessary to assist the Academic Senate in the conduct of its business.

iv. Except when the Academic Senate is in executive session, meetings of the Academic Senate are open to the General Faculty, who may request the privilege of participation in the debate.

v. A simple majority of the voting membership of the Senate constitutes a quorum. If a quorum is not present, business that would otherwise have been conducted may be discussed, but votes shall not be taken.

vi. Members of the Academic Senate who anticipate making lengthy or complicated amendments to legislation should bring sufficient written copies to distribute to the entire Academic Senate.

vii. Passage of legislation or resolutions shall require a simple majority of those voting members present. Votes shall be recorded by hand count: ayes, nays, abstain. Role call votes shall be taken if three or more members request.
viii. The Secretary of the Faculty is responsible for sending copies of motions passed to the parties addressed.

3. Actions of the Academic Council
   
a. Submission of Items for Debate
      
i. The Agenda Committee for the Academic Council meets at least five days before each Academic Council meeting. Items to be included on an agenda must be submitted prior to that time.
      
ii. Items for the Agenda of the Academic Council will normally originate with the President and with the Academic Senate, its Executive Committee, or the Speaker of the Faculty.
      
iii. Transmissions from Academic Council to Academic Senate The Academic Council shall formulate its recommendations to the Academic Senate and transmit them to the Agenda Committee of the Academic Senate. It shall generally transmit all items submitted to it to the Agenda Committee of the Academic Senate.

4. Records and Communications
   
a. Actions required by motions of the Academic Senate or Academic Council, as described in the minutes, will be conveyed to those concerned, or will be taken by the Academic Governance Secretary only after approval of the minutes for circulation, but without waiting for the formal approval of the minutes at the subsequent meeting of the Academic Senate or Academic Council.
   
b. The general policy on composition and contents of records including minutes is the same for both the Academic Council and Academic Senate, and is as follows:
      
i. Consistent with Robert’s Rules of Order, the approved minutes constitute the only official record of the actions of the Academic Council and Academic Senate;
      
ii. The minutes are intended to allow members of the General Faculty to follow the debates and actions within their representative bodies, the Academic Senate, and within the Academic Council;
      
iii. The Secretary of the Faculty or the Academic Governance Secretary may make recordings of the Academic Council and Academic Senate meetings. Tapes of meetings shall not, however, be considered official documents, and will be kept only until the minutes of the meeting recorded are officially approved;
      
iv. Unapproved minutes of Academic Council and Academic Senate meetings shall be distributed to the Academic Senate expeditiously, if possible within one week after the meeting;
      
v. Minutes are numbered serially each year, including special meetings;
      
vi. Attendance for minutes includes both those present and absent of the voting membership, ex officio members, and student observers. Invited guests are also listed;
vii. Minutes of the Academic Council and Academic Senate are distributed to all members of 
the Academic Senate, and made available at the authorized locations for Regents' Rules 
and Regulations, and are also sent to the Executive Vice Chancellor for Academic Affairs 
of The University of Texas System; and

viii. The minutes of the last meetings of the Academic Senate and Academic Council will be 
approved by the incoming Academic Senate or Academic Council, respectively.

c. The Academic Senate shall establish procedures, in its Resolution of Operating Procedures, to 
disseminate information about its debates and actions to the General Faculty effectively and 
expeditiously.

5. Resolution of Operating Procedures: The Academic Senate may, by adoption or revision of its Resolution 
of Operating Procedures, modify the following portions of its procedures without having to amend these 
Bylaws:

a. delegation of duties and powers to the Academic Council;

b. designation and powers of the Agenda Committee;

c. designation and powers of the Executive Committee, if any; and

d. instructions to the Secretary of the Faculty regarding the character of action or discussion 
minutes to be taken.

6. Amendment of Bylaws

a. These Bylaws may be amended by a majority vote of the Senate members, provided that the 
proposed amendment passes, without an intervening negative vote, at two meetings of the 
Academic Senate separated by at least two weeks.

b. The Secretary of the Faculty shall transmit a copy of the amended Bylaws to the President for 
review and approval and submission to the Executive Vice Chancellor for Academic Affairs and 
approval for inclusion in the U. T. Dallas Handbook of Operating Procedures.

c. The amended Bylaws shall become effective immediately on approval for inclusion in 
the Handbook of Operating Procedures.

Policy History

- Issued: September 10, 1979
- Revised: February 28, 1980
- Revised: December 14, 1982
- Revised: April 21, 1983
- Revised: February 1, 1992
- Revised: May 30, 1996
- Revised: April 18, 1997
- Editorial Amendments: February 2, 1998
- Revised: October 5, 2000
Policy Links

- Permalink for this policy: http://policy.utdallas.edu/utdpp1007
- Link to PDF version: http://policy.utdallas.edu/pdf/utdpp1007
- Link to printable version: http://policy.utdallas.edu/print/utdpp1007