January 11, 2016

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 18, 2016 at 1:00 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: Richard Benson  John Wiorkowski  Serenity King
    Hobson Wildenthal  Calvin Jamison  Abby Kratz
    Inga Musselman  Larry Redlinger  Chief Larry Zacharias
    Andrew Blanchard  Gene Fitch  Deans

Naomi Emmett, SC President
Akashitha Padigela, SG President

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*Speaker  **Secretary  *** Vice-Speaker
AGENDA
ACADEMIC SENATE MEETING
January 18, 2016

1. CALL TO ORDER, ANNOUNCEMENTS & QUESTIONS  
   Dr. Benson

2. APPROVAL OF THE AGENDA  
   Dr. Redman

3. APPROVAL OF MINUTES  
   November 16, 2016 Meeting  
   Dr. Redman

4. SPEAKER'S REPORT  
   Dr. Redman

5. Presentation by the Task Force on Teaching Implications of Increased Enrollment  
   Paul Diehl

6. SACSCOC Reaffirmation Updates  
   Serenity King

7. TXCFS/FAC REPORT  
   Drs. Leaf & Cordell

8. Student Government Report  
   Akshitha Padigela

9. CEP Recommendations  
   A. Master of Arts in Art History  
   B. Bachelor of Science in Human Resource Management  
   C. Revision to UTDPP 1052: Section 4.5.2: Requiring 3 Voting Members from the Academic Program on Dissertation  
   D. Revision to UTDPP 1052: Section 7.1: One vs 3 Semesters Credit House in the final examination semester  
   E. Change of Major  
   F. Informational Item: CEP By-laws  
   Dr. Peinhardt

10. Discussion: International Insurance Fee for Students (Pending Approval)  
    Dr. Redman

11. Discussion: Sponsored Project Compensation Confirmation (Pending Approval)  
    Dr. Redman

12. School By Laws for Interdisciplinary Studies  
    Dr. Redman

13. FY 16 Annual Committee Reports  
    David Cordell

14. Replacement Committee Appointment  
    Dr. Redman

15. Revisions to UTDPP1099: University Information Security Advisory Committee Charge  
    Ellen Safely

16. Revisions to UTD1003: Information Technology Planning and Policy Committee  
    Ellen Safely

17. Discussion: Smoking Policy  
    Dr. Redman

18. Adjournment  
    Dr. Benson
Item 3:
Previous Meeting Minutes
UNAPPROVED AND UNCORRECTED MINUTES

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

ACADEMIC SENATE MEETING
November 16, 2016

Present: Richard Benson, Hobson Wildenthal, Robert Ackerman, Naofal Al-Dhair, Poras Balsara, Karen Baynham, Elizabeth Bell, Dinesh Bhatia, Patrick Brandt, Gail Breen, Thomas Brikowski, David Cordell, Ovidiu Daescu, Chris Davis, Gregg Dieckmann, Vladimir Dragovic, Frank Dufour, Eric Farrar, William Hefley, Jennifer Holmes, M. Ali Hooshyar, Joe Izen, Dohyeong Kim, Midori Kitagawa, Murray Leaf, Syam Menon, Simeon Ntafos, Naim Ozel, Ravi Prakash, Viswanath Ramakrishna, Tim Redman, Christopher Ryan, Mohammad Saquib, Betsy Schlobohm, Richard Scotch, Shilyh Warren, Tonja Wissinger, Alejandro Zentner

Absent: Kurt Beron, Judd Bradbury, R. Chandrasekaran, Nadine Connell, Lev Gelb, Gopal Gupta, Julie Haworth, Annelise Heinz, Kimberly Hill, D.T. Huynh, Radha Mookerjee, BPS Murthi, Tres Thompson, Jeremy Vickers, Subbarayan Venkatesan,


1. Call to Order
   Speaker Tim Redman called the meeting to order at 1:00 PM. President Benson was running late and would give his announcements when he arrived.

2. Approval of the Agenda
   Murray Leaf moved to amend the agenda to move the ECS name change discussion to the position immediately after the Speakers Report and to accept the amended agenda. Joe Izen seconded the motion. The motion carried.

3. Approval of the October 19, 2016, Minutes
   Richard Scotch moved to approve the minutes. Murray Leaf seconded. The motion carried.

4. Speaker’s Report – Tim Redman
   1. The inauguration of President Benson went well. Speaker Redman presented the ceremonial university mace to President Benson.
   2. All items other items are on the agenda.

5. Changes in the structure of ECS – Mark Spong
   A change was proposed to change the department of ‘Electrical Engineering’ to ‘Electrical Engineering and Computer Science’. The new title fits the expertise of the faculty and the current courses offered. The school faculty voted on the name change, and it was approved. The name change will not affect any of the degrees. The change was purely administrative, with no other impact in the university. The school governing bodies have representation from both electrical
engineering and computer science already, which will continue into the future. Normally the change
would go through the Committee on Educational Policy, then come to Academic Council, then
Senate for approval. The rational for not processing through the normal channels is that the
rebranded materials for the upcoming graduation ceremonies, and materials must be ordered now in
order to have them in time for the events. Also, the name change must be finalized by November
18, 2016, in order for it to be in the spring 2017 Course Catalog. Richard Scotch moved to approve
the change, and noted that in the future all name changes will go through the CEP. Bill Hefley
seconded. The motion carried.

6. Informational: School Bylaws Update – Tim Redman
Going forward each school’s representative on the Academic Council will work with their Dean to
facilitate the bylaws revision and approval process.

7. UT Dallas’s SACSCOC Reaffirmation Project – Serenity King
The Texas Higher Education Coordinating Board (THECB) has changed the responsible agency for
complaint procedures from the College Readiness and Success Division to the THECP’s Office of
General Counsel (OGC). The University is at higher risk of not being informed if OGC refers
complaint to SACSCOC.

Current:
After exhausting the institution's grievance/complaint process, current, former, and
prospective students may initiate a complaint with THECB by submitting the
required forms along with evidence of their completion of their institution's
complaint procedures. Complaints may be submitted using one of the following three options:
  o Completing the online student complaint form (an updated fillable
    PDF version)
  o Email
  o Mailing forms to the Office of General Counsel (OGC)

Previous:
After exhausting the institution's grievance/complaint process, current, former, and
prospective students may initiate a complaint with THECB by sending the required
forms either by:
  o Email
  o Mailing forms to the College Readiness and Success Division

SACSCOC Policy: Complaint Procedures against SACSCOC or Its Accredited Institutions has also
been updated.

Current:
Individual complaints will be retained in the SACSCOC files for a period of one year
following final formal notification to the complainant regarding the resolution of the
complaint. Based on complaints submitted during this period of time and/or on a
series of notification letters to previous complainants that suggest a pattern of
concern that may evidence a significant lack of compliance with the Principles that
was not evident from any one individual complaint, SACSCOC may renew its
consideration of the matter for whatever action may be appropriate.

Previous:
Individual complaints will be retained in the Commission files. Should a number of individual complaints suggest a pattern of concern that may evidence a significant lack of compliance with the Principle that was not evident from any one individual complaint, the Commission may renew its consideration of the matter for whatever action may be appropriate.

The Compliance Certification Report (CCR) Work Plan has been updated. The timeline and status can be viewed at [http://dox.utdallas.edu/diagram1136](http://dox.utdallas.edu/diagram1136). November 1 was the due date for the required narratives. Eighty-seven of ninety-six first drafts were received on time. The SACSCOC reaffirmation team can now begin compiling the report that is due September 2017.

8. Texas Council of Faculty Senates and UT System Faculty Advisory Council Reports-Murray Leaf & David Cordell

The TCFS met October 28-29, 2016, in Austin. Murray Leaf and Richard Scotch represented UT Dallas. The following report was submitted by Murray Leaf.

TCFS meeting are always held jointly with Texas AAUP and the Texas Association of College Teachers (TACT). Some of the events are usually attended by all.

The TCFS had sessions on two main topics. Both are of concern to UTD.

The first speaker was Rana Jaleel, assistant professor at UC Davis. She reviewed a recent AAUP study on the implications of Title IX and Title IX enforcement for academic freedom. The title is The History, Uses, and Abuses of Title IX. It is available on the AAUP website. The report notes substantially the same concerns that the UT Dallas Senate addressed in our resolution on Title IX. Among other things, it was concerned with the way Title IX enforcement distorts and interferes with other kinds of safety concerns and with the larger concern of Title IX itself, which is to end all gender discrimination and not just sexual assault. She also said that the law does not require faculty to be mandatory reporters, and she noted the same problems with making them mandatory reporters that we have been concerned with. After the session ended, I introduced myself and said I was from UT Dallas. Her immediate reaction, before I said anything else, was to apologize for not mentioning our resolution. She said that she had intended to recommend it as a good example of what a governance organization could do. It had been sent to the committee by Anita Levy, director the AAUP division concerned with academic freedom. I had sent it to Levy shortly after we had approved it. On the basis of Jaleel’s description of the committee’s response, we can be confident that our view of the law is the same as that of the AAUP.

The second event was a film entitled Starving the Beast. It documents the current attack on higher education represented by former Governor Perry and UT Regents associated with the Texas Public Policy Foundation and puts it in a substantially wider context than has usually been done by the press. It connects the events in Texas to similar events in other states including Louisiana, Wisconsin, Virginia, and North Carolina. The TCFS members agreed that the film clearly and accurately lays out the breadth of the attack, the means by which it has been carried out, the main political and financial players, and what is at stake.

The next section of the program was devoted to campus roundup reports. Recurrent themes included concerns with salary equity, compression, and inversion, writing or revising
academic policy, how Senates should be organized, tuition, and student debt. The reports were followed by a discussion attempting to draw out possible themes for future TCFS meetings.

The evening event was a banquet to be followed by the guest speaker, the new provost of UT Austin, Maurie McInnis. She was unable to come. So instead the time was devoted to further discussion of the film.

The next morning was a business meeting and further discussion of the roundup reports. The problem that resonated most strongly was how to make governance more effective. One drift in the discussion seemed to assume that this depended on having the right provost, and there was discussion of a possible panel of provosts. Another drift was responsive to the idea that effective governance depended on how well the faculty organized themselves. This led to questions about how faculty senates actually were organized and what they actually did. There is great variety. A possible panel with representatives from schools with effective and ineffective systems was discussed but nothing was resolved. Murray Leaf agreed to recirculate a protocol based on the survey of governance organizations among TCFS members that he designed in 2003. This could be used as an experience-based template.

The group also approved a motion to write a resolution briefly describing the film, commending the director and producer, and recommending appropriate audiences. Murray Leaf would provide an initial draft. Murray Leaf reported that should the university wish to have a showing of the film the cost would be $350.

The TXCFS applauded Dr. Leaf’s contributions to the organization over the years as a member of their executive council and various offices and awarded him a plaque in tribute to those achievements. He has been helpful mentoring senates from other institutions that have not had the success that our university has had. The Faculty Senate joined in with the applause.

The floor was then turned over to David Cordell. The UTS- FAC had not met since the last senate meeting. Dr. Cordell gave an update on the concern of dual credit. This originated with the FAC but was turned over to institutional research at system. The have visited UT-Tyler , UT-San Antonio, UT-Austin, and finished student focus groups on November 15, 2016. They group has a big interest in speaking with faculty who are directly involved with students who are likely to have come through dual credit programs. In December FAC will decide when they will visit each university campus. They are continuing to do research but they are not sure about their findings at this point.

9. Announcements – President Benson
At this time President Benson was able to arrive and give his announcements. The President had been returning from a regents meeting in Austin, Texas. From that meeting he had two take-aways. Our university received approval for $89 million for the new math and science building. The Permanent University Fund (PUF) money will be thin for years, but in that time significant projects will be done. Private money has not been raised yet, however that is not to say that fundraising for
buildings, and other projects will not be done. It was noted that if the university wishes to have art space on campus, we must raise the money.

UT Dallas is the last UT System School not to be tobacco free. An announcement regarding making the campus tobacco free will be distributed soon.

President Benson followed the election response. He sent out the following statement campus wide.

To the UT Dallas Family:

According to recent news reports, incidents of intolerance in the United States are on the rise. Unfortunately, some incidents have been reported on college and university campuses.

I want to emphasize that UT Dallas remains strongly committed to supporting our diverse and inclusive campus community. All who work and learn on this campus, as well as those who visit, are treated with respect, regardless of, but not limited to, race, ethnicity, national origin, religion, gender, disability, age, military status or sexual orientation.

Our university strives to foster a campus culture in which all voices are heard and valued, differing ideas are treated thoughtfully, and every individual is afforded dignity. We take this seriously enough to have in place resources that can guide and counsel members of our family who are concerned.

At the 2016 Convocation, I gave the following advice to our newest students that is applicable across campus:

You are about to make friends with many scholars who have vastly different life experiences than you. Learn from them, and share your story, too. This also applies to the diversity of ideas. Allow yourself to be challenged. Present your own arguments when you feel strongly about a matter, but always do so in a respectful way. It is OK to hold your ground in a dorm room debate but, as a rule-of-thumb, if you never change your mind on any topic then it is a safe bet that you are not learning and you are not growing intellectually.

When we all approach each other in such a manner, then we can embrace the real meaning of being a member of the UT Dallas family.

Sincerely,
Richard C. Benson
President
Eugene McDermott Distinguished University Chair of Leadership
President Benson commended Inga Musselman for being a fine provost over the last year. The Senate joined President Benson by applauding her hard work. He opened the floor to questions, but there were none.

10. **Student Government Report – Akshitha Padigela -President for Student Government**

Ms. Padigela attended the UT System Student Advisory Council meeting on November 4-5, 2016. At the meeting she heard two of the Vice Chancellors speak on their initiatives, and worked with the Chancellor on his quantum leap initiatives. Ms. Padigela is on the Diversity and Inclusion Committee. The Diversity and Inclusion Committee does not have any system level leadership, i.e. no office/organization or specified Vice-Chancellor. The committee has a list of questions pertaining to diversity and inclusion at each of the different institutions. Members will compare the answers to different universities across the country. They hope to improve the diversity and inclusion of not just the students but also faculty and staff.

Ms. Padigela is working on an aspect of one of the Chancellor’s quantum leaps, specifically the pillar of advising. They are sending through advising questions to all the directors of advising at each system institution. They hope to discover if more funding is needed in advising or if better programs are needed to allow for online advising. This would include not only academic advising but also career advising. A cover letter was sent to all of the provosts advising them of what UT-SAC is doing.

UT-Dallas Student Government (SG) is attempting to create a memorial for students, faculty, and staff who pass away during their time at the university. One suggestion is to have the rocks of the mall area fountains engraved with the “fallen comets” names. SG is also working on a video that would better define “consent.” The current flyers state it as a “sober, verbal yes”; however that is not the legal definition of “consent.” This has caused a great deal of confusion with the students. The video should relieve the confusion. In light of recent events at other universities SG will be making a statement regarding how the university is inclusive, and that all students are important. Lastly, SG is attempting to have a sundial placed on campus, identical to the one on the Texas Instruments campus. And they are attempting to create ‘President’s Park’, which is an amphitheater style outdoor events area. It will be located in the grove of trees to the west of the Administrative building. She opened the floor to questions, but there were none.

11. **CEP Proposals- Clint Peinhardt**

Clint Peinhardt reported that six Special Topics courses in Mechanical Engineering were approved by CEP on November 1, 2016. Clint Peinhardt made a motion on the behalf of CEP to approve six Special Topics courses in Mechanical Engineering. The motion carried.

12. **Approval of Fall 2016 Graduates- David Cordell**

David Cordell moved the following:

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 the following:

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.

1. Meeting Date Changes for December 2016, and March 2017- Tim Redman
Tim Redman recommended the following calendar items for Senate and Council:
   - Cancel the December Senate meeting as per custom;
   - Cancel the January Council meeting as per custom;
   - Use the December Council meeting to set the January Senate agenda;
   - Move the March 2017 Senate meeting back one week to March 22 to avoid spring break.

Richard Scotch moved to approve. Joe Izen seconded. The motion carried.

13. Presentation by the Task Force on Teaching Implications of Increased Enrollment – Paul Diehl
Inga Musselman and Provost Wildenthal directed the creation of a task force to address how the increased enrollment has affected the quality of teaching at the University. An example of the difficulties that the task force is concerned about is a program that has had a significant increase in enrollment, thus adds Saturday classes, doubles class size, and hires an adjunct professor to teach the class. This approach addresses the space considerations for room assignments and parking, but many areas have difficulty finding adjunct professors who are qualified and experienced. Larger class sizes require instructors to change the type of assignments they give, moving away from writing and critical thinking and toward more multiple choice tests. Larger classes also limit the type of teacher/student interactions. The increase in enrollment is not just a space issue. It is also critical for the quality of education. The charge of the task force is to address the teaching concerns with regard to the increased enrollment.

Dr. Diehl requested input from the Senate members on what the committee has done so far for the report. He shared a number of principles under which the task force is guided in its deliberations. It is the committee’s belief that these principles may be reflected in any changes in policy or practice that is used. He reminded that the wording has not been finalized.
1. Any changes should produce outcomes that are at least as effective, or ideally more effective, than the status quo in promoting student learning.
2. Any changes should reflect the long-term orientation and not merely be designed to address immediate problems, although some stop gap measures might be needed.
3. All students admitted to UTD should have courses available to graduate in normal time for their programs.
4. Any changes should reflect best practices that enhance student learning.
5. Space considerations should be regarded as constraints or facilitating conditions for instruction rather than primary challenges to be addressed.
6. The diversity of schools, programs, and associated instructional responsibilities add the differential impact of increase in enrollment means that one size does not fit all. Instructional responses to increased enrollment will need to be multi-faceted and vary across multiple levels, with those levels being campus, school, programs, and courses involved.

The Committee is not ready to share the recommendation but they looking at a variety of things and the report is very likely to include discussions of variety of options and responses to increased enrollment. These include the following:

- managing enrollment by assessing limits on certain majors,
- the viability of increasing class sizes of existing classes,
- the use of online and blended learning,
- scheduling kinds of issues and the use of additional space,
- classroom design issues for any new buildings we hope to have in the future,
- staffing issues such as when additional staff are hired and what are the different kinds of options available that range from tenure track faculty to contingent faculty to the use of graduate/undergraduate teaching assistants,
- implications of teaching for student services, anything from the office of accessibility to peer alerting program, including how those services support student learning and what increased enrollment means for those.

The time line they envision is a draft report was circulated to the members of the committee. Comments were returned to Dr. Diehl. At the suggestion of the Academic Council he has met with four student leaders with one additional one following the Senate meeting. The plan is to take all the changes back to the committee for their meeting on December 1, 2016, and hopefully at that time they will have a draft file report approved. Then Dr. Diehl has a final meeting with Provost Wildenthal and Vice Provost Musselman to make sure the committee has addressed the concerns that were specified and to see if any additional points need to be addressed. If there are no further changes, the final report will be submitted to Provost Wildenthal to with the report as they wish. Should the Academic Senate wish the report presented to the Senate, it would be ready for the January Senate meeting, barring any major changes. He opened the floor to questions.

Joe Izen requested clarification if the university would retroactively fixing changes that were not in accordance with the principles that have already occurred to remediate. One of the conversation Dr. Diehl has had with the student leaders, particularly the graduate students, have made clear that some of the language in the report will be adjusted so that illustrates that enrollment challenged are just in the future there are already issues, such as class size that are already suboptimal as a result of enrollment increase.
Murray Leaf inquired if it would be possible have an appendix on the report with additional supporting materials. Dr. Diehl noted that they do have copies of the surveys received from the program heads. Dr. Leaf felt it might assist the faculty in understanding the issues others are facing in their classrooms. Dr. Diehl noted some of the collected data is anecdotal. Dr. Leaf responded that that was not a concern. Speaker Redman said that the report must be brought back to the Senate upon completion for approval.

14. **Revisions to UTDPP1039- President’s Outstanding Teaching Awards Committee- Paul Diehl and Karen Huxtable-Jester**

Inga Musselman and Provost Wildenthal requested the Center for Teaching and Learning to facilitate the nominations and selection process for a series of awards that range from UT System-wide awards, to the President’s Outstanding Teaching Award (POTA). Previously the POTA was administered by the Office of Undergraduate Education. The process is being revised to include an improved nomination process and specification of both the required documentation and the composition of the selection committee. The Committee on Effective Teaching is working with the schools to encourage them to have teaching awards. The hope is that the awards would create a vertical progression for awards at the university. The agenda packet included a proposal for two new awards. These include graduate instruction, and innovation in online instruction. One of the major revisions that affects the Academic Senate is a major revision to UTDPP 1039, the charge of the President’s Outstanding Teaching Award Committee. Richard Scotch moved to approve the revisions to UTDPP1039. Betsy Schlobohm seconded. The motion carried.

15. **Academic Calendar for 2018 - Andrew Blanchard**

Jennifer Holmes moved to approve the proposed academic calendar for 2018. Murray Leaf seconded. The floor was opened for discussion. Student Government came to an agreement with President Daniel many years ago to have spring break coincide with UT Austin’s. However, these dates do not match up with the local independent school districts (ISD). A concern was again raised of how the faculty could deal with having their own children off school, while the university was in session. Tonja Wissinger raised the question if it was possible to have university sponsored spring break camps to take burdens off the faculty/staff/ students. Ravi Prakash reminded the Senate that this a problem that should be addressed. Marion Underwood advised the Senate that the break is set well past the half way point in the semester. If it were moved one week earlier to coincide with the most frequent local ISD spring break, it would be more of a mid-point, which may or may not be better academically for the students. Serenity King reminded the Academic Senate that spring break cannot be moved for 2018 as it was specifically set for that date due to the SACS site visit. Richard Scotch noted that this gives the Senate a year to think about for the next cycle the committee could solicit some suggestions. It is a good idea to provide enhanced activities on campus for children and staff/ faculty / students, and it could possibly be done in a revenue neutral way. Speaker Redman said that by tradition and practice, the timing of the break was the provenance of the Student Government and the President. The motion carried.

16. **2nd Vote on the Revisions to UTDPP1007 -Academic Senate Bylaws - Tim Redman**

This is the second of two Senate voted to approve changes to the Academic Senate Bylaws. Serenity King requested amendments be made to the policy to updated to reflect the updated Regents Rule 20201. The amendments updated the Handbook of Operating Procedures policy approval process. The policy was further revised to be in compliance with current Academic Senate practices. William Hefley moved to approve the revisions to UTDPP 1007. Betsy Schlobohm seconded. The motion carried.
17. Revisions to UTDPP1017-Campus Wellness Committee - Tim Redman
The committee charge was revised to reflect the current practices of the committee. The Student representatives were removed from the committee since there is a corresponding student committee. The members’ terms were extended to two years, and additional experts were added to the committee as ex officio members. Murray Leaf moved to approve the revisions to UTDPP1017. Thomas Brikowski seconded. The motion carried.

18. FY 16 Annual Committee Reports- David Cordell
Five of the seventeen Senate Committee reports have not been submitted, and eleven of the seventeen University Committee reports have not been submitted. David Cordell moved to approve the submitted committee reports. Betsy Schlobohm seconded. The motion carried.

19. Replace Committee Appointments- Tim Redman
Barbara Morgan was recommended to replace Lisa Bell as a member of the University Assessment Committee. Tae Hoon Kim was recommended to replace Lee Bulla as member of the Institutional Biosafety & Chemical Safety Committee. William Hefley moved to approve the appointment recommendations. Richard Scotch seconded. The motion carried.

20. Adjournment

There being no further business, Richard Benson adjourned the meeting at 2:05 PM.

APPROVED: ___________________________ DATE: _____________

Tim Redman
Speaker of the Faculty
Item 3:
Previous Meeting Minutes
Task Force on Teaching Implications of Increased Enrollment

The University of Texas-Dallas (UTD) has experienced tremendous enrollment growth going from 14,523 students a decade ago to 26,797 in fall 2016; this exceeds projections in the most recent UTD Strategic Plan\(^1\) and new projections anticipate over 4,500 more students by 2020.\(^2\) How such increases are managed has significant implications for teaching and student learning. Accordingly, in May 2016, Interim President Wildenthal and Interim Provost Musselman authorized the creation of the “Task Force on Teaching Implications of Increased Enrollment” to examine the implications of this upward trend in enrollment for instruction at UTD. The task force was asked specifically to consider:

- How are class sizes likely to be impacted by such increases?
- What implication does this have for current classroom space and future classroom design?
- How might instructional strategies be altered?
- How might instructional technology be improved?
- How might assessment approaches be changed?
- How would class scheduling be impacted?
- How might increased enrollment affect the use of part-time faculty and PhD candidates as instructors of record?
- How might increased enrollment influence the adoption of online, hybrid, “flipped classrooms,” and other pedagogical approaches?
- What additional resources would be required?

Principles

The Task Force adopted a series of principles that guided its deliberations and believes that any changes in policy or practice in light of increased enrollment should reflect those principles:

- Any changes should produce outcomes that are as least as effective and ideally more effective than the status quo in promoting student learning;
- Any changes should reflect a long-term orientation and not merely be designed to address immediate problems, although some stop-gap measures might be needed;
- All students admitted to UTD should have the courses available to graduate in “normal” time for their programs;
- Any changes should reflect best practices that enhance student learning;
- Space considerations should be regarded as constraints or facilitating conditions for instruction, rather than the primary challenges to be addressed;
- The creation of new programs or the expansion of existing ones should be accompanied by the necessary resources up front, and should be justified by market considerations (student demand and peer competition) and the assurance of high quality learning experiences for students. Continuation of extant programs should meet the same standards.
- The diversity of schools, programs, and associated instructional responsibilities – and differential impact of increased enrollment -- means that “one size doesn’t fit all,” and instructional responses to increased enrollment will need to be multifaceted and vary across multiple levels (campus, school, program, course).

Enrollment increases pose a number of challenges for UTD. Past increases have already put a strain on faculty, students, services, and space allocation. Adaptations have often been ad hoc, slow, and inconsistent with best pedagogical practices. Future increases will exacerbate those difficulties and potentially create new ones. Such increases also jeopardize a number of university goals, including those in Chancellor McRaven’s Quantum Leaps. Addressing concerns with increased enrollment will require accounting both for past enrollment growth in most cases as well as anticipated future growth.

After consulting with numerous stakeholders, analyzing selected data, looking at peer institutions, and referencing the scholarship of teaching and learning, the Task Force offers the following recommendations and considerations.

Central Recommendation

Instructional decisions are primarily made at the school and program level, and responses to increased enrollment need to be initially formulated at that level in light of specific enrollment pressures, instructional capacity, and other factors. These would be subject to review and approval at higher levels and ultimately will need to be reconciled and integrated with the plans put forward by other units (e.g., programs overseen by schools, schools overseen by campus level units).

- **Schools should be charged with developing strategic plans to meet the challenges of increased enrollment, both recent and prospective, for their programs and course offerings. Such plans should be formed after significant consultation with faculty, staff, and students in the affected units in order to garner their insights and support. Final plans submitted to the Provost should include detailed strategies and action items as well as associated resource requirements. Proposals should reflect and be justified in terms of the guiding principles noted above as well as best practices at peer institutions. Some or all of the options detailed below should be included in those plans.**

- **In order to ensure accountability, UTD should establish a strict timeline for school plans, benchmarks for implementation, and an oversight committee to monitor and assess implementation.**

Managing Enrollment

Managing enrollment would relieve some of the instructional pressures on schools and programs as well as better facilitate long-term planning to account for recent and any future increases. Enrollment limits for graduate programs are already at the discretion of individual schools and programs, but additional limits might come at the cost of foregone revenues. Enrollment limits at the undergraduate level could be established with respect to majors, and there are a number of related decisions and concerns that would need to be decided at the campus level. These include (1) whether admissions would be limited campus-wide in addition to majors; (2) how to accommodate transfers into majors for students both within and outside UTD; (3) whether adjustments need to be made to guaranteed admission standards, and (4) how the reviewed admissions process would be revised. The University of Texas-Austin and University of Illinois at Urbana-Champaign have suitable models for these kinds of arrangements, although some significant institutional restructuring at UTD would be required to emulate these.

- **Schools should propose enrollment limits for particular majors as necessary in order to ensure the quality of instructional programs and reflective of instructional delivery capability.**
Increasing Class Size

The current distribution of class sizes is given in Appendix A. An obvious response to increasing enrollment is to increase the size of course enrollments, especially in high demand, core curriculum courses. Nevertheless, there are some significant space constraints and/or pedagogical costs that accompany a wholesale strategy of increasing class size. In addition, graduate courses are more effective when kept small, and a number of them are already far larger than optimal for student learning and interaction.

UTD has comparatively few courses in the 100-200 (1.4%) and >200 (0.5%) enrollment ranges, especially compared to other R1 universities. Pedagogically, increasing the size of these courses would likely have little effect, but there is presently not enough large classroom space to accommodate such an expansion in conventional course formats.

Some courses currently in the 50-70 enrollment range (currently courses in the 50-100 range constitute approximately 9% of offerings) could be expanded to the 110-125 range, and space is available to accommodate such changes. Resource requirements should be small, except perhaps for supplying graders or teaching assistants for the expanded courses. Such an expansion, however, is likely to prompt changes in instructional delivery that undermine student learning. Research indicates that students in larger classes have significantly fewer interactions with instructors and peers, and this effect was particularly acute for first-generation and minority college students. When classes get larger, there is a risk of losing the personalized interactions between students and faculty, as well as among students, about course ideas and connections between course concepts across the curriculum that are central to students’ success. In addition, instructors in large classes are more likely to lecture and employ assessments that do not involve writing or advanced critical thinking (e.g., multiple choice tests); these run contrary to broader trends in higher education over past few decades toward active learning and writing across the curriculum that enhance student learning.

- Increasing class size should be done on a limited and targeted basis and confined to contexts in which pedagogically sound practices will not be compromised.

Use of Online and Blended Learning Formats

UTD does not have an extensive array of online courses or those that are blended. Currently, only 5.8% of courses are online (85-100% online) and only 1.7% are blended learning (i.e., 50-84% online); only 1 of the 15 largest enrollment courses is online. These percentages at UTD have not changed dramatically over the past five years. Online course offerings at selected other universities are given in Appendix B.

Studies indicate that learning outcomes are comparable for online versus conventional course formats, and those for blended learning are slightly better than either of those alternatives. Online and blended learning classes can potentially accommodate larger enrollments per course. Rather than being constrained by space, they actually free up classrooms; for example, a large class normally taught on Mondays and Wednesdays might only use a classroom on one of those days if lectures and other activities were transmitted online earlier in the week. The “Flipped Classroom” model has great instructional

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3 These and related references are based on Fall 2015 figures.
5 Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions.
promise, but some variations are more applicable to the UTD context than others. For example, large enrollment courses that pair recorded lectures with small discussion or activity sections are not a viable option at UTD in that multiple small classrooms would be needed each week per course and these are not currently available.

Existing eLearning infrastructure could accommodate an expansion of online and blended learning courses, but additional staff would be necessary for training. The eLearning team is strongly supportive of such an initiative. Furthermore, UTD already has nationally ranked online programs as examples for emulation. In addition, significant resources would be needed to facilitate course development and revision by faculty members; the Center for Teaching and Learning has a model, including revenue sharing, for such an arrangement.

- **Blended learning courses should be significantly expanded, with the highest priority given to large enrollment, core curriculum courses.**

- **Online instruction should be expanded especially in areas designed to reach non-traditional students and/or in which course delivery would provide UTD course access to meet student needs (e.g., summer term courses, second 8 week courses).**

**Increased Staffing**

Online/blended learning courses and increasing enrollment size of current course offerings will not address most of the increased demand for slots in courses. Beyond merely staffing courses, increased enrollment places substantial pressures on extant faculty members in terms of general advising, office hours, writing recommendations, and other forms of ongoing interactions with students. Additional instructors and support will be needed.

The challenges faced and the possible solutions vary substantially according to course, program, and school. The list below represents the menu of options available. It is likely that schools will need to adopt a mixture of different staffing strategies to meet enrollment demands. The Task Force notes that increasing staff levels also creates additional space pressures for faculty offices, laboratories, and research space – the type and magnitude depending on the type of instructor hired.

1. Hiring more temporary or part-time faculty. This is perhaps the least expensive option in terms of resources (lower salaries, no benefits), but some programs already have difficulty finding qualified instructors, and part-time faculty are not available to meet the demands of increased undergraduate research and senior design projects.

2. Hiring more senior lecturers. These generally cost more than part-time faculty (on a per class basis) but provide greater continuity and dedication to students. At the present time and in most fields, there is an oversupply of qualified PhDs available. Such faculty members, however, provide few or no benefits in terms of research reputation or grant money.

3. Hiring more tenure-track faculty. These are the most costly in terms of salary and any startup costs, offset by grant procurement. They also offer approximately half the number of courses relative to senior lecturers on a yearly basis. Priority should be given to “joint hires” or faculty who can serve the instructional needs of more than one unit, and in particular across schools.

4. Teaching Assistants as Independent Instructors. Already in use in some units, senior doctoral students (presumably ABDs) could offer undergraduate, lower level, and lower enrollment
courses. Potential barriers include (1) limited numbers available, (2) lack of training and/or English language abilities, and (3) loss of TAs who otherwise would act as graders or RAs.

5. Undergraduates as Teaching Assistants. Already in use in some units, these would assume some duties currently carried out by graduate students. Training protocols would be required. These are relatively low cost and might in some cases be superior to graduate students.

Scheduling

Working with the Office of the Registrar, programs schedule classes according to instructional needs, faculty preferences, and space availability. At present, the registrar has indicated that the average classroom is used 50 hours per week. Nevertheless, there are some open days and times in which classrooms are not fully utilized. Open times offer some alternatives for scheduling classes, especially in light of expanded class offerings to meet increased demand: (1) selected times on Fridays, much of Saturdays, and all day Sundays; (2) 8:00 AM on Mondays and Wednesdays, (3) evening lab classes that don’t have a common exam, (4) Monday, Wednesday and Friday classes, and (5) evening classes or late afternoon classes, in particular for resident undergraduate students.

Scheduling new or existing courses at the above days and times are constrained by other factors even if they are not constrained by lack of space. Undergraduate students and instructors alike resist classes at these times. Resources are uncertain, but seem to be limited to additional building maintenance and security when classrooms are used.

- Programs should consider alternative days and times for course offerings in light of student demand and preferences as well as faculty availability. Pilot offerings should be used to test the viability of alternatives.

Other Recommendations

Student Services

Overall, enrollment pressures threaten the legal and ethical obligations that UTD has toward its students in providing an effective learning environment. Increases in student enrollment produce a proportionate increase in demand for a variety of student support services and programs. Inadequacies threaten UTD progress in recruiting, retention, and graduate rates.

Increased enrollment needs to be accompanied by commensurate opportunities and support for academic programs such as study abroad and internships. Furthermore, strains on advising at all levels are evident as well. Particularly important are programs such as Peer-Led Team Learning (PTLT) and Supplemental Instruction (SI), which are strongly associated with student success but whose services have not kept pace with increased demand. These programs and assistance are vital parts of students’ academic experience and progress.

Although a variety of student services (e.g., AccessAbility, Testing Center, Judicial Affairs, Resource Connections, Academic Outreach, Counseling Center) do not directly provide instruction, they do provide critical support to students and faculty in assisting in and promoting student learning. Staffing levels for UTD support units have not necessarily kept pace with past enrollment increases and future increases will further stress some services. Some current staffing levels for units comparable to those at Texas-Austin,
Virginia Tech, and Georgia Tech (see Appendix C) indicates that UTD staffing levels are sometimes dramatically smaller than at peer institutions.

Other support elements, such as computer labs with specialized software, are sensitive to the demands of increased enrollment and the expansion of online and blended learning courses.

- **Student services staffing levels and configuration, as well as space requirements, should be reviewed and adjusted for recent and future enrollment increases. Such a review would include developing target staffing goals, based on comparisons with peer institutions and professional guidelines (e.g., mental health) as appropriate.**

Resources for new hires will be required to meet current and future enrollment; these include salaries and benefits and likely suitable office space.

**New Facilities**

No matter which of the above approaches are adopted, more classroom space will be essential in the long run. Classroom design is correlated with student learning outcomes, and if done properly, new or reconfigured classroom spaces can enhance existing courses as well as new offerings. Currently, UTD lacks classroom space capable of accommodating up to 500-600 students, and there is also a shortage of classrooms for classes with 10-35 student enrollment. The construction of two planned buildings on campus would ameliorate some current classroom pressures, but will not address all of them and continued increased enrollment would eliminate any progress and likely exacerbate existing problems. Models for effective classroom design include Scale-Up (Student Centered Active Learning Environment with Upside Down Pedagogies), developed at North Carolina State and used by a number of universities including the University of Minnesota and Virginia Tech. Whatever the approach, faculty input is essential in classroom and building design.

- **Build one or more new buildings dedicated primarily or exclusively to classrooms. These should include large lecture rooms (300-500), but might involve a multistory structure with large rooms on the lower floors and other kinds of classrooms and meeting space on the upper floors. Flexible seating arrangements and sizes, and common spaces, must facilitate student interactions as well as meet the needs of different courses and pedagogical approaches (e.g., project or team based learning).**

This will require significant resources up front and maintenance resources thereafter.

The committee examined the use of additional satellite campus locations, but did not find any clear instructional advantages. Significant drawbacks included those associated with cost, transportation, and convenience. This is not to say that the purchase of existing facilities that are geographically proximate to the central campus is undesirable. This is a potential option and one not mutually exclusive with new buildings, but the instructional impact (positive or negative) will vary according to location, actual usage, and a host of other factors.

**Better Planning**

Program heads and others often complain about the need for developing course schedules more than a year in advance and then engaging in last minute scrambles to add courses and find qualified instructors. Also problematic is securing space for instructional activities that support or supplement classroom instruction; such activities include review sessions, special events, guest speakers, and the like. The present system does not allow staff to identify and allocate available space easily across campus and
make reservations; various units also hoard space under their control. Enrollment pressures make a bad situation even worse.

- Develop better enrollment and course forecasting models, and share the outputs with schools and programs with suitable advance notice.

- Expand the space identification and allocation system to all rooms over a capacity of 15, including those in University Housing, and allow these to be scheduled through a single office or online platform (with limited and appropriate exceptions).

Resource requirements for these recommendations should be limited to maintenance and troubleshooting after start-up costs.

Respectfully submitted,

Paul F. Diehl (Chair)
Darren Crone (eLearning)
Kimshi Hickman (Student Success Center)
John Sibert (NSM)
Sarah Maxwell (Undergraduate Education and EPPS)
Mark Spong (ECS)
Todd Fechter (ATEC)
John Gooch (A&H)
Matthew Polze (JSOM)
Karen Huxtable-Jester (BBS and CTL)
Tonja Wissinger (IS)

In addition, the following five student leaders (three undergraduates and two graduate students) were consulted after an initial draft report was written and they provided feedback and suggestions at two subsequent stages that were incorporated into the final report:

Peter (Ohagwu) Ozoemenam
Hannah Hubbard
Aniket Patil
Akshitha Padigela
Joey Campain
Appendix A

UTD Fall 2015 Class Enrollment

<table>
<thead>
<tr>
<th>Class Enrollment</th>
<th>UGRD</th>
<th>GRAD</th>
<th>Total</th>
<th>UGRD</th>
<th>GRAD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Under 20</td>
<td>1,158</td>
<td>1,445</td>
<td>2,603</td>
<td>40.8%</td>
<td>76.8%</td>
<td>55.1%</td>
</tr>
<tr>
<td>(2) 20-50</td>
<td>1,307</td>
<td>301</td>
<td>1,608</td>
<td>46.0%</td>
<td>16.0%</td>
<td>34.0%</td>
</tr>
<tr>
<td>(3) 51-100</td>
<td>289</td>
<td>131</td>
<td>420</td>
<td>10.2%</td>
<td>7.0%</td>
<td>8.9%</td>
</tr>
<tr>
<td>(4) 101-200</td>
<td>65</td>
<td>3</td>
<td>68</td>
<td>2.3%</td>
<td>0.2%</td>
<td>1.4%</td>
</tr>
<tr>
<td>(5) Over 200</td>
<td>22</td>
<td>2</td>
<td>24</td>
<td>0.8%</td>
<td>0.1%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Total</td>
<td>2,841</td>
<td>1,882</td>
<td>4,723</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Appendix B

Comparison of Online Course Offerings at Selected Institutions

<table>
<thead>
<tr>
<th>School</th>
<th>Course Development</th>
<th>Number of online courses offered in fall 16 (approx.)</th>
<th>Mandatory or optional training</th>
<th>Incentive for faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>UT Dallas</td>
<td>• Centralized, team of instructional designers and media specialists</td>
<td>• 145</td>
<td>• Optional Online Teaching Certification (3 levels)</td>
<td>• Some schools offer stipend</td>
</tr>
<tr>
<td></td>
<td>• Full service course development option</td>
<td></td>
<td></td>
<td>• Some schools offer course release</td>
</tr>
<tr>
<td></td>
<td>• Faculty course development option (consultation, and training available upon request)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Virginia Tech</td>
<td>• Centralized, team of instructional designers trains faculty</td>
<td>• 1,100</td>
<td>• Mandatory, may choose from a menu of modules</td>
<td>• Stipend</td>
</tr>
<tr>
<td></td>
<td>• Faculty develops course</td>
<td></td>
<td></td>
<td>• Course Release</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• New computer</td>
</tr>
<tr>
<td>Texas A&amp;M</td>
<td>• Currently decentralized, moving to a centralized model</td>
<td>• 74 (in Engineering School)</td>
<td>• None currently, developing a 3 hour training course</td>
<td>• No known incentives</td>
</tr>
<tr>
<td></td>
<td>• Faculty develop own courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UT Austin</td>
<td>• Decentralized</td>
<td>• 50</td>
<td>• None required</td>
<td>• Some schools offer stipend</td>
</tr>
<tr>
<td></td>
<td>• Moving to centralized media production model</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Faculty develop own courses</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Appendix C

Comparison of Selected Student Services Staffing Ratios (per capita)

<table>
<thead>
<tr>
<th>Category</th>
<th>UTD</th>
<th>UT-Austin</th>
<th>Virginia Tech</th>
<th>Georgia Tech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>26,797</td>
<td>50,950</td>
<td>31,224</td>
<td>25,034</td>
</tr>
<tr>
<td>International Student Services</td>
<td>3,828:1</td>
<td>1,698:1</td>
<td>4,460:1</td>
<td>927:1</td>
</tr>
<tr>
<td>AccessAbility</td>
<td>8,932:1</td>
<td>5,095:1</td>
<td>2,602:1</td>
<td>5,007:1</td>
</tr>
<tr>
<td>Counseling</td>
<td>1,117:1</td>
<td>1108:1</td>
<td>743:1</td>
<td>863:1</td>
</tr>
<tr>
<td>Career Center</td>
<td>744:1</td>
<td>N/A*</td>
<td>1,200:1</td>
<td>963:1</td>
</tr>
</tbody>
</table>

*by individual college

Most other student services (e.g., Student Success Center, Academic Bridge) are not comparable at all across campus or don’t provide details on their websites.
Item 5:
January 2017
SACSCOC
Reaffirmation Updates
SACSCOC Reaffirmation Updates (http://sacscoc.utdallas.edu/)
Serenity Rose King
Assistant Provost for Policy and Program Coordination, SACSCOC Liaison
Academic Senate
January 2017

1. Reaffirmation Updates
   A. QEP Update:
      We are now in Phase II of the QEP: Development and Implementation
      The QEP Development Committee is on-schedule and will have an
      updated proposal for early Spring.
   B. Annual Meeting

Attendees:

Richard C. Benson, President
Inga H. Musselman, Senior Vice Provost
Calvin Jamison, VP for Administration*
Serenity King, Assistant Provost and SACSCOC Liaison
Courtney Brecheen, Associate Dean
Deanna Englert Britton, Research Analyst
Joshua Hammers, Director
Jennifer Holmes, Professor
Karen Huxtable-Jester, Senior Lecturer and Associate Director
Marilyn Kaplan, Associate Dean
Kimberly Laird, Associate VP and Controller
Murray Leaf, Professor, Vice Speaker
Michele Lockhart, Director
Debbie Montgomery, Associate Director
Jessica Murphy, Associate Professor and QEP Director
Ben Porter, Associate Dean
Gloria Shenoy, Director
M. Beth Tolan, Director
Mary Jo Venetis, Director

*Unable to attend.

2. Update on Senate Action Items
Item 9:
Committee on Educational Policy
December 2016
Updates
November 5, 2016

Dr. Hobson Wildenthal
Executive Vice President and Provost
UT Dallas
800 W. Campbell Road, AD 23
Richardson, TX 76080-3021

Dear Dr. Wildenthal:

I am writing to express my full and enthusiastic support for the implementation of a Master of Arts in Art History to be offered by the School of Arts and Humanities with the Edith O’Donnell Institute of Art History (EODIAH).

The introduction of this degree represents a profoundly important fruit of the establishment of EODIAH within the School of Arts and Humanities. The innovative, demanding curriculum weds the resources of UT Dallas, the Dallas Museum of Art, and EODIAH to provide its students with the opportunity to study with world-renowned scholars, make use of the area’s deep reservoir of research resources as well as both public and private art collections. The curriculum is designed both for those interested in advancing to doctoral studies and for those seeking to build careers in the arts.

The proposed MA brings important benefits to the university, to the greater Dallas community and to the academic world. EODIAH has already attracted world-class scholars to our university, including a scholar who holds a joint appointment as Distinguished Chair of Conservation Science and Professor of Chemistry. This program will attract graduate students of the highest quality to UT Dallas. Indeed, the implementation of this degree (eventually followed, I am certain, by a PhD in Art History) will mark the beginning of an expansion of the role of the Liberal Arts in our university.

I applaud Dr. Richard Brettell and his colleagues for imagining, designing and now implementing this visionary program.

Sincerely,

[Signature]

Dennis M. Kratz
Dean
New Program Request Form for Bachelor’s and Master’s Degrees

Directions: An institution shall use this form to propose a new bachelor’s or master’s degree program that is in the field of engineering or has costs exceeding $2 million for the first five years of operation. In completing the form, the institution should refer to the document Standards for Bachelor’s and Master’s Programs, which prescribes specific requirements for new degree programs. Note: This form requires signatures of (1) the Chief Executive Officer or Chief Academic Officer, certifying adequacy of funding for the new program and the notification of other institutions; (2) a member of the Board of Regents (or designee), certifying Board approval. NOTE: Preliminary notification is required for all engineering programs. Prior to submission of an engineering program proposal, the institution should notify the Division of Workforce, Academic Affairs and Research of its intent to request such a program.

For more information: Contact the Division of Workforce, Academic Affairs and Research at 512/427-6200.

<table>
<thead>
<tr>
<th>Administrative Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Institution: The University of Texas at Dallas</td>
</tr>
<tr>
<td>2. Program Name – Show how the program would appear on the Coordinating Board’s program inventory (e.g., Bachelor of Business Administration degree with a major in Accounting):</td>
</tr>
<tr>
<td>Master of Arts in Art History</td>
</tr>
<tr>
<td>3. Proposed CIP Code: 50.0703.00.03</td>
</tr>
<tr>
<td>4. Number of Required Semester Credit Hours (SCHs) (If the number of SCHs exceeds 120 for a Bachelor’s program, the institution must request a waiver documenting the compelling academic reason for requiring more SCHs): 36</td>
</tr>
<tr>
<td>5. Brief Program Description – Describe the program and the educational objectives:</td>
</tr>
</tbody>
</table>

Founded in 2014, the Edith O’Donnell Institute of Art History is a center for innovative research in the history of art, and a community of scholars dedicated to collaboration and exchange. Mrs. O’Donnell’s vision for the institute she founded includes the establishment of a Master’s Program in Art History, a collaboration between the O’Donnell Institute, the University of Texas at Dallas (UT Dallas), and the Dallas Museum of Art (DMA).

The Master’s Program in Art History at the O’Donnell Institute introduces students to a global history of art by way of close engagement with artworks held in Dallas-Fort Worth collections, in particular the encyclopedic 23,000-object collection of our partner, the DMA. In their coursework and independent research projects, students will draw on privileged access to area collections, outstanding research resources, and the innovative and interdisciplinary research initiatives of O’Donnell Institute scholars to explore a broad range of material across geography, chronology, and medium, and to build a strong foundation in historiography, theory, and professional practices.

The Master’s curriculum draws on the strengths of O’Donnell Institute scholars and Dallas-
Fort Worth collections, including Islamic art, African art, nineteenth- and twentieth-century American and European art, contemporary art, conservation science, and digital or data-driven art history. The faculty of the O'Donnell Institute boasts a particular strength in research that explores intersections between the visual arts and the sciences and technology. The program will regularly invite colleagues from UT Dallas’s School of Arts and Humanities, School of Arts, Technology, and Emerging Communication, and School of Natural Sciences and Mathematics to teach and mentor in the Master’s program. In addition, each year the O'Donnell Institute will invite at least one visiting scholar or curator from an area museum to offer a collection-based seminar for our Master’s students.

The intensive sixteen-month program is designed as a rigorous, immersive experience for the most motivated students, launching graduates directly into top doctoral programs or arts careers. The curriculum comprises two Foundations courses (Practices of Art History and History of Materials and Techniques); five Master’s Seminars that explore a body of material or research question that draws on faculty members’ areas of expertise; and a Practicum in which students design and carry out an original project in the form of a scholarly essay, a small exhibition, a collaboration with a practicing artist, a conservation project, archival research, or data-driven art history project.

Guided by a set of core learning objectives, the curriculum is designed to prepare students to continue their studies in doctoral programs or to establish careers in the arts. The two Foundations courses introduce students to the historiographic and theoretical practices that make up the discipline of art history and give them first-hand experience with the materials and techniques of major artistic mediums across the history of art. In five Master’s Seminars students will learn to master a body of primary documents (e.g. artworks, artifacts, monuments, primary texts) and secondary literature pertaining to the art of a specific time, place, or theme, and to generate original research questions about that body of material. In the Practicum, students will design and execute an original and viable research project, master the art of communicating their findings, and gain experience in a broad range of professional practices including scholarly research, curatorial work, archival research, digital or data-driven art history, and art conservation.

The Master’s program at the O’Donnell Institute is distinguished by:

- an intensive and immersive sixteen-month curriculum, with particular emphasis on a Practicum in which students design and carry out an original project in the form of a scholarly essay, a small exhibition, a collaboration with a practicing artist, a conservation project, archival research, or data-driven art history project;
- a curriculum that introduces students to a global history of art by way of close engagement with artworks held in Dallas-Fort Worth collections, and privileged access to the encyclopedic 23,000-object collection of the DMA, a collection with particular strengths in Islamic art, African art, nineteenth- and twentieth-century American and European art, and contemporary art;
- architect-designed headquarters at both UT Dallas and the DMA with access to world-class facilities and research resources that include outstanding library collections, a state-of-the-art digital art history laboratory, a newly formed conservation science laboratory, and one of the finest conservation studios in the region;
- the broad range of specialties of O'Donnell Institute-affiliated scholars, with a particular strength in research that brings together the visual arts and the sciences and technology, including digital or data-driven art history, and access to a broader community of scholars and curators at institutions throughout Dallas-Fort Worth;
• Outstanding and growing library resources, including the expected gift of an art history research library comprising over 400,000 volumes covering the history of western art from antiquity to the twentieth century;
• the O'Donnell Institute’s dedication to becoming a center for conservation science, an initiative that draws on the strengths of UT Dallas as a university on the cutting edge of the sciences and technology;
• the opportunity to work collaboratively with students and faculty in UT Dallas’s School of Arts and Humanities, School of Arts, Technology, and Emerging Communication, and School of Natural Sciences and Mathematics, and with a range of area museums and institution;
• and the chance to participate in the life of a center dedicated to innovative research and scholarly exchange.

The program responds to an immediate need in Dallas and beyond. Over the past decade Dallas’s economic growth has combined with energetic philanthropy, the vision of local arts leaders, and a thriving community of collectors, galleries, and practicing artists to generate an unprecedented boom in the arts. The O'Donnell Institute’s satellite research center at the DMA is at the very heart of the largest urban arts district in the world. Students will graduate with the knowledge, skills, and professional experience to meet the needs of the growing arts and culture sector in Dallas-Fort Worth; indeed, graduates of the Master’s program will be poised to pursue distinguished careers throughout the country and the world.

With an outstanding faculty and community of affiliated scholars, the O'Donnell Institute’s innovative and interdisciplinary research initiatives, access to world-class museum collections and research resources, and funding for top Master’s students, the Master’s Program in Art History is poised to compete with the most prestigious art history Master’s programs not only in Texas but also nationally and internationally. The program and its students will make significant contributions to education and research at UT Dallas, to arts and culture in Dallas-Fort Worth, and to the discipline of art history.

The Master’s program’s generous funding, the leadership and dedication of its faculty, and its strong relationships with area institutions and collections in addition to the partnership with the DMA ensure the program’s long-term sustainability.

O'Donnell Institute website: http://www.utdallas.edu/arthistory/ (see also appendix 1 for an introduction to the O'Donnell Institute)

6. Administrative Unit – Identify where the program would fit within the organizational structure of the university (e.g., The Department of Electrical Engineering within the College of Engineering):

The Edith O'Donnell Institute of Art History (EODIAH) within the School of Arts and Humanities

7. Proposed Implementation Date – Report the date that students would enter the program (MM/DD/YY): 08/20/17

8. Contact Person – Provide contact information for the person who can answer specific questions about the program:

Name: Dennis Kratz
**Program Information**

I. **Need**

A. **Job Market Need** – Provide short- and long-term evidence of the need for graduates in the job market.

Over the past decade Dallas’s economic growth has combined with energetic philanthropy, the vision of arts leaders, and a thriving community of collectors, galleries, and practicing artists to generate an unprecedented boom in the arts.

The DMA, the O’Donnell Institute’s partner, anchors the largest urban arts district in the United States. The Dallas Arts District (designated by the Texas Commission on the Arts) encompasses the DMA’s encyclopedic 23,000-object collection, specialized collections like the Nasher Sculpture Center and the Crow Collection of Asian Art, important centers for the performing arts, and Booker T. Washington High School for the Performing and Visual Arts. The O’Donnell Institute’s research center at the DMA positions it at the very heart of the Arts District. Beyond the Arts District, privately formed collections and exhibition spaces for contemporary art such as Dallas Contemporary, The Warehouse, and the Powerhouse are staking out an increasingly important presence in the city. Established galleries like Barry Whistler Gallery and Conduit Gallery are joined by new and already successful spaces like Erin Cluley Gallery, The Reading Room, and Site 131. UT Dallas’s own CentralTrak has seen great success as an experimental laboratory for practicing artists and curators. The growth of the arts in Dallas over the past ten years are chronicled in Peter Simek’s ongoing reporting in *DM Magazine* (see, for example, [http://tinyurl.com/SimekPitman/](http://tinyurl.com/SimekPitman/), [http://tinyurl.com/SimekPinnell/](http://tinyurl.com/SimekPinnell/), and [http://tinyurl.com/SimekPrivateMuseums/](http://tinyurl.com/SimekPrivateMuseums/)) and by the *State of the Arts* series organized by KERA’s Art&Seek and the DMA ([http://tinyurl.com/DMASotA/](http://tinyurl.com/DMASotA/)).

Dallas-Fort Worth is one of the country’s fastest growing metropolitan areas (see report at [http://tinyurl.com/YoungDMN/](http://tinyurl.com/YoungDMN/)), and in October 2015 ranked third in the country in job growth (see Bureau of Labor Statistics report at [http://tinyurl.com/BLSDallas/](http://tinyurl.com/BLSDallas/)). According to a 2011 study conducted for the Texas Commission on the Arts and the Texas Cultural Trust, in 2009 Dallas (along with Houston) led Texas in the number (around 180,000) of creative sector workers, and Dallas held 34.4% of the state’s jobs in arts and culture.
The O'Donnell Institute’s Master’s curriculum is designed to prepare students to continue their studies in doctoral programs or to launch careers in the arts. Students will graduate with the knowledge, skills, and professional experience to meet the needs of the growing arts and culture sector in Dallas-Fort Worth; indeed, graduates of the Master’s program will be poised to pursue distinguished careers throughout the country and the world. Of particular importance in this regard is the breadth of professional practices in which Master’s students will be trained, including scholarly research, curatorial work, archival research, digital humanities, and art conservation. Students’ Practicum projects (see II.B. below for discussion of the Practicum) carried out in collaboration with area institutions offer the potential to open doors for future employment.

B. Student Demand – Provide short- and long-term evidence of demand for the program.

There are at present four art history Master’s programs in Dallas-Fort Worth: at Southern Methodist University (SMU), Texas Christian University (TCU), Texas Woman’s University (TWU), and University of North Texas (UNT). For the 2013-2014 and 2014-2015 academic years, our main competitors SMU and TCU received applications from more students than program resources could accommodate: for 2013-2014 SMU admitted 11 out of 46 applicants (statistics drawn from The CAA Directory: Graduate Programs in Art History, 2014; no statistics available for 2014-2015) and for 2014-2015 TCU admitted 8 out of 15 applicants (statistics drawn from The CAA Directory: Graduate Programs in Art History, 2015). UNT admitted 23 out of 24 applicants; no statistics were available for TWU.

In addition to these four Master’s program in Dallas-Fort Worth, four other public institutions in Texas award Master’s degrees in art history: UT Austin, UT San Antonio, Texas Tech, and University of Houston. For the 2014-2015 academic year all four received applications from more students than program resources could enroll. For 2014-
2015, UT Austin admitted 40 out of 118 applicants; UT San Antonio admitted 4 out of 10 applicants; University of Houston admitted 8 out of 22 applicants; and Texas Tech admitted 3 out of 5 applicants (statistics drawn from The CAA Directory: Graduate Programs in Art History, 2015).

With resources including its outstanding faculty and community of affiliated scholars, access to world-class museum collections and research resources, and funding for top applicants, the O'Donnell Institute is poised to compete with other art history Master’s programs not only in Texas but also nationally and internationally. Four of the top terminal art history Master’s programs in the U.S. and U.K have seen student demand greater than the programs can accommodate: for the 2014-2015 year, the Williams College Graduate Program in the History of Art received 104 applications and admitted 20 students; the Courtauld Institute of Art received 419 applications and admitted 215 students; the Master’s program at Tufts University received 46 applications and admitted 16 students; and Hunter College received 83 applications and accepted 61 students (statistics on graduate programs drawn from The CAA Directory: Graduate Programs in Art History, 2015).

In addition, within the next two to three years the O'Donnell Institute will hire two more endowed Distinguished Chairs in art history. In turn, these Chairs and their research initiatives will attract more undergraduate and graduate art history students to the O'Donnell Institute, making UT Dallas a world-class center for research and education in art history.

Vis à vis other art history Master's programs in Dallas-Fort Worth, at public institutions throughout Texas, and at public and private institutions throughout the country, the O'Donnell Institute’s Master’s Program in Art History is distinguished by:

- an intensive and immersive sixteen-month curriculum, with particular emphasis on a Practicum in which students design and carry out an original project in the form of a scholarly essay, a small exhibition, a collaboration with a practicing artist, a conservation project, archival research, or data-driven art history project;
- a curriculum that introduces students to a global history of art by way of close engagement with artworks held in Dallas-Fort Worth collections, and privileged access to the encyclopedic 23,000-object collection of the DMA, a collection with particular strengths in Islamic art, African art, nineteenth- and twentieth-century American and European art, and contemporary art;
- architect-designed headquarters at both UT Dallas and the DMA with access to world-class facilities and research resources that include outstanding library collections, a state-of-the-art digital art history laboratory, a newly formed conservation science laboratory, and one of the finest conservation studios in the region;
- the broad range of specialties of O'Donnell Institute-affiliated scholars, with a particular strength in research that brings together the visual arts and the sciences and technology, including digital or data-driven art history, and access to a broader community of scholars and curators at institutions throughout Dallas-Fort Worth;
- Outstanding and growing library resources, including the expected gift of an art history research library comprising over 400,000 volumes covering the history of western art from antiquity to the twentieth century;
• the O'Donnell Institute’s dedication to becoming a center for Conservation Science, an initiative that draws on the strengths of UT Dallas as a university on the cutting edge of the sciences and technology;
• the opportunity to work collaboratively with students and faculty in UT Dallas’s School of Arts and Humanities, School of Arts, Technology, and Emerging Communication, and School of Natural Sciences and Mathematics, and with a range of area museums and institutions;
• and the opportunity to participate in the life of a center dedicated to innovative research and scholarly exchange.

Turning to student demand at UT Dallas, our student body is growing rapidly and the University has redoubled its commitment to the arts. Enrollment figures for undergraduate art history courses (under the prefix of AHST) in the 2015-2016 academic year were outstanding, suggesting broad student interest in the field and offering the opportunity for O'Donnell Institute faculty to generate interest among prospective Master’s students as well as to “talent-scout.” In Spring 2016, AHST 3316, an introduction to the Baroque, was full at 49 students; AHST 3318 on contemporary art was full at 30; and Dr. Richard Brettell’s AHST 4342, a seminar on Delacroix and Gauguin held at the O'Donnell Institute’s new research center at the DMA, drew 10 outstanding students. Dr. Maximilian Schich’s AHST 2331 drew 47 students; and two sections of AHST 1303, a survey of western art from Antiquity to the Renaissance, enrolled 165 students total. In Fall 2015, 36 students enrolled in AHST 3315, an introduction to the Renaissance; Dr. Richard Brettell’s AHST 2331, an introduction to a world history of art by way of artworks held in Dallas-Fort Worth collections, had 247 students enrolled; two sections of AHST 1304, a survey of western art from the Renaissance to the present, each reached an enrollment limit of 125 students—a total of 250 students; and as the result of a special collaboration between the O'Donnell Institute and the Honors College, DMA curator Dr. Kimberly Jones taught 17 star Honors College students in a course on Incan art entirely based on the Museum’s collections. (Statistics drawn from UT Dallas’s Coursebook, https://coursebook.utdallas.edu/)

Graduate art history courses (under the prefix of HUAS for Humanities – Aesthetic Studies) have also drawn healthy numbers of students. In Spring 2015 Dr. Mark Rosen’s HUAS 6315, a seminar on narrative in Renaissance art, drew 8 students; Dr. Richard Brettell’s HUAS 6324, on the history of university museums, drew 8 students; Dr. Maximilian Schich’s HUAS 6375 enrolled 9 students; and Dr. Charissa Terranova’s on new media art enrolled 7 students. In Spring 2016 Dr. Sabiha Al Khemir taught HUAS 6315, an introduction to Islamic art, which drew 7 students; and Dr. Richard Brettell’s HUAS 7305, a continuation of his Spring 2015 seminar on university museums, drew 9 students. (Statistics drawn from UT Dallas’s CourseBook, https://coursebook.utdallas.edu/)

In the School of Arts and Humanities, enrollment in the MA and PhD in Aesthetic Studies has been robust over the past three academic years: 59 students (MA and PhD combined) in Fall 2015, 66 in Fall 2014, and 65 in Fall 2013 (statistics courtesy of Alice Presti, Graduate Coordinator). The new Master’s program in art history will build on this strong interest in pursuing graduate degrees in the humanities at UT Dallas by offering a curriculum geared to students who wish to focus their studies on art history. Indeed, the art history program and the multidisciplinary aesthetic studies program will complement each other.
Enrollment trends in art history Master's programs at public and private universities in Texas

<table>
<thead>
<tr>
<th>Enrollment Trends</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
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<tr>
<td>Texas Tech</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>UT Austin</td>
<td>39</td>
<td>32</td>
<td>20</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>UT San Antonio</td>
<td>18</td>
<td>18</td>
<td>9</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Univ. of Houston</td>
<td>1</td>
<td>12</td>
<td>21</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>Univ. of North Texas</td>
<td>18</td>
<td>18</td>
<td>19</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>SMU*</td>
<td>18</td>
<td>15</td>
<td>9</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>TCU</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>TWU**</td>
<td>9</td>
<td>11</td>
<td>9</td>
<td>9</td>
<td>16</td>
</tr>
</tbody>
</table>

*SMU statistics obtained from SMU’s Enrollment reporting “Headcount Based Reports: Declared Academic Plans (Majors/Minors),” [https://sites.smu.edu/des/registrar/reporting/](https://sites.smu.edu/des/registrar/reporting/)

**TWU’s enrollment information is based on degrees conferred in art without any distinction as to the degree program itself, i.e. art education, art history, ceramics, painting and drawing, photography, and sculpture. The degrees conferred by major within department and level for each academic year can be retrieved by going to its Fact Book website, [http://www.twu.edu/institutional-research/fact-book.asp/](http://www.twu.edu/institutional-research/fact-book.asp/).**

C. Enrollment Projections – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program. *(Include majors only and consider attrition and graduation.)*

Newly enrolled students each Fall semester

<table>
<thead>
<tr>
<th>YEAR</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
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<tr>
<td>Headcount</td>
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<td>5</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>FTSE</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>

Cumulative headcount and FTSE each year (Each Fall semester, a new cohort of students will enter the program at the same time as the previous cohort of students concludes the program; the two cohorts will overlap for a semester.)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>5</td>
<td>10</td>
<td>12</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>FTSE</td>
<td>5</td>
<td>10</td>
<td>12</td>
<td>16</td>
<td>20</td>
</tr>
</tbody>
</table>
II. Quality

A. Degree Requirements – Use this table to show the degree requirements of the program. *(Modify the table as needed; if necessary, replicate the table for more than one option.)*

<table>
<thead>
<tr>
<th>Category</th>
<th>Semester Credit Hours</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core Curriculum <em>(bachelor’s degree only)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Courses</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Prescribed Electives</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Free Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other <em>(Specify, e.g., internships, clinical work)</em></td>
<td><em>(if not included above)</em></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

Note: A Bachelor degree should not exceed 120 Semester Credit Hours (SCH) per Board rule 5.44 (a) (3). Those that exceed 120 SCH must provide detailed documentation describing the compelling academic reason for the number of required hours, such as programmatic accreditation requirements, statutory requirements, or licensure/certification requirements that cannot be met without exceeding the 120-hour limit.

B. Curriculum – Use these tables to identify the required courses and prescribed electives of the program. Note with an asterisk (*) courses that would be added if the program is approved. *(Add and delete rows as needed. If applicable, replicate the tables for different tracks/options.)*

The Master’s curriculum at the O’Donnell Institute introduces students to a global history of art by way of close engagement with artworks held in Dallas-Fort Worth collections, in particular the encyclopedic 23,000-object collection of our partner, the DMA. In their coursework and independent research projects, students will draw on privileged access to area collections, outstanding research resources, and the innovative and interdisciplinary research initiatives of O’Donnell Institute scholars to explore a broad range of material across geography, chronology, and medium, and to build a strong foundation in historiography, theory, and professional practices.

The intensive sixteen-month program is designed as a rigorous, immersive experience for the most motivated students, launching graduates directly into top doctoral programs or arts careers.

The curriculum comprises:
- two **Foundations** courses (6 SCH): Practices of Art History and History of Materials and Techniques;
- five elective **Seminars** (15 SCH) that explore a body of material or research question that draws on faculty members’ areas of expertise;
- and a **Practicum** (15 SCH) in which students design and carry out an original project in the form of a scholarly essay, a small exhibition, a collaboration with a
practicing artist, a conservation project, archival research, or data-driven art history project.

The program begins with two **Foundations** courses, which introduce students to the historiographic and theoretical practices that make up the discipline of art history and give them first-hand experience with the materials and techniques of major artistic mediums across the history of art.

**Seminars** will draw on the strengths of O'Donnell Institute scholars, including nineteenth-century art, contemporary art, Islamic art, Renaissance art, conservation science, and digital or data-driven art history (see our affiliated scholars at [http://www.utdallas.edu/arthistory/scholars/](http://www.utdallas.edu/arthistory/scholars/)). Each year, seminar topics will be tailored to students’ interests, and the O’Donnell Institute will regularly invite area curators, museum directors, and other scholars to offer collection-based seminars for our Master’s students. The faculty of the O’Donnell Institute boasts a particular strength in research that brings together the visual arts and the sciences and technology: for example, art and biology, art and medicine, art and cartography, and data-driven art history. Students will work with their faculty advisors to select seminars that create breadth across art historical periods, geographies, and mediums.

Seminars will be listed under the existing Art History - AHST prefix to encourage and facilitate cross-enrollment among all graduate students in UT Dallas’s School of Arts and Humanities, whose MA students will be welcome to enroll in O’Donnell Institute Master’s seminars. With the approval of their faculty advisor, our MA students may enroll in a limited number of graduate courses outside the art history Master’s curriculum, particularly in the School of Arts and Humanities and in the School of Arts, Technology, and Emerging Communication (ATEC). For example, Dr. Maximilian Schich’s ATEC courses related to data-driven art history and network theory will be of particular interest to our MA students.

In the **Practicum**, with the guidance of one or more faculty advisors, students will design and carry out an original project that will take the form of a scholarly essay, a small exhibition, a collaboration with a practicing artist, a conservation project, archival research, or data-driven art history project. The aim of the Practicum is to mentor students as they generate original work in a broad range of professional practices, preparing them for their prospective career path. Over the course of the practicum, each student will present a proposal for approval by a faculty committee formed by the student and the student’s faculty advisor(s); make regular progress reports to their faculty advisor(s); and present the final project to their faculty advisor(s) and faculty committee for assessment. The practicum may be carried out in collaboration with an area museum, collection, archive, etc. based on each student’s interests. So far, five area institutions have agreed to provide our Master’s students with access to collections and research resources to support practicum projects: The Dallas Museum of Art, The Crow Collection of Asian Art, The Nasher Sculpture Center, The Warehouse, and The Wilcox Space (see appendix 3).

The program’s curriculum unfolds over the course of sixteen months of intensive study, with four consecutive semesters in Fall, Spring, Summer, and a second Fall. Students are expected to dedicate themselves to their studies full time and in residence, and to participate fully in the life of the O’Donnell Institute. A typical course of study is as follows:
Fall 1
Foundation Seminar
(Total SCH: 9)

Spring
Seminar Seminar Seminar
(Total SCH: 9)

Summer
Seminar Practicum Practicum
(Total SCH: 9)

Fall 2
Practicum Practicum Practicum
Total SCH: 9)

If the degree proposal is approved, four courses will be added to the course inventory.

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Required Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>*AHST 63xx</td>
<td>Foundation I: Practices of Art History</td>
<td>3</td>
</tr>
<tr>
<td>*AHST 63xx</td>
<td>Foundation II: History of Materials and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>*AHST 63xx</td>
<td>Practicum in Art History – note: the practicum course (3 SCH) will be taken five times for a total of 15 SCH. The practicum will be tailored to the student’s original research project.</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Prescribed Elective Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>*AHST 63xx</td>
<td>Master’s Seminar in Art History – note: as topics will vary, the Master’s Seminar (3 SCH) will be taken five times for a total of 15 SCH.</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>With the approval of the faculty advisor, an MA student may replace a limited number of Master’s Seminars in Art History with graduate courses (3 SCH each) outside the curriculum, for example in the School of Arts and Humanities, the School of Arts, Technology, and Emerging Communication</td>
<td></td>
</tr>
</tbody>
</table>
Graduate Art History Course Descriptions Sample List

*AHST 63xx Foundation I: Practices of Art History (3 semester credit hours) Introduces the historiographic and theoretical practices that make up the discipline of art history. (3-0) Y

*AHST 63xx Foundation II: History of Materials and Techniques (3 semester credit hours) Explores the history of materials and techniques of major artistic mediums across the history of art. Emphasis on on-site experience with artworks, in conversation with guest scholars, curators, conservators, and artists. Students will acquire and practice skills of formal, material, and technical analysis of works of art. (3-0) Y

*AHST 63xx Master’s Seminar in Art History (3 semester credit hours) Explores a body of primary documents (e.g. artworks, artifacts, monuments, primary texts) and secondary literature pertaining to the art of a specific time, place, or theme. Topics for Master’s Seminars will draw on the strengths of O’Donnell Institute scholars, including nineteenth-century art, contemporary art, Islamic art, Renaissance art, conservation science, and digital or data-driven art history. May be repeated for credit as topics vary (15 semester credit hours maximum). (3-0) S

*AHST 63xx Practicum in Art History (3 semester credit hours) Under faculty guidance, students design and carry out an original research project in the form of a scholarly essay, a small exhibition, a collaboration with a practicing artist, a conservation project, archival research, data-driven art history, or other project. Students learn to design and execute an original and viable research project, master the art of communicating their findings, and gain experience in a broad range of professional practices. Milestones include a proposal, progress reports, and a final presentation. The practicum may be carried out in collaboration with an area museum, collection, archive, etc. based on each student’s interests. May be repeated for credit (15 semester credit hours maximum). Instructor consent required. (3-0) S

With the approval of the faculty advisor, an MA student may replace a limited number of Master’s Seminars in Art History with graduate courses (3 SCH each) outside the curriculum, for example in the School of Arts and Humanities, the School of Arts, Technology, and Emerging Communication (ATEC), and the School of Natural Sciences and Mathematics. The list below is a small sample of course offerings, including proposed course additions, marked with an asterisk.

ATEC 6380 Studies in Art, Science, and Humanities (3 semester credit hours) This course will study current and emerging topics, approaches, and practices, where the arts, sciences, and humanities interact or converge, with the goal to advance new research questions and areas of inquiry. May be repeated for credit as topics vary (9 semester credit hours maximum). (0-3) Y

ATEC 6389 Topics in Arts and Technology (3 semester credit hours) The study of specific issues, problems, methods, or practices relevant to arts and technology. May be repeated for credit (9 semester credit hours maximum). (3-0) R
**HUAS 6312** Art and Society (3 semester credit hours) Study of the many forms of interaction between the arts and the society in which they exist. Topics may include the role of the artist in society, the representation of social and religious values in art, or the influence of art and the artist upon society. May be repeated for credit as topics vary (9 semester credit hours maximum). (3-0) T

Fall 2016 course taught by Dr. Maximilian Schich: “Data-Driven Art History”

**HUAS 6315** The Arts in Historical Contexts (3 semester credit hours) Studies in one or more arts of various places and historical periods. Topics will vary, but may focus on a particular movement (e.g., Surrealism), a specific era (e.g., the Renaissance), or a place (e.g., Paris in the early twentieth century). May be repeated for credit as topics vary (9 semester credit hours maximum). (3-0) Y

Spring 2015 course taught by Dr. Mark Rosen: “Narrative in Renaissance Art”

Spring 2016 course taught by Dr. Sabiha Al Khemir: “Arts in the Islamic World”

**HUAS 6324** Spaces of Display and Performance (3 semester credit hours) Usually art works and performances are encountered in specific ritualized spaces designed for them and exerting strong influence on their character. The course will address such spaces critically from the point of view of architecture, theories of display, and concepts of ritual spectatorship. May be repeated for credit as topics vary (9 semester credit hours maximum). (3-0) T

Spring 2015 course taught by Dr. Richard Brettell: “College & Univ Art Museum”

**HUAS 6375** Imagery and Iconography (3 semester credit hours) The study of the visual image, its uses, and constructions of meaning. Topics may include the nature of the visual image, the modes of interpretation of visual images, the relationship of image and text, and the ways in which the visual image is used to shape our imagination. May be repeated for credit as topics vary (9 semester credit hours maximum). (3-0) T

Spring 2015 course taught by Dr. Maximilian Schich: “Visual Sample and Remix”

**HUAS 7305** Advanced Topics in Art History (3 semester credit hours) Advanced studies in one or more arts of various places and historical periods. May be repeated for credit as topics vary (9 semester credit hours maximum). (3-0) T

Fall 2015 course taught by Dr. Charissa Terranova: “New Media Art & Theory”

Spring 2016 course taught by Dr. Richard Brettell: “The University Art Museum”

**HUAS 7305 will be renamed to AHST 7305 if the degree program is approved.**

The program’s curriculum is designed to achieve the following student learning objectives (SLO):

1. In Foundation I, students will develop a critical understanding of the historiographic and theoretical practices that make up the discipline of art history, and adapt these methods to their own work.
2. In Foundation II, students will acquire and practice skills of formal, material, and technical analysis of works of art.

3. In Master’s Seminars, students will demonstrate the ability to master a body of primary documents (e.g. artworks, artifacts, monuments, primary texts) and secondary literature pertaining to the art of a specific time, place, or theme, and to generate original research questions about that body of material.

4. In the Practicum, students will
   a. learn to design an original and viable research project by defining a body of material, formulating research questions, and strategizing an approach to those research questions;
   b. demonstrate rigor and resourcefulness while pursuing their research projects, as well as the ability to work collaboratively and across disciplines;
   c. master the art of communicating the findings of their research in written, oral, and/or visual forms;
   d. and gain experience in a broad range of professional practices including scholarly research, curatorial work, archival research, digital or data-driven art history, and art conservation.

Details of the student learning outcomes process will be presented in the assessment plan, based on the template given by the Office of Assessment at UT Dallas.

C. Faculty – Use these tables to provide information about Core and Support faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program. (Add and delete rows as needed.)

The Master’s curriculum draws on the strengths of O’Donnell Institute scholars, whose research areas include nineteenth-century art (Dr. Richard Brettell), conservation science (Dr. David McPhail), Islamic art (Drs. Sabiha Al Khemir and Melia Belli-Bose), early modern art (Dr. Mark Rosen and Dr. Sarah Kozlowski), modern and contemporary art (Dr. Charissa Terranova), and digital or data-driven art history (Dr. Maximilian Schich). The faculty of the O’Donnell Institute boasts a particular strength in research that explores intersections between the visual arts and the sciences and technology (see appendix 4 for a list of affiliated faculty and profiles of core faculty).

In the next two to three years the O’Donnell Institute will hire two junior faculty members in art history and engage in efforts to attract two more endowed Distinguished Chairs in art history. Master’s students will be encouraged to take classes and develop mentor relationships with faculty members in the School of Arts and Humanities. Each year the O’Donnell Institute will invite at least one visiting scholar or curator from an area museum to offer a collection-based seminar for our Master’s students.

<table>
<thead>
<tr>
<th>Name of Core Faculty and Faculty Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned To Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g.: Robertson, David Asst. Professor</td>
<td>PhD. in Molecular Genetics, Univ. of Texas at Dallas</td>
<td>MG200, MG285, MG824 (Lab Only)</td>
<td>50%</td>
</tr>
<tr>
<td>Dr. Melia Belli-Bose, Visiting Associate Professor (in the spring semesters, joint appointment with)</td>
<td>PhD, University of California, Los Angeles</td>
<td>Seminar, Practicum</td>
<td>50%</td>
</tr>
<tr>
<td>Name of Support Faculty and Faculty Rank</td>
<td>Highest Degree and Awarding Institution</td>
<td>Courses Assigned in Program</td>
<td>% Time Assigned To Program</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-----------------------------------------</td>
<td>----------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>The O’Donnell Institute will regularly invite colleagues from other UT Dallas departments to teach and mentor in the Master’s program. See appendix 4 for a list of affiliate faculty at UT Dallas.</td>
<td>Seminar, practicum, and appropriate graduate courses from the School of Arts and Humanities, the School of Arts, Technology, and Emerging Communication and the School of Natural Sciences and Mathematics</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Each year the O’Donnell Institute will invite at least one visiting scholar or curator to offer a Master’s seminar. See</td>
<td>Seminar, practicum</td>
<td>25%</td>
<td></td>
</tr>
</tbody>
</table>
D. Students – Describe general recruitment efforts and admission requirements. In accordance with the institution’s Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the program.

Successful applications to the Master’s Program in Art History at the O’Donnell Institute will demonstrate a strong undergraduate foundation in art history or comparable professional experience; outstanding research, writing, and oral communication skills; and the intellectual and professional motivation to thrive in an intensive, immersive sixteen-month program. Reading proficiency in at least one research language other than English is highly desirable. Graduate applicants must meet the University admission requirements, including an undergraduate GPA of at least 3.0 from a higher education institution. Normally students applying for admission to the Graduate Program in the School of Arts and Humanities will have a grade point average of 3.3 especially in upper-division undergraduate work. Applicants must submit a curriculum vitae, a letter of interest, a writing sample, academic transcripts, and three letters of recommendation (at least one academic). Each year a selected number of top applicants will receive a fellowship (stipend and tuition waiver) awarded by the admissions committee on the basis of merit and potential.

Prospective students will submit application materials to the School of Arts and Humanities; an admissions committee formed annually by the O’Donnell Institute will review these applications and make recommendations for admission to the Associate Dean for Graduate Studies in the School of Arts and Humanities.

With resources including its outstanding faculty and community of affiliated scholars, access to world-class museum collections and research resources, and funding for top applicants, the O’Donnell Institute is poised to compete with other art history Master’s programs both in Dallas-Fort Worth, nation-wide, and globally.

A number of strategies will attract the best and brightest students to pursue a Master’s degree at the O’Donnell Institute: “talent-spotting” in undergraduate art history courses at UT Dallas, visits to top undergraduate art history departments throughout the country, advertisement via professional organizations such as College Art Association and American Alliance of Museums, calls for applications disseminated through print and digital publications, and word-of-mouth by way of professional networks.

The program will work closely with the Office of Admission and Enrollment, the Vice President of Diversity and Community Engagement, the Committee for the Support of Diversity and Equity, and the Multicultural Center to recruit, retain, and graduate members of underrepresented minorities. The program will advertise in journals targeting minority groups and in publications of minority professional societies and will participate in diversity fairs, forums, and similar events.
E. **Library** – Provide the library director’s assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program.

The library resources available to Master's students at the O'Donnell Institute are outstanding, and continue to grow. At present the two principal libraries that will serve the research needs of the Master’s program are the Eugene McDermott Library at UT Dallas and The Mildred R. and Frederick M. Mayer Library at the DMA.

**Collection Assessment of McDermott Library provided by Dr. Ellen Safley, Dean of Libraries at UT Dallas**

At present, McDermott Library holds over 30,000 book titles in fine arts and photography. The library would recommend increasing the acquisition rate by 10% for the initial phases of the new degree plan. Using the most recent numbers available, the average price of North American academic books in art is approximately $70 (approximately $69.08 in 2013 according to the *Library and Book Trade Almanac*, 2015). At present, the library is purchasing approximately 350 titles per year. The cost of an additional 10% would be approximately $2,450 per year, plus inflation. For journals, the library reviewed the titles consistently requested in fine arts through the Interlibrary Loan Service. Approximately ten titles were identified and all are only available in print. These titles are owned by Mayer Library at the Dallas Museum of Art. It was determined that the titles would fill a gap already observed with the students/faculty members and will be subscribed to when the degree is approved. The present cost of the ten titles was approximately $1,000. No additional databases are needed for the initial phases of the program. In sum, the collection available at the McDermott Library is adequate to begin the program. During the program’s first five years, additional journals and journal archives would be purchased at an approximate annual cost of $1,000, or $5,000 during the initial five years of the degree. An additional 35 book titles would be purchased each year at $2,450 per year, or $12,250 over five years. The total cost of the graduate degree plan is approximately $17,250 plus inflation over the initial five years of the program.

The Mildred R. and Frederick M. Mayer Library at the DMA is one of the finest art history research libraries in Texas, with over 100,000 volumes. It serves the Museum, area scholars, and the public. The O'Donnell Institute and Mayer Library will collaborate to provide graduate students with access to these resources as well as to the research expertise of Library staff. The O'Donnell Institute’s research center at the DMA is located adjacent to the Library, allowing students to work closely with the Library’s staff and collections. Subject areas reflect the Museum’s strengths in modern and contemporary art, eighteenth- and nineteenth-century American and European art, American decorative arts, African art, Ancient art, and arts of the Americas, Oceania, Island Southeast Asia, and South Asia. The Museum maintains an institutional archive pertaining to the history of the DMA since its founding in 1903 as the Dallas Art Association.

Library staff at McDermott Library and Mayer Library will coordinate to develop the holdings of the libraries in complementary ways. In addition, the O'Donnell Institute supports the development of the art history holdings at UT Dallas through gifts from donors, including a collection of historical auction catalogues from the Museum of Modern Art in New York, a collection of museum and exhibition catalogues given by Roger Horchow, and a collection of scholarly volumes on American art from the Estate of Perry Rathbone.
Within the next five years, art history research resources at UT Dallas will grow exponentially. In 2017 the Wildenstein Institute in Paris will announce that its 400,000-volume library—one of the great art history research libraries in the world, with holdings that cover the history of western art from antiquity into the twentieth century—will be given as a gift to the O’Donnell Institute and the University of Texas at Dallas. When the Wildenstein library opens at UT Dallas in 2021, Master’s students at the O’Donnell Institute will have access to the largest art library in Texas (larger than UT Austin’s Fine Arts Library) and, indeed, one of the most important art libraries in the United States.

Two outstanding art history libraries in Fort Worth are accessible to qualified researchers, including graduate students. The library at the Amon Carter Museum of American Art holds 150,000 items and specializes in American art, photography, and history from the nineteenth century to the present. The library at the Kimbell Art Museum holds over 64,000 volumes with a focus on European art from the Renaissance to the mid-twentieth century, Asian art from antiquity to the nineteenth century, Mediterranean antiquities, western medieval art, Pre-Columbian art, and African art.

The O’Donnell Institute keeps a small reference library at its UT Dallas offices, a collection that includes auction catalogues from the 1960s to the present, and exhibition and collection catalogues from museums throughout the United States and abroad.

F. Facilities and Equipment – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.

The O’Donnell Institute is housed in offices designed by Cunningham Architects at UT Dallas and in a research center at the DMA designed by Buchanan Architecture. Both sites display work by important contemporary artists, offer AV-equipped seminar rooms, and include private and group study spaces. The research center at the DMA features a museum-quality display case for which students can propose and curate small exhibitions. The research center’s location at the heart of the Museum provides students with privileged access to collections, library, research resources, and conservation studio.

Both the DMA and UT Dallas offices are equipped with state-of-the-art digital art history research tools funded by an $183,000 grant from the Bass Foundation. Students will have the opportunity to collaborate with the School of Arts, Technology, and Emerging Communication’s Culture Science Lab, headed by Dr. Maximilian Schich. The Culture Science Lab brings together humanistic inquiry and scientific methods of analysis to explore culture as a complex system.

The O’Donnell Institute will also have access to the DMA’s new object study room, currently under construction, where Master’s seminars will be able to meet and work closely with artworks and DMA curators.

The O’Donnell Institute’s partnership with the DMA continues to grow and strengthen. However, if at some point in the future the museum leaves the formal partnership, as a public museum the DMA’s collection and library will remain accessible our Master’s students, along with the many collections and resources throughout Dallas and Fort Worth that are open to qualified researchers.
At UT Dallas, students will have access to one of the finest conservation science laboratories in the country, headed by Dr. David McPhail, O'Donnell Institute Distinguished Chair of Conservation Science and Professor of Chemistry. Experience in the conservation lab and collaborations with scientists and conservators will inform in innovative ways students’ practices as scholars and curators. A wide range of experimental techniques will allow students to study the surface and near surface of museum materials over a wide range of length scales and energy scales. The students will have access, for example, to XRF, FTIR, Raman, GCMS, AFM and optical interferometry and to sophisticated, state-of-the-art surface analysis instruments such as SIMS, XPS and SEM. Stable isotope exchange protocols in combination with mass spectrometry will be used to elucidate the mechanisms and kinetics of surface processes such as oxidation, diffusion and corrosion as a function of variables such as temperature, humidity, and atmospheric contamination.

G. **Accreditation** – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation.

N/A

H. **Evaluation** – Describe the evaluation process that will be used to assess the quality and effectiveness of the new degree program.

To evaluate the success and progress of the Master’s Program in Art History the O'Donnell Institute will:

1. Convene an annual meeting of the program faculty to review the state of the program and collaborate on the development of the curriculum
2. Survey students before graduation to inquire about their experience in the program and their post-graduation plans
3. Maintain and evaluate records of applicants, admission and retention rates, and job placements
4. Report program curriculum and statistics for publication in College Art Association’s annual *Graduate Programs in Art History*
5. The UTDPP1013 Academic Program review policy procedures govern the periodic review (not to exceed seven years) of academic programs and charge the review team to provide an assessment of the goals, plans, staffing, resources, existing and potential strengths, etc., of the unit, and those areas needing improvement. The process is peer-oriented, including a review team of internal and external members. The review team provides written reports on their findings and recommendations for further action in improving the academic programs to the University’s and the program/school’s administration team. The University and the program will map a plan of action to implement the program changes.

Details of the student learning outcomes process will be presented in the assessment plan, based on the template provided by the Office of Assessment at UT Dallas.

**III. Costs and Funding**

Five-Year Costs and Funding Sources - Use this table to show five-year costs and sources of funding for the program.

---

1 Please use the “Program Funding Estimation Tool” found on the CB website to correctly estimate state funding.
The O'Donnell Institute’s current endowment is over $30 million; the revenue from this endowment funds our Distinguished Chairs, doctoral students, and programs and special projects. Before launching the Master’s program we will secure an additional $5 million in endowment funds, the revenue from which (approximately $250,000 per year or $1,250,000 for five years) will be dedicated entirely to the annual costs of the program.

**Estimated annual budget based on enrollment of 10 students:**

<table>
<thead>
<tr>
<th>Costs Description</th>
<th>Annual</th>
<th>Five Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three graduate Fellowships ($20,000 each) for top applicants</td>
<td>$60,000</td>
<td>$300,000*</td>
</tr>
<tr>
<td>Graduate research fund ($2,000 per student for practicum project)</td>
<td>$20,000</td>
<td>$100,000*</td>
</tr>
<tr>
<td>Two new junior faculty</td>
<td>$150,000</td>
<td>$750,000**</td>
</tr>
<tr>
<td>Honoraria for invited visiting instructors</td>
<td>$20,000</td>
<td>$100,000***</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$250,000</strong></td>
<td><strong>$1,250,000</strong></td>
</tr>
</tbody>
</table>

The Master’s program’s generous funding, the leadership and dedication of its faculty, and its strong relationships with area institutions and collections in addition to the partnership with the DMA ensure the program’s long-term sustainability.

* These costs are included within the “Other” funding in the costs table below.
** Earmarked as personnel costs, beginning in Year 1.
*** Honoraria will be given beginning in Year 1, and earmarked as personnel costs.

<table>
<thead>
<tr>
<th>Five-Year Costs</th>
<th>Five-Year Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel¹</td>
<td>Reallocated Funds</td>
</tr>
<tr>
<td>$850,000</td>
<td>$850,000</td>
</tr>
<tr>
<td>Facilities and Equipment</td>
<td>Anticipated New Formula Funding³</td>
</tr>
<tr>
<td>$0</td>
<td>$240,481</td>
</tr>
<tr>
<td>Library, Supplies, and Materials</td>
<td>Special Item Funding</td>
</tr>
<tr>
<td>$17,250</td>
<td>$0</td>
</tr>
<tr>
<td>Other²</td>
<td>Other⁴</td>
</tr>
<tr>
<td>$0</td>
<td>$400,000</td>
</tr>
<tr>
<td><strong>Total Costs</strong></td>
<td><strong>Total Funding</strong></td>
</tr>
<tr>
<td>$867,250</td>
<td><strong>$1,490,481</strong></td>
</tr>
</tbody>
</table>

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
2. Specify other costs here (e.g., administrative costs, travel).
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.

**APPENDICES**

1. About the O’Donnell Institute
2. Selection of postings for Dallas-Fort Worth jobs for which graduates from the O’Donnell Institute’s Master’s Program in Art History would be outstanding candidates
3. Area institutions that will collaborate with students on Practicum projects
4. List of affiliated faculty and profiles of core faculty
Signature Page

1. **Adequacy of Funding and Notification of Other Institutions** – The chief executive or chief academic officer shall sign the following statements:

   *I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.*

   *I certify that my institution has notified all public institutions within 50 miles of the teaching site of our intention to offer the program at least 30 days prior to submitting this request. I also certify that if any objections were received, those objections were resolved prior to the submission of this request.*

   ___________________________________________    _______________________

   Chief Executive Officer/Chief Academic Officer    Date

2. **Board of Regents or Designee Approval** – A member of the Board of Regents or designee shall sign the following statement:

   *On behalf of the Board of Regents, I approve the program.*

   ___________________________________________    _______________________

   Board of Regents (Designee)    Date of Approval
Appendix 1: Introduction to the O’Donnell Institute

About

The Edith O’Donnell Institute of Art History is a center for innovative research and graduate education in the history of art.

Research and teaching at the O’Donnell Institute embrace a global history of art that ranges across geography, chronology, and medium. The first art history research institute founded in the digital age, the O’Donnell Institute explores in particular the intersection between the visual arts and the sciences and technology.

As a center for the growing community of art historians, curators, and practicing artists in Dallas and Fort Worth, we are dedicated to intellectual creativity, exchange, and collaboration in the form of lectures and symposia, exhibitions, publications, and partnerships with area institutions.

We invite you to visit our website at www.utdallas.edu/arthistory.

History

The Edith O’Donnell Institute of Art History was founded at The University of Texas at Dallas in Fall 2014 with a generous endowment from arts patron Edith O’Donnell. Dr. Richard Brettell is the Founding Director.

In our first two years, the O’Donnell Institute appointed a Distinguished Chair in Conservation Science, made a joint appointment with the Dallas Museum of Art in Islamic Art, completed construction of offices at UT Dallas and the DMA, convened research fellows to pursue projects ranging from Byzantine icons to the landscapes of Courbet, and collaborated with partner institutions to present symposia, exhibitions, publications.

Within the next five years we will appoint two more Distinguished Chairs, develop partnerships with institutions in Dallas-Fort Worth and farther afield, welcome the gift of an art history research library comprising over 400,000 volumes, launch a new Master’s program in art history (pending University approval), and continue to engage with area museums, collections, and art historians to create programs and partnerships dedicated to advancing research in the history of art.

Offices

The O’Donnell Institute is housed in offices designed by Cunningham Architects at The University of Texas at Dallas and in a research center at the Dallas Museum of Art.
designed by Buchanan Architecture.

Both spaces display artworks by contemporary artists including Gabriel Dawe, Stephen Lapthisophon, John Pomara, Ludwig Schwarz, and John Wilcox.

Together, UT Dallas and the DMA offer outstanding resources for research, teaching, and collaboration, and are equipped with state-of-the-art conservation equipment and digital art history research tools.

Research

When Mrs. O’Donnell endowed the Institute that bears her name, she challenged us to create a new kind of art history open to multidisciplinary, collaborative research across the University and beyond. On the strength of our growing group of scholars and collaborations with partner institutions, our research agenda currently encompasses the following areas:

- **Conservation Science**, headed by Dr. David McPhail, in collaboration with the Dallas Museum of Art and the Amon Carter Museum of American Art
- **Islamic Art**, headed by Dr. Sabiha al Khemir and Dr. Melia Belli-Bose, in collaboration with the Dallas Museum of Art/Keir Collection
- **Data-driven Art History**, headed by Dr. Maximilian Schich, in collaboration with the Zentralinstitut für Kunstgeschichte, Munich
- **Art and Biology**, headed by Dr. Charissa Terranova
- **Landscape representation and design**, headed by Dr. Richard Brettell and Dr. Mark Rosen
- **Art, Trade, and Port Cities 1300-1700**, headed by Dr. Sarah Kozlowski and Dr. Mark Rosen, in collaboration with the Museo di Capodimonte, Naples

Partnerships

The O’Donnell Institute links The University of Texas at Dallas with cultural and educational institutions in Dallas-Fort Worth and beyond to foster collaborative research, teaching, and programs.

Housed in offices at The University of Texas at Dallas and the Dallas Museum of Art, the Edith O’Donnell Institute of Art History was founded as a partnership between the University and the Museum, linking one of the country’s great public art collections with one of the finest public educational institutions in the world.

We work with institutions throughout Dallas-Fort Worth, including the Amon Carter Museum of American Art, the Meadows Museum, the Crow Collection of Asian Art, the Nasher Sculpture Center, and The University of Texas Southwestern Medical School to foster collaborative research, teaching, and programs.
We are also developing collaborations with institutions farther afield including The Swiss Institute for Art Research in Zürich, the Museo di Capodimonte in Naples, and the Zentralinstitut für Kunstgeschichte in Munich.

**Donors**

The O’Donnell Institute was founded in 2014 through an extraordinary lead gift from Mrs. Edith O’Donnell. Mrs. O’Donnell is joined by other individuals and institutions whose generosity and energy support our work:

**FOUNDING DONOR**
Edith O’Donnell

**MAJOR DONORS**
The State of Texas
Mrs. Eugene McDermott
The Hamon Charitable Foundation

**O’DONNELL CIRCLE**
The Harry W. Bass, Jr. Foundation

**DIRECTOR’S CIRCLE**
Salle Stemmons

**PATRON**
Mr. Harlan Crow
Communities Foundation of Texas
Carolyn and Bob Dickson
Mr. and Mrs. John Ridings Lee
Legett Foundation

**SCHOLAR**
Ms. Ruth Mutch
George A. and and Nancy P. Shutt Foundation

**PARTNER**
The Dallas Foundation – Mr. and Mrs. William T. Solomon, Sr.
Mrs. Nancy M. Dedman
Ms. Patricia Patterson

**SPECIAL RECOGNITION**
Mrs. I.D. “Nash” Flores III
Roger S. Horchow
Winifred and Ivan Phillips
Mr. Peter Rathbone and the Estate of Perry Rathbone
Eve Reid
Dr. David Wilcox
Appendix 2: Selection of postings for Dallas-Fort Worth jobs for which graduates from the O’Donnell Institute’s Master’s Program in Art History would be outstanding candidates
Dallas Museum of Art League Director of Education

Location: Dallas, TX
Job Code: 201
# of openings: 1

Description

Dallas Museum of Art League Director of Education

Reports to: Deputy Director
Division: Education
Classification: exempt, Full-time
Date: August 7, 15

Mission

The Dallas Museum of Art is a leading institution of cultural heritage and a trusted advocate for the essential place of art in the lives of people locally and around the globe. The DMA is transparent, ethical, and advance informed. It presents research, dialogue, and public participation, helping to reveal the insights of artists from every continent over the last 5,000 years.

Scope of Position

The Dallas Museum of Art’s mission is to be a responsible steward of cultural heritage and a trusted advocate for the essential place of art in the lives of people locally and around the globe. The DMA is transparent, ethical, and advance informed. It presents research, dialogue, and public participation, helping to reveal the insights of artists from every continent over the last 5,000 years.

The Director of Education is responsible for directing the learning and engagement initiatives of the Dallas Museum of Art. A self-motivated individual who thrives in an entrepreneurial environment and who enjoys working as part of a dynamic team. The successful candidate must possess the ability to consider the broad and highest purposes of the Museum beyond their own purview. The Director of Education leads the Education Division of the Museum and works collaboratively across the Museum to advance the educational interests of the DMA.

To that end, the Director of Education oversees a dynamic team of staff and programming including:

- Community Engagement – new audiences initiatives across DMA
- The Center for Creativity: to public spaces for explorative artistic innovation and the Museum’s collection
- Family, Access, and School Experiences – award-winning Family and Early Learning programs, Autism and Alzheimer’s programming, and art experiences for over 60,000 students annually
- The DMA Friends Program – the first data-driven visitor engagement platform in museums
- Interpretation – content and interactive experiences in the gallery and online
- Public Programs – lectures, gallery talks, performances, and the DMA’s signature Late Night event series
- Art & Letters Live – a renowned literary and performing arts series celebrating its 25th year anniversary

Working in partnership across all areas of the DMA, the Director of Education supports the mission and artistic program of the Museum and serves as an advocate of the Museum locally, nationally, and internationally with a high degree of sophistication and professionalism.

Primary Responsibilities

- Serves as a senior member of the DMA’s staff, that determines long-range goals, plans, policies, and budgets for the division to support the strategic plan of the Dallas Museum of Art.
- Provides dynamic leadership and direction to the Division of Education, both internally and externally.
- Collaborates with other senior staff members, understanding their objectives and working to promote the mission and goals of the Museum.
- Serves as the DMA’s lead representative to the Texas Association of Museums and the Association of Art Museum Directors as well as the DMA’s Dorsa to promote innovative Interpretation and learning experiences that are directly connected to the Museum’s collections and exhibitions.
- Identifies, implements, and implements new creative initiatives that engage audiences in learning about the Museum’s collections and exhibitions.
- Ensures that appropriate metrics for learning and engagement are identified and integrated into an iterative working methodology that emphasizes agility and continuous improvement.
- Represents the Museum as a community partner and leader between the DMA and primary and secondary schools, institutions of higher education, and community partners throughout the state of Texas and across the nation.
- Assists with fundraising efforts to support and promote the educational mission and objectives of the Dallas Museum of Art.
- Collaborates with Marketing and External Affairs staff to develop marketing and public relations materials relevant to all exhibitions, acquisitions, education, publications, and collections topics.
- Partners with the Director and Deputy Director to support the DMA’s Board of Trustees in matters concerning Education and Engagement.
- Serves as the primary liaison to the Learning and Engagement Committee of the Board and collaborates frequently with the Board Chair of the Learning and Engagement Committee.
- Develops and maintains strong relationships with the DMA’s Board of Trustees and local stakeholders by maintaining a diverse and international network of patrons in the Education and Museum fields.
- Adheres to DMA policies and supports management decisions in a positive, professional manner.
- Conforms to the AAM’s Professional Practice governing the art museum profession.

Key Qualifications:

- The successful candidate will bring the following skills and experiences to this position:
  - Possesses a deep appreciation for the mission and aspirations of the DMA and the ability to educate the DMA’s mission, values, achievements, potential, and process to internal and external audiences.
  - Ability to effectively motivate and support large teams of staff towards common goals and action.
  - Collaborative skills necessary to build and maintain the trust and confidence of the staff, board, and national as well as international colleagues of the DMA.
- Shares that professional experience with the field.
- Possesses an intellectual rigor for abstract and theoretical concepts that can inform the general of long-term strategy to benefit the DMA and the museum field as a whole.
- Ability to plan, develop, monitor, and manage significant, detailed budgets and to analyze and report budgetary, summaries, and deficits.

Education, Experience, and Certification:

- Advanced degree in Education, Art History, or a related field is required. The successful candidate will have a minimum of 5 years in a senior management role supervising teams of individuals in museums, higher education, or other non-profit organizations. An equivalent combination of education, training, and experience will be accepted.
- Experience in the field of art history and a proven ability to provide interpretive support for the benefit of wide and diverse audiences.
- Experience that produces informed background and appreciation for teaching and learning in the context of a museum as well as a deep understanding of art museum teaching philosophy.

The Dallas Museum of Art is committed to building a culturally diverse staff and is an Equal Opportunity Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, age, disability, or veteran status.

Previous Applicants:

Brenda (Job ID: 201)

Send To: HR Dept.

If you do not remember your password click here.

Back to Search Results

Next Search

Approved by: Nancy N.

Research Associate for Contemporary Jewelry

Location: Dallas, TX
Job Code: 268
# of openings: 1

Description

Research Associate for Contemporary Jewelry

Job Description

Department: Collections
Classification: 2-year term, full-time
Benefits: Medical and Dental

Scope of Research Associate Position:

The Research Associate for Contemporary Jewelry is a 2-year, full-time appointment with primary responsibility to support the Margaret B. Perry Senior Curator of Decorative Arts and Design in the coordination, research, and overall development of the Dallas Museum of Art’s exhibitions and publication of the Rose-Artsheim Collection of Contemporary Jewelry. The Rose-Artsheim Collection, recently acquired by the DMA, includes several hundred samples of international jewelry design, dating from the 1960s through the end of the 20th century, as well as associated archival documentation. The Research Associate serves as a member of the Curatorial Division and performs duties under the supervision of the Margaret B. Perry Senior Curator of Decorative Arts and Design.

Essential Functions:

- Reviews, researches, and catalogs objects within Rose-Artsheim Collection as well as related jewelry holdings in preparation for digital and/or print publication of Collection and a corresponding exhibition of a selection of works.
- Works with DMA staff, publishers, jewelry artists/designers, donors, patrons, and international colleagues in developing research and text for Collection works to include writing catalogs entries and captions and coordinating object photography with DMA staff in order to facilitate obtaining rights, scheduling, and addressing related Collection needs.
- Works with curatorial, education, technology, marketing, and development staff to further program and support opportunities related to the Collection.
- Facilitates organization and cataloging of Rose-Artsheim archives.
- Addresses public and staff inquiries concerning Rose-Artsheim Collection and related DMA works.
- Produces show and public lectures, tours, and related programming for Rose-Artsheim Collection.
- Works with Senior Curator for Decorative Arts and Design, exhibition staff and curators to plan exhibitions and/or future gallery innings of Collection.

Knowledge, Skills, and Abilities:

- M.A. in art history, material culture studies, history, or related field, specializing in related design arts.
- Established knowledge of contemporary jewelry, with a particular emphasis upon European artists.
- Excellent organizational skills, attention to detail, and research and writing abilities necessary.
- Extensive computer literacy, including TMS and other database familiarity.
- Ability to deal effectively with the public, staff, and patrons.
- Reading ability in German.

The Dallas Museum of Art is committed to building a culturally diverse and inclusive staff and is an equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, age, or disability.

Password:

If you do not remember your password, click here.

Back to search results.

New details.

Tab 0
Manager of Adult Programming (II)

Location: Dallas, TX
Job Code: 399
# of openings: 1

Description
Manager of Adult Programming (II) reports to the Head of Adult Programming and Multimedia Services. This position is within the Department of Adult Programming and Multimedia Services in the Division of Education.

Classification: Full Time, Exempt, Non-standard schedule

Missions
The Dallas Museum of Art is both a responsible steward of cultural heritage and a trusted advocate for the essential place of art in the lives of people locally and around the globe. The DMA is transparent, ethical, and values informed facts. It promotes research, dialogue, and public participation, helping to reveal the insights of artists from every continent over the last 5,000 years.

Values
The vision of the Dallas Museum of Art is to be a pioneering innovator and a trusted institution of global renown, while enhancing its relevance to local audiences as an indispensable cultural and educational asset for the North Texas region.

The DMA is focusing on building a more inclusive environment for research, scholarship, conservation, exhibitions, technology, publishing, and lifelong learning. It will build on these strengths through enhancing its collection, international exchange, and temporary displays presented in Dallas and exported to art capitals around the globe.

Core Values
The Dallas Museum of Art is an institution in which transparency, responsible stewardship, service to the public, culture of caring, learning, informed risk-taking, and innovation are the measure of our impact on the local community we serve and the audiences to which we belong.

Scope of Position
The Manager of Adult Programming coordinates, plans, implements, and promotes community partner programs at the Dallas Museum of Art. This position is responsible for overseeing Jazz in the Annex, a weekly concert series. This position collaborates extensively with the Director of Programming and Head of Adult Programming and Multimedia Services in the conceptualization, design, development, and promotion of collaborations and collections-based programs with community partner groups and special events, in close partnership with the Education, Development, and Marketing departments and community partners. Responsible for aligning programming with the goals and mission of the Museum. The Manager of Adult Programming also serves as an advocate for the Museum locally, regionally, and nationally with a high degree of integrity and professionalism.

Primary Responsibilities:
- Serves as department liaison and program manager for events hosted by community partners and cultural organizations at the Dallas Museum of Art, including current partnerships with Dallas Architecture Forum, The Dallas Opera, The Arts Chamber Players, and Undermain Theater. Coordinates booking and invoicing of community partners using DMA’s e-commerce platform.
- Oversees Jazz in the Annex, coordinating with program participants and musicians.
- Develops, manages, and maintains budget for programming logistics of Jazz in the Annex during Thursday Night Live.
- Works collaboratively with Adult Programming and Multimedia staff and museum colleagues in the implementation of Late Night at the Dallas Museum of Art, Thursday Night Live, and Special Events.
- Coordinates booking and payment of some performers and program staff.
- Collaborates with Programming staff to develop and improve database for artists and performers.
- Oversees payment of artist rights to ASCAP, BMI, and SESAC.
- Collaborates with the DMA’s facilities and other community partners to develop, implement, and evaluate innovative partnership programs.
- Collaborates with Programming, Development, Marketing, Public Relations, and Development on membership development forms, plans, and events.
- Contributes to the continued development and promotion of the Museum’s brand and brand identity.
- Develops new channels for marketing programs to brochures and diversity audiences.
- Demonstrates leadership as a partner in department-wide and museum-wide meetings.
- Partners with business services and community partner groups to conceptualize and implement innovative DMA interpretive strategies with regard to programming, marketing, educational materials, and programs.
- Maintains accurate information for Adult Programming on Museum’s Web pages.
- Attends Adult Programming and Multimedia Services meetings, Education Division meetings, and Museum operation meetings.
- Participates in events, programs, and production activities for Music events.
- Collaborates with Adult Programming and Multimedia Services to coordinate the scheduling of Handley Auditorium and C3 Theater for internal and external events.
- Schedules and updates department calendars and event master calendar.
- Tracks budget expenses and assists with monthly statistics.
- Maintains open communication with donor management.
- Performs other duties as assigned.

Key Qualifications:
- Past experience working with musicians or performing arts organizations and past administrative work experience preferred.
- Proven track record in event management.
- Ability to work with diverse communities in the community and within the Museum.
- Demonstrates knowledge and a keen interest in multidisciplinary approaches and informative learning strategies related to educational programming for adults, particularly music and the performing arts.
- Experience working independently and collaboratively.
- Excellent written, interpersonal, speaking, and computer skills, including accuracy.
- Strong organizational skills and attention to detail.
- Ability to develop strategic partnerships externally with artistic, community organizations, and cultural institutions.
- Proficiency in Microsoft Word, Excel, and Outlook.
- Willingness to work flexible hours including evenings, weekends, and holiday events.

Education, Experience, and Certification
- Bachelor’s Degree required; coursework in Art History and/or Art Education preferred.
- 1-3 years’ experience working with adult audiences in museums or cultural institutions.

Equal Opportunity Employment

It is the policy of the Museum that, as a principle of sound business management, employment and advancement opportunities should be offered to the most qualified individuals without regard to the following legally protected characteristics: race, religion, color, ancestry, sex, pregnancy (including childbirth and related conditions), age, physical or mental disability, national origin, genetic information (including characteristics and testing for other potential classifications under local, state, or federal law.) It is our intention to comply with all state and federal laws forbidding any type of discrimination against employees or applicants. This means that no unlawful discrimination shall be made against any employee in the payment of wages, job assignment, promotion, transfer, layoff, discipline, discharge or any other term or condition of employment. The continued growth of the Museum requires that all available human resources are utilized to the fullest possible extent of their capacities and abilities.

Additionally, in keeping with the spirit of the Americans with Disabilities Act and the religious discrimination provisions of Title VII of the Civil Rights Act, the Museum will make reasonable accommodations for employees with qualified disabilities whenever possible except where such an accommodation would create an undue hardship on the operation of the Museum in person or online.

[Job Application Details]

If you do not remember your password, please enter your email address or your phone number.

[Back to Search Results]
Manager of Adult Programming (1)
Location: Dallas, TX
Job Code: 294
# of openings: 1

Description

Manager of Adult Programming (1)

Reports to: Head of Adult Programming and Multimedia Services

Department: Adult Programming and Multimedia Services

Division: Education

Classification: Full Time, Exempt, Non-exempt, Schedule: Varies

Scope of the Position:
The Manager of Adult Programming plans, organizes, promotes, and implements adult programming at the Dallas Museum of Art. This position collaborates extensively with the Division of Programming and Head of Adult Programming and Multimedia Services in the conceptualization, design, development, and promotion of exhibitions and lecture-based programs. The position works closely with the Curatorial, Education, and Marketing departments and the Museum's community partners. The position manages and coordinates programs such as lectures, symposia, gallery talks, performances, classes, and films, and is responsible for aligning these programs with the goals and mission of the Museum. The Manager of Adult Programming serves in an advocate for the Museum locally, regionally, and nationally with a high degree of integrity and professionalism.

Essential Functions:

- Designs and develops the philosophy and vision for Adult Programming in collaboration with the Director of Programming and Head of Adult Programming and Multimedia Services to ensure alignment with the overall vision of the Museum and the Education Division.

- Develops, manages, and maintains budget for lectures and symposia at the Museum, including the Bush Foundation Lecture Series on Anthropology, the Richard E. Berlinki Lecture Series, Buxton Lectures, Rosenberg Lectures, and select other lecture series.

- Develops, manages, and maintains budget for gallery talks focusing on the Museum's collections and exhibitions.

- Develops, manages, and maintains budget for film programs.

- Develops, manages, and maintains budget for Stages of the Arts in coordination with KERA, making sure to integrate high profile Arts District performances into the series.

- Manages travel details for featured participants and sends them detailed itineraries before events.

- Works collaboratively with Adult Programming and Multimedia staff and Museum colleagues in the implementation of Late Nights at the Dallas Museum of Art and special events.

- Collaborates with Arts District organizations, the Edith O'Donnell Institute for Art History (EOIHAI), community partners, and universities to develop and implement innovative partnership programs.

- Collaborates with Programming Team, Marketing, Public Relations, and Development to develop new audiences, expand membership, and secure marketing of programs and events.

- Contributes to the continued development and promotion of the Museum's brand and broad identity finding new channels for marketing programs that broaden and diversify audiences.

- Co-supervises, mentors, and evaluates McDermott Interns in Adult Programming and Arts & Letters Live as well as summer interns.

- Demonstrates leadership as a participant in department-wide and museum-wide meetings.

- Attends Education Division, Programming Team and Adult Programming and Multimedia Services meetings, reporting on events, participating actively in planning and implementing key Museum initiatives, and improving communications across departments.

- Maintains accurate information for Adult Programming on Museum's Web page.

- Maintains knowledge of current developments in the field by attending conferences, communicating with regional and national colleagues, and by actively researching and networking in the field.

- Tracks budget expenses and assists with monthly statistics.

- Maintains open communication with senior management.

- Performs other duties as assigned.

Knowledge, Skills, and Abilities

- Bachelor's Degree in Art History or equivalent work experience (counseling in Art History or in an Art Education program)

- 1-4 years' experience working with adult audiences in museums or cultural institutions

- Demonstrates knowledge and an interest in interdisciplinary approaches and informal learning theories related to the development of educational programming for adults.

- Ability to succeed working independently and collaboratively.

- Excellent writing, organizational, interpersonal, speaking, and computer skills

- Excellent track record in event management

- Ability to work with diverse constituencies

- Ability to develop strong partnerships internally with authors, publishers, agents, artists, community organizations, and cultural institutions

- Ability to work normally with the Museum's many departments.

- Willingness to work flexible hours including evenings, weekends.

- Proficiency in MS Office applications:

  - Word
  - Excel
  - Outlook

- Previous Applicants:

  - Email:

  - Password:

- Last Update: 2/28

If you do not remember your password, click here.

Back to Search Results

New Search
Part-Time Digital Collections Content Coordinator for Decorative Arts and Design

Location: Dallas, TX
Job Code: 318
# of openings: 1

Description

Part-Time Digital Collections Content Coordinator for Decorative Arts and Design

Reports to: Interpretation Manager
Department: Education
Classification: Part-time, Non-Exempt

Scope of the Position:
The Dallas Museum of Art seeks a Digital Collections Content Coordinator for a 20 hour per week, grant-funded position. This position will be a temporary role with the museum through November 30, 2016, subject to change with prior notification from the museum. Working as a part of the Digital Collections Content Team under the leadership of the Interpretation Manager, the Digital Collections Content Coordinator is responsible for producing digital collections content focused on our Decorative Arts and Design collection that reflects the highest standards of quality and scholarship while remaining accessible to a broad public audience both online and in the galleries. Using tools created by the DMA’s software and technology teams, the Digital Collections Content Coordinator will create, digitize, and aggregate content to support the interpretation and understanding of art works from the Museum’s permanent collection and long-term loans.

Working closely with the Collections Database Registrar, the Digital Collections Content Coordinator will also review collections metadata records to improve the quality and consistency of collections metadata across the permanent collections in accordance with best practices in the field for collection cataloging.

DMA Mission:
The Dallas Museum of Art is both a responsible steward of cultural heritage and a trusted advocate for the essential place of art in the lives of people locally and around the globe. The DMA is transparent, ethical, and takes informed risks. It promotes research, dialogue, and public participation, helping to reveal the insights of artists from every continent over the last 5,000 years.

Essential Functions:

- Digitize, aggregate, and author digital content in support of the DMA’s Decorative Arts and Design collection and in order to ensure quality and consistency of collection content.
- Review of object metadata in the Museum’s collection management system (TMS) by checking facts, validating consistency, and verifying primary image selection.
- Collect data and information from verifiable sources related to DMA artworks.
- Take direction from the Interpretation Manager in order to achieve the critical aspects of an interpretive strategy that fulfills the needs of the DMA’s online collection.
- Work with DMA’s Collection Database Manager and Imaging Department to ensure that collections data and images are consistent, accurate, and complete whenever possible.
- Work closely with DMA Curators under the leadership of the Interpretation Manager to ensure that digital collections content reflects the highest standards of quality and scholarship.
- Participate in ongoing evaluations that integrate visitor research and evaluation into the design and development of digital interpretive content for the permanent collection.
- Collaborate with Editorial staff and follows house style in all written materials.

Knowledge, Skills, and Abilities:

- Master’s Degree in Art History or related field required.
- Knowledge of And/or experience in decorative arts and design or American art required.
- Experience working in a museum setting in a curatorial, education, or digital media role desired.
- Excellent writing and strong research skills; strong digital content skills and experience using web tools preferred.
- Part experience in meeting strict deadlines under limited supervision preferred.
- Excellent interpersonal and communication skills required.
- Proven ability to work productively within a team required.

http://che.tbe.taleo.net/che01/ats/careers/requisition.jsp?org=DMA&cws=1&rid=318

1/2
Title: Exhibitions Department Assistant

Reports To: Director of Exhibitions

Status: Non-Exempt, Full-Time

Benefits: Group medical and dental, vision and life insurance, 401k plan, paid time off.

Job Summary

The Crow Collection of Asian Art seeks an Exhibitions Department Assistant to assist its Exhibitions and Collections Department with exhibitions logistics and maintenance of the Museum’s collections. Duties will include, but are not limited to, maintaining museum galleries and collections storage; exhibition installation and de-installation; object handling and documentation; creating and updating database records; and provide administrative support to members of the exhibitions team.

Responsibilities

- Working hands-on with materials stored in both onsite and offsite facilities.
- Maintaining and updating database records, and archival hard-copy files for Museum collections and exhibitions campaigns.
- Provide assistance in art movement, installations and de-installations from and to lending/borrowing organization and individuals.
- Supervise non-art sub-contractors for exhibitions.
- Assist with exhibition lighting.
- Oversee audio/video installations.
- Install exhibition labels, didactics and graphics.
- Inspect and maintain the galleries daily, including dusting and cleaning of artwork, changing lights and paint touch-up.
- Maintain equipment and tools.
- Inspect, clean, and organize collection storage.
- Assist with pest management.
- Assist in preparing and packing incoming/outgoing artwork.
- Re-house artwork: box construction, replace old materials.
- Document packing, crating, and installation as needed.
- Assist registrar with inventory.
- Assist in maintaining project related files and record system and preparing material for transfer to archives.
Qualifications and Skills

- Bachelor's degree in art history, museum studies, or related field, or equivalent experience and interest in museum collections.
- Minimum of two years of related experience, some of which may have been obtained through an educational internship, which should include demonstrated administrative capability.
- Superb organizational skills and ability to set priorities, manage multiple tasks, and problem-solve under pressure.
- Knowledge of art storage and display methods, techniques, and procedures.
- Knowledge of principles and practices of museum exhibit and display design.
- Excellent judgment, tact, and discretion.
- Conscientious and efficient in meeting commitments, observing deadlines, and achieving results.
- Prior work in a nonprofit museum or cultural environment.
- Must be able to work collegially and independently without intensive supervision.
- Accurately interpret and apply collections and curatorial policies and procedures.
- Computer proficiency and knowledge is critical: MS Office (Word, Excel, Power Point), PastPerfectIV, or similar collections databases.
- Must be able to lift 50 lbs.
- Spanish and Asian language skills desirable.

Application Procedures

- Please only apply on Indeed.com (http://goo.gl/mSBnmR).
- Applications will be accepted until 5 PM on Monday, August 3, 2015.
- The Crow Collection will conduct phone interviews for the initial candidates, and select candidates will be invited to the Crow Collection to interview with members of the leadership team.
- Criminal background check and drug screen will be required for all positions.

About the Crow Collection of Asian Art

The Crow Collection of Asian Art is a distinctly unique museum in the Dallas Arts District. Dedicated to the arts of China, Japan, India, Korea and Southeast Asia spanning from the ancient to the contemporary, this "jewel box" museum grew from an acclaimed private collection in the 1960's, to what is now considering one of the finest Asian-focused museums in the United States. Currently in the process of expanding, the fifteen-year-old museum is growing in exhibition space, amenities and service to the Dallas community including the recent expansion of the museum's popular Lotus Shop. For more information about the Crow Collection of Asian Art, please visit www.crowcollection.org
Community Engagement Coordinator

Salaried, 35 hours per week

OBJECTIVE

Primarily responsible for researching, developing, and presenting content or interactive programs designed for student and community groups, with a focus on early childhood education, teen engagement, and enrichment for audiences with special needs.

ORGANIZATIONAL RELATIONSHIP

Reports to the Education Manager and ultimately to the Head of Academic Services.

Works closely with the rest of the education department, especially the Digital Learning Coordinator, the Studio and Family Programs Coordinator, and the Tour Programs Coordinator.

JOB DUTIES

To work with a team of museum educators to conceive, plan, and present participatory learning experiences specifically designed for various audiences, including students and/or community groups with special needs.

To oversee the “Studio A” learning environment for families with children five and younger; and to plan interactive gallery and studio experiences for early learners.

To research, develop, and present interactive gallery and studio experiences specifically designed for individuals with dementia and their caregivers; other projects may include developing content and programs for visitors who are deaf or hard-of-hearing; who have low vision or are blind; and/or who have developmental, learning, physical, or emotional disabilities.

To collaborate with other Kimbell staff to organize and facilitate the Kimbell Teen Council and other related teen initiatives.
To build and maintain relationships with local organizations, service agencies, and other community partners; and to customize gallery and studio experiences to serve these groups as needed.
To provide other assistance to the Education Department as assigned.

QUALIFICATIONS

BA, BFA, or BS required; studio art, art education, and/or museum teaching experience preferred. MA or MFA desirable
Special consideration will be given to candidates with academic or professional experience focusing in early childhood education, teen engagement, or audiences with special needs
Strong written, interpersonal, and oral communication skills; collaborator who enjoys working with diverse constituencies
Excellent organizational skills are also crucial
Energy, enthusiasm, creativity, initiative, and innovation are key qualities for this position
Regular weekend hours
Must be able to lift and carry a minimum of 40 lbs.
Applicants are encouraged to submit artwork portfolio examples and/or lesson plans

Apply for This Position
Art Think Instructor

Contact Information
Contact Autumn Hill [glasstire.com/classifieds/reply-to-listing/3828/art-think-instructor/]
Location: Dallas
Visit Website [glasstire.com/dallas/]

Dallas Contemporary seeks an arts educator to help facilitate education programs. Art Think instructors implement the Art Think curriculum in schools throughout North Texas, facilitate outreach workshops at local organizations and with after school programs, and lead exhibition tours at Dallas Contemporary. As a representative of Dallas Contemporary, an Art Think instructor is an advocate to the local community and the programs offered by Dallas Contemporary.

Responsibilities:
Lead classroom discussions using Visual Thinking Strategies
Facilitate on-site exhibition tours and Art Think sessions
Manage classroom dynamics
Promote education programs, policies, and mission of Dallas Contemporary
Maintain attendance records

Requirements:
The candidate must have a Bachelors degree and reliable transportation. Knowledge of contemporary art and/or experience working in a classroom setting is desirable. Schedules are flexible, but regular availability on weekdays before 6:00 PM is required.

Hours: Approximately 10+ hours per week
Compensation: $15 per hour
Start date: September 2015

About Dallas Contemporary:
Dallas Contemporary is a non-collecting art museum presenting new and challenging exhibitions from regional, national and international artists. The institution is committed to engaging the public through exhibitions, lectures, educational programs and events.

Send your cover letter and resume to:
Autumn Hill, Director of Learning
autumn.hill@dallascontemporary.org
Dallas Contemporary
161 Glass St.
Dallas, TX 75207
learning@dallascontemporary.org
No phone calls please.

Tweet (0)

BOOKER T. WASHINGTON HIGH SCHOOL
FOR THE PERFORMING AND VISUAL ARTS

ARTISTIC DIRECTOR

Booker T. Washington High School for the Performing and Visual Arts
(Dallas, TX)
has an opening for Artistic Director

The mission statement of Booker T. Washington HSPVA in Dallas, Texas, is "to provide intensive training in the arts and academics." BTWHSPVA prepares students to attend college, conservatory, or to enter the professional field. Since its inception, the school has garnered 23 presidential scholars and 239 DeeBee awards sponsored by Downbeat Magazine - a total unmatched by any institution, college, or university in the country.

The National Foundation for Advancement in the Arts named BTWHSPVA as one of the five Distinguished Schools in the Arts. Among many things, we attribute this to our dynamic and constantly evolving fine arts curricula, which prepares students to explore an artistic career, and our rigorous academic program, which includes 19 Advanced Placement courses. Our teachers are artists and scholars in their field and are well supported through funding from the O'Donnell Foundation in continuing professional development studies.

The school’s dual emphasis on arts and academics consistently produces a stellar list of graduates. Among these are Grammy winners such as R&B vocalist Erykah Badu, jazz singer Norah Jones, jazz trumpeter Roy Hargrove, members of the gospel group God’s Property, and Brave Combo. Other notable alums include dancer Jay Franke (Chicago Dance Festival), Christopher Vo, (Lar Lubovitch and Broadway), Dylis Croman (Elliott Feld Ballet and Broadway), Philadelphia Orchestra cellist John Koen, Academy Award nominee Elizabeth Mitchell, NAACP Award Winner Erica Tazel, Broadway Costume Designer Stephen Stratton, Peabody Award winner Wendy Calhoun, visual artists Christian Schumann and Chris Arnold, drummer Aaron Comess, and Edie Brickell of the New Bohemians.

In 2008, construction was completed on a brand new, $55 million state-of-the-art facility designed by nationally-recognized architect Brad Cleopfll, preserving and incorporating the original school as a historical landmark.

Job Responsibilities:
The Artistic Director for Booker T. Washington High School for the Performing and Visual Arts serves in the primary role of coordinating all interdisciplinary activities and functions for the school. The AD is ultimately responsible for articulating and implementing the school’s vision and mission statement across multiple stakeholder groups. The position supports the principal, cluster coordinators, and academic department chairs in realizing the original intent of BTWHSPVA – integrating artistic and academic abilities throughout all disciplines and ensuring that students and teachers work together towards the common learning goals unique to an arts-focused school.

Required Qualifications:
Master's Degree from an accredited college/university with a concentration in music, theater, dance, or visual arts; valid Texas teacher certificate with required endorsements for subject and subject level, CPR certification

Preferred Qualifications:
Ten years of successful experience teaching and experience working in an arts related field. Leadership experience in a nationally-recognized arts school is preferred.
Salary and Benefits:
Salary levels are commensurate with education and years of teaching experience. This position is a Coordinator Position (Job Code 2710) within the Dallas Independent School District. Specific salary information can be found on the Dallas Independent School District website, www.dallasisd.org/Page/2151.

Applications
Interested applicants should complete an application online with Dallas Independent School District: http://www.dallasisd.org/domain/175 and click TEACHING under the "Apply Now" area on the website.

Additional Application Materials:
In addition to completing the application for DISD, candidates must submit the following:
1) A letter of intent which specifically addresses the job requirements and outlines qualifications
2) A current CV/resume
3) The names, addresses, daytime telephone numbers, and e-mail addresses for three professional references
4) Three letters of reference and documentation of demonstrated expertise arts management and leadership
5) Portfolio of related work.
6) Completion of a job-specific questionnaire.

Please send ALL ADDITIONAL APPLICATION MATERIALS to:
Dr. Scott Rudes, Principal, srudes@dallasisd.org

Application Deadline is May 1, 2015.

Please direct all questions to
Amy Lewis Hofland
Chair, Arts Council
Executive Director, Crow Collection of Asian Art
214-979-6431
amy@crowcollection.org

Please be advised that both BTWHSPVA and DISD do check references as part of the employment process.

The Dallas Independent School District is proud of our award-winning schools, outstanding teachers and staff, hard-working students and committed parents and volunteers. The school district serves more than 157,000 students in pre-kindergarten through the 12th grade, in 230 schools, employing nearly 20,000 dedicated professionals.

The Dallas Independent School District, as an equal opportunity educational provider and employer, does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, gender expression, genetic information, or any other basis prohibited by law in educational programs or activities that it operates or in employment decisions. The district is required by Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Age Discrimination Act of 1975, as amended, as well as board policy not to discriminate in such a manner. (Not all prohibited bases apply to all programs.)
Coordinator of Special Programs

Posting Details

Posting Number: S00379P
Position Title: Coordinator of Special Programs
Functional Title:
Department: EOD Institute for Art History Dept
Salary Range: $34,105-$41,600 (FTE)
Pay Basis: Monthly
Position Status: Regular part-time (less than 50% time for at least 4.5 months)
Location: Dallas
Position End Date (if temporary): 
Open Date: 02/05/2016
Close Date: 
Open Until Filled: Yes
Desired Start Date: 04/01/2016
Job Summary: The Coordinator of Special Programs will coordinate academic and research collaborations between The Edith O'Donnell Institute of Art History and the Dallas Museum of Art. Half-time (20-25 hours per week), with a flexible schedule.

Minimum Education and Experience: Bachelor's degree in related field; a minimum of two years of experience in a research environment or an equivalent combination of education and experience.

Preferred Education and Experience: Outstanding written and oral communication skills; experience in both academic and museum settings; an organized, efficient working style. Familiarity with Apple hardware, MS Office Suite, and basic A/V equipment. A Master's degree in art history or a related field is desirable. Availability to work during late afternoon/early evening programs and events several times a month.

Essential Duties and Responsibilities: Based at the O'Donnell Institute's research center at the Dallas Museum of Art and working closely with the Assistant Director of the O'Donnell Institute and a steering committee at the Museum, the Coordinator will act as a primary point of contact between the two institutions. S/he will coordinate scholars' access to collections, arrange class visits, plan the logistics of jointly-sponsored programs, coordinate O'Donnell Institute-initiated exhibitions at the Museum, and oversee both day-to-day operations and special events at the research center.

Additional Information: Founded in 2014, The Edith O'Donnell Institute of Art History is a center for interdisciplinary research and graduate education in the history of art, and a community of scholars dedicated to collaboration and exchange. Housed in offices at The University of Texas at Dallas and the Dallas Museum of Art, the O'Donnell Institute is a partnership between the University and the Museum, linking one of the...
country's great public art collections with one of the finest public educational institutions in the world. Visit the O'Donnell Institute's website at www.utdallas.edu/arhistory.

Special Instructions
Summary

Important Message
1) The University of Texas at Dallas is an equal opportunity/affirmative action employer (M/F/D/V).
2) All employees serve as a representative of the University and are expected to display respect, civility, professional courtesy, consideration of others and discretion in all interactions with members of the UT Dallas community and the general public.

Supplemental Questions

Required fields are indicated with an asterisk (*).

Applicant Documents

Required Documents
1. Resume
2. Cover Letter/Letter of Application

Optional Documents
1. Unofficial Transcripts
2. Writing Sample
3. Veteran Employment Preference - Form DD-214
Job Description

Job Title: Coordinator 2 (Meadows Museum Publications Coordinator)

Location: Meadows School of the Arts

Regular/Temporary: Regular

Salary Range: $38,000 - $40,000 annual

Job Summary

Reporting to the Associate Director/Coordinator of Exhibitions, the Museum Publications Coordinator oversees the editing of manuscripts and copy for brochures, labels, didactics, signage, educational and miscellaneous printed and electronic materials, according to required schedules and recognized standards. The Museum Publications Coordinator is also responsible for providing editorial support and coordination of exhibition and permanent collection catalogues.

Essential Functions

- Coordination and distribution of Exhibition Publications: coordinates, edits and proofreads exhibit catalogs & other museum publications; verifies facts, dates, and statistics; marks up manuscripts and galleys proofs using standard typesetters' notations; confers with authors regarding changes made to copy; supports all activities and aspects of Meadows Museum publications, including working with designer and publishers.
- Coordination of At the Meadows semi-annual guide: tracks the elements, costs, and schedules of multiple projects as needed; works closely with the Marketing department to track production and delivery of editorial materials.
- Proofing of Exhibition and Collection Printed Material (including labels, brochures): consults editors, writers, and museum staff as needed to evaluate demands of each individual project; solicits, coordinates, and reviews work done by in-house and freelance editors, in consultation with other museum departments, develops and maintains guidelines for Meadows Museum's house style.
- Proofing of marketing material and website.
- Proofing of educational printed material.

Education and Experience

Bachelor's Degree is required, with emphasis in English, Journalism, Communications or Art History.

Master's Degree is preferred.

A minimum of three years professional editing experience in a fine arts museum is preferred.

Firm command of scholarly publishing practices, Chicago Manual of Style guidelines, and standard typesetters' notations is required.

Fluency in Spanish, including reading, writing, and speaking is desirable.

Knowledge, Skills & Abilities

- Candidate must demonstrate strong interpersonal and verbal communication skills with the ability to communicate effectively and positively with a wide range of constituencies. Must demonstrate the ability to communicate effectively in writing.
- Professional demeanor and communication skills are essential.
- Candidate must possess highly developed organizational skills that include effective planning, time management and multi-tasking.
- Candidate must demonstrate strong problem solving skills with the ability to identify and analyze problems as well as devise solutions. Must also be able to work independently as well as to work collaboratively.
- Must have a strong focus on attention to detail and accuracy.
- Candidate must possess excellent project management skills.
- Generalized matrix and project management is required.
Job Description

Job Title: Manager 3 (Collections Manager)
Location: Meadows School of the Arts

Salary Range

Salary is commensurate with experience and qualifications.

Job Summary

The Collections Manager will maintain records of storage, exhibit, and loan locations of all objects in the collection for use of establishment personnel, insurance representatives and other persons utilizing the Meadows Art Museum. This position will develop and implement collections and archives management policies. The Collection Manager will also assist with handling, packing and inspecting all objects entering or leaving the Museum.

Essential Functions

Maintains records of storage, exhibit, and loan locations of all objects in collection for use of establishment personnel, insurance representatives, and other persons utilizing facilities.

Maintains the Collections database, including input of data, standardization of information and cross check.

Assists with incoming and outgoing paperwork for exhibitions and loans. Arranges for insurance of objects on loan or special exhibition, or recommends insurance coverage on parts of or entire collection. Develop and implement collections and archives management policies and activities based on best practices. Create access tools, guides and finding aids.

Assists with handling, packing, movement, and inspection of all objects entering or leaving establishment, including traveling exhibits, and confers with other personnel to develop and initiate most practical methods of packing and shipping fragile or valuable objects. Assist with installations, courier trips, and deliveries.

Oversees and trains interns, part-time staff and volunteers.

Manages certifications regarding the shipping of artwork (i.e., applications through Spanish government for export, Fish and Wildlife importation permits (CITES), and US Indemnity application).

Participates in Museum programs and activities.

Education and Experience

Bachelor's Degree is required; prefer emphasis in Art History.

Master's Degree is preferred.

A minimum of five years professional museum registration work in a fine arts museum is required.

Two years supervisory experience is preferred.

Previous art handling experience is a plus.

Experience with digital photography and archiving is a plus.

Fluency in Spanish, including reading, writing, and speaking is desirable.

Knowledge, Skills & Abilities

- Candidate must demonstrate strong interpersonal and verbal communication skills with the ability to communicate effectively and positively with a wide range of constituencies. Must also demonstrate the ability to communicate effectively in writing.
- Professional demeanor and communication skills are essential.
Assistant Registrar

The Amon Carter Museum of American Art seeks a qualified individual to assist with registration department with general office needs. Arrange for movement of artwork to and from all areas for exhibition installation, photography, conservation examination, and research. Assist with the physical care of the collection by maintaining AAM accepted standards of storage, packing, and transportation. Collaborate with other departments to make collections accessible for the purpose of exhibition, publication, and research.

Responsibilities

- Assist registrars with maintenance and organization of permanent collection object files to insure that new documentation is added to the appropriate file(s) when received. Assist staff with research to the files. Assemble file folders for new acquisitions. Scan selected object file information into collections database.

- Maintain accurate records on object locations through use of the collections database including updates for museum and non-museum owned works that are exhibited in gallery installations.

- Handle movement of objects in the permanent collection including retrieving and returning works to their permanent locations.

- Assist registrar’s department in preparing and organizing objects in the permanent collection for inspection by curators, conservators, scholars, researchers and respond to general queries regarding collection. Arrange transportation of works to and from conservation lab.
· Prepare all documents and folders for outgoing loan packets.

· Assist registration staff with exhibition- and loan-related tasks, such as: documentation of packing methods; condition reporting; issuing certificates of insurance and receipts; recording the maintenance of works in traveling exhibitions during installation and de-installation periods.

· With Associate Registrar, assist in periodic inventory of the permanent collection.

· Respond to public inquiries and provide access to storage as needed.

· Maintain confidentiality regarding all sensitive museum information.

· Other duties as needed.

Skills and Requirements

· Knowledge of proper art handling procedures and techniques, including packing and transportation methods.
· Proficiency with computerized collection management systems. KE EMu a plus.
· Computer proficiency with MS Office products.
· Excellent planning, communication, and organizational skills.
· Ability to physically move, carry and/or maneuver objects weighing up to 30lbs; ability to bend or stoop.
· Proven ability to work independently and under close supervision, or as assigned, and to bring projects to completion in a timely manner.
· Must be available for travel as required.

Key Characteristics/Traits

· Ability to prioritize and manage multiple, ongoing projects.
· Highly effective verbal, listening, and written communications skills with the ability to communicate with all levels and with all people and groups, in order to clearly exchange and provide information.
· Ability to maintain effective working relationships internally and externally, which includes demonstrating a pleasant, courteous, and professional demeanor and presence at all times.
· Must maintain confidentiality regarding all sensitive museum information.

Qualifications/Education

· Degree in art history, museum studies, or related field.
· Minimum two years’ experience in an art museum or collection management office.
· Experience handling art work and terminology used for reporting on condition of objects.
· Knowledge of accepted museum registration techniques, museum records management processes, and collection management practices.
· Must be able to move and inspect objects as needed.

Other Job Requirements

· Background check
· Drug screen

Email letter, resume and references to human.resources@cartermuseum.org or send to HR Manager, 3501 Camp Bowie Blvd., Fort Worth, TX 76107 or fax (817) 665-4315. EEOC. No walk-ins.
Appendix 3: Area institutions that will collaborate with Master’s students on Practicum projects

The Master’s curriculum places particular emphasis on a Practicum element in which students design and carry out an original project such as scholarly essay, a small exhibition, or archival research, often in collaboration with an area institution. So far, five area institutions have agreed to provide our Master’s students with special access to collections and research resources to support Practicum projects. As the program grows we will expand this network of collaborating institutions in response to students’ research interests.

- **The Dallas Museum of Art**, an encyclopedic collection of over 23,000 artworks with particular strengths in Islamic art, African art, arts of the Americas, and modern and contemporary art
- **The Crow Collection of Asian Art**, dedicated to the arts and cultures of China, Japan, India and Southeast Asia
- **The Nasher Sculpture Center**, one of the finest collections of modern and contemporary sculptures in the world
- **The Warehouse**, which displays works from the Rachofsky and Faulconer collections of modern and contemporary art
- **The Wilcox Space**, the former studio of the painter John Wilcox and a site for the study and exhibition of Wilcox’s work and the work of practicing painters
Appendix 4: List of Affiliated Faculty and Profiles of Core Faculty

Scholars Affiliated with the O’Donnell Institute
The O’Donnell Institute of Art History draws together scholars from The University of Texas at Dallas, The University of Texas at Arlington, the Dallas Museum of Art, and the Crow Collection of Asian Art. Together, O’Donnell Institute scholars form an intellectual community dedicated to collaboration and exchange.

The University of Texas at Dallas

Sabiha Al Khemir
PhD, University of London
Senior Advisor for Islamic Art, Dallas Museum of Art
Distinguished Scholar of Islamic Art in Residence, The Edith O’Donnell Institute of Art History

Melia Belli-Bose
PhD, University of California, Los Angeles
Visiting Associate Professor (spring semesters)
South Asian art and architecture

Richard R. Brettell
PhD, Yale University
Founding Director, The Edith O’Donnell Institute of Art History and the Margaret McDermott Distinguished Chair
Nineteenth- and twentieth-century European art

Dianne Goode
PhD, The University of Texas at Dallas
Senior Lecturer, The University of Texas at Dallas
Renaissance and Baroque art

Sarah K. Kozlowski
PhD, Yale University
Assistant Director, The Edith O’Donnell Institute of Art History
Fourteenth- and fifteenth-century painting in Naples and Europe

David McPhail
PhD, Imperial College London
Distinguished Chair of Conservation Science, The Edith O’Donnell Institute of Art History, and Professor, School of Natural Sciences and Mathematics, Department of Chemistry and Biochemistry, The University of Texas at Dallas
**Bonnie Pitman**  
MA, Tulane University  
Distinguished Scholar in Residence, The University of Texas at Dallas  
Co-Director, Center for the Interdisciplinary Study of Museums  
Museum studies, art and medicine

**Mark Rosen**  
PhD, University of California, Berkeley  
Associate Professor, The University of Texas at Dallas  
Italian Renaissance art and cartography

**Maximilian Schich**  
PhD, Humboldt University, Berlin  
Associate Professor, The University of Texas at Dallas  
Classical art, data science, complex networks

**Charissa Terranova**  
PhD, Harvard University  
Associate Professor, The University of Texas at Dallas  
Post-WWII art, architecture, and urbanism; media theory

**The University of Texas at Arlington**

**Kathryn Holliday**  
PhD, University of Texas, Austin  
Associate Professor, The University of Texas at Arlington  
Nineteenth- and twentieth-century architecture

**Douglas Klahr**  
PhD, Brown University  
Associate Professor, The University of Texas at Arlington  
Nineteenth-century architecture, urbanism, and photography

**Benjamin Lima**  
PhD, Yale University  
Assistant Professor, The University of Texas at Arlington  
Modern and contemporary art

**Mary Vaccaro**  
PhD, Columbia University  
Professor of Art History, The University of Texas at Arlington  
Renaissance art in Italy
Beth Wright  
PhD, University of California, Berkeley  
Professor of Art History, The University of Texas at Arlington  
Eighteenth- and nineteenth-century art in France

The Dallas Museum of Art

Sabiha Al Khemir  
PhD, University of London  
Senior Advisor for Islamic Art, Dallas Museum of Art  
Distinguished Scholar of Islamic Art in Residence, The Edith O’Donnell Institute of Art History

Anne Bromberg  
PhD, Harvard University  
The Cecil and Ida Green Curator of Ancient and Asian Art, Dallas Museum of Art

Sue Canterbury  
MA, Williams College  
The Pauline Gill Sullivan Associate Curator for American Art, Dallas Museum of Art

Gavin Delahunty  
MA, Visual Arts Practices Institute of Art, Design and Technology, Dublin  
The Hoffman Family Senior Curator of Contemporary Art, Dallas Museum of Art

Kimberly Jones  
PhD, The University of Texas at Austin  
The Ellen and Harry S. Parker III Assistant Curator of the Arts of the Americas, Dallas Museum of Art

Nicole Meyers  
PhD, Institute of Fine Arts, New York University  
The Lillian and James H. Clark Curator of Painting and Sculpture

Roslyn Walker  
PhD, Indiana University  
Senior Curator of the Arts of Africa, the Americas, and the Pacific, and The Margaret McDermott Curator of African Art, Dallas Museum of Art

The Dallas Museum of Art, Conservation Studio

Mark Leonard  
MA, Art History and Diploma, Art Conservation, Institute of Fine Arts, New York
University
Chief Conservator, Dallas Museum of Art

Fran Baas
MA and Certificate of Advanced Study in Art Conservation, State University of New York at Buffalo
Associate Conservator of Objects, Dallas Museum of Art

Laura Hartman
MS, Winterthur/University of Delaware Program in Art Conservation
Conservation Fellow

Crow Collection of Asian Art

Qing Chang
PhD, University of Kansas
Research Curator, Crow Collection of Asian Art

Jacqueline Chao
PhD, Arizona State University
Curator of Asian Art, Crow Collection of Asian Art

Affiliate Faculty at UT Dallas

Charles Bambach
PhD, University of Michigan
Professor, The University of Texas at Dallas
History of ideas, history of western philosophy

Frank Dufour
PhD, University of Paris 8
Professor, The University of Texas at Dallas

Michael J. Farmer
PhD, University of Wisconsin, Madison
Associate Professor, The University of Texas at Dallas
History of ideas, Chinese history

Charles Hatfield
PhD, The Johns Hopkins University
Associate Professor, The University of Texas at Dallas
Literature, Latin American literature and intellectual history, translation and translation studies
Dennis M. Kratz  
PhD, Harvard University  
Dean of The School of Arts and Humanities and Ignacy and Celina Rockover Professor of Humanities, The University of Texas at Dallas

Roger Malina  
PhD, University of California, Berkeley  
Arts and Technology Distinguished Chair, The University of Texas at Dallas

Adrienne McLean  
PhD, Emory University  
Professor, The University of Texas at Dallas  
Film Studies

René Prieto  
PhD, Stanford University  
Margaret McDermott Professor in Arts and Humanities, The University of Texas at Dallas  
Nineteenth- and twentieth-century literature and humanities

Nils Roemer  
PhD, Columbia University  
Stan and Barbara Rabin Professor in Holocaust Studies, Director of the Ackerman Center for Holocaust Studies, The University of Texas at Dallas

Frederick Turner  
Oxford University  
Founders Professor, The University of Texas at Dallas  
Literature and creative writing, poetry

Shilyh Warren  
PhD, Duke University  
Assistant Professor, The University of Texas at Dallas  
Film studies
Profiles of Core Faculty

**Sabiha Al Khemir**  
PhD, University of London, School of Oriental and African Studies  
Senior Advisor for Islamic Art, Dallas Museum of Art  
Distinguished Scholar of Islamic Art in Residence, The Edith O’Donnell Institute of Art History

Dr. Sabiha Al Khemir is recognized internationally as a leading authority on Islamic art. She is the Senior Advisor for Islamic Art at the Dallas Museum of Art and was instrumental in bringing the Keir Collection to the DMA. To introduce the Keir Collection to Dallas audiences she curated the exhibition *Spirit and Matter* (2015-2016). Al Khemir was the Founding Director of The Museum of Islamic Art, Doha, Qatar.

She has curated many exhibitions and authored their catalogs, including *From Cordoba to Samarkand* (Louvre, 2006), *Beauty and Belief: Crossing Bridges with the Arts of Islamic Culture* (Brigham Young University Museum and the Indianapolis Museum of Art, 2012-2013), and *Nur: Light in Art and Science from the Islamic World* (Focus Abengoa Foundation, Seville, Spain, and The Dallas Museum of Art, 2013-2014).

As the artistic director of the exhibition project *Kalila and Dimna: Fables Across Time* (National Museum in Bahrain, 2015), she has also created paintings to illustrate these ancient fables. Dr. Al Khemir has taught Islamic art at the British Museum, London, and has lectured at institutions around the world.

Al Khemir is also a writer and visual artist. Her historical novel, *The Blue Manuscript*, was featured at the 2009 National Book Festival in Washington, DC. Her illustrated works include *The Island of Animals* and a number of book covers of titles such as *Respected Sir* by the Nobel Prize winning author Naguib Mahfouz.

**Melia Belli-Bose**  
PhD, University of California, Los Angeles  
Visiting Associate Professor (spring semesters)  
South Asian art and architecture

**Richard R. Brettell**  
PhD, Yale University  
Founding Director, The Edith O’Donnell Institute of Art History and the Margaret McDermott Distinguished Chair

Richard Brettell is among the foremost authorities in the world on Impressionism and French Painting of the period 1830-1930. With three degrees from Yale University, he has taught at The University of Texas, Northwestern University, The University of Chicago, Yale University, and Harvard University and is currently Margaret M.
McDermott Distinguished Chair of Art and Aesthetic Studies and the Edith O'Donnell Distinguished Chair at the University of Texas at Dallas. He is also an international museum consultant with projects in Europe, Asia, and the United States. He established the Center for the Interdisciplinary Study of Museums at UT Dallas.

In 1980, Dr. Brettell was appointed Searle Curator of European Painting at the Art Institute of Chicago. In 1988, he became the McDermott Director of the Dallas Museum of Art (DMA). Since leaving the DMA, Dr. Brettell has been involved with the purchase of the M. H. W. Ritchie Collection for the Dixon Gallery and Gardens in Memphis, with the building and renovation program of the Portland Museum of Art (Oregon), and with the Millennium Gift of the Sara Lee Collection, for which the company won the National Medal for the Arts in 1999. He is Senior Advisor for International Art for the National Gallery of Australia and is working with Professor Stephen Eisenman of Northwestern University to catalogue the collection of 19th and 20th century French Paintings at the Norton Simon Museum in Pasadena, California.

Dr. Brettell worked with Elizabeth and Felix Rohatyn, former Ambassador to France, and Françoise Cachin, former Director of the French National Museums, to create FRAME (French/Regional/American Museum Exchange). Dr. Brettell has established at UT Dallas the American office of FRAME, a coalition of 24 regional museums in both countries.

Dr. Brettell is actively engaged with architecture in Dallas, as a board member and founding president of the Dallas Architecture Forum, as a Consultant to Philip Johnson for The Cathedral of Hope in Dallas, and as curator of an exhibition devoted to "Five Dallas Modern Architects" for UT Dallas in January/February 2002. This exhibition has traveled to the University of Texas at Arlington, the University of Texas in Austin, and the University of Houston. He has published architectural criticism, including "Beyond the Golden Age: Three New Art Museums for Texas" in Southwest Review (Vol. 87, no. 4) and "Lost in Translation: Ando's Building for The Modern Art Museum of Fort Worth" for CITE: A Quarterly publication of the Rice Design Alliance.

Sarah K. Kozlowski
PhD, Yale University
Assistant Director, The Edith O'Donnell Institute of Art History

Dr. Sarah Kozlowski earned her BA in Art History (summa cum laude, Phi Beta Kappa) from Wheaton College, her MA from Williams College/The Clark Art Institute, and her PhD from Yale University.

Focusing primarily on fourteenth- and fifteenth-century Naples, her work asks how paintings and other artworks figure their own condition of mobility, and how the materials of painting generate meaning. These and other questions are explored in “Circulation, Convergence, and the Worlds of Trecento Panel Painting: Simone Martini in Naples,” which appeared in Zeitschrift für Kunstgeschichte 78:2 (2015).
Current projects include “Jan van Eyck’s Saint George and the Dragon between Bruges and Naples,” an essay on materiality and metapictoriality in Piero della Francesca’s Legend of the True Cross, a study of a fourteenth-century Neapolitan diptych, and a two-part installation and accompanying catalogue of the diptychs and polyptychs of the painter John Wilcox (co-curated with Benjamin Lima).

Dr. Kozlowski was appointed Assistant Director of the O’Donnell Institute in February 2015. She oversees the Institute’s academic and research programs and other special projects. Once a year she offers a seminar that centers on artworks and other materials in Dallas-Fort Worth collections.

**David McPhail**  
PhD, Imperial College London  
Distinguished Chair of Conservation Science, The Edith O’Donnell Institute of Art History, and Professor, School of Natural Sciences and Mathematics, Department of Chemistry and Biochemistry, The University of Texas at Dallas

David McPhail is an expert in the analysis of surfaces and the study of how those surfaces interact with their environment. He has worked at the interface between analytical science and cultural heritage for over twenty-five years. His research includes studies of artifacts made of glass, metal, and ceramic as well as the study of modern materials such as plastics.

The aim of McPhail’s research in conservation science is to ensure that the research delivers practical, cost-effective guidelines that conservators and curators can use to preserve artifacts that would otherwise be lost to future generations. The complimentary analytical techniques he uses reveal the mechanisms and kinetics of decay, leading to treatments that can slow down or even arrest deterioration completely.

He also uses high sensitivity surface analysis to determine the effectiveness of the cleaning processes used in the conservation of materials (for example solvents, laser cleaning and steam) and the rate of recontamination of surfaces once they have been cleaned.

McPhail is engaged in collaborative research projects with museums in Dallas and Fort Worth including the Dallas Museum of Art and the Amon Carter Museum. Previously he worked at Imperial College London for 25 years developing research collaborations with conservators and conservation scientists at most of the major museums in the London area.

McPhail studied for a B.Sc. in Physics at Bristol University (1976) and a Ph.D. in Mass Spectrometry at Imperial College, London (1982). After his PhD he worked on Secondary Ion Mass Spectrometry (SIMS), a very sensitive high-resolution analytical tool for studying materials and their interaction with the environment.
He was appointed as a Physics lecturer at Warwick University in 1988 and moved to Imperial College as a lecturer in 1989. He left Imperial College for his current post in Texas in 2016. He has over 180 publications in print and has supervised over thirty PhD students. He is a Fellow of the UK Institute of Physics and sat on its Council for four years from 2010-2014.

He was Deputy Director of the Graduate School at Imperial College from 2011-2015 and was academic lead on the joint PhD program with the National University of Singapore from 2010-2015. He won the Imperial College Rectors award for excellence in teaching twice.

**Bonnie Pitman**
MA, Tulane University
Distinguished Scholar in Residence, The University of Texas at Dallas

Bonnie Pitman is a nationally recognized leader in the museum and arts community for her expertise and research in audience and civic engagement.

Pitman joined The University of Texas at Dallas as Distinguished Scholar in Residence and Co-Director of the Center for the Interdisciplinary Study of Museums in 2012. Her work focuses on developing interdisciplinary research and program relationships between UTD and cultural, educational, and health institutions. Working with the School of Arts and Humanities and the Art and Technology program her areas of interest include the roles of museums with audience engagement, new technologies, and collaborative partnerships.

Pitman was the Eugene McDermott Director of the Dallas Museum of Art and also served as Deputy Director for 12 years. Under her leadership the Museum’s artistic excellence and engagement with the community dramatically increased. Her work focused on the development of the museum’s collections, presentations of major exhibitions, audience engagement and the expansion of the museums uses of new technologies. The DMA’s ArtsNetwork linked the museum’s collections and programs in new ways on the website, introduced Smartphone tours, and uses of social media. She led the development of the Center for Creative Connections and the Framework for Engaging with Art that increased audience participation in the museum.

Pitman has been a curator, educator, and administrator at the University of California’s Berkeley Art Museum and Pacific Film Archives, Seattle Art Museum, New Orleans Museum of Art, Winnipeg Art Gallery and the Bay Area Discovery Museum.

Pitman has received numerous awards over her career and was recognized most recently with the Award for Distinguished Service to Museums by the American Association of Museums in 2011 recognizing lifetime achievement in the museum field. She has served on the boards of museum associations including the American Association of Museums (AAM), and as Chair of the AAM Accreditation Commission. Pitman chaired the
AAM’s National Task Force on Museum Education that prepared the landmark policy report *Excellence and Equity: Education and the Public Dimension of Museums*. She has been a consultant to over 200 museums including art, history and science museums.

Publications include, the *Dallas Museum of Art: A Guide to the Collection*, 2012; *Ignite the Power of Art: Advancing Visitor Engagement in Museums*, 2010; *New Forums: Art Museums & Communities*. In addition to numerous articles, she was the editor of *Presence of Mind: Museums and the Spirit of Learning* and *Excellence and Equity: Education and the Public Dimension of Museums*, a signature work that altered the perceived role of museums in society.

She is a member of the advisory board for the SMU National Center for Arts Research in the Meadows school for the Arts and Cox Business School and on the Board of the Baylor Health Care Foundation in Dallas, TX.

Pitman received a Master of Arts degree from Tulane University and a Bachelor of Arts, cum laude and Phi Beta Kappa from Sweet Briar College in Virginia.

**Mark Rosen**  
PhD, University of California, Berkeley  
Associate Professor, The University of Texas at Dallas

I am an art historian and historian of cartography specializing in late medieval, Renaissance and Baroque Europe. Among my interests are the ways in which the sciences impacted the arts and the points of contact between the fields. In my undergraduate courses, students are introduced not only to the greatest artworks of early modernity but also to its documents, maps, religious practices, political ideologies, and urban forms. I also regularly teach from local collections like the Kimbell Museum in Fort Worth, the Meadows Museum at SMU, and the Dallas Museum of Art.

My book, *The Mapping of Power in Renaissance Italy: Painted Cartographic Cycles in Social and Intellectual Context* (Cambridge University Press, 2015), bridges the disciplines of art history and the histories of science, cartography, and geography. The study details how the Florentine court utilized painted maps in the late sixteenth century, a moment better known for its printed maps and atlases. It touches upon the ways in which maps functioned beyond their geographical content, and the ways in which their display worked together with other types of decoration to make statements about dominion and power. In 2015 the book received the Sixteenth Century Society and Conference’s inaugural Founders' Prize for best first book manuscript in early modern studies (ca. 1450-ca. 1660). My current project concerns the visual rhetorics of the bird's-eye view in early modern Europe.

I have also published articles and reviews in a number of international art-historical and historical journals, including *The Art Bulletin*, *Renaissance Quarterly*, *The Sixteenth Century Journal*, *Mitteilungen des Kunsthistorischen Institutes in Florenz*, *Oud*
Among my recent publications are "Pietro Tacca's Quattro Mori and the Conditions of Slavery in Early Seicento Tuscany" (The Art Bulletin [2015]: 34–57) and "Vasari and vedute" (Source: Notes in the History of Art [2015]: 31–38).

I have received grants and fellowships from the National Endowment for the Humanities; the Samuel H. Kress Foundation; the Huntington Library; the Harry Ransom Center at the University of Texas, Austin; the Renaissance Society of America; the Gladys Krieble Delmas Foundation; and the Fondazione Roberto Longhi in Florence. I serve on the Executive Committee of the Italian Art Society and presently act as its Webmaster.

I offer courses covering European art between the years 1200 and 1700. Among my regular offerings upper-level courses are AHST 3313 (Medieval Art), AHST 3315 (Art of the Renaissance) and AHST 3316 (Art of the Baroque), as well as topics courses on subjects such as Medieval Venice, Love and Marriage in the Renaissance, and Leonardo da Vinci. In these classes, students learn not simply about the origins or subjects of aesthetic objects but also the deep cultural and societal meaning underpinning them. I regularly involve contemporary perspectives on "old" art, such as involving the students in controversies about restorations, attributions, and museum practice. In fall 2016, I will teach an undergraduate class on "writing across the arts," involving not only art history and criticism but also writings on music, theater, and film. My graduate courses have included courses on the History of Cartography, Style and Mannerism, Renaissance and Baroque Sculpture, Artists' Biographies, and Narrativity in Art.

I am a native Californian who, before moving to Dallas, lived most of his life in that state or in Italy. I earned my doctorate in History of Art at the University of California, Berkeley, the university where I also received my B.A. in English. Prior to arriving at UT Dallas, I held a National Endowment for the Humanities Postdoctoral Fellowship at the Medici Archive Project in the Archivio di Stato of Florence, Italy, working of the transcription and translation of sixteenth- and seventeenth-century documents.

**Maximilian Schich**
PhD, Humboldt University, Berlin  
Associate Professor, The University of Texas at Dallas

Maximilian Schich is an associate professor for arts and technology at the University of Texas at Dallas and a founding member of the Edith O'Donnell Institute of Art History. His work converges hermeneutics, information visualization, computer science, and physics to understand art, history, and culture. His motivation is to harness and advance expertise in collaboration, to build and lead a group of researchers, to teach students, and to contribute within a team of teams. Maximilian is the first author of A Network Framework of Cultural History (Science Magazine, 2014) and a lead co-author of the animation Charting Culture (Nature video, 2014). He is an editorial advisor at Leonardo Journal, an editorial board member at Palgrave Communications (NPG), and the Journal for Digital Art History. He publishes in multiple disciplines and speaks to translate his
ideas to diverse audiences across academia and industry. His work received global press coverage in 28 languages.

**Charissa Terranova**  
PhD, Harvard University  
Associate Professor, The University of Texas at Dallas

Charissa Terranova lectures and teaches seminars on modern and contemporary art and architectural history, theory, and criticism, the history of biology in art and architecture, and media and new media art and theory.


Her work centers on tracing the connections between biology, art, and architecture in the diaspora of the Bauhaus in England and the U.S. after 1933. *Art as Organism: Biology and the Evolution of the Digital Image* (IB Tauris, January 2016) links the emergence of the digital image to the dispersion of biocentric aesthetic philosophies developed by Bauhaus pedagogue László Moholy-Nagy, from 1920s Berlin to the Massachusetts Institute of Technology in the 1970s. It uncovers seminal but overlooked references to biology, the organism, feedback loops, emotions and the Gestalt, along with an intricate genealogy of related thinkers across disciplines.

The forthcoming *Routledge Companion to Biology in Art and Architecture* (June 2016), coedited by Terranova and San Francisco media artist Meredith Tromble, brings together thirty essays by artists, architects, theorists, and historians on the broad-ranging topic of bios, life as a matter of ecological relations, within art and architecture.

Inaugural director and curator of Centraltrak: The UT Dallas Artists Residency, Terranova regularly curates and writes art criticism. From September 2015 to February 2016, Terranova collaborated with Davidson College Professor of Biology Dave Wessner in the SciArt Center NYC's virtual residency program. As part of the residency, Terranova and Wessner co-curated in February 2016 *Gut Instinct: Art, Design, and the Microbiome*, an on-line exhibition about art, the gut-brain axis, and gastrointestinal microbiome. In the fall of 2015 at Gray Matters Gallery in Dallas, Texas she curated *Chirality: Defiant Mirror Images*, an exhibition about art and the scientific concept of "chirality," or non-superimposable mirror images.

Terranova enjoys working with students on the history and theory of science within
modern and contemporary art and new media practices. She encourages students to use their imagination in their research in these fields in order to open new modes and spaces of inquiry. My goal is to help students re-frame conventional art historical questions in terms of contemporary science-based problem solving. She also enjoys working with art students in practice and frequently does studio visits.

Before joining the faculty of the University of Texas at Dallas to launch Centraltrak, the university's artists residency program, Terranova taught modern and contemporary art and architectural history at Southern Methodist University, modern architectural history and art theory at the University of British Columbia in Vancouver, architectural history and theory at the Boston Architectural College, and architectural history and theory at Harvard University.
October 17, 2016

Serenity King
Assistant Provost for Program and Policy Coordination
Provost’s Office, AD 42

Dear Serenity:

I endorse the proposed Bachelor of Science in Human Resource Management. The Naveen Jindal School of Management faculty also overwhelmingly approved this proposed degree program (120 in favor, 1 against, and 3 abstained). Further, we have received five letters of support from corporations within the DFW metroplex.

In support of the proposed addition of Human Resource Management as an undergraduate major at the University of Texas at Dallas, I have approved the addition of two tenure-track faculty in the area of organizational behavior and human resources (OBHR). A search committee has been formed and a search is underway for one senior- and one junior-level faculty in OBHR. Every attempt will be made to fill these jobs as soon as possible.

Sincerely,

Dean Hasan Pirkul
New Program Request Form for Bachelor’s and Master’s Degrees

Directions: An institution shall use this form to propose a new bachelor’s or master’s degree program that is in the field of engineering or has costs exceeding $2 million for the first five years of operation. In completing the form, the institution should refer to the document Standards for Bachelor’s and Master’s Programs, which prescribes specific requirements for new degree programs. Note: This form requires signatures of (1) the Chief Executive Officer or Chief Academic Officer, certifying adequacy of funding for the new program and the notification of other institutions; (2) a member of the Board of Regents (or designee), certifying Board approval. NOTE: Preliminary notification is required for all engineering programs. Prior to submission of an engineering program proposal, the institution should notify the Division of Workforce, Academic Affairs and Research of its intent to request such a program.

For more information: Contact the Division of Workforce, Academic Affairs and Research at 512/427-6200.

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<th>Administrative Information</th>
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<tr>
<td>1. <strong>Institution:</strong> The University of Texas at Dallas</td>
</tr>
<tr>
<td>2. <strong>Program Name</strong> – Show how the program would appear on the Coordinating Board’s program inventory (e.g., Bachelor of Business Administration degree with a major in Accounting): Bachelor of Science in Human Resource Management</td>
</tr>
<tr>
<td>3. <strong>Proposed CIP Code:</strong> 52.1001.00.16</td>
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<tr>
<td>4. <strong>Number of Required Semester Credit Hours (SCHs)</strong> <em>(If the number of SCHs exceeds 120 for a Bachelor’s program, the institution must request a waiver documenting the compelling academic reason for requiring more SCHs: 120)</em></td>
</tr>
<tr>
<td>5. <strong>Brief Program Description</strong> – Describe the program and the educational objectives: The Bachelor of Science in Human Resource Management (BS HRM) is intended for those students interested in a career within the human resource profession. Human resource professionals serve a variety of functions in most modern organizations, including recruiting and staffing, performance management, compensation and benefits, labor/employee relations, workforce planning, training and development, organizational change management, and HR analytics. As a result, HR professionals are found in most organizations of any size across all industries and memberships in professional organizations continue to grow (e.g., the Society of Human Resource Management (SHRM) reports over 285,000 members, and both the Association of Training and Development (ASTD) and WorldatWork (compensation and benefits) boast over 70,000 members). The emphasis of the program will be to prepare students for a career in human resources by combining a solid general business background with knowledge specific to the various facets of the profession. Students will learn the fundamentals associated with talent acquisition, development, and management, total rewards, employee engagement and change, labor relations, and leadership and how these are applied within companies to create sustainable competitive advantage. The specific learning objectives identified for this program include:</td>
</tr>
<tr>
<td>1. Students will demonstrate knowledge of the various functions within Human Resource Management, how they interrelate, and apply this knowledge in creating a comprehensive HR system to support a business.</td>
</tr>
<tr>
<td>2. Students will know the major employment laws governing hiring, mobility, safety, pay, privacy, labor relations and ensure legal and ethical compliance in policy and practice.</td>
</tr>
<tr>
<td>3. Students will develop skills to effectively manage the flow of talent into and through</td>
</tr>
</tbody>
</table>
organizations.

4. Students will demonstrate the ability to strategically utilize compensation to attract, retain, and motivate qualified employees.

5. Students will become proficient in the process of identifying, measuring, and developing the performance of individuals and teams, and aligning their performance with the strategic goals of the organization.

6. Students will acquire the knowledge necessary to support the training and development of talent within organizations.

7. Students will acquire the knowledge necessary to support change management efforts at the individual, group, and especially organizational levels of intervention.

BS HRM students will be prepared to take variety of HR jobs within organizations (e.g., training specialist, recruiter, compensation analyst, HR analytics, etc.) supporting the all-important people side of these businesses. Additionally, the breadth of their preparation will enable them to move laterally into different HR functions and vertically into positions of leadership within the HR function. In addition to for-profit and non-profit organizations, the BSHRM student will find opportunities at consulting firms specializing in HR services.

By combining distinguished faculty with access to and interaction with HR professionals from many of the world’s leading companies (through a close partnership with the local HR community), the objective is to create a professionally recognized undergraduate program that produces students qualified to meet the needs of HR job market in Texas.

The BS HRM program requires the successful completion of 120 semester credit hours (SCH). The degree plan includes the University’s general education requirements (42 SCH), preparatory and business core courses (43 SCH), HR specific core courses (24 SCH), and electives related to human resources, organizational behavior, and business (11 SCH). In total, students in the BS HRM program can take up to 35 SCH related to a career in human resources.

6. Administrative Unit – Identify where the program would fit within the organizational structure of the university (e.g., The Department of Electrical Engineering within the College of Engineering): Naveen Jindal School of Management (JSOM)

7. Proposed Implementation Date – Report the date that students would enter the program (MM/DD/YY): 08/29/17

8. Contact Person – Provide contact information for the person who can answer specific questions about the program:
   
   Name: Hasan Pirkul
   
   Title: Dean
   
   E-mail: hpirkul@utdallas.edu
   
   Phone: 972-883-2705

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**Program Information**

I. Need

A. Job Market Need – Provide short- and long-term evidence of the need for graduates in the job market.
Human Resource Management (HRM) is a specialty relevant to the management of all organizations, regardless of industry, public-private sector status, nonprofit-for profit status, etc. All but the smallest organizations employ someone in an HRM role. Table 1 below shows, for the HR occupational groups tracked by the Bureau of Labor Statistics, national employment levels as well as projected growth in these occupations with the state of Texas.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HR Manager</td>
<td>123,000</td>
<td>6,460</td>
<td>8140</td>
<td>26%</td>
<td>340</td>
</tr>
<tr>
<td>Compensation Benefits Manager</td>
<td>17,000</td>
<td>840</td>
<td>990</td>
<td>18%</td>
<td>40</td>
</tr>
<tr>
<td>Training and Development Mgr.</td>
<td>33,000</td>
<td>1,450</td>
<td>1,780</td>
<td>22%</td>
<td>70</td>
</tr>
<tr>
<td>HR Specialist</td>
<td>482,000</td>
<td>36,760</td>
<td>42,770</td>
<td>16%</td>
<td>1,280</td>
</tr>
<tr>
<td>Labor Relations Specialist</td>
<td>82,000</td>
<td>1,870</td>
<td>1,990</td>
<td>17%</td>
<td>50</td>
</tr>
<tr>
<td>EEO Representative</td>
<td>260,000</td>
<td>22,220</td>
<td>25,690</td>
<td>16%</td>
<td>760</td>
</tr>
<tr>
<td>T&amp;D Specialist</td>
<td>253,000</td>
<td>19,400</td>
<td>23,190</td>
<td>23%</td>
<td>800</td>
</tr>
<tr>
<td>C&amp;B Specialist</td>
<td>85,000</td>
<td>6,540</td>
<td>7,660</td>
<td>17%</td>
<td>230</td>
</tr>
<tr>
<td>HR Assistants</td>
<td>141,000</td>
<td>10,680</td>
<td>11,620</td>
<td>9%</td>
<td>360</td>
</tr>
</tbody>
</table>

In 2012 there were 106,220 HRM jobs in the state of Texas. Excluding the three management jobs, the number of potential entry-level jobs is 97,470 (86,790 if HR Assistants are excluded). Again excluding the management level jobs, the number of HRM jobs in Texas is projected to grow to 112,920 by 2022 and create almost 3,500 HRM openings per year.

On a local level, the job outlook for HRM graduates is even brighter. Per the Bureau of Labor Statistics (BLS), among the 12 largest metropolitan areas in the country Dallas ranked third in both the rate of job growth and in the number of jobs added.

In terms of employment in the field of human resources, the BLS reported there were 26,500 HR jobs in the Dallas/Ft. Worth (DFW) metropolitan area in 2015 (almost 25% of the state’s HRM employment). Another way to explore this is to look at total employment in the DFW area. Per BLS, total nonfarm employment in the Dallas-Fort Worth-Arlington Metropolitan Statistical Area stood at 3,423,100 in October of 2015. The ratio of HR staff to every 100 employees ranges from .7 to 1.3, depending on company size (the median is 1.1 and the ratio declines with company size). Assuming a conservative ratio of .8, this analysis indicates there are 27,400 HR jobs in the DFW metroplex.

In projecting demand, a 2015 report from the Society of Human Resource Management (SHRM) showed turnover rates in DFW, at 23%, to be slightly higher than the national average (18%), probably reflecting the relatively strong local economy and labor market. Assuming 27,000 HR jobs, a 23% turnover rate indicates 6,200 openings annually. Although the figures vary by industry, research indicates that 25-50% of all jobs are filled internally. Assuming a conservative 50%, this indicates 3,100 jobs available for external hires annually.

Consistent with the foregoing analysis, a search of the Indeed job site (www.indeed.com) showed 3,044 full-time HR job openings in January of 2016. Excluding jobs paying more than $50,000, and undoubtedly requiring experience of some sort, the number is reduced to 1,134 openings. To estimate the number requiring a bachelor’s degree, a random sample of 100 posts
was examined. A bachelor’s degree in human resources or related field was required or preferred in 78% of the cases, indicating 885 openings (note that DFW’s 25% of the estimated 3,500 openings per year would be 875 projected openings).

B. Student Demand – Provide short- and long-term evidence of demand for the program.

The Naveen Jindal School of Management (JSOM) currently offers a BS in Business Administration degree with a concentration in Organizational Behavior and Human Resources. With more than 30-fold growth in concentration enrollment over the past six years, the demand for this concentration at UT Dallas supports the proposed BS degree in Human Resource Management (see Table 2). When approved, the school will phase out the Organizational Behavior and Human Resources concentration. In the spring of 2016 there were 169 Organizational Behavior majors.

<p>| Table 2: BSBA Organizational Behavior and Human Resources Enrollments |
|--------------------|----|----|----|----|----|----|----|----|----|----|</p>
<table>
<thead>
<tr>
<th>S ‘10</th>
<th>F ’10</th>
<th>S  ’11</th>
<th>F  ’11</th>
<th>S  ’12</th>
<th>F  ’12</th>
<th>S  ’13</th>
<th>F  ’13</th>
<th>S  ’14</th>
<th>F  ’14</th>
<th>S  ’15</th>
<th>F  ’15</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>15</td>
<td>15</td>
<td>14</td>
<td>16</td>
<td>17</td>
<td>37</td>
<td>73</td>
<td>86</td>
<td>89</td>
<td>159</td>
<td>87</td>
</tr>
</tbody>
</table>

A survey was recently conducted of student willingness to pursue a degree in Human Resource Management. Surveys were sent to all students currently pursuing a BS-BA degree with a concentration in General Business or Organizational Behavior/Human Resources. Of the 82 respondents, 38 (46.34%) indicated they would definitely make it their major and 18 (21.95%) indicated they would probably make it their major. Overall, roughly 2 out of 3 students indicated that if a BS degree in Human Resource Management were offered, they would likely pursue the degree.

Table 3a displays the counts of all students declaring majors in undergraduate human resource management (CIP code 52.1001.00.16) offered in the state of Texas and illustrates the growing demand for Human Resource Management undergraduate education in the state.

| Table 3a. Enrollment Trends in Human Resource Management Degrees, State of Texas |
|--------------------------|----|----|----|----|----|
| Source: Texas Higher Education Coordinating Board, PREP Online, 1/25/2016 |
| 2011 | 2012 | 2013 | 2014 | 2015 |
| 677 | 686 | 762 | 859 | 901 |

| Table 3a. Enrollment Trends in Human Resource Management Degrees, State of Texas |
|--------------------------|----|----|----|----|----|
| Source: Texas Higher Education Coordinating Board, PREP Online, 1/25/2016 |
| School | 2012 | 2013 | 2014 | 2015 |
| Tarleton State University | 52 | 81 | 88 | 88 |
| Sam Houston State University | 110 | 156 | 173 | 178 |
| Texas Women’s University | 104 | 128 | 154 | 149 |
| Lamar University | 58 | 50 | 55 | 55 |
| Stephen F. Austin University | 0 | 0 | 0 | 3 |
| Texas A&M Central Texas | 61 | 68 | 76 | 90 |
| The University of Texas at San Antonio | 145 | 133 | 156 | 167 |
| Concordia University | NA | NA | NA | NA |
| Baylor University | NA | NA | NA | NA |
| Our Lady of the Lake | NA | NA | NA | NA |
Curriculum Comparison and Differentiation

The objective of this program is to adequately prepare the Bachelor-level HRM graduate to meet industry demand and Bureau of Labor projections for the entry level, human resources professional. To attain the skill set necessary for a new graduate to be successful in a competitive job market, a more in-depth quantitatively-oriented study of human resource management is required than is generally available (particularly to prospective students in the Dallas/Ft. Worth area). The proposed Bachelor of Science in Human Resource Management provides the needed opportunity for this depth of study.

Currently, 12 human resource management programs are offered at public or private institutions in the State of Texas. Of these, none are in Dallas/Ft. Worth (although one is in Denton approximately 40 miles north of Dallas).

<table>
<thead>
<tr>
<th>School</th>
<th>Location</th>
<th>Structure</th>
<th>Degree Type</th>
<th>Degree House</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tarleton State University</td>
<td>Stephenville</td>
<td>Public 4-Year</td>
<td>BA*</td>
<td>College of Business Administration</td>
</tr>
<tr>
<td>Sam Houston State University</td>
<td>Huntsville</td>
<td>Public 4-Year</td>
<td>BA*</td>
<td>College of Business Administration</td>
</tr>
<tr>
<td>Texas Women’s University</td>
<td>Denton</td>
<td>Public 4-Year</td>
<td>BA*</td>
<td>School of Management</td>
</tr>
<tr>
<td>Lamar University</td>
<td>Beaumont</td>
<td>Public 4-Year</td>
<td>BBA*</td>
<td>College of Business</td>
</tr>
<tr>
<td>Stephen F. Austin University</td>
<td>Nacogdoches</td>
<td>Public 4-Year</td>
<td>BBA</td>
<td>College of Business</td>
</tr>
<tr>
<td>Texas A&amp;M Central Texas</td>
<td>Killeen</td>
<td>Public 4-Year</td>
<td>BBA*</td>
<td>College of Business Administration</td>
</tr>
<tr>
<td>The University of Texas at San Antonio</td>
<td>San Antonio</td>
<td>Public 4-Year</td>
<td>BBA*</td>
<td>College of Business</td>
</tr>
<tr>
<td>Concordia University</td>
<td>Austin</td>
<td>Private</td>
<td>BA*</td>
<td>College of Business</td>
</tr>
<tr>
<td>Baylor University</td>
<td>Waco</td>
<td>Private</td>
<td>BBA*</td>
<td>College of Business</td>
</tr>
<tr>
<td>Our Lady of the Lake University of San Antonio</td>
<td>San Antonio</td>
<td>Private</td>
<td>BBA</td>
<td>School of Business and Leadership</td>
</tr>
</tbody>
</table>
Appendix A* contains an analysis of the curriculum of undergraduate-level HRM degrees offered by the institutions listed in Table 3b (degree plans for 2 could not be located). A review of this led to the following conclusions.

Of the ten HRM undergraduate curriculums evaluated in Table 3b and Table 4 in Appendix A, all were BBA/BA degrees. The field of HRM is increasingly driven by quantitative analysis and requires the in-depth quantitative and analytical skills offer by BS business degrees. Whereas the current UT Dallas business curriculum requires a minimum of 12 SCH of quantitative study, and offers additional coursework in analytics, the majority of currently available HRM degrees require significantly less quantitative study. New HRM graduates must be capable of analyzing the broad range of HRM business functions across multiple industries to minimize costs, maximize performance, and build engagement in an increasingly competitive U.S. labor market. In fact, HR Analytics (the application of data science principles to an organization’s people data) is the fastest growing specialty in HRM.

A Bachelor of Business Administration, with a major in HRM, limits the number of credit hours of study in the major discipline. Core credit hours for HRM major study across the aforementioned programs average 22.5 hours. Between the required 24 hours in HRM study proposed herein and electives, students can accrue 35 hours in HR specific study at UT Dallas. The proposed curriculum will prepare an entry-level, HR professional to thrive in a competitive job market by equipping them with a foundational quantitative skills and essential HR specific skills (developed through HRM core and elective courses unique to our program). Graduates of the proposed program will be skilled, exposed to industry, and prepared to address the various human resource issues in multiple industries.

The proposed BS HRM curriculum targets these identified voids in undergraduate human resource management education to better prepare and educate the future Texas workforce.

C. Enrollment Projections – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program. *(Include majors only and consider attrition and graduation.)*

Estimated enrollment in the BS HRM degree program for the first five years is presented in Table 4. The Year 1 enrollment projection is an adjusted growth projection based on the current 102 concentration enrollment, and assumes a 75% conversion rate from concentration to degree (our three most recent concentration conversions to degree were converted at rates over 77%). Although the average growth rate for the most recent new undergraduate degree programs (BS Global Business, BS Marketing, BS Management Information Systems) within the Naveen Jindal School of Management for which we have 5 years of data has been 33% a year, a conservative 20% growth was modeled for the BS HRM program.

<table>
<thead>
<tr>
<th>Table 4: BSHRM Enrollment Projections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR</strong></td>
</tr>
<tr>
<td>Headcount</td>
</tr>
<tr>
<td>FTSE</td>
</tr>
</tbody>
</table>
II. Quality

A. Degree Requirements – Use this table to show the degree requirements of the program. *(Modify the table as needed; if necessary, replicate the table for more than one option).*

<table>
<thead>
<tr>
<th>Category</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Requirements</td>
<td>42</td>
</tr>
<tr>
<td>Preparatory Courses</td>
<td>12</td>
</tr>
<tr>
<td>Business Core Courses</td>
<td>31</td>
</tr>
<tr>
<td>Human Resource Management Core Courses</td>
<td>24</td>
</tr>
<tr>
<td>Human Resource Management Guided Electives</td>
<td>6</td>
</tr>
<tr>
<td>Other Electives</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

B. Curriculum – The tables below identify the required courses and prescribed electives of the program. Courses that would be added if the program is approved are noted with asterisks (**). Three new courses will be added to the course inventory if the degree program is approved.

**Curriculum: General Education Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication (RHET 1302 and COMM 1311)</td>
<td>6</td>
</tr>
<tr>
<td>American History</td>
<td>6</td>
</tr>
<tr>
<td>Government/Political Science</td>
<td>6</td>
</tr>
<tr>
<td>Social and Behavioral Science (ECON 2301)</td>
<td>3</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>3</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Language</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (MATH 1325)</td>
<td>3</td>
</tr>
<tr>
<td>CAO (MATH 1326 &amp; ECON 2302)</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>

**Curriculum: Preparatory Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1325 Applied Calculus I</td>
<td>-*</td>
</tr>
<tr>
<td>MATH 1326 Applied Calculus II</td>
<td>-*</td>
</tr>
<tr>
<td>ECON 2301 Principles of Macroeconomics</td>
<td>-*</td>
</tr>
<tr>
<td>ECON 2302 Principles of Microeconomics</td>
<td>-*</td>
</tr>
<tr>
<td>BLAW 2301 Business and Public Law</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 2301 Introductory Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 2302 Introductory Management Accounting</td>
<td>3</td>
</tr>
<tr>
<td>OPRE 3333 Quantitative Business Analysis</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

* Counted in General Education Requirements
### Curriculum: Business Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBHR 3100  Professional Development**</td>
<td>1</td>
</tr>
<tr>
<td>OPRE 3360 Managerial Methods in Decision Making Under Uncertainty</td>
<td>3</td>
</tr>
<tr>
<td>BCOM 3310 Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>BCOM 4350 Advanced Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>FIN 3320 Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>ITSS 3300 Information Technology for Business</td>
<td>3</td>
</tr>
<tr>
<td>OBHR 3310 Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKT 3300 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>OPRE 3310 Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>IMS 3310 International Business</td>
<td>3</td>
</tr>
<tr>
<td>BPS 4305 Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>31</strong></td>
</tr>
</tbody>
</table>

**Proposed course additions**

### Curriculum: Human Resource Management Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBHR 3330 Introduction to Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>OBHR 4331 Compensation and Benefits Administration</td>
<td>3</td>
</tr>
<tr>
<td>OBHR 4333 Performance Management</td>
<td>3</td>
</tr>
<tr>
<td>OBHR 4334 Talent Acquisition and Management</td>
<td>3</td>
</tr>
<tr>
<td>OBHR 4354 Leading Organizational Change</td>
<td>3</td>
</tr>
<tr>
<td>BLAW 3301 Employment Law</td>
<td>3</td>
</tr>
<tr>
<td>OBHR 4335 Training and Development</td>
<td>3</td>
</tr>
<tr>
<td>OBHR 4360 Capstone in Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

### Curriculum: Human Resource Management Upper Level Electives

**Students Select 6 SCH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMS 4330 Global Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>OBHR 4350 Introduction to Leading and Managing</td>
<td>3</td>
</tr>
<tr>
<td>OBHR 4352 Negotiation and Dispute Resolution</td>
<td>3</td>
</tr>
<tr>
<td>OBHR 4336 Labor and Employee Relations</td>
<td>3</td>
</tr>
<tr>
<td>OBHR 4337 HR Analytics**</td>
<td>3</td>
</tr>
<tr>
<td>OBHR 4338 Managing Diversity in Organizations**</td>
<td>3</td>
</tr>
<tr>
<td>OBHR 4356 Power and Influence in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>OBHR 4300 Management of Non-Profit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>OBHR 4310 Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ITSS 4353 Business Analytics</td>
<td>3</td>
</tr>
<tr>
<td>OBHR 4V90 Management Internship</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

**Proposed course additions**

### Curriculum: Human Resource Management Other Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Electives</td>
<td>5</td>
</tr>
</tbody>
</table>
The foregoing curriculum not only complies with the State of Texas requirements, but also is consistent with the 2016 curriculum guidebook published by the Society of Human Resource Management (SHRM). SHRM, in conjunction with leading academicians and practitioners, conducted extensive research to identify required and secondary HR content areas an HR degree program should include to prepare students for a career in HR (source: Society of Human Resource Management, 2016, SHRM Human Resource Curriculum: An Integrated Approach to HR Education). It is our intent to have the program evaluated by SHRM and inclusion in their directory of recognized HRM programs.

C. Faculty – These tables provide information about Core and Support faculty. An asterisk (*) appears before the name of the individual who will have direct administrative and responsibilities for the program.

JSOM will use existing faculty including any new hires that were previously approved if this degree program is approved. New courses are marked with asterisks.

<table>
<thead>
<tr>
<th>Name of Core Faculty and Faculty Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned To Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Ford (Professor)</td>
<td>PhD, University of Wisconsin</td>
<td>OBHR 4354, OBHR 4338*</td>
<td>50%</td>
</tr>
<tr>
<td>Orlando Richards (Associate Professor)</td>
<td>PhD, University of Kentucky</td>
<td>OBHR 3330</td>
<td>50%</td>
</tr>
<tr>
<td>Jeff Weekley (Clinical Professor)*</td>
<td>PhD, University of Texas at Dallas</td>
<td>OBHR 3330, OBHR 4334, OBHR 4360, OBHR 4V90</td>
<td>100%*</td>
</tr>
<tr>
<td>Toyah Miller, (Associate Professor)</td>
<td>PhD, Texas A&amp;M University</td>
<td>OBHR 4354</td>
<td>50%</td>
</tr>
<tr>
<td>David Ritchey (Associate Dean)</td>
<td>EdD, Texas A&amp;M University</td>
<td>OBHR 3330, OBHR 4333, OBHR 4350</td>
<td>100%</td>
</tr>
<tr>
<td>Mathew Polze (Associate Dean, Senior Lecturer)</td>
<td>JD, University of Texas, Austin</td>
<td>BLAW 3301</td>
<td>50%</td>
</tr>
<tr>
<td>Edward Meda (Senior Lecturer)</td>
<td>MBA, California State University, Chico, SPHR</td>
<td>OBHR 4335, OBHR 4354</td>
<td>100%</td>
</tr>
<tr>
<td>New Faculty in Year 2018</td>
<td></td>
<td>OBHR 4337*</td>
<td>50%</td>
</tr>
<tr>
<td>New Faculty in Year 2018</td>
<td></td>
<td>OBHR 4336</td>
<td>50%</td>
</tr>
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</table>

* Program director

<table>
<thead>
<tr>
<th>Name of Support Faculty and Faculty Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned To Program</th>
</tr>
</thead>
</table>

WAAR/New Program Request Form for Bachelor's and Master's Degrees/Webmasters - Updated 4/2014
Maria Hasenhuttl  
(Clinical Assistant  
Professor)  
PhD, University of Texas at  
Dallas  
OBHR 4356  
IMS 4330  50%

Laurie Ziegler (Clinical  
Professor)  
PhD, University of Texas at  
Arlington  
OBHR 4352  50%

Diane McNulty  
(Associate Dean,  
Senior Lecturer)  
PhD, University of Texas at  
Dallas  
OBHR 4310, OBHR 4300  50%

Kelly Slaughter  
(Clinical Associate  
Professor)  
PhD, University of Minnesota  
ITSS 4353  50%

D. Students – Describe the general recruitment efforts and admission requirements. In  
accordance with the institution’s Uniform Recruitment and Retention Strategy, describe plans  
to recruit, retain, and graduate students from underrepresented groups for the program.

The BS-HRM program will participate in the JSOM’s general recruitment efforts and will have the  
same admission requirements as the University. UT Dallas admission can be obtained by  
students who take the Texas recommended high school curriculum and graduate in good  
standing and possess one of the following scores or rankings: top 10% in high school class, 26  
ACT or 1270 SAT (or 1200 SAT administered prior to March 2016). All students who do not meet  
one of these requirements are reviewed by the UT Dallas Admissions Committee but need to  
have completed a full, college-track high school curriculum and achieved a strong ACT.

In addition to the UT Dallas efforts, the JSOM will actively recruit students from local community  
colleges and high schools. UT Dallas has good working relationships with Collin College as well  
as the Dallas Community College system. The program will take advantage of these  
relationships to recruit quality transfer students. The JSOM makes every effort to recruit and  
retain under-represented students including advertising in journals targeting minority groups,  
advertising in publications of minority professional societies, and participating in forums, camps  
and competitions.

E. Library – Provide the library’s director assessment of library resources necessary for the  
program. Describe plans to build the library holdings to support the program.

To compare the resources available for human resource management, a Management Liaison  
searched across library catalog systems in several universities. “Human resource management”  
was used as a search phrase. This broad subject term includes the stated sub-subjects  
described in the curriculum of HRM analysis, performance maximization and organizational  
HRM. For journals, the search terms “executive-training of—periodicals” and “personnel  
management—periodicals” were used.

For comparison, the analysis included reviewing schools in the region as well as those identified  
by the Jindal School of Management. The selected schools were TWU, UNT, SMU, Tarleton  
State University, Sam Houston State University, and Baylor University.

Schools selected by JSOM for comparison
The McDermott Library collection at UT Dallas is on a par with the target universities. Adequate resources are currently available to fully support the proposed bachelor’s degree program. The new program would increase the demand of books. According to the 2015 *Library and Book Trade Almanac* (the average cost per book in the subject area of Business and Economics is $117.50 for print books (increased 2% over the previous year) and $138.84 for e-books (up 1.9%). The estimated cost of adding 50 titles per year then would be approximately $6,408.50 per year, (assuming a 50% balance between print and eBooks). The estimated total for five years is $32,043. Overall, the collection available at the McDermott Library is adequate to begin the program with few insufficiencies determined.

F. Facilities and Equipment – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.

Current facilities are adequate to support the program. The current JSOM facility was constructed in 2002 and has been continuously updated to include state of the art computer labs, classrooms, Internet connectivity, and instructional technologies. A 100,000 square foot building addition to JSOM was completed in the Fall of 2014.

G. Accreditation – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation.

The Association to Advance Collegiate Schools of Business (AACSB) is the accreditation body that accredits business school programs. The Naveen Jindal School of Management was accredited by AACSB in 2002 and again in 2012. The proposed degree utilizes existing courses as part of the current Bachelor of Science in Business Administration with a concentration in Healthcare Administration which meets AACSB standards.

H. Evaluation – Describe the evaluation process that will be used to assess the quality and effectiveness of the new degree program.

The program will perform an annual assessment process to determine if courses are meeting the program goals and intended learning objectives. Details of the student learning outcomes process will be presented in the assessment plan (including student learning objectives and rubrics for evaluation), based on the template given by the Office of Assessment at UT Dallas. This process includes developing detailed assessment reports for Human Resource Management core courses which will be prepared by coordinating course faculty and the data aggregated by the Program Director. As deficiencies in courses or the program are identified in the annual assessment process, the Program Director maintains responsibility for corrective action.
Graduating students will be asked to complete an exit survey. The exit survey will include questions regarding how individual courses and the program met the learning objectives and goals. The survey will also work to evaluate courses in terms of their usefulness to students in fulfilling their personal career goals and will provide an opportunity for students to provide feedback for course and program improvement.

The program will be reviewed every five years to ensure that the needs of the market are being adequately addressed. The Human Resource Management Industry Advisory Board, consisting of senior-level HR professionals in the DFW area, will provide feedback and guidance to ensure market relevance. Additionally, the curriculum will be evaluated against the SHRM guidelines for HRM education as they are updated.

The Naveen Jindal School of Management, as well as the university, as part of the accreditation processes, assesses every program within the school. The procedures to be used for institutional evaluation of the proposed program, as well as for all existing programs, have been established by The University of Texas at Dallas and are described by UTDPP1013 (Academic Program Review), which governs the periodic review of academic programs and charges the review team to provide an “assessment of the goals, plans, staffing, resources, existing and potential strengths, etc. of the unity, and those areas needing improvement.” The Office of the Executive Vice President and Provost maintains the schedule of reviews and works with the Program Review Committee (PRC) and the unit under review to facilitate the review. The process is peer review oriented and includes a review team that incorporates both internal and external members. In addition, there will be periodic internal evaluations, which will encompass job offerings, initial salary, institutional wide assessments, and supervisor satisfaction. UT Dallas has a rigorous process of program review and assessment that ensures that expected outcomes are clearly defined and measurable and are used for improving education. Each academic degree program as well as each academic certificate program at UT Dallas is assessed annually using UT Dallas’ assessment process.

III. Costs and Funding 1

Five-Year Costs and Funding Sources - Use this table to show five-year costs and sources of funding for the program.

---

1 Please use the "Program Funding Estimation Tool" found on the CB website to correctly estimate state funding.
### Five-Year Costs

<table>
<thead>
<tr>
<th>Personnel&lt;sup&gt;1&lt;/sup&gt;</th>
<th>$939,849</th>
<th>Reallocated Funds</th>
<th>$939,849</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities and Equipment</td>
<td>$0</td>
<td>Anticipated New Formula Funding&lt;sup&gt;3&lt;/sup&gt;</td>
<td>$421,739</td>
</tr>
<tr>
<td>Library, Supplies, and Materials</td>
<td>$32,043</td>
<td>Special Item Funding</td>
<td>$0</td>
</tr>
<tr>
<td>Other&lt;sup&gt;2&lt;/sup&gt;</td>
<td>$0</td>
<td>Other&lt;sup&gt;4&lt;/sup&gt;</td>
<td>$0</td>
</tr>
</tbody>
</table>

**Reallocated Cost:** $939,849  
**New Cost:** $32,043  
**Total Costs:** $971,892

<table>
<thead>
<tr>
<th>Reallocated Funding:</th>
<th>$939,849</th>
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<tbody>
<tr>
<td>New Funding:</td>
<td>$421,739</td>
</tr>
<tr>
<td>Total Funding:</td>
<td>$1,361,588</td>
</tr>
</tbody>
</table>

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program). **New faculty hires covered by school's budget allocation.**
2. Specify other costs here (e.g., administrative costs, travel).
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
4. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included.
Signature Page

1. Adequacy of Funding and Notification of Other Institutions – The chief executive or chief academic officer shall sign the following statements:

   I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.

   I certify that my institution has notified all public institutions within 50 miles of the teaching site of our intention to offer the program at least 30 days prior to submitting this request. I also certify that if any objections were received, those objections were resolved prior to the submission of this request.

   ___________________________________________   _______________________
   Chief Executive Officer/Chief Academic Officer       Date

2. Board of Regents or Designee Approval – A member of the Board of Regents or designee shall sign the following statement:

   On behalf of the Board of Regents, I approve the program.

   ___________________________________________   _______________________
   Board of Regents (Designee)                      Date of Approval
### Appendix A

#### Table 4: Curriculum Comparison – Human Resource Management Bachelor’s Degrees In Texas

<table>
<thead>
<tr>
<th>University of Texas at Dallas</th>
<th>Human Resource Courses</th>
<th>General Requirements</th>
<th>Business Core</th>
</tr>
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<tbody>
<tr>
<td>BS HRM (120 SCH)</td>
<td><strong>HR Management Core</strong> (24 SCH)</td>
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<tr>
<td></td>
<td>• Intro to Human Resource Management</td>
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<td></td>
<td>• Compensation and Benefits Administration</td>
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<td></td>
<td>• Performance Management</td>
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<td></td>
<td>• Talent Acquisition and Management</td>
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<td></td>
<td>• Leading Organizational Change</td>
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<td></td>
<td>• Employment Law</td>
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<tr>
<td></td>
<td>• Training and Development</td>
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<td></td>
<td>• Capstone in Human Resource Management</td>
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<tr>
<td></td>
<td><strong>HRM Guided Electives</strong> (6 SCH)</td>
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<tr>
<td></td>
<td>• Global Human Resource Management</td>
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<tr>
<td></td>
<td>• Introduction to Leading and Managing</td>
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<tr>
<td></td>
<td>• Negotiation and Dispute Resolution</td>
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<td></td>
<td>• Labor and Employee Relations</td>
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<td></td>
<td>• HR Analytics**</td>
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<td></td>
<td>• Managing Diversity in Organizations**</td>
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<td></td>
<td>• Power and Influence in Organizations</td>
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<td></td>
<td>• Business Ethics</td>
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<tr>
<td></td>
<td>• Business Analytics</td>
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<tr>
<td></td>
<td>**Proposed course additions</td>
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<tr>
<td></td>
<td><strong>General Education</strong> (42 SCH)</td>
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<tr>
<td></td>
<td>• Communication</td>
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<td></td>
<td>• American History</td>
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<tr>
<td></td>
<td>• Government/Political Science</td>
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<td></td>
<td>• Social &amp; Behavioral Science</td>
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<td></td>
<td>• Creative Arts</td>
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<tr>
<td></td>
<td>• Life and Physical Science</td>
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<td></td>
<td>• Language, Philosophy and Culture</td>
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<td></td>
<td>• Mathematics</td>
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<td>• Component Area Option (CAO)</td>
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<td><strong>Preparatory Courses</strong> (12 SCH)</td>
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<tr>
<td></td>
<td>• Applied Calculus I</td>
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<td>• Applied Calculus II</td>
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<td></td>
<td>• Macroeconomics</td>
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<td></td>
<td>• Microeconomics</td>
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<td></td>
<td>• Business and Public Law</td>
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<tr>
<td></td>
<td>• Financial Accounting</td>
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<tr>
<td></td>
<td>• Management Accounting</td>
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<tr>
<td></td>
<td>• Quantitative Business Analysis</td>
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<td></td>
<td><strong>Business Core Courses</strong> (31 SCH)</td>
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<tr>
<td></td>
<td>• Managerial Methods in Decision Making under Uncertainty</td>
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<td></td>
<td>• Business Communication</td>
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<tr>
<td></td>
<td>• Advanced Business Communication</td>
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<td></td>
<td>• Business Finance</td>
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<tr>
<td></td>
<td>• Information Technology for Business</td>
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<td></td>
<td>• Organizational Behavior</td>
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<tr>
<td></td>
<td>• Principles of Marketing</td>
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<td></td>
<td>• Operations Management</td>
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<td></td>
<td>• International Business</td>
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<tr>
<td></td>
<td>• Strategic Management</td>
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<td><strong>General Electives</strong> (5 SCH)</td>
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<td>Baylor Waco</td>
<td>Human Resource Courses</td>
<td>General Requirements</td>
<td>Business Core Courses</td>
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<tr>
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<tr>
<td><strong>BBA Human Resource Management (120 Hours)</strong></td>
<td><strong>HR Management Core (12 hours)</strong></td>
<td><strong>General Education (54 hours)</strong></td>
<td><strong>Business Core (48 hours)</strong></td>
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<td><strong>Major: Human Resource Management</strong></td>
<td>• Negotiating and Conflict Resolution</td>
<td>• University Requirements</td>
<td>• Financial Accounting</td>
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<td></td>
<td>• Human Resource Management</td>
<td>• Fine Arts</td>
<td>• Managerial Accounting</td>
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<tr>
<td></td>
<td>• Human Resource Staffing &amp; Employee Relations</td>
<td>• Mathematics and Natural Sciences</td>
<td>• Legal Environment of Business</td>
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<td>• Compensation Management</td>
<td>• Personal Development</td>
<td>• Introduction to Business</td>
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<td><strong>Directed Electives (6 hours)</strong></td>
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<td>• Internship in Business</td>
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<td>• Employee Benefit Planning</td>
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<td>• Principles of Microeconomics</td>
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<td></td>
<td>• Training and Development in Business and Industry</td>
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<td>• Principles of Macroeconomics</td>
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<td></td>
<td></td>
<td>• Introduction to Finance</td>
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<td></td>
<td>• Introduction to Corporate Finance (required for Accounting, Economics, Finance, and Real Estate majors)</td>
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<td>• Introduction to Information Technology and Processing</td>
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<td>• Management Information Systems</td>
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<td>• Organizational Behavior</td>
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<td>• Operations Management</td>
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<td>• Principles of Marketing</td>
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<td>• Business Data Analysis</td>
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<td>• Business Data Analysis II</td>
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<td>Human Resource Courses</td>
<td>General Requirements</td>
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<td>-----------------</td>
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<td>--------------</td>
</tr>
<tr>
<td><strong>Human Resource Management (120 Hours)</strong></td>
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<td>• Issues in Human Resource Management</td>
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<td>• Business Law</td>
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<td>• Government/Political Science</td>
<td>• Special Topics in Business Law</td>
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<td></td>
<td>• Social/Behavioral Sciences</td>
<td>• Intro to Critical Thinking for Business Decision Making</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Component Area Options</td>
<td>• Principles of Economics I Macroeconomics</td>
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<table>
<thead>
<tr>
<th>UT San Antonio</th>
<th>Human Resource Courses</th>
<th>General Requirements</th>
<th>Business Core</th>
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<tbody>
<tr>
<td><strong>BBA-HRM (120 Hours)</strong></td>
<td><strong>HR Management Core</strong> (15 hours)</td>
<td><strong>University Core Curriculum</strong> (42 hours)</td>
<td><strong>Business Core</strong> (54 hours)</td>
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<tr>
<td></td>
<td>• Managing Human Resources</td>
<td>• First Year Experience Requirement (3 hours)</td>
<td>• Principles of Accounting I</td>
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<td>• Compensating Employees</td>
<td>• Communication (6 hours)</td>
<td>• Principles of Accounting II</td>
</tr>
<tr>
<td></td>
<td>• Staffing Organizations</td>
<td>• Mathematics (3 semester credit hours)</td>
<td>• Business Law</td>
</tr>
<tr>
<td></td>
<td>• Training and Developing Employees</td>
<td>• Life and Physical Sciences (6 hours)</td>
<td>• Business and Professional Speech</td>
</tr>
<tr>
<td></td>
<td>• Managing Human Resources for Competitive Advantage</td>
<td>• Language, Philosophy and Culture (3 hours)</td>
<td>• Introductory Macroeconomics</td>
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<tr>
<td></td>
<td></td>
<td>• Creative Arts (3 hours)</td>
<td>• Introductory Microeconomics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• American History (6 hours)</td>
<td>• Principles of Business Finance</td>
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<td></td>
<td></td>
<td>• Government-Political Science (6 hours)</td>
<td>• Social and Ethical Issues in Business</td>
</tr>
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<td>• Social and Behavioral Sciences (3 hours)</td>
<td>• Business Information Systems Fluency</td>
</tr>
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<td></td>
<td>• Component Area Option (3 hours)</td>
<td>• Principles of Information Systems for Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Algebra with Calculus for Business</td>
</tr>
</tbody>
</table>
| | | | • Business Communication and...
**Tarleton State BBA-HRM (120 Hours)**

**Human Resource Courses**

- HR Management Core (21 hours)
  - Principles of Management
  - Human Resource Management
  - Organization Behavior
  - Strategic Compensation
  - Staffing Organizations
  - Human Resource Development
  - Employee and Labor Relations

- Guided Elective Courses (9 hours)
  - Supervisory Management
  - Advanced Leadership Applications
  - Creating Productive Relationships
  - Internship
  - Business Principles
  - Business Statistics
  - Business Law I
  - Employment Law
  - Introduction to International Business
  - Business Strategy
  - Management Information Systems
  - Management Information Systems
  - Management Information Systems
  - Interpersonal Communications
  - Organizational Communications
  - Group Processes and Decision Making
  - Industrial/Organizational Psychology
  - Principles of Accounting I-Financial
  - Principles of Accounting II-Managerial
  - Principles of Financial Management
  - Marketing
  - Math for Business & Social Sciences II (Business Calculus)
  - Principles of Macroeconomics
  - Principles of Microeconomics
  - Business Analysis using

**General Requirements**

- General Requirements (42 hours)
  - Communication Component (9 hours)
  - Mathematics Component (3 hours)
  - Natural Science Component (8 hours)
  - Visual and Performing Arts (3 hours)
  - Humanities (3 hours)
  - American History (6 hours)
  - Government and Political Science-6 hours
  - Social and Behavioral Sciences (3 hours)
  - Institutional Option (1 hour)

**Business Core**

- Business Core (42-46 hours)
  - MATH (3 hours)
  - ACCT (6/8 hours)
  - ECON (3 hours)
  - MGMT (3 hours)
  - MKTG (3 hours)
  - BUSI (6 hours)
  - BLAW (3 hours)
  - MGMT/BCIS/ACCT (3 hours)
  - ECON/FINC/BUSI (3 hours)
  - BUSI (3 hours)
  - BCIS/ACCT (3 hours)
  - FINC (3 hours)

**General Electives (6 hours)**
| Sam Houston State  
BBA-HRM  
(120 Hours) | Human Resource Courses | General Requirements | Business Core |
|----------------|------------------------|----------------------|---------------|
| **HR Management Core**  
(24 hours) | • Labor Economics  
• HR Law  
• Compensation  
• Management & Labor Relations  
• HR Development  
• Social Responsibility  
• Operations Management  
• Strategic Management and Policy  
**Elective Courses**  
(6 hours) | General Requirements  
(45 Hours):  
• Communications (6 Hours)  
• Mathematics (3 Hours)  
• Life and Physical Science (8 Hours)  
• Language, Philosophy, and Culture (3 Hours)  
• Creative Arts (3 Hours)  
• U.S. History (6 Hours)  
• Political Science / Government (6 Hours)  
• Social and Behavioral Sciences (3 Hours)  
• Component Area Option (4 Hours) | Business Core  
(45 hours)  
• Accounting (6 hours)  
• Economics (9 hours)  
• Business Legal Environment (3 hours)  
• Business Statistics (6 hours)  
• Business Finance (3 hours)  
• Marketing (3 hours)  
• Management (9 hours)  
• Business Communications (3 hours)  
• Management Information Systems (3 hours) |

| Texas Women’s University  
BBA-HRM  
(120 Hours) | Human Resource Courses | General Requirements | Business Core |
|----------------|------------------------|----------------------|---------------|
| **HR Management Core**  
(30 hours) | • International Business  
• Labor Management Relationship  
• Human Resource Management  
• Alternative Dispute Resolution  
• Training and Development  
• Human Behavior in Business Administration  
• Management of Compensation  
• International HR Management  
• Employment Staffing  
• Legal Issues in HR Management  
**Elective Courses**  
(3 hours) | Core Curriculum Requirements  
(42 hours):  
• Communication (6 hrs)  
• Language, Philosophy, and Culture (3 hrs)  
• American History (6 hrs)  
• Government / Political Science (6 hrs)  
• Mathematics (3 hrs)  
• Life & Physical Sciences (6 hrs)  
• Creative Arts (3 hrs)  
• Social & Behavioral Sciences (3 hrs)  
• Component Area Option (6 hrs) | Program Requirements  
(45 hours):  
• Fundamentals of Accounting I  
• Fundamentals of Accounting II  
• Principles of Management  
• Business Law & Ethics  
• Business Finance  
• Principles of Marketing  
• Business Communication  
• Management Information Systems  
• Business Policy (Final Semester)  
• Quantitative Management Analysis  
• Principles of Microeconomics  
• Principles of Macroeconomics  
• Elementary Statistics I  
• Elementary Statistics II  
• Business Analysis I |
<table>
<thead>
<tr>
<th>Texas A&amp;M Central Texas</th>
<th>Human Resource Courses</th>
<th>General Requirements</th>
<th>Business Core</th>
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<tbody>
<tr>
<td>BBA HRM (120 Hours)</td>
<td>Major Requirements</td>
<td>Core Curriculum</td>
<td>Program Requirements</td>
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<td></td>
<td>(18 hours)</td>
<td>Requirements (42 hours)</td>
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<td>• Personnel/Human Resource Management</td>
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<td>• Wage and Salary Administration</td>
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<td>• Human Resource Development</td>
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<td>• Literature/Philosophy/Culture</td>
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<td>• American Government I</td>
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<td>• General Psychology</td>
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<td>• Principles of Macroeconomic</td>
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<td>• Principles of Accounting- Financial</td>
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<td>• Principles of Accounting- Managerial</td>
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<td>• Principles of Financial Management</td>
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<td>• Business Communications &amp; Research</td>
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<td>• Supervisory Management, Leadership Theory and Practice, Creating Productive Relationships, or Internship</td>
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<td>• Advanced Business Electives (6)</td>
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<td>• General Electives (6)</td>
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<tr>
<th>Concordia University</th>
<th>Human Resource Courses</th>
<th>General Requirements</th>
<th>Business Core</th>
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<tbody>
<tr>
<td>BBA HRM (128 Hours)</td>
<td>Major Requirements</td>
<td>Core Curriculum</td>
<td>Program Requirements</td>
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<td>(24 hours)</td>
<td>Requirements (44 hours)</td>
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<td>• Legal Concepts &amp; Environment in H.R.</td>
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<td>• Training and Development</td>
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<td>• Organizational Staffing and Selection</td>
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<td>• Fundamentals of H.R. Management</td>
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<td>• Conflict Negotiation</td>
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<td>• International H.R. Management</td>
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<td>• Strategic Management in Human Resources</td>
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<td>• Leadership and Business</td>
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<td>• Business Technology</td>
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<td>• Business Statistics I &amp; II</td>
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<td>• Principles of Management</td>
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<td>• Creativity, Critical Thinking and Change</td>
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<td>• Business Law</td>
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<td>• Management</td>
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<tr>
<td>Southwestern Assemblies of God University BBA HRM (120 Hours)</td>
<td>Human Resource Courses</td>
<td>General Requirements</td>
<td>Business Core</td>
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<td><strong>Major Requirements</strong> (18 hours)</td>
<td>Human Resource Management • Compensation Management • Employment Law • Human Resource Development • Human Resource Management Internship • Management Communications - or- Organizational Behavior</td>
<td>Core Curriculum Requirements (57 hours) • General Education: 14 hours • Social/Behavioral Sciences: 9 hours • Natural Science/Mathematics: 6 hours • Physical Education: 4 hours • General Biblical Studies: 24 Hours</td>
<td>Program Requirements (39 hours) • Principles of Financial Accounting • Managerial Cost Accounting • A Christian Vision of Business • Survey of Economics • Business Law I • Statistics • Business Ethics • Business Finance • International Business • Strategy and Policy in Business • Principles of Management • Information Systems Theory and Practice • Principles of Marketing</td>
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<tr>
<td>University of the Incarnate Word BA HR (120 Hours)</td>
<td>Human Resource Courses</td>
<td>General Requirements</td>
<td>Business Core</td>
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<tr>
<td><strong>Major Requirements</strong> (24 hours)</td>
<td>Human Resources and the Law • Organizational Development • Staffing • Training &amp; Development • Compensation and Benefits • Performance Management • Leadership in Organizations • Capstone in Human Resources</td>
<td>Core Curriculum Requirements (46 hours) • Rhetoric (6 hours) • Literature and the Arts (6 hours) • Philosophy and Religion (9 hours) • History and Social Sciences (6 hours) • Mathematics and Lab Science (7 hours) • Second Language (6 hours) • Wellness Development (3 hours) • Computer Literacy (3 hours) • Community Service (45 non-credit hours)</td>
<td>Program Requirements (21 hours) • Accounting for non-business majors • Personal Productivity Applications • Business Statistics • Management Science • Management Theory and Practice • Human Resources Management • Organizational Behavior &amp; Leadership</td>
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<td>General Electives (6 hours)</td>
<td>General Electives (29 hours)</td>
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Letters of Support
September 2, 2016

Jeff Weekley, PhD
Clinical Professor, Director Human Resource Management Program
The University of Texas at Dallas
Naveen Jindal School of Management
800 West Campbell Road
Richardson, TX 75078

Dear Dr. Weekley,

I am writing this letter to submit a proposal for the launch of a Bachelor of Science degree program in Human Resources Management at the University of Texas at Dallas.

In a dynamic marketplace like Cinemark, it is my priority to continually assess and improve the state of Human Capital within our organization. Our strategic Human Resources Management team accomplishes this by attracting, developing, engaging, and retaining world class talent to ultimately support the organizations short and long-term business goals & strategy. As a rapidly growing company, it is essential that our HR professionals possess the core fundamental skills required to attract, engage, and develop talent across the global landscape.

As leaders of the industry today, it is our responsibility that we fully equip and offer the tools, training, and education to the Human Resources leaders of tomorrow. Offering the Human Resources Management program at our local universities, such as UT Dallas, would be a significant advancement for our future leaders who aspire to grow their careers in this field.

As the Executive Vice President and Chief Human Resources Officer of Cinemark Holdings Inc, I would like to extend my full support to the development of the Human Resources Management undergraduate program at the University of Texas at Dallas.

Best Regards,

Angelia Pelham
Executive Vice President & Chief Human Resources Officer
Cinemark Holdings, Inc.
apelham@cinemark.com
972-665-1606
September 19, 2016

Jeff Weekley, PhD
Clinical Professor, Director Human Resources
The University of Texas at Dallas
Naveen Jindal School of Management
800 West Campbell Road
Richardson, TX 75078

Dear Jeff,

I am writing on behalf of the proposal to launch a Bachelor of Science in Human Resource Management at the Jindal School of Management at UTD. When I first learned about this potential of this program, my reaction was this is “ABSOLUTELY NEEDED.”

Working in human resources in the Dallas/Fort Worth Area for the last 20 years, it has become more critical that we have local programs that support the development and education for Human Resource professionals. Frequently when I speak with my colleagues in the area we are looking for a program that really develops the “future” HR leaders that is business focused along with understanding the demands and changes around regulatory policies and how to manage and influence change. Unfortunately, it has been my experience that the Dallas market has lacked in providing such education through a formal academic setting. Consequently as HR executives we search to 3rd party training that is usually inadequate and does not provide the comprehensive framework needed to shape an HR professional over time. Furthermore, trying to hire new talent has become challenging because recent graduates in general business lack the basic HR knowledge needed for entry level roles.

A program like the one being proposed at UTD is critical for our community and also for the longer term sustainability for Dallas/Fort Worth to manage the talent and HR growth expected in the future. I fully support and recommend such a program be created and am willing to support this program in the future.

Sincerely,

Sherry Vidal-Brown, Ph.D.
Executive Vice President Human Resources
August 1, 2016

Jeff Weekley, PhD
Clinical Professor, Director Human Resources Management Program
The University of Texas at Dallas
Naveen Jindal School of Management
800 West Campbell Road
Richardson, TX 75078

Dear Dr. Weekley:

This letter is regarding the proposal to launch a Bachelor of Science degree program in Human Resources Management at the University of Texas at Dallas.

Lennox International is dedicated to providing trusted brands, innovative products, unsurpassed quality and responsive service while staying true to our 3 key values of integrity, respect and excellence. We rely on our strategic Human Resources business partners and specialists to set and drive our people strategy which is directly tied to our business strategy.

It is critical that we are able to find and hire the right progressive, strategic HR talent into Lennox International. Having a local source of well-educated and well-trained HR professionals is key. Consequently, I strongly support the development of a new undergraduate program in Human Resources Management within the Jindal School of Management at the University of Texas at Dallas.

Sincerely,

Leigh Robinson
Vice President, Human Resources
Lil Residential Heating & Cooling
September 8, 2016

Jeff Weekley, PhD  
Clinical Professor, Director Human Resource Management Program  
The University of Texas at Dallas  
Naveen Jindal School of Management  
800 West Campbell Road  
Richardson, TX 75078

Dear Dr. Weekley,

It is my pleasure to write a letter in support of the proposal to launch a Bachelor of Science degree program in Human Resources Management at the University of Texas at Dallas.

Our People Department at Southwest Airlines is dedicated to attracting, OnBoarding, developing, and retaining extraordinary People who provide legendary Customer Service. Southwest Airlines is known for. In order for us to accomplish our goals, we depend on well qualified professionals to execute key Human Resource functions. I believe this program will provide students with the real-world, in demand skills they need to be successful Human Resource professionals. It would be highly beneficial to Southwest Airlines to have a high-quality local source of Human Resources talent.

I highly recommend moving forward with the development of the Human Resource Management program.

Regards,

Julie Weber
Jeff Weekley, PhD  
Clinical Professor, Director Human Resource Management Program  
The University of Texas at Dallas  
Naveen Jindal School of Management  
800 West Campbell Road  
Richardson, TX 75078

June 6, 2016

Dear Dr. Weekley,

I am writing in regards to the proposal to launch a Bachelor of Science in Human Resource Management at the Jindal School of Management at the University of Texas at Dallas.

Having passionate individuals that understand how people can create a sustainable competitive advantage in a dynamic, ever-changing marketplace is paramount to the success of many companies, including my own. Similar to other critical business disciplines, success in Human Resource Management requires fundamental base skills and knowledge that cannot be adequately addressed in certificate or concentration programs.

Today, we find that we must recruit outside of the Dallas area for entry-level human resource positions because we do not have an adequate supply of students from local universities that provide the core fundamentals required to perform these roles. It would be of great value to Texas Instruments if a local, high-quality program were available.

I highly recommend the University takes steps to begin the Human Resource Management program.

Regards,

Samantha Dwinell  
Vice President  
Human Resources  
sam@ti.com  
(214)567-7704
Policy Statement

1. PROGRAM OF STUDIES: Each student admitted to a Graduate Program will have a specific program of studies, outlined in the current graduate catalog that is agreed to in consultation with the appropriate committee, graduate advisor or administrator for that degree program. Students enrolled in master's degree programs must have a completed "Program of Studies/Degree Plan" filed in and approved by the Office of the Dean of Graduate Studies prior to the student's registration for his or her 19th semester credit hour in the degree program. The form will be completed and revised, if necessary, each semester under the guidance of the student's graduate advisor. For each student enrolled in a doctoral degree program, the academic advisor in consultation with the student, will prepare and submit a completed and updated "Milestones Agreement Form" annually to the office of the Dean of Graduate Studies. The completed form will define academic milestones and timeline required to earn the doctoral degree and the progress being made by the student in meeting each requirement.

1. Exception: Common Master's Program: In those Graduate Programs where a common program of studies is prescribed for all Master's students, differing only in elective courses comprising less than one-third of the total required degree semester credit hours, the Graduate Program can file a model "Program of Studies" with the Office of the Dean of Graduate Studies. Any student wishing to deviate from that approved model Program of Studies must file an Individual Program of Studies developed and approved by the appropriate committee or administrator for that program prior to the student's registration for his or her 19th degree semester hour taken at U. T. Dallas.

2. Exception: Common Doctoral Core: In those Graduate Programs where a common doctoral core is prescribed for all students, differing only by the area of specialization chosen, the Graduate Program can file a model "Program of Studies" with the Office of the Dean of Graduate Studies. Any student wishing to deviate from that approved model Program of Studies must file an Individual Program of Studies developed and approved by the appropriate committee or administrator for that program prior to the student's registration for his or her 50th degree semester hour taken at U. T. Dallas.

3. Additional Master's Degrees: Students wishing to earn additional Master's degrees at U. T. Dallas must develop an approved Program of Studies through the Program offering that degree prior to enrolling in additional courses. The program can allow up to 15 semester credit hours earned in a previous degree program toward the additional degree. Additional credits may be accepted from the previous degree upon the approval of the Dean of Graduate Studies. In no case will credits counted for a previous degree be allowed to exceed one-half the total hours required for the additional master's degree program.

4. Graduation Under a Particular Catalog: Provided the requisite courses continue to be offered, the student is bound by the course work requirements of the catalog in force at the time of admission, within a six-year limit for the completion of the master's degree and ten years for the doctoral degree. With the approval of the Dean of Graduate Studies the student may elect to be bound by the catalog in force at the time the student applies for graduation. This regulation applies to specific course work and the number of semester credit hours for the academic degrees set forth in the catalog. All other requirements will change or be continued with the issuance of new graduate catalogs.

2. TRANSFER CREDIT: To qualify for transfer credit, the grade earned in the course must be a B or better and the course must not be a correspondence, extension or pass/fail course. Courses delivered in a distance learning format will be considered on a case-by-case basis. Petitions for transfer of credit must be prepared by the Graduate Program and submitted for approval by the Dean of Graduate Studies. Petitions may be
approved at the time of the student's first enrollment; however, no actual acceptance of transfer credit will occur until after the student has completed 9 semester credit hours of courses at U. T. Dallas with a grade point average of at least 3.0. Petitions for transferring courses taken before enrolling as a graduate student at U. T. Dallas must be submitted prior to filing the Program of Studies. Petitions for transfer credit must be accompanied by a copy of the student's transcript showing the course(s) in question.

1. No more than 25% of the total requirement of a master’s degree may be transfer credits. Some degree programs have more restrictive transfer of credit requirements.

2. Doctoral Degree: A master's degree or its equivalent may be transferred from another university for up to 36 semester hours of credit towards a doctoral degree.

3. Non-Degree Students: No more than 15 semester credit hours taken as a Non-Degree Student may be subsequently transferred to a degree program at U. T. Dallas. No petition is necessary for any of this coursework to be included in a student’s Program of Studies.

4. Exceptions: Exceptions to these transfer policies may be granted only on petition to the Dean of Graduate Studies. Such a petition could be for the program of an individual student or for the model Program of Studies (See "Exceptions" on page 1 of this policy).

3. DEGREE REQUIREMENTS: The student will complete the course work degree requirements when he or she completes the previously filed program of studies with acceptable grades.

1. Required Semester Credit Hours: The minimum required semester credit hours in a Program of Studies required for the degree will be those shown in the catalog applicable to the student at the time of his or her admission or readmission to the program. In no case will a student be allowed to graduate with less than 30 approved graduate semester credit hours (including approved graduate transfer credit hours) for the master's degree.

2. Required Grade Point Average: In order to qualify for graduation, students must maintain a 3.0 grade point average in their degree program’s core courses. However, individual programs may have more stringent grade point requirements in selected courses, which must be satisfied for graduation. The minimum acceptable University grade point average for graduation is 3.0 for all graduate courses taken in the student’s degree program at U. T. Dallas.

3. Research Involving Animal or Human Subjects

   1. Research Involving the Use of Animals (UTDP1014): Any student who intends to conduct research, (whether funded or not funded) which would involve animals must obtain permission from the Institutional Animal Care and Use Committee (IACUC). Permission to use an animal in research must be obtained prior to ordering, bringing to campus or housing on campus an animal. The required form to request approval may be obtained from the Office of Research Compliance.

   2. Research Involving Human Subjects (UTDP1035): Any student who intends to conduct research, on or off campus, in partial or complete fulfillment of a course requirement, thesis or dissertation, which would involve human beings as subjects must obtain permission, prior to undertaking the research, from the University's Institutional Review Board for the Protection of Human Subjects (IRB). Any research activity, including but not limited to surveys, questionnaires, interviews, standardized and non-standardized tests, and/or simple research experiments, which include the participation of human beings, regardless of age of participant, must have approval from the IRB. The required forms to request approval may be obtained from the Office of Research Compliance.
4. Admission to Doctoral Candidacy: The research potential and ability of each doctoral student to both understand and integrate previous coursework will be evaluated before a student can be admitted formally to doctoral candidacy. The format of this evaluation, hereafter referred to as a qualifying examination, varies amongst the degree programs, and can be obtained from the student's Graduate Program Office. A student failing the Qualifying Examination is terminated as a doctoral student in that program unless a two-thirds majority of the examining committee vote that a second examination be permitted. All committee members should have all the evidence of the student's academic record and Qualifying Examination performance prior to this vote. The second must be taken no sooner than two months after the student receives the written results of the first examination, and no later than one year after the first examination. Students failing the second examination will not be allowed to pursue a doctoral degree in that program. **Under no circumstances will a third examination be allowed.** The student will have advanced to candidacy when the student has

1. passed the qualifying examination,
2. been assigned an approved Supervising Committee, and
3. satisfied any other Program or School candidacy requirements. Candidacy must be achieved before a student is eligible to enroll in dissertation courses.

4. **THESIS AND DISSERTATION REQUIREMENT**

1. **Dissertation Proposal: Content:** The Dissertation Proposal should be prepared by the student in consultation with the student's Supervising Committee. The proposal should include:

   1. A tentative title of the dissertation describing the topic as accurately and briefly as possible.
   2. The background of the research, the hypotheses to be tested or concepts to be explored, and the methodology to be employed. It should also address the relationship of the proposed work to existing work in the field, at U. T. Dallas or elsewhere, its intended outcome, and its contribution to the field.
   3. A schedule of the remaining research activities, including major completion milestones.
   4. A set of up to five "key words" to assist in establishing the Data Base on Theses and Dissertations.

2. **Dissertation Proposal: Approval:** The proposal should be prepared by the student in consultation with the student's Supervising Professor, who will approve the document before its submission to the appropriate committee or administrator for that Department or Program. After its approval at the Department, Program, School, or Interdisciplinary Degree Committee level, the proposal will then be forwarded to the Dean of Graduate Studies, together with the Department's or Program's nominations for Supervising Professor and members of the Supervising Committee and the anticipated time of completion. To allow the Supervising Committee the opportunity to guide the development of the project, the Dissertation Proposal must be approved in a semester prior to the one in which the Final Oral Examination will be held.

3. **Supervising Committee: General:** The recommended Supervising Committee for the student is submitted by the appropriate committee or administrator for that Department or Program to the Dean of Graduate Studies for approval. Subsequent changes in membership must also be subject to approval by the appropriate committee or administrator for that Department or Program, and in turn the Dean of Graduate Studies. Individuals qualified for service on the Supervising Committee will be voting members of the General Faculty (as defined by The University of Texas at
Dallas Handbook of Operating Procedures), Adjunct Faculty, Clinical Faculty, Distinguished Scholars in Residence, Emeritus Faculty, Research Professors, Research Scientists, Senior Lecturers, or Visiting Faculty who hold the highest earned degree in the field or fields concerned or exhibit an equivalent record of accomplishment. In addition to the master’s and doctoral degree membership composition as defined in sections D and E below, additional members outside the General Faculty may serve with the special approval of the Dean of Graduate Studies. Members of the Supervising Committee will also be members of the Examining Committee. (*In the case of Adjunct Faculty, a General Faculty member will be appointed to co-chair the Supervising Committee).

4. Supervising Committee: Master's Degree with Thesis: Appointment of a Master’s thesis Supervising Committee consisting of at least three members is a function of the degree program expected to confer the student’s degree. Additional members may be appointed. All appointments must be approved by the Dean of Graduate Studies. The appropriate committee or administrator of the program in consultation with the student, will nominate:

1. the Chair, who serves as the supervisor of the research, will ordinarily be a voting member of the General Faculty holding the rank of Professor, Associate Professor, or Assistant Professor. Adjunct Faculty, Clinical Faculty, Distinguished Scholars in Residence, Emeritus Faculty, Research Professors, Research Scientists, Senior Lecturers, or Visiting Faculty who hold the highest earned degree or exhibit an equivalent record of accomplishment in the field or fields of the research or aesthetics may be appointed as Chair if he/she receives a 2/3 majority recommendation of the Professors of the academic discipline and approval of the Academic Dean of the School offering the degree.

2. not less than two voting members of the General Faculty from the graduate degree program expected to confer the student's degree; and

3. if necessary, a third representative appointed by the appropriate committee or administrator for that discipline.

Any school varying from the above procedures in constituting Supervising Committees must have had prior approval from the Dean of Graduate Studies.

5. Supervising Committee: Doctoral Degree: Appointment of a Doctoral dissertation Supervising Committee consisting of at least four members is a function of the degree program expected to confer the student’s degree. Additional members may be appointed. All appointments must be approved by the Dean of Graduate Studies. The appropriate committee or administrator of the program, in consultation with the student, will nominate:

1. the Chair, who serves as the supervisor of the research, will ordinarily be a voting member of the General Faculty holding the rank of Professor, Associate Professor, or Assistant Professor. Adjunct Faculty, Clinical Faculty, Distinguished Scholars in Residence, Emeritus Faculty, Research Professors, Research Scientists, Senior Lecturers, or Visiting Faculty who hold the highest earned degree or exhibit an equivalent record of accomplishment in the field or fields of the research or aesthetics may be appointed as Chair if he/she receives a 2/3 majority recommendation of the Professors of the academic discipline and approval of the Academic Dean of the School offering the degree.

2. not less than three, at least two voting members of the General Faculty, from the graduate degree program expected to confer the student's degree; and

3. if necessary, a fourth representative appointed by the appropriate committee or administrator for that discipline.
Schools varying from the above procedures in constituting Supervising Committees must have had prior approval from the Dean of Graduate Studies.

5. SUPERVISION: The Supervising Committee will meet with the candidate soon after the Dean of Graduate Studies has approved membership of the Committee. The intention of this initial meeting should be to discuss potential problem areas in the proposal and to establish a procedure that the Committee wishes to adopt to follow the research to a successful conclusion, e.g., the frequency and format of contact between candidate and Committee. The Supervising Committee must meet at least once annually, assess the student's progress, and send a report on that progress to the appropriate committee or administrator for that program and to the Dean of Graduate Studies. This report should describe any problems which have the potential to delay the research beyond its anticipated completion date. A copy of this report must also be sent to the student. The student can request a meeting of the Supervising Committee through a written request to the appropriate committee or administrator for that program. The appropriate committee or administrator for that program will be responsible for convening such a meeting, generally within two weeks of the student's request, unless this timing is impossible owing to the absence of the Supervising Professor. No more than one student-initiated meeting can be called within an academic year. Provision for coverage of leaves of absence of either students or committee members will have been discussed at the initial meeting of the Supervising Committee. Any arrangements for surrogate supervision or changes in the student's plans will be communicated to the appropriate committee or administrator for that program, in writing, with a copy to the Dean of Graduate Studies. Because of the relationship between the student and the Supervising Committee, committee members on leave of absence or who have left their positions with the university may be given permission to remain on the committee by the Dean of Graduate Studies. However, they must agree to be active participants in supervisory activities and to be present for the final examination. If this is not possible, the committee member must be replaced and a new member of the General Faculty must be submitted for approval.

1. Manuscript Preparation: Style and format requirements have been established for theses and dissertations prepared at U. T. Dallas. Prior to submitting manuscripts, candidates should consult the Guide for the Preparation of Master's Theses and Doctoral Dissertations which can be obtained from [http://www.utdallas.edu/dept/graddean/dgIndex.htm](http://www.utdallas.edu/dept/graddean/dgIndex.htm).

2. Committee Approval of the Manuscript: Approval of the thesis or dissertation to go forward for examination can only be given after the members have considered the entire manuscript. Members of the committee who do NOT agree that the manuscript is examinable, whether in the majority or not, should inform the Department Head or program administrator immediately, and in writing, so that such objections may be discussed with the Supervising Professor and the candidate.

3. Independent Research Competence: The dissertation must demonstrate an independent research competence on the part of the candidate that substantially adds to knowledge in the candidate's field with respect either to its intellectual substance or professional practice. The dissertation should be of such standard as to warrant publication in peer reviewed journals or scholarly books or monographs or equivalent.

4. Submission of the Final Draft of the Thesis or Dissertation: Once the candidate has, in the judgment of the Supervising Professor, prepared an examinable thesis/dissertation manuscript, it should be distributed to the other members of the Supervising Committee, allowing them a minimum of two weeks to review the document. After reading the document, a majority of the Supervising Committee members must agree that the document is ready to be defended before a request for a Final Oral Examination may be submitted and an examination date scheduled. The Final Oral Examination must be scheduled in at least one semester after the semester in which the Dissertation Proposal was approved. Committee members should ensure that the manuscript is
complete, has been rigorously proofread (preferably by a professional proofreader), and meets scholarship standards for theses or dissertations. The student then submits a copy of the dissertation and the Request for Final Oral Examination form, signed with no more than one dissenting vote by the Supervising Committee members to the Office of the Dean of Graduate Studies, which shall approve the scheduling of the Final Oral Examination. Members of the committee who do NOT agree that the manuscript is examinable should inform the appropriate committee or administrator for that program immediately, and in writing, so that such objections may be discussed with the Supervising Professor and the candidate. The Final Oral Examination cannot be scheduled until a resolution has been reached with, at most, one dissenting vote.

5. Submission of Final Approved Thesis or Dissertation: Students must submit a final approved, electronic version of their dissertation/thesis to the Office of Graduate Studies. An electronic version of the dissertation/thesis will be held by the library and available to the public. An electronic copy must also be submitted to UMI/ProQuest who will make it publically available in hard copy and on the web. Information about required format and the submission process can be found at http://www.utdallas.edu/dept/graddean/dgIndex.htm.

6. FINAL ORAL EXAMINATION

1. Examining Committee: Upon the submission of the dissertation to the office of the Dean of Graduate Studies, the Dean will appoint the Examining Committee. The membership of the Examining Committee will include all members of the Supervisory Committee plus a non-voting representative appointed by the Dean of Graduate Studies. The representative serves as the Chair of the Examining Committee. An examiner external to the University may also be appointed by the Dean of Graduate Studies on the recommendation of a member of the Supervising Committee or the candidate.

2. Conducting the Examination: Formal arrangements, such as time and place for the Final Oral Examination, are made by the appropriate committee or administrator for that program, in consultation with the candidate and the Examining Committee, and with the approval of the Dean of Graduate Studies. All members of the Examining Committee must be present for the examination to be valid, unless a prior written exemption has been granted by the Dean of Graduate Studies. If a member of the Examining Committee is absent without the approval of the Dean, then the Chair of the Examining Committee shall not hold the defense. The defense shall be rescheduled by the Dean of Graduate Studies. In any case, only one member may be absent without requiring a substitute. The examination will be conducted by the Chair in a manner appropriate to the material presented, and in accordance with current University regulations. The discussion will primarily focus on the candidate’s research, although aspects of the general field in which it was conducted may also be covered.

1. The final oral examination shall be conducted in three phases.

   1. Phase I. The candidate will make a formal public presentation of the research. That presentation is open to the public, and members of the audience may ask questions. The Supervising Professor will chair this phase and supervise the questioning.

   2. Phase II. Following the public presentation, the candidate will be examined by the members of the Examining Committee. This part of the examination is not open to the public. Depending upon the school’s policy, other members of the faculty may also attend that part of the examination. This portion of the examination will be chaired by the representative of the Dean of Graduate Studies.
3. Phase III. After the completion of the oral examination, the Examining Committee will vote on the results of the Final Oral Examination. The committee will reach agreement on one of the five possible outcomes listed below with no more than one dissenting vote. If the committee cannot reach agreement on one of the options, then the candidate will have failed the oral examination and the manuscript will not be accepted.

1. Passed the oral examination and manuscript accepted,

2. Passed the oral examination and manuscript accepted pending specified revisions,

3. Second oral examination required, but manuscript accepted or accepted with specified revisions,

4. Major revisions of the manuscript and a second final oral examination required,

5. Oral examination failed, manuscript not accepted and the committee recommends dismissal from the program.

Following the vote of the Examining Committee, the Dean's representative shall complete the Examination Report, to be forwarded to the Dean of Graduate Studies.

2. Procedures concerning Acceptance, Specified and Major revisions, and Failure are as follows:

1. Accepted - The committee agrees that the dissertation is acceptable either without any revisions, or with minor revisions such as corrections of typographical errors or changes of a minor editorial nature. It is the Supervising Professor’s responsibility to ensure that such corrections are made. The final corrected and approved copies of the dissertation must be submitted to the Office of the Dean of Graduate Studies within the same semester. If the final approved copy is not submitted within the semester, the results of the examination will be changed to Accepted Pending Specified Revisions and will be dealt with as specified under that result.

2. Accepted Pending Specified Revisions - The Committee agrees that the dissertation is acceptable pending changes, which may include insertions or deletions. Such changes would be of the kind which do not radically modify the development/argument of the dissertation but which go beyond minor revisions. The practical criterion will be that the committee is able to specify such changes with precision. It is the responsibility of the Supervising committee to certify that all such changes have been made. If the final approved copy is not submitted by the end of the semester following the examination, the results of the examination will be changed to Referred Pending Major Revisions and will be dealt with as specified under that result.

3. Referred Pending Major Revisions - The Committee agrees that the dissertation requires substantive changes in order for the dissertation to be acceptable. Detailed reasons for this decision must be supplied by the Chair of the Examining committee to the Dean of Graduate Studies, the appropriate committee or administrator for that program, and the candidate concerned. These recommendations on required changes must be approved by all members of the Committee. The committee reconvenes within a period not to exceed twelve months to conduct a second Final
Oral Examination. This second attempt on the Final Oral Examination will be the final attempt by the student. If the Final Oral Examination and the written manuscript are not graded within the Accepted category, the student is dismissed from the program.

4. Failure - If the majority of the Examining Committee votes for failure of the oral and the non-acceptance of the manuscript, the student will be dismissed from the program. In no case will a third oral be given.

3. Registration During Manuscript Revision: Regardless of the revisions to be made, the student will be required to register for three credit hours and pay fees until the revisions are accepted by the Office of the Dean of Graduate Studies.

4. Impact of revisions upon time limit for degree completion: The ten-year time limit for completion of the degree is still in effect while these revisions are being completed.

5. Intellectual property right protection: In order to protect patent or other intellectual property rights, the Dean of Graduate Studies may, upon request, delay for a period of one year the binding, distribution, and/or publication in microfilm of the dissertation.

7. REGISTRATION REQUIREMENTS

1. Examinations or Proposal Presentation: A student must be registered for at least three semester credit hours of graduate course work during the semester in which any major degree examination, such as the Qualifying Examination, Final Written Examination, or Final Oral Examination comprehensive exam, is taken, or during the semester in which the proposal is submitted for approval.

2. Procedures are outlined in the Graduate Catalog - Continuous Enrollment for Thesis or Dissertation: Once a student has enrolled in thesis or dissertation unless a leave of absence has been granted, that student must maintain continuous enrollment (not necessarily for thesis or dissertation) of at least three semester hours during consecutive long semesters until the final approved copy of the manuscript has been deposited in the Office of the Dean of Graduate Studies. If the approved copy of the manuscript has been deposited in the Office of the Dean of Graduate Studies too late to permit graduation during that semester, but before the Census day of the Full-Term session (as defined in the academic calendar) of the subsequent semester, the student may register in absentia for his/her final semester of graduation.

3. Enrollment During the Semester of Graduation: With the exception of in absentia registration, doctoral students must be enrolled in at least 1 credit hour in the semester in which they graduate. Enrollment for 1 semester credit hour in the final semester is only allowed once. However, the individual degree program may require more than 1 credit hour be taken during the graduation semester.

8. TIME LIMITS: All requirements for a graduate degree, including transfer of credit must be completed within the specified time period. Students exceeding the specified time limit will not be eligible for their degree and will be dismissed from that graduate program. An approved leave of absence will not alter the time limits placed on graduate degrees.

1. Master's Degree: All requirements for the Master's degree must be completed within one six-year period. Work over six years old, whether done at this University or elsewhere, will not count towards the Master's degree except through the petition process described in the "Time Limit: Exceptions" section.
2. Doctoral Degree: All requirements for the Doctoral degree must be completed within one ten-year period. Work over ten years old, whether done at this University or elsewhere, will not count towards the Doctoral degree except through the petition process described in the "Time Limit: Exceptions" section. Students whose master’s degrees are accepted for full credit toward a Ph.D. must complete all requirements for the doctoral degree within one eight-year period. Work exceeding these limits, whether done at this university or elsewhere, will not count towards the degree.

3. Exceptions — Course Work: The time limits affecting course work taken early in a graduate program can be waived only when a student can demonstrate to the appropriate committee or administrator for that program that:

1. the substantive material in the course is still relevant to the curriculum and,

2. the student still retains a substantial grasp of the material taught in the course.

In such case, the acceptability of the course work in the student's Program of Studies must be approved by the Dean of Graduate Studies upon the recommendation of the appropriate committee or administrator for that program.

4. Exceptions — Research: The time limits can be waived only for research extending beyond the prescribed limits and only in exceptional cases where the student, Supervising Professor, and the appropriate committee or administrator for that program can demonstrate that:

1. substantial progress has been made in the research effort and the student can successfully complete the thesis or dissertation within a two term extension, including the summer term, and

2. a schedule to complete the research has been developed including major milestones of accomplishments. In such a case, the acceptability of the plan to finish the research must be approved by the Dean of Graduate Studies upon the recommendation of the appropriate committee or administrator for that program.

5. Procedures Prior to Graduation: An Application for Graduation must be filed during the semester of graduation on or before the date stipulated in the Academic Calendar.

Policy History

- Revised: May 15, 1990
- Revised: March 1, 1992
- Revised: November 1, 1992
- Revised: June 24, 1997
- Editorial Amendments: February 2, 1998
- Editorial Amendments: September 1, 2000
- Revised: December 15, 2000
- Revised: December 13, 2006
- Revised: December 2, 2008
- Revised: December 17, 2010
One versus 3 SCH in the final examination semester

From the Graduate Catalogue

Registration and Enrollment Requirements

Following the receipt of your admission letter, per State legislation effective January 1, 2012, all entering Texas college students must receive a vaccination or booster (if the vaccination is five years old) against bacterial meningitis before enrollment in accordance with Texas Education Code, Section 51.9192. Entering students who are 22 years of age or older are exempt. Questions concerning the bacterial meningitis requirement and forms should be directed to the Office of the Registrar, 972-883-2342 or go to www.utdallas.edu/registrar.

A graduate student must be registered in any session:

- during which they are taking courses, or taking examinations, required in his/her degree program.
- in which he/she requires guidance in the preparation of a thesis or dissertation required in his/her degree program. Additionally, a thesis/dissertation student must complete in a total of at least three thesis or dissertation (semester credit) hours prior to graduating.
- for at least one semester credit hour in the semester in which they plan to graduate. The graduating students may avail themselves of this rule only one time. Some programs may require additional semester credit hours in the semester a student plans to graduate.
- have paid all required fees in the semester in which he/she plans to graduate.
Change of Major

Students wish to change majors should complete an “Undergraduate Change of Major Request Form” (located at [www.utdallas.edu/registrar/forms](http://www.utdallas.edu/registrar/forms)) in their academic advisor’s office before registration and no later than the first day of classes of a semester/term.

Students with 54 or more semester credit hours must seek approval of the Associate Dean for Undergraduate Education in the school of the intended major. Students wishing to change majors in which the new major involves the schools of Arts, Technology, and Emerging Communication, Erik Jonsson School of Engineering and Computer Science or Naveen Jindal School of Management must have approval of the Associate Dean of Undergraduate Education from the school of the intended major.

-From “Degree plans- UT Dallas 2017 Undergraduate Catalog- The University of Texas at Dallas”
Bylaws for the Committee on Educational Policy

29 November 2016

I. Name

The Committee on Educational Policy (CEP) is a standing, concurrent committee of the Academic Senate of The University of Texas at Dallas.

II. Purpose

CEP receives its primary charge directly from the Senate (UTDPP1023):

“The Committee is charged with reviewing the policies and procedures of all educational programs of the University, with respect to their quality, feasibility, necessity, and consistency with established academic policies, standards, and goals. The purview of the Committee specifically includes, but is not limited to 1) all proposals for the assignment of university credit to new courses, 2) all proposals for new programs, 3) all catalog materials, and 4) other academic policy issues referred to it by the Academic Council and/or Senate. The Committee shall publish, with the approval of the Academic Senate, calendars for submission to it of proposals for new programs, catalog copy for approval, and such other materials as it considers appropriate.”

These bylaws do not modify or abrogate this responsibility or the standards to which the charge refers. Rather, they address the way the charge is carried out.

Most proposals and catalog changes proceed to CEP after other steps in the faculty governance process, in which the Committee on Undergraduate Education approves changes to the undergraduate curriculum and the Graduate Council approves changes to the graduate curriculum.

A. Proposals for New Courses

CEP works closely with the Office of the Registrar in considering new courses and changes to the course inventory. The course inventory will be reviewed annually, with new courses added and existing courses updated as needed. New courses are added to the course inventory throughout the academic year as needed. Changes or deletions to courses in the inventory occur annually. [Timeline] All additions and changes are reviewed by the Council of Undergraduate Education and the Graduate Council. Once approved by the councils, the course updates are sent to CEP for further faculty review.

CEP reviews courses paying particular interest to the repeatability, type of instruction of the course (online, hybrid, in person), duplication of courses across disciplines and general review of the changes to the course inventory.
B. Proposals for New Programs

CEP works closely with the Provost’s Office in considering new programs or changes to existing programs. To ensure transparency and offer assistance to faculty, the Provost’s Office maintains a webpage (http://provost.utdallas.edu/home/academic-program-proposals) that outlines the internal governance approval process and external reviews and approvals required for new or changing programs. This webpage includes required forms or templates when appropriate. In all cases, the new or revised program must first have faculty approval within the school or program, as determined by the school’s bylaws.

1. New Degree or Certificate Programs

Since 2007, the Provost’s Office has required that new degree program and new certificate program proposals have Provost’s Office approval before the proposal can be routed through the faculty governance process. Specifically, the Assistant Provost for Policy and Program Coordination conducts a review that offers faculty additional assistance in ensuring the proposal will meet the requirements for approval by UT System, and, when applicable, by the Texas Higher Education Coordinating Board (THECB) and the Southern Association Colleges and Schools Commission on Colleges (SACSCOC). New degree program proposal approval processes and forms are maintained at http://provost.utdallas.edu/home/academic-program-proposals/new-programs.

Academic Certificates are defined as certificates that use credit-bearing UT Dallas courses. Professional Certificates are defined as certificates that use non-credit bearing modules. The approval process and required documentation for each is maintained at http://provost.utdallas.edu/home/academic-program-proposals/new-certificates.

2. New Concentration or Undergraduate Minor

In spring 2016, CEP voted that all new concentrations and undergraduate minors would also be sent to the Assistant Provost for Policy and Program Coordination for prior review before the materials could be circulated through the governance process. This review ensures the programs adhere to the guidelines for changes to existing programs set forth by the THECB and SACSCOC and also ensures that issues of course duplication are addressed prior to review by the faculty governance committees. The required form for proposing a new concentration or minor is maintained at http://provost.utdallas.edu/home/academic-program-proposals/concentrations-and-minors.

3. New Administrative Changes

In 2015, the Academic Council reviewed all Administrative Changes (including but not limited to the creation of departments, degree name changes, CIP code changes, delivery format changes) and determined which of those required full approval by the governance process. The Provost’s Office maintains this information.
C. Catalog Policy and Procedures Review

Catalog policies and procedures are reviewed by CEP after appropriate review by the Council of Undergraduate Education and the Graduate Council. UT Dallas administrative and academic departments review policies and procedures annually. Substantive changes are submitted annually and sent for faculty review by the Office of the Registrar. After review and approval at CEP, the substantive updates are sent to Academic Senate for final approval.

Regental and/or System approvals are required for changes to admission requirements; changes to the criteria used to award scholarships; and changes to degree programs as described above. “Other major policy or programmatic changes” also may require prior approvals (System Docket Manual, 2/00). All such changes, as well as new degree programs or concentrations (et al) are to be approved before appearing in catalog copy or on the web.

D. Other Policy Issues

With the exception of those matters discussed in preceding sections of this paper, all other academic policies and procedures are the prerogative of the faculty. CEP will examine other policy issues as referred by the Academic Council or Senate. CEP may choose to examine other issues with the approval of Senate leadership if issues are included in the annual agenda negotiated set by November 1. Examples of past policy decisions include those regarding reading days and final exams, rounded GPA versus truncated GPA, and reducing course duplication except where justified for educational purposes.

III. Membership

Membership is specified in the charge to include two representatives from each School, with the exception of Interdisciplinary Studies, which should have one. Additionally, the Chair of the Committee on the Core Curriculum serves as a voting member. Nonvoting ex officio members include undergraduate and graduate appointees from the President of the student body, the Dean of Graduate Studies, Dean of Undergraduate Education, Assistant Provost, and University Registrar.

Terms are generally two years as specified in the charge.

CEP’s charge is to ensure educational quality for the university as a whole; members must therefore balance their representation of individual schools with consideration of overall university objectives. CEP members should communicate
with Deans, Associate Deans, Department/Program Heads, and other faculty members in their school to understand implications of any proposed changes.

IV. Officers

Chair and Vice Chair are appointed by the Committee on Committees annually.

The Chair is responsible for building the monthly agenda. Most agenda items emanate directly from catalog or policy changes in the Council on Undergraduate Education and the Graduate Council. It is recommended that the Chair attend both meetings. Additional items may appear directly as a result of Senate requests.

The Chair of CEP forwards CEP’s recommendations to the Speaker. The proposal is placed on the agenda for the Academic Council and Academic Senate. The Vice Chair should represent CEP in the event the Chair is unable to attend.

V. Meetings

Monthly meetings will be held during the academic year and should be held in advance of the Academic Council meeting each month. Summer term meetings will only be held if absolutely necessary.

Advanced receipt of the agenda (including previous minutes) should allow for timely consideration of all new proposals. Minutes should be archived and made electronically available to UTD faculty and staff, for example via the DOX repository. Additional faculty and staff may be invited to the meeting to present program additions or changes or to provide other expertise as needed.
Item 11:
Sponsored Project Compensation Confirmation
Preamble

The Senate recognizes that the transition from paper-based to electronic [e-]records and procedures has been a monumental undertaking for administrative support staff that is still ongoing. The e-transition presents opportunities and risks to the University’s mission. During the past year, Senate has focused attention on particular e-procedures where faculty reported that e-procedures that were cumbersome and that resulted in a shift of administrative responsibilities from staff to faculty. Substantial faculty effort was being diverted from research and teaching.

Ad hoc committees of Senate are now working cooperatively and effectively with administrative and departmental staff to address e-procedure issues raised in Senate, but new burdens continue to arise. It is appropriate to move from an ad hoc Senate response to a statement of principles for e-procedures, and a formal mechanism for implementing the lessons and best practices formulated by our Senate’s ad hoc committees and by faculty at other universities.

Statement of Principles

It is the responsibility of UT Dallas faculty to execute the research and teaching mission of the University that is the University’s deliverable to the people of Texas and to our country. The performance of every other UT Dallas employee, without exception must ultimately be judged by whether they enable or hinder the performance of the fundamental University mission. [1]

"Faculty should do its work and the accountants should do theirs. When the faculty start doing accounting and the accountants start doing research, UTD is in trouble.” -Tim Redman

Faculty time is a finite resource that should not be squandered on unnecessary, redundant, or cumbersome e-procedures. Special attention should be given to e-procedures carried out by Department Heads and Principle Investigators who have special time commitments in service of the University’s mission.

Staff in departments work directly with faculty to support the research and teaching missions of the University, so their time is also precious. Well-designed university-wide e-procedures obviate the need of departmental staff support the faculty so departmental staff can do their own jobs. Well-designed university-wide e-procedures for the decentralized staff in departments can realize special savings for the University as departmental staff work tends to scale with the number of employees and students in their department.

Procedures implementing the Statement of Principles.

A university-wide administration ombud mechanism shall be created and publicized. The ombud is receive and act on suggestions and complaints regarding administrative and electronic procedures from members of the university community, including but not limited to faculty, heads, departmental staff, and administrative staff.
The Senate Advisory Committee on Research shall conduct a full review of administrative burdens placed on principle investigators. The committee is to make recommendations to the administration and to the Senate if the committee discovers unnecessary or redundant reporting requirements or overaggressive risk management. It shall report instances of poorly designed e-reporting forms to the University Information Resources Planning and Policy Committee.

University Information Resources Planning and Policy Committee is responsible for managing the review of e-forms. The committee chair shall be the contact point for the administrative office that is creating or revising an e-form, for the administration ombud when acting on an e-form complaint, and for faculty and staff who opt to take a concern directly to the committee. When a review is initiated, the University Information Resources Planning and Policy Committee, shall appoint an ad hoc committee of stakeholders including intended users of the e-form to advise the e-form creators. The ad hoc e-form committee will beta-test the e-form, and a consensus shall be required to take an e-form “live”.

A mechanism should be provided to administrative office so that when notice of a required periodic electronic report/confirmation/reconciliation/certification is emailed to faculty, the office can provide a direct link to the pertinent. The e-form shall be prepopulated with all information known by the requesting office, e.g. campus, year, cost center, reporting period, employee to be verified, cost center, utd-id, P.O. number. The faculty member should not be required to authenticate more than once to reach and complete the e-form, nor shall s/he have to reauthenticate to complete additional forms of a similar type.

Privacy & Security

• Cornell’s College of Arts and Sciences did a review similar to our Operations review. They discovered significant inefficiencies via “shadow work”
Report of the College of Arts and Sciences Committee on Streamlining Research Administration

Sol M. Gruner (Chair; Professor, Physics), David Easley (Professor, Economics and Information Science), Eric Giese (Manager, Sociology), Tim Healey (Professor, Math), Hening Lin, (Professor, Chemistry & Chem. Biol.), Michael Lenetsky (Manager, Chemistry & Chem. Biol.), Paul McEuen (Professor, Physics)

24 November 2015

Cornell should not aspire to be number one in compliance.

-- Provost Michael Kotlikoff (paraphrased.)
Executive Summary from Cornell Report

Administrative burdens on faculty and staff have grown explosively at Cornell, and they are now a major impediment to the successful functioning of the university. This report identifies two primary forms of this burden:

i. Shadow Work, the displacement of work from trained staff onto faculty, and  
ii. Overzealous Risk Management, which paralyzes research function.

We propose a five-part solution to address these issues:

i. Recommit to the idea that the highest goal of Cornell is excellence in research and teaching, and make all decisions about policy and procedure through this lens.  
ii. Create mechanisms to evaluate all procedures to be consistent with (i).  
iii. Create an anti-red-tape Czar with power and authority to oversee and implement  
iv. streamlining efforts and to cut through bureaucratic red tape.  
v. Limit, and in some cases reverse, the centralization of staff.  
vi. Align the goals and incentives of central staff to the faculty/staff in the units and to the  
vii. larger mission of the university.
• They **claim** to have saved more than $4 Million in costs since they took on reducing “Shadow work”.
Item 12: School By Laws for Interdisciplinary Studies
1.0 THE SCHOOL OF INTERDISCIPLINARY STUDIES.

The School of Interdisciplinary Studies (hereafter “The School”) is an academic and administrative unit of The University of Texas at Dallas (hereafter “The University”). The mission of the School of Interdisciplinary Studies is to create and sustain an interdisciplinary environment that advances the integration of knowledge from the liberal arts and sciences with advanced skills in business, technology, and other professional fields. The School uses the curricular resources of the University to build interdisciplinary degree programs on an individualized basis. Advisors work with students to identify their intellectual interests, needs, and professional goals and to design innovative degree programs that will satisfy them. To assist students in putting their unique set of skills to work, the School’s Internship Program arranges professional work experience in diverse career settings.

The School is the administrative home of the following undergraduate degree programs: 1) Bachelor of Arts in Interdisciplinary Studies, 2) Bachelor of Science in Interdisciplinary Studies, 3) Bachelor of Arts in Health Care Studies, 4) Bachelor of Arts in American Studies, and 5) Bachelor of Science in Healthcare Studies. The School also offers minors in American Studies, Exercise Science, Environmental Studies, Gender Studies, and Healthcare Studies. It is the home of one graduate program, the Master of Arts in Interdisciplinary Studies. IS is also the home of the Teacher Development Center, which offers undergraduate and post-graduate teacher certification options which include field experience, student teaching, and post-baccalaureate internships. It is also home to the Academic Bridge Program.

2.0 THE FACULTY

The faculty of the School consists of tenured and tenure-track professors, and senior lecturers who are employed full time. The faculty are appointed to the School of Interdisciplinary Studies, with specific roles and rights as specified by the University’s Faculty Handbook and these Bylaws. The voting faculty of the School of Interdisciplinary Studies include all full-time faculty, including tenure track faculty and senior lecturers.

2.1 Responsibilities of The Faculty

The faculty collectively, and each individual member thereof, are responsible for the maintenance of high standards of scholarship and teaching and for the conscientious performance of their assigned duties and observance of the regulations and policies
established by the Regents of the University of Texas System. Each member of the faculty accepts the obligation to treat students and colleagues with courtesy and dignity, and to accept a fair share of responsibility for the conduct of the affairs of the School and the University by service to the institution, to the discipline or profession of which he/she is a member, and to the public.

Consistent with the policies of the University, the faculty shall establish and/or approve: (a) educational policy for the School, including approval of academic units, curricula and requirements for degrees or certificates offered by the School; (b) standards and procedures for the appointment, promotion, and tenure of faculty; (c) the strategic plan of the School; and (d) other procedures and policies as may be necessary or desirable, from time to time, for School governance.

Faculty members decide for themselves to which programs they will be assigned. The Dean’s office distributes an electronic ballot permitting faculty to select the programs with which they choose to be affiliated. Should there be a dispute regarding the assignment of faculty to programs or centers, the final status of the faculty member’s affiliation with the program or center will be determined by a vote of the program faculty.

2.2. Meetings and Voting

All members of the faculty may participate in discussion at faculty meetings, and vote on matters within the cognizance of the faculty of the School or the University, with the exception of meetings whose purpose is to evaluate or vote on promotions for tenure track and tenured faculty. For the latter, only tenure track faculty are eligible to vote.

The faculty shall meet in general session at least once each semester, at the request of the Dean. The Dean may request a meeting of the faculty at any time on 48 hours’ notice. The Dean also may call a special meeting of the Faculty on petition by one third of the voting faculty. All faculty meetings shall be open except in cases involving personnel or other matters authorized by law to be discussed in executive session. Voting members of the faculty may also call meetings, as needed, in addition to the two regularly scheduled annual meetings. Faculty make major decisions only during the 9-month academic year when most faculty are in town and on campus, and only during meetings for which the affected faculty and their students are present.

The agenda for a faculty meeting shall be published at least 48 hours prior to the meeting, except in cases when notice and publication of an agenda are not feasible due to the urgency of the occasion or the purpose is solely to provide information as quickly as possible. Except as otherwise provided in these Bylaws, Robert’s Rules of Order shall be used in conducting the business of the faculty.

Faculty may call caucus meetings, as needed, and these do not require the Dean’s attendance. Caucus meetings will consist of working groups, and attendees will not finalize policies for the School or responsibilities of faculty that affect other voting faculty members and/or the Dean. However, caucus meetings can formulate positions for
the Dean’s consideration, and may be used to propose new directions and initiatives for the School.

All meetings of the faculty shall be meetings of record. The Office of the Dean shall maintain an open record of these meetings, including the agenda and actions taken at each meeting. Minutes also will be maintained in the Office of the Dean.

3.0 THE DEAN AND THE ADMINISTRATION OF THE SCHOOL

The Dean of the School is appointed and serves at the pleasure of the President of the University (Regents Rules 20102, Section 1). The Dean reports to the Provost/Vice President for Academic Affairs and is a tenured member of the faculty with rank of professor.

The Dean is responsible for enhancing the quality of the School’s programs of instruction and research, for enriching the School’s resources and reputation, and for establishing a stable environment of planning and decision making. The Dean is further responsible for the administration of the School, including preparation and execution of the budget; approval of all personnel actions; scheduling of courses and assignment of duties to members of the faculty; appointment, discipline, and removal of staff and administrators within the school; recommendation to the Vice-President/Provost of ad hoc committees for review of tenure and promotion cases; annual review of the performance of faculty; and representation of the interests of the School both within the university and externally. The Dean is responsible for supervising all continuing, full- and part-time faculty in the School. Under provisions of Regents’ Rules Series 20102, Sec. 2 and University Policy Memorandum 96-III 30-68 rev. September 16, 1999 Section II A1, the Dean may delegate responsibilities to other officers of the school, including the Associate Deans and the Program Heads. The appointment of the Program Head, is made by the Dean after consultation with the program faculty.

The Dean selects Associate and Assistant Deans from among the full-time faculty of the School (including tenure track and non-tenure track faculty). The Associate Dean for Undergraduate Studies will be responsible for the preparation of catalogue copy, scheduling of courses (in consultation with the relevant faculty) and communication with the University course-scheduling office, and coordinating and assigning undergraduate advising responsibilities. The Associate Dean will train undergraduate advisors. The Associate Dean will meet with students, and is responsible for adjudicating special cases or conflicts involving undergraduate students. The Assistant Dean for Undergraduate Studies is in charge of program assessment for all undergraduate programs. The Dean may delegate program assessment responsibility to program heads as well.

The Dean, Associate and Assistant Deans, Center directors, and program heads may obtain course write-offs to allow time for their administrative responsibilities.

The Dean shall present a “state of the school” report to the faculty at the first full faculty meeting in the Fall semester. This report will include plans for searches and other
program initiatives. The meeting will provide opportunity for discussion. Resolutions from the faculty in relation to the plan will be part of the agenda for this meeting.

4.0 THE UNITS OF THE SCHOOL

The programs and the Teacher Development Center are the academic and administrative units of the School of Interdisciplinary Studies at The University of Texas at Dallas. They are responsible for developing and implementing instructional plans. These units provide the primary administrative base and a source of intellectual community for faculty. More specifically, these responsibilities may include assistance to the Office of the Dean in annual review and periodic performance evaluations of the faculty, and the discharge of graduate and undergraduate program scheduling and, as appropriate, admissions, advising, and monitoring of student, performance. The Dean appoints program heads with consultation from program faculty.

Under the leadership of the Associate Dean or Program Head, the academic unit faculty is responsible for: (a) maintenance of the curriculum and academic quality of the unit that is consistent with standards of the relevant accrediting body; (b) approval of lecturers employed to teach courses in the unit; (c) development and maintenance of an appropriate schedule of courses; (d) recommendations to the Associate Dean or Program Head and thereby to the Dean for improvements in the structure, operation, and development of the unit; and as appropriate; (e) selection of students in the unit for special awards.

Until such time when the School of Interdisciplinary Studies houses more than one graduate program, the Dean serves as program head for graduate studies.

5.0 STANDING COMMITTEES OF THE FACULTY

Standing committees of the School of Interdisciplinary Studies may be established pursuant to University rules, by action of the faculty, or by action of the Dean, as provided herein. The Standing committees are:

5.1 The School Executive Committee

The School Executive Committee is chaired by the Dean and consists of the Associate Dean of Undergraduate Programs, and the Associate Dean for Teacher Development. The duties of the committee include, but are not limited to: (a) providing advice to the Dean on matters of educational and faculty policy and practice; (b) providing assistance to the Dean in strategic planning for the School; (c) ensuring effective coordination of practices and maintenance of standards among the academic units; (d) approving committee membership other than those committees provided for in these Bylaws; (e) providing assistance to the Dean on matters pertaining to day-to-day management of the School.

5.2 The Unit or Program Committees
Each unit shall have a Unit or Program Committee chaired by the Associate Dean or Program Head. The Committee shall consist of unit faculty. Part time Senior lecturers may be invited to participate ex officio.

Unit Committees shall meet at least once per semester. Unit faculty as a whole shall meet at least once per semester with the Unit Head and the Unit Committee.

A Unit Committee, as chaired by the Associate Dean or Program Head, is responsible for: (a) matters of educational policy and practice that affect a unit’s undergraduate and/or graduate instructional responsibilities; (b) matters of student career development (c) other aspects of unit development and administration and operations. Faculty may hold virtual unit meetings, and use email for communication.

5.3 The Faculty Personnel Review Committee

The Faculty Personnel Review Committee carries out the responsibilities outlined in the University Policy Memorandum 75-III. 22-3. The committee is chaired by the Dean. It consists of tenured faculty appointed by the Dean with approval by majority vote of the faculty. The duties of the Committee include: (a) review of the files of all associate professors annually to determine whether to recommend that ad hoc committees be appointed to consider promotion of any associate professor to professor; (b) advice to the Dean concerning appointment to ad hoc committees for third-year review of assistant professors, promotion and tenure of assistant professors; (c) review of the qualifications of non-tenure-track special appointments and research associate appointments as provided for in procedures adopted by the faculty; (d) advice to the Dean regarding selection of faculty for faculty development leaves; and (e) assistance to the Dean in providing advice to faculty on progress toward tenure and promotion. The Dean may undertake to consider such recommendations and advice in consultation with one or more Heads of affected programs. Faculty may elect to replace meetings of program faculty with group email communication.

5.4 The Committee on Effective Teaching

The Committee on Effective Teaching is mandated by Policy Memorandum 96-III.21-70. Its membership shall consist of faculty selected by the Dean in consultation with the Associate Deans.

The Policy Memorandum requires that the Committee develop and administer a teacher evaluation procedure; that it use written objective standards for evaluating teaching performance, including course evaluations, teaching load contributions, consideration of the diversity of courses taught along with course development, and consideration of thesis and dissertation supervision. The Committee shall also develop procedures for collection of reliable and verifiable information related to teaching performance that includes periodic classroom visits to gather direct information that supplements information taken from sources such as course syllabi and course evaluations. Finally,
the Committee shall develop mechanisms for faculty to comment on their evaluations and to provide information they feel is pertinent to teaching evaluation process.

5.5 Other Faculty and Functional Committees.

Such other committees as may be needed to carry out faculty or other functions not assigned to the committees established herein may be established or modified as needed by the Dean with the approval of the Executive Committee. The Dean will maintain and post a complete list of such committees, their charges, and their membership in the administrative offices.

APPOINTMENTS OF TENURE-SYSTEM FACULTY.

Appointments of tenure-system faculty in the School of Interdisciplinary Studies shall be made in accordance with the General Standards and Procedures: Initial appointments to the Ranks of Instructor, Assistant Professor, Associate Professor, and Professor (UTDPP 1057). Appointments of chaired professors must go through the same approval process within the school as any other tenured appointment.

The School of Interdisciplinary Studies requires votes on all tenure and promotion reviews by the tenured faculty in the School. All tenured faculty must vote on any new appointments or promotions. Because of the size of the tenured faculty in the School of Interdisciplinary Studies, a quorum will consist of all the tenured faculty, until such time as the number increases substantially.

Searches for tenure track faculty require the Dean to appoint an ad hoc committee consisting of the tenured faculty in the School of IS. Faculty in the relevant discipline who are appointed in other UT-Dallas Schools may also be assigned to ad hoc hiring and tenure and promotion committees. It is desirable that faculty appointed from other Schools have prior involvement with the School of Interdisciplinary Studies.

Opportunity appointments of full-time tenure-system faculty may be made by the Dean. Tenured faculty must approve of any opportunity hire recommended by the Dean.

The Dean may hire part-time faculty in consultation with program faculty.

CRITERIA FOR PROMOTION AND TENURE.

Tenure system faculty will be evaluated for promotion and tenure following the procedures outlined in Policy Memorandum in university policy: UTDPP1077. As do all schools at UT Dallas, Interdisciplinary Studies has supplementary guidelines as part of this policy. These guidelines may be amended or revised by a majority vote of the tenured faculty.

As stated in UTDPP1077, the following guidelines serve to elaborate and provide greater specificity to the Standard of Creative Productivity and Professional Achievement for the review of faculty in the School of Interdisciplinary Studies.
Interdisciplinary Studies

The School of Interdisciplinary Studies provides an interdisciplinary approach to graduate and undergraduate education which advances understanding and the integration of knowledge in the Liberal Arts and Sciences tradition. The School emphasizes student centered, quality educational services.

The following guidelines serve to elaborate and provide greater specificity to the Standards of Creative Productivity and Professional Achievement and Teaching Performance for review of faculty in the School of Interdisciplinary Studies. These guidelines are intended to supplement, not supersede, the standards set forth by the University in Policy Memorandum 75-III.22-3.

Creative Productivity and Professional Achievement

Faculty must present evidence of an ability to sustain a successful academic career. Confirmation of creative productivity and professional achievement for faculty includes: publication in peer-reviewed journals, chapters, books or monographs; awards of grants and contracts; a superior record of professional practice and/or applied work.

For promotion to Associate Professor with tenure, faculty performance will be assessed in accordance with the following guidelines:

1. The candidate has initiated research projects which will lead to significant results or applications in their field.
2. The candidate has demonstrated the ability to conduct independent research.
3. The candidate's independent work has contributed significant applications or results to the field.

For promotion to the rank of Professor with tenure, faculty performance will be assessed in accordance with the following guidelines:

1. The candidate has initiated research projects which have lead to significant results or applications in their field.
2. The candidate has made an impact with pure research and/or applications in the field of the candidate's scholarly pursuits. Do fellow professionals consider the candidate's contributions as they pursue their own work?
3. A total record comparable to that which would justify promotion at major universities.

Teacher Education

The following guidelines serve to elaborate and provide greater specificity to the Standard of Creative Productivity and Professional Achievement for the review of faculty in Teacher Education.

Faculty who participate in the teacher education programs of UTD are expected to contribute to the literature in their field of education by publication in journals, books, edited volumes, monographs, and other appropriate media as evidence of creative productivity and scholarly achievement. The instructional duties of faculty in teacher education are especially demanding. Faculty in teacher education are expected, in addition to teaching organized
courses, to supervise students in field settings including internships, practica, and student teaching. Such field experiences constitute a significant segment of the total preparation for teaching by a student and requires a high level of sensitivity, disciplinary competence, and pedagogical expertise on the part of the faculty who supervise these experiences. Faculty participation is also mandated by State Law to provide leadership for in-service workshops for public school teachers who work with student teachers; such leadership is critically reviewed by peers and contributes to the University's reputation in the region. Faculty also seek positions of leadership and influence in local cooperative teacher education councils, since these councils make policy which helps define teaching field programs and field placement opportunities for the University. The teaching of curriculum and instruction courses and other education-related courses require levels of expertise in these fields commensurate with levels expected in disciplinary offerings.

While faculty in teacher education have heavy instructional responsibilities, the application of the standards of teaching effectiveness cannot substitute entirely for creative productivity and professional achievement. Teacher education faculty are expected to contribute to the literature in their field. While the rate of contribution may be tempered by instructional activities, the quality of the work is expected to be comparable to the better work in the field.

6.0 Standards and Procedures for Review of Non-tenure-System Faculty

a. Non-tenure-System faculty will be reviewed for promotion after 3 years by request of the faculty member only.

b. An independent faculty committee, appointed by the Dean for each faculty member requesting review, will review the credentials of the non-tenure-system faculty.
   • The faculty committee will consist of three faculty members.
   • The faculty committee will consist of either tenured faculty in The School of Interdisciplinary Studies (SIS), higher ranked Senior Lecturers in the SIS or other schools, or tenured faculty members in other schools.
   • The Senior Lecturer being reviewed will submit five names of possible committee members to the Dean.
   • The Dean will appoint at least two committee members from the list submitted by the Senior Lecturer being reviewed.
   • The Dean will appoint at least one committee member from the tenure track faculty in SIS.
   • The Dean will appoint at least one committee member who is a Senior Lecturer of higher rank.

c. The teaching evaluation procedure administrated by the independent faculty committee appointed by the Dean and will consist of:
   1. Teaching Portfolio
      • Course syllabi for the last three years
      • Examples of teaching materials
      • Statements by students or faculty
      • Other materials selected by faculty member
2. Teaching narrative statement.

3. Three years of student evaluations.

4. Committee reports of classroom observation.
   • Two of the three committee members will each conduct a classroom observation using procedures that are recommended by the committee after consultation with the Senior Lecturer and the attached classroom observation form dated 1/16/09.

5. Internal letters from faculty members and students are optional.

d. Administration, research, or professional service may be areas that are considered by the independent faculty committee as the duties of the Senior Lecturer require.

e. The independent faculty committee will make a written recommendation to the Dean.

f. Non-tenure system faculty recommendations for promotions will be approved by a vote of the tenured faculty of the SIS and those non-tenure system faculty of higher rank if they do not serve on the independent review committee.

g. The Dean will review the materials submitted by the committee and any other relevant information and make a written recommendation to the Provost.

CREATING NEW DEGREE PROGRAMS
School faculty will vote to approve new programs in the School. A faculty member will collect votes via a secret ballot, tabulate them, and present the results to the faculty at the meeting. Once the faculty approves a new program, the proposal may be sent on to CEP.

CLOSING EXISTING DEGREE PROGRAMS
Combining or eliminating degree programs and transferring their faculty to other programs in the School (or University) requires votes by the program faculty and the School faculty. The Dean should present the proposal to eliminate a program to the faculty at a faculty meeting. A faculty member will collect votes via a secret ballot, tabulate them, and present the results to the faculty at the meeting.

Should the elimination of a program potentially result in the termination of tenured faculty, all procedures must conform to Regents Rule 31003, Section 2. The Dean and faculty of the School of Interdisciplinary Studies will aggressively pursue options to avoid terminating tenured faculty.
7.0 AMENDMENTS.

These Bylaws may be amended by two-thirds or more of those present and voting at any regular meeting of the faculty, provided that full notification of the proposed amendment has been circulated to the entire faculty of the school not less than two weeks in advance of the meeting. These Bylaws will take effect upon a favorable vote by two-thirds or more of the faculty members present and voting at a regular faculty meeting.
Item 13:
FY16 Annual Committee Reports
TO: The Academic Senate  
FROM: Jennifer S. Holmes  
Chair, International Oversight Committee (IOC)  

Membership
The active membership of the IOC in 2015-2016 consisted of:

Voting members
- Bond, Peter – Assistant Vice President for Contract Management
- Brian Berry - Endowed Professorship from the School of Economic, Political and Policy Sciences
- Gnade, Bruce E. – Vice President for Research
- 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
- Kratz, Abby (vice chair) – Associate Provost
- Smith, Amanda –Dean of Students, Associate Vice President for Student Affairs
- Walls, John – Associate Vice President for Communication

Non-voting
- Cristen Casey, Assistant Vice President for International Programs
- Imperio Shanks, International Risk and Insurance Analyst

Meetings
- 08/14/2016, and other meetings as needed with the entire committee
- Online participation of members as needed to evaluate travel requests to high risk regions.
- Online notification to members as needed on emergencies abroad throughout the year.

Actions Taken
- Review of 77 travel request to high risk regions. 1 denial.
- Participation on emergency response as applicable for 29 incidents.
- Review of blanket risk authorization proposal. Approved Program Assessment Tool to evaluate programs going to high risk regions. Programs approved through this tool will be approved for 5 years, with a regular 6 month re-evaluation of stated emergency contacts and safety/security conditions throughout the 5 years.
- Review of IOC charge: practice vs document. The charge requires a review on members and chair position. IOC chair will update the charge, send to the IOC for a vote and move it forward so it is officially updated.

Recommendations for Following Year
- Discuss the following topics:
  - Due process: Balance between students, RUO on the ground, and administrative judgement on removal of a participant from the program.
  - Appeal process for denial of risk authorization for high risk region travel request.
- Schedule monthly face to face meetings in lieu of electronic communications, this has been included in the revised IOC charge.
- Evaluate requests for programs going to high risk regions in person, providing space for the program RUO to present their request for risk authorization in person.
Auxiliary Services Advisory Committee

Report on Committee Activities

Sept 2015 to Aug 2016

2015-2016 Auxiliary Services Committee Members:

RUO: AVP for Auxiliary Services: Bob Fishbein
Faculty: Enric Madriquera, Young-Jo Lee
Staff: Jayar Medlock, Dave Richardson
Ex Officio: Dean of Students, Asst Dir of Food Svs, Dir of Food Svs, Dir of Student Union, UTD Bookstore manager
Students: Hyung Jin Kim, Princepritkumar Modi, Brooke Knudtson, Lillian Chen

The Auxiliary Services Advisory Committee is charged with advising the AVP of Auxiliary Services on policies, procedures, and rules which will enhance and optimize the overall operations of Food Services, Bookstore, Techstore, Parking & Transportation, and Copy/Print & Logistics. The Committee will cover and address physical operations, facilities, and other matters relating to these services that the Committee shall deem appropriate to consider.

Auxiliary Services Advisory Committee met several times throughout the academic year. Topics discussed in the meetings included:

- Food Services was awarded 2016 Innovator of the Year by Food Management Magazine
- UTD Pub featured in On Campus Hospitality Magazine
- Dining Hall West achieved 3 Star Certified Green Restaurant
- New food concept Smashed now in Student Union
- Created Food Truck Park adjacent to Student Union with revolving schedule
- Installed new Healthy Vending machines throughout campus
- Monthly Pop Up Farmers Market
- Reviewed food service performance by venue
- Cuisine visiting chef program in Dining Hall West
- Catering program enhanced and updated
- Hosted 3rd Annual Catering Fair
- Created additionally themed events in Dining Hall West
- Hosted 2nd Annual Shop UTD event
- Parking Structure 4 construction completed
• Parking Structure 4 way finding software awarded
• P&T offices now incorporated within Parking Structure 3
• Bus depot added by JSOM traffic circle
• New design for Comet Cruisers now partnering with DART
• Held 3rd Annual Bookstore fashion show
• New Bookstore merchandise selections with improved pricing
• Tech store introduced additional retail options and promotions
• Eship Global software updated campus wide to ensure University compliance with international shipping.
• Hosted 3rd Annual Salvage bike sale
• Hosted 3rd Annual Salvage furniture sale
December 2, 2016

TO: The Academic Senate  
FROM: Eric R. Schlereth  
Chair, Committee on Academic Integrity


I. Membership
The membership of the Committee on Academic Integrity consists of:
Eric Schlereth, Chair, schlereth@utdallas.edu
Lynne Vieraitis, Vice Chair, lynneve@utdallas.edu
Yvo Desmedt, yvo.desmedt@utdallas.edu
Sven Kroener, kroener@utdallas.edu
Kenneth Smith, kenneth.smith@utdallas.edu
Carie Lambert, cx1085200@utdallas.edu
Chuanwei Zhang, chuanwei.zhang@utdallas.edu
Rajadhar Reddy, rajadhar.reddy@utdallas.edu
Jacob Colling, jjc140530@utdallas.edu
Ex Officio (Without Vote) Ellen Safley, Library Representative, safley@utdallas.edu
RUO Amanda Smith, Dean of Students, als072000@utdallas.edu

II. Meetings
The Committee on Academic Integrity convenes on an ad hoc basis as new business comes before it.

III. Actions Taken
On March 4, 2016, the Academic Council sent the Committee on Academic Integrity an inquiry from Student Government regarding the discontinuance of free blue books on campus due to increasing costs. The Committee on Academic Integrity and representatives from Student Government discussed ways that schools or departments might be able to provide free blue books. The Committee on Academic Integrity also initiated ongoing efforts to address this issue.

IV. Recommendations for Following Year
In addition to addressing new business that comes before the Committee on Academic Integrity, the committee will continue seeking ways to provide free blue books at UTD as this seems like an important student concern.

V. None
29 June 2016

To: The UT Dallas Academic Senate

From: Paul Pantano, Chair, Institutional Biosafety and Chemical Safety (IBCS) Committee


Membership: Paul Pantano (chair), Lloyd Lumata (vice-chair), John Burr, Jason Slinker, Jon Poloski, Heng Du, Shane Solis, Kathy White, David Liner, James Pharr, and Bill Alsup (City of Richardson).

Meetings: The regularly scheduled monthly meetings of the IBCS Committee are the first Wednesdays of each month. In the present cycle we have met 8 times, and our next meeting is scheduled for July 6, 2016.

Actions Taken: The main thing we do as a committee is to review, discuss, and approve IBCS Protocols submitted by research professors. In the present cycle, we have reviewed and approved ~20 protocols and renewals. We also receive updates for many items planned for implementation by the Office of Research Compliance and the Office of Environmental Health & Safety and Risk Management, and we get to offer advice to help these offices move forward with their agendas (e.g., the creation of a particularly hazardous chemical list).

Recommendations for the following year: None, James Pharr manages these meetings quite well and minimizes busy work for the professors and professionals such that they can direct their energies towards providing sound scientific advice.
Item 14:
Committee
Appointment
Replacement
Replace Elena Katok from School of Management on the Faculty Mentoring Committee as Member.

Recommended replacement would be Dorothea Honhon.

Current Faculty members are:

FACULTY
Walter Voit (ECS) (8/31/2018) Chair
Lowell Kiel (EPPS) (8/31/2018) Vice Chair
Nadine Connell (EPPS) (8/31/2017)
Vladimir Dragovic (NSM) (8/31/2017)
Mustapha Ishak-Boushaki (NSM) (8/31/2018)
Midori Kitagawa (ATEC) (8/31/2017)
Jackie Nelson (BBS) (8/31/2017)
Aria Nosratinia (ECS) (8/31/2018)
David Patterson (AH) (8/31/2017)
Karen Prager (I) (8/31/2017)
Kathryn Stecke (SOM) (8/31/2018)
Item 15: Revisions to UTDPP1099- University Information Security Advisory Committee Charge
University Information Security Advisory Committee Charge - UTDPP1099

Policy Charge

University Information Security Advisory Committee

Policy Statement

The University Information Security Advisory Committee is a concurrent committee of the Academic Senate of the University of Texas at Dallas.

The Committee will advise the University of Texas at Dallas Information Security Officer in planning and testing measures to provide security for the University for development and use of the university's information resources in such a way as to comply with UT System security requirements for university information. University obligations are established by the UT System system-wide policy UTS165, UT System Information Security Action Plan, and Texas Administrative Code 202, and related interpretive statements such as The University of Texas System Laptop Computer Encryption Implementation—Frequently Asked Questions. The committee's areas of concern include but shall not be limited to:

- Recommend policies or guidelines to develop and align information security strategies with applicable laws and regulations.
- Monitor policies and procedures to ensure compliance while not asserting undue claims to own or access information owned by faculty or for which faculty are under obligation to other organizations.
- Recommend procedures for IT systems and practice to lower risk of exposure of information and IT resources. Procedures and practice may include appropriate technical infrastructure and security controls in the IT environment.
- Assist in identifying and classifying information.
- Assess and evaluate security incident management and make recommendations for improvements.
- Recommend procedures that increase the security of business continuity and recovery plans.
- Monitor implementation of the UT Dallas policies by the Information Security office.
- Assist in developing plans and methods for education and outreach in the UT Dallas community to explain the need for security measures and assure effective faculty participation.

The Committee shall be composed of at least eleven voting members. Seven shall be full-time faculty, appointed from the membership of the General Faculty (as defined in UTDPP1088: Faculty Governance). At least three faculty members shall have expertise in areas of computer security. All shall be selected to represent as much of the range of university as well as non-university information that faculty create and use in the course of their professional activities as is practicable. In addition, there shall be one representative each from Academic Affairs, the Office of the Registrar, and the Office of Sponsored Projects, a staff representative selected by the Staff Council, McDermott Library and a student selected by Student Government. One of the faculty members shall be Chair. The Chair and Vice Chair shall be appointed annually by the President upon approval by the Academic Senate.
The University Attorney shall be a member ex officio. The University Information Security Officer shall be the Responsible University Official.

The term of service of the Committee members shall be for two years, effective September 1 to August 31. Appointments shall be staggered in time to make approximately equal numbers of appointments expire each academic year. Members may be reappointed for additional terms. If for any reason a Committee member resigns, the President shall appoint another individual to serve the remainder of the unexpired term upon nomination by the Academic Council.

The Committee shall meet at least bimonthly during the fall and spring semesters. No plan or policy shall be implemented by the Information Security Officer without first being reviewed by the Committee. The Committee shall indicate its approval or disapproval by majority vote. If the Committee disapproves, the Chair shall convey the vote and the reasons to the Vice-Provost and Chief Information Officer. Additional meetings will be called by the Chair or RUO as necessary.

**Policy History**

- Issued: June 2, 2016

**Policy Links**

- Permalink for this policy: [http://policy.utdallas.edu/utdpp1099](http://policy.utdallas.edu/utdpp1099)
- Link to PDF version: [http://policy.utdallas.edu/pdf/utdpp1099](http://policy.utdallas.edu/pdf/utdpp1099)
- Link to printable version: [http://policy.utdallas.edu/print/utdpp1099](http://policy.utdallas.edu/print/utdpp1099)
Item 16:
Revisions to
UTDPP1003-
The Information Technology Planning and Policy Committee
Information Technology Planning and Policy Committee - UTDPP1003

Policy Charge

IT Security Planning and Policy Committee

Policy Statement

The Information Technology Planning and Policy Committee is a University-wide Standing Committee.

The Committee will advise and assist the Vice President, Chief Information Officer in long range planning for development and use of the university's information resources in such a way as to strike the best possible balance between outreach for education, support of research, and the maintenance and operations of information technology on campus. With respect to long-range planning, the Committee will deal with all aspects of information technology including existing and emerging requirements, current and anticipated technologies and preferred policies and practices. The committee is expected to maintain liaisons with the Committee on Distance Learning, the Committee on Effective Teaching, the Information Security Advisory Committee, and all other university and administrative committees whose work bears on issues of information technology. Responsibilities of the full committee include but are not limited to:

1. Participate in the creation and implementation of long-range plans for Information Technology development and utilization. Within that process, the committee will assist in the identification and prioritization of goals, objectives and action items. Completed planning efforts will be documented by the Office of the Vice President, Chief Information Officer and submitted to the Academic Senate in a timely manner.

2. Review and monitor the implementation of the UTD policies related to information technology.

The Committee shall be composed of at least thirteen voting members. Seven shall be tenure-track faculty, including at least two holding administrative positions of Dean or above, appointed from the voting membership of the General Faculty (as defined in UTDPP1088: Faculty Governance, Section 1.AB.1). In addition, there shall be one representative each from the Office of Institutional Compliance Academic Affairs, the University Staff Council, the Office of the Vice President for Research, the Office of the Vice President for Administration, the Associate Library Director for Systems, one graduate student and one undergraduate student. The students are appointed by Student Government to one-year renewable terms. The University Chief Information Security Officer shall be a member ex officio, with vote. The Vice President, Chief Information Officer (under the terms of U. T. System system-wide policy UTS165) is the Responsible University Official (RUO).

The term of service of the Committee members shall be for two years, effective September 1 to August 31, staggered in time to make approximately equal numbers of appointments expire each academic year. Members may be reappointed by the President for additional terms. If for any reason a Committee member resigns, the President shall appoint another individual to serve the remainder of the unexpired term.
The Committee will meet annually in October to organize subcommittees or other working units for fulfilling its responsibilities and to determine a schedule of meetings that includes at least two per semester at a time and place designated by the Chair. Additional meetings will be called by the Chair or RUO as may be necessary. The Chair and Vice Chair are appointed annually by the President.

Policy History

- Issued: December 8, 2003
- Editorial Amendments: June 12, 2006
- Revised: April 25, 2007
- Editorial Amendments: October 24, 2008
- Editorial Amendments: March 7, 2012
- Revised: June 7, 2016

Policy Links

- Permalink for this policy: http://policy.utdallas.edu/utdpp1003
- Link to PDF version: http://policy.utdallas.edu/pdf/utdpp1003
- Link to printable version: http://policy.utdallas.edu/print/utdpp1003