October 9, 2019

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, October 16, 2019 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
Hobson Wildenthal
Inga Musselman
Jessica Murphy
Juan Gonzalez
Calvin Jamison
Larry Redlinger
Gene Fitch
Serenity King
Abby Kratz
Deans
Brooke Schafer, SC President
Ayoub Mohammed, SG President
Hope Cory, SG Vice-President
Chief Larry Zacharias

2019-2020 ACADEMIC SENATE

Ackerman, Robert
Anjum, Zafar
Beron, Kurt
Bhatia, Dinesh
Boots, Denise
Boyd, Elizabeth
Bradbury, Judd
Brandt, Patrick
Brown, Matthew
Chandler, Adam
Chandrasekaran, R.
Daeoung, Ovidin
Dees, Greg
Dowling, Walter
Dragovic, Vladimir
Duquaine-Watson, Jill
Ferraris, John
Fiumagalli, Andrea

Gelb, Lev
Greer, Erin
Gupta, Gopal
Hefley, William
Hibbs, Shelby
Hooshvar, M. Ali
Huynhm Dung T
Islam, Naser
Izen, Joe
Janakiraman, Surya
Leaf, Murray
Moon, Syam
Meyer, Clark
Natarajan, Ramachandra
Nufaz, Simeon
Nourani, Mehrdad
Prasad, Shalini
Piquero, Nicole

Prakash, Ravi *
Radhakrishnan, Suresh
Radhakrishnan, Suresh
Ramakrishna, Viswanath
Reichert, Michael
Reichert, Carolyn
Sadka, Gil
Sich, Maximilian
Schlobohm, Maribeth
Scotch, Richard ***
Spiro, Stephen
Thompson, Lucien
Valarcel, Victor
Veras de Souza, Christine
Warner-Czyz, Andrea
Warren, Shiyb

*Speaker
**Secretary
*** Vice-Speaker
1. CALL TO ORDER, ANNOUNCEMENTS & QUESTIONS  Ravi Prakash
2. APPROVAL OF THE AGENDA  Ravi Prakash
3. APPROVAL OF MINUTES  Ravi Prakash
4. SPEAKER’S REPORT  Ravi Prakash
5. THECB/SACSCOC Legislative Updates  Serenity King
6. TXCFS/FAC REPORT  Murray Leaf and Bill Hefley
7. Student Government Report  Hope Cory
8. Staff Council Report  Brooke Schafer
9. CEP Recommendation  Syam Menon
   A. Undergraduate Course Inventory
   B. Graduate Course Inventory
   C. UTD NSM SKKU, S. Korea, DDPA BA in Physics
   D. UTD NSM SKKU, S. Korea, DDPA BS in Mathematics
   E. Rhetoric and Communication Concentration from A&H
   F. Updated Undergraduate Program Degree Plans 2019-2020
   G. Catalog Update: Credit by Examination
   H. Catalog Language for continuous enrollment and reapplication/readmission policy
   I. UTDPP1052-Procedures for Completing a Graduate Degree
   J. A&H Policy & Program Changes
   K. Changes to graduate transfer policy
10. Presentation: Pardon our Progress  Calvin Jamison
11. Committee on Committees Recommendation  Ravi Prakash
<table>
<thead>
<tr>
<th></th>
<th>Item</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>Revisions to UTDPP1046- Emeritus Titles Perquisites and Privileges of Emeritus Title Holders</td>
<td>Murray Leaf</td>
</tr>
<tr>
<td>13.</td>
<td>Resolution in Support of Continuing Optional Practical Training</td>
<td>Ravi Prakash</td>
</tr>
<tr>
<td>15.</td>
<td>Revised proposal for Educational Scholarship for UTD Employees, Retirees and Dependents</td>
<td>Nicole Piquero</td>
</tr>
<tr>
<td>16.</td>
<td>Cellular Communications Equipment Policy- UTDBP3008</td>
<td>Ravi Prakash</td>
</tr>
<tr>
<td>17.</td>
<td>Annual Committee Reports</td>
<td>Bill Hefley</td>
</tr>
<tr>
<td>18.</td>
<td>Adjournment</td>
<td>Richard Benson</td>
</tr>
</tbody>
</table>
TABLE OF CONTENTS

SEPTEMBER 2019 ACADEMIC SENATE MINUTES .............................................................................................5
Appendix A- September THECB/ SACSCOC/ Legislative Update.........................................................11
Appendix B- Annual Consensual Relationship Training .......................................................................15
Appendix C- Employee Assistance Program (EAP) .............................................................................17
Appendix D- Updated Procurement Procedures .......................................................................................21
Appendix E- Revisions to the University Accessibility Committee Charge ........................................23
Appendix F- Annual Committee Reports ..................................................................................................25

OCTOBER THECB/ SACSCOC/ LEGISLATIVE UPDATE .................................................................................52

COMMITTEE ON EDUCATIONAL POLICY RECOMMENDATIONS .................................................................53
Undergraduate Course Inventory .............................................................................................................53
Graduate course inventory ......................................................................................................................71
UTD NSM SKKU, S. Korea, DDPA BS in Physics .............................................................................76
UTD NSM SKKU, S. Korea, DDPA BS in Mathematics .................................................................101
Rhetoric and Communication Concentration from A&H ..............................................................130
Updated Undergraduate Program Degree Plans 2019-2020 .........................................................133
Catalog Update: Credit by Examination ..............................................................................................134
Catalog Language for continuous enrollment and reapplication / readmission policy ......136
UTDPP1052-Procedures for Completing a Graduate Degree .....................................................137
A&H Policy & Program Changes .........................................................................................................149
Changes to graduate transfer policy ....................................................................................................150

COMMITTEE ON COMMITTEE RECOMMENDATIONS ..................................................................................151

REVISED TO UTDPP1046- EMERITUS TITLES PERQUISITES AND PRIVILEGES OF
EMERITUS TITLE HOLDERS .........................................................................................................................159

RESOLUTION IN SUPPORT OF CONTINUING OPTIONAL PRACTICAL TRAINING .....................166

SALARY STUDY FOR UTD, AY 2018-2019 .............................................................................................167

REVISED PROPOSAL FOR EDUCATIONAL SCHOLARSHIP FOR UTD EMPLOYEES,
RETIREEs AND DEPENDENTS ................................................................................................................246

CELLULAR COMMUNICATIONS EQUIPMENT POLICY- UTDBP3008 ..............................................................249
1. **Call to Order for the Academic Senate Meeting and Announcements – President Benson**

President Benson called the meeting to order at 1:01 PM. There have been changes in several leadership posts. Jennifer Holmes was officially appointed as Dean of EPPS. Dennis Kratz has moved to director of the new Center for Asian Studies, and Nils Roemer was appointed as Interim Dean of Arts and Humanity. He will also continue as the director of the Ackerman Center. Staff Council has a new president, Brooke Schafer. The Edith O’Donnell Institute for Art History has a new Director, Michael Thomas.

Last year a proposal to move the university to Division II for college athletics was discussed in the Academic Senate. The decision was made that the university will stay with Division III. There were very good arguments on both sides. University of Texas at Dallas continues to be the country’s second largest Division III School, NYU is the largest. This will not be a status quo decision, and the university should continue to grow. New sports should be added but that would include additional facilities and coaches. The most likely addition would be track and field. We are the only Division III university in the UT System.

The University will have a very robust tenured/tenure-track faculty hiring plan this year. Our university benchmarks against seven other universities for our strategic plan. They are all high performing AAU universities. When our numbers are laid next to theirs, they have a much larger tenure/tenure-track faculty than we do. It would behoove our university to build our number of tenure/tenure-track faculty. President Benson noted that we have quality non-tenure track faculty but those schools have it as well. The university is going to push to hire 60 new tenure/tenure-track
faculty by August of 2020. It will be double of what the university has hired in the recent past. This will make a powerful move toward our strategic plan. The university is making excellent progress is all but two of our strategic plan goals, one of which is growing the number of our tenure/tenure-track faculty. We were at 560+ and our goal is to have 710 tenure/tenure-track faculty. The other goal is growing the graduate population. The university has 1000 fewer graduate students than the previous year. We do have 3500 more undergraduate students than last year. The head count is up substantially but the tuition rate is not. The floor was then opened for questions. There were none.

2. Approval of the Agenda
Richard Scotch moved to approve the agenda. Nicole Piquero seconded the motion. The motion carried.

3. Approval of the Minutes
Richard Scotch moved to amend the title of item 11, and remove the term “informational”, and moved to approve the minutes as amended. Nicole Piquero seconded the motion. The motion carried.

4. Speaker's Report – Ravi Prakash
   • The UT System Affordable Learning Accelerator Taskforce met on Friday August 23, 2019. Dr. Prakash, Dr. Joe Izen and Darren Crone represented the university in Austin, Texas. The taskforce discussed how various open educational resources could be used to address the rising cost of textbooks and other course material. Concerns were raised that creating open educational resources involves a great deal of work, and it must be acknowledged.
   • The number of faculty who volunteer for committees have been low. The Committee on Committees would be open to suggestions on how to educate the faulty on the different committees' duties.
   • Academic Program review is moving from a 7-year cycle to a 10-year cycle. There will not be a Program Review in the Fall of 2019. In the interim, the Academic Program Review committee will work with the graduate dean to create the updated procedures.
   • A lawsuit has been filed against the Department of Homeland Security by the Washington Alliance of Technology Workers seeking to abolish Optional Practical Training (OPT). Many of our graduate students perform OPT post-graduation. There is a 12-month period of optional practical training available to all students, with students graduating from STEM programs allowed an additional 24 months. This group has challenged the legitimacy of this program. If the challenge stands, the OPT will go away. The deadline for filing an amicus brief on this is October 11, 2019. The NAFSA at the national level is filing an amicus brief. UT System is also considering filing a brief. Dean Gonzalez is our representative in these discussions. If OPT goes away, some international students will most likely not wish to come to any United States universities. Other countries vying for international students are making their processes more welcoming. Scrapping of OPT will make it much harder to attract international students. Richard Scotch will draft a resolution in support of OPT and present at the October 2019 Academic Senate meeting.
   • The university has until August 2020 to review and revise their policies to reflect Senate Bill 18 on Freedom of Speech. UT Austin has an excellent FAQ on this topic at: https://www.utexas.edu/public-forum
• Now that the bylaws for the Academic Senate have been approved twice, the new Faculty Titles have been officially approved for use by schools.
• A question was raised at the August 2019 Academic Senate meeting in regards to chaired professorship. Speaker Prakash researched the concerns and found that UT System has a policy, our university did not; therefore, a new policy will be created for our university.
• Vice Speaker Murray Leaf has drafted a revised Emeritus Professorship policy. It will be presented at the October Academic Senate meeting.
• All other items that I have been working on are on the agenda.

5. SACSCOC/ The Higher Education Coordinating Board (THECB) Updates – Serenity King
Dr. Serenity King gave an update on the UT System Task Force on SB 25, also known as the “transfer bill.” The proposed methodology has been finalized. Five categories were created as to why a course would not transfer to our school with credit. Examples are: (1) “The course was not a degree program requirement,” (2) “The student did not meet the required grade requirement when they took the course,” (3) “The student had repeated the course,” (4) “Maximum amount of transfer credit” and (5) “Other.” The next step is to submit the categories to THECB. The UT System task force is looking at proposals to create ‘meta-majors’ within the core curriculum. Dr. King and Dean Jessica Murphy are on this task force. The first meeting will be on October 4, 2019. A question was raised what a ‘meta-major’ entailed. Dr. King responded that it is a category of lower-division courses that combine a variety of majors. Nationally there are 8 meta-majors.

The THECB has a new commissioner, Harrison Keller, who has previously crafted legislation and he was involved with the text of the meta-majors portion of SB 25. Meta-majors are major clusters, and states such as Florida and Georgia have implemented them to ease transfers.Originally, when SB 25 was first drafted, meta-majors were being put forward by Texas A&M as a counter to Field of Study. Dr. Keller has been invited to visit our campus. He last visited the campus roughly 10 years ago, and the campus has changed greatly since then.

Several THECB meetings took place on September 18-20, 2019. Dr. King will have an update from those meetings at the October Academic Senate meeting. There was a Financial Aid Advisory Committee meeting on September 5, 2019. A recap was included in the THECB packet in Appendix A. The health studies Field of Study Advisory Committee met early the week of September 16, 2019. This committee’s FOS recommendations will impact two of our university programs, BS in Healthcare Studies in IS and the BS in Healthcare Management out of JSOM. The results of what that committee agreed to were not available as of this meeting but will have it at the October Academic Senate meeting.

Also, in the packet we included the response from THECB on the five Core class requests that were denied, two of which were appealed. Both of those appeals were approved, except the ECS course was only approved for one year as a 080 core. They do not anticipate allowing that ethics course in engineering to be allowed going forward.

Another issue which could also affect OPT, is the 2020 Classification of Instructional Program (CIP) conversion. This was brought forward in spring 2019 when the conversion was brought up for public comment. During the public comment period additional changes were made. One of those changes takes away the STEM designation for the Business Analytics program. The University has
requested that the 2020 CIP code for Business Analytics be considered by the Department of Homeland Security as a STEM designation. There has not be a response as of this meeting.

THECB did approve the MS in Cybersecurity, Technology, and Policy program. THECB notified Dr. King’s office that as of 2020 that this program’s CIP code would be changed to a non-STEM code. Dr. King’s office pushed back on it. As of this meeting it is unclear where that stands.

The University must keep an eye on the 2020 CIP codes conversion and its impact on our international students. The floor was then opened for questions. There were none.

6. **FAC/TXCFs Report – Ravi Prakash and Bill Hefley**
   Nothing to Report.

7. **Student Government Report – Hope Cory**
   SG had their annual teambuilding retreat. It went very well. SG now has 60 senators, and have room for 10 more. Hope attended the first UT System Student Advisory Council meeting, and the sub-committees have been selected: 1) Academic Success 2) Career Success 3) Affordability 4) Campus Wellness. Career Success will be reviewing career advising and accommodations for all students as well as the lack of formal mentorship for students. Campus Wellness is reviewing mental health and tobacco use. They will also be reviewing sustainability. Many campuses across the United States are not adequately managing sustainability. It was noted the University of Texas at Dallas is an excellent example of sustainability on campuses. Lastly, they will also be investigating sexual misconduct on campuses. The Academic Success committee is looking at three groups, traditional students, first generation students, and non-traditional students. Ms. Cory is part of a focus group on non-traditional students. SG has been working on understanding OPT authorization. This was brought to UT-SAC to ascertain what other institutions are doing. UT-SAC has taken it as a project. Student Government will be creating a resolution on the OPT issue, and will bring it to the October Academic Senate meeting.

8. **Staff Council Report – Brooke Schafer**
   Brooke Schafer introduced herself as the new Staff Council President. There are 41 representatives on the Council. Staff Council has recently updated their website. Staff Council meet the second Wednesday of the month, and faculty are welcome to attend. Brooke encouraged faculty to support their staff with the Staff Tuition and Scholarship. Brooke reminded the senators to nominate their staff for CARE Awards. She opened the floor to question, but there were none. This was the final Academic Senate meeting for Naomi Emmet, as the election for a new Staff Council President will take place on September 11, 2019. The new president will begin attending meetings then. The Staff Council elections concluded with 44 senators. The Staff Council spent the past year working on updating the Staff Council Bylaws, and they will be on the Handbook of Operating Procedures agenda in the next couple months.

9. **Presentation: Annual Consensual Relationship Training – Colleen Dutton**
   Colleen Dutton gave the annual presentation on Consensual Relationship Training. A copy of the PowerPoint presentation is in Appendix B.

10. **Informational: Employee Assistance Program (EAP) – Colleen Dutton**
Colleen Dutton gave a presentation regarding the change of the EAP program to Deer Oaks EAP starting October 1, 2019. A copy of the PowerPoint presentation is in Appendix C and D.

11. Presentation: Updated Procurement Program – Terry Prankratz and Gopal Gupta
Terry Pankratz and Gopal Gupta gave a report from the Procurement Working Group. A copy of the PowerPoint presentation summarizing the proposed streamlining of the procurement processes is in Appendix E.

12. Committee on Committee Recommendations – Ravi Prakash
The Committee on Committees moved to have Senate approve the recommendations. There were no questions or discussion. The motion carried unanimously.

13. Revisions to the Committee Charge for the Campus Accessibility Committee- Tres Thompson
The charge was modified to allow for additional stakeholders, and reflect the various barriers that are on campus; as well as include representation from every school. The Campus Accessibility Committee moved to approve the revisions. The motion carried unanimously.

14. Report on Resources by the University Accessibility Committee- Tres Thompson
Tres Thompson as chair of the University Accessibility Committee reported on the resources that are available on our campus. There has been a number of different issues that have come to the attention of the committee, more specifically the changes to testing procedures. The committee is still dealing with this issue, there are some minor details that need to be worked out as well as a memo to the faculty detailing the updated procedures. The testing center has worked very hard to streamline the process for students who only need extra time. At the moment only those students who need only the extra time can be accommodated at the testing center. Students who have any additional accommodations will be continued in the past system. There has been an additional allocation of space for the OSA, should they need it; however, the OSA was not aware that it was available.

There are bigger issues that are in need of resources. When a PDF is uploaded to E-learning, it currently may not accommodate visually impaired students. There are tools in blackboard that would assist in identifying these accessibility issues, but it has not been implemented due to lack of manpower to use this program and make the indicated adaptations. Going forward the e-learning team would like to implement this tool, but older uploaded documents will still be an issue.

Another concern raised by the committee is that there are students on campus who have epilepsy, are diabetic or have another life threatening disease; many of these students can’t afford their life saving medication due the lack of medical insurance. There are graduate students who would be eligible for insurance for 9 months but during the summer they must go without their medications. A similar situation is when students are transitioning to post-doc or professional position but they have no way to get their medication during that time. They could have COBRA coverage but it is unrealistically expensive for the students during this unemployed period.

Speaker Prakash recommended that the issue with e-learning be sent to the Committee on Learning Management Systems for discussion. The insurance issue was also recommended to be sent to HR for review.

15. Approval of Annual Reports – Ravi Prakash
The following annual reports from committees have been received: Committee on Qualifications, Committee on Effective Teaching, Campus Accessibility Committee, Commencement Committee, Institutional Animal Care and Use Committee, Student Fee Advisory Committee, Budget Advisory Committee, and University Sustainability Committee.

Bill Hefley moved to accept the Annual Reports: Jill Duquain-Watson seconded. The motion carried unanimously.

16. Adjournment
There being no further business, President Benson adjourned the meeting 2:13 PM.

APPROVED: ___________________________ DATE: _____________

Ravi Prakash
Speaker of the Faculty
1. UT System
   A. UT System Task Force regarding SB25 Transfer Bill implementation

2. THECB
   A. New Commissioner of Higher Education (enclosed PDF)
   B. Committee on Academic and Workforce Success (CAWS), September 18, 2019
   C. Undergraduate Education Advisory Committee (UEAC) meeting, September 20, 2019
   D. General Academic Institutions Formula Advisory Committee (GAIFAC) meeting, September 19, 2019
   E. Financial Aid Advisory Committee Meeting (embedded URL), September 5, 2019
      1. Appointed a new slate of members; there is no UT Dallas representative.
      2. THECB and UT Austin developed a new Virtual Advising System, a chatbot called “ask ADVi” which was launched as a pilot in South Texas / Rio Grande Valley in May 2019; available now through Facebook’s Messenger for all Texans to use.
      3. Legislature initiated the phase out of B-on-Time (BOT) grant in 2015; last loans issued in 2020 with loan servicing to continue for about 15 years.
      4. Provided FAFSA and TASFA 86th Legislature overview
         a. **HB 3**: Requires completion and submission of FAFSA or TASFA prior to high school graduation; implementation with 2021-2022 school year
         b. **HB 2140**: Advisory committee will be established to develop recommendations and protocols in embedding TASFA within the electronic system, ApplyTexas
         c. Proposed amendments to *Texas Administrative Code (TAC)*, Chapter 22, Rules 22.253 through 22.265, Student Financial Aid Programs, for clarity and consistency in reference to other subsections in chapter.
         d. Potential topics for the 87th Legislature: change the timing for priority financial aid deadline in relation to *Texas Education Code*, Section 56.008, and TAC Rule 22.6 in order to align with federal regulations and serve underrepresented populations.
   F. Health Services Field of Study Advisory Committee meeting, September 16, 2019
      1. Will impact two UT Dallas degree programs
         a. Interdisciplinary Studies: BS in Healthcare Studies BS
         b. Jindal School of Management: BS in Healthcare Management
   G. Core Curriculum Final Response (enclosed PDF)
   H. Liaisons Institutional Sector and Joint Fall Meetings, October 29-30, 2019

3. Federal Level: CIP 2020

4. Lead UTD: [https://provost.utdallas.edu/lead](https://provost.utdallas.edu/lead)
For Immediate Release

Coordinating Board Announces New Commissioner of Higher Education

Sept. 11, 2019, Austin, Texas – The Texas Higher Education Coordinating Board (Coordinating Board) today voted unanimously to appoint Dr. Harrison Keller to serve as the next commissioner of higher education. Dr. Keller will assume his new post on Oct. 1.

“The Search Committee recommended him to the board after a national search, because he stood out from a competitive field of candidates for his extensive knowledge of and experience in strengthening higher education and broadening opportunity for all Texans,” said Board Chair Stuart W. Stedman. “We believe that Harrison Keller will be able to assist the Coordinating Board in making great strides toward the fulfillment of our mission and our continued work toward achieving the goals of 60x30TX.”

“I am pleased that the Coordinating Board has selected Harrison Keller,” commented Gov. Greg Abbott. “With his strong higher education background, we look forward to his leadership and his support in developing and working toward important initiatives to advance postsecondary education and workforce readiness for our citizens.”

Dr. Keller comes to the Coordinating Board from The University of Texas at Austin, where he has been serving President Gregory Fenves as deputy to the president for strategy and policy. Previously he served as vice provost for higher education policy and research and founded the OnRamps and Texas OnCourse initiatives. Earlier in his career he served as senior education policy advisor and director of research for Rep. Tom Craddick during his tenure as Speaker of the Texas House, and as a project director at UT Austin’s Charles A. Dana Center.

Dr. Keller received his B.A. with honors from the University of Notre Dame, and went on to receive master’s and doctoral degrees in philosophy from Georgetown University. He also served in the U.S. Navy Reserve as an intelligence officer.

He will be the sixth individual to hold the leadership position for the agency since its founding under Gov. John Connally in 1965, succeeding Dr. Raymund Paredes, who is stepping down after serving as commissioner for 15 years.

“As a sixth-generation Texan, a son of public school educators, and someone who has spent my career working at the intersections of educational policy, practice and innovation, I believe that this is a once-in-a-lifetime opportunity to serve our state. I look forward to working with the Coordinating Board, the Governor’s office, and legislative, business, community, and education leaders across the state to expand educational and economic opportunities for Texas,” said Dr. Keller.

A native of the Texas Panhandle, Keller resides in Austin with his wife Gena and their three children.

###

THECB Mission Statement

The mission of the Texas Higher Education Coordinating Board is to provide leadership and coordination for Texas higher education and to promote access, affordability, quality, success, and cost efficiency through 60x30TX, resulting in a globally competitive workforce that positions Texas as an international leader.
Component III. Denied Courses:
The following courses were evaluated and did not align with the description of the Foundational Component Area and/or did not incorporate the appropriate Core Objectives. These courses are not approved and may not be included in your 2019 Core Curriculum:

<table>
<thead>
<tr>
<th>Category</th>
<th>Course</th>
<th>TCCNS</th>
<th>Title</th>
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<tbody>
<tr>
<td>010 Communication</td>
<td>ATCM 2340</td>
<td></td>
<td>VISUAL COMMUNICATION</td>
<td>3.00 New</td>
</tr>
<tr>
<td>030 Life and Physical Sciences</td>
<td>PHIL 2304</td>
<td></td>
<td>UNDERSTAND SCIENTIFIC INQUIRY</td>
<td>3.00 New</td>
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<tr>
<td>040 Language, Philosophy and Culture</td>
<td>ATCM 2300</td>
<td></td>
<td>INTRODUCTION TO TECHNOCULTURE</td>
<td>3.00 New</td>
</tr>
<tr>
<td></td>
<td>ECS 2361</td>
<td></td>
<td>SOC ISSUES &amp; ETHICS SCI &amp; TECH</td>
<td>3.00 New</td>
</tr>
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**090 Component Area Option**

| 094 ATCM 2300 | INTRODUCTION TO TECHNOCULTURE 3.00 New |
| 091 ATCM 2340 | VISUAL COMMUNICATION 3.00 New |
| 094 ECS 2361 | SOC ISSUES & ETHICS SCI & TECH 3.00 New |

**Additional Comments:**
The course ATCM 2340, Visual Communication, was not approved. The core objective Personal Responsibility is said to be incorporated through “Attendance and Participation” and “Lab Assignments.” Attendance and participation is part of any college course requirement and not part of the core objective. There is no information about the lab assignments and how they would incorporated the core objective. Similarly, the teaching of oral communication and aural skills are not explicitly stated and can only indirectly be deduced through the very short description of the Collaborative Project. -- The course PHIL 2304, Understanding Scientific Inquiry, was not approved. The focus of the course is the history and theory of science inquiry. While this is an important topic, it is not suitable for a general education course that should lay a foundation for the describing, explaining, and predicting of natural phenomena. This foundation would be required at a minimum for any critical theory of science discussion. -- The course ATCM 2300, Introduction to TechnoCulture, was not approved. The course topic is too narrow and the course is not suitable for a general education course. The course is predominantly a major course for Art, Technology and Communication degree programs. -- The following courses in the CAO, Option A, are not new but had been previously approved in their respective FCAs: BA 1320, RHET 1302, HUMA 1301, LIT 2331, PHIL 1301, PHIL 2316, PHIL 2317, AHST 1303, AHST 1304, AHST 2331, ARTS 1301, DANC 1310, FILM 2332, MUSI 1306, THEA 1310, HIST 1301, HIST 1302, HIST 2301, and HIST 2330. -- The intermediate language courses are approved for the Option B of the Component Area Option. The courses do not address a rigorous alignment with the Language, Philosophy & Culture FCA that would require a focus on aesthetic and intellectual
creations (literature, film, music, drama, philosophy) but they focus on culture-relevant
topics and life situations. — The course ECS 2361, Social Issues & Ethics in Science &
Technology, was not approved in the Language, Philosophy & Culture (LP&C) Foundational
Component Area (FCA) and the Component Area Option, Option A, with designation of LP&C.
A course cannot be listed under two FCAs at the same time. The course was requested to
remain in the Social and Behavioral Sciences (SBS) FCA for Academic Year (AY) 2020, to hold
harmless students who use this course as engineering program requirement. -- The
institution may request the course ECS 2361 in the LP&C FAC for Academic Year 2021, during
the AY 2020 Core Curriculum review period. -- The course ECS 2361, Social Issues & Ethics in
Science & Technology, was approved in the SBS FCA for AY 2020. The course will be
removed for AY 2021. --
The University of Texas at Dallas is committed to maintaining learning and work environments as free as possible from conflicts of interest and favoritism. The University recognizes that two consenting adults should be free to conduct a personal relationship if they so wish when the relationship does not interfere with the goals and policies of the University; some romantic, dating and/or sexual relationships, although consensual, do create conflicts of interests. This policy addresses those consensual relationships.

- http://policy.utdallas.edu/utdbp3103

**Persons Affected**

- This policy applies to all University administrators, faculty, staff, and students.
- This policy is applicable regardless of the gender of the University employee with supervisory teaching, evaluation or advisory authority and/or the gender of the employee, student or student employee who is directly or indirectly supervised, taught, evaluated, or advised by the supervisory employee.

**Prohibited Consensual Relationships**

The following consensual relationships, even if a single event, are prohibited:

- A consensual relationship between a supervisor (as defined below and is defined as including faculty members) and supervisee regardless of whether the supervisory relationship is direct or indirect, unless the supervisor discloses the relationship in advance and a management plan is in effect;
- A consensual relationship between a coach or athletic staff and any student athlete or student assigned to or associated with the athletics department, such as interns and student employees, including any coach or student associated with an intellectual competition team, unless waived by the President or his or her designee for good cause. This prohibition does not apply to a student assistant coach who serves on a voluntary basis unless the student assistant coach has direct or indirect authority, including the appearance of such authority, over a student or student athlete assigned to or associated with the athletics department.

*If the prohibition is waived, a management plan must be completed.

**Reporting Requirements**

(a) The supervisor must report a consensual relationship as described in 3.1. to the Dean/Vice President/Executive-level administrator and the Chief Human Resources Officer (CHRO). The supervisor must make the report prior to entering into the relationship or if the relationship exists, with as much advance notice as possible prior to the supervisor accepting supervisory authority.

(b) The individuals receiving the report must immediately collaborate to attempt to manage the conflict of interest. If management of the conflict is not possible, the relationship is prohibited.

**A management plan will:**

1. provide an alternative means for the supervision, teaching, advising, evaluation of the supervisee or otherwise mitigate the conflict;
2. give priority to the interest of the subordinate individual;
3. be written;
4. be acknowledged and signed by the parties to the relationship; and
5. be maintained by the Office of Human Resources and reviewed by the CHRO on an annual or as needed basis.
Enabling the Success of Others

Office of Human Resources

(a) Violations of this policy should be reported to:
Colleen Dutton, Chief Human Resources Officer:
phone: 972-883-2130
email: colleen.dutton@utdallas.edu

(b) An individual in a supervisory role over a supervisor who is notified of or becomes aware of an alleged violation of this policy must immediately report the information to the CHRO.

Reporting Alleged Violations:

Investigation and Discipline:

a) The matter will be investigated and if a policy violation occurred, the University may take disciplinary action, which may include termination. If there is a complaint of sexual harassment about a relationship covered by Sec. 3.1, above, and the relationship has not been disclosed and a management plan implemented, the burden shall be on the supervisor to explain the failure to comply with this policy and such failure will be a factor in determining whether the relationship was consensual and free of sexual harassment. Allegations of sexual harassment or sexual misconduct (and any associated retaliation) may also be subject to investigation in accordance with applicable University policy.

b) Disciplinary action will be handled under the University’s policies for discipline and dismissal of faculty or employees depending on the supervisor’s status.

Retaliation is Prohibited!

Retaliation of any kind against anyone for reporting a consensual relationship or for participating in any proceeding pursuant to this Policy is prohibited.

Office of Institutional Equity and Compliance https://www.utdallas.edu/oiec/equity/

Counseling Resources for Employees and Students

Employees: Confidential counseling services are available to employees through the Employee Assistance Program provided by UT Southwestern and may be reached by calling 800-386-9156 or 214-648-5330 or by email at eap@utsouthwestern.edu.

Students: Counseling services are available to students through the Student Counseling Center located in the Student Services Building, suite 4.600. The 24 hour phone line is 972-883-2575 and the website is http://www.utdallas.edu/counseling/.

Galerstein Gender Center located in the Student Services Building, suite 4.300. The phone line is 972-883-6555 and the website is http://www.utdallas.edu/gendercenter/.

Additional Resources and Policies:

- University of Texas System Systemwide Policy, UTS 184 Consensual Relationships
- University of Texas System Regents’ Rules and Regulations, Rule 30105
- UTDBP3103 – Consensual Relationships http://policy.utdallas.edu/utdbp3103
- UTDBP 3090 - Nondiscrimination Policy http://policy.utdallas.edu/utdbp3090
- UTDBP3102 - Prohibited Discrimination and Sexual Harassment Sexual Harassment Policy http://policy.utdallas.edu/utdbp3102

For questions or additional information contact:

Colleen Dutton, SPHR, SHRM-SCP
Chief Human Resources Officer
AD 2.208
collen.dutton@utdallas.edu
972-883-2130
ABOUT DEER OAKS

Deer Oaks is a premier, national Employee Assistance and Work/Life Company dedicated to helping its members improve their health and well-being through quality, cost-effective services. Deer Oaks has over two decades of experience in the mental health/EAP industry and currently covers 1 million members throughout the United States and Canada. **With a nationwide network of 54,000+ mental health providers and an additional 8,000 providers globally**, Deer Oaks supports local, national, and international employers, delivering proactive programs and unparalleled customer service.

Their diverse programs promote and help employees and their family/household members to achieve a balance of emotional, social, environmental, and cultural well-being, which in turn positively impacts workplace productivity, performance and engagement.

The Employee Assistance Program includes:

- Confidential access
- 24 /7 access
- 7 free counseling visits per issue, per person
- Access to services via face-to-face, video, or telephonic
- Bilingual call center (English and Spanish)
- Tele-language Services
  - Ability to provide therapy in a language other than English if requested. Services are available for telephonic interpretation in over 190 of the most commonly spoken languages and dialects.
- Work/ Life Services
  - Legal
  - Financial
  - Child / Elder Care Resources
  - Daily Living Services (Concierge)
  - Safe Ride
  - Training
SERVICES PROVIDED

Employee Support Services (Counseling)

Using their solution-focused counseling model (7 visits at no cost to member), counselors support employees and their family/household members on a wide range of mental health, personal and work-related issues for which short-term counseling is appropriate, including but not limited to:

- Anxiety/Depression
- Family and Parenting Concerns
- Stress/Tension
- Caring for persons with disabilities
- Coping with Grief and Loss
- Workplace Conflicts
- Anger and Stress Management
- Dealing with Major Life Transitions
- Couples and Relationship Issues
- Alcohol and Substance Abuse Problems
- Childcare and Eldercare Issues
- Other Health and Wellness Issues

Work / Life Services

Today’s workforce manages many obligations in addition to work such as parenting, personal commitments, household responsibilities, and other tasks that make life demanding. To help ease daily living stresses, Deer Oaks offers a multitude of work/life services including: Legal and Financial guidance, Child and Elder Care information, Concierge Services, Safe Ride Program, and various Training Options.

- **Legal**

  Through Legal Assist, members receive: 1) unlimited free telephone advice, 2) free first half-hour in person consultation with an attorney. Thereafter, eligible individuals will receives 25% discount off attorney hourly rates. Online support is also available with legal forms, a library of legal articles, and interactive basic will preparation.

- **Financial**

  Through Financial Assist, members receive unlimited free telephonic consultations with Accredited Financial Counselors. This service may assist with a variety of financial options for addressing debt, to purchasing a home, paying for college or saving for retirement. A full selection of financial articles, tip sheets, financial calculators, and other online tools are also available.

- **Child/ Elder Care**

  Child and Elder Care Consultants provide practical assistance, information and referrals to members around a wide range of dependent care issues such as selecting a day care center, locating before/after school programs, sick child care, and evaluating nursing homes and assisted living facilities. Referrals are provided to members within 12 business hours for standard cases and within six business hours for urgent cases.
➢ **Daily Living Service (Concierge)**

Daily Living Consultants assist individuals with nearly endless resources such as finding care for their pets, personal care resources, travel, home improvement contractors, education, and managing multiple facets of life.

➢ **Taking the High Road Program (Safe Ride)**

Deer Oaks will reimburse EAP participants for their cab fares in the event that they are incapacitated due to impairment by a substance or extreme emotional condition. This service is available once per year per participant with a maximum reimbursement of $45.00 (excludes tip).

➢ **Training**

Deer Oaks offers a multitude of training options which can be tailored to meet the needs of the University. The program offers both on-site and web-Based Training.

**FREQUENTLY ASKED QUESTIONS**

**Why are we changing our EAP provider?**

Although our current program offers counseling services and some training resources, services are limited and unable to meet the growing needs of our employee population. A change in provider allows us to offer a greater amount of services.

Utilization with our current program remains extremely low, averaging about 1% over the last 3 years.

Benefits offered in the new program will also replace the Workplace Options EAP offered through the Gender Center. Combining services and eliminating the need for two separate programs, will not only reduce costs but members will have easier access to benefits and information with a one stop all-inclusive EAP vendor.

*** *Workplace Options EAP services will be available until the current contract ends on January 31, 2020.*

**Who can access EAP services?**

All benefits eligible employees and their household members may access services. This includes all benefits eligible graduate student employees (RA’s, TA’s and GA’s).

Retirees and separated employees may access services within 6-months of their date of retirement or separation from the University.

**How can I access EAP services?**

EAP services may be accessed by contacting the provider or by accessing the EAP website. Contact information will be made available by October 1, 2019.
How much does the EAP cost?

There is no cost to eligible individuals who access EAP services (7 free counseling visits and other work/life services).

In the event you need to continue counseling services beyond the 7 free sessions, you will need to coordinate services with your medical provider.

Employees covered under a UT Select or UT Connect may access the BCBS website or call the Benefits Value Advisor number on the back of their insurance card to inquire whether or not their counselor is in network. If you have outside medical coverage, please contact your provider to inquire whether or not your counselor is in network.

Legal services provided to eligible members will include unlimited telephone advice and the first half-hour of an in person consultation with an attorney.

What if I'm already accessing services with our current EAP?

As part of the transition process, the Office of Human Resources will work closely with our current and future EAP vendors to ensure employees can transition as seamlessly as possible to the new EAP provider.

The current EAP will finish with cases they currently have open. In the event the current EAP is unable to finish your case, the new provider will cover the remaining visits.

Your current provider may also be in multiple networks which will also help in the ease of transition.

Employees who have already used their four visits with the current EAP will receive 7 free visits when they transition to the new EAP. If your provider is not part of the Deer Oaks network, they may request to join.

When will this change be effective?

Efforts to transition to the new provider will begin immediately and services will be available to eligible individuals effective October 1, 2019.
Academic Senate Procurement Working Group

Academic Senate Update
September 18, 2019
Presented by Terry Pankratz and Gopal Gupta

Background

• February 2019 – The Academic Senate Speaker requested the formation of a working group to look at inefficiencies and business processes that created unnecessary bureaucracy
• April 2019 – First meeting

Overview

• Venue to discuss procurement practices & faculty members’ day-to-day challenges & frustrations
• Focus on discussing issues, identifying shared understanding of opportunities & constraints, and developing actionable solutions
• Collaborative spirit of the group led to open (sometimes humorous) discussions & pragmatic solutions

Working Group Members

Faculty
- Ravi Prakash, Professor, Computer Science, Speaker of the Academic Senate
- Julia Hsu, Professor, Materials Science & Engineering
- Joe Izen, Professor, Physics
- Joe Pancrazio, Professor, Bioengineering and Vice President for Research
- Mark Lee, Professor and Program Head, Physics
- Gopal Gupta, Professor and Department Head, Computer Science
- Bill Hefley, Clinical Professor, Information Systems
- Bob Wallace, Professor, Materials Science & Engineering
- Abby Kratz, Associate Provost, Institutional Scholarship Administration

Administrators
- Terry Pankratz, Vice President for Budget and Finance
- Brian Bernoussi, Assistant Vice President for Budget and Finance

What have we accomplished so far?

Updated Policies and Documentation

1. Improved written documentation to reduce inconsistent, case-by-case guidance
2. Developed Quick-Reference Guides for:
   - Purchasing Delegation Matrix
   - OneCard & Amazon Recommended Uses
   - OneCard & Amazon Restricted Uses
   - OneCard Guidelines
   - Travel Guidelines
   - Other Reimbursements Guidelines
3. Collapsed five procurement-related policies into one comprehensive policy (submission to HOP in October)
Clarified Guidelines for Small Dollar Purchases

1. Increased departmental small purchase limit to $5,000 without purchasing intervention
2. Removed several restrictions on Amazon purchases and improved Amazon services
   • Amazon Business Prime for small purchases
   • Free shipping
   • Fast delivery
   • Shorter list of restricted purchases
3. Clarified expectations on usage of University procurement contracts (Eliminated requirement to purchase books through a contract vendor)
4. Box.com to simplify One Card documentation review process (Summer/Fall pilot)
5. Electronic One Card transaction verification process (Fall pilot)

Other Enhancements

1. Enhanced internal controls around vendor creation & management
2. Provided more flexibility on international purchases (WR Zane Customs Broker)
3. Clarified UTD policy on travel meal reimbursements (no receipts required)
4. Consolidated the Request for Check and Independent Contractor forms

Next Month’s Agenda

1. Review of prior recommendations from faculty members
2. Review process for ordering external catering
3. Utilization of business class airfare and personal miles within Concur booking application
4. Discuss potential for multi-vendor purchase requisitions
5. Review student travel guidelines
6. Streamlining chemical purchases

Our discussions Are On-going

Next meeting:
Early October
Campus Accessibility Committee -
UTDBP3109

Policy Charge

Campus Accessibility Committee

Policy Statement

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

The Committee has three interrelated concerns: accessibility of campus facilities, accessibility of university programs and services, and long-range planning to incorporate universal design principles into university programs and operations.

1. Accessibility of university facilities. The Committee is charged to maintain a system for receiving suggestions and complaints from faculty, students, staff, and visitors regarding the accessibility of university facilities and to make suggestions to the administration regarding enhancing the participation of individuals with disabilities. For this purpose, the term 'facilities' does not mean only buildings but includes all their fittings and equipment intended to support instruction and research, sidewalks, ramps, roads and parking and the services associated therewith.

2. Accessibility of university programs, services, and instruction. The Committee is charged to maintain a system for receiving suggestions and complaints from faculty, students, staff, and visitors regarding the accessibility of all university programs and services (including information technology), and to make suggestions to the administration regarding improving the participation of individuals with disabilities.

3. Long-range campus planning. On the basis of its knowledge of utilization of current facilities and involvement in program planning, the Committee is charged to suggest and/or review long-range plans to promote universal design and the full participation of individuals with disabilities.

The Committee shall be composed of no fewer than 20-30 voting members appointed by the President; and shall include seven-eight members of the faculty representing each of various its schools that will always include Engineering and Computer Sciences and Natural Sciences and Mathematics to be nominated by the Academic Senate; one representative from Student Government; at least one student, one faculty member, and one staff member who are users of disability accommodations; one representative of the general community who is a user of
disability accommodations or has specific relevant expertise; and representatives from the following university offices, ex officio: the ADA coordinator, the Dean of Students, the Office of Student AccessAbility, the McDermott Library, the Director of Student Laboratories/Research Facilities, the Office of Information Technology, the Department of Facilities Management, the Office of Environmental Health and Safety, the Office of Human Resources, the Procurement Management office, the University Police, the University Parking Office, and the Assistant Provost responsible for eLearning and/or the Student Success Center, the Office of Communications, the Office of Diversity and Community Engagement, the Living Learning Communities, and the Student Counseling Center.

The term of office for Committee members shall be for two years (except for the student government representative whose term will be one year. Service will be effective from September 1 to August 31, and 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 Director of Compliance shall serve as the Responsible University Official for this committee.

To ensure continuity, appointments of Committee members will be for staggered terms so that one-third of the appointments expire August 31 of each academic year. The Chair of the Committee shall be appointed by the President annually.
July 31, 2019

TO: The Academic Senate
FROM: L.T. Thompson, Chair, Campus Accessibility Committee
SUBJECT: First Annual Report of the Campus Accessibility Committee (CAC), 2018–2019

I. Membership and Scope:
Voting faculty members of the CAC consisted of L.T. Thompson, Ph.D. (Chair, BBS), Peter Assman, Ph.D. (Vice Chair, BBS), Bill Hefley (SOM), Richard Scotch, Ph.D. (EPPS), Olivia Banner, Ph.D. (ATEC), Scott Rippel, Ph.D. (NS&M), and Yonas Tadesse, Ph.D. (ECS). Voting student members were Asleigh Horton and Neha Khan. Voting staff members or administrators who attended were Pax Abrams (Staff Council), Ellen Safley (Library), Kerry Tate (OSA), Heather Dragoo (ADA Coordinator), Annette Rogers and Joan Wickersheim (EH&S), Melinda Colby (OIT), Darren Crone, N’Shaun Wilson and Sou Meaney (Testing Center), Amanda Smith (Dean of Students), Janette Bell (HR), Terry Pankratz (Procurement), Kelly Kinnard and Calvin Jameson (Facilities), Cris Aquino (Parking), Larry Zacharias (University Police), Shaun Wilson (Diversity), and Courtney Breechen (Living Learning Centers). Tracy Jordan (UTD alumnus, Bank of America) serves as our invaluable Community Representative. Voting member Christy Glaze (Communications) attended meetings and volunteered to maintain meeting minutes and email communications. Sanaz Okhovat (Acting Director of Compliance) provided oversight while appointment of a new compliance officer was pending.

This report covers the period from October 2018 through Aug 2019.

II. Meeting summaries:
The CAC met eight times this past year, with our inaugural meeting on October 1, 2018, with subsequent meetings the last Monday of each month in BSB 14.102J through November, resuming in January, taking a break for May and June, and then resuming again in July in our new location in FM 1.502. Our next meeting is planned for 26 August, 2019. The only personnel change in committee membership expected for this next calendar year is the replacement of Scott Rippel (NS&M) by Sabrina Starnaman (A&H). An amended charter of the committee has been proposed to the Faculty Senate to include faculty members from each School and the stakeholders listed above, and to list the new Director of Compliance, Marco Mendoza.

• 1 Oct 2018. The inaugural meeting was attended by 20 members, and laid out a vision for user-friendliness for the UTD Campus, decided frequency and duration of future meetings, began to set priorities and goals (including extensive data collection, analysis, and use) for the coming year, and polled for suggestions of additional stakeholders to add to the committee.
• 29 Oct 2018. The 2nd meeting of the CAC was attended by 24 members. A survey of student user needs was proposed and planned by Student Government representatives. Ideas for a committee website and reporting system were discussed, and future reviews of UTD websites and resources planned.

• 26 Nov 2018. The 3rd committee meeting was attended by 20 members. The committee unanimously passed a resolution to be presented to the Faculty Senate asking for larger and more accessible space for the OSA, and a 50-100% increase in OSA staffing. An overview of handicap accessible parking on campus was presented by Dr. Jamison and staff. A survey of current accessible permit holders was proposed and planned.

• 29 Jan 2019. The 4th CAC meeting was attended by 19 members. The Senate’s unanimous passage of the committee’s resolution to meet OSA needs given their large increase in caseload OSA was discussed, as was the rather aberrant response in the form of a memo from the Dean of Students office suggesting accommodations were the responsibility of individual faculty. A proposal to find more optimal solutions was recommended to the Faculty Senate. The results of the CAC’s parking survey were briefly presented. A subcommittee was appointed to address identified parking issues.

• 25 Feb 2019. The 5th CAC meeting was attended by 25 members. Results from the Parking Survey, and plans by the Parking Office to improve problems identified, were discussed. Updates re. the withdrawal of the January memo re. accommodated testing, and temporary solutions (including the offer by the Testing Center to provide some degree of service for students needing only extended time and a non-distracting environment) were discussed. A rough overview of a university Accessibility website was presented.

• 25 Mar 2019. The 6th CAC meeting was attended by 28 members. Continued discussion of accommodated testing for students needing only extended time and a non-distracting environment, and plans by the Testing Center to meet those needs which would not require significant changes in procedures for students or faculty were described. A subcommittee was appointed to discuss details and testing of these procedures. Regulations regarding service and emotional support animals were discussed, and opinions offered by OSA and the University Police.

• 29 Apr 2019. The final CAC meeting for the spring was attended by 21 members. Testing Center efforts regarding accommodated testing were discussed, and plans for summer beta-testing were also discussed. The Parking Office presented additional plans to meet needs identified in the Parking survey, including new spots, improved website resources and information, etc. Cielo software was discussed and problems with its use and implementation described. The University’s new Accessibility website design was presented and discussed in detail. Plans, details, and locations for future meetings were discussed.
• 29 July 2019. The 8th Accessibility meeting was attended by 23 members. Issues identified in beta-testing of accommodated testing at the Testing Center were discussed, and further subcommittee meetings planned to find a timely resolution prior to the start of the Fall semester. The Parking Office identified new parking spaces designated, and DART representatives detailed two new stops for accessible transportation drop-off and pickup as well as a full description of the process required to use accessible DART services. OIT presented information on Blackboard Ally, designed to facilitate conversion of eLearning materials to meet full accessibility standards. UTD’s mobile app links for accessibility-related services was also demoed. Continuing and new Student Government representatives discussed plans for an early fall implementation of the Student survey of accessibility issues and needs on campus.

The Campus Accessibility Committee is chartered and charged as an advisory group, although it includes stakeholders from many decision-making positions throughout the University. The need for the Committee’s inclusion in all discussions related to accessibility issues, procedures, planning and policy were fully demonstrated in its inaugural year, as were problems that occurred when the Committee was not privy to discussions or policy formulations. The committee can only recommend policy to the University’s administration and/or via the Faculty Senate, but it continues to request that more adequate resources be allocated in the coming year to address issues already identified as well as those likely to be discovered in the future.
July 31, 2019

TO:   The Academic Senate
FROM:  L.T. Thompson, Chair, Institutional Animal Care & Use Committee

I. Membership and Scope:
Voting scientific members of the IACUC consisted of L.T. Thompson, Ph.D. (Chair, BBS), Ted Price, Ph.D. (Vice Chair, BBS). Additional scientific members: Zach Campbell, Ph.D. (NSM), Kenneth Hoyt, Ph.D. (ECS), Seth Hays, Ph.D. (ECS), and Jie Zheng (NSM). Voting attending veterinarians were Dr. Eugene Daniels, D.V.M., assisted by Dr. Tony Meyers, D.V.M. Voting non-scientific members were Matthew Brown, Ph.D. (NS&M), Kathan McCallister (Assistant Director, Laboratory Animal Research Center [LARC]), Kevin Masten (UTD Physical Plant), Larry Zacharias (UTD Chief of Police), and Bill Alsup (City of Richardson Director of Animal Services; Community member). Non-voting member Cynthia Tralmer (IACUC Coordinator, Office of Research Compliance) also attended all meetings and maintained official federal records and meeting minutes. Sanaz Okhovat (Assistant Vice President for Research Compliance, Office of Research Integrity) and Rafael Martin (Office of Research) provide oversight for the office of the Vice President for Research.

A complete record of all Animal Use Protocols submitted/revised/renewed and approved is available from the IACUC Coordinator, Cynthia Tralmer as required.

This report covers the period from July 2018 through Aug 2019.

II. IACUC training:
As of this report, all but 1 current IACUC members (Dr. Hays, Dr. Campbell, Dr. Brown, Kevin Masten) have completed full AALAC approved IACUC training programs. A training series has been offered by our veterinarians at all IACUC meetings held the past two years, and a full training course was held at UTSW in the fall for members who had not previously attended one.

III. Meeting summaries:
The IACUC met three times this past year, in fall, spring, and summer. Our upcoming fall meeting is planned for November 8, 2019. The only personnel change in committee membership expected for this next calendar year is the replacement of Matthew Brown (A&H) by Luba Ketsler (EPPS).

• Fall meeting: 11 Jan 2019. The IACUC reviewed the status of animal use protocols (a total of 38 amendments, continuing reviews, and/or new protocols were approved since July 2018. Dr. Marcel Perret-Gentil, D.V.M., attending
veterinarian at UTSA Health Sciences Center, conducted additional research training seminar coursework this fall for upgrading skills for both undergraduate and graduate assistants in labs with approved IACUC protocols, including several sessions of his Rodent Surgery & Biomethodology Workshops, with more scheduled during the spring. The IACUC also completed its FDA mandated program review. The IACUC meeting concluded by conducting a walk through inspection of the animal facilities, surgeries and vivariums in NSERL and in BSB as required, generating a list of minor discrepancies noted (LARC action to correct these discrepancies was also implemented, and documented by Cynthia Tralmer).

**Spring meeting: 3 May 2019.** The committee reviewed and discussed the status of animal use protocols (a total of 25 amendments, continuing reviews, and/or new protocols were approved since January). The IACUC deliberated two full-board reviews of new protocols by one PI, approving one and disapproving one. IACUC also completed its FDA mandated program review. The IACUC meeting concluded by conducting a walk through inspection of the animal facilities, surgeries and vivariums in NSERL and in BSB as required, generating a list of minor discrepancies noted (LARC action to correct these discrepancies was also implemented, and documented by Cynthia Tralmer). Scheduling for the summer IACUC meeting was also discussed.

**Summer meeting: 16 Aug 2019.** The committee reviewed and discussed the current status of animal use protocols on campus (a total of 36 amendments, continuing reviews, and/or new protocols were approved since May meeting). The IACUC discussed a proposal by one lab PI regarding maximum number accounting procedures, and after comparison with best-use practices at other institutions, minor modifications to current procedures to simplify paperwork were implemented (Cynthia Tralmer notified all PIs with approved IACUC protocols of the amendment). IACUC also completed its required program review. The IACUC meeting concluded by conducting a walk through inspection of the animal facilities, surgeries and vivariums in NSERL and in BSB as required, with no discrepancies noted (documented by Cynthia Tralmer). Scheduling for the fall 2019 meeting was discussed and approved.

A total of 99 animal use protocol reviews [all assessed by the full IACUC, then reviewed in depth by DMR panels] were carried out and approved by the IACUC for active research work by UTD scientists; one full-board review generated one additional approved protocol, with one protocol rejected with the consent of the PI, for a total of 102 protocol reviews accomplished. Given the steady growth in extramurally funded biomedical and basic science research activity at UT Dallas, the appointment of an additional IACUC member for 2018-2019 was welcomed to more equitably distribute the workload. The Chair and Committee thank the Academic Council and the Faculty Senate for their consideration in agreeing to this addition of one new scientific member to the IACUC, to continue in future.
TO: Faculty Senate  
FROM: Ramachandran Natarajan, Chair  
RE: Annual Report for Advisory Committee on the University Budget  
DATE: August 22, 2019

Members of the Advisory Committee on the University Budget for 2018-2019: Ramachandran Natarajan (Chair), Nicole Piquero (Vice-Chair), Lisa Bell, Kurt Beron, Thomas Campbell, William Cready, Robert Glosser, D.T. Huynh, Larry Overzet and Erin Smith.

Invited Participant at the meetings: Dr. Robert Serfling (Past Vice Chair and Retired UTD Professor of Statistics)

Activities

The Budget Advisory Committee held an initial meeting on February 4 where Terry Pankratz, Vice President for Budget and Finance, provided an update on the budgeting process and briefed the committee members about salient aspects of the budget. Professor Erin Smith proposed that the committee carry out an analysis of faculty salaries with a gender and diversity focus. Dr. Serfling, who had extensively analyzed faculty salaries in the past, offered to provide an initial analysis along the lines of the analyses he had carried out earlier. The committee agreed to this proposal. The committee also had a preliminary discussion on an updated proposal from Professor Midori Kitagawa about a tuition scholarship program for dependents of UTD faculty and staff.

In February and March, representatives of the committee participated in the School and Division annual budget hearings with President Benson and his cabinet. At least two and as many as four representatives of the budget committee attended all the hearings.

On May 16, the Committee met to discuss the takeaways from the budget hearings and any-related budget issues. The Committee decided that it may would benefit the members to get early-earlier briefings from both the Vice President of Budget and Finance and the Vice President for Public Affairs in the Fall semester of 2019 itself to better assimilate the content of future budget hearings. Dr. Serfling presented an initial analysis of faulty salary data stratified based on gender and ethnicity. Dr. Beron and Dr. Serfling offered to continue to work on this project during the rest of the year. The committee also wrapped up the discussion on Professor Kitagawa’s proposal. The consensus was that the committee, in principle, agreed with the spirit of the recommendation about the motivational benefits of the scholarships for dependents on employees. However, the committee felt that it was beyond its scope to perform an exhaustive cost-benefit analysis of this issue. Therefore, it was, therefore, proposed by the committee that the Senate might want to refer the consideration and evaluation of this proposal to the President.
August 25, 2019

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

SUBJECT: Annual Report of the Committee on Effective Teaching 2018-2019

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

Karen Huxtable, Chair (BBS)
Angela McNulty, Vice Chair (IS)
Jay Ingrao (A&H)
Kristin Drogos (ATEC)
Randy Lehmann (ECS)
Jonas Bunte (EPPS)
Abhijit Biswas (JSOM)
Mohammad Akbar (NSM)
Simon Kane, Technical Expert
Darren Crone, Technical Expert
Jonathan Schueler, Student Appointee
Ashleigh Horton, Student Appointee

Paul Diehl, RUO-Associate Provost
Jessica Murphy, Dean of Undergraduate Education
Juan Gonzalez, Dean of Graduate Education
Associate Deans of Undergraduate Education:
Mark Rosen (A&H)
Eric Farrar (ATEC)
Melanie Spence (BBS)
Simeon Ntafos (ECS)
Euel Elliot (EPPS)
Tonja Wissinger (IS)
Marilyn Kaplan (JSOM)
Mike Biewer (NSM)

II. Meetings
September 27, 2018
October 25, 2018
November 29, 2018
January 24, 2019
February 28, 2019
March 28, 2019
April 18, 2019
III. Actions Taken
Priorities for the 2018-2019 academic year were as follows:

1. A CET subcommittee assisted in the review and selection of nominees for the ROTA and President’s awards.

2. CET continued to encourage the creation of additional awards to be developed and managed at the school level. Such awards should reflect each school’s values with regard to types of excellent teaching from full-time and part-time faculty members and TAs who exemplify excellent teaching in that school.

3. CET is charged with recommending procedures and guidelines for school Teaching Effectiveness Committees. A key aspect of this is to recommend that evaluations for promotion and tenure review (tenure-system), or evaluation and promotion (non-tenure-system) be conducted on a proactive rather than ad hoc basis. The committee decided to postpone making specific recommendations until new deans have been hired in several schools.

4. CET coordinated with the Provost’s Technology Group to send reminders about best practices for mid-semester and end-of-semester student evaluations of their learning experiences.

5. CET collected a variety of resources from other institutions and input from several faculty members about guidelines for faculty regarding supervision of TAs. CET will defer to 2019-2020 the development of a handbook, e.g., guidelines for guidance, to serve as a resource for faculty members who supervise graduate TAs. Multiple campus stakeholders will be consulted for feedback. See Appendix A for a draft of initial ideas.

6. CET has continued to receive complaints about health and safety of students and faculty who use the Classroom Building. We have advised faculty who teach or have offices there to relay their concerns to Facilities every time they encounter problems with bad smells, rodents, and the like.

7. CET discussed concerns about student use and misuse of technology, such as studysoup, studyblue, and groupme. The Student Code of Conduct does not adequately address the appropriate and inappropriate uses of these tools. CET looked into the need to
update the Student Code of Conduct. We found that Dean Amanda Smith was already taking charge of doing so.

8. CET considered creating a survey to assess faculty concerns regarding textbook costs and awareness of alternatives, such as open educational resources. We will revisit concerns about affordability next year.

9. CET communicated with SGA via our student representative to investigate OSA needs for support and/or resources. We were advised that actions were already underway to move that office to a more accessible location and streamline coordination of services with the Testing Center.

10. CET consulted with the Speaker of the Senate to investigate the online grade-change process. Committee members shared concerns from several schools that the process needs to be more streamlined, as it is currently too easy for faculty to submit errors. It was decided that the procedure will be more effectively addressed at the school and program level. In addition, Associate Deans and program heads should advise faculty that for every Incomplete grade, a paper form must be completed, signed by the faculty member, and submitted for approval.

11. CET worked with CTL to update and advertise the eLearning Faculty Resources organization.

IV. Recommendations for Following Year
The committee recommends that the composition of the committee be modified to include the Director of Educational Technology Services as a Technical Expert.

V. Appendices
A. Some thoughts on creating Faculty Guidelines for Guiding Graduate Teaching Assistants
APPENDIX A

Some thoughts on creating Faculty Guidelines for Guiding Graduate Teaching Assistants

1. To what extent do all of these guidelines need to be tailored to different schools? What is general, and what is unique?
   a. Should the guidelines be organized by schools or by TA roles and responsibilities?

2. When working with TAs or RAs, it is necessary to manage expectations. If your TA is disappointing you, it is likely that you have not been clear about what you expect.
   a. Expectations must be explicit and thorough
      i. What is the TA role?
      ii. What level of autonomy is expected?
      iii. What are the specific job responsibilities and timeline for completing those responsibilities?
         1. Note that TAs sometimes may need assistance in learning how to manage their time effectively, and balance teaching with research

3. Serving as a TA means the graduate student is in a training position, not a worker position.
   a. TAs should be learning about teaching.

4. Guidelines for faculty in providing feedback to the TA and evaluation of performance to schools
   a. The evaluation forms become part of the student’s permanent record, but faculty may not know how to complete the forms accurately

5. Mental health is an area of concern for graduate students

6. Should issues of harassment or inappropriate/exploitative expectations be included in this handbook?

7. Relevant policy is UTDPP1075.

8. Specific sections for teaching TAs how to
   a. Grade consistently
   b. Provide guidance regarding nonacademic concerns
   c. Provide feedback regarding academic concerns
   d. Manage limits of the TA role, e.g., when to refer students elsewhere
   e. Maintain appropriate professional conduct, boundaries
   f. Know when to ask for help

*note: this is for faculty teaching TAs, not for the TAs themselves – is this document teaching the faculty, or teaching the faculty how to teach the TAs, or both?
Office of the Vice President for Student Affairs

TO: Dr. Richard C. Benson  
    President

FROM: Dr. Gene Fitch  
    Vice President for Student Affairs

DATE: April 12, 2019

SUBJECT: Student Fee Advisory Committee

Due to the state of our student fees, the decision was made not to present any new FY20 requests to the Student Fee Advisory Committee. The Committee was notified of the decision via email on January 28, 2019 and during a special meeting that was held on February 19, 2019. However, the Committee was asked to review an additional one-time request from the Speech Team, which was approved for $10,000. This funding will allow the Speech Team to attend the National Forensics Association competition later this month.

GF/er
TO: The Academic Senate
FROM: Carolyn Reichert
Chair, University Sustainability Committee

SUBJECT: Annual Report of the University Sustainability Committee, 2018 – 2019

I. Membership
Voting: Carolyn Reichert (Chair), Marilyn Walgore (Vice Chair), Sy Han Chiou, Craig Lewis, Deborah Reynolds, Joey Campain, Jennifer Good

Ex-Officio: Calvin Jamison, Rick Dempsey (through 12/18), Doug Tomlinson (from 1/19), Gary Cocke, Robin Russell

Regularly attending and participating in the meetings: John McCaskill, Evan Paret, Kim Rahebi, Aaron Koehler, Donovan Bays, Aleks Adamopoulos, Zach Greenberg, Erica Black

The following individuals participated in the meetings as reflected in the minutes: Rick Dempsey, Morganne Blaylock, Meghna Tare, Bernine Khan, Mario Mozano, Richard Shen, Sami Manuel, Alice Presti

II. Meetings
September 5, 2018
October 3, 2018
November 7, 2018
December 5, 2018
February 6, 2019
March 6, 2019
April 10, 2019
May 1, 2019
June 7, 2019

III. Actions Taken

The committee’s primary action is to encourage and support sustainable responsibility throughout the UT Dallas community. The committee supports the UTD community’s sustainable and environmental efforts via education, research, operations and community service.

The committee met regularly to discuss existing and potential sustainability initiatives on campus. The discussions included promotion ideas, development of new policies on sustainability, feasibility of new initiatives, collaboration on activities across different programs on campus, and certifications for UTD’s sustainability efforts.

Several action items from the last year:

• Actions by the Sustainability Committee include
  o Developed committee goals and procedures
  o Approved the No Vehicle Idling and Sustainable Procurement Guidelines. Both guidelines are available on the Sustainability website. A sticker design was developed for No Vehicle Idling.
• Guest speakers included
  o Richard Shen, who presented on the “Triple Bottom Line” for sustainability projects.
  o Zach Greenberg, who presented on the Fair Labor Association and Workers Rights Consortium.
  o Meghna Tare, UT Arlington Sustainability Officer, who presented on the North Texas Regional Center for Expertise and the global RCE network

• Support Office of Sustainability, Facilities Management, Eco-Reps and Student Government with their sustainability activities, including
  o Certification programs for students, faculty and staff. The Green Office Certification Program, Global Citizens Sustainability Service Honors Award for students and Sustainable Lab programs launched in August 2018.
  o Eco-Rep projects for Bee Campus USA, AASHE Stars, the new certification programs, the Sustainability Newsletter, and other activities.
  o Recycling initiatives, including Move-In Day, Texas Recycles Day and RecycleMania.
    ▪ The Office of Sustainability expanded the compost program. The Comet Compost Program encourages student participation in diverting food waste from landfills. UT Dallas has a wide range of recycling initiatives that will continue and expand as appropriate.
    ▪ Recycle Mania: Over 207,000 pounds of material were recycled. UTD placed 12th in waste minimization.
  o Sustainable practices at UT Dallas. This includes Butterfly Flutterby to support the Monarch butterflies and the Tree Advisory Committee to support tree management at UT Dallas. A Bio Blitz was added to the event, allowing volunteers to identify biodiversity at the Monarch Waystation.
  o Artistic collaboration with the Art UTD Student Organization for the water catchment system.
  o Community Garden, Texas Arbor Day, Alternative Spring Break, Sustainability Ambassador Workshop
  o Student Government Green initiative, including support for proposals for green projects, student surveys on sustainability in the strategic plan and other sustainability topics.

• Encourage interaction between the Sustainability Committee, Office of Sustainability, and other organizations on campus, including the Office of Student Volunteerism, Housing and the Office of Research. This includes outreach and cross-organizational activities. A sample includes
  o Activities in conjunction with the Office of Student Volunteerism, including Texas Arbor Day, Adopt-a-Highway, Earth Week and Viva Volunteer
  o Activities in conjunction with Housing include Move-In Day, a pop up farmer’s market and composting initiatives.
  o Activities with the Office of Research include Sustainable Lab Certification and the Earth Week Research Panel.

• Support Earth Week Activities, including Earth Fair, Butterfly Flutterby, garden workshops, LEED tours, beehive installations, upcycling, pop-up farmer’s market, faculty research panel, Earth X movies (Detroit Hives and Youth Unstoppable), e-waste recycling and other activities. Earth Week was April 22 – 26, 2019. The Sustainability Committee had a booth at the Earth Fair highlighting
mission, vision, guidelines and goals. Many different organizations across campus were involved, including UTD Tech Store, Office of Research, Office of Student Volunteerism, Eco-Reps, faculty, students, staff and the community.

- Promote sustainability initiatives and activities across campus and the community. Regular news features and social media campaigns on sustainability provide the UTD community information on activities and opportunities across campus. This includes the Sustainability Newsletter, highlighting events and activities. The Committee encourages attendance and participation in Texas Energy Summit, AASHE Stars Conference, TRACS Summit and other sustainability conferences.

- Support certifications, re-certifications and recognition across various organizations.
  - Tree Campus USA (awarded for 2018). Evan Paret reviewed tree management practices.
  - AASHE STARS (Association for the Advancement of Sustainability in Higher Education). UT Dallas is currently bronze.
  - Pursue the Bike Friendly USA designation and additional resources for biking.
  - Certified as Bee Campus USA.
  - Recognition from Texan by Nature.
  - APPA Award.

- Support participation and membership in regional and national sustainability efforts, including Air North Texas, USGBA (US Green Building Council), AASHE, RCE, Air North Texas and other organizations.

- Support class development and faculty research on sustainability.
  - Undergraduate and graduate level course in sustainable communities.
  - Other courses and research as related to sustainability.
  - Toured Mountain View College’s Outdoor Classroom to discuss their operations and courses.

- A new apiary was installed near Facilities Management. The McDermott Scholars Cohort made this possible with a generous donation in support of the honeybees. The Scholarship Committee is grateful to the McDermott Scholars Cohort for making their support.

IV. Recommendations for the Following Year

The Committee will continue with the activities outlined above. We will support the Office of Sustainability, Facilities Management, Eco-Reps and Student Government with their sustainability activities and encourage interaction between organizations across campus. The Committee will encourage development of sustainability related courses and faculty research. We will support sustainability certifications and inclusion of sustainability as part of UTD’s strategic plan. We will develop and promote guidelines to improve sustainability on campus. Specific goals include:

- Investigate Zero Waste and targeted waste programs used by aspirational schools.
- Support certification for AASHE Stars, Tree Campus USA, Bike Friendly USA and Bee Campus USA.
- Support the Green Office Certification Program, Global Citizens Sustainability Service Honors Award for students and Sustainable Lab programs launched by the Office of Sustainability.
- Develop a green purchasing guide or informational that the surrounding community can use (potential Eco-Rep project).
• Develop a speaker series for Sustainability Committee Meetings to learn about practices and policies at UT Dallas and to develop partners in the community.
• Investigate educational opportunities at the John Bunker Sands Wetland Center.
• Discuss alumni involvement in sustainability initiatives.
• Promote the No Vehicle Idling guideline and stickers.
• Continue to examine affiliating with the Fair Labor Association and Worker’s Rights Consortium.
• Improve identification and promotion of speakers covering sustainability topics on campus.
• Develop an annual sustainability report for the Sustainability Committee that highlights programs and initiatives across campus.
• Continue to review the Committee’s goals and strategic initiatives to make sure they align with the goals in the Committee’s charge from the Faculty Senate and the UN Sustainable Development Goals. The Committee will work with the Office of Sustainability to raise awareness about the scope of the goals and efforts to achieve these goals.

V. Supporting Documents

Meeting minutes are available on the sustainability website.
http://www.utdallas.edu/sustainability/committee/
Committee on Qualifications Annual Report to the Senate, 2018-2019 Academic Year

Members of the Committee:

Ali, Ashiq (SOM) Andrew Blanchard (ECS) Lee Bulla (NS&M)
Julia Evans (BBS) Paul Fishwick (ATEC/ECS) Haas, Zygmunt (ECS)
Hooshyar, Ali (NSM), Chair Elena Katok (SOM) Lowry, Robert (EPPS), Vice-Chair
Malina, Roger (ATEC/NSM) Zsuzsanna Oszvath (A&H) Sheryl Skaggs (EPPS)
Bart Rypma (BBS) Theresa Towner (A&H)

Review Activity for 2017-2018 and 2018-2019

<table>
<thead>
<tr>
<th>Type of review</th>
<th>2017-2018</th>
<th>2018-2019</th>
</tr>
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<tbody>
<tr>
<td>Third-year, mid-probationary</td>
<td>26</td>
<td>18</td>
</tr>
<tr>
<td>Tenure review &amp; Promotion to Assoc Prof</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>Assoc to Full Prof</td>
<td>10</td>
<td>4</td>
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<tr>
<td>Outside hires with tenure</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>61</strong></td>
<td><strong>47</strong></td>
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</table>

The overall workload decreased by about 23%, mainly due to the decrease in number of third-year and promotion to Full Professor reviews.

Meeting schedule, operating procedures, and workload:

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

CQ met as a committee on five Fridays mornings: January 11, 18, and 25, and February 15 and 22. The expectation was that all CQ members read all the cases. Each CQ member was assigned one case to summarize per session, and one case to take notes on the CQ discussion. It takes several days to prepare for each weekly meeting. The chair merged the summary and discussion for a final report, which were usually one to two pages long. CQ considered the following
factors for cases with tenure: (1) sufficient documentation to support the recommendation for or against promotion; (2) independent letters from at least five external evaluators (independence was defined as not having a self-interested association with the candidate for promotion); (3) clear articulation of the strengths and weaknesses of each case; (4) school-specific guidelines; and (5) consistency within individual schools. On March 29 Provost Musselman met with CQ to provide feedback and inform members of the President and Provost’s decisions regarding promotion and tenure cases reviewed during 2018-19 review cycle.

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

<table>
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<th>Previous rank</th>
<th>Proposed rank</th>
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<tr>
<td>Full Prof with tenure</td>
<td>Full Prof with tenure</td>
<td>seven</td>
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**Observations and suggestions for improvements:**

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

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

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

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

Even so, the rules were not always met. CQ is mandated to not seek additional information
beyond what is provided. We have the option of not voting, but standing on such a principle has
not been considered productive, especially since many of these hires were time-sensitive. This
lack of deference to the arms-length rule seems to have started to propagate to some ad hoc
committees, too. In such cases, CQ may find it necessary to return the file to the ad hoc
committee for its completion. Such unnecessary delays are not fair to CQ and the candidates,
since it may cause considerable delays in their tenure/promotions.

The following are the issues that CQ finds in need of improvement and recommends
implementation:

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

2. Presently tenure review files contain the third year ad-hoc committee reports, but not the
Committee on Qualification (CQ) reports. It is recommended that third year CQ review
reports also to be included in the tenure review files. CQ believes this will make it easier
not only for CQ but also the ad hoc committees to better evaluate the tenure review case.

3. CQ recommends its membership’s demographic mirror that of UTD’s Full Professor
population in terms of gender and race/ethnicity.

A final comment concerns the participation of Dr. Francesca Filbey, who represents the
Provost’s office at CQ meetings. She is not a voting member of the committee, and she does not
participate in discussions, except to search and clarify matters of policy. Her efforts to assist CQ
review process are acknowledged and greatly appreciated.
MEMORANDUM

TO: The Academic Senate

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

SUBJECT: Annual Report of the Commencement Committee, 2018-2019

I. Membership

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

The voting members of the Commencement Committee included two members of the faculty, Kathryn Evans (School of Arts and Humanities) and Tim Bray (School of Economic, Political and Policy Sciences); and two student representatives including the President of Student Government Eric Chen, and Undergraduate Student, Anuhyia Emmandi (appointment delayed and name provided 1/22/19).

Non-voting members included: Director of University Events, Judy Barnes (Chair); Speaker of the Faculty, Ravi Prakash (Vice Chair); University Registrar and Director of Academic Records, Jennifer McDowell; Associate Vice President for Business Affairs, Rick Dempsey [subsequently appointment changed to Kelly Kinnard upon Mr. Dempsey’s retirement in 1/2019]; Dean of Undergraduate Education, Jessica Murphy; Dean of Graduate Studies, Juan Gonzalez [changed from Interim Dean Varghese Jacob in 12/2018]; Chief of Police, Larry Zacharias; Director of Auxiliary Services, Carrie Chutes; Dean of Students, Amanda Smith; Media Services Representative, Darren Crone; Development and Alumni Relations Representative, Kyle Edgington; Office of Communications, Marc Johnson; and, Rena Piper, Assistant Director from University Events. [Attendance report attached.]

II. Meetings

Two meetings of the Commencement Committee were conducted during the 2018-2019 academic year. A meeting was held on September 4, 2018 where we discussed the Spring, 2018 ceremonies results and upcoming Fall, 2018 ceremonies. [Meeting agenda and minutes are attached.]

The second meeting of the Committee was held on February 5, 2019 to discuss Fall, 2018 results and in preparation for the Spring, 2019 commencement ceremonies. [Meeting agenda and minutes are attached.]
III. Actions Taken

Meeting Agenda and Minutes taken for both the 9/4/18 and 2/5/19 Committee meetings are attached.

IV. Recommendations for Following Year

We will once again hold two Committee meetings in the 2019-2010 school year. We are always striving to make the Commencement experience for our students, families and faculty a positive experience.
### COMMENCEMENT COMMITTEE 2018-2019

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Retired 1/31/19
appt. to replace Rick
appt. December 2018
Provided name 1/22/19

*substitute absent*
Commencement Committee
September 4, 2018

AGENDA

I. Welcome
   a. New Committee Members
      • Ravi Prakash, Vice Chair
      • Tim Bray, Faculty
      • Eric Chen, Student Government
      • Carrie Chutes, Bookstore/Auxiliary Services
      • Marc Johnson, Communications

II. Review of Spring 2018 Commencement
   a. 10 ceremonies—record number of ceremonies and record graduates
   b. New: TEMOC graduation tradition, 2nd semester of name recognition all, 2nd semester of new staging with minor revisions

III. Fall 2018 Commencement
   a. Initial application and RSVP numbers
   b. Hooding on Monday, December 17 (finals)
   c. 7 Ceremonies – 4 Tuesday and 3 Wednesday
      • ticket allocation
   d. Dates—December 18-19 (exams through 12/17)
   e. Right on top of winter break
   f. Countdown to Commencement—September 11

IV. Discussion
   a. Student speakers—deadline October 26 (U/G Dean involvement)
   b. Capping of faculty participation (stage limitations)
   c. Veteran recognition
   d. 50th Anniversary ideas (logo usage on program, stoles, etc.)
   e. Recommendations to HOP Committee
      • Bookstore Manager to Auxiliary Services
      • Alumni Services to Development and Alumni Relations
   f. New alumni event—Comets Take Flight
   g. Miscellaneous
Commencement Committee
September 4, 2018

AGENDA

MINUTES

I. In attendance: Judy Barnes, Darren Crone, Rick Dempsey, Varghese Jacob, Marc Johnson, Jennifer McDowell, Jessica Murphy, Rena Piper, Ravi Prakash, Larry Zacharias, Kathryn Evans, Tim Bray, Eric Chen, Tyler Toledo (in lieu of Carrie Chutes), and Kelly Kinnard (guest of Rick Dempsey)

II. Welcome

a. New Committee Members
   • Ravi Prakash, Vice Chair
   • Tim Bray, Faculty
   • Eric Chen, Student Government
   • Carrie Chutes, Bookstore/Auxiliary Services
   • Marc Johnson, Communications

III. Review of Spring 2018 Commencement

a. 10 ceremonies—record number of ceremonies and record graduates
   • Barnes reviewed attendance rates for Sp18 totaling:
     o 4178 RSVP
     o 3824 Attended/92%
   b. New: TEMOC graduation tradition, 2nd semester of name recognition all, 2nd semester of new staging with minor revisions

IV. Fall 2018 Commencement

a. Initial application and RSVP numbers
b. Hooding on Monday, December 17 (finals)
c. 7 Ceremonies – 4 Tuesday and 3 Wednesday with standard ticket allocation of 5
   • Bray moved to approve; Evans 2nd; All in favor
d. Dates—December 18-19 (exams through 12/17)
e. Right on top of winter break
f. Countdown to Commencement—September 11
   • Barnes proposed requesting this event occur slightly later in the semester to accommodate application deadline and proposal process
V. Discussion

a. Student speakers—deadline October 26 (U/G Dean involvement)
b. Capping of faculty participation (stage limitations)
   • Murphy proposed creating an order of precedence putting academic participants ahead of cabinet if implementing a stage cap for participation
c. Veteran recognition
   • Veteran members of the committee (Crone, Dempsey, and Piper) all agree the University is already paying sufficient tribute and recognition to veterans graduating via recognition cord and cording ceremony, and do not feel any additional recognition is needed.
d. 50th Anniversary ideas (logo usage on program, stoles, etc.)
   • Ideas contributed from committee members included: tassel emblem, zipper charm, slide show, diploma covers, tokens
e. Recommendations to HOP Committee
   • Bookstore Manager to Auxiliary Services
   • Alumni Services to Development and Alumni Relations
     ○ Chen motioned to approve; Evans 2nd; all in favor
f. New alumni event—Comets Take Flight
   • No oppositions towards the implementation of the new event
g. Miscellaneous
   • Barnes revisited action item from spring committee meeting: Student survey regarding commencement
     ○ Murphy is in the process of editing the current exit survey and will work with Smith and Chen on a way to incorporate commencement into the survey
AGENDA

I. Welcome
   a. New Committee Members
      - Anuhya Emmandi, Student
      - Kelly Kinnard, Facilities Management

II. Review of Fall 2018 Commencement
   a. 7 ceremonies—RSVP 4178/Attended 3824/8% RSVP not attend
   b. New: changed processional (lined up in room, photography after), waitlist
ticket applicability, student volunteers
   c. Ticket usage trends—5 ticket allocation still in line

III. Spring 2019 Commencement
   a. Initial application and RSVP numbers—Apply 4329/RSVP 3953
      (down slightly from S18)
   b. Hooding and Honors on Monday, May 13
   c. 10 Ceremonies – 4 Tuesday, 3 Wednesday, 3 Thursday
   d. Dates—May 14-16 (exams end Saturday, May 11)
   e. Countdown to Commencement—February 19

IV. Discussion
   a. Student speakers—deadline March 29 (U/G Dean involvement)
   b. Electronic program
   c. 50th Anniversary ideas (logo usage on program, tassels, stoles, etc.)
   d. Establish robing policy
   e. Miscellaneous
Commencement Committee  
February 5, 2019

AGENDA

I. In attendance: Judy Barnes, Darren Crone, Kyle Edgington, Kelly Kinnard, Juan Gonzalez, Marc Johnson, Jennifer McDowell, Jessica Murphy, Rena Piper, Ravi Prakash, Kathryn Evans, Tim Bray, Anuhya Emmandi, Eric Chen, Tyler Toledo (in lieu of Carrie Chutes), and Laura Smith (in lieu of Amanda Smith)

II. Welcome
   a. New Committee Members
      • Anuhya Emmandi, Student
      • Kelly Kinnard, Facilities Management

III. Review of Fall 2018 Commencement
   a. 7 ceremonies—RSVP 2788/Attended 2388/8% RSVP not attend
   b. New: changed processional (lined up in room, photography after), waitlist ticket applicability, student volunteers
   c. Ticket usage trends—5 ticket allocation still in line
      • Met all ticket requests for 3 of 7 ceremonies

IV. Spring 2019 Commencement
   a. Initial application and RSVP numbers—Apply 4329/RSVP 3953 (down slightly from S18)
   b. Hooding and Honors on Monday, May 13
      • Prakash proposed moving Hooding and Honors after JSOM to allow break and ease for families
      • Gonzalez and Piper pointed out that this would result in doctoral students not having theirs hoods for JSOM ceremonies
   c. 10 Ceremonies – 4 Tuesday, 3 Wednesday, 3 Thursday
      • Bray motioned
      • Murphy seconded
      • All in favor
   d. Dates—May 14-16 (exams end Saturday, May 11)
   e. Countdown to Commencement—February 19

V. Discussion
   a. Student speakers—deadline March 29 (U/G Dean involvement)
b. Electronic program
   • All in favor of electronic program
   • Committee recommendations for implementation: Running parallel and seeing how many programs are taken; creating a 1-pager order of ceremony with instructions for accessing online program

c. 50th Anniversary ideas (logo usage on program, tassels, stoles, etc.)
d. Establish robing policy
e. Miscellaneous
1. UT System  
   A. UT System Task Force regarding SB25 Transfer Bill implementation Meeting on October 4, 2019 and October 10, 2019

2. THECB  
   A. Stacey Silverman, Interim Assistant Commissioner, Academic Quality and Workforce  
   B. Quarterly Board Meeting, October 24, 2019  
   C. Follow up on Committee on Academic and Workforce Success (CAWS) meeting on September 18, 2019  
      1. Approved the re-establishment of Mechanical Engineering FOS; will receive a call for nominations  
      2. Approved the establishment of Marketable Skills Task Force  
   D. Negotiated Rulemaking for Committee on Core Curriculum Study and Report meeting scheduled on October 8 has been cancelled; will report when it is rescheduled  
   E. Multidisciplinary Studies Field of Study Advisory Committee (FOSAC) Meeting, October 3-4, 2019  
      1. No UT Dallas representative  
   F. Chemistry FOSAC Meeting, October 10-11, 2019  
      1. Dr. Gregg Dieckmann, NS&M  
   G. Health Services FOSAC meeting, Public Comment Period, September 26 through October 25, 2019  
      1. FOSAC met on September 16, 2019 and revised five curricula programs  
      2. Revisions still do not minimize the impact on two UT Dallas degree programs  
         a. Interdisciplinary Studies: BS in Healthcare Studies BS  
         b. Jindal School of Management: BS in Healthcare Management  
   H. Upcoming FOSAC  
      1. Communication Disorders: Janice Louegay from BBS will be on this committee; have not met yet  
      2. Media Studies: submitted a nomination form for Dr. Heidi Cooley in ATEC; pending approval by CAWS  
   I. Liaisons Institutional Sector and Joint Fall Meetings, October 29-30, 2019
## Undergraduate Courses to be offered in 2019-2020

### Number of Courses

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

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

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

Clicking "Return to Main Menu" at the bottom of any page will bring you back to this page.
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**Repeat and subtitles were forgotten during initial setup of course.**

**peoplesoft diff: 015762**

HIST 3306 History of Racism (3 semester credit hours) Examines the idea of race and the history of racism and anti-Semitism. Subject matter will vary from semester to semester, but topics will, in addition to the history of racism in the 20th century, include the ways in which race features in religion, nationalism, philosophy, and sciences on ideas of race and the politics of racism. May be repeated for credit as topics vary (9 semester credit hours maximum). Prerequisite: Completion of a 060 core course. (3-0) T

**repeat reason**

As topics vary

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**peoplesoft diff:**

HONS 3106 Positive Psychology (1 semester credit hour) Through the lens of philosophy, history and psychology, this course provides an overview on the science related to happiness and optimal well being. Readings explore the biological, psychological, social, and emotional influences of contemporary positive psychology and its real-life applications. (1-0) R

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<td>BMEN 3318 Introduction to Engineered Biomaterials (3 semester credit hours)</td>
<td>The properties and processing of engineered materials used in biomedical devices are taught with an emphasis on the chemistry and structure-property relationships that control the mechanical, corrosion, and biocompatibility of materials used in acute and chronically implanted medical devices. Topics include the crystalline and amorphous states of metals, glasses and polymers, glass formation and bioactive glasses, mechanical properties, corrosion emphasizing passivity and galvanic corrosion, phase diagrams, macromolecular bonding and structure, and an introduction to material-tissue interactions related to the chemical stability of implants. The course also introduces basic material characterization techniques including uniaxial tensile tests, x-ray-diffraction, SEM/optical microscopy, potentiodynamic polarization, infrared spectroscopy, and differential scanning calorimetry. Materials covered include the stainless steels, CoCr-alloys, titanium alloys, polymers and oxide ceramics used in arthroplasty, and biodegradable polymers including drug-eluting polymers. Prerequisites or Corequisites: BMEN 1208 and CHEM 1312 and CHEM 1112. (3-0) Y</td>
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**request notes**

Added via eForm submitted by Leah Mathison on 2019-08-12 at 09:19:47. To be offered in Spring (DDC).

**peoplesoft diff:**

BMEN 3318 Introduction to Engineered Biomaterials (3 semester credit hours) The properties and processing of engineered materials used in biomedical devices are taught with an emphasis on the chemistry and structure-property relationships that control the mechanical, corrosion, and biocompatibility of materials used in acute and chronically implanted medical devices. Topics include the crystalline and amorphous states of metals, glasses and polymers, glass formation and bioactive glasses, mechanical properties, corrosion emphasizing passivity and galvanic corrosion, phase diagrams, macromolecular bonding and structure, and an introduction to material-tissue interactions related to the chemical stability of implants. The course also introduces basic material characterization techniques including uniaxial tensile tests, x-ray-diffraction, SEM/optical microscopy, potentiodynamic polarization, infrared spectroscopy, and differential scanning calorimetry. Materials covered include the stainless steels, CoCr-alloys, titanium alloys, polymers and oxide ceramics used in arthroplasty, and biodegradable polymers including drug-eluting polymers. Prerequisites or Corequisites: BMEN 1208 and CHEM 1312 and CHEM 1112. (3-0) Y

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<td>EE 4331 Applied Machine Learning (3 semester credit hours) Introduction to machine learning: supervised and unsupervised learning models; neural network and deep neural network learning models; work-flow; performance measures; implementation strategies for machine learning, social impacts and ethics of machine learning. Prerequisites: MAT 2419 and ENGR 2300 and ENGR 3341. (3-0) S</td>
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<td>EE 4331 Applied Machine Learning (3 semester credit hours) Introduction to machine learning: supervised and unsupervised learning models; neural network and deep neural network learning models; work-flow; performance measures; implementation strategies for machine learning, social impacts and ethics of machine learning. Prerequisites: MAT 2419 and ENGR 2300 and ENGR 3341. (3-0) S</td>
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Prereq updated per memo from Dr. Kaplan. July 10, 2019

peoplesoft diff: 014942

FIN 4331 Business Liability Risk Management and Insurance (3 semester credit hours) Business liability exposures to risk and losses arising from negligence and/or other legal doctrines are presented, with emphasis on risk management and insurance as an essential component of a business' enterprise risk management program. Risk assessment, loss prevention, and treatment of risk are presented in the areas of general liability, business auto, worker's compensation, cyber risk, and management and professional liability. Prerequisites or Corequisites: FIN 3320 or FIN 3370 or RMIS 3370. (Same as RMIS 4331) (3-0) Y
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FIN 4332 Commercial Property Risk Management and Insurance (3 semester credit hours) Commercial property losses arising from natural and man-made exposures are presented, with emphasis on risk management and insurance as an essential component of a business’ enterprise risk management program. Risk assessment, loss prevention, and treatment of risk are presented in the areas of commercial property, loss of business income, inland marine, cyber risk, equipment breakdown, and flood and earthquake. Prerequisites or Corequisites: FIN 3320 or FIN 3370 or RMIS 3370. (Same as RMIS 4332) (3-0) Y

**Request notes**

Requirement updated per memo from Dr. Kaplan for spring 2020.
FIN 4334 Insurance Law and Contracts (3 semester credit hours) A basic course in the fundamentals of insurance law. Topics covered include: defining insurance; risk and the nature of the insurance relationship; insurable interests; indemnity; fortuity; subrogation; coordination of benefits; interpretation of policies; rights at variance with policy provisions; contract formation; warranties, misrepresentation and concealment; conditions; agents and brokers; insurance regulation; and introduction to insurance coverage. Prerequisites or Corequisites: FIN 3320 or FIN 3370 or RMIS 3370. (Same as RMIS 4334) (3-0) Y

REquirement updated per memo from Dr. Kaplan for spring 2020.

peoplesoft diff: 014949

FIN 4334 Insurance Law and Contracts (3 semester credit hours) A basic course in the fundamentals of insurance law. Topics covered include: defining insurance; risk and the nature of the insurance relationship; insurable interests; indemnity; fortuity; subrogation; coordination of benefits; interpretation of policies; rights at variance with policy provisions; contract formation; warranties, misrepresentation and concealment; conditions; agents and brokers; insurance regulation; and introduction to insurance coverage. Prerequisites or Corequisites: FIN 3320 or FIN 3370 or RMIS 3370. (Same as RMIS 4334) (3-0) Y

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

REquirement updated per memo from Dr. Kaplan for spring 2020.

peoplesoft diff: 015560

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

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

Prerequisites or Corequisites: FIN 3320 or FIN 3370 or RMIS 3370. (Same as RMIS 4338) (3-0) Y

REquirements updated per memo from Dr. Kaplan for spring 2020.

peoplesoft diff: 015559

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

Prerequisites or Corequisites: FIN 3320 or FIN 3370 or RMIS 3370. (Same as RMIS 4338) (3-0) Y

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<td>IMS 4091 International Social Sector Engagement and Community Outreach Practicum (0 semester credit hours) This course is designed to further develop a student's appreciation of the stakeholders in their community through appropriate developmental experiences in a real community engagement. Students are required to complete 50 hours of community service and submit specific verification from the community organization of the hours completed. May be repeated. Instructor consent required. (0-0) Y</td>
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**Request notes**

Requested by Kaplan for spring 2020.

**peoplesoft diff:**

IMS 4091 International Social Sector Engagement and Community Outreach Practicum (0 semester credit hours) This course is designed to further develop a student's appreciation of the stakeholders in their community through appropriate developmental experiences in a real community engagement. Students are required to complete 50 hours of community service and submit specific verification from the community organization of the hours completed. May be repeated. Instructor consent required. (0-0) Y

**repeat reason**

Location of community service—may be repeatable.

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(r1)  
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**Requested notes**

Requested via eForm for spring 2020.

**Peoplesoft diff:**

IMS 4095 International Social Sector Engagement and Community Outreach Practicum (0 semester credit hours) This course is designed to further develop a student's appreciation of the stakeholders in their community through appropriate developmental experiences in a real community engagement. Students are required to complete 100 hours of community service and submit specific verification from the community organization of the hours completed. Instructor consent required (0-0) Y

**Repeat reason**

Location of community service—may be repeatable.

**Show fields: ims4095.2**

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RMIS 3375 Life, Accident and Health Insurance (3 semester credit hours) Analyze various types of life annuity, accident, and health insurance contracts, major employee benefit plans adopted by corporations, and the organization and management of life and health insurance companies. Prerequisites or Corequisites: FIN 3320 or FIN 3370 or RMIS 3370. (Same as FIN 3375) (3-0) R

**peoplesoft diff: 015412**

RMIS 3375 Life, Accident and Health Insurance (3 semester credit hours) Analyze various types of life annuity, accident, and health insurance contracts, major employee benefit plans adopted by corporations, and the organization and management of life and health insurance companies. Prerequisites or Corequisites: FIN 3320 or FIN 3370 or RMIS 3370. (Same as FIN 3375) (3-0) R

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| RMIS 4331 Business Liability Risk Management and Insurance (3 semester credit hours) Business liability exposures to risk and losses arising from negligence and/or other legal doctrines are presented, with emphasis on risk management and insurance as an essential component of a business' enterprise risk management program. Risk assessment, loss prevention, and treatment of risk are presented in the areas of general liability, business auto, worker's compensation, cyber risk, and management and professional liability. Prerequisites or Corequisites: FIN 3320 or FIN 3370 or RMIS 3370. (Same as FIN 4331) (3-0) Y
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| Requirement updated per memo from Dr. Kaplan for Spring 2020. |
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| RMIS 4331 Business Liability Risk Management and Insurance (3 semester credit hours) Business liability exposures to risk and losses arising from negligence and/or other legal doctrines are presented, with emphasis on risk management and insurance as an essential component of a business' enterprise risk management program. Risk assessment, loss prevention, and treatment of risk are presented in the areas of general liability, business auto, worker's compensation, cyber risk, and management and professional liability. Prerequisites or Corequisites: FIN 3320 or FIN 3370 or RMIS 3370. (Same as FIN 4331) (3-0) Y |
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<td>RMIS 4332 Commercial Property Risk Management and Insurance (3 semester credit hours) Commercial property losses arising from natural and man-made exposures are presented, with emphasis on risk management and insurance as an essential component of a business' enterprise risk management program. Risk assessment, loss prevention, and treatment of risk are presented in the areas of commercial property, loss of business income, inland marine, cyber risk, equipment breakdown, and flood and earthquake. Prerequisites or Corequisites: FIN 3320 or FIN 3370 or RMIS 3370. (Same as FIN 4332) (3-0) Y</td>
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**requirements updated per memo from Dr. Kaplan for spring 2020.**

**peoplesoft diff: 014697**

RMIS 4332 Commercial Property Risk Management and Insurance (3 semester credit hours) Commercial property losses arising from natural and man-made exposures are presented, with emphasis on risk management and insurance as an essential component of a business' enterprise risk management program. Risk assessment, loss prevention, and treatment of risk are presented in the areas of commercial property, loss of business income, inland marine, cyber risk, equipment breakdown, and flood and earthquake. Prerequisites or Corequisites: FIN 3320 or FIN 3370 or RMIS 3370. (Same as FIN 4332) (3-0) Y

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**Request Notes**

Requirement updated per memo from Dr. Kaplan for spring 2020.

**Peoplesoft Diff: 014699**

RMIS 4334 Insurance Law and Contracts (3 semester credit hours) A basic course in the fundamentals of insurance law. Topics covered include: defining insurance, risk and the nature of the insurance relationship, insurable interests, indemnity, fortuity, subrogation, coordination of benefits, interpretation of policies, rights at variance with policy provisions, contract formation, warranties, misrepresentation and concealment, conditions, agents and brokers, insurance regulation, and introduction to insurance coverage. Prerequisites or Corequisites: FIN 3320 or FIN 3370 or RMIS 3370. (Same as FIN 4334) (3-0) Y

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

Requirement updated per memo from Dr. Kaplan for spring 2020.

peoplesoft diff: 015561

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

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REquirement updated per memo from Dr. Kaplan for spring 2020.

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

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

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

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**request notes**

Requested by Kim Knight via email on 8/1/2019.

**peoplesoft diff:**

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<td>BMEN 8188 Advanced Seminars in Biomedical Engineering III (1 semester credit hour) Doctoral students will continue learn to give long-formatted presentations about their research as a part of preparing for their dissertation defense, conference talks, and job talks. Students will learn these skills through watching scientific presentations from their peers and by presenting aspects of their own dissertation work to their peers. Department consent required. (1-0) Y</td>
<td>phase: approve status: approving audit: 101</td>
<td>ddc130130 2019-08-21 15:08:29 015191 audit: -107.6 m index: -107.6 m match_fail</td>
</tr>
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**request notes**

Removed subtitles per Leah Mathison's email of 5/8/2019

**peoplesoft diff: 015191**

BMEN 8188 Advanced Seminars in Biomedical Engineering III (1 semester credit hour) Doctoral students will continue learn to give long-formatted presentations about their research as a part of preparing for their dissertation defense, conference talks, and job talks. Students will learn these skills through watching scientific presentations from their peers and by presenting aspects of their own dissertation work to their peers. Department consent required. (1-0) Y

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<td>2019-open edit *</td>
<td>EEGR 6397 Convex Optimization (3 semester credit hours) Introduction to convex optimization, with a focus on recognizing and solving convex optimization problems that arise in applications. Convex sets, convex functions, operations preserving convexity, convex optimization problems, quasi-convex, linear, and quadratic optimization, geometric and semi-definite programming, generalized inequalities, vector optimization, the Lagrange dual problem, optimality conditions, sensitivity analysis, applications in approximation and fitting, statistical estimation, and geometric problems, overview of numerical linear algebra, descent methods, Newton's method, handling equality constraints, introduction to interior point methods. (3-0) R</td>
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</table>

**request notes**

Addition to description added per email from Darian McBrayer 6/6/2019.

PEOPLESOF DIFF: 015696

EEGR 6397 Convex Optimization (3 semester credit hours) Introduction to convex optimization, with a focus on recognizing and solving convex optimization problems that arise in applications. Convex sets, convex functions, operations preserving convexity, convex optimization problems, quasi-convex, linear, and quadratic optimization, geometric and semi-definite programming, generalized inequalities, vector optimization, the Lagrange dual problem, optimality conditions, sensitivity analysis, applications in approximation and fitting, statistical estimation, and geometric problems, overview of numerical linear algebra, descent methods, Newton's method, handling equality constraints, introduction to interior point methods. (3-0) R

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- cat_delivery_method: deliverymethod_100
- cat_core: "null"
- cat_subtitles: no_subtitles
### UT Dallas Program Sponsor’s Proposal Information

<table>
<thead>
<tr>
<th>Name of Proposed Partner Institution</th>
<th>Sungkyunkwan University (SKKU), South Korea</th>
</tr>
</thead>
</table>
| The proposal is intended for        | 1. Dual Degree Program Agreement (DDPA) – BS in Physics  
                                       2. Dual Degree Program Agreement (DDPA) – BS in Mathematics |
| Executive Summary, Purpose and rationale | UT Dallas and SKKU have had a traditional partnership, including exchange mobility and previous dual degree program agreements.  
                                           The DDPA proposals are in alignment with the UT Dallas Strategic Plan, Theme *Attract Talent*, Supporting Initiative *Recruit the best and brightest students from around the globe*, enhancing the intellectual and geographic diversity of the UT Dallas community. |
| Proposed semester to establish the partnership | Fall 2020 |
| UT Dallas Sponsor                   | Dr. Duck Yang |
| Level of Partnership                | [ X ] School    [ ] University |
| Level of Mobility                   | [ X ] Undergraduate  [ ] Graduate |
| Length of program                   | [ ] 3 years     [ X ] 5 years |
| Proposed Partner’s Year of Foundation | 1398 |
| Type of Institution                 | [ X ] Private    [ ] Public    [ ] Other:______________ |
| Location (City, Country)            | Seoul and Suwon, South Korea |
| Proposed Partner’s Number of Undergraduate Students | About 19,108 |
| Proposed Partner’s Number of Graduate Students | About 6,843 |
| Ranking                             | According to the [Center for World University Rankings](https://cwur.org) (CWUR): |
|                                    | **CWUR**        |
|                                    | **2018-19**  
                                      Proposed Partner  
                                      UT Dallas |
| World Rank                         | 218           | 304 |
| National Rank                      | 3             | 104 |
| Overall Score                      | 78            | 76.3 |


All international partnership proposals are subject to the review and approval of the International Education Development Committee (IEDC).
<table>
<thead>
<tr>
<th>World Report – U.S. News</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2018</strong></td>
</tr>
<tr>
<td>Global Score</td>
</tr>
<tr>
<td>Global Research Reputation</td>
</tr>
<tr>
<td>International Collaboration</td>
</tr>
</tbody>
</table>

Accreditation, please include source(s).

SKKU is accredited by Ministry of Education, Science and Technology, S. Korea.

Source: https://www.univerzities.com/south-korea/sungkyunkwan-university/

Partner’s website

https://www.skku.edu/eng/

Historical precedents to establish the partnerships, if available.

UT Dallas has a traditional partnership with SKKU, including exchange mobility and dual degree program agreements. Currently there are 2 DPPAs in process of review by SACSCOC: BS – Biology and BS – in Chemistry.

### Program Sponsor to complete, for DPA/DDPA only

<table>
<thead>
<tr>
<th>UT Dallas Degree, only <strong>DPA/DDPA</strong></th>
<th>Proposed Partner’s Degree, only <strong>DPA/DDPA</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BS in Physics</td>
<td>1. BS in Physics</td>
</tr>
<tr>
<td>2. BS in Mathematics</td>
<td>2. BS in Mathematics</td>
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</tbody>
</table>

### Program Sponsor to complete, for SEPA/DPA/DDPA

<table>
<thead>
<tr>
<th>Proposed number of students participating in the program per academic year</th>
<th>At least 1 student per academic year per DDPA.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed partner’s <strong>SEPA / DPA / DPPA</strong> programs with other U.S. universities</td>
<td>Washington State University, Michigan State University, University of Colorado, Denver, University of North Florida, UT Austin, Harvard Univ., among others.</td>
</tr>
<tr>
<td>Is the proposed partner institution going to issue the official transcripts? If not, explain and identify source.</td>
<td>[ X ] Yes [ ] No</td>
</tr>
<tr>
<td>Type(s) of credits to be transferred</td>
<td>[ X ] Lower [ X ] Upper</td>
</tr>
<tr>
<td>Language(s) of instruction</td>
<td>English</td>
</tr>
<tr>
<td>Availability of description of courses</td>
<td>Yes</td>
</tr>
<tr>
<td>Proposed partner institution number of contact hours per course (UT Dallas 3 credits = 45 contact hours).</td>
<td>One SKKU credit requires students to fulfill one study hour per week. Most SKKU courses require 48 hours of study in the</td>
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</table>

All international partnership proposals are subject to the review and approval of the International Education Development Committee (IEDC).
classroom, not including extra work, while language courses and experimental courses generally weigh one or two credits.

Credit Issues: Maximum Credit and Credit Transfer

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<tr>
<th>Study Load</th>
<th>/ Week</th>
<th>/ Semester</th>
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<tr>
<td>1 credit course</td>
<td>1 hr</td>
<td>16 hrs</td>
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<tr>
<td>2 credit course</td>
<td>2 hr</td>
<td>32 hrs</td>
</tr>
<tr>
<td>3 credit course</td>
<td>3 hr</td>
<td>48 hrs</td>
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</table>

Source: https://www.skku.edu/eng/international/StudySKKU/CourseInformation.do

Grading system of proposed partner

Included in DDPA draft

Note: If the proposed partnership is recommended for approval and implementation by the International Education Development Committee (IEDC), the proposed partnership should be executed (signed) by all parties within the following 6 months after the IEDC’s recommendation. If the proposed partnership is executed after 6 months of the IEDC’s recommendation, the sponsor must send an explanation of the delay to IPD@utdallas.edu to obtain the final signature of the UT Dallas Provost or President. If the proposed partnership is intended to be executed after more than 12 months of the IEDC’s recommendation, the sponsor must re-submit a complete and updated proposal to IEDC for its deliberation.

Guidelines for recommendations submitted by appropriate UT Dallas officers

Provost’s Office Recommendation should include the following:

- SACSCOC
- Final recommendation

Office of the Registrar Recommendation should include the following:

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

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

- Intellectual property
- Other
- Final Recommendation

All international partnership proposals are subject to the review and approval of the International Education Development Committee (IEDC).
| Analysis | ● Preserve commitment to fundamental research and dissemination of research results  
  ○ UTD faculty sponsors are not engaged in restricted research  
  ○ Section 6.0 does not contain restrictions on right to publish results of collaborative research  
  ● Comply with US export control law  
  ○ SKKU is not sanctioned or restricted by US government  
  ○ Information presented in US academic university courses are excluded from export controls  
  ● Identify overlap with federally funded research at UTD  
  ○ Risk that language in Section 6.2 may obligate UTD to share prepublication data generated by federally funded research (‘research information generated by either of the parties in connection with this Agreement’)  
  ○ Undergraduate level-of-mobility lowers probability that SKKU students will be involved in federally funded research  
  ● Protect UTD intellectual property  
  ○ Section 6.3 does not commit assignment or ownership of UTD IP to SKKU  
  ● Identify conflicts of interest or commitment  
  ○ No UTD faculty have disclosed an appointment or outside activity with SKKU |

<p>| Final recommendation | Submission of the proposals to the UT Dallas Academic Governance for review, followed by SACSCOC’s review and approval. |</p>
<table>
<thead>
<tr>
<th>Impact on geographic, academic diversity</th>
<th>UT Dallas has UT Dallas has 15 agreements with 8 higher educational institutions in S. Korea, 9.0% of the total portfolio of UT Dallas international partners.</th>
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<tbody>
<tr>
<td>Alignment with University goals</td>
<td>The proposals are in alignment with University goals.</td>
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<tr>
<td>Other</td>
<td>Parties are using UT Dallas IPD templates.</td>
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<td>UT Dallas and SKKU have traditionally exchanged students. The current Student Exchange Program Agreement (SEPA) will expire in November 2020.</td>
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<td>SACSCOC is currently reviewing two Dual Degree Program Agreements between UT Dallas NSM and SKKU: BS in Biology / Biological Sciences and BS in Chemistry.</td>
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<td>In May 2019, an Agreement of Cooperation was executed between UT Dallas NSM and SKKU.</td>
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<td>Further questions / concerns, if any, to be addressed by Sponsor</td>
<td>N/A</td>
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<tr>
<td>Final recommendation</td>
<td>I recommend the submission of the proposals to the UT Dallas Academic Governance for review, followed by SACSCOC’s review and approval.</td>
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</table>
June 12, 2019

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

Re: [ X ] New International Partnership

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

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

The agreement proposal is designed to offer a second degree for SKKU students at UT Dallas,

The DDPA proposals are in alignment with the UT Dallas Strategic Plan, Theme Attract Talent, Supporting Initiative Recruit the best and brightest students from around the globe, enhancing the intellectual and geographic diversity of the UT Dallas community.

Students will be responsible for their expenses and welcome to apply to SSKU and/or UT Dallas scholarships.

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

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

Attached to this letter of intent, you will find

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

I request the review and approval of this proposal.

Sincerely,

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

Mark Lee, Department Head
DUAL DEGREE PROGRAM AGREEMENT
BETWEEN
SCHOOL OF NATURAL SCIENCES AND MATHEMATICS
THE UNIVERSITY OF TEXAS AT DALLAS, U.S.A.
AND
DEPARTMENT OF PHYSICS OF COLLEGE OF SCIENCE
SUNGKYUNKWAN UNIVERSITY, S. KOREA

BACHELOR OF SCIENCE IN PHYSICS

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

RECITALS

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

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

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

TERMS

In contemplation of the relationship to be established and for valuable consideration, the parties agree as follows:
1.0 Purpose of the Dual Degree Program Agreement and Definitions.

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

1.2 "Agreement" refers to this Agreement that is executed between the parties.

1.3 "Home Institution" is a party to this Agreement that sends its students to the other party (institution) to pursue a degree program.

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

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

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

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

UT Dallas graduation requirements include:

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

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

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

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

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

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

4.0 Curriculum and Credits: UT Dallas will evaluate the student’s record to determine which credits earned at SKKU will transfer to UT Dallas. The list of equivalent courses offered by SKKU CS is to be detailed and maintained periodically. The transfer of credits will be subject to the current UT Dallas Catalog of Undergraduate Studies. SKKU students will request UT Dallas Office of Records to send academic transcripts to SKKU, which will award credits according to SKKU’s policy. The list of equivalent courses offered by SKKU CS and UT Dallas NSM is to be detailed and maintained periodically – see 4.1.4.
4.0.1 SKKU students are expected to transfer in major courses and electives, but because the State of Texas has specific requirements for government and history core courses that will necessitate the students completing those requirements at UT Dallas, it is expected that SKKU students will complete the majority of the core curriculum at UT Dallas.

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

4.1 Curricula

4.1.1 Semesters, sessions, and terms.

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

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

4.1.2 Course numbering system and academic credit.

UT Dallas course numbers are four digits. The first digit indicates the level of the course: 0 or D = remedial/non-credit, 1 = freshman, 2 = sophomore, 3 = junior, 4 = senior. The second digit indicates the number of semester credit hours granted for the course.
SKKU major course numbers are four digits. The first digit indicates the level of the course: 3 = undergraduate, 4 = undergraduate/master, 5 = master/ph. D, 6 = ph. D, 7 = undergraduate/master/ph. D. Other type of course numbers include liberal arts, general selective, etc.

4.1.3. Grading system.

<table>
<thead>
<tr>
<th>UT Dallas</th>
<th>SKKU</th>
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<tbody>
<tr>
<td>Grade</td>
<td>Description</td>
</tr>
<tr>
<td>A+</td>
<td>Excellent</td>
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<td>A</td>
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<td>Good</td>
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<tr>
<td>C+</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>D+</td>
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<tr>
<td>D</td>
<td>Poor</td>
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<tr>
<td>D-</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
</tr>
<tr>
<td>MN</td>
<td>Midterm</td>
</tr>
<tr>
<td></td>
<td>Grade: not enough information to provide a grade</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
</tr>
</tbody>
</table>
SKKU Notes:
* The ‘I’ (incomplete) is restricted to cases in which graduate students have satisfactorily completed a substantial part of the course work. No credit will be given until the course is completed and a passing grade received. When a final grade is received, all reference to the initial ‘I’ is removed and is changed to the final grade. Unless the result of the course evaluation is completed by the due date, the ‘I’ will be changed into ‘F’ (Fail).

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

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

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

6.0 **Intellectual Property and Research Protocol**.

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

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

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

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

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

9.0 Academic and Disciplinary Rules.

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

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

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

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

10.0 Orientation

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

10.2 Host Institution shall exercise reasonable efforts to assist Home Institution students in securing appropriate visas.

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

11.0 Designated Sponsors. Each party designates the following officials to serve as its primary contact and liaison to arrange the initial resources needed to facilitate the partnership; review, evaluate, report program activities, and address any concerns or disputes that may arise relating to the terms and conditions of the Agreement.
12.0 **Non-Discrimination.** The parties agree to comply with all national, state, and local rules, regulations, executive orders, laws, and policies forbidding unlawful discrimination to which Institution is subject.

13.0 **Relationship of the Parties.** The Agreement shall not be construed to create a relationship of partners, brokers, employees, servants or agents as between the parties. The parties to the Agreement are acting as independent contractors.

14.0 **Use of Institutions' Name; Advertising and Publicity.** Neither party shall use the other institution's name, or any name that is likely to suggest that it is related to the other institution, in any advertising, promotion or sales literature without first obtaining the written consent of the other institution.
15.0 **Governing Law; Forum.** All activities conducted under the Agreement must be conducted in accordance with the laws, rules, and regulations applicable to each institution. In the case of UT Dallas, these are the rules and guidelines of the Texas Higher Education Coordinating Board and the Southern Association of Colleges and Schools Commission on Colleges as well as the laws and regulations of the State of Texas and the United States of America. In the case of SKKU, these are the laws, rules, and regulations of Republic of Korea.

15.1 Personally identifiable information from students’ education records shall be disclosed only in accordance with the Family Educational Rights and Privacy Act (FERPA). SKKU and its officers, employees and agents may use information from education records only for the purposes for which the disclosure was made. SKKU shall not disclose information from education records to any other party without first having received written consent of the student and having obtained assurances that the other party will fully comply with the provisions of FERPA and that no further disclosure by such party shall be permitted.

Failure to comply with the provisions of FERPA will result in the cancellation of this agreement and the eligibility for SKKU to receive any student information from UT Dallas for a period of not less than five (5) years. In addition, SKKU agrees to indemnify and hold UT Dallas harmless for any loss, cost, damage or expense suffered by the UT Dallas as a direct result of the SKKU’s failure to comply with the requirement not to release information, except for the sole purpose stated above. SKKU agrees to either destroy the student information in a manner that completely protects the confidentiality of the student information or return the information to UT Dallas upon the expiration of this agreement.

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

17.0 **Termination.**

17.1 If either party breaches the terms and conditions of the Agreement, then the other party has the right to terminate the Agreements immediately upon written notice to the other. Before issuing written notice of termination, the parties must attempt to resolve any dispute in accordance with paragraph 20.
17.2 Either party has the right, upon proper notice, to terminate its obligations under the Agreements for reasons of force majeure. “Force majeure” are circumstances beyond the control of an institution that effectively prevent the institution from performing its obligations under the Agreement.

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

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

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

SUNGKYUNKWAN UNIVERSITY

by ______________________________
(Signature)

Prof. Dae Joon Kang
Head, Department of Physics

Date: ____________________________

THE UNIVERSITY OF TEXAS AT DALLAS

by ______________________________
(Signature)

Prof. Mark Lee
Head, Department of Physics
School of Natural Sciences and Mathematics

Date: ____________________________

by ______________________________
(Signature)

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

Date: ____________________________

by ______________________________
(Signature)

Prof. Sang-Gu Lee
Dean, College of Science

Date: ____________________________

by ______________________________
(Signature)

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

Date: ____________________________

by ______________________________
(Signature)

Prof. Donguk Kim
Vice President of Academic Affairs

Date: ____________________________

by ______________________________
(Signature)

Prof. Inga H. Musselman
Vice President for Academic Affairs and Provost

Date: ____________________________
Appendix A

Supplementary Provisions for SKKU-UTD Physics Program
Version 2.0

(Effective on _______, 2019)

1. Dual degree

1.1. General:

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

1.2. Degree qualification:

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

1.3. Financial Arrangement:

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

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

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

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

1.4. Selecting students

(1) Applicants to this program must satisfy the following requirements:
- TOEFL IBT 80 pts or higher (UTD admission requirement)
- At least 65 semester credits must be obtained at SKKU to qualify for this program.
- SKKU GPA 3.0 or higher

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

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

2. Summary of SKKU PHYSICS curricula

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

(2) Students who choose the PHYSICS major begin to take PHYSICS courses from the sophomore year.

(3) PHYSICS courses are classified into “Core (Basic) Major”, “General (Intensive) Major” and “Laboratory”.

- Most “Core (Basic) Major” courses are open for 2nd or 3rd year students and students must take at least 31 credits in “Core (Basic) Major” courses.

- Most “General (intensive) Major” courses are open for 3rd and 4th year students and students must take at least 23 credits in “General (Intensive) Major” courses.

- Students must take at least 8 credits in “Laboratory” courses.

- To be eligible for graduation, students must take at least 62 semester credits in PHYSICS courses and at least 130 semester credits to get a B. S. degree from SKKU.

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

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

(1) To be eligible for graduation, students must obtain at least 120 semester credit hours.
(2) At least 51 semester credit hours of upper-division (3000/4000 level) course work must be taken, including a minimum of 12 hours of advanced courses in the major subject.
(3) A minimum GPA of 2.00 on a 4.00 scale (C average) is required.
(4) University core requirements: all students must complete general education courses.
   Core Curriculum of 42 semester credit hours: Communications (6 hours), Mathematics (6 hours), Natural Science (9 hours), Humanities (3 hours), Fine Arts (3 hours), American and Texas History (6 hours), Government (6 hours), Social and Behavioral Science (3 hours)

4. Matching curricula

4.1. Comparison of PHYSICS curricula between two departments

(1) Most UTD courses have pre-requisites while SKKU courses do not.
(2) Laboratory courses of UTD are co-requisites of their lecture courses while those of SKKU are not.
(3) 1-level PHYSICS courses of UTD and SKKU are same.
(4) 2-level PHYSICS courses of UTD and SKKU are similar.
(5) 3, 4-level PHYSICS courses of SKKU are mostly lectures and various lecture courses are offered.
(6) Number of lectures in 3, 4-level PHYSICS courses of UTD is limited but several research courses are being offered.

4.2. Transfer of credits

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

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

(4) The maximum number of credit hours transferable to SKKU is 65.

4.3. Matching courses

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

(2) For UTD PHYSICS curriculum requirements, see


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

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

<table>
<thead>
<tr>
<th>UTD curriculum</th>
<th>Transferable SKKU courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication (6)</td>
<td>COMM 1311 Survey of Oral and Technology-based Communication</td>
</tr>
<tr>
<td></td>
<td>RHET 1302 Rhetoric</td>
</tr>
<tr>
<td></td>
<td>Discuss and review with adviser</td>
</tr>
<tr>
<td>Mathematics(3)</td>
<td>MATH 2413 Differential Calculus or MATH 2417 Calculus I</td>
</tr>
<tr>
<td></td>
<td>GEDB020 Honor Calculus 1(3)</td>
</tr>
<tr>
<td></td>
<td>GEDB001 Calculus 1(3)</td>
</tr>
<tr>
<td>Life and Physical</td>
<td>PHYS 2325 Mechanics</td>
</tr>
<tr>
<td>Sciences(6)</td>
<td>PHYS 2326 Electromagnetism and Waves</td>
</tr>
<tr>
<td></td>
<td>GEDB002 Electromagnetism(3)</td>
</tr>
<tr>
<td></td>
<td>PHY2001 Classical Mechanics I(3)</td>
</tr>
<tr>
<td>Language, Philosophy</td>
<td>HUMA 1301 Exploration of the Humanities</td>
</tr>
<tr>
<td>and Culture(3)</td>
<td>Discuss and review with adviser</td>
</tr>
<tr>
<td>Creative Arts(3)</td>
<td>ARTS 1301 Exploration of the Arts</td>
</tr>
<tr>
<td></td>
<td>Discuss and review with adviser</td>
</tr>
<tr>
<td>American History(6)</td>
<td>Select any 6 semester credit hours from American History</td>
</tr>
<tr>
<td></td>
<td>core courses (see advisor)</td>
</tr>
<tr>
<td></td>
<td>Take a class in UTD</td>
</tr>
<tr>
<td>Government/Political</td>
<td>GOVT 2305 American National Government</td>
</tr>
<tr>
<td>Science(6)</td>
<td>GOVT 2306 State and Local Government</td>
</tr>
<tr>
<td></td>
<td>Take a class in UTD</td>
</tr>
<tr>
<td>Social and Behavioral Sciences(3)</td>
<td>Select any 3 semester credit hours from Social and Behavioral Sciences core courses (see advisor)</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Component Area Option(6)</td>
<td>CHEM 1311 General Chemistry I</td>
</tr>
<tr>
<td></td>
<td>CHEM 1312 General Chemistry II</td>
</tr>
</tbody>
</table>

(1) For matching Major Requirement of UTD PHYSICS (67-69)
(The numbers in bracket are the semester credit hours.)

<table>
<thead>
<tr>
<th>UTD curriculum</th>
<th>Transferable SKKU courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1111 General Chemistry Laboratory I</td>
<td>GEDB013 General Chemistry Laboratory 1(1)</td>
</tr>
<tr>
<td>CHEM 1112 General Chemistry Laboratory II</td>
<td>GEDB015 General Chemistry Laboratory 2(1)</td>
</tr>
<tr>
<td>CHEM 1311 General Chemistry I</td>
<td>GEDB012 General Chemistry 1(3)</td>
</tr>
<tr>
<td>CHEM 1312 General Chemistry II</td>
<td>GEDB014 General Chemistry 2(3)</td>
</tr>
<tr>
<td>MATH 2413 Differential Calculus3 or MATH 2417 Calculus I3</td>
<td>GEDB020 Honor Calculus 1(3)</td>
</tr>
<tr>
<td>MATH 2414 Integral Calculus3 or MATH 2418 Calculus I3</td>
<td>GEDB001 Calculus 1(3)</td>
</tr>
<tr>
<td>MATH 2415 Calculus of Several Variables or MATH 2451 Multivariable Calculus with Applications6</td>
<td>Discuss and review with adviser</td>
</tr>
<tr>
<td>MATH 2418 Linear Algebra6</td>
<td>GEDB003 Linear Algebra(3)</td>
</tr>
<tr>
<td>MATH 2420 Differential Equations with Applications6</td>
<td>Discuss and review with adviser</td>
</tr>
<tr>
<td>PHYS 1100 The Fun of Physics</td>
<td>PHY4011 Seminar in Physics I (1)</td>
</tr>
<tr>
<td>PHYS 2303 Contemporary Physics6</td>
<td>PHY2008 Modern Physics (3)</td>
</tr>
<tr>
<td>PHYS 2325 Mechanics6 and PHYS 2125 Physics Laboratory I6</td>
<td>PHY2001 Classical Mechanics I (3)</td>
</tr>
<tr>
<td>PHYS 2421 Honors Physics I - Mechanics and Heat or PHYS 2125 Physics Laboratory I</td>
<td>GEDB009 General Physics Laboratory 1(1)</td>
</tr>
<tr>
<td>Or</td>
<td>Or</td>
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<td>Or</td>
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<tr>
<td>Or</td>
<td>Or</td>
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<tr>
<td>PHYS 2326 Electromagnetism and Waves6 and PHYS 2126 Physics Laboratory II6</td>
<td>PHY2010 Electromagnetism(3)</td>
</tr>
<tr>
<td>PHYS 2422 Honors Physics II - Electromagnetism and Waves and PHYS 2126 Physics Laboratory II</td>
<td>GEDB011 General Physics Laboratory 2(1)</td>
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<tr>
<td>Or</td>
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<td>Or</td>
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<td>Or</td>
<td>Or</td>
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<tr>
<td>PHYS 2330 Numerical Methods in Physics and Computational Techniques</td>
<td>PHY3009 Computational Physics (3)</td>
</tr>
<tr>
<td>PHYS 3411 Theoretical Physics</td>
<td>PHY7005 Special Topics in Physics I (3) or PHY7055 Special Topics in Physics II(3)</td>
</tr>
<tr>
<td>PHYS 3416 Electricity and Magnetism</td>
<td>PHY2010 Electromagnetism I (3)</td>
</tr>
<tr>
<td>PHY 4311 Thermodynamics and Statistical Mechanics</td>
<td>PHY2012 Electromagnetism II(3)</td>
</tr>
<tr>
<td>PHYS 4375 Physical Measurements Laboratory</td>
<td>PHY3007 Advanced Physics Laboratory I (2)</td>
</tr>
<tr>
<td>PHYS 4301 Quantum Mechanics I</td>
<td>PHY3008 Advanced Physics Laboratory II (2)</td>
</tr>
<tr>
<td>PHYS 4302 Quantum Mechanics II</td>
<td>PHY2014 Quantum Mechanics I (3)</td>
</tr>
<tr>
<td>PHYS 4328 Optics</td>
<td>PHY3001 Quantum Mechanics II (3)</td>
</tr>
<tr>
<td>Major Related Courses (18)</td>
<td>Major Preparatory Courses (25-27)</td>
</tr>
<tr>
<td>PHYS 3312 Classical Mechanics</td>
<td>PHY2001 Classical Mechanics I (3)</td>
</tr>
<tr>
<td>PHYS 3427 Electronics with Laboratory</td>
<td>PHY2003 Classical Mechanics II (3)</td>
</tr>
<tr>
<td>PHYS 3330 Numerical Methods in Physics and Computational Techniques</td>
<td>PHY2016 Electronic Physics Laboratory I (2)</td>
</tr>
<tr>
<td>PHYS 3411 Theoretical Physics</td>
<td>PHY3009 Computational Physics (3)</td>
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<tr>
<td>PHYS 3416 Electricity and Magnetism</td>
<td>PHY2010 Electromagnetism I (3)</td>
</tr>
<tr>
<td>PHYS 4311 Thermodynamics and Statistical Mechanics</td>
<td>PHY2012 Electromagnetism II(3)</td>
</tr>
<tr>
<td>PHYS 4373 Physical Measurements Laboratory</td>
<td>PHY3007 Advanced Physics Laboratory I (2)</td>
</tr>
<tr>
<td>PHYS 4301 Quantum Mechanics I</td>
<td>PHY3008 Advanced Physics Laboratory II (2)</td>
</tr>
<tr>
<td>PHYS 4302 Quantum Mechanics II</td>
<td>PHY2014 Quantum Mechanics I (3)</td>
</tr>
<tr>
<td>PHYS 4328 Optics</td>
<td>PHY3001 Quantum Mechanics II (3)</td>
</tr>
</tbody>
</table>
Choose two Physics Elective courses from the following:
- PHYS 3317 Physics of the Human Body
- PHYS 3380 Astronomy
- PHYS 4335 Remote Sensing of the Earth
- PHYS 4371 Solid State Physics
- PHYS 4381 Space Science
- PHYS 4383 Plasma Physics
- PHYS 4386 Elementary Particle Physics
- PHYS 4392 Extragalactic Astrophysics
- PHYS 4395 Cosmology
- PHYS 4V07 Senior Research Projects
- PHYS 4V10 Special Topics in Physics
- PHYS 4V11 Topics in Physics

**UTD curriculum**

<table>
<thead>
<tr>
<th>Outside Electives</th>
<th>Free Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 semester credit hours must be outside the major and be upper-division and/or have prerequisites.</td>
<td>3-5 semester credit hours, both upper and lower division courses count, but must complete 51 total upper division courses</td>
</tr>
</tbody>
</table>

**Transferable SKKU courses**

- **Outside Electives**: Discuss and review with adviser
- **Free Electives**: Discuss and review with adviser

---

(2) For matching Elective Requirements (9-11):

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

---

3 One semester credit hour of Calculus is counted as Major Preparatory credit; three semester credit hours are counted in Core Curriculum. Students may choose either calculus sequence MATH 2413, MATH 2414, and MATH 2415 or MATH 2417, MATH 2419 and MATH 2451.

4 Counted in Core Curriculum Science.

5 Counted in Core Curriculum in Component Area Option.

6 Indicates a prerequisite class to be completed before enrolling for upper-division classes.
5. Coordinators and contact information

<table>
<thead>
<tr>
<th>SKKU</th>
<th>UTD</th>
</tr>
</thead>
</table>
| Prof. Dae Joon Kang (Head)  
Department of Physics  
Telephone: +82 31 299 5931  
E-mail: djkang@skku.edu | Prof. Mark Lee (Head)  
Department of Physics  
Telephone: 972-883-2905  
E-mail: marklee@utdallas.edu |
| Prof. Seong Kyu Kim (Coordinator)  
Department of Chemistry  
Telephone: +82 31 290 7069  
E-mail: skkim@skku.edu | Prof. Duck J. Yang (Associate Dean)  
School of Natural Sciences & Mathematics  
Telephone: 972-883-6681  
E-mail: djyang@utdallas.edu |
| Prof. Sang-Gu Lee (Dean)  
College of Science  
Telephone: +82 31 290 7025  
E-mail: sglee@skku.edu | Prof. Michael Biewer (Associate Dean)  
School of Natural Sciences & Mathematics  
Telephone: 972-883-2539  
E-mail: biewerm@utdallas.edu |
|  | Prof. Bruce Novak (Dean)  
School of Natural Sciences & Mathematics  
Telephone: 972-883-4088  
E-mail: bxn111230@utdallas.edu |

\[\text{i It is recommended that shorthand reference to the entity's legal name be used to identify the entity that is entering into the agreement.}\]
**UT Dallas Program Sponsor’s Proposal Information**

<table>
<thead>
<tr>
<th>Name of Proposed Partner Institution</th>
<th>Sungkyunkwan University (SKKU), South Korea</th>
</tr>
</thead>
</table>
| The proposal is intended for         | 1. Dual Degree Program Agreement (DDPA) – BS in Physics  
                                        2. Dual Degree Program Agreement (DDPA) – BS in Mathematics |
| Executive Summary, Purpose and rationale | UT Dallas and SKKU have had a traditional partnership, including exchange mobility and previous dual degree program agreements.  
                                                The DDPA proposals are in alignment with the UT Dallas Strategic Plan, Theme *Attract Talent*, Supporting Initiative *Recruit the best and brightest students from around the globe*, enhancing the intellectual and geographic diversity of the UT Dallas community. |
| Proposed semester to establish the partnership | Fall 2020 |
| UT Dallas Sponsor                    | Dr. Duck Yang |
| Level of Partnership                 | [ X ] School  
                                        [ ] University |
| Level of Mobility                    | [ X ] Undergraduate  
                                        [ ] Graduate |
| Length of program                    | [ ] 3 years  
                                        [ X ] 5 years |
| Proposed Partner’s Year of Foundation | 1398 |
| Type of Institution                  | [ X ] Private  
                                        [ ] Public  
                                        [ ] Other:__________ |
| Location (City, Country)             | Seoul and Suwon, South Korea |
| Proposed Partner’s Number of Undergraduate Students | About 19,108 |
| Proposed Partner’s Number of Graduate Students | About 6,843 |
| Ranking                              | According to the [Center for World University Rankings](https://cwur.org) (CWUR): |
| If CWUR and/or Best Global Universities Rankings data is not available, sponsor is welcome to use other sources. Please include sources. |  |
| CWUR                                 |  |
| 2018-19 Proposed Partner             | UT Dallas |
| World Rank                           | 218 | 304 |
| National Rank                        | 3 | 104 |
| Overall Score                        | 78 | 76.3 |


All international partnership proposals are subject to the review and approval of the International Education Development Committee (IEDC).
All international partnership proposals are subject to the review and approval of the International Education Development Committee (IEDC).

### World Report – U.S. News

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>Proposed Partner</th>
<th>UT Dallas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Score</td>
<td>60.7</td>
<td>57.1</td>
<td></td>
</tr>
<tr>
<td>Global Research Reputation</td>
<td>38</td>
<td>357</td>
<td></td>
</tr>
<tr>
<td>International Collaboration</td>
<td>491</td>
<td>52</td>
<td></td>
</tr>
</tbody>
</table>

Accreditation, please include source(s).

SKKU is accredited by Ministry of Education, Science and Technology, S. Korea.

Source: https://www.univerzities.com/south-korea/sungkyunkwan-university/

Partner’s website

https://www.skku.edu/eng/

Historical precedents to establish the partnerships, if available.

UT Dallas has a traditional partnership with SKKU, including exchange mobility and dual degree program agreements. Currently there are 2 DPPAs in process of review by SACSCOC: BS – Biology and BS – in Chemistry.

### Program Sponsor to complete, for DPA/DDPA only

<table>
<thead>
<tr>
<th>UT Dallas Degree, only DPA/DDPA</th>
<th>Proposed Partner’s Degree, only DPA/DPPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BS in Physics</td>
<td>1. BS in Physics</td>
</tr>
<tr>
<td>2. BS in Mathematics</td>
<td>2. BS in Mathematics</td>
</tr>
</tbody>
</table>

### Program Sponsor to complete, for SEPA/DPA/DDPA

| Proposed number of students participating in the program per academic year | At least 1 student per academic year per DDPA. |
| Proposed partner’s SEPA / DPA / DPPA programs with other U.S. universities | Washington State University, Michigan State University, University of Colorado, Denver, University of North Florida, UT Austin, Harvard Univ., among others. |
| Is the proposed partner institution going to issue the official transcripts? If not, explain and identify source. | [Χ] Yes [ ] No |
| Type(s) of credits to be transferred | [Χ] Lower [Χ] Upper |
| Language(s) of instruction | English |
| Availability of description of courses | Yes |
| Proposed partner institution number of contact hours per course (UT Dallas 3 credits = 45 contact hours). | One SKKU credit requires students to fulfill one study hour per week. Most SKKU courses require 48 hours of study in the |

All international partnership proposals are subject to the review and approval of the International Education Development Committee (IEDC).
classroom, not including extra work, while language courses and experimental courses generally weigh one or two credits.

Credit Issues: Maximum Credit and Credit Transfer

<table>
<thead>
<tr>
<th>Study Load</th>
<th>/ Week</th>
<th>/ Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 credit course</td>
<td>1 hr</td>
<td>16 hrs</td>
</tr>
<tr>
<td>2 credit course</td>
<td>2 hr</td>
<td>32 hrs</td>
</tr>
<tr>
<td>3 credit course</td>
<td>3 hr</td>
<td>48 hrs</td>
</tr>
</tbody>
</table>

Source: https://www.skku.edu/eng/International/StudySKKU/CourseInformation.do

Grading system of proposed partner | Included in DDPA draft

Note: If the proposed partnership is recommended for approval and implementation by the International Education Development Committee (IEDC), the proposed partnership should be executed (signed) by all parties within the following 6 months after the IEDC’s recommendation. If the proposed partnership is executed after 6 months of the IEDC’s recommendation, the sponsor must send an explanation of the delay to IPD@utdallas.edu to obtain the final signature of the UT Dallas Provost or President. If the proposed partnership is intended to be executed after more than 12 months of the IEDC’s recommendation, the sponsor must re-submit a complete and updated proposal to IEDC for its deliberation.

Guidelines for recommendations submitted by appropriate UT Dallas officers

Provost’s Office Recommendation should include the following:

- SACSCOC
- Final recommendation

Office of the Registrar Recommendation should include the following:

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

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

- Intellectual property
- Other
- Final Recommendation

All international partnership proposals are subject to the review and approval of the International Education Development Committee (IEDC).
| Analysis | • Preserve commitment to fundamental research and dissemination of research results  
  o UTD faculty sponsors are not engaged in restricted research  
  o Section 6.0 does not contain restrictions on right to publish results of collaborative research  
• Comply with US export control law  
  o SKKU is not sanctioned or restricted by US government  
  o Information presented in US academic university courses are excluded from export controls  
• Identify overlap with federally funded research at UTD  
  o Risk that language in Section 6.2 may obligate UTD to share prepuplication data generated by federally funded research (‘research information generated by either of the parties in connection with this Agreement’)  
  o Undergraduate level-of-mobility lowers probability that SKKU students will be involved in federally funded research  
• Protect UTD intellectual property  
  o Section 6.3 does not commit assignment or ownership of UTD IP to SKKU  
• Identify conflicts of interest or commitment  
  o No UTD faculty have disclosed an appointment or outside activity with SKKU |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Final recommendation</strong></td>
<td>Submission of the proposals to the UT Dallas Academic Governance for review, followed by SACSCOC’s review and approval.</td>
</tr>
<tr>
<td>International Partnership Development (IPD) Analysis</td>
<td></td>
</tr>
<tr>
<td>To be completed by IPD Director</td>
<td></td>
</tr>
<tr>
<td>Impact on geographic, academic diversity</td>
<td></td>
</tr>
<tr>
<td>● UT Dallas has 15 agreements with 8 higher educational institutions in S. Korea, 9.0% of the total portfolio of UT Dallas international partners.</td>
<td></td>
</tr>
<tr>
<td>Alignment with University goals</td>
<td></td>
</tr>
<tr>
<td>● The proposals are in alignment with University goals.</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>● Parties are using UT Dallas IPD templates.</td>
<td></td>
</tr>
<tr>
<td>● UT Dallas and SKKU have traditionally exchanged students. The current Student Exchange Program Agreement (SEPA) will expire in November 2020.</td>
<td></td>
</tr>
<tr>
<td>● SACSCOC is currently reviewing two Dual Degree Program Agreements between UT Dallas NSM and SKKU: BS in Biology / Biological Sciences and BS in Chemistry.</td>
<td></td>
</tr>
<tr>
<td>● In May 2019, an Agreement of Cooperation was executed between UT Dallas NSM and SKKU.</td>
<td></td>
</tr>
<tr>
<td>Further questions / concerns, if any, to be addressed by Sponsor</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Final recommendation</td>
<td></td>
</tr>
<tr>
<td>I recommend the submission of the proposals to the UT Dallas Academic Governance for review, followed by SACSCOC’s review and approval.</td>
<td></td>
</tr>
</tbody>
</table>
June 12, 2019

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

Re: [X] New International Partnership

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

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

The agreement proposal is designed to offer a second degree for SKKU students at UT Dallas,

The DDPA proposals are in alignment with the UT Dallas Strategic Plan, Theme Attract Talent, Supporting Initiative Recruit the best and brightest students from around the globe, enhancing the intellectual and geographic diversity of the UT Dallas community.

Students will be responsible for their expenses and welcome to apply to SSKU and/or UT Dallas scholarships.

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

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

Attached to this letter of intent, you will find

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

I request the review and approval of this proposal.

Sincerely,

Bruce Novak, Dean
Vladimir Dragovic, Program Head

School of Natural Sciences and Mathematics
The University of Texas at Dallas
DUAL DEGREE PROGRAM AGREEMENT  
BETWEEN  
SCHOOL OF NATURAL SCIENCES AND MATHEMATICS  
THE UNIVERSITY OF TEXAS AT DALLAS, U.S.A.  
AND  
DEPARTMENT OF MATHEMATICS OF COLLEGE OF SCIENCE  
SUNGKYUNKWAN UNIVERSITY, S. KOREA  

BACHELOR OF SCIENCE IN MATHEMATICAL SCIENCES  

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

RECITALS  

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

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

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

TERMS  

In contemplation of the relationship to be established and for valuable consideration, the parties agree as follows:
1.0 Purpose of the Dual Degree Program Agreement and Definitions.

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

1.2 “Agreement” refers to this Agreement that is executed between the parties.

1.3 "Home Institution" is a party to this Agreement that sends its students to the other party (institution) to pursue a degree program.

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

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

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

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

UT Dallas graduation requirements include:

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

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

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

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

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

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

4.0 Curriculum and Credits: UT Dallas will evaluate the student’s record to determine which credits earned at SKKU will transfer to UT Dallas. The list of equivalent courses offered by SKKU CS is to be detailed and maintained periodically. The transfer of credits will be subject to the current UT Dallas Catalog of Undergraduate Studies. SKKU students will request UT Dallas Office of Records to send academic transcripts to SKKU, which will award credits according to SKKU’s policy. The list of equivalent courses offered by SKKU CS and UT Dallas NSM is to be detailed and maintained periodically – see 4.1.4.
4.0.1 SKKU students are expected to transfer in major courses and electives, but because the State of Texas has specific requirements for government and history core courses that will necessitate the students completing those requirements at UT Dallas, it is expected that SKKU students will complete the majority of the core curriculum at UT Dallas.

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

4.1 Curricula

4.1.1 Semesters, sessions, and terms.

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

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

4.1.2 Course numbering system and academic credit.

UT Dallas course numbers are four digits. The first digit indicates the level of the course: 0 or D = remedial/non-credit, 1 = freshman, 2 = sophomore, 3 = junior, 4 = senior. The second digit indicates the number of semester credit hours granted for the course.
SKKU major course numbers are four digits. The first digit indicates the level of the course: 3 = undergraduate, 4 = undergraduate/master, 5 = master/ph. D, 6 = ph. D, 7 = undergraduate/master/ph. D. Other type of course numbers include liberal arts, general selective, etc.

4.1.3. **Grading system.**

<table>
<thead>
<tr>
<th>UT Dallas</th>
<th>Description</th>
<th>Grade Points per Semester Hour</th>
<th>SKKU</th>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Excellent</td>
<td>4.00</td>
<td>A+</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>4.00</td>
<td>A</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
<td>B+</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.33</td>
<td>B</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
<td>C+</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
<td>C</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.33</td>
<td>D+</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Fair</td>
<td>2.00</td>
<td>D</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
<td>I*</td>
<td></td>
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</tr>
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<td>D+</td>
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<td>1.33</td>
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<td>Poor</td>
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<td>0.67</td>
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<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CR</td>
<td></td>
<td>Credit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MN</td>
<td></td>
<td>Midterm Grade: not enough information to provide a grade</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NC</td>
<td></td>
<td>No Credit</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SKKU Notes:
  * The 'I' (incomplete) is restricted to cases in which graduate students have satisfactorily completed a substantial part of the course work. No credit will be given until the course is completed and a passing grade received. When a final grade is received, all reference to the initial 'I' is removed and is changed to the final grade. Unless the result of the course evaluation is completed by the due date, the 'I' will be changed into 'F' (Fail).

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

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

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

6.0 **Intellectual Property and Research Protocol.**

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

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

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

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

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

9.0 **Academic and Disciplinary Rules.**

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

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

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

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

10.0 Orientation

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

10.2 Host Institution shall exercise reasonable efforts to assist Home Institution students in securing appropriate visas.

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

11.0 Designated Sponsors. Each party designates the following officials to serve as its primary contact and liaison to arrange the initial resources needed to facilitate the partnership; review, evaluate, report program activities, and address any concerns or disputes that may arise relating to the terms and conditions of the Agreement.
12.0 Non-Discrimination. The parties agree to comply with all national, state, and local rules, regulations, executive orders, laws, and policies forbidding unlawful discrimination to which Institution is subject.

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

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

15.1 Personally identifiable information from students' education records shall be disclosed only in accordance with the Family Educational Rights and Privacy Act (FERPA). SKKU and its officers, employees and agents may use information from education records only for the purposes for which the disclosure was made. SKKU shall not disclose information from education records to any other party without first having received written consent of the student and having obtained assurances that the other party will fully comply with the provisions of FERPA and that no further disclosure by such party shall be permitted.

Failure to comply with the provisions of FERPA will result in the cancellation of this agreement and the eligibility for SKKU to receive any student information from UT Dallas for a period of not less than five (5) years. In addition, SKKU agrees to indemnify and hold UT Dallas harmless for any loss, cost, damage or expense suffered by the UT Dallas as a direct result of the SKKU's failure to comply with the requirement not to release information, except for the sole purpose stated above. SKKU agrees to either destroy the student information in a manner that completely protects the confidentiality of the student information or return the information to UT Dallas upon the expiration of this agreement.

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

17.1 If either party breaches the terms and conditions of the Agreement, then the other party has the right to terminate the Agreements immediately upon written notice to the other. Before issuing written notice of termination, the parties must attempt to resolve any dispute in accordance with paragraph 20.

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

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

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

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

SUNGKYUNKWAN UNIVERSITY

by ______________________________
(Signature)

Prof. Jeong Hyeong Park
Head, Department of Mathematics

Date: ____________________________

by ______________________________
(Signature)

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

Date: ____________________________

by ______________________________
(Signature)

Prof. Sang-Gu Lee
Dean, College of Science

Date: ____________________________

by ______________________________
(Signature)

Prof. Donguk Kim
Vice President of Academic Affairs

Date: ____________________________

THE UNIVERSITY OF TEXAS AT DALLAS

by ______________________________
(Signature)

Prof. Vladmir Dragovic
Head, Department of Mathematical Sciences
School of Natural Sciences & Mathematical Sciences

Date: ____________________________

by ______________________________
(Signature)

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

Date: ____________________________

by ______________________________
(Signature)

Prof. Inga H. Musselman
Vice President for Academic Affairs and Provost

Date: ____________________________
Appendix A

Supplementary Provisions for SKKU-UTD Mathematics Program
Version 2.0

(Effective on ________, 2019)

1. Dual degree

1.1. General:

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

1.2. Degree qualification:

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

1.3. Financial Arrangement:

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

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

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

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

1.4. Selecting students

(1) Applicants to this program must satisfy the following requirements:

  - TOEFL IBT 80 pts or higher (UTD admission requirement)
  - At least 65 semester credits must be obtained at SKKU to qualify for this program.
- SKKU GPA 3.0 or higher

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

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

2. Summary of SKKU Mathematics curricula

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

(2) Students who choose the MATH major begin to take MATH courses from the sophomore year.

(3) MATH courses are classified into “Core (Basic) Major” and “General (Intensive) Major”.

- Most “Core (Basic) Major” courses are open for 2nd or 3rd year students and students must take at least 22 credits in “Core (Basic) Major” courses.

- Most “General (intensive) Major” courses are open for 3rd and 4th year students and students must take at least 34 credits in “General (Intensive) Major” courses.

- To be eligible for graduation, students must take at least 62 semester credits in MATH courses and at least 130 semester credits to get a B. S. degree from SKKU.

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

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

3. Summary of UTD graduation requirements
(1) To be eligible for graduation, students must obtain at least **120 semester credit** hours.

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

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

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

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

4. **Matching curricula**

4.1. **Comparison of MATH curricula between two departments**

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

(2) 1-level MATH courses of UTD and SKKU are same.

(3) 2-level MATH courses of UTD and SKKU are similar.

4.2. **Transfer of credits**

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

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

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

(4) The maximum number of credit hours transferable to SKKU is 65.

4.3. **Matching courses**
The following table is prepared to help SKKU MATH students to know how their credits can be transferable. The course matchup in the table is based on the course titles and therefore should be used for a reference only.

For UTD MATH curriculum requirements, see https://catalog.utdallas.edu/2018/undergraduate/programs/nsm/mathematics

For matching Core Curriculum Requirement of UTD (42)
(The numbers in bracket are the semester credit hours.)

A. Bachelor of Arts in Mathematics

I. Core Curriculum Requirements: 42 semester credit hours

<table>
<thead>
<tr>
<th>UTD curriculum</th>
<th>Transferable SKKU courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>(6)</td>
<td></td>
</tr>
<tr>
<td>COMM 1311 Survey of Oral and Technology-based Communication</td>
<td>Discuss and review with adviser</td>
</tr>
<tr>
<td>RHET 1302 Rhetoric</td>
<td>Discuss and review with adviser</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>MATH 2417 Calculus</td>
<td>GEDB001 Calculus 1(3)</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td></td>
</tr>
<tr>
<td>(6)</td>
<td></td>
</tr>
<tr>
<td>PHYS 2325 Mechanics or PHYS 2421 Honors Physics I - Mechanics and Heat</td>
<td>PHY2001 Classical Mechanics I (3)</td>
</tr>
<tr>
<td>PHYS 2326 Electromagnetism and Waves or PHYS 2422 Honors Physics II Electromagnetism and Waves</td>
<td>PHY2010 Electromagnetism(3)</td>
</tr>
<tr>
<td>Language, Philosophy and Culture</td>
<td></td>
</tr>
<tr>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>HUMA 1301 Exploration of the Humanities Or select any 3 semester credit hours from Language, Philosophy and Culture core courses (see advisor)</td>
<td>Discuss and review with adviser</td>
</tr>
<tr>
<td>Creative Arts</td>
<td></td>
</tr>
<tr>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>ARTS 1301 Exploration of the Arts Or select any 3 semester credit hours from Creative Arts core courses (see advisor)</td>
<td>Discuss and review with adviser</td>
</tr>
<tr>
<td>American History (6)</td>
<td>Select any 6 semester credit hours from American History core courses</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>Government/Political Science (6)</td>
<td>GOVT 2305 American National Government (3) GOVT 2306 State and Local Government (3)</td>
</tr>
<tr>
<td>Social and Behavioral Sciences (3)</td>
<td>Select any 3 semester credit hours from Social and Behavioral Sciences core course</td>
</tr>
</tbody>
</table>
| Component Area Option (6) | MATH 2417 Calculus I GEDB001 Calculus 1(3)  
MATH 2419 Calculus II GEDB002 Calculus 2(3)  
PHYS 2125 Physics Laboratory I GEDB009 General Physics Laboratory 1(1) | |

II. Major Requirements: 49-51 semester credit hours

<table>
<thead>
<tr>
<th>UTD curriculum</th>
<th>Transferable SKKU courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 2125 Physics Laboratory I</td>
<td>GEDB009 General Physics Laboratory 1(1)</td>
</tr>
<tr>
<td>PHYS 2126 Physics Laboratory II</td>
<td>GEDB011 General Physics Laboratory 2(1)</td>
</tr>
<tr>
<td>PHYS 2325 Mechanics, or PHYS 2421 Honors Physics I Mechanics and Heat</td>
<td>PHY2001 Classical Mechanics I (3)</td>
</tr>
<tr>
<td>PHYS 2326 Electromagnetism and Waves or PHYS 2422 Honors Physics II Electromagnetism and Waves</td>
<td>PHY2010 Electromagnetism(3)</td>
</tr>
<tr>
<td>MATH 2306 Analytical Geometry</td>
<td>MTH2018 Introduction to Geometry (3)</td>
</tr>
<tr>
<td>MATH 2370 Introduction to Programming with MATLAB or CS 1325 Introduction to Programming I or CS 1337 Computer Science I</td>
<td>GEDT014 Computational thinking and software coding(2)</td>
</tr>
<tr>
<td>MATH 2417 Calculus I</td>
<td>GEDB001 Calculus 1(3)</td>
</tr>
<tr>
<td>MATH 2418 Linear Algebra</td>
<td>GEDB003 Linear Algebra(3)</td>
</tr>
<tr>
<td>MATH 2419 Calculus II</td>
<td>GEDB002 Calculus 2(3)</td>
</tr>
<tr>
<td>MATH 2420 Differential Equations with Applications</td>
<td>MTH2007 Differential Equations or MTH2012 Applied Differential Equations (3)</td>
</tr>
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</table>
### Major Core Courses: 21 semester credit hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MATH 2451</td>
<td>Multivariable Calculus with Applications</td>
</tr>
<tr>
<td>MTH2003</td>
<td>Vector Calculus (3)</td>
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<tr>
<td>MATH 3310</td>
<td>Theoretical Concepts of Calculus</td>
</tr>
<tr>
<td>MTH2008</td>
<td>Set Theory (3)</td>
</tr>
<tr>
<td>MATH 3311</td>
<td>Abstract Algebra I</td>
</tr>
<tr>
<td>MTH2014</td>
<td>Modern Algebra (3)</td>
</tr>
<tr>
<td>MATH 3380</td>
<td>Differential Geometry</td>
</tr>
<tr>
<td>MTH3024</td>
<td>Differential Geometry (3)</td>
</tr>
<tr>
<td>MATH 3323</td>
<td>Elementary Number Theory</td>
</tr>
<tr>
<td>MTH2002</td>
<td>Number Theory (3)</td>
</tr>
<tr>
<td>MATH 3379</td>
<td>Complex Variables</td>
</tr>
<tr>
<td>MTH2017</td>
<td>Complex Analysis (3)</td>
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<tr>
<td>STAT 4351</td>
<td>Probability</td>
</tr>
<tr>
<td>MTH3020</td>
<td>Mathematical Statistics I (3)</td>
</tr>
<tr>
<td>STAT 4352</td>
<td>Statistics</td>
</tr>
<tr>
<td>MTH3021</td>
<td>Mathematical Statistics II (3)</td>
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</table>

### Major Related Courses: 9 semester credit hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td></td>
<td>Nine semester credit hours of upper-division MATH,</td>
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<tr>
<td></td>
<td>STAT or ACTS courses, at least six of which must</td>
</tr>
<tr>
<td></td>
<td>be MATH courses at the 4000-level. These courses</td>
</tr>
<tr>
<td></td>
<td>cannot include those for which the catalog entry</td>
</tr>
<tr>
<td></td>
<td>states: May not be used to satisfy mathematics</td>
</tr>
<tr>
<td></td>
<td>requirements by students in Mathematics.</td>
</tr>
<tr>
<td></td>
<td>Discuss and review with adviser</td>
</tr>
</tbody>
</table>

### III. Elective Requirements: 27-29 semester credit hours

| Electives: 27-29 semester credit hours | All students are required to take NATS 1101 Natural Sciences and Mathematics Freshman Seminar. Both lower- and upper-division courses may count as electives, but the student must complete at least 51 semester credit hours of upper-division courses to qualify for graduation. | Discuss and review with adviser |

### B. Bachelor of Science in Mathematics

#### I. Core Curriculum Requirements: 42 semester credit hours
<table>
<thead>
<tr>
<th>UTD curriculum</th>
<th>Transferable SKKU courses</th>
</tr>
</thead>
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<td>Communication (6)</td>
<td>COMM 1311 Survey of Oral and Technology-based Communication</td>
</tr>
<tr>
<td></td>
<td>Discuss and review with adviser</td>
</tr>
<tr>
<td>RHET 1302 Rhetoric</td>
<td>Discuss and review with adviser</td>
</tr>
<tr>
<td>Mathematics (3)</td>
<td>MATH 2417 Calculus I</td>
</tr>
<tr>
<td></td>
<td>GEDB001 Calculus 1(3)</td>
</tr>
<tr>
<td>Life and Physical Sciences (6)</td>
<td>PHYS 2325 Mechanics or PHYS 2421 Honors Physics I - Mechanics and Heat</td>
</tr>
<tr>
<td>For Mathematics/Applied</td>
<td>PHY2001 Classical Mechanics I (3)</td>
</tr>
<tr>
<td>Mathematics Specialization</td>
<td>PHYS 2326 Electromagnetism and Waves or PHYS 2422 Honors Physics II Electromagnetism and Waves</td>
</tr>
<tr>
<td>Life and Physical Sciences (6)</td>
<td>PHY2325 Mechanics or PHYS 2421 Honors Physics I - Mechanics and Heat</td>
</tr>
<tr>
<td>For Statistics Specialization</td>
<td>PHY2001 Classical Mechanics I (3)</td>
</tr>
<tr>
<td></td>
<td>PHYS 2326 Electromagnetism and Waves or PHYS 2422 Honors Physics II Electromagnetism and Waves</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>CHEM 1311 General Chemistry I or CHEM 1315 Honors Freshman Chemistry I</td>
</tr>
<tr>
<td></td>
<td>GEDB012 General Chemistry 1</td>
</tr>
<tr>
<td></td>
<td>CHEM 1312 General Chemistry II or CHEM 1316 Honors Freshman Chemistry II</td>
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<tr>
<td></td>
<td>GEDB014 General Chemistry 2</td>
</tr>
<tr>
<td>Language, Philosophy and</td>
<td>HUMA 1301 Exploration of the Humanities Or select any 3 semester credit hours from Language, Philosophy and Culture core courses (see advisor)</td>
</tr>
<tr>
<td>Culture (3)</td>
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</tr>
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<td>GOVT 2305 American National Government(3) GOVT 2306 State and Local Government(3)</td>
</tr>
</tbody>
</table>
Select any 3 semester credit hours from Social and Behavioral Sciences core courses (see advisor).

Discuss and review with adviser.

<table>
<thead>
<tr>
<th>Social and Behavioral Sciences (3)</th>
<th>Component Area Option (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 2417 Calculus I</td>
<td>MATH 2417 Calculus I</td>
</tr>
<tr>
<td>GEDB001 Calculus 1(3)</td>
<td>GEDB002 Calculus 2(3)</td>
</tr>
<tr>
<td>MATH 2419 Calculus II</td>
<td>PHYS 2125 Physics Laboratory I or CHEM 1111 General Chemistry Laboratory</td>
</tr>
<tr>
<td>GEDB009 General Physics Laboratory 1(1)</td>
<td>Or GEDB013 General Chemistry Laboratory 1(1)</td>
</tr>
</tbody>
</table>

II. Major Requirements: 49-51 semester credit hours

| Major Preparatory Courses: 16-18 semester credit hours beyond Core Curriculum |
|-------------------------------|---------------------------------|-----------------|
| For Mathematics/Applied Mathematics Specialization | UTD curriculum | Transferable SKKU courses |
| PHYS 2125 Physics Laboratory I | GEDB009 General Physics Laboratory 1(1) |
| PHYS 2325 Mechanics or PHYS 2421 Honors Physics I Mechanics and Heat | PHY2001 Classical Mechanics I (3) |
| PHYS 2126 Physics Laboratory II | GEDB011 General Physics Laboratory 2(1) |
| PHYS 2326 Electromagnetism and Waves or PHYS 2422 Honors Physics II Electromagnetism and Waves | PHY2010 Electromagnetism(3) |

| For Statistics Specialization |
|-------------------------------|---------------------------------|-----------------|
| PHYS 2125 Physics Laboratory I | GEDB009 General Physics Laboratory 1(1) |
| PHYS 2325 Mechanics or PHYS 2421 Honors Physics I Mechanics and Heat | PHY2001 Classical Mechanics I (3) |
| PHYS 2126 Physics Laboratory II | GEDB011 General Physics Laboratory 2(1) |
| PHYS 2326 Electromagnetism and Waves or PHYS 2422 Honors Physics II Electromagnetism and Waves | PHY2010 Electromagnetism(3) |

OR

CHEM 1111 General Chemistry Laboratory I or CHEM 1115 Honors Freshman Chemistry Laboratory I

GEDB013 General Chemistry Laboratory 1(1)
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 1112 General Chemistry Laboratory II or CHEM 1116 Honors</td>
<td>General Chemistry Laboratory II</td>
</tr>
<tr>
<td>Freshman Chemistry Laboratory II</td>
<td>GEDB015 General Chemistry Laboratory 2(1)</td>
</tr>
<tr>
<td>CHEM 1311 General Chemistry I or CHEM 1315 Honors Freshman Chemistry I</td>
<td>General Chemistry 1(3)</td>
</tr>
<tr>
<td>CHEM 1312 General Chemistry II or CHEM 1316 Honors Freshman Chemistry II</td>
<td>General Chemistry 2(3)</td>
</tr>
<tr>
<td>MATH 2370 Introduction to Programming with MATLAB or CS 1325</td>
<td>Introduction to Programming I or CS 1337 Computer Science I</td>
</tr>
<tr>
<td>MATH 2417 Calculus I</td>
<td>Calculus 1(3)</td>
</tr>
<tr>
<td>MATH 2418 Linear Algebra</td>
<td>Linear Algebra(3)</td>
</tr>
<tr>
<td>MATH 2419 Calculus II</td>
<td>Calculus 2(3)</td>
</tr>
<tr>
<td>MATH 2420 Differential Equations with Applications</td>
<td>Differential Equations or Applied Differential Equations(3)</td>
</tr>
<tr>
<td>MATH 2451 Multivariable Calculus with Applications</td>
<td>Vector Calculus(3)</td>
</tr>
<tr>
<td>MATH 3310 Theoretical Concepts of Calculus</td>
<td>Set Theory (3)</td>
</tr>
<tr>
<td>MATH 3311 Abstract Algebra I</td>
<td>Modern Algebra(3)</td>
</tr>
<tr>
<td>MATH 3379 Complex Variables</td>
<td>Complex Analysis(3)</td>
</tr>
<tr>
<td>MATH 4301 Mathematical Analysis I</td>
<td>Mathematical Analysis (3)</td>
</tr>
<tr>
<td>MATH 4302 Mathematical Analysis II</td>
<td>Analysis II (3)</td>
</tr>
<tr>
<td>MATH 4334 Numerical Analysis</td>
<td>Numerical Analysis(3)</td>
</tr>
<tr>
<td>STAT 4351 Probability</td>
<td>Mathematical Statistics I (3)</td>
</tr>
<tr>
<td>Major Core Courses: 21 semester credit hours</td>
<td></td>
</tr>
<tr>
<td>MATH 4341 Topology</td>
<td>General Topology(3)</td>
</tr>
<tr>
<td>Courses: 12 semester credit hours</td>
<td>MATH 4355 Methods of Applied Mathematics</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td></td>
<td>MATH 4362 Partial Differential Equations</td>
</tr>
<tr>
<td></td>
<td>STAT 4382 Stochastic Processes</td>
</tr>
</tbody>
</table>

**Mathematics Specialization**

|  | MATH 3312 Abstract Algebra II | MTH3027 Modern Algebra2(3) |
|  | MATH 3380 Differential Geometry | MTH3024 Differential Geometry(3) |
|  | MATH 4341 Topology | MTH3025 General Topology(3) |
|  | 3 semester credit hours upper-division guided elective | Discuss and review with adviser |

**Statistics Specialization**

|  | STAT 3355 Data Analysis for Statisticians and Actuaries | MTH4029 Actuarial Mathematics(3) |
|  | STAT 4352 Mathematical Statistics | MTH3021 Mathematical Statistics II (3) |
|  | STAT 4382 Stochastic Processes | Take the class in UTD |
|  | 3 semester credit hours upper-division guided elective | Discuss and review with adviser |

**III. Elective Requirements: 27-29 semester credit hours**

| Electives: 27-29 semester credit hours | Both lower- and upper-division courses may count as electives, but the student must complete at least 51 semester credit hours of upper-division courses to qualify for graduation. | Discuss and review with adviser |
## 5. Coordinators and contact information

<table>
<thead>
<tr>
<th>SKKU</th>
<th>UTD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prof. Jeong Hyeong Park (Head)</strong></td>
<td><strong>Prof. Vladimir Dragovic (Head)</strong></td>
</tr>
<tr>
<td>Department of Mathematics</td>
<td>Department of Mathematical Sciences</td>
</tr>
<tr>
<td>Telephone:</td>
<td>Telephone: 972-883-6402</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:parkj@skku.edu">parkj@skku.edu</a></td>
<td>E-mail: <a href="mailto:MathDeptHead@utdallas.edu">MathDeptHead@utdallas.edu</a></td>
</tr>
<tr>
<td><strong>Prof. Seong Kyu Kim (Coordinator)</strong></td>
<td><strong>Prof. Duck J. Yang (Associate Dean)</strong></td>
</tr>
<tr>
<td>Department of Chemistry</td>
<td>School of Natural Sciences &amp; Mathematics</td>
</tr>
<tr>
<td>Telephone: +82 31 290 7069</td>
<td>Telephone: 972-883-6681</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:skkim@skku.edu">skkim@skku.edu</a></td>
<td>E-mail: <a href="mailto:djyang@utdallas.edu">djyang@utdallas.edu</a></td>
</tr>
<tr>
<td><strong>Prof. Sang-Gu Lee (Dean)</strong></td>
<td><strong>Prof. Michael Biewer (Associate Dean)</strong></td>
</tr>
<tr>
<td>College of Science</td>
<td>School of Natural Sciences &amp; Mathematics</td>
</tr>
<tr>
<td>Telephone: +82 31 290 7025</td>
<td>Telephone: 972-883-2539</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:sglee@skku.edu">sglee@skku.edu</a></td>
<td>E-mail: <a href="mailto:biewerm@utdallas.edu">biewerm@utdallas.edu</a></td>
</tr>
<tr>
<td><strong>Prof. Bruce Novak (Dean)</strong></td>
<td><strong>Prof. Michael Biewer (Associate Dean)</strong></td>
</tr>
<tr>
<td>School of Natural Sciences &amp; Mathematics</td>
<td>School of Natural Sciences &amp; Mathematics</td>
</tr>
<tr>
<td>Telephone: 972-883-4088</td>
<td>Telephone: 972-883-2539</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:bxn111230@utdallas.edu">bxn111230@utdallas.edu</a></td>
<td>E-mail: <a href="mailto:biewerm@utdallas.edu">biewerm@utdallas.edu</a></td>
</tr>
</tbody>
</table>

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It is recommended that shorthand reference to the entity’s legal name be used to identify the entity that is entering into the agreement.
B.A. in Literature with Concentration in Rhetoric and Communication

I. Core Curriculum: 42 semester credit hours

II. Major Requirements: 51 semester credit hours beyond Core Curriculum

III. Elective Requirements: 27 semester credit hours

Total: 120 Semester Credit Hours

**Major Preparatory Courses: 12 semester credit hours beyond Core Curriculum**

LIT 2350 Close Reading
RHET 2303 Intermediate Composition

Choose 6 semester credit hours from the following three:

LIT 2320 Survey A: Literature in English
LIT 2321 Survey B: Literature in Translation
LIT 2331 Introduction to World Literature

**Major Core Courses: 12 semester credit hours**

LIT 3300 Western Literary Tradition
LIT 3339 Writing in Literary Studies
LIT 4329 Single Author
ISAH 4v50 Internship

**Major Distribution and Concentration Courses: 27 semester credit hours**

Select any 3 semester credit hours from the following "Research and Writing" courses:

ARHM 3342 Advanced Interdisciplinary Studies in the Arts and Humanities
LIT 3336 Critical Methodologies

Any upper-division Creative Writing Workshop [prefix CRWT]
Select any 6 semester credit hours from the following "Contexts" courses:

LIT 3319 Contexts
LIT 3321 Modern British Literature
LIT 3323 The American Renaissance 1820-1865
LIT 3324 American Realism and Naturalism
LIT 3326 The Literature of the American South
LIT 3327 Mid-Twentieth Century American Literature
LIT 3329 Ethnic American Literature
LIT 3331 Contemporary American Literature
LIT 3340 The Victorian Novel
LIT 3343 European Romanticism

Select any 3 semester credit hours from the following "Comparisons" courses:

LIT 3328 Ethics in Literature
LIT 3334 Literature of Science
CRWT 3330 Translation Workshop
LIT 3337 Comparisons

Concentration Courses: 15 Semester Credit Hours

RHET 3302 Visual Rhetoric or RHET 3303 Professional & Technical Writing in Career Fields
COMM 3351 History and Theory of Communication
RHET 4302 Advanced Writing & Research or RHET 4303 Advanced Editing
COMM 4314 Persuasion and Independent Influence
COMM 4371 Communication and Professionalism

Concentration Course Descriptions

RHET 3302 Visual Rhetoric
(3 semester credit hours) Professional communicators must be able to apply critical thinking and to analyze the rhetorical situation to create efficient and effective visual aids and messages. This course prepares students to analyze the situation, consider a variety of visual options (e.g., video, photography, art, graphs, and tables) to successfully relay information, and meet the audience’s needs. Students will consider print and digital options, cultural expectations, design principles, and format. Students will also research and discuss literacy and evaluate a variety of visual documents and aids. Prerequisites: (RHET 1302 and RHET 2302) or instructor consent required. (3-0) R

RHET 3303 Professional and Technical Writing in Career Fields
(3 semester credit hours) This course explores writing in the workplace and surveys documents used in occupations such as the law, business, social service occupations, medicine, engineering, arts-related occupations, and publishing. Students will review documents such as professional contracts, employee newsletters, HR manuals, and trade publications and will learn the basic structure and mechanics necessary to write these documents. Students will also learn about the latest trends in writing in the workplace and how technology is changing professional and technical writing in business. Prerequisites: (RHET 1302 and RHET 2302) or instructor consent required. (3-0) R
COMM 3351 History and Theory of Communication
(3 semester credit hours) This course surveys the history of communication studies. Students will be introduced to major concepts and theories associated with interpersonal, intercultural, group/organizational, rhetorical and mass communication. Students will learn to apply these communication concepts and theories to their everyday lives and future professional pursuits. Prerequisites: (RHET 1302 and COMM 1311) or instructor consent required. (3-0) R

RHET 4302 Advanced Writing & Research
(3 semester credit hours) This course prepares students to practice advanced writing techniques as well as to research content and audience perspective. Students will study advanced style principles to create clear, concise content for professional and personal documents. Students will also learn about document development, advanced research methods, how to write and research in an ethical manner, and how to write on a collaborative basis. Prerequisites: (RHET 1302, RHET 2302, RHET 3303 or instructor consent required.) (3-0) R

RHET 4303 Advanced Editing
This course prepares students to strengthen deliverables such as presentations and reports. Students will learn how to propose and manage projects, to create style guides and editing plans, to query authors, and to respectfully provide constructive criticism. Students will also consider management and processes related to editing a project as a team as well as those related to an individual editor. Prerequisites: (RHET 1302, RHET 2302, and RHET 3303) or instructor consent required.) (3-0) R

COMM 4314 Persuasion and Independent Influence
(3 semester credit hours) This course will emphasize the critical evaluation of persuasive messages and the design of persuasive appeals. By merging rhetorical theory and application, students will focus on persuasive strategies as a means for influencing attitudes, beliefs, and actions in a variety of contexts, including business, politics, and interpersonal interactions. Prerequisites: (RHET 1302 and COMM 1311) or equivalent or instructor consent required. (3-0) S

COMM 4371 Communication and Professionalism
(3 semester credit hours) This course will improve students’ professional persona in terms of oral, nonverbal, written, and mediated communication. Individually and in teams, students will practice advanced communication skills in various contexts and for a variety of purposes, such as Skype interviewing, online team presentations, and written performance plans and evaluations. Additional topics may include business etiquette (both oral and written), online presence, stress interviews, negotiating contracts and salaries, and professional networking. Prerequisite: COMM 1311 or equivalent or instructor consent required. (3-0) Y
### Undergraduate Program Degree Plan Pages to be Updated in 2019-2020

<table>
<thead>
<tr>
<th>PAGES</th>
<th>ARHM</th>
<th>ATEC</th>
<th>BBS</th>
<th>ECS</th>
<th>EPPS</th>
<th>IS</th>
<th>JSOM</th>
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All updated pages are listed with a general summary of changes made.

#### ATEC

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<td>ATEC - Games</td>
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Credit by Examination (AP, CLEP, IB)

Examination credit is evaluated only at the student's request. Credit by examination is through such testing programs as the Advanced Placement Program (AP), the College Level Examination Program (CLEP), and the International Baccalaureate (IB). Students petition for credit by examination. Students wishing to receive First year students examination credit must first meet with their academic advisor to complete a petition form that is then submitted to the Office of the Registrar to determine the best application of examination credit. As credit is petitioned after admission, credit by examination is not considered as part of an applicant's transferable GPA or transfer hours for admissions.

Documentation of any lower-division credit established by examination through such programs as the AP (Advanced Placement Program) that the student wishes to apply toward college credit should be received by the University prior to registration. Petitioning examination of credit should be completed within the student's first term at UT Dallas, but not later than the first day of the student's graduating term. A first year student must weigh the advantages of accepting college credit through examinations against the possible impact such credit might have on tuition rebate eligibility and their readiness for subsequent courses in an academic sequence. Academic semester credit hours awarded through credit by examination become a permanent part of the student's official UT Dallas transcript. Credit by examination may be established through such testing programs as the Advanced Placement Program (AP), the College Level Examination Program (CLEP), and the International Baccalaureate (IB). Guidelines for credit by examinations are available on the UT Dallas website at oue.utdallas.edu and/or at the UT Dallas Office of Admission and Enrollment website (www.utdallas.edu/enroll/apply/exam.php).

Exams ten years and older will not be considered for credit. UT Dallas must receive an official score report from the testing agency that provided the examination. Tests scores must be submitted directly from the testing agency. For AP, scores only, UT Dallas will accept AP scores printed on the official high school transcript, but only if the AP scores appear on the transcript in the official College Board format.

Admissions Website:

Credit By Examination (AP, CLEP, IB)

Credit by examination is through such testing programs as the Advanced Placement Program (AP), the College Level Examination Program (CLEP), and the International Baccalaureate (IB). Students petition for credit by examination. First year students must see their academic advisor to determine the best application of examination credit. Credit can be awarded after admission for exams taken through Advanced Placement (AP), the College Level Examination Program (CLEP), or the International Baccalaureate Program (IB). As credit is petitioned after admission, credit by examination is not considered as part of an applicant's transferable GPA or transfer hours for admissions. Guidelines for credit by examinations are available on the UT Dallas website at oue.utdallas.edu and/or at the UT Dallas Office of Admission and Enrollment website (www.utdallas.edu/enroll/apply/exam.php).

UT Dallas course equivalency charts for exam scores are included below, and your academic advisor can assist you in petitioning for credit after admission to UT Dallas.
As credit is awarded after admission, credit by exam is not considered as part of an applicant's transferable GPA or transfer hours for admissions. UT Dallas must receive an official score report from the testing agency that provided the examination. UT Dallas does not accept examination credit from other higher education institutions' transcripts. Official scores must be sent directly to UT Dallas from the testing agency and only scores from exams taken within the past 10 years will be considered for credit. AP scores included in the College Board format on an official high school transcript can also be considered for credit.
Re-Entry or Reapplication for Masters Students

Re-Entry

Students who were in good academic standing when last enrolled, may be eligible to re-enter their academic degree program, under their original catalog without reapplying through the Office of Admission.

The following guidelines describe when a student may submit a re-entry form:

- A previous **graduate degree-seeking**, returning as **graduate degree-seeking** who is returning to the same program and same plan, and who was in academic good standing.
- A previous **graduate degree-seeking**, returning as **graduate non-degree seeking** who was in good academic standing.
- A previous **graduate taking undergraduate courses** (GRU), coming back as **graduate taking undergraduate courses** (GRU) who was in good academic standing.
- In all situations, a **masters** student must be returning within six years of the initial admission term. For example, a student admitted in fall 2017 must return **and complete their degree** prior to 2023. Within the six-year period, the student may reenter under the original catalog.
- A doctoral student must be returning within ten years of the initial admission term. For example, a student admitted in fall 2017 must return **and complete their degree** prior to 2027. Within the ten-year period, the student may reenter under the original catalog.

Re-entry **is not guaranteed and** requires the approval of the **degree plan/department/program** advisor in their school before submitting the form to the Office of the Registrar.

ReApplication

Returning students who are not eligible to complete a re-entry form will be required to re-apply to the program of their intended degree. The returning student's new application will be reviewed according to current admissions standards. If accepted, the readmitted student will be bound by all conditions of the catalog in force at the time of readmission.

The following guidelines describe a student who must reapply:

- A previous **graduate degree-seeking**, returning as **graduate degree-seeking** student if returning to a different program and/or a different plan.
- A previous **graduate non-degree seeking** student, returning as **graduate degree-seeking** student.
Policy on Procedures for Completing a Graduate Degree - UTDPP1052

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 Education 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 Education. 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 Education. 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 UT 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 Education. 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 UT Dallas.

3. Additional Master's Degrees: Students wishing to earn additional Master's degrees at UT Dallas must develop an approved Program of Studies through the Program offering that degree prior to enrolling in additional courses. The only limitation is that more than one-half of the semester credit hours for any master's degree earned at UT Dallas must be satisfied by new coursework. Additional credits may be accepted from the previous degree upon the approval of the Dean of Graduate Education. 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 Education 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. UT Dallas awards academic credit for non-credit coursework not originating from the institution only in instances in which signed agreements are on file as outlined in the Graduate Catalog. Petitions for transfer of credit must be prepared by the Graduate Program and submitted for approval by the program faculty and the School Associate 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 UT Dallas with a grade point average of at least 3.0. Petitions for transferring courses taken before enrolling as a graduate student at UT 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 UT 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 Education. 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 UT Dallas.

3. Research Involving Animal or Human Subjects

1. Research Involving the Use of Animals (UTDPP1014): 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 (UTDPP1035): 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 coursework and relevant scholarship 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. Outcome of the Thesis or Dissertation:
   1. Dissertation: 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.
   2. Master’s Thesis: The Master’s thesis should integrate relevant scholarship and demonstrate research competence, including the potential to add to knowledge in the student’s field with respect to either its intellectual substance or professional practice.
   3. MFA Thesis: The MFA thesis project must demonstrate aesthetic and technical competence that integrates coursework and demonstrates an intellectual synthesis of the work in context. The MFA thesis project, as the culminating project of a terminal degree, should be of such standard as to warrant individual exhibition, festival screening, or the equivalent.

2. 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 UT 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.

3. 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 Education, 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.

4. 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 Education 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 Education. 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, Professors of Instruction, Professors of Practice, 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 4 and 5 below, additional members outside the General Faculty may serve with the special approval of the Dean of Graduate Education. 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*).

5. **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 Education. 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, Professors of Instruction, Professors of Practice, 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. 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 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 Education.

6. **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 Education. 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, Professors of Instruction, Professors of Practice, 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 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 Education.

5. SUPERVISION: The Supervising Committee will meet with the candidate soon after the Dean of Graduate Education 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 Education. 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 Education. 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 Education. 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 UT Dallas. Prior to submitting manuscripts,
candidates should consult the *Dissertation and Thesis Formatting Guide* 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 Education, 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 Education. An electronic version of the dissertation/thesis will be held by the library and available to the public. An electronic copy may 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 [https://graduate.utdallas.edu/current_students/dissertation_and_thesis/](https://graduate.utdallas.edu/current_students/dissertation_and_thesis/).

6. **FINAL ORAL EXAMINATION**
1. **Examining Committee:** Upon the submission of the dissertation to the office of the Dean of Graduate Education, 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 Education. 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 Education 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 Education. The examination will be conducted by the Chair of the Dissertation Committee 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.

3. **Attendance Requirements for the Final Oral Examination:** The doctoral candidate and all members of the Examining Committee must be physically present on campus for the examination to be valid. If one member of the dissertation committee (aside from the chair) cannot attend in person, a written petition for exemption may be submitted to the Dean of Graduate Education. If a member of the Examining Committee is absent without a written exemption from the Dean of Graduate Education, or if more than one member of the Examining Committee is absent, then the Chair of the Examining Committee shall not hold the defense. The defense shall be rescheduled in consultation with the candidate and the Examining Committee, and with the approval of the Dean of Graduate Education.

4. **The Final Oral Examination shall be conducted in three phases.**
   1. **Phase I.** The candidate will make a formal public presentation of the research at the UT Dallas campus. 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 Education.
   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 Education.

5. 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 Education 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 Education, 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.

6. 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 Education.

7. 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.

8. Intellectual property right protection: In order to protect patent or other intellectual property rights, the Dean of Graduate Education 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 or 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 Education. If the approved copy of the manuscript has been deposited in the Office of the Dean of Graduate Education 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 Education 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 Education 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: 1990-05-15
- Revised: 1992-03-01
- Revised: 1992-11-01
- Revised: 1997-06-24
- Editorial Amendments: 1998-02-02
- Editorial Amendments: 2000-09-01
- Revised: 2000-12-15
- Revised: 2006-12-13
- Revised: 2008-12-02
- Revised: 2010-12-17
Academic Writing Sample

On August 14, 2019, the faculty of the School of Arts & Humanities voted to add an academic writing sample for prospective students seeking admission to the Ph.D. programs in History of Ideas, Humanities, Literature, and Visual and Performing Arts. Prospective students will be required to submit an academic writing sample as part of the admission requirements for the degree.

The A&H faculty believes an academic writing sample will function as an important additional reference point for the Graduate Admissions Committee’s holistic review of applicants and provide key insights into a student’s aptitude and readiness for doctoral-level work.
1. Changes to graduate transfer policy (as approved by A&H faculty on 8-16-2018):

Increase the maximum number of transferable hours from the UT Dallas M.A. to the Ph.D. from 9 (current) to 24 with the approval of the Associate Dean for Graduate Studies (UTDPP 1052 allows for up to 36 semester credit hours of master’s-level credit to be transferred to a doctoral program). This would allow students who begin an M.A. at UT Dallas, but then decide to pursue a Ph.D. at UT Dallas, to complete the Ph.D. with an additional year of coursework (18 semester credit hours or 6 courses). The research option would no longer be required for students to “continue” to the Ph.D., but students who complete a UT Dallas M.A. would be required to re-apply to the program and compete with students from elsewhere. Students with an M.A. from elsewhere would still be limited to a maximum of 9 semester credit hours of transfer credit with the approval of the Associate Dean for Graduate Studies.

2. Implications:

| Students entering the PhD program with an MA from the School of Arts & Humanities, UTD... | can now transfer up to 24 SCH of their MA coursework into the PhD, regardless of whether the hours were applied toward another previously earned degree. Approval of Associate Dean for Graduate Studies required. |
| Students entering the PhD program with an MA from elsewhere... | can now transfer up to 9 SCH of their MA coursework into the PhD, regardless of whether the hours were applied toward another previously earned degree. Approval of Associate Dean for Graduate Studies required. |

3. Required Text Changes:

Our “old” transfer policy is not stipulated in the A&H pages of the Graduate Catalog and appears only on the A&H Graduate Studies website here: https://www.utdallas.edu/ah/programs/graduate/transfercredit.html.
2019-2020

Committee Name: Committee on Academic Integrity

Charge: Policy Memorandum UTDPP1012

Ex-Officio
Library representative- Ellen Safely

Special Requirements:
9  Faculty, at least one from each school
2  Students
2-year terms, staggered

Responsible University Official
Dean of Students- Amanda Smith

Members Whose Terms are Continuing

Faculty:
Carie King (AH) (8/31/2020)
Paul Battaglio (EPPS) (8/31/2020)
Angela Lec (ATEC) (8/31/2020)

Students:
Dalton Owens - UG-JSOM (8/31/18)
Alex Holcomb - UG-EPPS (8/31/18)

Members Whose Terms are Expiring

Erin Smith (IS) (8/31/2019)
Meredith Grant (BBS) (8/31/2019)
Ivor Page (ECS) (8/31/2021)
Russell Stoneback (NSM) (8/31/2019)
Kathy Zolton (JSOM) (8/31/2019)

Chair: Ivor Page (ECS) (8/31/2021)
Vice Chair: Carie King (AH) (8/31/2020)

Replacements Needed
Patricia Leek (8/31/2021)
Meredith Grant (BBS) (8/31/2021)
Kamran Kiasaleh (ECS), 2021
Robert Stern (NSM) (8/31/2021)
Livia Markoczy (JSOM) (8/31/2021)

Paul Battaglio (EPPS) (8/31/2020)
Carie King (AH) (8/31/2020)
2019-2020

Committee Name: Committee on Educational Policy

Charge: Policy UTDPP1023

Ex-Officio (with vote)
Chair, Committee on Core Curriculum
-Rashaunda Henderson

Ex-Officio (without vote)
Dean of Graduate Education
Dean of Undergraduate Education
Assistant Provost
University Registrar & Director of Academic Records

Special Requirements:
2 faculty from each school
1 from Interdisciplinary Studies
2 students (non-voting)
1 graduate
1 undergraduate
2-year terms, staggered

Responsible University Official
Dean of Graduate Education
Dean of Undergraduate Education

Members Whose Terms are Continuing

Faculty:
Yong Chung (EPPS) (8/31/2020)
Candice Mills (BBS) (8/31/2020)
Robert Glosser (NSM) (8/31/2020)
Karen Prager (IS) (8/31/2020)
Syam Menon (SOM) (8/31/2020)
Simeon Ntafos (ECS) (8/31/2020)
Natalie Ring (AH) (8/31/2020)

Min Chen (NSM), 2020

SFDA
David Patterson (AH) (8/31/2020)

Members Whose Terms are Expiring

Faculty:
Clint Peinhardt (EPPS) (8/31/2019)
Lisa Bell (ATEC) (8/31/2019)
Charles Hatfield Jr. (AH) (8/31/2019)
Lawrence Overzet (ECS) (8/31/2021)
Phillip Hall (ATEC) (8/31/2019)
Shayla Holub (BBS) (8/31/2019)
Marilyn Kaplan (JSOM) (8/31/2019)
Li Zhang (NSM) (8/31/2019)

Victor Valcarcel (EPPS) (8/31/2021)
Lisa Bell (ATEC) (8/31/2021)
Charles Hatfield Jr. (AH) (8/31/2021)
Lev Gelb (ECS) (8/21/2021)
Laura Imaoka (ATEC) (8/31/2021)
Jay Dowling (BBS) (8/31/2021)
Shawn Alborz (JSOM) (8/31/2021)
Gabriele Meloni (NSM) (8/31/2021)

Students:

Chair: Clint Peinhardt (EPPS) (8/31/2019)
Vice Chair: Lawrence Overzet (ECS) (8/31/2021)

Syam Menon (SOM) (8/31/20)
Lev Gelb (ECS) (8/21/2021)
2019-2020

**Committee Name:** Committee on Faculty Standing and Conduct

**Charge:** Policy Memorandum UTDPP1027

**Special Requirements:**
- 5 Faculty members
- 2-year terms, staggered

**Responsible University Official**
Chief Academic Officer

**Members Whose Terms are Continuing**
- Christine Dollaghan (BBS) (8/31/2020)
- Michael Rebello (JSOM) (8/31/2020)
- Andrew Blanchard (ECS) (8/31/2020)
- Poras Balsara (ECS) (8/31/2020)

**Members Whose Terms are Expiring**
- Matt Brown (AH) (8/31/2019)
- Lloyd Dumas (EPPS) (8/31/2019)
- Roderick Heelis (NSM) (8/31/2019)
- James Harrington (EPPS) (8/31/2021)
- Roderick Heelis (NSM) (8/31/2021)

**Replacements Needed**
- Greg Dess (JSOM) (8/31/2021)
- Roderick Heelis (NSM) (8/31/2021)

**Chair:** Christine Dollaghan (BBS) (8/31/2020)

**Vice Chair:** Poras Balsara (ECS) (8/31/2020)
2018 - 2019

Committee Name: Committee on Learning Management Systems

Charge: Policy Memorandum UTDPP1028

Special Requirements:
8 Faculty members
   One from each of the eight schools

2-year terms, staggered
   (of initial eight members, 4 appointed for 1-year term and 4 appointed for 2-year terms)

Ex-Officio
Up to 20 members from offices of:
   Educational Enhancement
   Information Technology
   Registrar
   Audit and Compliance
   School of Management instructional designers

Responsible University Official
Vice Provost - Darren Crone

Members Whose Terms are Continuing
Monica Brussolo (JSOM) (8/31/2020)
Janece Glauser (AH) (8/31/2020)
Wendy Sung (ATEC) (8/31/2020)
Larry Reitzer (NSM) (8/31/2020)

Ryan McMahan (ECS) (8/31/2020)

Members Whose Terms are Expiring
Richard Golden (BBS) (8/31/2019) – 2 years
Victor Valcarcel (EPPS) (8/31/2019) – 2 years
Ravishankar Narayan (JSOM) (8/31/2019) – 2 years

Paul Diehl (EPPS) (8/31/2019)

Chair: Richard Golden (BBS) (8/31/2019) – 2 years
Vice Chair: Larry Reitzer (NSM) (8/31/2020)

Zhuoru Wu (NSM), 2020
Syed Naqvi (IS) (8/31/2020)

Replacements Needed
Richard Golden (BBS) (8/31/2021) – 2 years
Bruce Jacobs (EPPS) (8/31/2021) – 2 years
Naofal Al-Dhahir (ECS) (8/31/2021) – 2 years

Paul Diehl (EPPS) (8/31/2021) – 2 years

Richard Golden (BBS) (8/31/2021)

Monica Brussolo (JSOM), 2020
2019 - 2020

Committee Name: Committee on Qualifications of Academic Personnel
Charge: Policy Memorandum UTDPP1031

Special Requirements:
Two from each school (with the exception of Interdisciplinary Studies) preferably at the rank of Professor – no one holding an administrative appointment above the rank of Department Head shall be eligible to serve
2-year terms, staggered

Responsible University Official
Chief Academic Officer

Members Whose Terms are Continuing
Robert Lowry (EPPS) (8/31/2020)
Bart Rypma (BBS) (8/31/2020)
Julia Evans (BBS) (8/31/2020)
Theresa Towner (AH) (8/21/2020)
Zygmunt Haas (ECS) (8/31/2020)
Ashiq Ali (SOM) (8/31/2020)
Lee Bulla (NSM) (8/31/2020)

Members Whose Terms Are Expiring
Xinchou Lou (NSM) (8/31/2021)
Zsuzsanna Ozsvath (AH) (8/31/2019)
Paul Fishwick (ATEC) (8/31/2019)
Andrew Blanchard (ECS) (8/31/2019)
Sheryl Skaggs (EPPS) (8/31/2019)
Roger Malina (ATEC) (8/31/2019)
Elena Katok (JSOM) (8/31/2019)

Replacements Needed
Jie Zheng (NSM), 2021
Manuel Luis Martinez (AH) (8/31/2021)
Paul Fishwick (ATEC) (8/31/2021)
Babak Fahimi (ECS) (8/31/2021)
May Yuan (EPPS) (8/31/2021)
Roger Malina (ATEC) (8/31/2021)
Riki Takeuchi (JSOM) (8/31/2021)
Karen Prager (IS) (8/31/2021)

Chair: Robert Lowry (EPPS) (8/31/2020)
Vice Chair: Robert Lowry (EPPS) (8/31/2020)

Vincent Ng (ECS) (8/31/2020)
Li Zhang (NSM) (8/31/2020)
Ashiq Ali (SOM) (8/31/2020)
**Committee Name:** Committee for the Support of Diversity and Equity  
**Charge:** Policy Memorandum UTDPP1022

**Ex Officio**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible University Official</td>
<td>Vice President for Diversity and Community Engagement - George Fair</td>
<td>8/31/2020</td>
</tr>
</tbody>
</table>

**Members Whose Terms are Continuing**

**Administration (Recommended by Provost):**
- Abby Kratz (8/31/2020)
- Sherry Marek (8/31/2020)
- Eloise Square (8/31/2020)
- Jaqueline Price (8/31/2020)

**Faculty:**
- Meghna Sabharwal (EPPS) (8/31/2020)
- Toyah Miller (SOM) (8/31/2020)
- Ted Benavides (EPPS) (8/31/2020)
- Danieli Rodriguez (ECS) (8/31/2020)
- Amadeep Sra (NSM) (8/31/2020)
- Anne Wu (ATEC) (8/31/2020)
- Jill Duquaine-Watson (IS) (8/31/2020)
- Sabrina Starnaman (AH) (8/31/2020)

**Members Whose Terms are Expiring**

**Faculty:**
- Rashaunda Henerson (ECS) (8/31/2019)
- Christi Nielsen (ATEC) (8/31/2019)
- Lindsay King (NSM) (8/31/2019)
- Orlando Richard (SOM) (8/31/2019)

**Staff:**
- Melissa Palmer (8/31/2019)
- Carrilaine Schneckner (8/31/2019)
- Daniel Hernandez (8/31/2019)
- Alice Presti (8/31/2019)
- Daniel Cordova (8/31/2019)
- Lynn Butler (8/31/2019)
- Jazzmyn Wilson (8/31/2019)
- Laura Payne (8/31/2019)

**Chair:** Rashaunda Henderson (ECS) (8/31/2019)
**Vice Chair:** Anne Wu (ATEC)

**Special Requirements**
- 12 Faculty members (from each of the eight Schools)
- 3 Academic Administrators
- 8 Staff members
- 2-year terms, staggered
Committee Name: Information Technology, Planning, and Policy Committee

Charge: Policy Memorandum UTDPP1003

University-Wide Committee

Ex Officio (with vote)

Chief Information Security Officer – Nate Howe

Responsible University Official

Vice President & Chief Information Officer

Special Requirements

13 Voting Members
7 Tenure-track faculty (w/ 2 at position of Dean or above)
1 Staff – Office of Institutional Compliance
1 Staff – Academic Affairs
1 Staff Council
1 Staff – Office of VP for Research
1 Staff - Administration
1 Graduate Student (1 yr term)
1 Undergraduate Student (1 yr term)
2-year terms, staggered

Steven L. Small (BBS & Dean) (8/31/2020)

Dennis Guten (8/31/2020)

Members Whose Terms are Continuing

Faculty:

Ravi Prakash (ECS) (8/31/2020)
Michael Tiefelsdorf (EPPS) (8/31/2020)
Poras Balsara (ECS & Dean) (8/31/2020)

Staff Council:

Dennis Guten (8/31/2020)

Staff:

Sanaz Okhovat (Research Compliance) (8/31/2020)
Kim Laird (Administration) (8/31/2020)
(Audit & Compliance (8/31/2020)

Members Whose Terms are Expiring

Students:

Muhammed Tola

Faculty:

Edward Harpham (H & Dean) (8/31/2019)
Timothy Lewis (ATEC) (8/31/2021)
Xianjun Geng (JSOM) (8/31/2019)
Zhenyu Xuan (NSM)(8/31/2019)

Chair: Edward Harpham (H & Dean) (8/31/2019)
Vice Chair: Elizabeth Boyd (ATEC) (8/31/2019)

Replacements Needed

Edward Harpham (H & Dean) (8/31/2021)
Maximillian Schich (ATEC), 2021
Jianqing Chen (JSOM) (8/31/2021)
Zhenyu Xuan (NSM) (8/31/2021)
Edward Harpham (H & Dean) (8/31/2021)
Zhenyu Xuan (NSM) (8/31/2021)
2019 - 2020

**Committee Name:** University Research Integrity Committee

**Charge:** Policy Memorandum UTDPP1034

**University-Wide Committee**

**Ex-Officio (with vote)**
Dean of Graduate Education
Vice President for Research

**Special Requirements**
8 tenured faculty at rank of full professor
Each school, except for Interdisciplinary Studies, should be represented
3-year terms

**Responsible University Official**
Executive Vice President and Provost

**Members Whose Terms are Continuing**
Lisa Goffman (BBS) (8/31/2020)
Thomas Riccio (AH) (8/31/2020)
Paul Fishwick (ATEC) (8/31/2021)
Mihaela Staffan (NSM) (8/31/2021)
Vijay Mookerjee (SOM) (8/31/2021)
Alex Piquero (EPPS) (8/31/2021)

**Members Whose Terms are Expiring**
William Anderson (ECS) (8/31/2022)
Sam Efromovich (NSM) (8/31/2022) — Replacements Needed

**Replacements Needed**
Reza Moheimani (ECS) (8/31/2022)
Michael Zhang (ECS), 2022

**Chair:** Joseph Pancrazio, VP for Research

**Vice Chair:** Paul Fishwick (ATEC) (8/31/2021)
Emeritus Appointments - UTDPP1046

Policy Statement

The University of Texas at Dallas wishes to acknowledge the long-term loyalty, and support the continuing productivity, of its retired faculty and administrators by conferring emeritus titles. These titles carry rights and privileges as outlined below.

Emeritus Faculty Titles

Regents’ Rule 31001 (http://www.utsystem.edu/board-of-regents/rules/31001-faculty-appointments-and-titles) delegates the responsibility of developing procedures for conferring emeritus titles to the component institutions. The regental guidelines state that an emeritus title may be given to a retired member of the faculty or in anticipation of the retirement of a faculty member, effective upon retirement. Conferring these titles is not automatic upon resignation.

1. Emeritus status may be conferred on tenured faculty holding titles of Professor or Associate Professor. It may be conferred on non-tenure-system faculty holding titles during their period of active service at The University of Texas at Dallas in the Senior Lecturer series, Clinical Professor series, Research Professor series, Professor of Practice series, Professor of Instruction series, or as Scholar in Residence. Recommendations for conferring these titles shall be based upon individual distinction and quality of contribution and service to the University. These emeritus titles may be conferred effective upon retirement following recommendation by the appropriate faculty review committee, endorsement by the Dean and the Provost, and approval by the President. Emeritus positions carry no salary.

2. Faculty holding named chairs or professorships may receive emeritus/emerita titles with the names of those chairs or professors, in the form Professor Emeritus of ____________________ and/or ________ Chair Emeritus of ____________________ (description being the same as provided for the professorship or chair). A retired faculty member awarded emeritus status in a named professorship or chair shall not have access to the return funds that accrue annually to that chair for a stipend or any other purpose. The documentation supporting the establishment of the professorship or chair must not contain any conditions that prohibit a retired recipient from holding the professorship or chair in an emeritus capacity.

3. If an individual is appointed to part-time service upon retirement, recommendations for emeritus status should be held until cessation of employment, except that recommendations for emeritus appointments to named professorships and chairs (see section 2 above) may be made upon retirement. However, if a faculty member holding an
emeritus title is recalled to service in the interest of the University after an intervening period, the emeritus status is not affected.

Privileges and Perquisites

Holders of emeritus titles shall be accorded these privileges and perquisites:

1. Membership without vote in the General Faculty and in the program or department faculties in which membership was held at the time of retirement.
2. Eligibility to serve on graduate committees, subject to the approval of the Provost and the Dean of Graduate Education.
3. Listing in the faculty directory and in the University catalogs.
4. Use of the campus mail service and email.
5. Use of campus computer facilities appropriate for the faculty member's discipline.
6. Office space and administrative support, with the approval of the appropriate Dean of the school, and the Provost. The University acknowledges the importance of providing office space and administrative support to its emeritus faculty and will strive to accommodate them when possible.
7. Use of the UT Dallas library.
8. If an emeritus faculty member is recalled or reappointed to service, the faculty member shall be entitled to legal defense and indemnification for good faith actions taken in the course of that service.

Appointment Process

Emeritus titles may be conferred upon recommendation by the appropriate faculty review committee, endorsement by the Dean and the Provost, and approval by the President.

1. Non-tenure-system faculty are eligible for emeritus appointment after ten years of full-time service.
2. The emeritus appointment process can be initiated by the faculty member seeking the emeritus appointment or by nomination by a colleague or colleagues.
3. If the process is initiated by nomination by colleagues, the letter of nomination should be addressed to the dean of the school in which the faculty member holds their primary appointment. In schools with departments, the letter should be addressed to the department head. The faculty member recommended should indicate their willingness to accept the appointment and its effective date by letter. The letter should be accompanied with a curriculum vitae.
4. If the person seeking the appointment initiates the process, the letter of request should be addressed to the dean of the school in which the faculty member holds their regular position. In schools with departments, the letter should be addressed to the department head. The letter should be accompanied by a current curriculum vitae. Appointments can become effective on retirement.
5. For purposes of this policy, retirement for a tenured faculty member means that they resign their tenure. For a non-tenure-system faculty member on a renewable term
contract of one, two, or three years, it means that they do not seek renewal of the contract, effective as of the date that their current contract expires or as of another date they provide consistent with its terms.

6. Faculty who resign without seeking an emeritus appointment and subsequently decide to seek one should address their letter of request to the dean of the school in which they held their appointment.

7. Appropriate faculty for voting on emeritus requests are faculty of the same and above-rank in the same bodies that would vote on appointments, in accordance with school bylaws. Professor Emeritus requests will be voted on by Professors. Associate Professor Emeritus requests will be voted on by Associate Professors and Professors. Non-tenure system appointments will be voted on by tenured and non-tenure-system faculty of same and above rank in the same way.

**Emeritus Administrative Officials**

Upon approval of the President, the title "emeritus..." may be given to a retired administrative official, or, in anticipation of retirement of an administrative official, effective upon retirement, to recognize exceptional meritorious service. Privileges and perquisites to accompany the title should be determined by the President. The conferring of this title is not automatic upon retirement.

**Policy History**

- Issued: 1993-07-15
- Editorial Amendments: 1998-02-02
- Editorial Amendments: 2000-09-01
- Editorial Amendments: 2003-10-06
- Revised: 2006-06-29
- Revised: 2009-02-20
- Revised: 2015-10-30
- Editorial Amendments: 2018-12-05

**Policy Links**

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Emeritus Appointments - UTDPP1046

Policy Statement

The University of Texas at Dallas wishes to acknowledge the long-term loyalty and support the continuing productivity of its retired faculty and administrators by conferring emeritus titles. These titles carry rights and privileges as outlined below.

Emeritus Faculty Titles

Regents’ Rule 31001 (http://www.utsystem.edu/board-of-regents/rules/31001-faculty-appointments-and-titles) delegates the responsibility of developing procedures for conferring emeritus titles to the component institutions. The regental guidelines state that an emeritus title may be given to a retired member of the faculty or in anticipation of the retirement of a faculty member, effective upon retirement. Confering these titles is not automatic upon resignation.

1. Emeritus status may be conferred on tenured faculty holding titles of Professor or Associate Professor. It may be conferred on non-tenure-system faculty holding titles during their period of active service at The University of Texas at Dallas of Distinguished Scholar in Residence in the Distinguished Senior lecturer, Senior Lecturer series, Distinguished Senior lecturer, Clinical Professor series, Clinical Associate Professor, Research Professor series, Research Professor, Professor of Practice series, Associate Professor of Practice, Professor of Instruction series, or Professor of Practice, Associate Professor of Instruction as Scholar in Residence, or Professor of Instruction during their period of active service at The University of Texas at Dallas. Recommendations for conferring these titles shall be based upon individual distinction and quality of contribution and service to the University. These emeritus titles may be conferred effective upon retirement following recommendation by the appropriate faculty review committee, endorsement by the Dean and the Chief Academic Officer, Provost, and approval by the President. Emeritus positions carry no salary.

2. Faculty holding named chairs or professorships may receive emeritus/emerita titles with the names of those chairs or professors, in the form Professor Emeritus of ________ and/or ________ Chair Emeritus of ________, (description being the same as provided for the professorship or chair). A retired faculty member awarded emeritus status in a named professorship or chair shall not receive a stipend or have access to the return funds that accrue annually to that chair for a stipend or any other purpose. from the endowment for the professorship or chair after the date of their resignation becomes effective.
3.2 The documentation supporting the establishment of the professorship or chair must not contain any conditions that prohibit a retired recipient from holding the professorship or chair in an emeritus capacity.

4.3 If an individual is appointed to part-time service upon retirement, recommendations for emeritus status should be held until cessation of employment, except that recommendations for emeritus appointments to named professorships and chairs (see section 2 above) may be made upon retirement. However, if a faculty member holding an emeritus title is recalled to service in the interest of the University after an intervening period, the emeritus status is not affected.

Privileges and Perquisites

Holders of emeritus titles shall be accorded these privileges and perquisites:

1. Membership without vote in the General Faculty and in the program or department faculties in which membership was held at the time of retirement.
2. Eligibility to serve on graduate committees, subject to the approval of the Provost and the Dean of Graduate Studies.
3. Listing in the faculty directory and in the University catalogs.
4. Use of the campus mail service and email.
5. Use of campus computer facilities appropriate for the faculty member’s discipline.
6. Office space and administrative support, with the approval of the appropriate Dean of the school, and the Provost. The University acknowledges the importance of providing office space and administrative support to its emeritus faculty and will strive to accommodate them when possible.
7. Use of the UT Dallas library.
8. If an emeritus faculty member is recalled or reappointed to service, the faculty member shall be entitled to legal defense and indemnification for good faith actions taken in the course of that service.

Appointment Process

Emeritus titles may be conferred upon recommendation by the appropriate faculty review committee, endorsement by the Dean and the Provost, and approval by the President.

1. Non-tenure-track system faculty are eligible for emeritus appointment after ten years of full-time service.
2. The emeritus appointment process can be initiated by the faculty member seeking the emeritus appointment or by nomination by a colleague or colleagues.
3. If the process is initiated by nomination by colleagues, the letter of nomination should be addressed to the dean of the school in which the faculty member holds a regular position, their primary appointment. In schools with departments, the letter should be addressed to the department chair. The faculty member recommended should indicate their willingness to accept the appointment and its effective date by letter. The letter should be accompanied with a curriculum vitae.
4. If the person seeking the appointment initiates the process, the letter of request should be addressed to the dean of the school in which the faculty member holds their regular position. In schools with departments, the letter should be addressed to the department chairhead. The letter should be accompanied by a current curriculum vitae. Appointments can become effective on retirement.

5. For purposes of this policy, retirement for a tenured faculty member means that they resign their tenure. For a non-tenure-track faculty member on a renewable term contract of one, two, or three years, it means that they do not seek renewal of the contract they are on, effective as of the date that their current contract expires or as of another date they provide consistent with its terms.

6. Faculty who resign without seeking an emeritus appointment and subsequently decide to seek one should address their letter of request to the dean of the school in which they held their appointment.

7. Appropriate faculty for voting on emeritus requests are faculty of the same and above-rank in the same bodies that would vote on appointments, in accordance with school bylaws. Professor Emeritus requests will be voted on by Professors. Associate Professor Emeritus requests will be voted on by Associate Professors and Professors. Non-tenure system appointments will be voted on by tenured and non-tenure-system faculty of same and above rank in the same way.

Emeritus Administrative Officials

Upon approval of the President, the title "emeritus..." may be given to a retired administrative official, or, in anticipation of retirement of an administrative official, effective upon retirement, to recognize exceptional meritorious service. Privileges and perquisites to accompany the title should be determined by the President. The conferring of this title is not automatic upon retirement.

Policy History

- Issued: 1993-07-15
- Editorial Amendments: 1998-02-02
- Editorial Amendments: 2000-09-01
- Editorial Amendments: 2003-10-06
- Revised: 2006-06-29
- Revised: 2009-02-20
- Revised: 2015-10-30
- Editorial Amendments: 2018-12-05

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UTD Academic Senate Resolution on Preserving Optional Practical Training (OPT)

International students are critical contributors to graduate education and research at the University of Texas at Dallas and at universities throughout Texas and the United States who provide substantial intellectual and economic benefits to the university and the broader community. The Optional Practical Training (OPT) program, offered by the U.S. government to international students on F-1 visas, is a key component in these students’ graduate education by giving them access to professional practical training in a variety of research and industrial settings that complements their academic studies. The program is a significant factor in recruiting top students from around the globe to pursue graduate studies at UTD and other American research institutions, particularly in STEM fields. In the absence of the OPT program, many students would seek educational opportunities outside of the U.S.

An adverse ruling in the legal case currently before the U.S. District Court for the District of Columbia would threaten the continuation of the OPT program; and research universities and higher education associations from across the United States are preparing an amicus curiae brief in support of preserving the OPT program.

The Academic Senate of the University of Texas at Dallas strongly endorses the continuation of the Optional Practical Training program as it is currently being operated.

September 24, 2019
"The budget committee requested the salary data and requested Professor Robert Serfling to do the analysis in response to the findings from a 2016 UTD climate survey conducted by the Committee for the Support of Diversity and Equity. That survey found a widespread perception of wage inequities related to race and gender, and this analysis is a preliminary, descriptive effort to see if this is really the case. We’d like a copy of this salary analysis report to be forwarded to the Committee for the Support of Diversity and Equity, in addition to sharing with the Senate. The committee has reviewed the report and has concluded that the analysis is based only on the salary and gender data and while it documents a) differences in gender representation and b) salary and promotion rate differences across gender, it is very much possible that there are logical and rational explanations for these differences. The committee recommends that the university administration may want to investigate into the causes of the differences documented by the study. The committee wants to place on record its sincere appreciation for Professor Serfling's efforts in quickly analyzing the data and linking the current analysis to earlier studies."
Salary Study for UTD, AY 2018-2019

Study for the UTD Senate Budget Advisory Committee

Prepared by Robert Serfling¹, Ph.D., and G. L. Thompson², Ph.D.

September 2019

¹ Statistician, Serfling & Thompson Statistical Consulting.
² Statistician, Serfling & Thompson Statistical Consulting
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>INTRODUCTION</td>
</tr>
<tr>
<td>B</td>
<td>UTD</td>
</tr>
<tr>
<td>C</td>
<td>AHRM (Arts and Humanities)</td>
</tr>
<tr>
<td>D</td>
<td>ATEC (Arts, Technology, and Emerging Communication)</td>
</tr>
<tr>
<td>E</td>
<td>BBSC (Behavioral and Brain Sciences)</td>
</tr>
<tr>
<td>F</td>
<td>ENCS (Engineering and Computers Science)</td>
</tr>
<tr>
<td>G</td>
<td>EPPS (Economic, Political, and Policy Sciences)</td>
</tr>
<tr>
<td>H</td>
<td>GENS (Interdisciplinary Studies)</td>
</tr>
<tr>
<td>I</td>
<td>MGMT (Management)</td>
</tr>
<tr>
<td>J</td>
<td>NSMT (Natural Sciences and Mathematics)</td>
</tr>
<tr>
<td>K</td>
<td>SUMMARY</td>
</tr>
</tbody>
</table>
A. INTRODUCTION

This study is based on the salary information for the AY 2018-2019 UTD tenure track faculty as provided in April 2019 to the UTD Senate Budget Advisory Committee by Dr. Lawrence Redlinger. It is the fourth salary study carried out by the UTD Senate Budget Advisory Committee. Previous studies concerned salary compression/inversion, by rank and school, for the AY 2012-2013 TT faculty, AY 2016-2017 TT faculty, and AY 2017-2018 non-TT faculty.

The present study is more comprehensive. It addresses issues not only of salary compression, but also gender bias and age bias. The scope includes not only salaries, but also percent increases for salaries and percent rates of promotion. Funds allocated for annual salary increases for UTD faculty are traditionally stated as a percentage of the total of base salaries, so it is pertinent to examine percent salary increases. For the percent salary increases, besides exploring gender bias and age bias, school disparity is examined also.

Setting aside strictly administrative appointments and certain special cases, the present data set is for the 510 AY 2018-2019 TT faculty with full-time 9-month appointments at FTE = 1 (the “Faculty”). The department heads are included, but not the deans.

For the 510 faculty, salaries are examined for indications of compression, inversion, gender bias, and age bias. Also, percentages in ranks are examined for gender bias. To explore percent salary increases and percent rates of promotion, the AY 2012-2013 data from the first study is used in conjunction with the current data. Two subsets within the 510 faculty are examined:

1) The 166 current Full Professors who also were Full Professors at UTD six years ago in AY 2012-2013. This excludes faculty promoted to Professor or newly hired during the 6 years. For these “2012-2018 Professors”, percent 6-year salary increases are examined for indications of gender bias and age bias, and school disparity is examined.

2) The 108 current TT faculty who were Associate Professors at UTD six years ago in AY 2012-2013. This excludes Associate Professors who left UTD during the 6 years. For these “2012 Associate Professors”, percent of promotions over the 6 year period are examined for gender bias.

The numbers of faculty in the three key groups, the “Faculty”, the “2012-2018 Professors”, and the “2012 Associate Professors”, range widely across schools, from very small to quite large.

<table>
<thead>
<tr>
<th></th>
<th>“Faculty”</th>
<th>“2012 Associate Professors”</th>
<th>“2012-2018 Professors”</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARHM</td>
<td>38</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>ATEC</td>
<td>21</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>BBSC</td>
<td>52</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>ENCS</td>
<td>142</td>
<td>28</td>
<td>51</td>
</tr>
<tr>
<td>EPES</td>
<td>56</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>GENs</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>MGMT</td>
<td>101</td>
<td>26</td>
<td>24</td>
</tr>
<tr>
<td>NSMT</td>
<td>98</td>
<td>24</td>
<td>28</td>
</tr>
<tr>
<td>TOTAL</td>
<td>510</td>
<td>108</td>
<td>166</td>
</tr>
</tbody>
</table>
The school GENS is very small. Also, ATEC is very small, a young school in active growth. The schools ARHM, BBSC, and EPPS are intermediate in size. The largest school is ENCS, followed by the also large schools MGMT and NSMT.

The examination of the data is through tables and plots, and related statistical tests, relevant to the issues under study. For the smaller schools, especially GENS and ATEC, some of the classifications of faculty by rank, gender, and years in rank result in cells with very small counts. In such cases, patterns that appear to indicate possible gender bias or age bias are found not to carry statistical significance, being explainable as not unusual as random outcomes under a hypothesis of no bias. Nevertheless, along the way, pertinent patterns are duly noted, as they carry meaning and can direct further study. Also, multiple occurrences across several schools of a particular pattern or particular trend, when considered together, present mutually reinforcing signals that bear attention.

The issues of the study are examined in Section B for UTD as a whole and in Sections C-J for the eight schools, respectively. Section K provides summary discussion, a concluding overview, and comments regarding future studies.
B. UTD

Section B.1 treats the 510 UTD TT faculty, first looking at % Female in each rank for gender bias, and then examining salary for compression, gender bias, and age bias. Section B.2 treats the 166 “2012-2018 Professors”, exploring percentage 6-year salary increases and absolute 6-year salary increases for gender bias, age bias, and school disparity. Section B.3 treats the 108 “2012 Associate Professors”, exploring 6-year promotion rates for gender bias.

B.1 The UTD TT Faculty: Rank and Salary

B.1.1 Examination of the 510 Faculty as a Whole

For the 510 UTD Faculty, the 9-month AY 2018-2019 salaries range from $69,338 to $368,567, with average $139,804 and median $124,851. The middle half ranges from $100,072 to $164,002.

Table B1. Descriptive Statistics for 9MonthRate ($), for the 510 Faculty.

<table>
<thead>
<tr>
<th></th>
<th>Average</th>
<th>Minimum</th>
<th>1st Quartile</th>
<th>Median</th>
<th>3rd Quartile</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>9MonthRate</td>
<td>139,804</td>
<td>69,338</td>
<td>100,072</td>
<td>124,851</td>
<td>164,002</td>
<td>368,567</td>
</tr>
</tbody>
</table>

Figure B1 displays a histogram emphasizing the shape of the distribution and a boxplot emphasizing locations of the median, the middle half, and the outliers.

The distribution of 9-month salaries has a mode around $100,000 and a long right tail. The upper outliers, indicated by “*”, are those points above $260,107 in this particular boxplot.

Table B2 classifies the UTD faculty by rank and gender. The faculty is 22% Female and 78% Male, and

- 23% Assistant Professor
  - 25% Female, 75% Male
- 28% Associate Professor
  - 28% Female, 72% Male
- 49% Professor
  - 16% Female, 84% Male.
Table B2. Counts and Percentages, by Rank and Gender, for the 510 Faculty.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Gender</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>29</td>
<td>88</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>41</td>
<td>103</td>
</tr>
<tr>
<td>Professor</td>
<td>41</td>
<td>208</td>
</tr>
<tr>
<td>All</td>
<td>111</td>
<td>399</td>
</tr>
</tbody>
</table>

Cell contents: Count, % of Row

Although the overall UTD faculty is 22% Female, the Professor rank is only 16% Female.

Exploring possible gender bias in ranks using a standard chi-square test with this data, the hypothesis of no association between rank and gender is rejected at the 5% significance level, with p-value = 0.014. This supports that, among the 510 TT UTD faculty, rank and gender are not independent variables.

On this basis, salaries should be studied not only separately by rank, but also separately by gender within each rank. Accordingly, descriptive statistics for salaries are provided by gender and rank in Table B3.

Table B3. Descriptive Statistics for 9MonthRate ($), by Rank and Gender, for the 510 Faculty.

<table>
<thead>
<tr>
<th>Gender and Rank</th>
<th>Count</th>
<th>9MonthRate</th>
<th>1st Quartile</th>
<th>Median</th>
<th>3rd Quartile</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Average</td>
<td>Min</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female Assistant Professor</td>
<td>29</td>
<td>105,881</td>
<td>73,500</td>
<td>79,892</td>
<td>89,000</td>
<td>105,307</td>
</tr>
<tr>
<td></td>
<td>41</td>
<td>126,828</td>
<td>80,534</td>
<td>93,400</td>
<td>110,454</td>
<td>160,419</td>
</tr>
<tr>
<td></td>
<td>41</td>
<td>141,747</td>
<td>91,000</td>
<td>109,427</td>
<td>128,087</td>
<td>166,437</td>
</tr>
<tr>
<td>Male Assistant Professor</td>
<td>88</td>
<td>113,394</td>
<td>69,338</td>
<td>93,326</td>
<td>99,822</td>
<td>112,500</td>
</tr>
<tr>
<td></td>
<td>103</td>
<td>123,509</td>
<td>76,215</td>
<td>94,854</td>
<td>142,123</td>
<td>249,821</td>
</tr>
<tr>
<td></td>
<td>208</td>
<td>165,592</td>
<td>88,281</td>
<td>126,750</td>
<td>192,353</td>
<td>368,567</td>
</tr>
</tbody>
</table>

For each of the three ranks, the hypothesis of equal averages across genders is tested using the 2-sample t-test.

For each of the Assistant Professor and Associate Professor ranks, the hypothesis is not rejected.

For the Professor rank, the hypotheses is strongly rejected at the 1% significance level, with p-value = 0.002.

These findings reflect the presence of gender bias in salary for the Professor rank. Figures B2 and B3 augment Table B3 with histogram and boxplot views, by rank and gender.
Figure B2. Histogram of 9MonthRate, by Rank and Gender, for the 510 Faculty.

Figure B3 shows that, for each gender, the middle halves for adjacent ranks exhibit substantial overlap (compression). This is especially evident for Female faculty across the Associate Professor and Professor ranks.
Next, the relationship of salary to the number of years in current rank is examined for possible age bias. This is relevant primarily to tenured faculty and studied for the Associate Professor and Professor ranks, that is, for the 393 tenured faculty among the 510 UTD TT faculty. Figure B4 exhibits salary versus number of years in rank separately by rank and gender, for the tenured faculty.

![Scatterplot of 9MonthRate vs YrsCurrentRank, Tenured Faculty](image)

Figure B4. Scatterplot of 9MonthRate versus Years in Current Rank, by Rank and Gender, for the 393 Tenured Faculty.

For the Associate Professor rank and each gender, salary level is a markedly decreasing function of the number of years in current rank. The same pattern holds also, although with more scatter, for the Professor rank.

It is effective to explore this further by classifying the tenured faculty into two “years in rank groups” by number of years in rank, “Under 25 Years” and “25 Years Up”. Possible age bias is then explored by comparing these two groups.

Table B4 summarizes salary levels by gender, rank, and the two “years in rank” groups.
Table B4. Descriptive Statistics for 9MonthRate, by Rank, Gender, and “Years in Rank” Group, for the 393 Tenured Faculty.

<table>
<thead>
<tr>
<th>Gender Rank and Years</th>
<th>Count</th>
<th>9MonthRate</th>
<th>Average</th>
<th>Min</th>
<th>1st Quartile</th>
<th>Median</th>
<th>3rd Quartile</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Female</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 25 Years</td>
<td>41</td>
<td></td>
<td>126,828</td>
<td>80,534</td>
<td>93,400</td>
<td>110,454</td>
<td>160,419</td>
<td>238,000</td>
</tr>
<tr>
<td>25 Years Up</td>
<td>0</td>
<td></td>
<td>136,452</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 25 Years</td>
<td>40</td>
<td></td>
<td>142,708</td>
<td>91,000</td>
<td>109,964</td>
<td>129,044</td>
<td>168,631</td>
<td>271,126</td>
</tr>
<tr>
<td>25 Years Up</td>
<td>1</td>
<td></td>
<td>125,126</td>
<td>103,332</td>
<td></td>
<td>103,332</td>
<td></td>
<td>103,332</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 25 Years</td>
<td>97</td>
<td></td>
<td>125,126</td>
<td>76,215</td>
<td>95,391</td>
<td>110,387</td>
<td>149,519</td>
<td>249,821</td>
</tr>
<tr>
<td>25 Years Up</td>
<td>6</td>
<td></td>
<td>104,914</td>
<td>79,405</td>
<td>79,854</td>
<td>91,203</td>
<td>114,542</td>
<td>134,505</td>
</tr>
<tr>
<td>Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 25 Years</td>
<td>182</td>
<td></td>
<td>170,166</td>
<td>88,221</td>
<td>132,292</td>
<td>155,148</td>
<td>198,067</td>
<td>368,567</td>
</tr>
<tr>
<td>25 Years Up</td>
<td>26</td>
<td></td>
<td>136,452</td>
<td>91,990</td>
<td>104,914</td>
<td>124,379</td>
<td>155,437</td>
<td>254,998</td>
</tr>
</tbody>
</table>

There is only one Female faculty in the “25 Years Up” group, so no comparisons are made with the “Under 25 Years” group for the Female faculty.

For the Male Associate Professors, the equal averages hypothesis is rejected at the 5% significance level with p-value = 0.024.

For the Male Professors, the equal averages hypothesis is rejected at the 1% significance level with p-value = 0.001.

These findings represent statistically significant indications of age bias in salary within the Associate Professor and Professor ranks.
B.1.1 Examination of the 510 Faculty by Schools

For more refined perspective regarding the above findings, it is necessary to take account of the considerable variation due to differences in salary levels across academic disciplines and hence across schools. Figure B5 displays features of salary level by school.

Figure B5. Boxplot of 9MonthRate, by School, for the 510 Faculty

Figure B6 shows that, except for GENS, the 3rd quartile of 9MonthRate is higher for Male faculty than for Female faculty in every school, and, for all but NSMT, the median is higher for Male faculty. For all but BBSC, the maximum values are held by Male faculty. These patterns of possible gender bias regarding salary are present broadly across UTD.

Figure B6. Boxplot of 9MonthRate, by School and Gender, for the 510 Faculty.
Examination of salary by rank separately within schools (Figure B7) shows that, for BBSC, MGMT and NSMT, there is substantial overlap of the middle halves of salary level for the Assistant Professor and Associate Professor ranks (compression/inversion across these ranks).

![Boxplot of 9MonthRate, by School and Rank](image)

Figure B7. Boxplot of 9MonthRate, by School and Rank, for the 510 Faculty.

Figures B6 and B7 examine gender and rank individually, by school. However, as seen earlier, in UTD overall, gender and rank are not independent variables. To provide illumination, this association between gender and rank in UTD is examined by school. Table B5 provides counts and percentages of rank and gender by school.
### Table B5. Counts and Percentages, by School, Rank, and Gender, for the 510 Faculty.

<table>
<thead>
<tr>
<th>School</th>
<th>Rank</th>
<th>Gender</th>
<th>F</th>
<th>M</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>12</td>
<td>26</td>
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</tr>
<tr>
<td>ARHM</td>
<td>Assistant Professor</td>
<td>4</td>
<td>80.0</td>
<td>26</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td>3</td>
<td>25.0</td>
<td>12</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td>5</td>
<td>23.8</td>
<td>16</td>
<td>76.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>5</td>
<td>62.5</td>
<td>37.5</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td>4</td>
<td>44.4</td>
<td>55.6</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td>0</td>
<td>0.0</td>
<td>100.0</td>
<td>4</td>
</tr>
<tr>
<td>BESC</td>
<td>Assistant Professor</td>
<td>25</td>
<td>60.0</td>
<td>40</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td>10</td>
<td>55.6</td>
<td>44.4</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td>12</td>
<td>41.5</td>
<td>58.6</td>
<td>29</td>
</tr>
<tr>
<td>ENCS</td>
<td>Assistant Professor</td>
<td>16</td>
<td>12.5</td>
<td>87.5</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td>3</td>
<td>11.5</td>
<td>88.5</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td>9</td>
<td>10.7</td>
<td>89.3</td>
<td>84</td>
</tr>
<tr>
<td>EPPS</td>
<td>Assistant Professor</td>
<td>12</td>
<td>18.2</td>
<td>81.8</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td>4</td>
<td>26.7</td>
<td>73.3</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td>6</td>
<td>20.0</td>
<td>80.0</td>
<td>30</td>
</tr>
<tr>
<td>GENS</td>
<td>Assistant Professor</td>
<td>2</td>
<td>100.0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>MGMT</td>
<td>Assistant Professor</td>
<td>21</td>
<td>24.0</td>
<td>76.0</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td>13</td>
<td>35.1</td>
<td>64.9</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td>2</td>
<td>5.2</td>
<td>94.9</td>
<td>39</td>
</tr>
<tr>
<td>NSMT</td>
<td>Assistant Professor</td>
<td>14</td>
<td>16.1</td>
<td>83.9</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td>4</td>
<td>14.8</td>
<td>85.2</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td>5</td>
<td>12.5</td>
<td>87.5</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>111</td>
<td>21.8</td>
<td>78.2</td>
<td>510</td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>29</td>
<td>24.8</td>
<td>75.2</td>
<td>117</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td>41</td>
<td>28.5</td>
<td>71.5</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td>41</td>
<td>16.5</td>
<td>83.5</td>
<td>209</td>
</tr>
</tbody>
</table>

**Cell contents:** Count, % of Row

Table B5 shows that, in comparison with other large schools, the % Female Professors in MGMT (5%) is anomalously low, both in its actual value and relative to the % Female in the junior ranks in MGMT, indicating possible gender bias regarding promotion and/or hiring. By examining the dependence between gender and rank by school, in the school sections, it is seen that the dependence between gender and rank in UTD, noted in connection with Table B2, stems primarily from MGMT.

Promotion is explored further in Section B.4.
As seen earlier in connection with Figure B4 and Table B4, there is age bias in salary level for Associate Professors and Professors. To illuminate the source of this age bias in UTD, the relationship of salary to the number of years as Professor is viewed for the sizable group of Male Professors, by school, in Figure B8.

Downward trends are evident in BBSC, ENCS, MGMT, and NSMT. However, from examination in the separate school sections, these views do not constitute statistically significant indications of age bias regarding salary in ENCS, MGMT, and NSMT. Nevertheless, the trends are broadly present as actual artifacts that bear further investigation.

Figure B8. Scatterplot of 9MonthRate versus Years as Professor, by School, for the 208 Professors.
B.2 The “2012-2018 Professors”: % 6-Year Salary Increase

For the 166 2012-2018 Professors, the percentage 6-year salary increase is examined, for all, by gender, by school, and by school and gender together.

B.2.1 Examination of the 166 2012-2018 Professors as a Whole

Table B6. Descriptive Statistics for % 6-Year Salary Increase, for the 166 2012-2018 Professors.

<table>
<thead>
<tr>
<th>% 6-Year Increase</th>
<th>Average</th>
<th>Min</th>
<th>1st Quartile</th>
<th>Median</th>
<th>3rd Quartile</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15.3</td>
<td>5.0</td>
<td>9.5</td>
<td>11.8</td>
<td>19.8</td>
<td>49.7</td>
</tr>
</tbody>
</table>

Note that the minimum % 6-year salary increase is 5%. For perspective, this is compared with the 6-year cost-of-living adjustment (COLA), 7.4%.

The minimum % 6-year salary increase is substantially less than the 6-year COLA, and the 1st quartile is not far above.

Figure B9 provides a view of the distribution. A major part is located in the 5%-20% range. A lesser but also substantial part is in the 21%-40% and higher range, with a long right tail.

Figure B9. Histogram for % 6-Year Salary Increase, for the 166 2012-2018 Professors.

A 1st point of note is that, for a substantial fraction of Professors, the % 6-year salary increases are low relative to the 6-year COLA.

A 2nd point of note is the wide variation in the % 6-year salary increases, with interquartile range 10.3% and maximum 49.7%.

3 The COLA is issued by the government annually. For calendar years 2013-2018 the COLAs were 1.7%, 1.5%, 1.7%, 0%, 0.3%, and 2.0%, respectively. Compounding these across the 6-year period yields the 6-year COLA of 7.4% applying to the 6-year period corresponding to academic years 2012-2013 through 2018-2019.
A key explanatory factor behind the variation in % 6-year salary increases is the relationship with number of years as Professor. The Pearson correlation between % 6-year salary increase and years as Professor equals $-0.21$, with strong statistical significance, $p$-value $= 0.008$.

Figure B10 displays the relevant scatterplot, which exhibits a downward trend consistent with this negative correlation.

The % 6-year increases in the lower range, 5%-20%, extend across the entire range of years as Professor. However, the % 6-year increases in the upper range, 21%-40% and higher, are virtually all confined to the case of number of years as Professor less than 25. Beyond 25 years as Professor, the % 6-year increases fall essentially only in the lower range (age bias) and exhibit little variation.

This is explored further by classifying these Professors into two “years in rank” groups, “Under 25 Years” and “25 Years Up”, and comparing the two groups. See Table B7 below.

Note, in passing, that Figure B10 also shows that the differences in % 6-year increase among different faculty with years as Professor less than 25 are not explained by particular differences in their respective numbers of years.
B.2.2 Examination of the 166 2012-2018 Professors by Gender and Years in Rank

As shown in Table B7, the minimum, mean, 1st quartile, median, and 3rd quartile of % 6-year salary increases are all slightly higher for Female Professors than for Male Professors.

Table B7. Descriptive Statistics for % 6-Year Salary Increase, by Gender, and Years as Professor Group, for the 166 2012-2018 Professors.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Count</th>
<th>Years Group</th>
<th>% 6-Year Salary Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Average</td>
</tr>
<tr>
<td>Female</td>
<td>25</td>
<td>Under 25 Years</td>
<td>16.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25 Years Up</td>
<td>1.9</td>
</tr>
<tr>
<td>Male</td>
<td>141</td>
<td>Under 25 Years</td>
<td>15.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25 Years Up</td>
<td>10.9</td>
</tr>
<tr>
<td></td>
<td>All</td>
<td>Under 25 Years</td>
<td>15.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25 Years Up</td>
<td>10.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Under 25 Years</td>
<td>16.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25 Years Up</td>
<td>10.9</td>
</tr>
</tbody>
</table>

Table B7 is used both for comparison by gender and for comparison by years as Professor.

Regarding gender comparisons, the hypothesis of equal averages across genders is not rejected by the 2-sample t-test.

For Female faculty, the minimum % 6-year salary increase is above the 6-year COLA, while for Male faculty it is below.

On this basis, for UTD, no statistically significant indication of gender bias regarding % 6-year salary increase is found.

The separate findings in the school sections are consistent with this finding for UTD overall.

Figures B11 and B12 provide further views.
Examination of Table B7 regarding years as Professor yields the following finding. The hypothesis of equal averages across Years as Professor groups is rejected at the 1% significance level by the 2-sample t-test, with p-value = 0.000.

This represents statistically significant indications of age bias in % salary increases, in UTD.

This finding is consistent with the finding for all Professors (Figure B4) regarding age bias in salary levels.
Figure B13 provides a scatterplot of % 6-year increase versus years as Professor, by gender.

Figure B13. Scatterplot of % 6-Year Salary Increase versus Years as Professor, by Gender, for the 166 2012-2018 Professors.
B.2.3 Examination of the 166 2012-2018 Professors by School

One expects salary levels to vary by discipline and hence across schools. However, it does not follow that percentage salary increases likewise should be dissimilar across disciplines and across schools. Nevertheless, Table B8 and Figure B14 show that this indeed is the situation. There is considerable variation across schools in the % 6-year salary increases for Professors, indicating substantial school disparity regarding % salary increases.

Table B8. Descriptive Statistics for % 6-Year Salary Increase, by School, for the 166 2012-2018 Professors.

<table>
<thead>
<tr>
<th>School</th>
<th>Count</th>
<th>% 6-Year Salary Increase</th>
<th>Average</th>
<th>Min</th>
<th>1st Quartile</th>
<th>Median</th>
<th>3rd Quartile</th>
<th>Max</th>
<th>IQR</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHRM</td>
<td>19</td>
<td></td>
<td>14.0</td>
<td>6.5</td>
<td>10.0</td>
<td>11.7</td>
<td>16.1</td>
<td>25.9</td>
<td>6.1</td>
</tr>
<tr>
<td>ATEC</td>
<td>2</td>
<td></td>
<td>7.4</td>
<td>7.3</td>
<td>*</td>
<td>7.4</td>
<td>*</td>
<td>7.4</td>
<td>*</td>
</tr>
<tr>
<td>BBSC</td>
<td>21</td>
<td></td>
<td>14.6</td>
<td>9.0</td>
<td>10.0</td>
<td>11.4</td>
<td>13.9</td>
<td>49.7</td>
<td>3.9</td>
</tr>
<tr>
<td>ENCS</td>
<td>51</td>
<td></td>
<td>15.2</td>
<td>5.2</td>
<td>10.4</td>
<td>12.8</td>
<td>19.7</td>
<td>36.3</td>
<td>7.3</td>
</tr>
<tr>
<td>EPPS</td>
<td>20</td>
<td></td>
<td>16.1</td>
<td>8.1</td>
<td>9.3</td>
<td>10.1</td>
<td>21.8</td>
<td>39.6</td>
<td>13.5</td>
</tr>
<tr>
<td>GENS</td>
<td>1</td>
<td></td>
<td>16.2</td>
<td>16.2</td>
<td>*</td>
<td>16.2</td>
<td>*</td>
<td>16.2</td>
<td>*</td>
</tr>
<tr>
<td>MGMT</td>
<td>24</td>
<td></td>
<td>21.1</td>
<td>7.2</td>
<td>12.4</td>
<td>22.6</td>
<td>26.7</td>
<td>35.4</td>
<td>14.3</td>
</tr>
<tr>
<td>NSMT</td>
<td>28</td>
<td></td>
<td>11.7</td>
<td>5.0</td>
<td>8.4</td>
<td>9.2</td>
<td>13.3</td>
<td>24.8</td>
<td>4.9</td>
</tr>
</tbody>
</table>

The schools ATEC and GENS have too few 2012-2018 Professors to be included among comparisons. For the other schools, the minimum % 6-year salary increase ranges from 5.0% (NSMT) to 9.0% (BBSC), the median from 9.2% (NSMT) to 22.6% (MGMT), and the maximum from 24.8% (NSMT) to 49.7% (BBSC). The 3rd quartiles range from 13.3% (NSMT) to 26.7% (MGMT).

Note that NSMT stands out with the lowest minimum, the lowest quartiles, and the lowest maximum, while MGMT has the highest quartiles.

Figure B14. Boxplot of % 6-Year Salary Increase, by School, for the 166 2012-2018 Professors.
Figures B15 and B16 provide further views. There is considerable variation in the location, the shape, and the range of the distributions of % 6-year salary increase across the schools AHRM, BBSC, ENSCS, EPPS, MGMT, and NSMT.

A 3rd point of note is the disparity across schools regarding % salary increase.
Figure B17 displays % 6-year increase versus years as Professor, by school.

The pattern that the % 6-year salary increases for larger number of years as Professor are confined largely to the low range (age bias), which is shown in Figures B10 and B13 for all “2012-2018 Professors” and is found to be statistically significant, also holds with statistical significance within each of the schools AHRM, BBSC, ENCS, and MGMT (see their respective sections).

![Scatterplot of % 6-Year Increase vs Years as Professor, by School](image-url)

Figure B17. Scatterplot of % 6-Year Salary Increase versus Years as Professor, by School, for the 166 2012-2018 Professors.
B.2.4 Size of 6-Year Salary Increase

Since the total amount of funds provided for annual salary increases for UTD faculty is traditionally stated as a percentage of the total of base salaries, it is pertinent to examine the percentage 6-year salary increases, as carried out above in Sections B.2.1-B.2.4.

However, there arises the following

**Question.** Are the observed age bias and school disparity in the % 6-year salary increases explained by a paradigm that salary increases are actually determined following an “equal increments guideline, all things considered”, rather than an “equal percentage guideline, all things considered”?

To explore this, one examines the sizes of the 6-year salary increases.

**The Answer.** The age bias and school disparity observed in Sections B.2.1-B.2.3 regarding the “equal percentage guideline” hold similarly under an “equal increments guideline”.

That is, for size of 6-year salary increases, there also is age bias and school disparity, as seen for percentage 6-year salary increases. This is evident from Figures B18-B20.
Panel variable: Gender

Figure B19. Scatterplot of Size of 6-Year Salary Increase versus Years as Professor, by Gender, for the 166 2012-2018 Professors.

Panel variable: School

Figure B20. Scatterplot of Size of 6-Year Salary Increase versus Years as Professor, by School, for the 166 2012-2018 Professors.
B.3 The “2012 Associate Professors”: Promotion Rates

Since promotions enhance salaries, gender bias in promotion rates is another form of gender bias with respect to salary levels.

Table B9 provides counts and percentages regarding promotion to Professor or not, over the 6-year period 2012-2017, for the 108 2012 Associate Professors.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Associate Professor</th>
<th>Professor</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>17</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>70.8</td>
<td>29.2</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>40</td>
<td>44</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>47.6</td>
<td>52.4</td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>57</td>
<td>51</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td>52.8</td>
<td>47.2</td>
<td></td>
</tr>
</tbody>
</table>

Cell contents: Count, % of Row

While 44 (52%) of the 84 Male 2012 Associate Professors were promoted to Professor during 2012-2017, only 7 (29%) of the 24 Female 2012 Associate Professors were so promoted, indicating possible gender bias regarding promotion to Professor.

By a standard chi-square test applied to this data, the hypothesis of no association between gender and promotion to Professor is rejected at the 5% significance level, with p-value = 0.045.

This is a statistically significant indication of gender bias in promotion rates from the Associate Professor rank to the Professor rank.

Examination of this issue within the separate school sections shows an opposite finding in every school except one. In MGMT, the finding is similar to the above, even more strongly. Consequently, the finding for the full group of the “2012 Associate Professors” is statistically driven by the strength of the finding for MGMT.
C. ARHM

Section C.1 treats the 38 AHRM TT faculty and examines salary for compression, gender bias, and age bias, and percentage Female in each rank for gender bias. Section C.2 treats the 19 AHRM “2012-2018 Professors”, exploring percentage 6-year salary for gender bias and age bias. Section C.3 treats the 8 AHRM “2012 Associate Professors” and explores 6-year promotion rates for gender bias.

C.1 The AHRM TT Faculty: Rank and Salary

The ARHM target faculty is 32% Female and 68% Male, and
- 13% Assistant Professor  
  - 80% Female, 20% Male
- 32% Associate Professor  
  - 25% Female, 75% Male
- 55% Professor  
  - 24% Female, 76% Male.

These percentages, plus actual counts, are summarized in Table C1.

<table>
<thead>
<tr>
<th>Highest Degree and Rank</th>
<th>Gender</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td><strong>Doctoral (33 total)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Professor</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td><strong>Masters (5 total)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Professor</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Combined (38 total)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Professor</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td><strong>All</strong></td>
<td>12</td>
<td>26</td>
</tr>
</tbody>
</table>

Cell contents: Count, % of Row

In AHRM, no statistically significant issues of gender bias with respect to rank are found.
Table C2 provides descriptive summaries of salary by gender and rank, for AHRM.

### Table C2. Descriptive Statistics for 9MonthRate, by Rank and Gender, for the 38 ARHM Faculty.

<table>
<thead>
<tr>
<th>Gender and Rank</th>
<th>9MonthRate</th>
<th>1st Quartile</th>
<th>Median</th>
<th>3rd Quartile</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female (12 total)</td>
<td>Assistant Professor</td>
<td>74,500</td>
<td>73,500</td>
<td>73,500</td>
<td>74,000</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td>83,592</td>
<td>80,534</td>
<td>80,534</td>
<td>81,422</td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td>111,036</td>
<td>100,029</td>
<td>100,056</td>
<td>105,067</td>
</tr>
<tr>
<td>Male (26 total)</td>
<td>Assistant Professor</td>
<td>74,500</td>
<td>74,500</td>
<td>*</td>
<td>74,500</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td>81,833</td>
<td>76,500</td>
<td>79,015</td>
<td>80,008</td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td>112,533</td>
<td>91,990</td>
<td>99,381</td>
<td>103,593</td>
</tr>
</tbody>
</table>

In ARHM, the quartiles of the salaries are generally comparable by gender within ranks. For each rank, the hypothesis of equal averages across genders is not rejected, using the 2-sample t-test. On this basis, no statistically significant evidence of gender bias regarding salary is found in AHRM.

Figures C1 and C2 provide relevant views.

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**Figure C1. Histogram of 9MonthRate, by Rank and Gender, for the 38 ARHM Faculty.**

---
In ARHM, for each gender, median salary increases with rank and the middle halves for adjacent ranks do not overlap.

Figure C3 shows that, in AHRM, in no rank is there evidence of age bias regarding salary.
C.2 The AHRM “2012-2018 Professors”: % 6-Year Salary Increase

Table C3 provides descriptive summaries for % 6-year salary increase, by gender, for AHRM.

Table C3. Descriptive Statistics for % 6-Year Salary Increase, by Gender, for the 19 AHRM 2012-2018 Professors.

<table>
<thead>
<tr>
<th>Gender</th>
<th>% 6-Year Salary Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average</td>
</tr>
<tr>
<td>F</td>
<td>18.9</td>
</tr>
<tr>
<td>M</td>
<td>12.2</td>
</tr>
<tr>
<td>All</td>
<td>14.0</td>
</tr>
</tbody>
</table>

The hypothesis of equal averages across genders is not rejected by the 2-sample t-test. On this basis, no statistically significant indication of gender bias regarding % 6-year salary increases is found in AHRM. Figures C4 and C5 provide relevant views.

Figure C4. Histogram of % 6-Year Salary Increase, by Gender, for the 19 AHRM 2012-2018 Professors.

Figure C5. Dotplot of % 6-Year Salary Increase, by Gender, for the 19 AHRM 2012-2018 Professors.
Figure C6 displays % 6-year salary increase versus years as Professor, by gender, for AHRM.

![Scatterplot of 9MonthRate vs Years as Professor, by Gender]

Figure C6. Scatterplot of % 6-Year Salary Increase versus Years as Professor, by Gender, for the 19 ARHM 2012-2018 Professors.

Exploring for age bias in % 6-year salary increases, the hypothesis of equal averages across Years as Professor groups (Under 25 years, and 25 years or more) is rejected at the 1% level of significance by the t-test, with p-value = 0.01.

This represents a statistically significant indication of age bias in % salary increases, in AHRM.
C.3 The AHRM “2012 Associate Professors”: Promotion Rates

Table C3 provides counts and percentages regarding promotion or not, over the years 2012-2017, for the 8 AHRM 2012 Associate Professors.

Table C3. Counts and Percentages for 2018 Rank, by Gender, for the 8 AHRM 2012 Associate Professors.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2018 Rank</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All</td>
<td>Associate Professor</td>
<td>Professor</td>
<td>All</td>
</tr>
<tr>
<td>F</td>
<td>3</td>
<td>100.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>M</td>
<td>4</td>
<td>80.0</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td>All</td>
<td>7</td>
<td>87.5</td>
<td>1</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Cell contents: Count, % of Row

In AHRM, while 1 (20%) of the 5 Male 2012 Associate Professors was promoted to Professor, none (0%) of the 3 Female 2012 Associate Professors were so promoted. However, the counts are small.

By a standard chi-square test applied to this data, the hypothesis of no association between gender and promotion to Professor is not rejected at the 5% significance level.

This supports the hypothesis that, in AHRM, gender and promotion are independent variables.

No statistically significant issue of gender bias regarding promotion in ARHM is raised by this data.
D. ATEC

Section D.1 treats the 21 ATEC TT faculty and examines salary for compression, gender bias, and age bias, and percentage Female in each rank for gender bias. Section D.2 comments on the 2 ATEC “2012-2018 Professors. There are no ATEC faculty among the “2012 Associate Professors”, so 6-year promotion rates are not explored.

D.1 The ATEC TT Faculty: Rank and Salary

The ATEC target faculty is 43% Female and 57% Male, and
- 38% Assistant Professor
  - 63% Female, 38% Male
- 43% Associate Professor
  - 44% Female, 56% Male
- 19% Professor
  - 100% Male.

These percentages, plus actual counts, are summarized in Table D1.

Table D1. Counts and Percentages, by Rank, Gender and Highest Degree, for the 21 ATEC Faculty.

<table>
<thead>
<tr>
<th>Highest Degree and Rank</th>
<th>Gender</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>Doctoral (15 total)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Professor</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Masters (6 total)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Professor</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Combined (21 total)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Professor</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>All</td>
<td>9</td>
<td>12</td>
</tr>
</tbody>
</table>

Cell contents: Count, % of Row

In ATEC, there are relatively high proportions Female in the Assistant Professor and Associate Professor ranks. Although there are only 0 Female Professors versus 4 Male Professors, this difference based on just a total of 4 Professors does not carry statistical significance. In ATEC, no statistically significant evidence of gender bias regarding rank is found.
Table D2 provides descriptive summaries of salary by gender and rank, for ATEC.

Table D2. Descriptive Statistics for 9MonthRate, by Rank and Gender, for the 21 ATEC Faculty.

<table>
<thead>
<tr>
<th>Gender and Rank</th>
<th>9MonthRate</th>
<th>1st Quartile</th>
<th>Median</th>
<th>3rd Quartile</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Female (9 total)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>79,436</td>
<td>76,000</td>
<td>77,590</td>
<td>80,000</td>
<td>81,000</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>101,043</td>
<td>100,000</td>
<td>100,245</td>
<td>101,087</td>
<td>101,798</td>
</tr>
<tr>
<td>Professor</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td><strong>Male (12 total)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>84,486</td>
<td>76,000</td>
<td>76,000</td>
<td>83,640</td>
<td>93,819</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>111,879</td>
<td>97,239</td>
<td>99,573</td>
<td>104,000</td>
<td>128,124</td>
</tr>
<tr>
<td>Professor</td>
<td>158,176</td>
<td>106,051</td>
<td>118,186</td>
<td>170,061</td>
<td>186,283</td>
</tr>
</tbody>
</table>

For each of the Assistant Professor and Associate Professor ranks, the hypothesis of equal averages across genders is not rejected, using the 2-sample t-test. In ATEC, no statistically significant evidence of gender bias regarding salary is found.

Figures D1 and D2 provide relevant views.

---

**Figure D1. Histogram of 9MonthRate, by Rank and Gender, for the 21 ATEC Faculty.**
In ATEC, for each gender, median salary increases with rank and the middle halves for adjacent ranks have little or no overlap.

Figure D3 shows that, in ATEC, for the Associate Professor rank, salary becomes a nearly constant decreasing function of the number of years in rank, indicating compression but not necessarily age bias.
D.2 The ATEC “2012-2018 Professors”: % 6-Year Salary Increase

The 2 ATEC 2012-2018 Professors both are Male and have exactly the same % 6-year salary increase (7%), and their numbers of years as Professor are relatively low (7 and 14).

Hence there is no indication of either gender bias or age bias.

D.3 The ATEC “2012 Associate Professors”: Promotion

There are no ATEC faculty among the 2012 Associate Professors.
E. BBSC

Section E.1 treats the 52 BBSC TT faculty and examines salary for compression, gender bias, and age bias, and percentage Female in each rank for gender bias. Section E.2 treats the 21 BBSC “2012-2018 Professors”, exploring percentage 6-year salary for gender bias and age bias. Section E.3 treats the 8 BBSC “2012 Associate Professors” and explores 6-year promotion rates for gender bias.

E.1 The BBSC TT Faculty: Rank and Salary

The BBSC target faculty is 48% Female and 52% Male, and

- 10% Assistant Professor
  - 60% Female, 40% Male
- 35% Associate Professor
  - 56% Female, 44% Male
- 56% Professor
  - 41% Female, 59% Male.

These percentages, plus actual counts, are summarized in Table E1.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Gender</th>
<th></th>
<th></th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>F</td>
<td>3</td>
<td>60.0</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>2</td>
<td>40.0</td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td>F</td>
<td>10</td>
<td>55.6</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>8</td>
<td>44.4</td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>F</td>
<td>12</td>
<td>41.4</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>17</td>
<td>58.6</td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>F</td>
<td>25</td>
<td>48.1</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>27</td>
<td>51.9</td>
<td></td>
</tr>
</tbody>
</table>

Cell contents: Count, % of Row

In BBSC, no statistically significant issues of gender bias with respect to rank are found.
Table E2 provides descriptive summaries of salary, by rank and gender, for BBSC.

<table>
<thead>
<tr>
<th>Gender and Rank</th>
<th>9MonthRate</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Quartile</th>
<th>Median</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Quartile</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female (25 total)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>80,333</td>
<td>80,000</td>
<td>80,000</td>
<td>80,000</td>
<td>81,000</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>98,725</td>
<td>85,000</td>
<td>87,767</td>
<td>95,618</td>
<td>110,600</td>
</tr>
<tr>
<td>Professor</td>
<td>139,194</td>
<td>91,000</td>
<td>108,478</td>
<td>124,633</td>
<td>154,857</td>
</tr>
<tr>
<td>Male (27 total)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>102,183</td>
<td>97,500</td>
<td>*</td>
<td>102,183</td>
<td>*</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>94,726</td>
<td>85,000</td>
<td>87,159</td>
<td>92,000</td>
<td>97,841</td>
</tr>
<tr>
<td>Professor</td>
<td>137,959</td>
<td>101,372</td>
<td>113,423</td>
<td>121,000</td>
<td>151,519</td>
</tr>
</tbody>
</table>

In BBSC, for all three ranks, the hypothesis of equal averages across genders is not rejected by the 2-sample t-test. For BBSC, no statistically significant indication of gender bias in salary is found.

Figures E1 and E2 provide relevant views.
In BBSC, for the Female faculty, median salary increases with rank and the middle halves for adjacent ranks have little or no overlap. However, for the Male faculty, there is compression/inversion across the two lower ranks.

Figure E3 shows that, in BBSC, for the Professor rank, salary is a markedly decreasing function of the number of years in rank. This downward trend is confirmed as statistically significant by testing the hypothesis of equal averages across the groups “Under 25 Years” and “25 Years Up”. This hypothesis is rejected at the 5% significance level with p-value = 0.014. Thus there are statistically significant indications of age bias in salary for the Professor rank, in BBSC.
E.2 The BBSC “2012-2018 Professors”: % 6-Year Salary Increase

Table E3 provides descriptive summaries for % 6-year salary increase, by gender, for BBSC.

<table>
<thead>
<tr>
<th>Gender</th>
<th>% 6-Year Salary Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average</td>
</tr>
<tr>
<td>F (9 total)</td>
<td>13.9</td>
</tr>
<tr>
<td>M (12 total)</td>
<td>15.2</td>
</tr>
<tr>
<td>All (21 total)</td>
<td>14.6</td>
</tr>
</tbody>
</table>

The hypothesis of equal averages across genders is not rejected by the 2-sample t-test. Altogether, comparing these small groups of 9 Female and 12 Male faculty, no statistically significant indication of gender bias regarding salary is found in BBSC. Figures E4 and E5 provide relevant views.

Figure E4. Histogram of % 6-Year Salary Increase, by Gender, for the 21 BBSC 2012-2018 Professors.

Figure E5. Dotplot of % 6-Year Salary Increase, by Gender, for the 21 BBSC 2012-2018 Professors.
Figure E6 shows that, in BBSC, all but 2 exceptionally high % 6-year salary increases are confined to the Low and Medium range, and the exceptions are not explained by higher number of years as Professor.

Exploring for age bias in % 6-year salary increases, the hypothesis of equal averages across Years as Professor groups (Under 25 years, and 25 years or more) is rejected at the 5% level of significance by the 2-sample t-test with p-values= 0.03.

This represents statistically significant indication of age bias in % salary increases, in BBSC.
E.3 The BBSC “2012 Associate Professors”: Promotion

Table E4 provides counts and percentages regarding promotion to Professor or not, for the 8 BBSC 2012 Associate Professors.

Table E4. Counts and Percentages for 2018 Rank, by Gender, for the 8 BBSC 2012 Associate Professors.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2018 Rank</th>
<th></th>
<th></th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Associate Professor</td>
<td>Professor</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>3</td>
<td>75.0</td>
<td>1</td>
<td>25.0</td>
</tr>
<tr>
<td>M</td>
<td>1</td>
<td>25.0</td>
<td>3</td>
<td>75.0</td>
</tr>
<tr>
<td>All</td>
<td>4</td>
<td>50.0</td>
<td>4</td>
<td>50.0</td>
</tr>
</tbody>
</table>

Cell contents: Count, % of Row

In BBSC, while 3 (75%) of the 4 Male 2012 Associate Professors were promoted to Professor, only 1 (25%) of the 4 Female 2012 Associate Professors was so promoted.

By a standard chi-square test applied to this data, the hypothesis of no association between gender and promotion to Professor is not rejected the 5% significance level.

This data does not represent evidence against the hypothesis that, in BBSC, **gender and promotion are independent variables**.

No statistically significant issue of gender bias regarding promotion in BBSC is found.
F. ENCS

Section F.1 treats the 142 ENCS TT faculty and examines salary for compression, gender bias, and age bias, and percentage Female in each rank for gender bias. Section F.2 treats the 51 ENCS “2012-2018 Professors”, exploring percentage 6-year salary for gender bias and age bias. Section F.3 treats the 28 ENCS “2012 Associate Professors” and explores 6-year promotion rates for gender bias.

F.1 The ENCS TT Faculty: Rank and Salary

The ENCS target faculty is 11% Female and 89% Male, and

- 23% Assistant Professor
  - 12% Female, 88% Male
- 18% Associate Professor
  - 12% Female, 88% Male
- 59% Professor
  - 11% Female, 89% Male.

These percentages, plus actual counts, are summarized in Table F1.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Gender</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
<td>All</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>4</td>
<td>12.5</td>
<td>28</td>
<td>87.5</td>
<td>32</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>3</td>
<td>11.5</td>
<td>23</td>
<td>88.5</td>
<td>26</td>
</tr>
<tr>
<td>Professor</td>
<td>9</td>
<td>10.7</td>
<td>75</td>
<td>89.3</td>
<td>84</td>
</tr>
<tr>
<td>All</td>
<td>16</td>
<td>11.3</td>
<td>126</td>
<td>88.7</td>
<td>142</td>
</tr>
</tbody>
</table>

The differences among the % Female across the three ranks are small, indicating that there is no gender bias with respect to rank. However, the % Female is relatively low in all three ranks in ENCS. On this basis, no statistically significant indication of gender bias regarding rank is found in ENCS.
Table F2 provides descriptive statistics for salary, in ENCS.

Table F2. Descriptive Statistics for 9MonthRate, by Rank and Gender, for the 142 ENCS Faculty.

<table>
<thead>
<tr>
<th>Gender and Rank</th>
<th>9MonthRate</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Quartile</th>
<th>Median</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Quartile</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average</td>
<td>Min</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female (16 total)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>101,896</td>
<td>98,899</td>
<td>99,719</td>
<td>102,592</td>
<td>103,377</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>120,724</td>
<td>112,224</td>
<td>112,224</td>
<td>122,448</td>
<td>127,501</td>
</tr>
<tr>
<td>Professor</td>
<td>154,525</td>
<td>126,941</td>
<td>135,785</td>
<td>147,274</td>
<td>171,331</td>
</tr>
<tr>
<td>Male (126 total)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>103,430</td>
<td>98,500</td>
<td>99,780</td>
<td>101,908</td>
<td>106,000</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>119,821</td>
<td>103,000</td>
<td>111,495</td>
<td>117,339</td>
<td>125,205</td>
</tr>
<tr>
<td>Professor</td>
<td>161,097</td>
<td>116,022</td>
<td>139,259</td>
<td>153,312</td>
<td>175,651</td>
</tr>
</tbody>
</table>

For each rank, the hypothesis of equal averages across genders is not rejected by the 2-sample t-test. On this basis, no statistically significant indication of gender bias in salary is found in ENCS.

Figures F1 and F2 provide relevant views.
Figure F1. Histogram of 9MonthRate, by Rank, for the 142 ENCS Faculty.

Figure F2. Boxplot of 9MonthRate, by Rank and Gender, for the 142 ENCS Faculty.

For each gender, the medians increase by rank and the middle halves are higher by rank without overlap. Within each rank, the median and middle halves by gender are comparable.
Figure F3 shows salary versus years in rank.

Figure F3. Scatterplot of 9Month Rate versus Years in Current Rank, by Rank, for the 142 ENCS Faculty.

For the Associate Professor rank, salary is a generally decreasing function of number of years in rank. However, there is only one faculty member in the “25 Years Up” group, so no statistical comparisons are made across years in rank groups.

For the Professor rank, the hypothesis of equal averages is not rejected by the 2-sample t-test, for the “Under 25 Years” group versus the “25 Years Up” group.

On this basis, no statistically significant indication of age bias in salary is found in ENCS.
Figures F4 and F5 show salary versus years, by department and gender, for Associate Professors and Professors, respectively, in ENCS.

![Figure F4. Scatterplot of 9MonthRate versus Years in Current Rank, by Department and Gender, for the ENCS Associate Professors.](image)

![Figure F5. Scatterplot of 9MonthRate versus Years as Professor, by Department and Gender, for the ENCS Professors.](image)
F.2 The ENCS “2012-2018 Professors”: % 6-Year Salary Increase

Table F3 provides descriptive summaries for % 6-year salary increase, by gender, for ENCS.

Table F3. Descriptive Statistics for % 6-Year Salary Increase, by Gender, for the 51 ENCS 2012-2018 Professors.

<table>
<thead>
<tr>
<th>Gender</th>
<th>% 6-Year Salary Increase</th>
<th>Average</th>
<th>Min</th>
<th>1st Quartile</th>
<th>Median</th>
<th>3rd Quartile</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>(5 total)</td>
<td>18.8</td>
<td>9.3</td>
<td>11.0</td>
<td>16.6</td>
<td>27.7</td>
<td>34.1</td>
</tr>
<tr>
<td>M</td>
<td>(46 total)</td>
<td>14.8</td>
<td>5.2</td>
<td>10.2</td>
<td>12.7</td>
<td>18.2</td>
<td>36.3</td>
</tr>
<tr>
<td>All</td>
<td></td>
<td>15.2</td>
<td>5.2</td>
<td>10.4</td>
<td>12.8</td>
<td>19.7</td>
<td>36.3</td>
</tr>
</tbody>
</table>

In ENCS, the hypothesis of equal averages across genders is not rejected by the 2-sample t-test. On this basis, no statistically significant evidence of gender bias regarding % 6-year salary increases is found in ENCS.

Figures F6 and F7 provide relevant views.
Figure F6. Histogram of % 6-Year Salary Increase, by Gender, for the 51 ENCS 2012-2018 Professors.

Figure F7. Dotplot of % 6-Year Salary Increase, by Gender, for the 51 ENCS 2012-2018 Professors.
Figure F8 shows that, in ENCS, for each gender, the % 6-year salary increases are spread across the levels from Low to High.

Exploring for age bias in % 6-year salary increases, the hypothesis of equal averages across Years as Professor groups (Under 25 years, and 25 years or more) is strongly rejected at the 1% level of significance by the 2-sample t-test, with p-value = 0.000.

Overall, there are statistically significant indications of age bias in % salary increases, in ENCS.
Figure F9 shows % 6-year increase versus Years as Professor, by ENCS departments.

![Scatterplot of % 6-Year Increase vs YrsCurrentRank, by Dept and Gender](image)

Panel variables: Department, Gender

Figure F9. Scatterplot of % 6-Year Salary Increase versus Years as Professor, by Department and Gender, for the 51 ENCS 2012-2018 Professors.
F.3 The ENCS “2012 Associate Professors”: Promotion

Table F3 provides counts and percentages regarding promotion to Professor or not, for the 28 ENCS 2012 Associate Professors.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2018 Rank</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Associate Professor</td>
<td>Professor</td>
<td>All</td>
</tr>
<tr>
<td>F</td>
<td>1</td>
<td>33.3</td>
<td>2</td>
</tr>
<tr>
<td>M</td>
<td>6</td>
<td>24.0</td>
<td>19</td>
</tr>
<tr>
<td>All</td>
<td>7</td>
<td>25.0</td>
<td>21</td>
</tr>
</tbody>
</table>

Cell contents: Count, % of Row

In ENCS, while 19 (76%) of the 25 Male 2012 Associate Professors was promoted to Professor, 2 (67%) of the 3 Female 2012 Associate Professors were so promoted. However, the counts are small.

By a standard chi-square test applied to this data, the hypothesis of no association between gender and promotion to Professor is accepted at the 5% significance level, with p-value = 0.124.

This supports the hypothesis that, in ENCS, gender and promotion are independent variables.

No statistically significant issue of gender bias regarding promotion in ENCS is found.
G. EPPS

Section G.1 treats the 56 EPPS TT faculty and examines salary for compression, gender bias, and age bias, and percentage Female in each rank for gender bias. Section G.2 treats the 20 EPPS “2012-2018 Professors”, exploring percentage 6-year salary for gender bias and age bias. Section G.3 treats the 13 EPPS “2012 Associate Professors” and explores 6-year promotion rates for gender bias.

G1. The EPPS TT Faculty: Rank and Salary

The EPPS target faculty is 21% Female and 79% Male, and

- 20% Assistant Professor
  - 18% Female, 82% Male
- 27% Associate Professor
  - 27% Female, 73% Male
- 54% Professor
  - 20% Female, 80% Male.

These percentages, plus actual counts, are summarized in Table G1.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Gender</th>
<th></th>
<th></th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>2</td>
<td>18.2</td>
<td>9</td>
<td>81.8</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>4</td>
<td>26.7</td>
<td>11</td>
<td>73.3</td>
</tr>
<tr>
<td>Professor</td>
<td>6</td>
<td>20.0</td>
<td>24</td>
<td>80.0</td>
</tr>
<tr>
<td>All</td>
<td>12</td>
<td>21.4</td>
<td>44</td>
<td>78.6</td>
</tr>
</tbody>
</table>

Cell contents: Count, % of Row

In EPPS, no statistically significant indication of gender bias with respect to rank is found.
Table G2 provides descriptive summaries of salary, by rank and gender.

<table>
<thead>
<tr>
<th>Gender and Rank</th>
<th>9MonthRate</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average</td>
<td>Min</td>
<td>1st Quartile</td>
<td>Median</td>
<td>3rd Quartile</td>
<td>Max</td>
</tr>
<tr>
<td>Female (12 total)</td>
<td></td>
<td></td>
<td>*</td>
<td>79,892</td>
<td>*</td>
<td>80,000</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>79,892</td>
<td>79,784</td>
<td>85,182</td>
<td>96,194</td>
<td>104,409</td>
<td>105,000</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>95,241</td>
<td>83,574</td>
<td>107,571</td>
<td>118,850</td>
<td>158,919</td>
<td>200,864</td>
</tr>
<tr>
<td>Professor</td>
<td>132,925</td>
<td>105,929</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male (44 total)</td>
<td></td>
<td></td>
<td>*</td>
<td>79,892</td>
<td>*</td>
<td>128,725</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>87,890</td>
<td>69,338</td>
<td>76,069</td>
<td>99,487</td>
<td>142,123</td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td>98,394</td>
<td>80,003</td>
<td>94,854</td>
<td>104,526</td>
<td>142,123</td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>153,456</td>
<td>102,335</td>
<td>131,745</td>
<td>203,131</td>
<td>254,998</td>
<td></td>
</tr>
</tbody>
</table>

In EPPS, for each rank, the hypothesis of equal averages across genders is not rejected by the 2-sample t-test.

In EPPS, no statistically significant evidence of gender bias regarding salary is found.

Relevant views are provided by Figures G1 and G2.
Figure G1. Histogram of 9MonthRate, by Rank and Gender, for the 56 EPPS Faculty.

Figure G2. Boxplot of 9MonthRate, by Rank and Gender, for the 56 EPPS Faculty.

In EPPS, for the Female faculty, the medians increase by rank and the middle halves are higher by rank without overlap. For the Male faculty, the medians increase by rank, but the middle halves for the Assistant Professor and Associate Professor ranks considerably overlap (compression across ranks).
Figure G3 shows salary versus years in rank. For both the Associate Professor and Professor ranks, rank salary is a generally decreasing function of the number of years in rank.

![Scatterplot of 9MonthRate vs YrsCurrentRank, by Rank](image)

**Figure G3. Scatterplot of 9Month Rate versus Years in Current Rank, by Rank, for the 56 EPPS Faculty.**

For the Associate Professor rank, there is only one faculty member in the “25 Years Up” group, so no comparison by years in rank is made.

For the Professor rank, the hypothesis of equal averages across “Under 25 Years” and “25 Years Up” is not rejected by the 2-sample t-test.

On this basis, no statistically significant indications of age bias in salary in EPPS are found.
G.2 The EPPS “2012-2018 Professors”: % 6-Year Salary Increase

Table G3 provides descriptive summaries for % 6-year salary increase, by gender, for EPPS.

<table>
<thead>
<tr>
<th>Gender</th>
<th>% 6-Year Salary Increase</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average</td>
<td>Min</td>
<td>1st Quartile</td>
<td>Median</td>
<td>3rd Quartile</td>
<td>Max</td>
</tr>
<tr>
<td>F (1 total)</td>
<td>10.5</td>
<td>10.5</td>
<td>*</td>
<td>10.5</td>
<td>*</td>
<td>10.5</td>
</tr>
<tr>
<td>M (19 total)</td>
<td>16.4</td>
<td>8.1</td>
<td>9.3</td>
<td>9.9</td>
<td>22.5</td>
<td>39.6</td>
</tr>
<tr>
<td>All</td>
<td>16.1</td>
<td>8.1</td>
<td>9.3</td>
<td>10.1</td>
<td>21.8</td>
<td>39.6</td>
</tr>
</tbody>
</table>

In EPPS, the % 6-year salary increase for the single Female 2012-2018 Professor is consistent with the middle range of those for the majority of the Male Professors. However, it is noted that the % increases for Male Professors range very high. However, no tests of statistical significance can be made, with just one Female Professor. On this basis, no statistically significant finding of gender bias regarding salary is found in EPPS.

Figures G4 and G5 provide relevant views.
Figure G4. Histogram of % 6-Year Salary Increase, by Gender, for the 20 EPPS 2012-2018 Professors.

Figure G5. Dotplot of % 6-Year Salary Increase, by Gender, for the 20 EPPS 2012-2018 Professors.
Figure G6 shows, for EPPS, the % 6-year salary increases versus years as Professor.

The hypothesis of equal averages across Years as Professor groups (Under 25 Years, and 25 Years Up) is not rejected at the 5% level of significance by the 2-sample t-test.

On this basis, no statistically significant indications of age bias in % salary increases are found in EPPS.
G.3 The EPPS “2012 Associate Professors”: Promotion

Table G4 provides counts and percentages regarding promotion to Professor or not, for the 13 EPPS 2012 Associate Professors.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2018 Rank</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Associate Professor</td>
<td>Professor</td>
<td>All</td>
</tr>
<tr>
<td>F</td>
<td>2</td>
<td>40.0</td>
<td>3</td>
</tr>
<tr>
<td>M</td>
<td>4</td>
<td>50.0</td>
<td>4</td>
</tr>
<tr>
<td>All</td>
<td>6</td>
<td>46.2</td>
<td>7</td>
</tr>
</tbody>
</table>

Cell contents: Count, % of Row

In EPPS, while 4 (50%) of the 8 Male 2012 Associate Professors were promoted to Professor, 3 (60%) of the 5 Female 2012 Associate Professors were so promoted.

By a standard chi-square test applied to this data, the hypothesis of no association between gender and promotion to Professor is not rejected.

This supports the hypothesis that, in EPPS, gender and promotion are independent variables.

No statistically significant issue of gender bias regarding promotion in EPPS is found.
H. GENS

Sections H.1 comments on the 2 GENS faculty, Section H.2 comments on the 1 GENS “2012-2018 Professor”, and Section H.3 comments on the 1 GENS “2012 Associate Professor”.

H.1 The GENS TT Faculty: Rank and Salary

The GENS target faculty is 100% Female Professors.

The two salaries are 94500 and 109612, with the higher salary corresponding to larger number of years in current rank and years TT at UTD.

Thus there are no anomalies with respect to salary compression or inversion, or regarding gender bias.

H.2 The GENS “2012-2018 Professors”: % 6-Year Salary Increase

The % 6-year salary increase of 16%, with 22 years as Professor, does not suggest any biases.

H.3 The GENS “2012 Associate Professors”: Promotion

The 1 GENS 2012 Associate Professor was promoted to Professor.
I. MGMT

Section I.1 treats the 101 MGMT TT faculty and examines salary for compression, gender bias, and age bias, and percentage Female in each rank for gender bias. Section I.2 treats the 24 MGMT “2012-2018 Professors”, exploring percentage 6-year salary for gender bias and age bias. Section I.3 treats the 26 MGMT “2012 Associate Professors” and explores 6-year promotion rates for gender bias.

I.1 The MGMT TT Faculty: Rank and Salary

The MGMT target faculty is 21% Female and 79% Male, and
- 25% Assistant Professor
  - 24% Female, 76% Male
- 37% Associate Professor
  - 35% Female, 65% Male
- 39% Professor
  - 5% Female, 95% Male.

These percentages, plus actual counts, are summarized in Table II.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Gender</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>Assistant Prof</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>Associate Prof</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>Professor</td>
<td>2</td>
<td>37</td>
</tr>
<tr>
<td>All</td>
<td>21</td>
<td>80</td>
</tr>
</tbody>
</table>

Although the overall MGMT faculty is 21% Female, the Assistant Professor rank is 24% Female and the Associate Professor rank is 35% Female, the Professor rank is but 5% Female, indicating possible gender bias with respect to rank.

By a standard chi-square test, the hypothesis of no association between rank and gender is strongly rejected at the 1% significance level with p-value = 0.005. This supports that, in MGMT, rank and gender are not independent variables.

The discrepancy between the 21% Female percentage for MGMT overall and the 5% Female percentage for the Professor rank is not well explained by chance. This represents statistically significant indication of gender bias with respect to the Professor rank, in MGMT.
Table I2 provides descriptive summaries of salary by rank and gender. Figures I1 and I2 provide relevant views.

Table I2. Descriptive Statistics for 9MonthRate, by Rank and Gender, for the 101 MGMT Faculty.

<table>
<thead>
<tr>
<th>Gender and Rank</th>
<th>9MonthRate</th>
<th>Average</th>
<th>Min</th>
<th>1st Quartile</th>
<th>Median</th>
<th>3rd Quartile</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female (21 total)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td>180,434</td>
<td>142,177</td>
<td>148,004</td>
<td>175,214</td>
<td>217,500</td>
<td>225,000</td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td>184,993</td>
<td>143,542</td>
<td>160,419</td>
<td>178,300</td>
<td>205,364</td>
<td>238,000</td>
</tr>
<tr>
<td>Professor</td>
<td></td>
<td>225,043</td>
<td>225,000</td>
<td>*</td>
<td>225,043</td>
<td>*</td>
<td>225,086</td>
</tr>
<tr>
<td>Male (80 total)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td>174,888</td>
<td>120,000</td>
<td>153,000</td>
<td>159,400</td>
<td>213,237</td>
<td>219,300</td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td>188,123</td>
<td>134,505</td>
<td>161,961</td>
<td>182,432</td>
<td>219,076</td>
<td>249,821</td>
</tr>
<tr>
<td>Professor</td>
<td></td>
<td>245,067</td>
<td>139,728</td>
<td>193,083</td>
<td>237,786</td>
<td>294,400</td>
<td>368,567</td>
</tr>
</tbody>
</table>

Within the Professor rank, there are only 2 Female faculty versus 27 Male faculty and statistical comparison is not pursued.

For each of the Assistant Professor and Associate Professor ranks, the hypothesis of equal averages is not rejected at the 5% significance level.

On this basis, no statistically significant indication of gender bias regarding salary in MGMT is found.

Figures I1 and I2 provide relevant views.
For each gender, the medians increase by rank but the middle halves do not and exhibit considerable overlap (compression). On the other hand, within each rank, the median and middle halves are comparable by gender.
Figure I3 shows that, in MGMT, for the Associate Professor and Professor ranks, salary is a generally decreasing function of the number of years in rank. Figure I4 examines this by gender.

Figure I3. Scatterplot of 9Month Rate versus Years in Current Rank, by Rank, for the 101 MGMT Faculty.

Figure I4. Scatterplot of 9Month Rate versus Years in Current Rank, by Rank and Gender, for the 101 MGMT Faculty.

For the Professor rank, the hypothesis of equal averages across “Under 25 Years” and “25 Years Up” is not rejected by a 2-sample t-test. On this basis, no statistically significant indication of age bias in salary is found in MGMT.
I.2 The MGMT “2012-2018 Professors”: % 6-Year Salary Increase

Table I3 provides descriptive summaries for % 6-year salary increase, by gender, for MGMT.

<table>
<thead>
<tr>
<th>Gender</th>
<th>% 6-Year Salary Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average</td>
</tr>
<tr>
<td>F (2 total)</td>
<td>20.8</td>
</tr>
<tr>
<td>M (22 total)</td>
<td>21.1</td>
</tr>
<tr>
<td>All</td>
<td>21.1</td>
</tr>
</tbody>
</table>

In MGMT, the mean and median % 6-year salary increases for the 2 Female 2012-2018 Professors are comparable to those for the 22 Male faculty. However, the % 6-year salary increases for the 2 Female faculty are close together in the middle, while those for the Male faculty have a wide spread. Statistical comparison is not pursued due to the small number of Female faculty. On this basis, no statistically significant indication of gender bias in % 6-year salary increase is found in MGMT.

Figures G4 and G5 provide relevant views.
Figure I5. Histogram of % 6-Year Salary Increase, by Gender, for the 24 MGMT 2012-2018 Professors.

Figure I6. Dotplot of % 6-Year Salary Increase, by Gender, for the 24 MGMT 2012-2018 Professors.
Figure I7 shows, for MGMT, the % 6-year salary increases versus years as Professor.

![Scatterplot of % 6-Year Salary Increase vs Years as Professor, by Gender](image)

Figure I7. Scatterplot of % 6-Year Salary Increase, by Gender, for the 24 MGMT 2012-2018 Professors.

Exploring for age bias in % 6-year salary increases, the hypothesis of equal averages across Years as Professor groups (Under 25 Years, and 25 Years Up) is rejected at the 1% level of significance by the 2-sample t-test, with p-value = 0.01.

On this basis, there is statistically significant indication of age bias in % salary increases, in MGMT.
I.3 The MGMT “2012 Associate Professors”: Promotion

Table I4 provides counts and percentages regarding promotion to Professor or not, for the 26 MGMT 2012 Associate Professors.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2018 Rank</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Associate Professor</td>
<td>Professor</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>5</td>
<td>100.0</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>9</td>
<td>42.9</td>
<td>12</td>
<td>57.4</td>
<td>21</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>14</td>
<td>53.9</td>
<td>12</td>
<td>46.2</td>
<td>26</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Cell contents: Count, % of Row

While 12 (57%) of the 21 Male 2012 Associate Professors were promoted to Professor, none (0%) of the 24 Female 2012 Associate Professors were so promoted, indicating possible gender bias regarding promotion to Professor.

By a standard chi-square test applied to this data, the hypothesis of no association between gender and promotion to Professor is rejected at the 5% significance level, with p-value = 0.021.

This supports that, in MGMT, gender and promotion are not independent variables.

On this basis, the difference in the 57% and 0% promotion rates for Male and Female is statistically significant, not explainable as merely due to chance, thus indicating gender bias regarding promotion to Professor, in MGMT.

This finding for MGMT is the source of the similar finding in Section B.4 for the full UTD faculty.
J. NSMT

Section J.1 treats the 98 NSMT TT faculty and examines salary for compression, gender bias, and age bias, and percentage Female in each rank for gender bias. Section J.2 treats the 28 NSMT “2012-2018 Professors”, exploring percentage 6-year salary for gender bias and age bias. Section J.3 treats the 24 NSMT “2012 Associate Professors” and explores 6-year promotion rates for gender bias.

J.1 The NSMT TT Faculty: Rank and Salary

The NSMT target faculty is 14% Female and 86% Male, and

- 31% Assistant Professor
  - 16% Female, 84% Male
- 27% Associate Professor
  - 15% Female, 85% Male
- 40% Professor
  - 13% Female, 87% Male.

These percentages, plus actual counts, are summarized in Table J1.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Gender</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>5</td>
<td>16.1</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>4</td>
<td>14.8</td>
</tr>
<tr>
<td>Professor</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>All</td>
<td>14</td>
<td>14.3</td>
</tr>
</tbody>
</table>

The differences among the % Female across the three ranks are small, indicating that there is no statistically significant indication of gender bias with respect to rank. However, the % Female is relatively low in all three ranks in NSMT.

Table J2 provides descriptive summaries for salary, by rank and gender.
Table J2. Descriptive Statistics for 9MonthRate, by Rank and Gender, for the 98 NSMT Faculty.

<table>
<thead>
<tr>
<th>Gender and Rank</th>
<th>9MonthRate</th>
<th>1st Quartile</th>
<th>Median</th>
<th>3rd Quartile</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average</td>
<td>Min</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female (14 total)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>96,881</td>
<td>89,000</td>
<td>90,523</td>
<td>95,248</td>
<td>104,057</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>101,679</td>
<td>91,420</td>
<td>93,275</td>
<td>100,864</td>
<td>110,898</td>
</tr>
<tr>
<td>Professor</td>
<td>148,728</td>
<td>109,242</td>
<td>110,131</td>
<td>146,944</td>
<td>188,218</td>
</tr>
<tr>
<td>Male (84 total)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>93,708</td>
<td>89,000</td>
<td>91,195</td>
<td>93,670</td>
<td>95,311</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>100,514</td>
<td>76,215</td>
<td>88,960</td>
<td>98,099</td>
<td>102,798</td>
</tr>
<tr>
<td>Professor</td>
<td>140,193</td>
<td>88,221</td>
<td>105,328</td>
<td>136,121</td>
<td>157,784</td>
</tr>
</tbody>
</table>

For each rank, the hypothesis of equal averages across genders is not rejected by statistical tests. On this basis, no statistically significant evidence of gender bias regarding salary is found in NSMT.

Figures J1 and J2 provide relevant views.
Panel variables: Rank, Gender

Figure J1. Histogram of 9MonthRate, by Rank and Gender, for the 98 NSMT Faculty.

Within each rank, the median and middle halves by gender are comparable. However, for each gender, the medians increase by rank but the middle halves do not, exhibiting considerable overlap (compression).

Figure J2. Boxplot of 9MonthRate, by Rank and Gender, for the 98 NSMT Faculty.
Figure J3 shows, for NSMT, salary versus years in rank. Within the Assistant Professor rank, there is compression.

For the Associate Professor rank, salary is a decreasing function of years in, indicating age bias. For the Professor rank, the same trend is evident, but with considerable scatter.

Exploring age bias, for each of the Associate Professor and Professor ranks, the hypothesis of equal averages across the years in rank groups, “Under 25 Years” and “25 Years Up”, is not rejected by a 2-sample t-test. On this basis, no statistically significant indication of age bias in salary for these ranks is found in NSMT.

Figure J4 clarifies that, for the Professor rank, the pattern of salary being a decreasing function of years in rank is for the Male Professors, the opposite trend holding for the Female Professors.
Figures J5 and J6 show salary versus years for Associate Professors and Professors, respectively, in the NSMT departments.

Figure J5. Scatterplot of 9Month Rate versus Years in Current Rank, by Department and Gender, for the NSMT Associate Professors.

Figure J6. Scatterplot of 9Month Rate versus Years as Professor, by Department and Gender, for the NSMT Professors.
J.2 The NSMT “2012-2018 Professors”: % 6-Year Salary Increase

Table J3 provides descriptive summaries for % 6-year salary increase, by gender, for NSMT.

Table J3. Descriptive Statistics for % 6-Year Salary Increase, by Gender, for the 28 NSMT 2012-2018 Professors.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Average</th>
<th>Min</th>
<th>1st Quartile</th>
<th>Median</th>
<th>3rd Quartile</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>F (2 total)</td>
<td>8.6</td>
<td>8.4</td>
<td>*</td>
<td>8.6</td>
<td>*</td>
<td>8.8</td>
</tr>
<tr>
<td>M (26 total)</td>
<td>11.9</td>
<td>5.0</td>
<td>8.4</td>
<td>9.2</td>
<td>14.6</td>
<td>24.8</td>
</tr>
<tr>
<td>All</td>
<td>11.7</td>
<td>5.0</td>
<td>8.4</td>
<td>9.2</td>
<td>13.3</td>
<td>24.8</td>
</tr>
</tbody>
</table>

In NSMT, the % 6-year salary increases for the 2 Female 2012-2018 Professor are consistent with the middle range of those for the majority of the Male faculty. However, since there are only 2 Female faculty among the 2012-2018 Professors, no statistical comparison is made. On this basis, no statistically significant indication of gender bias regarding % 6-year salary increases is found in NSMT.

Figures J7 and J8 provide views.
Figure J7. Histogram of % 6-Year Salary Increase, by Gender, for the 28 NSMT 2012-2018 Professors.

Figure J8. Dotplot of % 6-Year Salary Increase, by Gender, for the 28 NSMT 2012-2018 Professors.
Figure J9 shows that, in NSMT, there is considerable scatter in % 6-year salary increases versus years as Professor, and this persists across the full range of years.

The hypothesis of equal averages across Years as Professor groups (Under 25 years, and 25 years or more) is not rejected at the 5% level of significance by the 2-sample t-test. On this basis, no statistically significant indication of age bias in % salary increase is found in NSMT.
J.3 The NSMT “2012 Associate Professors”: Promotion

Table J3 provides counts and percentages regarding promotion to Professor or not, for the 24 NSMT 2012 Associate Professors.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2018 Rank</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Associate Professor</td>
<td>Professor</td>
<td>All</td>
</tr>
<tr>
<td>F</td>
<td>3</td>
<td>100.0</td>
<td>0</td>
</tr>
<tr>
<td>M</td>
<td>16</td>
<td>76.2</td>
<td>5</td>
</tr>
<tr>
<td>All</td>
<td>19</td>
<td>79.2</td>
<td>5</td>
</tr>
</tbody>
</table>

Cell contents: Count, % of Row

In NSMT, while 5 (24%) of the 21 Male 2012 Associate Professors were promoted to Professor, none (0%) of the 3 Female 2012 Associate Professors were so promoted.

By a standard chi-square test applied to this data, the hypothesis of no association between gender and promotion to Professor is not rejected at the 5% significance level.

This supports the hypothesis that, in NSMT, gender and promotion are independent variables.

No statistical evidence of gender bias regarding promotion in NSMT is found in this data.
K. SUMMARY

The UTD TT Faculty: Rank and Salary

*Gender bias* regarding the % Female in ranks is explored by comparing, for each rank, the percentages of Female faculty and Male faculty. Indications of gender bias regarding % Female in the Professor rank are statistically significant in MGMT, but no statistically significant indications of such gender bias are found in AHRM, ATEC, BBSC, ENCS, EPPS, GENS, and NSMT. Nevertheless, the finding in MGMT is substantial enough to induce a statistically significant finding of gender bias regarding rank for UTD as a whole.

*Gender bias* regarding salary is explored by comparing average salary for the two genders. For UTD as a whole, there is statistically significant indication of gender bias in salary for the Professor rank. Separately by schools, however, observed differences by gender are not statistically significant. Nevertheless, there are in some cases patterns that bear investigation.

*Age bias* regarding salary is explored by examining salary versus number of years in rank and comparing average salary for the “years in rank” groups, “Under 25 Years” and “25 Years Up”. For UTD as a whole, a statistically significant indication of age bias regarding salary is found. However, among the schools, the difference in averages is found statistically significant only in BBSC. Nevertheless, in ENSC, EPPS, MGMT, and NSMT as well, a prominent pattern of salary being a decreasing function of years in rank bears investigation. No trends indicating age bias regarding salary are found in AHRM, ATEC, and GENS. Overall, the age bias is most prominent in the group of Professors with 25 or more years as Professor.

*Compression across ranks* regarding salary occurs when the differential between salaries for adjacent ranks is relatively small while still positive, or is even negative (inversion). Compression *within ranks* is one consequence of age bias but also can be present without age bias. Compression of one form or another is evident in all schools except GENS, primarily in the two upper ranks.

The “2012-2018 Professors”: % 6-Year Salary Increase

*Gender bias* regarding % salary increase is explored by comparing average % 6-year salary increase (over the years 2012-2018) across genders, for the group of “2012-2018 Professors. Collectively for UTD, as well as separately by schools, no statistically significant indications of gender bias regarding % salary increase are found. However, for MGMT and NSMT, each having are only 2 Female faculty among this group of Professors, no statistical comparisons by gender are made.

*Age bias* regarding % salary increase is explored by examining average % 6-year salary increase versus number of years in rank and comparing average 6-year salary increase across the “years in rank” groups, “Under 25 Years” and “25 Years Up”. For UTD as a whole, a statistically significant difference in average % salary increase is found for the two groups. Also, % 6-year salary increase and number of years as Professor are negative correlated, with Pearson correlation = − 0.21 and statistically significant p-value = 0.008. Among the schools
individually, the difference in averages is found statistically significant in AHRM, BBSC, ENCS, and MGMT. This age bias regarding % salary increase is most prominent in the group of Professors with 25 or more years as Professor. No trends indicating age bias regarding % salary increase are found in ATEC, EPPS, GENS, and NSMT.

School disparity regarding % salary increase is explored by comparing the distributions of % 6-year salary increase across the schools. For UTD as a whole, the distribution of % 6-year salary increase for the “2012-2018 Professors” exhibits great variation. Also, a substantial fraction of the % 6-year salary increases are very low relative to the 6-year COLA of 7.4%. Moreover, across schools separately, the locations, shapes, and ranges of the distributions of % 6-year salary increase exhibit considerable school disparity. With respect to % salary increase, NSMT is singularly at the low end of the spectrum, and MGMT is singularly at the high end.

The “2012 Associate Professors”: Promotion Rates

Gender bias regarding rates of promotion to Professor is explored by comparing the 6-year rates for promotion to Professor across the years 2012-2018, for the two genders. Statistically significant indications of gender bias regarding rates of promotion to Professor are found in MGMT, but not in AHRM, ATEC, BBSC, ENCS, EPPS, GENS, and NSMT. The finding in MGMT is substantial enough to induce a statistically significant finding of gender bias regarding rates of promotion to Professor for UTD as a whole.

Concluding Overview

Gender bias. In UTD, there are statistically significant findings of gender bias regarding salary in the Professor rank. However, there are no statistically significant findings of gender bias regarding % salary increase. Regarding % Female in the Professor rank and promotion rates to Professor, there are statistically significant findings of gender bias in UTD, stemming from corresponding statistically significant indications found in MGMT not in the other schools.

Age bias. In UTD, with respect to “Years in Current Rank”, there are statistically significant findings of age bias regarding salary in UTD overall and also in BBSC. Regarding % salary increases, there are statistically significant findings in UTD overall and in AHRM, BBSC, ENCS, and MGMT. The findings for UTD hold similarly relative to “Years TT at UTD”, which has Pearson correlation with “Years in Current Rank” of 0.86 (p-value = 0.000). For economy of presentation, these parallel findings are omitted.

Compression/inversion. As in the previous studies, compression/inversion of salary is present in UTD in all the schools except GENS (with only 2 faculty).

School disparity in % salary increases. In UTD, there is considerable disparity across schools in the distributions of % salary increases, with NSMT at the low end of the spectrum and MGMT at the high end. Also, lower % 6-year salary increases compare to the 6-year COLA.

Future Studies. A carefully designed study focusing on age bias is recommended, with “Calendar Age” as the key “age” variable.
To: Academic Council Budget Committee
From: Midori Kitagawa
Re: Cost of UNT Faculty/Staff/Retiree/Dependent Educational Scholarship and a revised proposal for Educational Scholarship for UTD Employees, Retirees and Dependents
Cc: Ravi Prakash, Murray Leaf, Richard Scotch, Christina McGowan
Date: August 25th, 2018

At the Academic Council Meeting on March 1st of 2017, I presented a proposal to create a tuition benefit/scholarship for UTD employees’ dependent children and a survey of tuition benefits and scholarships offered by universities in Texas and other states for their employees and dependents, including the University of North Texas (UNT)’s scholarship program. After the meeting through Vice President Jamison, I learned about more details of UNT’s Faculty/Staff/Retiree/Dependent Educational Scholarship. (The scholarship application and criteria are at https://sfs.unt.edu/sites/default/files/2018FacultyStaffApp.pdf.)

UNT’s Educational Scholarship was established in 1994 after it was determined that public institutions in the State of Texas could no longer waive tuition/fees for employees and/or their dependents. The scholarship pays for the Board Designated Tuition1, Differential Tuition (additional tuitions for the courses offered in the Schools of Music, Business and Engineering) and Mandatory Fees. The scholarship recipient is responsible for the Statutory Tuition2, Graduate Tuition3 (if applicable) and all other fees. The uniqueness of UNT’s scholarship is that it is not endowed – it is in essence a waiver of the Board Designated Tuition, Differential Tuition and Mandatory Fees. UNT absorbs the loss of revenue induced by the scholarship.

I proposed an “Educational Scholarship for UTD Employees, Retirees and Dependents,” modeling it after UNT’s Educational Scholarship, at the Academic Council Meeting on October 4th of 2017. In April of 2018, I was asked by Academic Council Budget Committee to investigate the cost of UNT’s Educational Scholarship. I emailed UNT President Smatresk and he kindly put me in touch with UNT administrators and I received the numbers of the Educational Scholarship recipients (Table 1) and its cost (Table 2) for the last three school years. The scholarship needs to be renewed for every semester and those who received the scholarship for multiple semesters within one school year were counted multiple times in Table 1.

<table>
<thead>
<tr>
<th>Scholarship Type</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Staff Dependent Scholarship</td>
<td>755</td>
<td>895</td>
<td>911</td>
</tr>
<tr>
<td>Faculty Staff Scholarship</td>
<td>620</td>
<td>695</td>
<td>683</td>
</tr>
<tr>
<td>Total</td>
<td>1375</td>
<td>1590</td>
<td>1594</td>
</tr>
</tbody>
</table>

Table 1. Number of UNT Educational Scholarship recipients

1 Board Designated Tuition was $230.11 for undergraduate students and $177.70 for graduate students per credit hour for the 2017-2018 school year.
2 Statutory Tuition for Texas residents is $50 per credit hour for the 2017-2018 school year.
3 Graduate tuition was $75 per credit hour for the 2017-2018 school year.
<table>
<thead>
<tr>
<th>Scholarship Type</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Staff Dependent Scholarship</td>
<td>$2,297,993.63</td>
<td>$2,946,253.91</td>
<td>$3,109,352.75</td>
</tr>
<tr>
<td>Faculty Staff Scholarship</td>
<td>$1,073,670.74</td>
<td>$1,273,575.37</td>
<td>$1,249,913.85</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$3,371,664.37</strong></td>
<td><strong>$4,219,829.28</strong></td>
<td><strong>$4,359,266.60</strong></td>
</tr>
</tbody>
</table>

Table 2. Cost of UNT Educational Scholarship recipients

I obtained the numbers of UNT full-time employees and students (Table 3) from https://institutionalresearch.unt.edu/fact-book, except for the number of students in 2018 Summer Semester, which is an estimate. I was hoping to have the number of UNT part-time employees with 50%-90% appointments who were eligible for the scholarship but the UNT administrator I contacted told me the number was not available.

<table>
<thead>
<tr>
<th></th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students (Fall semester)</td>
<td>37175</td>
<td>37979</td>
<td>38081</td>
</tr>
<tr>
<td>Students (Spring semester)</td>
<td>35039</td>
<td>35494</td>
<td>35373</td>
</tr>
<tr>
<td>Students (Summer semester)</td>
<td>14692</td>
<td>14486</td>
<td>14500</td>
</tr>
<tr>
<td>Full-time employees</td>
<td>3488</td>
<td>3559</td>
<td>3515</td>
</tr>
</tbody>
</table>

Table 3. Numbers of UNT students and full-time employees

I created additional tables, Tables 4 and 5, using the numbers in Tables 1, 2 and 3. Table 4 shows the average scholarship cost per recipient per semester for the last three years. FYI: for the 2018-2019 school year, the tuition and fees of 15 credit hours for a Texas resident undergraduate UNT student is estimated at $5,625 and that of 12 credit hours for a Texas resident graduate UNT student is estimated at $4,776 (https://sfs.unt.edu/tuition-and-fee-calculators).

<table>
<thead>
<tr>
<th>Scholarship Type</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Staff Dependent Scholarship</td>
<td>$3,043.70</td>
<td>$3,291.90</td>
<td>$3,413.12</td>
</tr>
<tr>
<td>Faculty Staff Scholarship</td>
<td>$1,731.73</td>
<td>$1,832.48</td>
<td>$1,830.03</td>
</tr>
</tbody>
</table>

Table 4. Average scholarship cost per recipient per semester

Table 5 shows: (a) the percentage of the dependent scholarship recipients in the whole student enrollment number, (b) the percentage of the dependent scholarship recipients in the full-time employee number, and (c) the percentage of the faculty/staff scholarship recipients in the full-time employee number. (a) indicates that the rate of the students who were dependents of UNT employees and benefitted by the scholarship increased over the last three school years. Please note that (b) and (c) do not accurately represent the scholarship usage by the eligible UNT employees. UNT could not provide me with the number of 50-99% part-time employees who were eligible for the scholarship and the eligible part-time employees were not included in the table; however, (b) and (c) seem to indicate that that rate of the UNT employees who took advantage of the scholarship, especially for their dependents, increased over the last three years.
<table>
<thead>
<tr>
<th>Category</th>
<th>2015-2016</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Dependent recipients / students</td>
<td>0.87%</td>
<td>1.02%</td>
<td>1.04%</td>
</tr>
<tr>
<td>(b) Dependent recipients / full-time employees</td>
<td>21.65%</td>
<td>25.15%</td>
<td>25.92%</td>
</tr>
<tr>
<td>(c) Faculty Staff recipients / full-time employees</td>
<td>17.78%</td>
<td>19.53%</td>
<td>19.43%</td>
</tr>
</tbody>
</table>

Table 5. Percentage of scholarship recipients

Those who are eligible for UNT Educational Scholarship are:
1. Full-time UNT faculty and staff
2. Part-time (50% - 99%) UNT faculty and staff who have been employed for a minimum of five years
3. Retirees of the UNT system under TRS or ORP programs
4. Dependents of 1, 2 and 3

To make UTD more competitive with peer institutions in Texas and other states, I propose that we replace the existing Employee Tuition Assistance Plan (http://www.utdallas.edu/hr/benefits/tuition/) with a new educational scholarship that will pay for Board Designated Tuition, Supplemental Designated Tuition Fees (additional fees for the courses offered in the Schools of ATEC, BBS, EPPS, EEC, and JSOM) and Mandatory Fees for the following eligible individuals who apply for the scholarship on a semester basis:

1. Full-time UTD faculty and staff
2. Part-time (50% - 99%) UTD faculty and staff who have been employed for a minimum of five years
3. Retirees of UTD under TRS or ORP programs
4. Dependents of 1, 2 and 3
5. Dependents of deceased full-time UTD faculty and staff, provided the employee was regular full-time on the date of death and had been so for a minimum of seven years

Providing the dependents of UTD full-time employees who meet untimely deaths with the scholarship will have a minimal impact on the scholarship cost and yet it will give UTD employees great peace of mind.
Cellular Communications Equipment Policy- UTDBP3008

Policy Statement

Purpose

To provide guidance regarding the purchase and use of cellular communications equipment and associated services for University business use.

Effective Date

September 25, 2019

Policy

As of the above Effective Date, the University of Texas at Dallas has discontinued the practice of providing a cellular communications allowance or device reimbursement to individuals. Similarly, the University does not provide cellular communications equipment to individuals for routine use. In unusual situations where there is a legitimate business or research need that exceeds routine use, departments may opt to purchase cellular communications equipment and an associated service plan. These purchases must be coordinated through the Office of Information Technology (OIT) and are subject to the rules outlined in this policy.

Definitions

Cellular Communications Equipment: cellular telephones, laptops or tablets with mobile data plans, mobile hotspots, and any supporting equipment such as peripherals, chargers, and cases.

University-owned Devices

The University does not provide cellular communications equipment or service plans for an individual's routine use. Departments who choose to purchase cellular communications equipment must be able to demonstrate a legitimate business or research need, beyond routine use. For example, mobile devices used to conduct telephony research are acceptable. This and any other unusual circumstances must be pre-approved by the user's department. Providing an individual with a
mobile device to facilitate contacting the individual when travelling would not be acceptable.

When a department purchases cellular communications equipment, the devices are University property and must be used solely for University purposes. Under IRS regulations, any personal use of a University-owned device is a taxable benefit to the employee and employees must retain records related to the business use of the device. Employees with University-owned equipment may request copies of their service plan records as needed from the Office of Information Technology.

Employees with University-owned devices are responsible for the following:

- Ensuring that the device is used for University business only.
- Maintaining records as evidence of the sole business use of the device.
- Ensuring that the device is returned to the University when it is no longer needed or employment in a role requiring the device ends.

Related Policies

UTDBP3096: Information Security and Acceptable Use establishes security requirements and privacy expectations for University-owned mobile devices.
Cellular Communications Equipment Policy - UTDBP3008

Policy Statement

Purpose

To provide guidance regarding the acquisition and use of cellular communications equipment and associated services for University business use.

Effective Date

September 25, 2008

Policy

It is the policy of The University of Texas at Dallas (UT Dallas) to provide a cellular communications device and/or pager to those employees who meet eligibility requirements. Provision of such devices may be either through direct University purchase or a University subsidy of personally-owned devices/services. Administration of this policy shall fall within the Office of Administration.

As of the above Effective Date, the University of Texas at Dallas has discontinued the practice of providing a cellular communications allowance or device reimbursement to individuals. Similarly, the University does not provide cellular communications equipment to individuals for routine use. In unusual situations where there is a legitimate business or research need that exceeds routine use, departments may opt to purchase cellular communications equipment and an associated service plan. These purchases must be coordinated through the Office of Information Technology (OIT) and are subject to the rules outlined in this policy.

Definitions

Communications Device: cellular telephones, pagers, telephone/PDA combinations, batteries, hands-free devices, cases, carrying devices, chargers, cabling, and related miscellaneous equipment, laptops or tablets with mobile data plans, mobile hotspots, and any supporting equipment such as peripherals, chargers, and cases.
Official Business Needs: the employee frequently engages in work-related travel, the employee is frequently out of the office on university business, the employee’s duties require being “on call” for essential services, and/or the employee is a member of key personnel needed in the event of an emergency.

Eligibility

Employees meeting the official business need criteria above, as determined by the supervisor of their administrative unit, are eligible.

Acquisition of Communication Devices

University-owned Devices

An administrative unit may elect to acquire and provide a communication device to an employee whose job duties, in the opinion of the administrative unit head, necessitate the provision of such a device. A communication device acquired by an administrative unit and provided to an employee is considered to be University property and will be used by the employee for University business purposes only. Under IRS regulations, any personal use of a university-owned device is a taxable benefit to the employee and employees must retain records related to the business use of the device. Employees with university-owned devices may request copies of their cell phone records as needed from Telecommunication Services.

Employee-owned Devices

An administrative unit may elect to monetarily contribute to the employee’s purchase and operation of a communication device when such employee’s job duties, in the opinion of the administrative unit head, necessitate the provision of such a device. In such case, the monetary contribution will be provided in one or both of the following forms:

- **Communication Device Allowance** provides a periodic monetary contribution towards the employee’s personal acquisition of a communication device and payment of initial activation fees. A communication device allowance may be paid only once every two years.

- **Monthly Communication Plan Allowance** provides a monthly salary supplement for the operation of a communication device. The supplement is provided to the employee for as long as the employee’s administrative unit head determines that he or she qualifies under this policy.

A communication device acquired by this method is the personal property of the employee and accordingly may be used in any way the employee deems appropriate. Any service contract the employee enters into regarding the acquisition or operation of a communication device acquired by this method is personal to the employee. The University will have no obligation or make any guarantees with respect to such service contracts.
Administrative Unit Responsibilities

The administrative unit head is responsible for the following:

- Determining whether the employee’s position requires a communication device based on his or her job duties and responsibilities;
- Determining which of the allowed acquisition methods is most appropriate to an employee requiring a communication device (see section A of this policy for information about acquisition methods);
- Determining the source of funds to be used to pay for a communication device;
- Providing the employee with a copy of the Cellular Communications Equipment policy to ensure that the employee understands their responsibilities as stated in section C below.

If the communication device is owned by the employee (see section A.2 of this policy), the administrative unit head is additionally responsible for the following:

- Determining the appropriate monthly communication plan allowance for the employee within the monthly allowance amounts approved and published by the University (see section D of this policy for information about allowance rates). Approved monthly communication plan allowances will be provided to employees as monthly salary supplements.
- Completing the Communication Device Allowance Request form to document the approval and forwarding to the Payroll Office for processing.
- Retaining a copy of the completed and approved Communication Device Allowance Request form in the employee’s administrative unit personnel file.
- Annually reviewing the allowance and allowance amount to ensure both remain appropriate given the employee’s job duties.

Employee Responsibilities

University-owned Devices

Employees are responsible for the following:

- Ensuring that the device is used for University business only.
- Maintaining records as evidence of the sole business use of the device.
- Ensuring the physical protection of the device from damage and unauthorized use.
- Ensuring that the device is returned to the University when it is no longer needed or the employee terminates employment with the administrative unit.

Employee-owned Devices

Employees are responsible for the following:
• Paying all amounts due as agreed between the employee and communication device service provider;
• Providing the University administrative unit with the current access number or address of the communication device within five working days of activation; and
• Notifying the administrative unit head within five working days of inactivation of the device. An employee is prohibited from continuing to collect a monthly communication plan allowance when the device is no longer active or no longer needed for the performance of the employee’s job responsibilities.

Communication Allowances

Allowances paid to the employee are considered taxable compensation and accordingly are subject to required tax withholdings and will be deducted from the employee’s paycheck. Increasing the allowance to offset the tax withholding is not allowed. A communication allowance is not considered an entitlement, is not part of an employee’s base salary, and may be changed and/or withdrawn by the University at any time. Allowance payments are not subject to retirement deductions.

Communication Device Allowance

• **Device Allowance Rates:** Annually, prior to the beginning of the budget preparation cycle, the Manager of Telecommunication Services will determine the allowance rate for the acquisition and activation of communication devices. The rate will be determined based on estimates of current market acquisition and activation fee costs multiplied by approximately 50%. Such amounts are not intended to fully reimburse the employee for the total out-of-pocket costs of acquisition and activation given that the device is expected to be owned by the employee and used for both personal and business use. The current allowance rate is listed on the Communication Device Allowance Request form.

• **Device Allowance Provisions:** An employee may receive a communication device allowance only once every two years. Administrative units must process such allowances in accordance with the provisions established by the policy.

If an employee currently has UT Dallas-owned equipment and it is mutually agreed that the employee remains eligible for the communication allowance, the equipment may be transferred from the university to the employee. Contact Telecommunication Services to obtain information on how to initiate a transfer.

Monthly Communication Plan Allowance

• **Plan Rates:** Annually, prior to the beginning of the budget preparation cycle, the Manager of Telecommunication Services will determine the monthly communication plan allowance rates for the operation of communication devices. The allowances will be determined based on cost estimates of current market service plans multiplied by approximately 50%. Such amounts are not intended to fully reimburse the employee for their total monthly out-of-pocket costs given that the device is expected to be used by the
employee for both personal and business use. The current allowance rates are listed on the Communication Device Allowance Request form.

- **Restrictions:** An employee receiving a monthly communication plan allowance from The University of Texas at Dallas may not receive reimbursement for the same or similar device or service from another administrative unit of The University or another component institution of The University of Texas System. A monthly communication plan allowance salary supplement may be established at any time during a fiscal year and may be changed or withdrawn at any time for any reason by the administrative unit head.

**Budgeting**

During annual budget planning, administrative unit heads should evaluate their employees’ eligibility for the communication allowance and evaluate the ability to continue to provide monthly communication plan allowances in the context of its overall budget.

**Funding**

State funds may be used for communication device allowances. Restricted funds that specifically prohibit such allowances may not be used.

**Continued Eligibility**

Each allowance recipient must retain records of their most current detailed wireless statements in anticipation of periodic review.

Administrative Unit heads are required on an annual basis to review a minimum of one month of employee’s current detailed wireless statements and to certify that eligibility remains appropriate.

**Termination of Communication Allowance**

Immediate termination of an employee’s communication allowance may occur for any of the following reasons: 1) employee no longer meets the eligibility requirements; 2) there is a change in the employee’s job responsibilities so that a device is no longer required; or 3) the employee fails to provide detail, if requested, supporting business use.

**Reimbursements for Business Calls**

Employees who are not receiving an allowance for communications services may be reimbursed for business calls made using a personal device. Upon approval of the sponsoring administrative unit, employees may be reimbursed when business calls cause the employee to incur additional costs (an itemized billing statement will be required).

Employees receiving an allowance for communications services may not be reimbursed for business calls except in extraordinary circumstances with the approval of the department head.
These situations will be handled on a case-by-case basis and complete documentation of the University-owned Devices.

The University does not provide cellular communications equipment or service plans for an individual’s routine use. Departments who choose to purchase cellular communications equipment must be able to demonstrate a legitimate business or research need, beyond routine use. For example, mobile devices used to conduct telephony research are acceptable. This and any other unusual circumstances must be pre-approved by the user’s department. Providing an individual with a mobile device to facilitate contacting the individual when travelling would not be acceptable.

When a department purchases cellular communications equipment, the devices are University property and must be used solely for University purposes. Under IRS regulations, any personal use of a University-owned device is a taxable benefit to the employee and employees must retain records related to the business use of the device. Employees with University-owned equipment may request copies of their service plan records as needed from the Office of Information Technology.

Employees with University-owned devices are responsible for the following:

- Ensuring that the device is used for University business only.
- Maintaining records as evidence of the sole business use of the device.
- Ensuring that the device is returned to the University when it is no longer needed or employment in a role requiring the device ends.

Related Policies

UTDBP3096: Information Security and Acceptable Use establishes security requirements and privacy expectations for University-owned mobile devices. Justification and extra costs incurred must be presented.

Policy History

- Issued: 2008-08-20
- Updated: 2019-09-25

Policy Links

- Permalink for this policy: https://policy.utdallas.edu/utdbp3008
• Link to PDF version: https://policy.utdallas.edu/utdbp3008/makepdf
• Link to printable version: https://policy.utdallas.edu/utdbp3008/makeprint