THE UNIVERSITY OF TEXAS AT DALLAS
800 West Campbell Road, AD43, Richardson, TX 75080-3021
(972) 883-4791

MEMORANDUM
August 31, 2016

TO: Academic Council*

COPY TO: Richard C. Benson
Hobson Wildenthal
Inga Musselman
Andrew Blanchard
Calvin Jamison
Abby Kratz
John Wiorkowski
Marion Underwood

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

SUBJECT: Academic Council Meeting

The Academic Council will meet on WEDNESDAY, September 7, 2016 at 1:00 p.m. in ATEC 1.201. Please bring the agenda packet with you to the meeting. If you cannot attend, please notify me at cgm130130@utdallas.edu or x4791.

Attachments

2016-2017 ACADEMIC COUNCIL
Gail Breen
David Cordell**
Frank Dufour
Bill Hefley
Jennifer Holmes
Joe Izen
Murray Leaf***
Ravi Prakash
Betsy Schlobohm
Tim Redman *
Richard Scotch ***
Tres Thompson
Padigela, Akshitha - Student Government Pres.

*Speaker
**Secretary
*** Vice-Speaker

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION UNIVERSITY
AGENDA
ACADEMIC COUNCIL MEETING
September 7, 2016
ATEC 1.201

1. CALL TO ORDER, ANNOUNCEMENTS & QUESTIONS  Dr. Benson
2. APPROVAL OF THE AGENDA  Dr. Redman
3. APPROVAL OF MINUTES –August 3, 2016 Meeting  Dr. Redman
4. Speakers Report  Dr. Redman
5. UTDPP 1088- Faulty Governance- Section V- School and Disciplinary Legislative Bodies  Dr. Redman
6. A&H Bylaws  Dr. Redman
7. Resolution on Salary Compression and Inversion  Dr. Scotch
8. SACSCOC Reaffirmation Updates  Serenity King
9. TXCFS/FAC REPORT  Dr. Leaf & Cordell
10. Student Government Report  Akshitha Padigela
11. CEP Recommendations  Clint Peinhardt
   A. English Language Proficiency Requirements
   B. Three Year International Degree
   C. New Degree: Social Data Analytics and Research Degree
12. LEAP (LGBT Education, Advocacy, and Programming) Committee  Matt Johns
13. Amendments to UTDPP1019- Committee on Committees Charge  Dr. Redman
14. Amendments to UTDPP1031- Committee on Qualifications of Academic Personnel  Dr. Redman
15. Replacement for Committee Appointees  Dr. Redman
   A. Advisory Committee on Research
   B. Academic Integrity
   C. Committee on Core Curriculum
   D. Committee on Educational Policy
16. Discussion: School By-Laws  Dr. Leaf
17. Discussion: Departmental By-Laws  Dr. Leaf
18. Faculty Handbook
   Dr. Redman

19. Amendments to the Appointments to the Institutional Animal Care and Use Committee
   Tres Thompson

20. ADJOURNMENT
   Dr. Benson
Item 3:
Previous Meeting Minutes
UNAPPROVED AND UNCORRECTED MINUTES

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

ACADEMIC COUNCIL MEETING
AUGUST 3, 2016

PRESENT: Richard Benson, Hobson Wildenthal, Inga Muselman, Gail Breen, David Cordell, Frank Dufour, William Hefley, Jennifer Holmes, Joe Izen, Murray Leaf, Ravi Prakash, Tim Redman, Maribeth Schlobohm, Richard Scotch, Tres Thompson, Tonja Wissinger

ABSENT: None

VISITORS: Andrew Blanchard, Serenity King, Abby Kratz, Clint Peinhardt, Marion Underwood, Akshitha Padigela.

1. Call to Order, Announcements & Questions
President Benson called the meeting to order at 1:00 PM. He expressed how glad he was to be on campus. He noted he would give his comments on campus carry during that point in the agenda. He requested that everyone in the meeting introduce themselves. He opened the floor to questions, but there were none.

2. Approval of the Agenda
Murray Leaf moved to amend the agenda by deferring item 14 on the agenda until the September 7th meeting and to approve the amended agenda. William Hefley seconded. The motion carried.

3. Approval of Minutes
Murray Leaf moved to approve the minutes as circulated. Maribeth Schlobohm seconded. The minutes were approved.

4. Speaker's Report
1. On July 28, 2016 the Committee on Committees met. Speaker Redman felt that the school of Interdisciplinary Studies should have a representative, and recommended that the charge be updated. It was also noted that the school of Interdisciplinary Studies does not have a representative on the Committee on Qualifications of Academic Personnel (CQ). Also CQ is made up of thirteen men and only one woman. Speaker Redman indicated that this situation is unacceptable, and that one way of adding a woman to the pool is to add an Interdisciplinary Studies representative.

2. It was recently reported that the schedule for the proposed “Cotton Belt”, a planned 67.7-mile (109 km) commuter rail line in Tarrant, Dallas, Collin, and Rockwall Counties, may have its construction date moved up from 2035 to 2023. The Cotton Belt will provide service from Dallas's northeast suburbs to Southwest Fort Worth with a major terminal at the north end of Dallas/Fort Worth International Airport. This project is very important to the University as a station is planned to be on our campus. This will provided greater transportation opportunities for our students to come to campus. UTD will also be able to recruit bright students from all over the metroplex.
3. All other items were on the agenda.

5. **SACSCOC Reaffirmation Updates – Serenity King**

Maribeth Schllobohm moved to approve the addition of a presentation by Serenity King to the Senate agenda. Murray Leaf Seconded. The motion carried. Speaker Redman requested that the presentation be placed after the Speakers Report on the Senate agenda.

Serenity King gave a brief update on the SACSCOC Reaffirmation Project. Each Reaffirmation Committee’s webpage now includes agenda packets and minutes. The Leadership Team will resume its meeting schedule on August 4, 2016. Some committees have met during the summer to get started on their assignments. The Provost’s Technology Group (PTG) created working folders for each committee on the Degas server. Each principle has a “seed document” or a baseline document to be updated for the 2017 Compliance Certification Report (CCR). PTG has completed a new web version of the 2007 narratives along with other reports, such as the Fifth-Year Interim Report.

Lisa Berry from the University of Houston, Downtown (UH-D), where she is Assistant Director for Library Planning and Assessment, visited UTD to share her expertise and advice on reaffirmation processes.

Dr. Gloria Shenoy, the Director of Assessment in the Provost’s Office conducted the inaugural 2-day Assessment Seminar (August 11-12, 2016) which was put on in conjunction with JSOM’s Project Management Institute. It had 70 participants, including 30 UT Dallas program heads, assessment coordinators, and instructors with representations from all of the schools. During this seminar, participants learned about learning outcomes assessment. This summer, the Office of Assessment and the Center for Teaching and Learning launched our first desktop development, called “10-in-10” – 10 teaching tips in 10 minutes or less. Dr. Shenoy will be presenting at both the New Faculty Orientation and Graduate Assistants Orientation on the importance of learning outcomes.

6. **Faculty Advisory Council/Texas Council of Faculty Senates Report – Murray Leaf and David Cordell**

There is currently nothing going on for the Texas Council of Faculty Senates. Faculty Advisory Council (FAC) has two items they are currently focusing on. First, Dr. Leaf has been encouraging his fellow members to read the University of Illinois’s Intellectual Property policy to compare against the current Regent’s Rules Intellectual Property policy. Second, the incoming President of the FAC asked the members which of their campuses include in their Senate bylaws the notion that they are advisory to the administration. All other campuses, except ours, contain imply or specify advisory status. Ours contains shared governance, which is preferable. Given recent discussions on school bylaws, Murray Leaf suggested that each school’s bylaws be reviewed and updated. This is important to the SACSCOC Reaffirmation.

The floor was then turned over to David Cordell. The Dual Credit issue has been picked up by UT System. There will be a FAC Executive Council meeting on August 23, 2016. The Chancellor’s Student Success Summit is scheduled for September 22-23. The FAC will have representatives in attendance.

7. **Student Government Report—Akshitha Padigela**
Student Government (SG) will display signage of the Comet Creed throughout campus with the help of the facilities department. SG has chosen to focus on three green initiative for the coming year: battery and toner disposal, rain water resource conservation, and placement of composting bins in dining halls. The Comet discount program has been transferred from Human Resources to SG. They have been contacting over one hundred vendors to confirm proposed discounts. She requested that, should faculty have any suggestions for locations for Comet discounts, to please let SG know. As this is an election year SG planning a “Rock the Vote” week. They plan to host a political analyst on campus for an October 11, 2016 event. They also plan to sponsor a debate and voter registration booths. SG will be continue the hammock initiative. The McDermott class project for FY 17 is the creation of a ‘hammock farm’. Wooden poles would be installed across campus from which students can hang hammocks. President’s Park is being developed into more of a personal gathering place for the campus. This would be for smaller, non-concert events that are more engaging. SG hopes to designate one of the trees in the area as a “tradition tree”. This would be a tree on which one may tie a ribbon for good luck on exams, for a date, or the like. President’s Park would be an area of school spirit and traditions.

8. CEP Recommendations – Clint Peinhardt

A. Amendments to UTDPP1075- University Policies related to Graduate Student Teaching Assistants, Research Assistants, and Graduate Assistants
   The amendments would create a new category, Graduate Assistant. This will be in addition to Research Assistant and Teaching Assistant. This will allow students who provide administrative assistance to specific departments and staff not be tied to a specific faculty member. Each department would pay for the students out of their departmental funds. The Graduate Assistants will be recruited through Human Resources.

B. JSOM New degree: MS in Financial Engineering and Risk Management
   The new program reflects the additional mathematics that is required to work in the risk management field. There is a growing demand for this type of program, especially from the large insurance companies moving into the metropolis. Only one new professional development class would be required for this new degree.

C. JSOM Degree Name Change: MS in Healthcare Management to MS in Healthcare Leadership and Management
   The program was originally created in 1998. It was initially open only to typical graduate students, but in the past few years, it has been open to physicians and medical administrators. The program currently has 300 students, and there is a very long wait-list to be admitted into the program. Leadership is key in the field as it continues to change in today’s market. In order to reflect the students they are serving, the school recommended changing the degree name, but none of the courses would require changing.

D. Graduate Supplemental Course - MAS 6102
   This supplemental course was approved by the Graduate Council in May. It is a 1 credit hour course, which should be taken in the first semester of the degree. It is a professional development course that will prepare the students to be competitive in the global economic environment. The course would be offered on pass/fail basis.

E. Syllabi Language for Concealed Handgun Policy
   The following statement was recommended to be added to the syllabus template.
“The University’s concealed handgun policy is posted on the campus carry website: https://www.utdallas.edu/campuscarry/.

This statement would be added under a heading "Campus Carry" on the syllabi policies and procedures page (https://coursebook.utdallas.edu/syllabus-policies) between the headings "Sharing Confidential Information" and "Technical Support."

Richard Scotch moved to place the CEP recommendation on the Senate agenda. Jennifer Holmes seconded. The motion carried.

9. Revamp of One Card System – Debbie Reynolds
Debbie Reynolds was presented with a list of concerns drafted by some of the faculty. Murray Leaf suggested at an Ad Hoc committee work with Procurement to address the concerns of the faculty. Tres Thompson suggested that administrative assistants be included in the committee as many of the faculty concerns affect them as well. Jennifer Holmes moved to place a discussion on the Senate agenda. Bill Hefley seconded. The motion carried.

10. New Charge of International Partnership Development Committee – Serenity King
Serenity King recommended to postpone this committee to allow for future discussion. Maribeth Schlobohm moved to defer until the October Council meeting. Murray Leaf seconded. The motion carried.

11. Committee on Committees Recommendations for 2016-2017- Tim Redman
Tim Redman commended Chris McGowan on her organization of the meeting, and gathering of all the essential information. Andrew Blanchard requested that the chair and vice chair appointments be amended for the Core Curriculum committee in order to fit the recently updated charge. Fabiano Rodrigues was recommended to be Chair and Eric Farrar was recommended to be Vice Chair. Richard Scotch moved to approve the amendment to the Committee on Committees’ recommendations. Maribeth Schlobohm seconded. The motion carried.

Maribeth Schlobohm moved to appoint Dennis Kratz, Andrew Blanchard, Bruce Novak, and Dennis Dean to the Academic Program Review Committee. Ravi Prakash seconded. The motion carried.

Jennifer Holmes moved to add Tres Thompson to the Faculties committee. Murray Leaf seconded. The motion carried.

Maribeth Schlobohm moved to approve the balance of the committees. Murray Leaf seconded. The motion carried.

12. Approval of April 2016 Caucus Minutes- Tim Redman
Murray Leaf moved to place on the Senate agenda. Frank Dufour seconded. The motion carried.

13. Guns in Classroom – President Benson
President Benson commended on the university’s sensible campus carry plan. He noted that if it were up to him, he would not have guns on campus, but that one must obey the law. Certain buildings and certain kinds of activities have been excluded. President Benson noted that there is now a provision allowing a solely-occupied office to be designated as an exclusion zone, thus prohibiting the concealed
carry of a handgun in that space. The provision for UT Dallas was taken verbatim from the UT Austin provision:

If occupants choose to exercise this discretion, they must provide oral notice that concealed carry is prohibited in the office. Oral notice is the only legally effective way to provide notice about the prohibition. Written notice or the use of signage does not satisfy notification requirements. The faculty/staff occupant of an individual office should say to each person entering the office, either:

“Pursuant to Section 30.06, Penal Code (trespass by license holder with a concealed handgun), a person licensed under Subchapter H, Chapter 411, Government Code (handgun licensing law), may not enter this property with a concealed handgun,” or

“The carrying of a concealed handgun is prohibited in this office.”

A faculty/staff occupant of an individual office that chooses to designate the office as an exclusion zone is responsible for ensuring that all persons who enter the office receive oral notification that the carrying of concealed handguns is prohibited in that office. The faculty/staff occupant should determine how frequently oral notice must be given in order to ensure that all persons have received it. Faculty should be mindful that announcements made in class at the beginning of a semester may not effectively reach all students due to absences or add/drops. To err on the side of caution, it is recommended that oral notice be provided each time a person enters the office.

The Regents will review this amendment in late August. President Benson noted that there will be push back from advocacy groups on this provision.

President Benson encouraged the Campus Carry Working group to continue its work and to monitor the efficacy of the university policy. The committee will submit a report in three months. This time frame will allow the committee to review how the policy functions with a fully occupied campus. Murray Leaf moved to place on a discussion on Campus Carry on the Senate agenda. Bill Hefley seconded. The motion carried.

14. Resolution on Salary Compression and Inversion – Richard Scotch
The Advisory Committee on the University Budget has been working on the Salary Compression and Inversion issue since 2012. In 2014, the committee presented a report to the Senate. Since that presentation no action has been taken. In spring 2016 an updated report was created that continues to display compression and inversion. Dr. Scotch drafted a resolution to be presented to the Faculty Senate for approval. Richard Scotch moved to place the resolution on the Senate agenda. Tres Thompson seconded. The motion carried.

15. Time of the Next (August 17) Senate Meeting – Tim Redman
Due to a time conflict the President and Provost will not be able to attend the Faculty Senate meeting. To allow for them to attend it was suggested that the meeting be moved for the month of August to 2:30 PM. A consensus from the senate members was that a quorum would be highly likely at the new time. Maribeth Schlobohm moved to change the meeting time to 2:30. Murray Leaf seconded. The motion carried.

A concern was raised by some of the JSOM Faculty. They felt that they were essentially being forced to purchase an expensive purple pass. Many faculty felt blindsided by the changes in parking zones.
It was their opinion that it was a play for more money from faculty who do not want to pay a premium to purchase a purple pass. Calvin Jamison responded to their concerns. SG had requested that students be allowed access up to purple. After a discussion with then Interim President Wildenthal, it was decided that Orange spaces would be opened up to students as well. For fall 2016 there are an additional 1200 spaces on campus, which includes 200 green spaces. An additional 350 green slots were added in lot U. Calvin Jamison noted that the closer a spot was to a building the more expensive it would be. Maribeth Schlobohm moved to place this item on the Senate agenda. Tonja Wissinger seconded. The motion carried.

17. Senate Agenda for August 17, 2016:
   1. Approval of the Agenda
   2. Approval of the Minutes
   3. Speakers Report
   4. Update on the UT Dallas’ Reaffirmation Project
   5. Presentation on the Fall 2015 SACSCOC Report
   6. TXCFS/ FAC Report
   7. Student Government Report
   8. CEP Recommendations
   9. Discussion: One Card System
   10. Committee on Committees Appointment Recommendations
   11. Approval of Caucus Minutes
   12. Campus Carry
   13. Resolution on Salary Compression and Inversion
   14. Discussion: Parking Policy

18. Adjournment
   There being no further business President Benson adjourned the meeting at 2:58 PM.

APPROVED: ______________________________ DATE:_____________________________

Tim Redman
Speaker of the Faculty
Faculty Governance - UTDPP1088
Policy Statement
Section I. General Faculty
Excerpt
The following excerpt is from the Rules and Regulations of the Board of Regents of The University of Texas System (hereafter referred to as the Regents' Rules and Regulations), Rule 40101, Faculty Role in Educational Policy Formulation:

"Sec. 1 Board Commitment. The Board of Regents will devote its best efforts to making all of the institutions of The University of Texas System of the "firstclass," as the Texas Constitution directs in Article VII, Section 10. The Board will be guided in general by the best practices of the top universities in the United States and abroad, especially by the best practices of state universities in the United States.

Sec. 2 Advice on Board Policies. The Board of Regents will ordinarily seek the advice of the faculty on important matters of academic policy.

Sec. 3 General Authority. Subject to the authority of the Board of Regents and subject further to the authority that the Board has vested in the various administrative officers and subdivisions of the System, the faculties of the institutions regularly offering instruction shall have a major role in the governance of their respective institutions in the following areas:

- 3.1 General academic policies and welfare.
- 3.2 Student life and activities.
- 3.3 Requirements of admission and graduation.
- 3.4 Honors and scholastic performance.
- 3.5 Approval of candidates for degrees.
- 3.6 Faculty rules of procedure.

Sec. 4 Necessity of Approval by Regents. Legislation recommended by an institutional faculty, or legislative body thereof, requiring approval of the Board of Regents, shall not be effective unless and until approved by the Board. Such legislation by a college or school faculty shall not be presented to the Board until it has been approved by the institutional faculty, either directly or through its legislative body, and has received the consideration and recommendation of the institutional president, the appropriate Executive Vice Chancellor, and the Chancellor. The faculty affected will be notified by the Board, through administrative channels, of its action on recommended faculty legislation.

Sec. 5 Approval of Degree Candidates. It shall be the duty of the several institutional faculties to recommend approval or disapproval of all candidates for degrees. This duty may be delegated by affirmative vote of the institutional faculty, or its legislative body, to the respective deans or other appropriate official. Should this duty not be delegated, the institutional registrar, or his or her equivalent, shall furnish to the members of the institutional faculty a complete list of the degree candidates for recommendation.

Sec. 6 List of Degree Candidates. The institutional registrar, as soon as possible after each commencement, shall provide the secretary of his or her institutional faculty, or its legislative body, with a complete list of all successful degree candidates."

A. Authority and General Functions
The areas of authority of the General Faculty are listed above. The General Faculty, however, has delegated the detailed exercise of its powers to the Academic Senate (see Section II of this chapter). The General Faculty, however, retains the following powers:

1. Establishment of rules of membership and procedure for itself and for school and disciplinary faculties.
2. Election of the Academic Senate.
3. Review, amendment, and/or repeal of all legislative actions of the Academic Senate.
4. Summons to call the General Faculty into Special Session.

B. Membership and Privileges

1. Membership
   1. Voting members of the General Faculty shall consist of the following:
      1. Faculty appointed half-time or more to The University of Texas at Dallas who hold the rank of Regental Professor, Professor, Associate Professor, or Assistant Professor.
      2. Faculty appointed half-time or more to The University of Texas at Dallas who hold the rank of Instructor.
      3. Faculty appointed full-time to The University of Texas at Dallas who hold the rank of Clinical Professor, Clinical Associate Professor, Clinical Assistant Professor, or Senior Lecturer.
   2. Non-voting members of the General Faculty shall consist of the following:
      1. All persons who, pursuant to the Regents' Rules and Regulations, Rule 31001, hold the following titles at The University of Texas at Dallas: Visiting Professor, Visiting Associate Professor, and Visiting Assistant Professor; Clinical Instructor, and Instructor (less than half-time appointments); Lecturer; Adjunct Professor, Adjunct Associate Professor, and Adjunct Assistant Professor; Professor Emeritus and Associate Professor Emeritus; and Research Scientists and Research Associates holding appointments outside the classified pay plan of the University.
      2. The President and Executive Vice President and Provost (Provost) of The University of Texas at Dallas, if they do not qualify for voting membership in the General Faculty under Subsection 1.a. above, shall be ex officio non-voting members of the General Faculty.
      3. Because of the common qualifications to be required for faculty called upon for graduate and undergraduate instruction at The University of Texas at Dallas, separate graduate and undergraduate divisions of the General Faculty or other legislative bodies will not be established.

2. Privileges
   1. Those faculty members designated in Subsection 1 above shall retain their voting status while on approved leave.
   2. Each voting member, of whatever rank, shall be entitled to one vote.
   3. Nonvoting members have the privilege of attending meetings with the right to speak but without the right to vote.

C. Meetings

1. The President of the University convenes the university community, faculty, and staff, for a "State of the University Report" each year usually in October. The meeting of the Senate following the State of the University Report shall begin with a meeting of the General Faculty, at which the General Faculty may consider and vote on Resolutions of the General Faculty.
2. If there is no State of the University Address, the Senate meeting for October of each year shall also be a meeting of the General Faculty.
3. Special meetings of the General Faculty shall be held at the call of the President or the Speaker of the Faculty or at the request of at least twenty percent of the voting members of the General Faculty, as listed on the most recent faculty roster certified by the Secretary of the Faculty, to the Speaker of the Faculty. A minimum notice of one week is required.
D. Organization
1. The President shall be Chair ex officio of the General Faculty.
2. In the absence of the President, the Provost shall preside.
3. In the absence of both the President and the Provost, the Speaker of the Faculty shall preside.
4. The Speaker of the Faculty and the Secretary of the Faculty shall be elected according to procedures described in the Bylaws of the Academic Senate. The President, to the extent possible, shall reduce the teaching load of the Speaker of the Faculty and of the Secretary of the Faculty by one course in each of the Fall and Spring semesters.

E. Legislation
1. Definition - Legislation is any motion which:
   1. requests or recommends actions on the part of the academic administration of The University of Texas at Dallas or of The University of Texas System,
   2. establishes rules or procedures under the general authority of the faculty, as described in Rule 40101 of the Regents' Rules and Regulations, or
   3. certifies compliance with those rules and procedures.
2. Responses and Approvals
   1. The academic administration shall respond, in due course, to all legislation directed to it.
   2. The Faculty Senate has the responsibility for suggesting, reviewing, and commenting on any revisions to the University's Handbook of Operating Procedures pertaining to general academic policies and welfare and faculty rules of procedure on a timely basis before they are approved by the President and sent to the Executive Vice Chancellor for Academic Affairs for recommendation to the Board of Regents.
   3. All actions of the General Faculty which require the approval of the Board of Regents shall be transmitted to the Board by the President and the Chancellor, University of Texas System, in the form passed by the General Faculty, together with such recommendations as the President or Chancellor, University of Texas System, may choose to make. At each meeting of the Academic Senate, the President shall report on all actions of the Senate or General Faculty transmitted to the Board and the action, if any, of the Board on each. If final action of the Board differs from the General Faculty's recommendation, the President shall communicate these differences to the Academic Senate.
   4. The Board of Regents will notify the General Faculty of its actions on faculty legislation.

F. Rules of Procedure
1. The General Faculty meetings shall be conducted under Robert's Rules of Order (current edition), except insofar as they may be modified by the Bylaws of the Academic Senate.
2. At a regular or special meeting, a quorum shall consist of twenty percent of the voting members of the General Faculty. If a quorum is not present at a regular meeting, business that would otherwise have been conducted at that meeting may be discussed; the Academic Senate may decide whether the meeting constituted a valid meeting of the General Faculty. Any business conducted at a special meeting requires a quorum to be present.

Section II. Academic Senate
A. Authority and General Functions
1. The Academic Senate, subject to review by the General Faculty, shall exercise the powers vested in the General Faculty except as retained in Section I.A., and specifically shall have the authority to consider the following:
1. All matters of educational policy. The Academic Senate shall set up the necessary machinery and procedures for enlisting the aid of faculty in developing educational policies for the entire University.
2. Regulations dealing with student activities.
3. Requirements for admission, honors, or degrees.
4. Approval of degree candidates.
5. Catalog changes requiring approval of the Board of Regents.
6. Reports of special and standing committees, including Committees of the General Faculty.
2. The Academic Senate shall advise the President of The University of Texas at Dallas in regard to policy and operations in any matter affecting the general academic welfare of the University.
3. The Academic Senate shall conduct or organize such studies as it requires to initiate legislation and may act upon any recommendations presented to it.
4. Academic Senate may create ad hoc and standing committees of its own. All members of the General Faculty shall be eligible for appointment whether members of the Senate or not.
5. The Academic Senate may refer any matter to a committee, or to a school or disciplinary faculty, or to the Academic Council for appropriate consideration.
6. The Academic Senate may review, approve, or remand to the faculty of the school academic policies and procedures established by the faculties of the several schools.
7. The list of successful degree candidates, with honors as appropriate, shall be part of the minutes of the Academic Senate.
8. The Academic Senate may not delegate any portion of the powers listed under Section II.A.1. of this document to the Academic Council. It may, however, designate appropriate committees or officers to carry out policies which it establishes pursuant to these powers.
9. The Academic Senate may approve the minutes of meetings of the General Faculty.
10. The Academic Senate may meet in regular session or in caucus.
   1. At regular sessions, the President or the Provost may preside and legislation as defined in Section I.E.1. may be brought to a formal vote.
   2. At caucus sessions, the Speaker of the Faculty, or other officers designated by the Academic Senate, shall preside. Legislation approved at a caucus session shall not be transmitted to the academic administration for action unless it is subsequently passed at a regular session of the Senate.
11. The Academic Senate shall approve procedures for elections in all faculty governance bodies at The University of Texas at Dallas as described in Section V. The procedures shall provide for secret ballots, accurate tallies of votes, and reasonably equal representation of all voting members of the faculty governance body, except that in elections for the Academic Senate, the procedure shall guarantee each School from which there are candidates at least one member of the Academic Senate.
12. The Academic Senate may establish an executive committee which shall, at least, coordinate the actions of its committees.

B. Membership
1. The elected members of the Academic Senate shall consist of not less than twenty-three nor more than fifty-one voting members of the General Faculty, with intermediate numbers computed so as to be as close to 10% of the voting membership of the General Faculty as possible, except that faculty members having administrative appointments at the level of Dean or higher are not eligible to serve on the Academic Senate.
2. The elections shall be conducted according to procedures described in the Bylaws of the Academic Senate.
3. The Academic Senate may fill vacancies according to procedures described in the Bylaws of the Academic Senate.
4. The President and Provost are ex officio members of the Academic Senate. They are non-voting members.

C. Term of Office
The term of office of members of the Academic Senate shall run from the June 1 immediately following elections to May 31 of the following year.

D. Meetings
1. The Academic Senate shall establish a calendar of meetings, which shall include no fewer than four meetings each academic year.
2. The President, or the Speaker of the Faculty, or one-fifth of the voting membership of the Academic Senate by notice to the Speaker of the Faculty may call a meeting of the Academic Senate. A minimum of three days notice is required.

E. Organization
1. The Academic Senate shall adopt Bylaws of the Academic Senate which shall govern its function.
2. Amendment of the Bylaws of the Academic Senate, except through modification of the Resolution of Operating Procedures, shall require approval at two separate meetings of the Academic Senate.

F. Procedures for Certification of Degree Candidates
Each semester the Academic Senate receives lists of candidates for degrees in the University and certifies these candidates for receipt of the degrees. The procedures are as follows:
1. Submission of Names of Candidates for Degrees: Two weeks prior to the Academic Senate meeting of the month immediately preceding graduation, the Provost shall submit to the Academic Senate the names of candidates for degrees and candidates for degrees with honors.
   1. The submission for undergraduate degrees may use the following suggested wording: "These students have applied for graduation and have been reviewed by the Office of Records. The Office of Records declares that all of these students will be eligible for graduation upon completion of the current semester's work at the necessary levels. I request, therefore, that the Faculty Senate certify these students to graduate upon receipt of final grades, and notification of completion of other requirements, provided that the grades are consistent with the standards for graduation prescribed by this University. I also request that the Faculty Senate certify those students designated as eligible to graduate with honors upon completion of coursework and requirements consistent with the standards for honors at the levels offered by this University."
   2. The following is suggested wording for submission of candidates for graduate degrees: "These students have applied for graduate degrees and have been reviewed by the Graduate Dean. The Graduate Dean certifies that all these students will be eligible for the degrees indicated upon satisfactory completion of the current semester's work. I request, therefore, that the Faculty Senate certify these students to receive the degrees as indicated upon receipt of final grades and notification of completion of other requirements, provided that the grades received are consistent with the standards for credit prescribed by this University."
2. Placement on Academic Senate Agenda: The list of names of candidates for degrees are automatically placed on the agenda of the Academic Senate as soon as they are received.

3. Report to the Academic Senate of Corrections in the List of Candidates. As soon as they are available, corrections to the list of candidates for degrees and the list of candidates for degrees with honors should be submitted to the Academic Governance Office and reported to the Academic Senate. Additions to the lists of requests to raise levels of honors above those approved require Academic Senate approval. Deletions will be noted by the Senate, and the record will be attached to the minutes of the meeting at which graduation and/or honors were approved.

Section III. Academic Council
A. Authority and General Functions
1. The Academic Council shall facilitate communications between the Academic Senate and its Committees and between the Senate and the Administration.
2. The Academic Council shall have the authority delegated to it by the Academic Senate, pursuant to Section II.A.8. of this document, and as provided for in the Bylaws of the Academic Senate and the Resolution of Operating Procedures.
3. The President of The University of Texas at Dallas shall keep the Academic Council informed as far as practicable on all matters of general interest to The University of Texas at Dallas.

B. Membership
1. The Academic Senate shall elect no more than one-third and no fewer than six of its voting membership to the Academic Council according to procedures established in the Bylaws of the Academic Senate.
2. The Speaker of the Faculty, Vice-Speaker(s) and the Secretary of the Faculty are ex officio voting members of the Academic Council.
3. The President and Provost are ex officio non-voting members of the Academic Council.

C. Meetings
1. The Academic Council shall meet monthly unless the members of the Agenda Committee of the Academic Council, as defined in Section III.D.3. below, agree that a different schedule is appropriate.
2. The President or the Speaker of the Faculty may call special meetings of the Academic Council.

D. Organization
1. The President shall be Chair ex officio of the Academic Council.
2. In the absence of the President, the Provost shall preside.
3. In the absence of the President and the Provost, the Speaker shall preside.
4. The Agenda Committee of the Academic Council shall consist of the President or the President's designee, the Speaker of the Faculty, and the Secretary of the Faculty. It shall not withhold items from the agenda but rather shall arrange them for effective discussion. The Agenda Committee may conduct business on votes of 2-1.
5. In matters not specified by the Academic Senate, the Academic Council may establish its own bylaws.
6. The Academic Council and Academic Council-elect shall conduct a joint meeting within three weeks of the election of the Council-elect.

Section IV. Committees of the General Faculty
A. Nomenclature and Classification
1. By Appointment and Confirmation
1. University committees are appointed by the President and do not require confirmation by the Academic Council, the Academic Senate, or the General Faculty.

2. Concurrent committees are appointed by the President from nominations submitted by the Committee on Committees and confirmed by the Academic Senate.

3. General Faculty, Academic Senate, or Academic Council committees are appointed by those bodies, respectively, and are not subject to confirmation by the President.

2. By Duration of Charge
   1. Standing committees are committees whose charge is continuing.
   2. Special or ad hoc committees are committees whose charge is limited to a special time or task and which are discharged by the appointer at the end of that time or at the completion of that task. Ad hoc committees of the Senate are distinct from ad hoc review committees for promotion and tenure.

3. By Function
   1. Action committees are those whose charge requires them to act on behalf of the Senate and in a manner consistent with Senate policy, returning to the Senate, if necessary if that policy may be unclear. Only concurrent committees, or other bodies specifically mentioned in this document, can be action committees.
   2. Advisory committees are those whose charges are strictly investigatory and/or advisory in nature, requiring return of recommendations to the Senate for action.

B. Concurrent Committees
   1. Formation and Dissolution
      1. The formation of Concurrent Committees and their membership, procedures, and Chair must be approved by the President and the Academic Senate.
      2. The Academic Senate shall, consistent with state and federal laws, Regents’ Rules and Regulations, and The University of Texas System policy, establish the charge for each Concurrent Committee including description of the membership. Charges, which require approval by 2/3 of the total voting membership of the Academic Senate and by the President, shall be published as Serial Policy Memoranda issued by the President.
      3. At least the following shall be Standing Concurrent Action Committees at The University of Texas at Dallas:
         1. the Committee on Qualifications of Academic Personnel;
         2. the Committee on Educational Policy;
         3. the Library Committee;
         4. the Committee on Student Life;
         5. the Committee on Faculty Standing and Conduct; and
         6. the Core Curriculum Committee.
      4. Any deletion from the list in Section IV.B.1.c. requires a 2/3 vote of the total voting membership of the Academic Senate and concurrence of the President.

2. Appointments: The President will not appoint anyone to a faculty position on a Senate committee whom the Senate has not nominated. If the President declines to appoint a Senate nominee, the Senate will select a new nominee in the same manner as used for the initial appointment unless specified otherwise in the charge of the concerned committee. For Concurrent University Committees, Senate approval is considered advisory to the President. The President may appoint faculty not recommended by the Senate. If appointments to Concurrent University Committees are declined, the Senate will not seek a replacement unless asked to do so by the Committee’s RUO (the Provost).
3. Replacing Committee Members: If a member of a Concurrent Committee misses two consecutive committee meetings, the member will be contacted by the Chair of the committee to ascertain whether he or she still wishes to serve. If the chair determines a replacement is needed he/she will notify the Chair of the Committee on Committees.

4. Committee on Committees
   1. As soon as possible starting and after June 1, the Speaker of the Faculty shall convene the Academic Council to appoint the Committee on Committees.
   2. The Committee on Committees should develop expeditiously the nomination lists for each of the Concurrent Committees, including nominations for Chair and Vice Chair, and should transmit them to the Academic Senate prior to September 1.

5. Other Committees
   1. Concurrent committees, Academic Senate Committees, and the Academic Council may establish subcommittees, which may not be action committees.
   2. The Council for Undergraduate Education shall act on behalf of the Senate in establishing procedures for review and evaluation of degree plans of candidates for undergraduate degrees at The University of Texas at Dallas, and in implementing Academic Senate policy in regard to standards of conduct and performance for such degrees.

Section V. School and Disciplinary Legislative Bodies
A. Schools
   1. Faculties of the Schools and Departments of the University shall organize themselves for purposes of establishing academic and curricular policy for that School or Department, consistent with the policies of the Academic Senate and the General Faculty.
   2. Faculties of the Schools and Departments shall determine their own voting membership but may not exclude any voting member of the General Faculty administratively assigned to that School or Department and teaching courses for which it is responsible.
   3. The Bylaws of each School or Department shall be subject to procedural review and approval by the Academic Senate and the President.

B. Other Groups: Other groups within the University, such as disciplines, which desire recognition as a faculty governance body must do so in accordance with procedures established through joint agreement of the President and the Academic Senate.

Section VI. Academic Governance Support
A. Publication of Bylaws
   Each legislative body may establish bylaws which, after review as to compliance with the Handbook of Operating Procedures and approval as required by the Regents' Rules and Regulations, shall be published as part of the Handbook of Operating Procedures.

B. Academic Governance Office
   1. The academic administration shall provide an Academic Governance Office and staff support in the form of an Academic Governance Secretary, and assistants as necessary.
   2. The Academic Governance Secretary shall:
      1. maintain a file of items to be submitted to the Agenda Committee of the Academic Council;
      2. inform the Speaker of the Faculty and the President simultaneously of requested agenda items to be considered for Academic Council meetings;
      3. maintain a calendar for Academic Governance;
      4. publish in advance the times and places of Academic Senate meetings in campus publications of general circulation, and will establish a permanent room semester by semester with 40 extra chairs for visitors to the meetings;
5. distribute Academic Council and Academic Senate minutes to the Academic Council and Academic Senate, official depositories, and to those faculty members who indicate to the Academic Governance that they wish to receive copies;
6. prepare the letters of appointment for University and Concurrent Committees;
7. seek names of candidates from designated officers for student places on University and Concurrent Committees which require student appointees;
8. distribute a University and Concurrent Committee membership list two times a year, September 1 and January 1 to all Deans, Associate Deans, Department Heads, and members of the Academic Senate;
9. provide the incoming Chair of each University and Concurrent Committee with that committee's approved charge and advise him or her of the material to be filed for the committee in the Academic Governance Office;
10. maintain the files of University and Concurrent Committees;
11. maintain a file of operating procedures of University and Concurrent Committees; and
12. maintain a history of the role and scope and of the membership for the preceding five years of each University and Concurrent Committee.

3. The duties of the Academic Governance Secretary may be amended by agreement of the President and the Academic Senate.

Policy History
- Issued: December 14, 1982
- Revised: April 21, 1983
- Revised: April 16, 1984
- Revised: May 29, 1984
- Revised: July 16, 1986
- Revised: June 25, 1987
- Revised: February 1, 1992
- Revised: May 30, 1996
- Revised: November 14, 1997
- Revised: September 1, 1998
- Revised: December 11, 1998
- Editorial Amendments: September 1, 2000
- Editorial Amendments: May 9, 2002
- Revised: September 16, 2002
- Revised: September 25, 2002
- Revised: July 13, 2005
- Editorial Amendments: June 7, 2006
- Editorial Amendments: February 21, 2007
- Revised: June 12, 2008
- Revised: July 29, 2012
- Revised: March 21, 2014
- Revised: May 2, 2014
- Editorial Amendments: April 27, 2016

Policy Links
- Permalink for this policy: http://policy.utdallas.edu/utdpp1088
- Link to PDF version: http://policy.utdallas.edu/pdf/utdpp1088
- Link to printable version: http://policy.utdallas.edu/print/utdpp1088
Item 8:
September 2016
SACSCOC
Reaffirmation Updates
SACSCOC Reaffirmation Updates (http://sacscoc.utdallas.edu/)
Serenity Rose King
Assistant Provost for Policy and Program Coordination, SACSCOC Liaison
Academic Council and Academic Senate
September 2016

1. Announcements
   A. Dr. Michele Lockhart, Director of Programs and Accreditation, has joined my staff. She will join the Reaffirmation Leadership Team (replacing Dr. Mary Jo Venetis) and the Steering Committee.
   B. Dr. Murray Leaf has been added to the Reaffirmation Leadership Team. We meet next on September 28.

2. Reaffirmation Introduction/QEP Update
   Dr. Benson and the Reaffirmation Leadership Team have approved the QEP Topic Selection Committee’s recommendation. We will now move to Phase II Development, and a QEP Topic Development Committee will finalize the QEP plan. Dr. Jessica C. Murphy will attend Senate to answer questions.
Item 11:
Committee on Educational Policy
September 2016
Updates
English Proficiency Requirements for International Applicants

International applicants must demonstrate English proficiency.

English proficiency requirements can be met by:

- Achieving a minimum score of 550 on the Test of English as a Foreign Language (TOEFL) PBT (paper-based test),
- Achieving a minimum score of 80 on the TOEFL IBT (Internet-based test),
- A minimum score of 6.5 on the International English Language Testing System (IELTS) test,
- A minimum score of 67 on the Pearson's Test of English Academic (PTE), or
- A successful completion in level 112 of English from the ELS Language Centers, [http://www.els.edu](http://www.els.edu).

This requirement should be met at the time the admission application is submitted. Applicants with lower scores will be considered but are advised to improve their test scores and reapply.

Applicants native to a country where the primary language is English and-or who have earned a baccalaureate degree or a masters degree its equivalent from an accredited institution of higher education where the language of instruction and examination was in English are excused from this requirement. Students may be considered to have met the English proficiency requirement.

Scores must not be more than two years old, and an official copy must be sent from the testing agency to:

Office of Admission and Enrollment
The University of Texas at Dallas
800 West Campbell Road
Richardson, Texas 75080-3021

Higher scores may be required if the applicant is to succeed in the competition for Teaching Assistant openings.

English Requirements for Teaching Assistants

Students are required to be able to speak and write English clearly and well. Texas state law and regulations, *Texas Education Code*, Section 51.917, require that international students appointed as Teaching Assistants (TA's) be proficient in the use of the English language. An English Proficiency Interview conducted under the auspices of the office of the Dean of Graduate Studies will be used to screen for students requiring remedial help in the form of English as a Second Language (ESL) course. International students must satisfy the proficiency requirement upon appointment or pass the ESL course within two semesters to be eligible for consideration of continued appointment as a TA. Regardless of test scores, students must meet the language requirements of their programs.
Three Year International Degrees in International Admissions

Working Group Attendees: Avery Ausborne, Cristen Casey, Dr. Frank Dufour, Dr. John Gooch, Dr. Varghese Jacob, Serenity King, Wray Weldon.
Invited: Dr. Poras Balsara, Dr. Juan Gonzalez.

Working group recommendations:
- Graduate departments establish departmental-level admission criteria that may incorporate 3 year degree applicants.
- OES continue to vet international degrees including accreditation, coding degrees appropriately in PeopleSoft, transferring graduate application materials to graduate admission committees as documents arrive.
- OES add resources for graduate admission committees on evaluation of international degrees.
- OES provide a regular report for admission committees that identifies international graduate applicants who will not have earned a UT Dallas baccalaureate degree or its equivalent by the semester of requested admission.

If implemented:
- Strengthen transparency of admission standards for university administration and external agencies. Graduate departments will provide information to the Provost's Office for appropriate dissemination and documentation. Examples: country lists, degree lists, other departmental level standards.

Potential catalog language:

Admission Requirements

Each program has specific admission requirements listed at www.utdallas.edu/admissions/graduate/degrees.

At a minimum, all applicants must meet the following admissions requirements:

Master's Programs

The minimum requirement for admission to any master's degree program at UT Dallas is an earned UT Dallas baccalaureate degree or its equivalent with a grade average of B or better in upper-division (junior and senior level) work in the student's major field and related fields. Applicants who have earned a three year baccalaureate degree are eligible to apply for admission to UT Dallas graduate programs. Admission decisions are based on each program's admission committee's holistic review of the applicant's credentials.

Applicants in their final year of undergraduate study may be admitted to a master's degree program at UT Dallas. Evidence for the conferral of the baccalaureate degree must be presented before enrollment in the master's degree program is permitted.

Students who have completed a relevant and acceptable master's degree and have submitted official degree conferral documentation are only required to submit unofficial copies of their baccalaureate degree transcripts and degree conferral. Electronic copies of official documents may be uploaded via the online graduate application system in PDF format.
July 28, 2016

Serenity King
Assistant Provost for Program and Policy Coordination

Dear Dr. King:

I write this letter to endorse the proposed Master of Science in Social Data Analytics and Research degree. This proposed degree program has the support of all of the EPPS faculty identified in the proposal, as well as other faculty throughout the school. I can also attest that implementing this new degree and the new courses it will require will not result in any faculty workload issues; a handful of faculty will have their teaching portfolios altered, but no faculty member will be placed in a position where they are required to teach more courses than the number they are normally expected to teach.

Sincerely,

[Signature]

Denis J. Dean, Ph.D.
Dean of the School of Economic, Political and Policy Science
New Program Request Form for Bachelor’s and Master’s Degrees

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

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

<table>
<thead>
<tr>
<th>Administrative Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Institution:</strong> The University of Texas at Dallas</td>
</tr>
<tr>
<td><strong>2. Program Name – Show how the program would appear on the Coordinating Board’s program inventory (e.g., Bachelor of Business Administration degree with a major in Accounting):</strong></td>
</tr>
<tr>
<td><strong>Master of Science (MS) in Social Data Analytics and Research</strong></td>
</tr>
<tr>
<td><strong>3. Proposed CIP Code:</strong> 45.0102 Research Methodology and Quantitative Methods</td>
</tr>
<tr>
<td><strong>4. Number of Required Semester Credit Hours (SCHs) (If the number of SCHs exceeds 120 for a Bachelor’s program, the institution must request a waiver documenting the compelling academic reason for requiring more SCHs):</strong></td>
</tr>
<tr>
<td>36 hours</td>
</tr>
<tr>
<td><strong>5. Brief Program Description – Describe the program and the educational objectives:</strong></td>
</tr>
</tbody>
</table>

The MS in Social Data Analytics and Research is an interdisciplinary graduate program that builds on the expertise of diverse faculty and course offerings in the School of Economic, Political and Policy Sciences (EPPS). The faculty, among whom many have earned international acclaim for their groundbreaking efforts in econometrics, geospatial science, political methodology and survey technology, are actively engaged in teaching both introductory and advanced analytical methods and research courses across the full spectrum the School’s disciplinary degree programs, including criminology, economics, geospatial sciences, political science, public policy, political economy, sociology and public affairs.

Concurrently, these faculty members engage in extensive research in data modelling, analytics and related domains through collaborative relationships with international, national and local partners. These include the University of Essex Summer School in Social Science Data Analysis; Academic Sinica and Soochow University in Taiwan; Beijing Jiaotong University; Hong Kong Polytechnic University; the University of Michigan Ann Arbor ICPSR Summer Program in Quantitative Methods of Social Research; Qualtrics (a leader in survey platforms), YouGov (a leader in the survey industry), ESRI (a major GIS solution provider); the Institute for Data Analytics and Marketing Brainology.

Through this faculty, the MS program will provide rigorous preparation in methods of data collection and analysis for which there is strong and increasing demand by...
the public, nonprofit and private sectors, and by doctoral and other advanced research programs, as highlighted further below in the section on job market demand. The MS will endow students with a clear understanding of the contributions that rigor makes to collection, interpretation and analysis of social science data. It will encourage reflection on core methods, theories and philosophical dimensions of social sciences practice. It will foster appreciation of the importance of applied social science in helping to shape public policy and action, be it through participation in formation of new policies and programs or evaluation of policies and interventions in progress.

The MS in Social Data Analytics and Research targets students interested in applying social science concepts and principles to a broad range of questions in research-related and other professional activities in nonprofit, government and private sector settings that rely on social data for answers.

For these students, the MS program will realize five measureable learning outcomes:

1. Students will understand and apply methods of social science research design and evaluation, including quantitative (e.g., experimental, quasi-experimental and naturalistic) and qualitative approaches in varied public, non-profit and private sector settings, and where appropriate understand and utilize large data sets and their analysis.

2. Students will understand and utilize appropriate quantitative analysis methods for social science data used in research by different types of public, non-profit and private sector organizations.

3. Students will be able to interpret core methods, theories and philosophical dimensions of social sciences practice.

4. Students will justify the importance of applied social science in helping to shape public policy and action.

5. Students will proficiently and ethically execute research methods and draw appropriate conclusions.

The MS in Social Data Analytics and Research, building largely on current course offerings, is a natural response to recent trends in the state and national economy, notably a rise in demand for graduates highly skilled in social science methods of analysis and research. A fundamental mission of the School of EPPS is to equip students with vital skills needed to thrive in an evolving, competitive job market, to prepare them for careers in government, non-profits and the private sector where they can make positive differences in the world. Methodological depth and proficiency provided by the MS in Social Data Analytics and Research will help them accomplish this.

In so doing the MS in Social Data Analytics and Research will complement two other new programs at the University of Texas at Dallas. One is the Graduate Certificate in Data Science jointly offered by the School of Natural Sciences and Mathematics (NSM) and the School of Engineering and Computer Science (ECS),
which focuses on the mathematical and methodological underpinnings of machine learning and "big data" mining tools. The other program is the MS in Business Analytics (MS BA) in the Naveen Jindal School of Management (JSOM), which concentrates on business applications of machine learning and "big data" mining tools, such as marketing analytics, decision and operations analytics, financial analytics, healthcare analytics and IT for analytics. A few courses in the MS in Social Data Analytics and Research program are similar to offerings in the other programs, such as econometrics and knowledge extraction (i.e., data mining). However, the MS in Social Data Analytics and Research covers but does not focus only on machine learning and data mining, emphasizes social science data and applications rather than business data, and has a broader analysis and research agenda.

Recent articles underscore the importance of analysts trained in the broader range of social science concepts, applications and research agendas in an era of "big data" and, by extension, the benefit of adding such training to the roster of graduate programs at UT Dallas. One, in *Science Magazine*, the "Parable of Google Flu: Traps in Big Data Analysis" points to the pitfalls of drawing conclusions from "big data" without social science concepts and methods to make meaningful extraction of knowledge (http://gking.harvard.edu/files/gking/files/0314policyforumff.pdf). Similarly, "We Are All Social Scientists Now" argues forcefully that data scientists are too often hampered by lack of social science training in how to infer causal effects (http://stanford.edu/~jgrimmer/bd_2.pdf). And another *Science Magazine* article, "Economics in the Age of Big Data" notes that a major challenge in working with "big data" is design of creative approaches to describe and analyze large and unstructured data sets in coherent ways, a challenge that could be productively addressed by individuals, such as those emerging from the MS program, who are trained in geospatial science, survey methods or any of the other social science disciplines housed in EPPS (http://science.sciencemag.org/content/346/6210/1243089).

Accordingly, in tandem with the two other programs in NSM/ECS and JSOM, the MS in Social Data Analytics and Research program at EPPS will contribute to fulfilling a vital mission of the University of Texas at Dallas: graduating well-rounded citizens prepared for rewarding lives and productive careers in a constantly changing world, and continually improving educational and research programs.

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

   **School of Economic, Political and Policy Sciences**

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

   **08/21/2017**

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

   **Name:** Denis J. Dean

   **Title:** Dean, School of Economic, Political and Policy Sciences
Program Information

I. Need

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

There are two indicators of job market need for program graduates, indirect and direct. Both are relatively short term in nature because expansion in the volume and diversity of data of all kinds, and the corresponding growth in demand for trained graduates to manage and analyze them, are of very recent origin.

Indirect evidence comes from the recent emergence and spread of comparable programs at other universities. The noticeable rise in marketing of online courses on “big data” and of Certificate, Bachelor and Master’s diplomas in data science, data analytics and the like in business, mathematics and computer science programs in Texas (including UT Dallas, as noted), the US and globally are evidence of this.

The expansion process has only just begun in relation to the social sciences. Europe has taken the lead here. Building on a Masters’ program at the University of Surrey since 1974, recent additions include the London School of Economics, University of Manchester, University of Amsterdam and Universitate Babeş-Bolyai in Romania. These institutions emphasize quantitative and qualitative methods of data collection and analysis in the social sciences, and training for subsequent doctoral study and careers in the public and private sectors:

MSc Social Research Methods, University of Surrey, Department of Sociology
http://www.surrey.ac.uk/postgraduate/social-research-methods
The program provides training across a range of technical and practical social research skills. It equips students with good understanding of contributions that quantitative and qualitative approaches make to collection, interpretation and analysis of data. The program encourages critical reflection on methodological, theoretical, philosophical and ethical aspects of social research practice. It fosters understanding of the contribution that social research makes to social policy formation and the evaluation of social interventions. Courses: data analysis, field methods, theory and methodology, statistical modeling, principles of survey design, documentary analysis and online research, research design and implementation, evaluation research and advanced research methods

MSc Social Research Methods, London School of Economics/Political Science, Dept. of Methodology
http://www.lse.ac.uk/study/graduate/taughtProgrammes2016/mscsocialresearchmethods.aspx
Provides advanced training in quantitative and qualititative social research methods, in the context of a disciplinary specialization. The MSc is designed as a training for doctoral research and as a pre-professional training for careers in social research in the public and private sectors. The LSE Department of Methodology is a base for cross-disciplinary research and teaching in the broad area of social science methodology. Students take courses in research design, quantitative analysis and qualitative research methods, submit research report, and have opportunities to take workshops on computer packages for quantitative and qualitative analysis.
MSc Social Research Methods and Statistics, University of Manchester, School of Social Science
http://www.socialsciences.manchester.ac.uk/study/masters/courses/list/social-research-methods-and-statistics-msc/

The program is designed to be accessible to non-statisticians, yet remains focused on social research methods. Student builds on a base level of knowledge in undergraduate research methods to gain comprehensive statistical and analytical skills. The program aims to develop future social scientists who will have a thorough grounding in research, and are equipped with the tools for collecting and analyzing statistical data.

MSc Social Sciences (Research), University of Amsterdam, Graduate School of Social Sciences
http://gsss.uva.nl/programmes/programmes/programmes/programmes/content/folder/social-sciences-research/social-sciences-research-msc.html

The Research Master Social Sciences is designed for students with interest in research from various social scientific perspectives. Because of its extensive focus on advanced quantitative and qualitative research skills, students who complete the program will be able to carry out high quality scientific research independently. The MSc offers advanced training in contemporary social science research. The program combines advanced social theory with innovative methodologies in a rigorous and multidisciplinary social science research environment.

MA Research Design and Data Analysis in Social Sciences, Universitate Babeș-Bolyai, Romania

The program aims to strengthen the ability to develop quality empirical analyses as well as to contribute to applied research, particularly in the economic and administrative environment. The program addresses sociologists and marketing experts who work in survey and marketing institutes, specialists in human resources, specialists in social analysis and diagnosis in public administration, statisticians and staff of non-governmental organizations involved in community development programs. Coursework: analysis, representation and interpretation of social data; advanced quantitative methods, advanced qualitative methods, social statistics, polls and statistical modeling, structure of social research, document analysis, game theory and complex analysis of preferences.

The only US institution that has established a similar Master's program thus far is Brown University. Its recently initiated Master's in Social Analysis and Research, centered in the Sociology Department, links with other units including the business school to focus on data collection and analysis associated with careers in market research, evaluation, policy analysis and advanced study in the social sciences.

ScM Master's in Social Analysis and Research, Brown University, Sociology Department
https://www.brown.edu/academics/sociology/masters

Focuses on ability to collect, process, analyze, and interpret large-scale data on human attributes, preferences, attitudes, and behaviors and complex systems of human interactions associated with careers in market research, program evaluation, policy work, advanced study in the social sciences and financial analysis. Hallmarks of the program are focused methodological training in both quantitative and qualitative methods of data collection and analysis, with cores in spatial analysis and market research. Main program courses include: multivariate statistical methods, qualitative methods, social research methods, focus groups for social research, market and social surveys, spatial analysis, geographic information systems, spatial data analysis, advanced methods for population analysis and behavioral modeling, event history analysis and statistical methods for hierarchical and panel data.

As noted earlier, the proposed MS in Social Data Analytics and Research has a broader analysis and research agenda by emphasizing social science data and applications to address societal issues, rather than business data which is handled by JSOM’s MS Business Analytics. The School of EPPS is uniquely
positioned to provide students a solid reflection on core methods, theories and philosophical dimensions of social sciences practice due to its strong disciplinary programs, ranging from criminology to sociology. The proposed degree program will foster appreciation of the importance of applied social science in helping to shape public policy and action through rigorous preparation in methods of data collection and analysis, using and interpreting data derived from machine learning algorithms, big data sets, and social data analytics.

Direct evidence of the need for the MS program takes the form of job postings. Analysis of announcements on Indeed.com during May 28-29, 2016 yielded almost 50 openings in government, non-profit and private organizations across the Dallas-Fort Worth region for individuals with skill sets of kinds taught in the MS program. Many of these postings went unfilled for 60 days or more, implying a shortage of qualified candidates:

Addison
- Data Analyst, Metrocare Services: Ensure data errors are addressed. Monitor integrity and completeness of data. Support leadership in obtaining missing or additional data....

Dallas
- Big Data Analytics, KPMG: Degree in a technical or quantitative field from an accredited college or university; Strong communication skills with the ability to explain clearly.
- Content Manager, Highland Park United Methodist: Data analytics background a plus. Church or nonprofit experience a plus.
- Data Analyst - Customer Analytics, HKS Inc.: Experience with data analysis and mapping tools such as ArcGIS, Hadoop, etc.
- Data Analytics, KPMG: Degree in a technical or quantitative field from an accredited university; Strong communication skills.
- Data Manager, Education Pioneers Fellowship: Serve as a school department's data manager. Visualizing student achievement data to better inform school curriculum.
- Data Mining Auditor, United Health Group: Analyze data and identify cost saving opportunities. Examine, assess, and document operations and procedures to ensure data integrity, data security.
- Data Scientist, Pieces Technologies: Strong quantitative and qualitative communication skills. Word processing, spreadsheet, data management, and statistical analysis software.
- Development Officer, Catholic Charities: Data collection and analysis as related to fundraising needs.
- Director of Analytics, Dallas Morning News: Economics or other quantitative discipline required. Fluent in data manipulation, analysis and charting. Reporting and analysis, testing and dashboard.
- Economic Research, Federal Reserve Bank: Excellent quantitative skills. Responsibilities include providing support services and research assistance at a high level.
- Education and Implementation Manager, American Heart Assoc.: Ability to extract data from various data systems, analyze data/results, and prepare information.
- Forensic Litigation and Valuation Services, Whitley Penn LLP: Candidate must be able to utilize analytical and quantitative skills.
- Major Gift Practice Lead, The Pursuant Group: Experience in data analytics and business intelligence, specifically understanding how to interpret, enhance and construct a compelling narrative for key issues.
- Mobile Marketing Manager, 5Miles LLC: Strong quantitative, analytical and problem solving skills. Comfortable with data analysis and able to use data to make recommendations and drive decisions.
- Program Evaluation Analyst, American Heart Association: GEE or random effects models for longitudinal or multilevel analysis, latent class group-based analyses, analysis of missing data.
• Research Specialist, Susan G. Komen for the Cure: Collect and synthesize information, conduct research, analyze and interpret data to create the most compelling case for support.

Denton
• Program Analyst, Dept. of Homeland Security: Managing data collection projects; One year of specialized experience in the federal government, a state or local government, a non-profit organization.
• Program Analyst, Dept of Homeland Security: Design methodologically sound quantitative collection plans, ensuring precision and confidence, questionnaire design, and reporting process.
• Program Analyst, FEMA: Managing data collection projects; One year of specialized experience in the federal government, a state or local government, a non-profit organization.

Farmers Branch
• GIS Technician, BIS Consulting Inc.: Creation and maintenance of spatial data (mainly surface property parcels), map production and design, printing, and light analysis.

Fort Worth
• Area Director Family Services, Upbring: Track and report accurate data as related to the Performance Management Evaluation Tool.
• Data and Research Specialist, Catholic Charities Diocese: Ensure that the quality of data entered by direct service professionals meets agency standards by performing regular case record reviews and executing data.
• Decision Analytics, GM Financial: Advanced knowledge of applied statistical methodologies including least squares regression, logistic regression, sampling methodologies, time series, survival analysis.
• Economist, GM Financial: Economic Analysis. Support the used vehicle market monitoring process, including detailed analysis of residual value projections, monthly reporting
• Government Compliance Analyst, Elbit Systems of America: Perform statistical sampling analysis for testing of unallowable costs. Develop effective and constructive relationships with customers
• Institutional Research Analyst, UNT Health Science Center: Manage the administration, data analysis, and reporting of institutional surveys. Strong analytical and quantitative skills plus attention to detail.
• NCS Data Editor, Spero Solutions: Perform editing and analysis activities involving heads up digitizing, LiDAR Point Cloud feature extraction, Trimble SSF and ESRI GIS data formats.

Irving
• Analyst, Boy Scouts of America: Advanced analytical skills, proficiency in Microsoft Excel - deep interest and aptitude in data, metrics.
• Data Analyst, Apex Systems: Perform extensive and detailed data analysis necessary to ensure strict adherence to data quality guidelines.
• Data Governance Specialist, Pioneer Nat. Resources: Strong written and verbal communication skills, listening skills, quantitative and analytical skills.
• Manager of Analytics, Alliance Data: Advanced degree in Statistics, Economics or other quantitative discipline.
• Project Analyst, 7-Eleven: Strong quantitative analysis skills. Engage soft skills and ability to influence others on tasks associated with assumptions analysis.
• Quantitative Analytics, BurnsSearch Inc.: Strong quantitative skills with a proven ability to translate analysis into meaningful insights, and help drive execution strategy.
• Reporting Analyst, INT Technologies: Quantitative based methodologies for analyzing data. Strong data analysis and problem solving skills.

Plano
• Community Development Officer, LegacyTexas: Strong computer skills and knowledge required in areas of spreadsheet analysis, word processing, data management and programming and other software.
**Data Analyst, Capital One:** Quantitative and qualitative data analysis; Perform quantitative and qualitative analysis of econometric data, relating constants and variables, restrictions.

**Data Scientist, Hewlett Packard Ent.:** R, SAS, Enterprise Miner or SPSS.

**Principal Associate Community Affairs, Capital One:** Substantial analytical skills with a keen instinct on how to gather and interpret meaningful data. Deep knowledge and understanding of trends in economic development

**Sourcing Specialists, Rent-A-Center:** Analysis and reporting. Quantitative and qualitative analytical skills.

**Workforce Insights Analyst, Hewlett Packard Ent.:** Advanced analytical and quantitative skills, including developed expertise in data analysis and basic interpretation.

**Richardson**

**Analyst, Development Rotational Program, UnitedHealth Group:** Perform quantitative and qualitative data analysis.

**Crime Analyst, CargoNet:** Degree in business, crime analysis, intelligence analysis, criminal justice, or other related field.

**Model Validation Officer, Texas Capital Bank:** Time series analysis, data analytics, and forecasting models. Master's degree required in a quantitative field.

---

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

A questionnaire administered to undergraduate and graduate students already enrolled in the School of EPPS in March 2016 suggested broad interest in the MS program. There were 81 responses to the questionnaire, approximately 40-41 undergraduates, mostly juniors and seniors, while the remaining respondents were graduate students. Undergraduate student respondents reported their main career aspirations as government analyst, private sector data analyst and university researcher. Among the undergrads, 60% expressed interest in the program, in some cases looking to enroll in the MS in Social Data Analytics and Research rather than another EPPS Master's program, and in other instances enrolling in the MS program rather than another non-EPPS Master's at UT Dallas or at another university. Out of graduate student respondents, 74% reported interest in the MS program, implying that they might return for a second Master's before seeking new employment or applying to doctoral programs. These observations suggest that the program seems likely to produce a net increase in EPPS enrollment.

The foregoing indirect and direct indicators suggest that the global rise in demand for and interest by graduates such as those anticipated from the MS in Social Data Analytics and Research program is already present in Texas and likely to expand substantially in the future. Recent articles underscore this. For example, the McKinsey Global Institute (MGI) projects that by 2018 the United States may face a 50 to 60 percent gap between supply and demand of people with deep analytic talent, people with advanced training in statistics or machine learning. This applies as much to social science applications as to business and other applications. The Federal government, for instance, is investing hugely in "Smart Cities" concepts that ask social science analysts to design, implement and administer technology-intensive government services (*Information Week* Sept 15, 2015 [http://goo.gl/MCXjRQ](http://www.mckinsey.com/tools/wrappers/redesign/interactivewrapper.aspx?sc_itemid=%7Bea4cdb7f-4500-49de-b5fb-cd35aa13806d%7D)). Similarly, economists, sociologists, criminologists and others with advanced training in statistics or machine learning are much needed in wide variety of public sector efforts to lower suicide ([Todd Essig. 2015. "How 'Big Data' Can, And Can't, Prevent Suicide,"](http://www.mckinsey.com/tools/wrappers/redesign/interactivewrapper.aspx?sc_itemid=%7Bea4cdb7f-4500-49de-b5fb-cd35aa13806d%7D).
Forbes Magazine, June 15), reduce poverty (iCrunchdata News Jun 10, 2015 https://goo.gl/dy6KOA) or generally improve the effectiveness of public programs (White House Press release Sept 15, 2015 https://goo.gl/3EWSJN). There are not enough analytically qualified people to fill important roles in these Federal applications. Add to this the needs of non-profits, state and local governments and the private sector, as illustrated in the list of local job announcements shown above, then the current and future shortage resonates as acute.

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

This is based upon ancillary expressions of interest by domestic and overseas audiences, in addition to our own formal Qualtrics survey.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>12</td>
<td>19</td>
<td>25</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>FTSE</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
</tr>
</tbody>
</table>

II. Quality

A. Degree Requirements – Use this table to show degree requirements of the program.

<table>
<thead>
<tr>
<th>Category</th>
<th>Semester Credit Hours</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Analytical Module (select 1 of 6)</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Disciplinary Module (select 1 of 5)</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Free Electives</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

B. Curriculum – Use these tables to identify the required courses and prescribed electives of the program. Note with an asterisk (*) courses that would be added if the program is approved.

Six organized courses will be added to the course inventory if the proposed degree program is approved (see Appendix A for descriptions of new EPPS courses to be added and current courses).

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Required Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Core (Total 15 SCH)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* EPPS 6xx1</td>
<td>Research Practice in the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>* EPPS 6xx2</td>
<td>Methods of Data Collection and Production</td>
<td>3</td>
</tr>
<tr>
<td>PPPE 6310</td>
<td>Research Design 1</td>
<td></td>
</tr>
<tr>
<td>Prefix and Number</td>
<td>Prescribed Elective Courses</td>
<td>SCH</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------</td>
<td>-----</td>
</tr>
<tr>
<td><strong>B. Analytical Module (1 of 6)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 1: Data Collection, Production and Management (Total 12 SCH)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*EPPS 6xx3</td>
<td>Knowledge Extraction</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 6364</td>
<td>Public Opinion and Survey Research</td>
<td>3</td>
</tr>
<tr>
<td>GISC 5322</td>
<td>GPS Satellite Surveying Techniques</td>
<td>3</td>
</tr>
<tr>
<td>GISC 6381</td>
<td>GIS Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>GISC 6325</td>
<td>Remote Sensing Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>GISC 7365</td>
<td>Advanced Remote Sensing</td>
<td>3</td>
</tr>
<tr>
<td>EPPS 7386</td>
<td>Survey Research</td>
<td>3</td>
</tr>
<tr>
<td>GISC 6384</td>
<td>Advanced Geographic Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>*EPPS 6xx4</td>
<td>Information Management</td>
<td>3</td>
</tr>
<tr>
<td>EPPS 6324</td>
<td>Data Management for Social Science Research</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Prescribed Elective Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B. Analytical Module (1 of 6)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 2: Quantitative Methods (Total 12 SCH)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPPS 7370</td>
<td>Time Series Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>EPPS 7371</td>
<td>Time Series Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>EPPS 7344</td>
<td>Categorical and Limited Dependent Variables</td>
<td>3</td>
</tr>
<tr>
<td>EPPS 7318</td>
<td>Structural Equation and Multilevel/Hierarchical Modeling</td>
<td>3</td>
</tr>
<tr>
<td>EPPS 7390</td>
<td>Bayesian Analysis for Social and Behavioral Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 7310</td>
<td>Advanced Quantitative Methods in Criminology</td>
<td>3</td>
</tr>
<tr>
<td>ECON 6305</td>
<td>Mathematical Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 6306</td>
<td>Applied Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 6309</td>
<td>Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 7309</td>
<td>Econometrics II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 7315</td>
<td>Econometrics III</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Prescribed Elective Courses - continued</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prefix and Number</strong></td>
<td><strong>Prescribed Elective Courses</strong></td>
<td><strong>SCH</strong></td>
</tr>
<tr>
<td><strong>B. Analytical Module (1 of 6)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 3: Qualitative Methods (Total 12 SCH)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*EPPS 6xx5</td>
<td>Qualitative Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EPPS 6346</td>
<td>Qualitative Research Methods.</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 7342</td>
<td>Qualitative Criminology</td>
<td>3</td>
</tr>
<tr>
<td>*EPPS 6xx6</td>
<td>Data Visualization</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Prescribed Elective Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B. Analytical Module (1 of 6)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Module 4: Design and Evaluation (Total 12 SCH)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPPE 6342</td>
<td>Research Design II</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 6301</td>
<td>Research Design I</td>
<td>3</td>
</tr>
<tr>
<td>GISC 7387</td>
<td>GIS Research Design</td>
<td>3</td>
</tr>
<tr>
<td>PA 7330</td>
<td>Research Design in Public Affairs</td>
<td>3</td>
</tr>
<tr>
<td>EPPS 6352</td>
<td>Evaluation Research Methods in the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PA 6315</td>
<td>Evaluating Program and Organizational Performance</td>
<td>3</td>
</tr>
</tbody>
</table>
B. Analytical Module (1 of 6)

Module 5: Spatial Analytics (Total 12 SCH)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 6332/</td>
<td>GIS Applications in Criminology</td>
<td>3</td>
</tr>
<tr>
<td>GISC 6331</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 6316</td>
<td>Spatial Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>GISC 6301</td>
<td>GIS Data Analysis Fundamentals.</td>
<td>3</td>
</tr>
<tr>
<td>GISC 6311</td>
<td>Statistics for Geospatial Science</td>
<td>3</td>
</tr>
<tr>
<td>GISC 7310</td>
<td>Advanced GIS Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>GISC 7360</td>
<td>GIS Pattern Analysis</td>
<td>3</td>
</tr>
<tr>
<td>GISC 7361</td>
<td>Spatial Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

B. Analytical Module (1 of 6)

Module 6: Mixed Methods (Total 12 SCH)

combine 12 SCH from courses in 5 preceding modules 12

C. Disciplinary Module: Three substantive courses in one disciplinary domain prescribed by each EPPS program (Total 9 SCH)

<table>
<thead>
<tr>
<th>EPPS Courses in</th>
<th>Disciplinary Domain</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Criminology/Sociology</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>Economics</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>Public Policy/Political Economy</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>Political Science</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>Public/Nonprofit Management</td>
<td>9</td>
</tr>
</tbody>
</table>

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

The program, in the first year of operation, will be administered from the Dean’s office under the immediate supervision of Euel Elliott, Professor of Public Policy and Political Economy, Associate Dean for Undergraduate Programs and one of the individuals involved in development of this proposal.

The six new courses are highlighted below with five assigned to core faculty and one to supporting faculty.

Tentative Faculty (subject to change)

<table>
<thead>
<tr>
<th>Name of Core Faculty and Faculty Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned to Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patrick T. Brandt</td>
<td>Ph.D. Political Science Indiana University, Bloomington, Indiana</td>
<td>EPPS 7316, EPPS 7390,</td>
<td>50%</td>
</tr>
<tr>
<td>Yongwan Chun</td>
<td>Ph.D. Geography, Ohio State University</td>
<td>GISC 6384, GISC 7310, GISC 7360, GISC 6381</td>
<td>50%</td>
</tr>
<tr>
<td>Harold D. Clarke</td>
<td>Ph.D. Political Science Duke University</td>
<td>EPPS 7318, EPPS 6324, EPPS 7386</td>
<td>50%</td>
</tr>
<tr>
<td>Euel Elliott</td>
<td>Ph.D. Political Science Duke University</td>
<td>PSCI 6364</td>
<td>50%</td>
</tr>
<tr>
<td>Simon M. Fass</td>
<td>Ph.D. Urban Planning University of California at Los Angeles</td>
<td>EPPS 6xx1, EPPS 6xx2, EPPS 6352, EPPS 7304</td>
<td>50%</td>
</tr>
</tbody>
</table>
D. **Students** – Describe general recruitment efforts and admission requirements. In accordance with the institution’s Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the program.
Applicants will be recruited during campus events aimed at prospective students. We will also recruit existing "undeclared" students by disseminating degree availability to academic advisors responsible for these students. The fast track program will play an important role in recruitment efforts as it has proven to be an excellent source of highly qualified undergraduate students.

External recruitment efforts will involve participation at college and graduate school fairs held at local community colleges and other post-secondary institutions in the region. Social media (LinkedIn, Twitter, Facebook) and the UT Dallas website will be used to disseminate program information. Faculty and advising staff will be made available to answer program and admission questions from prospective applicants. Recruitment efforts will highlight the practical benefits of the program – highly marketable quantitative skill sets and job placement assistance through the Career Center, and robust preparation for doctoral studies. Outreach efforts will be made to establish partnerships with public agencies, nonprofit organizations and private sector firms to promote internships for students.

Special efforts to recruit historically underrepresented groups will be made by attending graduate school fairs and related events hosted by historically minority and other institutions with large enrollments of students from underrepresented groups. Efforts to retain and graduate students from underrepresented groups will be conducted in collaboration with Enrollment Services, the Office of Diversity and Community Engagement, and the Multicultural Center.

Graduate applicants must meet the University admission requirements, including an undergraduate GPA of at least 3.0 from a higher education institution, and test scores of at least 150 on the verbal section and 150 on the quantitative section of the Graduate Record Examination (GRE).

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

Dr. Ellen Safley, Dean of McDermott Library at UT Dallas, provides the following assessment of library resources:

Collection Review

To compare the book resources available for data analytics in the social sciences, the librarian searched across the library catalog systems in Brown (a university already providing a similar degree as the one proposed) and at the University of Texas at Dallas. “Social sciences – mathematical models” and “data mining” were used as search phrases.
For journals, the search terms “data mining” and “periodicals” were used.

Comparing the collections between Brown University and the University of Texas at Dallas indicates that the rate of acquisitions available locally surpasses the items available at Brown University. The Library would continue to monitor the acquisition rates at both institutions in this subject area to be sure that adequate and appropriate resources are purchased.

**School selected for comparison**

<table>
<thead>
<tr>
<th></th>
<th>Books (2000-2016)</th>
<th>Journals</th>
</tr>
</thead>
<tbody>
<tr>
<td>UT Dallas</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Social Sciences – mathematical models</td>
<td>133</td>
<td></td>
</tr>
<tr>
<td>Data mining</td>
<td>1172</td>
<td></td>
</tr>
<tr>
<td>Brown University</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Social Sciences – mathematical models</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Data mining</td>
<td>674</td>
<td></td>
</tr>
</tbody>
</table>

The proposed curriculum includes 6 new courses that will require additional acquisitions. The new courses include research design, methods of data collection, qualitative data analysis, data optimization, and knowledge extraction. According to the 2015 *Library and Book Trade Almanac* (formerly *The Bowker Annual*), the average cost per book in the subject area of social sciences is $114.34 for print books. The library will increase book/eBook purchases by 20 books or approximately $2,300 per year.

In addition to a rich book collection, graduate level courses demand access to current periodical literature. Several journals will be considered for purchase including the International *Journal of data warehousing and mining* ($730) and the *International Journal of Social Research Methodology* ($992).

**Summary**

The collection available at the McDermott Library is adequate to begin the program.

Approximately 20 additional book titles would be purchased each year. The total cost of the graduate degree plan for social data analysis and research is approximately $15,110 plus inflation over the initial 5 years of the degree program.

<table>
<thead>
<tr>
<th>Additional book costs</th>
<th>$2,300 per year</th>
<th>$11,500 (5 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional journal costs</td>
<td>$1,722 per year</td>
<td>$8,610 (5 years)</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$4,022 per year</strong></td>
<td><strong>$20,110 (5 years)</strong></td>
</tr>
</tbody>
</table>

**F. Facilities and Equipment** – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.
Existing facilities are adequate for faculty and students. Program courses are currently staffed by EPPS faculty or by faculty in cooperating programs in cross-listed courses. The School has four computer labs equipped with multimedia systems and full suites of statistical and GIS software for teaching and research. UT Dallas has acquired software licenses for teaching and conducting online surveys.

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

NA

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

An assessment process will be developed with program goals and learning objectives defined and data collected in order to assess the effectiveness of the program’s pedagogical objectives. Details of the student learning outcomes process will be presented in the assessment plan, based on the template given by the University. The courses, curriculum sequence, and degree requirements will be assessed on a yearly basis. The program process will include, inter alia, an assessment the extent to which the program meets its teaching quality and its enrollment and job placement targets. This process will have three components. First is analysis of student online evaluations for required courses. Second is an exit survey of graduating students that solicits their perspectives on the overall program, asks them to identify strong points to be strengthened further and weak points that require attention. If they have new jobs at that time, the survey will also ask about the type of job acquired. Third is a one-year follow-up survey that contacts graduates to ask about their job market experiences since graduation and solicits their retrospective ideas on how the MS program might be further improved.

A joint faculty-student review team established by EPPS for this purpose will analyze information produced by the processes described above at least once per academic year. The committee will submit specific recommendations to the Dean of EPPS for actions it deems necessary and worthwhile. The Dean will then provide appropriate implementation guidance to the MS Program Head.

III. Costs and Funding

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

The proposed MS degree program will use existing UT Dallas faculty members and, therefore, will not necessitate additional funding.

<table>
<thead>
<tr>
<th>Five-Year Costs</th>
<th>Five-Year Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel(^1)</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>Reallocated Funds</td>
</tr>
<tr>
<td></td>
<td>$0</td>
</tr>
</tbody>
</table>

\(^1\) Please use the "Program Funding Estimation Tool" found on the CB website to correctly estimate state funding.
<table>
<thead>
<tr>
<th>Facilities and Equipment</th>
<th>$0</th>
<th>Anticipated New Formula Funding&lt;sup&gt;3&lt;/sup&gt;</th>
<th>$249,255</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library, Supplies, and Materials</td>
<td>$20,110</td>
<td>Special Item Funding</td>
<td>$0</td>
</tr>
<tr>
<td>Other&lt;sup&gt;2&lt;/sup&gt;</td>
<td>$0</td>
<td>Other&lt;sup&gt;4&lt;/sup&gt;</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Costs</strong></td>
<td><strong>$20,110</strong></td>
<td><strong>Total Funding</strong></td>
<td><strong>$249,255</strong></td>
</tr>
</tbody>
</table>

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).

2. Specify other costs here (e.g., administrative costs, travel).

3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.

4. Report other sources of funding here. In-hand grants, “likely” future grants, and designated tuition and fees can be included.
Signature Page

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

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

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

   __________________________________________________________________________

   Chief Executive Officer/Chief Academic Officer   Date

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

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

   __________________________________________________________________________

   Board of Regents (Designee)   Date of Approval
Appendix A: New and Existing EPPS Methods Courses

1. New EPPS Courses

EPPS 6xx1: Research Practice the Social Sciences. Required core course that introduces students to the different applied social science disciplines. Reviews how data are commonly produced and analyzed within each, identifies recent methodological trends and areas of application, describes the current job market for graduates and indicates paths to more advanced doctoral study.

EPPS 6xx2 Methods of Data Collection and Production. Course examines interview-based and self-administered data collection methods, including mobile web and SMS interviews, and newer data sources such as social media. Concentrates on the effects of different techniques on data quality, including error from measurement, nonresponse and coverage, and assesses tradeoffs between these error sources when selecting a particular mode or survey design.

EPPS 6xx3 Knowledge Extraction. Introduces techniques to discover patterns and relationships in large and complex data sets, including web mining. Examines ways to explore, analyze and leverage data and transform them into useful and useable information, including decision trees, association rules, clustering, case-based methods and data visualization.

EPPS 6xx4 Information Management: Focus on design of database applications for commercial, public and nonprofit organizations. Covers user requirement's analysis, logical database design, physical database design, database query languages, and distributed and client-server databases. Course emphasizes data definition and data manipulation languages for relational data modeling. (To be cross-listed/developed with other Schools. Exists now as MIS 6326)

EPPS 6xx5 Qualitative Data Analysis. Course focuses on analysis of qualitative data with support of Qualitative Data Analysis software (ATLAS.ti, NVivo, Provalis, etc.). Introduces alternative interpretive analytic approaches, explores their use and guides users in applying them to data.

EPPS 6xx6 Data Visualization: Presents technologies, techniques and algorithms for creation of effective visualizations of social science data. Examines data wrangling, insight modeling, cognitive science and graphical communication using SAP Lumira, Tableau, Excel Powerview and D3. (To be cross-listed/developed with other Schools. Exists now as MIS 6380)

2. Current EPPS Courses

EPPS 6313 Introduction to Quantitative Methods. This introductory graduate-level statistics course is geared to the consumption of statistical methods commonly used in social science research. Topics include creating and interpreting graphical and tabular summaries of data, descriptive statistics, basic probability theory, sampling distributions, basic hypothesis testing (t-tests, chi-square tests, and analysis of variance), estimation of population parameters, confidence intervals and correlation. An introduction to regression analysis will also be provided. Topics are supported by computer-supported data analyses.

EPPS 6316 Applied Regression. This course provides a survey of the bivariate and multiple regression models estimated using Ordinary Least Squares (OLS), with an emphasis on using regression models to test social and economic hypotheses. This application-focused course presents examples drawn from economics, political science, public policy and sociology, introduces the basic concepts and interpretation of regression models, and basic methods of inference. Topics are supported by computer-supported data analyses.

EPPS 6324 Data Management for Social Science Research. Covers the principles and practical techniques of data cleaning, data organization, quality control, and automation of research tasks. Topics covered will include data types, useful text and math functions, labeling, recoding, data documentation, merging datasets, reshaping, and programming structures such as macros, loops, and branching using Stata and R. The course will also discuss using LaTeX to automate outputting of results and graphics in publishable formats.

EPPS 6342 Research Design II. This course is the second in a two-course sequence devoted to the study of data development strategies and techniques to facilitate effective statistical analysis. Topics generally covered include: the logic of causal inquiry and inference in the Economic, Political and Policy Sciences, the elaboration paradigm and model specification, anticipating and handling threats to internal validity, hierarchies of design structure (experimental, quasi-experimental and non-experimental): linking design structure to effect estimation strategies and analyzing design elements in published literature. Students will be required to select a research topic in consultation with the instructor and prepare a written comparative design analysis.
EPPS 6346 Qualitative Research Methods. This course provides an overview of qualitative research in the Economic, Political and Policy Sciences. Students will investigate the assumptions underlying qualitative research approaches and critically assess the strengths and weaknesses of such approaches. Possible topics may include participant observation, ethnographic interviewing, ethnomethodology, conversation analysis, case study, and the analysis of historical documents.

EPPS 6352 Evaluation Research Methods in the Economic, Political and Policy Sciences. A review of research methods used in program evaluation, with an emphasis on public and nonprofit social programs. Issues to be addressed include research design, appropriate performance standards, measurement and selection of individuals, sampling, data collection, and data analysis.

EPPS 7304 Cost-Benefit Analysis. Examines methods for measuring costs and benefits of public projects and policies, and the application of cost-benefit analysis to areas such as economic development, water resources, recreation, transportation, regulation, and the environment.

EPPS 7313 Descriptive and Inferential Statistics. The course provides a thorough introduction to probability and statistics. Probability topics covered include random variables, expectations, and probability distributions. The heart of the course is a rigorous introduction to statistical inference: sampling theory, confidence intervals, and hypothesis tests. The final section of the course is an introduction to regression analysis, with an emphasis on interpretation of regression results, using examples from recent research.

EPPS 7316 Regression and Multivariate Analysis. This course provides a detailed examination of the multiple regression models estimated using Ordinary Least Squares (OLS), with an emphasis on using regression models to test social and economic hypotheses. Also covered are several special topics in regression analysis, including violations of OLS assumptions, the use of dummy variables, and fixed effects models. The course ends with an introduction to advanced topics in regression analysis, qualitative response models, and non-OLS approaches to estimation. Topics are supported by computer-supported data analyses using application-specific software.

EPPS 7318 Structural Equation and Multilevel (Hierarchical) Modeling. An introduction to structural equation modeling (SEM) and multilevel modeling (MLM), sometimes called hierarchical linear or mixed modeling. SEM represents a general approach to the statistical examination of the fit of a theoretical model to empirical data. Topics include observed variable (path) analysis, latent variable models (e.g., confirmatory factor analysis), and latent variable SEM analyses. MLM represents a general approach to handling data that are nested within each other or have random components. Topics include dealing with two-level data that may be cross-sectional, such as students within classes, or longitudinal, such as repeated observations on individuals, firms or countries.

EPPS 7344 Categorical and Limited Dependent Variables. This course examines several types of advanced regression models that are frequently used in policy analysis and social science research. The key similarity of these models is that they involve dependent variables that violate one or more of the assumptions of the Ordinary Least Squares (OLS) regression model. The main models examined in the course are binary logit and probit, multinomial logit, ordinal probit, tobit, and the family of Poisson regression models. All these models are estimated using maximum likelihood estimation (MLE). The Heckman correction for selection is also addressed.

EPPS 7370 Time Series Analysis I. This course considers several important topics for applied time series analyses of social science and public policy data including the specification and testing of Box-Jenkins ARIMA models and dynamic regressions. Other topics include stationarity and unit root tests, cointegration and error correction models, autoregressive conditional heterogeneity (GARCH) models and introductions to vector autoregression (VAR) and state space models. Students learn how to use modern software such as Eviews, R, RATS and Stata to do time series analyses.

EPPS 7371 Time Series Analysis II. This course introduces intermediate and advanced methods for the analysis of social science time series data. After reviewing core time series concepts such as stationarity and cointegration, the course considers topics such as vector autoregression and vector error correction models, simultaneous equation and structural time series models, regime switching models, non-Gaussian and nonlinear models, and state space representations. Both frequentist and Bayesian approaches to modeling time series processes are employed. Data analyses are implemented using widely available software packages such as R, RATS and Stata.

EPPS 7386 Survey Research. This course exposes students to the use of survey methods in social science research. Emphasis is placed on interview and questionnaire techniques and the construction and sequencing of survey questions. Attention is also devoted to sampling theory, sampling and non-sampling errors, and the use of recent advances in fieldwork to reduce measurement error in surveys.
EPPS 7390 Bayesian Analysis for Social and Behavioral Sciences. This course covers the theory and application of Bayesian statistics for economic, political, and other social science data. Students will learn how maximum likelihood and Bayesian estimation are related and how the latter is used to develop decision based inference. Topics include subjective probability, general linear models, posterior simulation methods, model specification and averaging, and sensitivity analysis.

CRIM 6301 Research Design I. This course provides an overview of the research enterprise and the study of data development strategies and techniques to facilitate effective statistical analysis, using practical criminological applications. Topics generally covered include: (1) issues and techniques in social science research with emphasis on philosophy of science, theory testing, and hypothesis formulation; (2) measurement and data collection strategies, reliability and validity of measures and results, sampling, surveys; and (3) examination of qualitative versus quantitative research techniques, working with observational data, field research issues, and triangulation.

CRIM 6332 (GIS 6331) Applications in Criminology. Examines spatial distributions of crime, criminals, and criminal justice interventions. Students conduct spatial analysis of point patterns and area-based data in studies of the locations of crime events and rates, offenders, police patrolling practices, judicial districts and community corrections and how they relate to physical and social characteristics of neighborhoods.

CRIM 7310 Advanced Quantitative Methods in Criminology. This course is designed to be an extension to CRIM 7301. Quantitative research techniques not covered in 7301 will be addressed in depth as they apply to longitudinal and multilevel criminological research. Topics may include, but are not limited to, structural equation modeling (SEM), multilevel growth curve modeling, growth mixture models, panel regression, propensity score matching, and latent class analysis. Topics may vary by semester and may be tailored to fit students' research needs. Recommended prerequisite: Students should have a firm understanding of varying regression techniques, etc., prior to enrolling.

CRIM 7342 Qualitative Criminology. Examines ethnography and other qualitative approaches to studying crime, criminals, and criminal justice, particularly participant observation and informant and respondent interviewing. Topics include phenomenology, case study, in-depth interviewing, ethnomethodology, conversation analysis, historical methods, gaining access, sampling, data collection and analysis, and legal and ethical concerns.

ECON 6305 Mathematical Economics. Mathematical tools used in advanced topics model building and in the social and economic analysis of public policy.

ECON 6306 Applied Econometrics. This course investigates the consequences of relaxing the classical linear regression model assumptions and explores solutions when the assumptions do not hold. Topics include a review of the Ordinary Least Squares (OLS) basics (including the assumptions, hypothesis testing, multicolinearity, dummy variables and heteroskedasticity), model specification and selection, Generalized Least Squares (GLS), maximum likelihood estimation, binary choice models, simultaneous equation models, instrumental variables, time series and fixed and random effects models.

ECON 6309 Econometrics I. An introduction to econometrics, with a development of background concepts in linear algebra and statistics. The course focuses on estimation, hypothesis testing, and prediction in the classical linear regression model. Corresponding large sample issues are considered. General testing principles, such as likelihood ratio, Wald, Lagrange multiplier, and Hausman-type tests are also discussed. Other topics include model specification and nonlinear estimation issues.

ECON 6316 Spatial Econometrics. The application of econometric techniques to the explicit treatment of space (geography) in social science models. Covers the specification of spatial regression models, estimation and specification testing. The emphasis is on the application of spatial econometric methods to an empirical data analysis project.

ECON 7309 Econometrics II. This is the second core course in the econometrics sequence of the economics PhD program. The course extends the topics covered in the first course and covers topics such as serial correlation, unit roots, cointegration, and dynamic models; panel data; simultaneous equation models, maximum likelihood and GMM estimations methods.

ECON 7315 Econometrics III. This is the third core course in the econometrics sequence of the economics PhD program. The course extends the topics covered in the first two courses and covers topics such as Bayesian, semiparametric and nonparametric estimation approaches; discrete choice models, limited dependent variable models and duration models; and bootstrap and jackknife methods.

GISC 5322 GPS (Global Positioning System) Satellite Surveying Techniques. The theory and application of satellite positioning utilizing the Global Positioning System Code and phase methodology in field
observations, data processing and analysis of Differential GPS, high accuracy static and other rapid measurements, in real time and with post-processing.

GISC 6301 GIS Data Analysis Fundamentals. Statistical techniques are examined with a focus on fundamental geospatial data handling techniques and algorithms as well as applied geospatial data analysis. The underlying concepts of descriptive statistics, data visualization, and exploratory methods; probability theory, study design and sampling theory; statistical inference and simulation experiments; basic correlation and regression analyses; as well as methods of pattern analysis are discussed from a Geoinformation Sciences perspective.

GISC 6311 Statistics for Geospatial Science. The course introduces calculus-based statistical analysis and probability theory, providing background for econometrics and economic modeling of simple stochastic processes. Standard probability distributions are covered, including Bernoulli, binomial, negative binomial, hypergeometric, Poisson, normal, gamma, beta, t and F distributions. Estimation and hypothesis testing are discussed. Introductory asymptomatic theory, including the Law(s) of Large Numbers and the Central Limit Theorem, will be covered as well as real-world applications of probability theory as time permits.

GISC 6381 Geographic Information Systems Fundamentals. Examines the fundamentals of Geographic Information Systems and their applications. It emphasizes the concepts needed to use GIS effectively for manipulating, querying, analyzing, and visualizing spatial-based data. Lab exercises, which use industry-standard GIS software packages, provide GIS experience to investigate real world problems including social, economic and environmental issues.

GISC 6384 Advanced Geographic Information Systems. Treatment of more advanced GIS topics with real world applications. Topics covered include raster and vector data models, Geodatabase, map algebra, 3-D surface analysis, spatial interpolation and network analysis. Student will be acquainted with state-of-the-art software through hands-on laboratory experiences.

GISC 7310 Advanced GIS Data Analysis. The specification, interpretation and properties of the multiple linear regression model including spatial and aspatial regression diagnostics are examined. A detailed review of the key concepts of matrix algebra, optimization techniques and simulation experiments is given. GIS and GPS data handling procedures are discussed from a regression and linear transformation perspective. Extensions to principal component analysis, ridge regression, weighted regression, logistic and Poisson regression are provided. Practical data analysis for large Geo-referenced data sets are exercised.

GISC 7360 GIS Pattern Analysis. Examines transformations among geospatial object classes, topological measures, edge effects, univariate and multivariate methods for point pattern analysis, directional data, geo-statistical surface interpolations, and spatial regression models. Underlying models and data generating processes leading to spatial heterogeneity and spatially clustered/dispersed patterns are discussed and simulated. examples of local and global spatial analyses of crime, disease, real estate or environmental patterns are discussed.

GISC 7361 Spatial Statistics. The application of statistical techniques to the explicit treatment of space (geography) in social science models. Covers indices of spatial autocorrelation, the specification of autoregressive models (Gaussian, Poisson, binomial/logistic), geostatistical modeling, spatial filtering, Bayesian map analysis, random effects in models, and imputation of missing geocoded data.

GISC 7365 Advanced Remote Sensing. Examines advanced remote sensing technologies, data processing techniques and applications. The latest remote sensors are introduced. The class will discuss how remote sensing data can be processed to extract information in support of important urban and environmental decision making. The current generation, industry standard software is used for labs and applications development.

GISC 7387 GIS Research Design. Examines issues relative to the conduct of effective and valid research in geospatial information sciences and related fields.

PA 6315 Evaluating Program and Organizational Performance. Techniques and analytical methods of assessing governmental and nonprofit program and policy success. Emphasis is placed on strategies for impact assessment, measuring efficiency, examining short-term and long-term consequences, identifying both intended and unintended impacts, and the social, political and ethical context of evaluation.

PA 7330 Research Design in Public Affairs. Includes a variety of applied research techniques aimed at enhancing analysis of intra-organizational and extra-organizational settings. Both qualitative and quantitative techniques will be explored and applied. Techniques range from ethnographic analysis of
organizational and social cultures to development of survey research methods for needs assessment, environmental sensing and marketing.

PPPE 6310 Research Design I. This course is the first in a two-course sequence devoted to the research enterprise and the study of data development strategies and techniques to facilitate effective statistical analysis. Topics generally covered include: (1) issues and techniques in social science research with emphasis on philosophy of sciences, theory testing, and hypothesis formulation; (2) measurement and data collection strategies, reliability and validity of measures and results, sampling, surveys; and (3) examination of qualitative versus quantitative research techniques, working with observational data, field research issues, and triangulation.

PPPE 6342 Research Design II. This course is the second in a two-course sequence devoted to the study of data development strategies and techniques to facilitate effective statistical analysis. Topics generally covered include: the logic of causal inquiry and inference in the social sciences, the elaboration paradigm and model specification, anticipating and handling threats to internal validity, hierarchies of design structure (experimental, quasi-experimental and non-experimental); linking design structure to effect estimation strategies and analyzing design elements in published literature. Students will be required to select a research topic in consultation with the instructor and prepare a written comparative design analysis.

PSCI 6364 Public Opinion and Survey Research. This course describes, explains and evaluates the conduct of survey research for the study of public opinion. Major topics include the guidelines, design, implementation and precision of survey projects, questions, interviews and data about the development, distributions and dynamics of public opinion, together with public attitudes, beliefs and values, about politics and society. Also considered are recent examples of how survey research on public opinion has informed governments’ making of public policy.
Amendments previously submitted to OGC in September of 2015

Committee on Committees - UTDPP1019

Policy Statement

The Committee on Committees is a Standing, Concurrent Committee of the Academic Senate of The University of Texas at Dallas. Members of the Committee are appointed by the President upon nomination by the Academic Council.

The Committee is charged to advise the Academic Council on faculty membership for the standing and ad hoc committees of the Academic Senate; to study the organization and operation of Senate committees, making recommendations with respect to improvements in the structure and effectiveness; and to advise the President on faculty membership for University-wide standing committees.

Annually, but no later than August 31, the Chair of the Committee provides the Academic Senate with a written report for the Academic Senate of the Committee’s activities for the prior academic year.

The Committee is composed of seven members appointed from the membership of the General Faculty (as defined in UTDPP 1080/Title III, Chapter 21, Subchapter B., Section 1.B.1. of The University of Texas at Dallas Handbook of Operating Procedures), consisting of one person appointed to represent each of the six Schools, excluding the School of Interdisciplinary Studies, and the Speaker of the Faculty and President of Student Government as ex officio (with vote). The Executive Vice President and Provost serves as the Responsible University Official.

The term of office for appointed committee members shall be effective June 1 to May 31, and members may be reappointed by the President for additional terms upon nomination of the Academic Council. The terms for appointed members shall be staggered so that no more than one-half of the terms expire in any one year. If for any reason a Committee member resigns, the President, upon nomination of the Academic Council, shall appoint another individual to serve the remainder of the unexpired term.

The Speaker of the Faculty serves as the Chair of the Committee. The term of office for the Speaker shall expire upon the selection of the Speaker-Elect, who serves until the next election.

Policy History

- Issued: May 31, 1984
- Revised: May 13, 1985
- Revised: May 1, 1988
- Revised: November 1, 1990
- Revised: October 15, 1993
- Revised: September 1, 1998
- Editorial Amendments: September 1, 2000
- Editorial Amendments: April 18, 2006

Policy Links

- Permalink for this policy: http://policy.utdallas.edu/utdpp1019
- Link to PDF version: http://policy.utdallas.edu/pdf/utdpp1019
- Link to printable version: http://policy.utdallas.edu/print/utdpp1019

Commented [MC1]: Amended to reflect the changes in the number of the schools.

Commented [MC2]: Following July 2016 CoC meeting, it was suggested to add a member from Interdisciplinary Studies to the committee.

Commented [MC3]: Pres. Of SG added following CoC meeting.
Committee on Qualifications of Academic Personnel - UTDPP1031

Policy Charge

Qualifications of Academic Personnel CQ

Policy Statement

The Committee on Qualifications of Academic Personnel is a standing, concurrent committee of the Academic Senate of The University of Texas at Dallas.

The Committee is charged with reviewing all recommendations from faculty ad hoc committees and School Deans regarding the initial hiring, promotion, and promotion to tenure of members of the faculty, assuring that high academic standards are maintained, that appropriate and uniform procedures were followed in the review process, and that the evidence supports the recommendations. The Committee is further charged with reviewing and assessing the standards of excellence for the various academic ranks and for tenure, making due allowance for the different traditions and requirements of the different disciplines.

The Committee receives recommendations from the faculty ad hoc committee following review of the file by the Dean of the School. The Committee is responsible for certifying that the evidence in the file substantiates the recommendation of the ad hoc committee. The Committee then forwards the file with its recommendations to the Executive Vice President and Provost (Provost). Questions of general policy that arise from the Committee's deliberations are to be forwarded to the Academic Senate through the Academic Council. The Committee will report to the Senate through the Council indicating the issues and problems encountered in the review process.

By November 1, the Chair of the Committee will provide the Speaker of the Faculty with a copy of the agenda established by the Committee for its work during the academic year.

Annually, but no later than August 31, the Chair of the Committee will provide the Speaker of the Faculty with a written report for the Academic Senate of the Committee's activities for the prior academic year.

The Committee is composed of tenured members, two from each school (with the exception of Interdisciplinary Studies), appointed from the membership of the General Faculty (as defined in UTDPP1088), and preferably at the rank of Professor, except that no one holding an administrative appointment above the rank of Department Head shall be eligible to serve. Membership of the Committee is drawn from the several Schools. Members, however, are members at large and are not representative of or advocates for a particular School. The Provost serves as Responsible University Official.

Unless specified otherwise in this charge, Committee members are appointed to two-year terms, and the Chair and Vice Chair are appointed annually. The terms for appointed members shall be staggered so that no more than one-half of the terms expire in any one year. Members may be reappointed by the President for additional terms upon nomination of the Academic Council. If for
any reason a Committee member resigns, the President, upon nomination of the Academic Council, shall appoint another individual to serve the remainder of the unexpired term.

Policy History

- Issued: September 4, 1978
- Revised: November 12, 1979
- Revised: October 15, 1993
- Revised: September 1, 1998
- Revised: November 13, 1998
- Revised: August 24, 1999
- Editorial Amendments: September 1, 2000
- Editorial Amendments: January 22, 2003
- Editorial Amendments: April 6, 2006
- Editorial Amendments: January 7, 2016

Policy Links

- Permalink for this policy: http://policy.utdallas.edu/utdpp1031
- Link to PDF version: http://policy.utdallas.edu/pdf/utdpp1031
- Link to printable version: http://policy.utdallas.edu/print/utdpp1031
Replace Mike Kesden from Natural Sciences on the Advisory Committee on Research as Chair. Dr. Kesden would feel more comfortable if a more experienced tenured faculty member was appointed to serve as chair. Recommended replacement would be ________________________.

Current Faculty members are:
Michael Kesden (NSM) (8/31/2017) Chair
Alex Piquero (EPPS) (8/31/2016) Vice Chair
Midori Kitagawa (ATEC) (8/31/17)
Gregory Dussor (BBS) (8/31/18)
Bhavani Thuraisingham (ECS) (8/31/18)
Huibing “Harrold” Zhang (SOM)(8/31/2018)
Rainer Schulte (AH) (8/31/2018)

Replace Erin Smith from Interdisciplinary Studies on the Academic Integrity Committee as Chair. Dr. Smith is on SFDA for Fall 2016 and cannot be chair. She still wishes to be a member starting January 17/2017. Recommended replacement would be ________________________.

Current Faculty members are:
Erin Smith (IS) (8/31/2017), Chair
Christopher Ryan (AH) (8/31/2018), Vice Chair
Timothy Christopher (ATEC) (8/31/2017)
Yvo Desmedt (ECS) (8/31/2017)
Sven Kroener (BBS) (8/31/2017)
Chuan wei Zhang (NSM) (8/31/2017)
John Worrall (EPPS) (8/31/2018)

Replace Kenneth Smith from JSMO on the Academic Integrity Committee as a Member. Dr. Smith is no longer with the university. His appointment was through 8/31/2017. Recommended replacement would be ________________________.

Current Faculty members are:
Fabiano Rodrigues (N) (8/31/2018) Chair
Eric Farrar (ATEC) (8/31/2017) Vice Chair
Lawrence Amato (AH) (8/31/2018)
Denise Boots (EPPS) (8/31/2018)
Jill Duquaine – Watson (I) (8/31/2017)
Marilyn Kaplan (M) (8/31/2018)
Simeon Ntafos (EC) (8/31/2017)
Melanie Spence (B) (8/31/2017)

Replace Fabiano Rodrigues from Natural Sciences on the Core Curriculum Committee as chair. Dr. Rodrigues agreed to serve as a member, but cannot be chair. Recommended replacement as chair would be ________________________.

Replace Denise Boots from EPPS on the Core Curriculum Committee as Member. Dr. Boots declined the appointment letter with no reason given. Recommended replacement as Member would be ________________________.

Current Faculty members are:
Fabiano Rodrigues (N) (8/31/2018) Chair
Eric Farrar (ATEC) (8/31/2017) Vice Chair
Lawrence Amato (AH) (8/31/2018)
Denise Boots (EPPS) (8/31/2018)
Jill Duquaine – Watson (I) (8/31/2017)
Marilyn Kaplan (M) (8/31/2018)
Simeon Ntafos (EC) (8/31/2017)
Melanie Spence (B) (8/31/2017)

Replace Karen J. Prager from IS on the Committee on Educational Policy as a Member. Dr. Prager has office hours during the meeting times for CEP. Recommended replacement would be ________________________.
Replace John Zweck from NSM on the Committee on Educational Policy as a Member. Dr. Zweck is teaching classes from 11:30-12:45 every Tuesday. Recommended replacement would be ________________________.

Replace Yuri Garstein from NSM on the Committee on Educational Policy as a Member. Dr. Garstein is teaching classes from 11:30-12:45 every Tuesday. Recommended replacement would be ________________________.

Replace Peter Assman from BBS on the Committee on Educational Policy as a Member. Dr. Assmann is on medical leave. Recommended replacement would be ________________________.

Replace Peter Park from AH on the Committee on Educational Policy as a Member. Dr. Park is teaching classes from 11:30-12:45 every Tuesday. Recommended replacement would be ________________________.

Current Faculty members are:
Clint Peinhardt (EPPS) (8/31/2017) Chair
Charles Hatfield Jr. (AH) (8/31/2017) Vice Chair
Lisa Bell (ATEC) (8/31/2017)
Yongwan Chun (EPPS) (8/31/2018)
Andrea Fumagalli (ECS) (8/31/2018)
Yuri Gartstein (NSM)(8/31/2018)
Lev Gelb (EC) (8/31/2017)
Shayla Holub (BBS) (8/31/2017)
Syam Menon (SOM) (8/31/2018)
BPS Murthi (8/31/2017)
Peter Park (AH) (8/31/2018)
November 18, 2013

Dear Colleagues:

Attached are the revised guidelines for school bylaws approved by the Academic Senate at its meeting of September 18, 2013.

Our first guidelines for school bylaws were developed in 2002, at Senate initiative. The problem at the time was that we had a well-defined faculty governance system at the university level, but had nothing comparable for the schools, and hence no clear way to connect policies and organizations at the university to faculty activities in the schools. Since the problem was mainly considered to be a matter of faculty governance, rather than administration, the bylaws guidelines focused mainly on faculty organizations and said as little as possible about school level administration.

Experience since then has shown that we need to say more about administration, and most especially about the interface between administration and faculty. We have also had new procedures and policies introduced, such as post-tenure review and its linkage to annual reviews, that require new or adjusted processes at the school level.

Accordingly, these revised guidelines reflect a more concerted effort to assure that governance is genuinely shared and to find a more satisfactory balance between transparency and accountability, openness and the ability to act efficiently and decisively.

Please reconsider your current bylaws and revise them in this general spirit.

When the original guidelines were issued, they were accompanied by guidelines for departmental bylaws as well. These should still be largely applicable, but we will now begin a review at the university level to see if any adjustments are needed.

Hobson Wildenthal
Executive Vice President and Provost

Murray J. Leaf
Speaker of the Faculty
BYLAWS GUIDELINES FOR SCHOOLS

Contents

PREFACE ................................................................................................................................................ 1
PREAMBLE ......................................................................................................................................... 3
FACULTY ............................................................................................................................................... 43
  Voting Faculty ................................................................................................................................. 43
  Meetings and Voting of the School Faculty. .................................................................................... 54
    Regular meetings: .......................................................................................................................... 5
    Caucus Meetings: .......................................................................................................................... 5
    Conduct of business. ....................................................................................................................... 6
ADMINISTRATIVE OFFICERS ........................................................................................................ 6
  Program head .................................................................................................................................. 7
STANDING COMMITTEES ............................................................................................................. 8
  KEY ADMINISTRATIVE PROCESSES ......................................................................................... 1110
    Appointments of tenure-system faculty ..................................................................................... 11
    Appointments of non-tenure-system faculty .............................................................................. 11
AUTHORITY ...................................................................................................................................... 12
PROVISIONS FOR AMENDING THE BYLAWS ............................................................................ 12

PREFACE

This document contains guidelines to assist individual Schools within UTD to draft or modify their respective bylaws. The purpose of such bylaws is to assure clear, transparent, and appropriate faculty and administrative processes for carrying out the major recurrent activities in each of the several schools of the university.

This is a template, not a rigid prescription. Uniformity is desirable because it can assure that the same general principles are being applied in the same way, but it should not come at the cost of recognizing real differences in the situations to which our several schools must respond.

The School of Interdisciplinary Studies will not be able to adopt many of these provisions directly because of the small size of its faculty and the nature of its programs. Faculty and administration of the school should adjust the provisions to their resources and curricula in whatever way best allows them to implement the academic standards and policies of the university.

Bylaws should be clear, concise, and constructive. They should be process-oriented rather than legalistic, representing a joint effort on the part of administration and faculty to arrive at mutually satisfactory ways to discuss and resolve common problems.
Academic tradition and Regents’ rules recognize a number of areas of policy that are primarily the responsibility of faculty. Rule 40101, section 3, articulates them this way:

3. General Authority
   Subject to the authority of the Board of Regents and subject further to the authority that the Board has vested in the various administrative officers and subdivisions of the System, the faculties of the component institutions regularly offering instruction shall have a major role in the governance of their respective institutions in the following areas:
   3.1 General academic policies and welfare.
   3.2 Student life and activities.
   3.3 Requirements of admission and graduation.
   3.4 Honors and scholastic performance generally.
   3.5 Approval of candidates for degrees.
   3.6 Faculty rules of procedure. (Series: 40101)

The Board of Regents itself is responsible for other areas where the faculty has little voice, such as financial and fiscal security for the university as a whole, provision of physical facilities, and compliance with general law. The administration is in between, being delegated powers by the Regents but also responsible for carrying out academic policies established by the faculty. At the campus level, the division of responsibility between administration and faculty is represented by the rules and policies establishing the distinction between the faculty governance organization and the administration. Bylaws should establish how this division is implemented in schools and departments.

At the University of Texas at Dallas, the primary administrative unit is the school. The chief academic officer in a school is the dean. Deans are appointed by the President and report to the Provost; all the deans together make up the Council of Deans.

In Texas generally, by Coordinating Board convention, the degree-granting unit of the university is the program. Faculty must therefore be assigned to programs to carry out their teaching obligations. Every program must be assigned to at least one school for administrative purposes. Most programs are assigned to only one school. However, programs may utilize courses offered by other programs and other schools. UT Dallas has always sought to encourage interdisciplinary cooperation in program design, content, and implementation.

All of the faculty members assigned to the programs of a school make up the faculty of the school. The faculty of the school is responsible for academic policy in the school as a whole, and for exercising oversight over the individual programs. University policy requires schools to establish faculty committees for some of these purposes. Schools may develop additional committees or bodies on their own as long as they do not conflict with established university policy. The school bylaws are the primary document for describing what bodies will be responsible for such oversight and how it is to be carried out.
If a school has departments, the school bylaws should say what these departments are, and what their powers and responsibilities are compared to the powers and responsibilities of the faculty of the school as whole.

School bylaws must be drafted by a committee of faculty of the school, elected by the faculty of the school by secret ballot. Before adoption they must be available for consideration by all the faculty of the school. To be adopted, they must be approved by at least a majority of the faculty of the school in an open meeting with full prior written notice and debate.

For schools that have departments, the departments shall have bylaws. Departmental bylaws should be consistent with school bylaws, which in turn should be consistent with UT rules and policies. If there are departmental bylaws, the departmental bylaws and the school bylaws together should be clear about which decisions are to be made at each level. At UT Dallas, meetings are conducted in accordance with *Robert’s Rules of Order*. Quorum requirements must be specified.

According to the Handbook of Operating Procedures, after the bylaws are approved by the school, they are to be approved by the Senate, Provost and the President. In reporting bylaw amendments to the Senate for approval, schools should describe the vote they received in the school.

Wherever these guidelines use the word “chair” for the head of a department or program, they should be understood as meaning “chair or head.”

The general elements that school bylaws should contain or should address are:

**PREAMBLE**

School bylaws should begin with a Preamble. The Preamble should name the school, the programs, the centers, and any other such features of the school organization that will be described in the bylaws. If there is an overall strategy that the school has agreed on in arriving at its policies and providing oversight to its operations, this could be usefully mentioned or described. For example, will the school rely heavily on meetings of the entire faculty, or will it delegate major functions to groupings of programs? If the latter, the groupings should be named here and included in the body of the description. For schools with departments, the departments should be named and the program(s) for which each is responsible. The preamble should also indicate whether there are features or aims in the school mission statement that should be referred to in its internal procedures.

The Preamble should also state that all faculty meetings will be conducted according to *Robert’s Rules of Order*. 
FACULTY

VOTING FACULTY

UT Dallas policy defining faculty governance distinguishes Voting Faculty from the General Faculty. See UTDPP1088 Section I.B.1. for the titles of appointments in each class. The voting faculty consists only of tenured or tenure-track faculty. The General Faculty also includes non-tenure-track faculty, usually titled Senior Lecturer or Clinical Professor. The voting faculty of the university are described in The Handbook of Operating Procedures, Chapter 21, Section I.B as follows:

Voting members of the General Faculty shall consist of the following:
1. Faculty appointed half-time or more to The University of Texas at Dallas who hold the rank of Regental Professor, Professor, Associate Professor, or Assistant Professor.
2. Faculty appointed to The University of Texas at Dallas who hold the rank of Instructor and who hold appointments of half-time or more.

The title “instructor” at UT Dallas has been used only for faculty newly hired to serve as Assistant Professors, but who failed to have their dissertations completed as promised. As such, the title is now substantially obsolete. Non-tenure-track faculty are not titled “instructor.”

The members of the voting faculty in the school may accord voting rights to members of the general faculty in the school on matters other than personnel actions for tenure-track faculty.

Since in principle all faculty meetings except those involving personnel decisions are open meetings, non-voting members of the general faculty must be able to attend meetings. Bylaws may say whether they have privilege of the floor. In the absence of a specification it should be assumed that they do have the privilege, since they would have it in a meeting of the Academic Senate.

The method of assigning faculty to programs should be described. This need not be overly formal. Self-selection and consensus are possible, as is assignment by the Dean. Catalogs list faculty associated with programs; this should describe how those associations are created. There is no numerical limit on the number of programs a faculty member can be assigned to for academic purposes, although for administrative purposes a school may assign one program or department as an administrative “home.”

If there are groupings of programs that faculty are assigned to apart from their associations with programs, this should be described.

If faculty are assigned to or associated with centers or institutes that are funded as part of the school activities, the method of making this assignment should be described.

A method for resolving disputes regarding the assignment of faculty to programs, program groupings, or centers, should be described.
MEETINGS AND VOTING OF THE SCHOOL FACULTY.

Bylaws should provide for two kinds of meetings: regular meetings and caucus meetings.

**Regular meetings:**

The bylaws should require at least two regular meetings per year on a fixed schedule. One meeting should be early in the fall term, the second near the end of the spring term.

If only two regular meetings are scheduled, provision must be made for calling additional meetings if faculty request them.

Regular meetings should be chaired by the Dean or the Dean’s Designee.

The quorum must be specified. In the absence of a different specification, a quorum is a majority of the voting faculty who are in residence that term.

Bylaws should specify the actions for which a vote of a quorum of the full faculty is required.

Bylaws should specify how minutes will be kept and how they will be made available.

Bylaws should specify minimum notice for a meeting and for agenda items. They may also specify a requirement for accepting agenda items proposed during the meeting that were not on published agenda, such as by majority vote or two-thirds.

It should also be easy for faculty to call a regularly scheduled meeting, such as one of the annual meetings, if the dean fails to do so. The faculty might, for example, empower the chair of one of the faculty committees to call such a meeting.

Major decisions should be confined to meetings held in a period that corresponds to the nine-month terms for which most faculty are appointed.

**Caucus Meetings.**

Bylaws should provide for caucus meetings of the faculty without the dean being present. Rules for the caucus may also exclude associate deans. Caucus meetings cannot make policies for the school that require assent of the dean.

Caucus meetings can formulate positions to be considered with the dean at regular meetings. There should be a simple procedure for a small number of faculty to call a caucus meeting of the faculty. Requirements for notice and for an agenda need not be the same as for a meeting called by the dean.
A caucus meeting may also be provided as a regular occurrence, as it is for the newly elected Senate.

**CONDUCT OF BUSINESS.**

There should be a statement that the school follows *Robert's Rules of Order*. Bylaws may provide for exceptions. Examples of exceptions could include a procedure for the use of email ballots or alternative requirements for a quorum.

**ADMINISTRATIVE OFFICERS**

**DEAN.** The duties and responsibilities of the Dean with regard to academic policy should be indicated. In general, the Dean is responsible for the finances and physical resources of the school, representing the school to the Provost and President. The faculty, not the dean, has primary responsibility and the primary voice in setting academic policy in a strict sense, meaning setting intellectual standards and goals, setting the curriculum and standards for student evaluation, and setting standards for and participating in peer review.

The section on the Dean should address, explicitly or implicitly, the way the balance between these two sets of responsibilities is maintained, respecting the integrity of each. The general duties of the Dean with regard to financial and other administrative policies should be indicated. The common practice at UTD has been that the deans appoint the members of the school faculty committees in consultation with the Executive Committee or the Academic Advisory Committee. These appointive powers and the procedures for appointment should be indicated—who is appointed and by what process.

Schools may also have elected committees with elected chairs in addition to committees that must be elected under UT Dallas policies.

The role of the Dean in hiring should be described, distinguishing the positions that should be filled with faculty consultation and involvement from positions that the Dean can fill at his/her discretion.

**ASSOCIATE DEANS FOR UNDERGRADUATE EDUCATION.** The Associate Deans have clearly defined roles in university policy as members of the Council on Undergraduate Education, in preparing catalog copy, and usually in communicating with the scheduling office on course scheduling. These responsibilities should be delineated. In addition, the bylaws should specify how they are appointed (for example by the Dean or by the Dean with approval or confirmation of the faculty) and their qualifications, powers and duties. For example, must they be tenured? A persistent weak spot in the administration of our undergraduate programs has been supervision of contingent faculty, meaning faculty hired on a course-by-course or term-by-term basis. Is this part of their responsibilities? (If not, someone else should be responsible for them).
ASSOCIATE OR ASSISTANT DEAN FOR GRADUATE EDUCATION. This is an ex-officio member of the Graduate Council. They have established roles in coordinating the graduate programs, preparing catalog copy, and communicating with the scheduling office on course scheduling. Where these functions have devolved onto programs, as in NS&M, the relation of the Associate Dean for Graduate Studies for graduate studies to whoever does it in the programs should be indicated. Does the Associate Dean for Graduate Education have no responsibility at all (does copy go right from programs to the Dean?) or is there some limited responsibility?

The bylaws should specify how the Associate Dean for Graduate Education is appointed (for example by the Dean or by the Dean with approval or confirmation of the faculty), their qualifications (tenured only?), powers and duties. Is the Associate Dean for Graduate Education responsible for assigning TAs? Is the Associate Dean for Graduate Education responsible for hiring and supervising lecturers? (If not, the bylaws should say who is.) What is the role of the Associate Dean for Graduate Education in setting up ad hoc committees for dissertations?

PROGRAM HEAD.

Program heads are appointed by the school dean in consultation with the faculty.

DEPARTMENT AND DEPARTMENT CHAIRS OR HEADS. At present, only the School of Natural Sciences and Mathematics and the School of Engineering and Computer Science have departments. The chief administrative officer of a department is a “head” or “chair.” Departments are usually responsible for one or more academic programs. Department heads or chairs are appointed by the dean in consultation with the faculty.

The Chair position may also be a program head position for one or more programs, or the program head or heads may be separate.

Departments normally have an annual budget that includes faculty salaries. Chairs may have responsibilities in hiring. Chairs may also have responsibility for preparing annual review assessments and for preparing evaluations of faculty in the Period Performance Evaluations. They may also have responsibilities in setting course schedules, room assignments, and the like. A department should have an Executive Committee unless there are so few faculty that it is more efficient to have the entire faculty meet regularly with the Chair.

In schools with departments, bylaws should specify the term of appointment of the chair and whether it shall be renewable.

Each school should also specify the process by which the department chairs are appointed. Chairs appointed through an external search will be subject to the usual review process for faculty appointments and appointed by the President on recommendation of the Provost and Dean in the usual manner.
Departmental bylaws are probably better kept separate from school bylaws, but if schools have departments the school bylaws should indicate in general what part of school functions are delegated to departments and whether the departments should have further bylaws of their own.

OTHER ADMINISTRATIVE ORGANIZATIONS WITHIN THE SCHOOL. Some schools have groupings of programs that are not departments in the sense that they do not have budgetary autonomy and the main fiscal responsibilities of the school dean are not delegated to the faculty member who represents or heads these units. We have no established term for this kind of organization. Henceforth, bylaws should use either the term “program group” or “program area.” The faculty member designated to represent or coordinate them should be designated “program group coordinator” or “area coordinator.” The choice between the two terms should be based on which provides the more accurate description. If they are in fact a grouping of programs, brought together because their courses or other activities are related or in order to share common resources, such as a secretary, they should be described as a program group. If they are rather a set of faculty brought together around a common interest that cross-cuts several programs, the idea of a “program area” and “area coordinator” is more appropriate. If they are significant in the teaching program of the school, the bylaws should describe such groups and the responsibility delegated to them.

CENTERS AND INSTITUTES. Our present Policy on University Research Units and Organized Research Units - UTDPP1010 assumes that centers or institutes are groupings of faculty concerned with common or interrelated research problems and are in principle independent of schools. Originally, they were conceived of as self-funding. As we have evolved, we have developed important centers with other kinds of functions and other kinds of funding. If a school has centers as an integral part of its functioning, and if faculty positions in the center are part of normal faculty assignments over which Deans, Associate Deans, or Department Heads have authority, their governance arrangements should also be included in the school bylaws. This should, again, indicate the arrangements for shared governance—are there faculty bodies to work with the directors and how are they constituted?

EVALUATION OF ADMINISTRATORS. Bylaws should note that Deans, Associate Deans, Department Chairs, and Program Heads are subject to upward evaluation under the UTD policy on Evaluation of Academic Administrators - UTDPP1047.

STANDING COMMITTEES

EXECUTIVE COMMITTEE OR ACADEMIC ADVISORY COMMITTEE. The previous Senate guidelines did not require school executive committees. School bylaws should now specify either an Executive Committee or an Academic Advisory Committee.

An Executive Committee is elected by the voting faculty of the school. The minimum size of such an Executive Committee should be seven, with exception of Interdisciplinary Studies. The bylaws may also provide for student representation on the Executive Committee. The election will be conducted with an open nominating procedure and a secret ballot. The method should be

Commented [MWS1]: We talk about this later.
Faculty eligible for election to the Executive Committee shall not include the Dean, Associate Deans, Assistant Deans, or department Chairs or Heads.

Schools may choose to have an Academic Advisory Committee in place of an Executive Committee. An Academic Advisory Committee will consist of the department heads or chairs of other such units together with at least three faculty who do not hold such appointments and who are elected by secret ballot from the school as whole. For an Academic Advisory Committee, it is important that the procedures for appointing chairs or program heads involves sufficient faculty consultation that the chairs or program heads can properly be considered to represent faculty views and interests.

The Executive Committee or Academic Advisory Committee should meet with the dean regularly. Their scope of concern shall include academic policy and personnel matters that affect academic performance and faculty working conditions.

School bylaws may specify whether there should be formal faculty approval to authorize searches for new hires, and if so whether this approval should be by the school faculty, department faculty, program faculty, Executive Committee or Academic Advisory Committee. Non-tenure system faculty shall not vote on personnel matters involving tenure-system faculty. Student members shall not vote on personnel matters involving faculty.

While members of the Executive Committee may properly expect details of their views on delicate matters to be held confidential within the committee, the votes of the committee recorded in minutes should be readily available to the faculty as a whole.

**FACULTY PERSONNEL REVIEW COMMITTEE.** This is a standing committee in each school mandated by three UT Dallas policies: the policy on annual reviews of faculty, on periodic performance evaluations, and on promotion and tenure. The Committee has a university charge that describes the general method of election. Bylaws may add further specifications. For example, in a school like ECS it might be advisable to specify representation by discipline. Since only equal or above-rank faculty can participate in these reviews, it is recommended that this committee should consist of tenured full professors.

**COMMITTEE ON EFFECTIVE TEACHING.** A school Committee on Effective Teaching is mandated by POLICY MEMORANDUM 96-III.21-70, which requires in part:

A. A teaching evaluation procedure developed and administered by an independent faculty committee.

B. Written objective standards for evaluating teaching performance. These standards must include student course evaluations, teaching load.
contributions, diversity of courses covered, course development and administration, and thesis and dissertation supervision.

C. Procedures for periodic collection of reliable and verifiable information related to teaching performance including periodic classroom visits by designated faculty to gather direct observational information that supplements information taken from sources such as course syllabi and student course evaluations.

D. Some mechanism for faculty to comment on their evaluations and provide information they feel is pertinent to the teaching evaluation process.

E. The bylaws should specify how the membership is constituted, the terms for which they serve, how they report their results and to whom, and how their procedures are established, whether by the committee, the school, or both in some combined process.

COMMITTEE FOR UNDERGRADUATE STUDIES. In general, the bylaws should indicate who is responsible for planning, preparation of catalog copy, and scheduling courses in the undergraduate program. If this is done by an undergraduate program committee, then the bylaws should specify who the members are and how they are appointed or selected. If there is no school committee, then the bylaws should indicate who is responsible instead.

COMMITTEE FOR GRADUATE STUDIES. In general, the bylaws should indicate the process by which the graduate program is developed and implemented, specifically describing who is responsible for planning, preparation of catalog copy, and scheduling courses. If this is done by a graduate program committee, then the bylaws should describe it. If this is done by departments or programs, the bylaws should say how the information is aggregated and coordinated at the school level.

PROGRAM COMMITTEES. The bylaws may provide either for program committees associated with the various degree programs in the schools or combinations thereof, or they may provide a general pattern for all program committees. In either case, however, there should be clear provisions for who is to be on such committees, how disputes about who is to be on them are to be resolved, who chairs them, and what their relation is to the school committees. In schools with departments, program committees may be unnecessary; the decision should be up to the school or department.

OTHER COMMITTEES. Each school should specify their standing committees and when necessary should create temporary committees to meet their administrative and academic needs.

The bylaws should provide a way to form them, establish their operating rules, and dissolve them.
KEY ADMINISTRATIVE PROCESSES.

STATE OF THE SCHOOL REPORT AND CONSULTATION.  The dean should present a “state of the school” report to the faculty at the beginning of each year at a meeting of the school faculty.  This should include plans for searches and other program initiatives.  The meeting should provide opportunity for discussion.  Resolutions from the faculty in relation to the plan should be in order.

At the end of each spring term, the dean should report what was actually done and the faculty should again have the opportunity to offer advice and resolutions.

APPOINTMENTS OF TENURE-SYSTEM FACULTY.

All appointments of tenure-system faculty in the University of Texas at Dallas shall be made in accordance with the General Standards and Procedures: Initial Appointments to the Ranks of Instructor, Assistant Professor, Associate Professor, and Professor - UTDPP1057.  Appointments to named chairs and appointments under the U T STARS program are not exceptions.  A chaired professor is still a professor.  Appointments must go through the same approval process within the school as any other tenured appointment (assuming that it would be a tenured appointment).

University policy requires votes on all tenure and promotion reviews by “the faculty of the school or department in which the person under review has teaching and/or administrative responsibilities.”  School bylaws should specify whether this vote is to be by department, school, or both.  Bylaws must also specify the quorum requirements.  The university policy specifies the procedure.

Ordinary searches.  School bylaws may provide for faculty involvement in making up appropriate ad hoc committees for approved hires.  The composition of such committees should require approval by either the Executive Committee or the full school faculty.  If approval is to be by the full school faculty, bylaws should specify how the necessary meeting is to be called.

Opportunity Searches.  The bylaws may provide for faculty involvement in making up appropriate ad hoc committees.  The default rule is that composition of ad hoc committees requires approval by the Executive Committee or Academic Advisory Committee.  School bylaws may require approval by the full school faculty instead.

APPOINTMENTS OF NON-TENURE-SYSTEM FACULTY.

Bylaws should specify the approval process for hiring and reappointing non-tenure track faculty.  This should include consultation with, or a recommendation from, the program faculty or program head.
Responsibility should be assigned for hiring part-time faculty, adjunct or associate faculty, and for making non-tenure-track special appointments. There should also be provisions for the evaluation and reappointment of part-time faculty, since these are not covered in the general University policies on promotion and tenure.

Criteria for promotion and tenure. University policy requires that faculty of the several schools develop their own supplementary guidelines to implement the general university criteria for promotion and tenure. The policy does not say what body represents “the faculty” for this purpose but it assumes that policies for the school will be made by the faculty of the school. This means that they should be approved by the faculty of the school as a whole, in assembly. School bylaws may delegate this to departments or other subordinate units.

CREATING NEW DEGREE PROGRAMS. School faculty should vote to approve new degree programs in the school. Bylaws should provide the procedure.

If there are departments, department faculty should vote to approve new degree programs in the department.

If the program involves faculty or disciplines from several departments, school bylaws should provide for votes in all the concerned departments.

Results of the votes should be reported to the Committee on Educational Policy and the Senate in requests for Senate approval of the new programs.

CLOSING EXISTING DEGREE PROGRAMS. Combining or eliminating degree programs and transferring their faculty to other programs in the school should require votes by the program faculty and school faculty. Voting procedures should be specified. Votes in programs should be taken before votes in departments (if any) or schools. Votes in programs should be made available to department faculty (if any) before they vote; results of the vote in programs and departments should be made available to school faculty before they vote.

Elimination of programs that would result in termination of tenured faculty requires conformance to Regents Rule 31003, Section 2, Elimination of Academic Positions of Programs: Elimination for Academic Reasons as implemented in the UTD Academic Program Abandonment Policy - UTDPP1000.

AUTHORITY

No provisions in the various bylaws may override or contravene established university or Regents’ policies.

PROVISIONS FOR AMENDING THE BYLAWS
All bylaws should include a provision for amending the bylaws. Requirements now vary. Amendment should require at least a majority of the faculty present.
Center for Teaching and Learning

Lecturer Handbook

The University of Texas at Dallas

Fall 2016
# Table of Contents

A. About this handbook ................................................................. 5

B. Center for Teaching and Learning (CTL) ................................................ 5

II. New Employees ...................................................................... 5

A. Paperwork & request for NetID ..................................................... 5
   1. NetID, computer access, and email .............................................. 5
   2. Comet Card photo ID .............................................................. 6
   3. Administrative Assistant support .............................................. 6
   4. Teaching Assistant (TA) support .............................................. 6

B. Galaxy ................................................................................ 6
   1. Outlook Webmail ................................................................. 7
   2. New Employee DayOne ........................................................... 7
   3. eLearning .......................................................................... 7
      a) Required Faculty Compliance Training in eLearning .............. 7
      b) Epigeum courses for new lecturers in eLearning ................. 8
      c) eLearning certification in teaching online courses ............... 8
   4. CourseBook Lookup ............................................................. 8

C. My Parking ........................................................................ 9

D. Orion Self-Service .................................................................. 9

E. Staff Tools ........................................................................... 9

III. Before the Semester Begins ................................................... 9

A. Academic Calendar .................................................................. 9

B. Bookstore requests ................................................................ 9

C. Required: Syllabus .................................................................. 10

D. eLearning (Blackboard) .......................................................... 10

E. Media Services ....................................................................... 11

IV. Communicating with Students ............................................... 12

A. Email .................................................................................. 12

B. Student inquiries ................................................................... 12

V. First Week of Class .................................................................. 12

A. Check final room location ....................................................... 12

B. Recommended practices for the first day of class ..................... 12
   1. Review syllabus ................................................................... 12
   2. Take attendance: The Registrar will require participation data .. 13

VI. Communicating Effectively with Students ............................... 13

A. What you expect from students ............................................... 13
1. General ......................................................................................................................... 13
2. Email policies ............................................................................................................... 13
3. Exam policies ................................................................................................................ 13
B. What you expect from your TA ..................................................................................... 14

VII. Services for Students and Other Student Concerns ......................................................... 14
A. Office of Student AccessAbility ................................................................................ 14
B. Resource Connection-Academic Outreach ................................................................... 15
C. Student Success Center ............................................................................................... 15
D. Student Outreach and Academic Retention (SOAR) ................................................... 15
E. Testing Center ............................................................................................................... 15
F. Library .......................................................................................................................... 16

VIII. Addressing Problems That May Arise ........................................................................ 16
A. Student non-attendance ............................................................................................... 16
B. Faculty absence ............................................................................................................ 17
C. Disruptive student behavior ........................................................................................ 17
D. Troubled student behavior .......................................................................................... 17

IX. Instructional and Grading Policies .................................................................................. 17
A. Academic policies for undergraduate courses ............................................................... 17
B. Extra credit policies ...................................................................................................... 17
C. Meaning of letter grades .............................................................................................. 18
D. Storage and dissemination of grades ............................................................................ 18
E. Managing exams and quizzes ....................................................................................... 18
F. Academic dishonesty ....................................................................................................... 19
G. Midterm grades ............................................................................................................. 19
H. Withdrawal from courses ............................................................................................. 20

X. End of Semester ............................................................................................................ 20
A. Student feedback about the course experience ............................................................. 20
B. General standards and procedures for review of non-tenure system faculty ............... 20
C. Final exams and Reading Days .................................................................................... 20
   1. Final exam schedule .................................................................................................... 20
   2. Reading Days ............................................................................................................. 21
D. Submitting final course grades ..................................................................................... 21
   Submitting grades in Orion via Galaxy using your NetID and password. ....................... 21

XI. Post-Semester Wrap-Up ................................................................................................. 23
A. Record keeping .............................................................................................................. 23
B. TA evaluations

C. Grade changes
   1. Faculty-initiated
   2. Student-initiated

CTL gratefully acknowledges the contributions of Dr. Randall E. Lehmann and Dr. Aria Nosratinia, creators of the EE Instructor Handbook, whose original sections are copyrighted by UTD Electrical Engineering department with modifications herein by permission. CTL also acknowledges the contributions of the BBS Teaching Toolkit.
I. Welcome to UT Dallas

A. About this handbook
This document is intended to help orient you to the information you need to get started teaching. You'll find requirements, recommendations, and answers to frequently asked questions, as well as referrals to the many teaching resources that are available. Just about all of this information is available online, but this searchable document pulls together much of what you will need to know right away, and can serve as a handy reference for questions that may arise throughout the semester. Additional information is available in the official Faculty Handbook, available at http://provost.utdallas.edu/faculty-handbook/resources-for-new-faculty-members.

Please note: Web addresses frequently change; if you do not find a link, search the UTD website for the office/procedure.

B. Center for Teaching and Learning (CTL)
CTL was launched in January 2016 with the mission to provide campus-wide leadership and coordination of activities aimed at supporting excellence in teaching. Please contact CTL staff when you have questions or concerns related to teaching, by email at CTL@utdallas.edu or by phone at 972-883-2247. Additional information about the center and our programs is available on our web page, utdallas.edu/ctl.

Director: Dr. Paul F. Diehl
Associate Director: Dr. Karen Huxtable
Administrative Assistant II: Beverly Reed

In addition, a Teaching Leader from each school is available to provide school-specific guidance and programming, and can either provide support directly or refer you to an appropriate resource.

A&H      Dr. Sabrina Starnaman
ATEC     Dr. Kristin Drogos
BBS      Dr. Shayla Holub
EPPS     Dr. Paul Battaglio
ECS      Dr. Randy Lehmann
JSOM     Dr. McClain Watson
NCS      Dr. John Sibert

II. New Employees

A. Paperwork & request for NetID
Please complete your new employee paperwork as designated by the Dean’s office of your school. After this paperwork is processed you will receive your UTD ID number.

1. NetID, computer access, and email
As soon as you receive your UTD ID number you can use it to obtain your separate NetID at https://netid.utdallas.edu/. The NetID gives you access to your UTD computer account. This is a unique identifier (username) that also serves as your default UTD email address.
Forwarding emails to a personal email account outside of UT Dallas is dangerous and highly discouraged because the contents are exposed to Internet attackers and a third-party email service that has no contract with UT Dallas. Several better options exist to conduct UTD-related work, including Outlook Web Access (webmail.utdallas.edu), Box.com (utdallas.edu/cometspace), and VPN remote connection to the UT Dallas network.

For more information, contact the Information Security office at infosecurity@utdallas.edu or 972-883-6810. Change of password is required on a regular basis for university computer accounts; unless done in a timely manner the UTD computer account will be locked.

To request computer Tech Support, email assist@utdallas.edu, call the Help Desk at 972-883-2911, or visit http://www.utdallas.edu/ir/helpdesk/.

2. Comet Card photo ID
The UTD photo ID card, called the Comet Card, is used for all identification purposes on campus, as a library card, and is also used as a key for electronic access in many buildings and labs on campus, http://www.utdallas.edu/cometcenter/getcard/, as well as for discounts at some local businesses.
A new employee must complete a Faculty/Staff Comet Card Request form and have it approved by the department. The Photo ID is issued at the Student Union.

3. Administrative Assistant support
Administrative assistant (AA) support is provided for all instructors. The provided support includes:
- Requests for office keys and electronic access to labs and selected other rooms on campus
- Requests for photocopying of exams (most require one week advance notice, so please verify in advance)
- Office or classroom supplies
Please contact your program head to identify the designated person in your unit.

4. Teaching Assistant (TA) support
Availability of Graduate TAs varies by school and by course. If you have been assigned a TA, you will be notified by your school or program head, and the TA will be asked to contact you to discuss his or her responsibilities. Please note each TA may have multiple assignments, and the claim of each instructor on a TA’s time is limited to the portion of the TA’s time assigned to that instructor. For example, a 50% TA means that the instructor can give the TA the equivalent of no more than 10 hours of work per week. Consult with your program head to identify the appropriate uses of a TA’s time in your school. Additional considerations for working effectively with TAs are indicated below.

B. Galaxy
The Galaxy online portal is the starting point for working in the Orion system, which is the online application that students use to track their class schedules, grades and more. Galaxy also is the entry page for staff and faculty members seeking access to payroll and benefit information. Log
in to Galaxy from the University’s main web page using the link in the upper right corner. Galaxy provides access to many useful tools, including:

1. **Outlook Webmail**
   Faculty and Staff Email on the Microsoft Exchange Server

2. **New Employee DayOne**
   Employee self-service for New Hires to complete/verify documents.

3. **eLearning**
   This is the university’s BlackBoard course management system. An eLearning webpage will be created automatically for every course offered each semester. This allows the integration of technology into online, hybrid, and classroom-based courses. You can set up your eLearning course to make announcements, post documents, host discussions, and share grades (which may never be shared by unencrypted email) with your students.
   - The eLearning Team provides the university’s faculty, staff and students with resources to facilitate a successful online learning experience. The team’s focus is to assist with the integration of technology into online, hybrid and classroom-based courses. Services for faculty and staff include instructional design, training, and support, [http://www.utdallas.edu/elearning/instructors/](http://www.utdallas.edu/elearning/instructors/).
   - Add TA/Add USER: To add a Graduate Teaching Assistant (TA) or an Undergraduate Teaching Intern (UGTI) to your course in eLearning, please click on the appropriate link at the bottom of the main eLearning login page. Please be sure to specify that your UGTI is not a Teaching Assistant—these are separate roles with different levels of access to protected information.

Additional information about eLearning appears below.

   a) **Required: Faculty Compliance Training in eLearning**
   The Office of Audit and Compliance oversees the training of all new employees in understanding laws and policies appropriate to their positions, such as FERPA and research ethics. More information may be found here [http://www.utdallas.edu/audit-compliance/training/all_about_compliance_training.html](http://www.utdallas.edu/audit-compliance/training/all_about_compliance_training.html). Please be sure to log in to eLearning to complete Compliance Training right away, at least within 30 days of hire. Call 972-883-2233 if you run into any difficulties.

**Special note regarding FERPA**

- The Family Educational Rights and Privacy Act (FERPA) is a federal law enacted in 1974 to protect the privacy of student education records. More information is available at [https://www.utdallas.edu/registrar/legislative-policies/ferpa/](https://www.utdallas.edu/registrar/legislative-policies/ferpa/).
- As a course instructor, you must be aware of the regulations regarding information security and protection of confidential student information, [http://provost.utdallas.edu/home/information-security-and-ferpa](http://provost.utdallas.edu/home/information-security-and-ferpa).
- The UT Dallas FERPA violation link is located at [http://www.utdallas.edu/legal/ferpa](http://www.utdallas.edu/legal/ferpa).
- **Students have four primary rights under FERPA:**
  1. To inspect and review their education records
  2. To seek to amend those education records they believe to be inaccurate or misleading
3. To have some control over the disclosure of information from those education records
4. To file a complaint concerning alleged failures by an institution to comply with FERPA regulations within 180 days

b) Epigeum courses for new Lecturers in eLearning
UT Dallas subscribes to Epigeum, a service that provides online teacher-training courses. You are welcome to complete these courses, available in eLearning. After you log in to eLearning, you will see a section called My Organizations. Under that is a link called Epigeum Courses. This organization will provide you with online courses in Avoiding Plagiarism, Lecturing I, Making the Most of Discussion, and Marking and Giving Feedback, and many more. These course modules generally require 1-2 hours to complete. Questions about completing these modules may be directed to CTL.

c) eLearning certification in teaching online courses
Training in best practices for teaching online and hybrid courses is offered by the eLearning support team. For more information or to sign up, email elearning@utdallas.edu. The eLearning Team offers three levels of Online Teaching Certification. Each level will require 13 hours of instruction and will use the blended model, allowing instructors to experience the online tools and educational environment as students prior to teaching. The certificates will focus on pedagogy, University policies and processes, learning management system functionality, multimedia production, and online tools (web conferencing, audience response systems, surveys, etc.). For support, instructors have a 24/7 help desk available for assistance with Blackboard. Additionally, instructors are provided with a 24/7 emergency on-call number that connects them with an instructional designer for issues that go beyond the Learning Management System.

4. CourseBook Lookup
Detailed CourseBook information, including instructions for uploading required documents, is available within Galaxy and at http://coursebook.utdallas.edu/coursebookhelp. CourseBook provides course schedules, locations, syllabi, textbook information, course evaluations, and instructor information to faculty and students. Use your NetID to log in using the “my classes” link in the menu at the top of the page to download a photo roster, send email to the entire class, submit your syllabus, and view a map of your classroom location. You also can use CourseBook to view syllabi for classes similar to yours in previous semesters.

New faculty members should be sure to review the Syllabus Templates and Syllabus Policies available at this link.

Please note that all instructors (i.e., faculty of any rank) are required to upload, no later than one week after classes begin (but at least one week before classes begin is preferred):

1. Course syllabus (syllabus requirements and best practices are described in greater detail below)
2. Public Curriculum Vita or Public Resume
   Course instructors are required to post public CVs (or resume, as appropriate) on the UTD website per the Texas Legislature (Texas HB 2504). Public CVs or resumes should be up-to-date and dated for the current year. The public document may...
not include any personal information, including the instructor’s home address or home telephone number. Additional information can be found and documents can be uploaded by going to http://provost.utdallas.edu/wp/public-curriculum-vitae/.

Public CVs or Resumes should include
• all institutions of higher education attended, with degrees earned
• all previous teaching positions, including names of the institutions, the positions, beginning and ending dates, and a list of significant professional publications relevant to the academic positions held, including full citation data for each entry

5. My Parking
This link, under “My Menu” in Galaxy, is where you will find information and a link to purchase your permit for the current year. There is no free parking on campus. Visitors may obtain a temporary pass at the Visitors’ Center.

6. Orion Self-Service
This link, under “My Menu” in Galaxy, is where you will find your teaching schedule and class rosters, where you will submit midterm and final grades, and view your final exam schedule.

7. Staff Tools
This is the place to view and update personal information, view paychecks and benefits.

III. Before the Semester Begins

A. Academic Calendar
The official University academic calendar can be found on the UTD homepage by clicking on “Academic Calendar” on the right side of the page. Information regarding semester start and stop dates, drop dates, reading days, final exam week, mid-term and final grade due dates and holidays are provided here.

B. Bookstore requests
Please inform the university bookstore of the textbook you will be using. Typically, they will need the title, author, edition number, and approximate expected number of students in your class. You can submit your requests online at: https://adoptions.efollett.com/OnlineAdoptionsWeb/onlineAdoptions.html?storeNumber=1163
UT Dallas textbook policy is http://policy.utdallas.edu/utdpp1005
Recommended adoption due dates:
• March 15th--Summer Semester
• April 15th--Fall Semester
• October 15th--Spring Semester
Textbook information may be viewed via the students’ online textbook ordering website at www.utd.bkstr.com, which is a good way for faculty to check to see if their textbook information is correct. The bookstore manager recommends that all faculty visit the
bookstores two weeks before the beginning of each semester to check their shelves to make sure their books are correct. All instructors (i.e., faculty of any rank) are responsible for ordering any instructor or “desk” copies they need. A copy of each textbook that you require your students to purchase generally will be provided free to you by the textbook publisher on request. Check with your course coordinator or associate dean for common textbooks. Students also purchase textbooks from Off Campus Books and Stanza Textbooks, located near campus. You can notify them of your textbook requirements using the contact information below.

The bookstore contacts are as follows:

<table>
<thead>
<tr>
<th>Email</th>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:bookadoptions@utdallas.edu">bookadoptions@utdallas.edu</a></td>
<td><a href="mailto:Rachel@offcampusbooks.com">Rachel@offcampusbooks.com</a></td>
<td>972-883-4664</td>
</tr>
<tr>
<td>James Holliday, Field Manager</td>
<td>Rachel Leeper Wells</td>
<td>972-907-8398</td>
</tr>
<tr>
<td>UT Dallas Bookstore</td>
<td>Off Campus Books</td>
<td>561 W. Campbell Road, #201</td>
</tr>
<tr>
<td>Visitor Center</td>
<td>Stanza Textbooks</td>
<td>581 W. Campbell Road, #101</td>
</tr>
<tr>
<td>972-883-4664</td>
<td>Chrissie LeBlanc</td>
<td>888-578-2692</td>
</tr>
</tbody>
</table>

C. Required: Syllabus
A syllabus is required for each course and should be made available to students on or before the first day of class. Samples are available at CourseBook. Your program head can answer questions about the expected learning outcomes of your course and its place in the school curriculum.

According to State and University policy, all syllabi must have (1) Brief description of each major course requirement, including each major assignment and examination (2) measurable student learning outcomes (3) a general description of the subject matter of each lecture or discussion and (4) list of any required or recommended readings. If you teach a course that gives credit at both the masters and PhD levels, you will need to consult with your program head or associate dean and submit a Concurrent Course Approval Form (http://www.utdallas.edu/registrar/files/ConcurrentCourseApprovalForm_001.pdf) and indicate different learning outcomes and assignments accordingly for each level.

Please use one of the approved templates and follow the guidelines on these pages:
- Syllabus templates: http://provost.utdallas.edu/home/syllabus-templates
- Syllabus policies: http://provost.utdallas.edu/syllabus-policies/
- Syllabus submission: http://coursebook.utdallas.edu/syllabussubmit

As stated above, you must upload your syllabus to the University CourseBook website, which requires NetID and password for log-in.

D. eLearning (Blackboard)
eLearning (a division of Blackboard) is a University-provided software tool that provides many forms of student-professor communication, interaction and grading tools. Using this platform is not mandatory, but many instructors find it far easier and more functional than maintaining an individual website for each course. UTD students use eLearning for many of their classes and are used to it. In addition to a standard
repository for posting course-related information, eLearning allows students to engage in discussion boards or chat rooms, and provides a variety of options for communication of course material, assignments, grades, as well as questions and feedback between students, TA, and instructor. Enabling each feature in eLearning is at the discretion of the instructor. eLearning tutorials are available upon login on eLearning.

Some of the recommended items you can post in eLearning include:

- Course syllabus
- Lecture plan or outline, Lab schedule, or Course calendar
- Reading/Homework/Projects/Lab assignments and due dates
- Class notes or reference materials
- Dates of quizzes or exams
- Office hours, with times and location for instructor and TA
- Announcements
- Office hours—times and location (Instructor and TA)
- Grades

eLearning allows the instructor and TA to post grades throughout the semester in a secure environment. Each student has individual access to his or her grades at all times (via permission granted by instructor). eLearning can be accessed and used from any computer or mobile device via the web, from the following URL, using your UTD NetID and password: http://elearning.utdallas.edu, or the eLearning app.

Courses are created automatically several weeks before each semester begins. You will see courses you are assigned to teach appear on your individual eLearning login page. You are responsible for populating the eLearning module for each course in a manner you deem appropriate (examples provided in the list above). The eLearning module for a repeated course has the option to copy material from a previous semester. The various eLearning components can be enabled or disabled by the instructor. The visibility of certain component or data can also be controlled or made time-dependent (e.g. automatic appearance of solutions after a certain date). Students are not able to view their respective eLearning course websites until the first day of the semester, but you may specifically request to allow access sooner.

A phone number to reach the eLearning Helpdesk is listed at the top of every eLearning page. The email address is elearning@utdallas.edu (not to be shared with students).

E. Media Services

To reserve classroom equipment, even equipment that is permanently installed, please contact UTD Media Services before the semester begins, media@utdallas.edu or 972-883-4900. Prior arrangement ensures that staff are available on call if you need immediate assistance before or during class. Service personnel typically arrive within 10-15 minutes. Please be prepared to provide your building and classroom number, your name, and if leaving a message, the information about your request. Media services personnel are available prior to your first class to show you how to operate or log on to the equipment and verify that everything you need is working properly. Some classrooms require access codes to use the computer and related equipment. This access code may be obtained from Media Services.
IV. Communicating with Students

A. Email
Although not required, a good way to let students know you care about their learning and want them to come prepared for the first class is to send a brief “welcome” email introducing yourself and the course before class begins. This can be done via CourseBook or eLearning.
A few items that you may include in this email are:

- Textbook information (many students like to buy their textbooks online)
- Course syllabus
- Start dates of labs, if applicable (which typically are not the first week of class)
- Any room changes that may have occurred
- Any pre-class assignment

B. Student inquiries
It is not unusual for students to contact the course instructor prior to the beginning of the semester with questions about course pre-requisites, permission to enroll in the class if it is full, and so forth. It is important to note that instructors do not have the authority to override prerequisites. The program head may do so under very limited circumstances. Instructors also do not have the authority to allow a student to enroll in a class that is full. In either case, please refer students to an undergraduate or graduate adviser.

V. First Week of Class

A. Check final room location
Occasionally a classroom location is changed before the start of classes. Changes are reflected online. Please check for any such changes and if one occurs, it is a good idea to remind students via email of the change.

B. Recommended practices for the first day of class

1. Review syllabus
   It is a good idea to use the first day of class to set the tone for the semester. Discuss important points from the class syllabus, course policies, and expectations, such as:
   
   - Grading
   - Specific classroom rules, as appropriate (e.g., your policies regarding use of cell phones, laptops, etc.)
   - Expectations regarding collaboration on homework assignments—are group efforts allowed or must all work be completed individually?
   - Policies and procedures for missing an exam
   - Attendance policy
   - General channels of communication—do you prefer email, eLearning, etc.?
   - Policies regarding plagiarism and academic integrity
   - Office hours

   It also is a good idea to cover some substantive aspect of the course, and strongly recommended that you do not dismiss students before the regularly scheduled end time for the course.
2. Take attendance: The Registrar will require participation data
Take attendance during the first week of class. This not only is helpful in correcting any errors in registration that may be costly to the students if not caught, but also helps you to learn your students’ names, especially in small and medium-sized classes. You will receive an email from the Registrar asking you to record students’ participation early in the semester. This information is required for federal reporting purposes.

VI. Communicating Effectively with Students

A. What you expect from students

1. General
   It is vital to clearly communicate expectations and goals with students and your TA.
   • Encourage questions every class period. Begin and end each class period by asking for questions. Keep the class website (eLearning) up to date.
   • Remind students of instructor and TA office hours. Notify your availability for questions by email. This is especially important the week before exams.
   • Be available for office hours, and post them in eLearning and if possible, outside your office.
   • Return emails from students as soon as possible (within reason).
   • Periodically remind students of major project or exam due dates.

2. Email policies
   All UTD employees are to use UTD email for the purposes of conducting UTD business. All communication with students is to be made to the students’ official UTD account. It is the responsibility of the instructors and students to monitor their UTD-issued email and ensure that the email account is properly maintained and meets any email quotas to allow emails to be delivered.

3. Exam policies
   A. Missed exams
      • Students in UTD varsity sports or participating in other university-sponsored events may present at the beginning of the year a note from their coach, athletic director, or faculty sponsor; this constitutes an allowable absence. Any midterms on such dates must be made up for these students. Athletic events do not occur during the final exam week.
      • At the instructor’s discretion, students may be allowed to make up missed exams based on allowable excuses. Allowable and documented excuses must be honored according to UTD rules and as indicated in the course syllabus. Instructors must be consistent across all students to avoid any appearance of impropriety and are encouraged not to stray far from the school norms. Please consult with your associate dean or program head when deciding your exam policies.
   B. Grading Exams
      By UTD policy, grading of exams and other assignments are the responsibility of the Instructor of Record. Any grading completed by TAs requires close
B. What you expect from your TA
It is a good idea to meet with the TAs serving each of your courses to clarify their responsibilities and weekly schedules. It is recommended that a summary of this meeting is sent by email to the TA as a record of what was said, to avoid ambiguity. Examples of topics to be clarified in the meeting and email are:

- **Time commitment**
  - Full-time TA = 20 hrs/wk
  - Half-time TA = 10 hrs/wk
  - Quarter-time TA = 5 hrs/wk
- **Specific responsibilities (as applicable)**
  - Grading homework, quizzes, lab reports, projects
  - Overseeing lab section(s)
  - Other lab work (ordering of parts, milling of boards, inventory, etc.)
  - Holding office hours (establish times and location)
  - Conducting recitation sessions or review sessions
  - Proctoring of quizzes or exams
- **Clarify and establish in first meeting**
  - Deadlines to complete grading of homework, quizzes, lab reports, etc. (Example: 1 week after submission)
  - Does your TA enter grades directly into eLearning? (Requires giving TA access in eLearning.)
  - Establish TA arrival time for lab sessions. (e.g., 10 minutes before the lab session starts)
  - Clarify division of responsibility between multiple lab TAs.
  - For lab TAs, review the emergency contact information, safety and cleanliness issues of the lab and clarify that these expectations must be passed down to the students.
  - If needed, request lab access (keycard access) for lab TAs through an AA.

VII. Services for Students and Other Student Concerns

A. Office of Student AccessAbility
Following Federal law, UTD makes special allowances for students with documented disabilities. For allowances that involve the instructor, the student will present a form to the instructor from the Office of Student AccessAbility (OSA), which the instructor must complete and sign and the student will return to the OSA. Student accommodations may include in-class provisions (such as special seating up front, use of a recording device or the ability to have another student take notes for them, etc.) or extra time to take quizzes and exams, which are administered in the OSA. Instructors are not allowed to inquire as to the specific disability or challenge the validity of the request, whose evaluation and approval are in the domain of the Office of Student AccessAbility. In these cases, the instructor may need to supply in advance the dates of quizzes and exams, as well as the allowed material and conditions for each quiz or exam (e.g., calculator, compass, ruler, page of notes or no notes, open or closed book, and the nominal
amount of time you would allow students in the classroom to have). Depending on the case, the instructor may need to provide the quizzes and exams to the OSA a day or more prior to each test. For additional information, see http://www.utdallas.edu/studentaccess/.

B. Resource Connection-Academic Outreach
The Office of Undergraduate Education operates the Resource Connection-Academic Outreach program to quickly identify students who are not meeting course expectations, including participation, https://oue.utdallas.edu/special-programs/resource-connections/. Faculty who refer students to Resource Connections remain anonymous. The program is confidential and serves to assist students with organization, life skills, study habits, homesickness, adjustment to college life, and referrals to all campus resources in addition to ongoing support. Resource Connections-Academic Outreach is a one-stop source for students to locate assistance for a variety of academic and non-academic support services. The program is not part of a student’s academic record.

Please contact us for additional information or to confidentially refer a student:

- Angela Scoggins, Academic Project Manager, atscoggins@utdallas.edu
  972-883-2288
- Sarah Maxwell, Associate Dean of Undergraduate Education, Sarah.Maxwell@utdallas.edu

C. Student Success Center
The Student Success Center provides a variety of services to enhance student success, including a Math Lab, Writing Center, Peer-Led Team Learning, Success Coaching, and more. Instructors may refer students as appropriate: http://www.utdallas.edu/studentsuccess/.

D. Student Outreach and Academic Retention (SOAR)

E. Testing Center
The Testing Center is available to administer online exams, quizzes, and tests for up to 158 students at a time. The test environment is secure and closely monitored. Instructors may give exams in the classroom, at the testing center, or online. If your exams are not administered in the classroom, specify the method in the syllabus. If exams for the entire class are given at the Testing Center on scheduled exam days, the instructor should attend the exam in order to address student questions. The Testing Center is not able to administer paper-format exams to whole classes, but paper exams may be used when scheduling make-up exams.

- The Testing Center is located on the bottom floor of McDermott library. The director is Sou Leaney, sf130030@utdallas.edu or x6734. The link to the Testing Center web site is http://www.utdallas.edu/studentsuccess/faculty/index.html.

Testing Requests
- Complete the online Request Form at http://www.utdallas.edu/studentsuccess/testingcenter/TC-secure302/save-a-seat.php. Scroll down to Testing Center to access the form.
When completing the form, please include all of your specifications about exam conditions or restrictions. Be sure to include the students’ names and the deadline that you choose for when they must have completed the exam or make-up exam. You can send the make-up exam or other exam via email to the Director of the Testing Center or deliver it personally. Students are not allowed to bring any personal belongings into the Testing Center and are monitored closely while they complete their exams.

Testing Center requests should be submitted a minimum of 2 weeks prior to your quiz/exam time.

See the Testing Center web page for more information about scheduling whole-class exams, makeup exams, information needed by students, policies, and hours of operation, http://www.utdallas.edu/studentsuccess/testingcenter/.

**eLearning Tutorials** – Training is available via organized sessions and individual requests. Click on the Special Training Request Form to arrange an in-person tutorial on setting up quizzes and exams in eLearning, https://www.utdallas.edu/elearning/training/index.html. For more information about all tutorials, see http://www.utdallas.edu/elearning/instructors/eLearningTutorialsFaculty.html. You may find that the Testing Center is particularly helpful for scheduling and administering make-up exams that can take up so much time each semester. See the web page for more information about policies and procedures.

**F. Library**

- The McDermott Library offers many helpful resources for faculty. The Reference Librarians may be reached at 972-883-2643. The Callier Center in Dallas also has a library and can be reached at callierlibrary@utdallas.edu or, 972-883-3165.
- You can put readings on reserve for your course. The Library maintains both traditional print Reserves and electronic Reserves. For faculty resources see: http://www.utdallas.edu/library/faculty/index.html
- Videos and DVDs are available to show in classes. Please see the library catalog for available selections: http://www.utdallas.edu/library/index.html. Most classrooms no longer have VHS players, but VHS tapes may be transferred to a digital format by Media Services on request (media@utdallas.edu). Please allow ample time for processing.

**VIII. Addressing Problems That May Arise**

**A. Student non-attendance**

It is common to have students listed on your class roster who have never shown up for a class. If you do not regularly take attendance, you might notice this until the occasion of the first class exam or major assignment. Sometimes there is a mismatch between rosters in Orion (which are the accurate ones) and the rosters available in eLearning. If a student is still enrolled but not attending, the adviser or instructor may email the student and advise the student to withdraw from the course before the next deadline. Sometimes, the student began attending class, but then stopped. The student may have dropped out without notifying the instructor, may have intended to withdraw but neglected to submit the required paperwork, or simply wishes to remain in the course without attending, perhaps even without attending or completing coursework. The
instructor should grade such performance accordingly, depending on established course grading policies and procedures as indicated in the course syllabus. Please note that if you plan to impose grade penalties for non-attendance (or anything else), you should explain those penalties very clearly in your syllabus.

B. Faculty absence
Faculty who encounter life events that conflict with their classes may discuss the conflict with the Program Head or appropriate Associate Dean if assistance is needed with decisions about alternate teaching arrangements arising from any absence from a regularly scheduled class session.

C. Disruptive student behavior
For serious and/or immediate, threatening behaviors break the law and/or threaten faculty, staff, or other students, call the UTD Police immediately at 972-883-2331 or you may dial 911 and will be transferred to the UTD Police. The university Guidelines for Managing Difficult Student Behavior may be found at http://www.utdallas.edu/deanofstudents/behavior/. All faculty should understand and follow the guidelines indicated here. The Office of Community Standards and Conduct (OCSC) can help identify appropriate resources for students who have indicated they might harm themselves or others. The OCSC may be reached at x6391, Counseling Center at x2575.

D. Troubled student behavior
Refer troubled students to the Counseling Center for behavior changes such as distinct changes in academic performance, withdrawal from others, changes in class participation, crying, outbursts of anger, increased or decreased activity, and poor attendance. More information is available at http://www.utdallas.edu/counseling/faculty/. You also may refer students to the Health center, http://www.utdallas.edu/healthcenter/.

IX. Instructional and Grading Policies

A. Academic policies for undergraduate courses
Important information regarding Academic Advising, Academic Grievances, Final Exams, Grade Changes, Grading Scale, Incomplete Grades, and more is available at http://catalog.utdallas.edu/2015/undergraduate/policies/academic#gpa. Academic Advisors assist undergraduate students with degree planning, class registration, various approval forms, and graduation applications. Advisors have regularly scheduled hours for drop-in advising. Students are encouraged to meet with an advisor regularly and to seek advice on degree and career planning during non-registration periods.

B. Extra credit policies
Many students ask for opportunities to complete extra credit, and there are some general considerations and gain faculty consensus regarding these requests. This is not intended to limit faculty autonomy, but rather to offset students’ erroneous assertions that granting extra credit is common and expected practice. The question of extra credit may be considered from both an ethical and a pedagogical perspective.
With regard to ethics, there is a danger of treating some students unfairly if students who are unhappy with their progress in a course are able to earn extra credit on request. It seems reasonable to recommend that if extra credit opportunities are made available in a course, they must be available to all of the students, not just to those who specifically request them.

With regard to how extra credit policies can practices affect students’ learning, it is necessary to consider the relationship between course grades and students’ achievement of course objectives. Over-use of extra credit can result in students passing or earning higher grades in a course even if they have not achieved course objectives. The grade assigned therefore becomes invalid. A small amount of extra credit may be useful for motivating students to complete some work above and beyond course expectations, but extra credit used to bring up the grades of otherwise low-performing students may be unwise.

C. Meaning of letter grades
Grade levels are described as follows:

A = exceptional achievement, superb command of the subject matter, and can apply, analyze, evaluate, and create with the topics of the course
B = good but not outstanding grasp of the subject matter, able to engage in some higher-order thinking with regard to the course material
C = fair level of achievement with some mastery of most of the course material, with some ability to use the subject matter
D = below average understanding of the subject matter, minimally acceptable performance in demonstrating achievement of course objectives
F = insufficient understanding of the subject matter, unacceptable performance in demonstrating achievement of course objectives

Plus/Minus grades may be used. A list of administrative grades is included below under “Final Grading Instructions in Orion.”

D. Storage and dissemination of grades
- Grades must be kept in a secure location (e.g., password protected encrypted computer, password protected encrypted flash drive, etc.).
- A student’s grades may not be released or discussed with the student’s parents, friends, family, or classmates. Grades may not be sent by unencrypted email even with written permission from the student.
- It is recommended to put all grades on eLearning as a single point of reference for students. Some benefits of doing so are:
  - Fully encrypted (satisfies UTD security policy and FERPA requirements)
  - Professor can grant access to TA for online recording of grades
  - Grades are visible to students throughout the semester, reducing surprises and related complaints
  - eLearning allows various notes to be added to grade entries that have been changed by the instructor so that there is an electronic documentation of what was done.

E. Managing exams and quizzes
Details and policies regarding the timing of exams, quizzes, and other assessments should be listed in the syllabus. Some instructors send a reminder to students one week prior to
each announced exam or quiz. Suggestions for the content of the exam reminder:

- Date and location (a larger room for an exam can be requested from the Administrative Assistant assigned to you well in advance, which will be processed based on availability. The UTD Testing Center is another good option [http://www.utdallas.edu/studentsuccess/testingcenter/].
- Material to be covered (chapters, topics, etc.)
- Open/closed book, notes allowed or not, equation sheet provided or not, etc.
- Requirements or restrictions regarding electronic or communication devices (e.g., cell phones, laptops, smart watches, etc. must be turned off and put away during the exam).

F. Academic dishonesty

- The Office of Community Standards and Conduct guidelines for managing academic dishonesty may be seen at [https://www.utdallas.edu/conduct/manage-dishonesty/].
- UTD policy indicates that “Academic dishonesty includes but is not limited to plagiarism, collusion, cheating, fabrication, facilitating academic dishonesty, failure to contribute to a collaborative project, and sabotage” [https://www.utdallas.edu/conduct/dishonesty/].
- Instructors are to collect evidence carefully and then refer the case to UTD Judicial Affairs via an Academic Dishonesty Referral Form (see link below). Instructors are NOT to administer any punitive measure without referring the case to Judicial Affairs. If you suspect students of cheating during a test, you may remove any unauthorized material and discreetly ask the student to move to another seat, but the student must be allowed to finish the test.
- The most important aspect of managing academic dishonesty is prevention. The link above has useful information that instructors are expected to know and follow.
- Ideas to discourage cheating include:
  - Reserve a room large enough to allow an empty seat between all students.
  - If space is insufficient for students to adequately spread out, consider giving two or more equivalent but different exams (A and B) to students sitting side-by-side.
  - All backpacks, purses, bags, notebooks, books, etc. off of desks.
  - All electronic devices (especially smartphones) are to be turned off and put away.
  - No hats allowed.
  - Have the TA in the classroom walk around and help proctor the exam.
  - Count exam papers when completed (or number them ahead of time)
    - To ensure you have received all exams from the students present
    - To document any absences from the exam

G. Midterm grades

Mid-term grades are required for all undergraduate classes. Plan to have at least one exam or major assignment prior to the midpoint of the semester to provide one or more significant grades upon which to base the students’ midterm grades. The Registrar’s office will email all faculty a reminder about midterm grades shortly before they are due. The date is indicated in the Academic Calendar.
Please remember that midterm grades will be most helpful to students if they are meaningfully tied to students’ progress in achieving course objectives by the mid-point of the semester. The deadline for submitting midterm grades via Orion may be found in the Academic Calendar. Step by step instructions may be found in the “End of semester” section of this document.

H. Withdrawal from courses
The course withdrawal deadlines are listed in the Academic Calendar, [http://www.utdallas.edu/academiccalendar/](http://www.utdallas.edu/academiccalendar/). Types of course withdrawal vary depending on the date in the semester. Some require instructor approval, while others require you to assign a pass or fail grade to the withdrawal, [http://www.utdallas.edu/student/catalog/undergrad10/policies/registration.html#dropadd](http://www.utdallas.edu/student/catalog/undergrad10/policies/registration.html#dropadd).

X. End of Semester
A. Student feedback about the course experience
Students are invited to complete Course Evaluations online shortly before or during the last week of each semester. All Instructors will receive an email informing them of the evaluation dates. Please set aside 10-15 minutes of class time to encourage students to complete course evaluations using their mobile devices and to inform students that evaluations are important for improving the university, and that student opinion is valuable and has impact on the university.

B. General standards and procedures for review of non-tenure system faculty
Student feedback is just one source of information that is used to evaluate instructor performance. Official policies regarding evaluation procedures, UTDPP1062, are available at [https://policy.utdallas.edu/pdf/utdpp1062](https://policy.utdallas.edu/pdf/utdpp1062).

C. Final exams and Reading Days
1. Final exam schedule
The final exam schedule can be found at [https://www.utdallas.edu/registrar/final-exam-assignments/](https://www.utdallas.edu/registrar/final-exam-assignments/). Final exam dates are scheduled by the University. These dates can be found by logging in to Orion (via Galaxy) and are determined shortly after Census Day, which occurs approximately two weeks after the start of the semester. According to UTD rules, a student can be required to take up to 3 final exams on the same day, but no more. If a student has more than 3 final exams scheduled on the same day, he/she has the right to ask one of the instructors to give him/her a separate exam. A student having 2 or 3 exams on the same day does not have a right to a separate exam, but you may allow a separate exam in these cases if you wish to do so provided you offer the same accommodation to all students in similar circumstances.

All final exams must take place during the final exam week. You may plan and conduct an examination in any regular class period as part of your overall evaluation of the students, including the last class period. Any exam conducted outside the final exam week, however, cannot be treated as or announced under the title of “final
exam.” If an instructor does not wish to take advantage of the time allocated in the final exam week, for official purposes this means the course does not have a final exam.

Please note that you can NOT change the time of your final exam even if all of your students agree. Changes can only be made with a request to schedule-pub@utdallas.edu. Faculty should NOT:

- Re-schedule a final exam outside the approved meeting times—even if all students agree—without approval. This also means there can be NO cumulative final exams on the last day of class.
- Give a final exam after the final exam period has ended.
- Ask students to stay longer than the 2 hours and 45 minutes allotted for a final exam.
- Schedule final exams during reading days (see below). Reading days are scheduled between the last day of classes and the first day of the final exam period for the semester.

2. Reading Days
Designated Reading Days are indicated in the Academic Calendar. Reading days are designed to provide students with a day void of university activities and/or courses to prepare for final exams.

- Activities allowed on reading days:
  - Optional student and class review sessions
- Activities NOT allowed on reading days:
  - Required class review session
  - Early final examinations
  - Required presentation session
  - Student club or group meetings/activities
  - Any gatherings not specifically for review or study of the semester’s academic work.

D. Submitting final course grades
Final grades can be posted on eLearning for students to review, but these are not official. You will post your official course grades in Orion via Galaxy. Once grades are posted as final in Orion, the only way to change them is through a multi-signature electronic procedure.

Please be sure to check the Academic Calendar for grade submission deadlines.

Submitting grades in Orion via Galaxy using your NetID and password.
A quick overview of the Galaxy grade submission process follows:

- Log in to Galaxy
- Click on Faculty Center listed below Orion Self-Service
- Click on My Schedule under Faculty Center
- On the course you want to grade, click on the Grade Roster icon
- Input grades for each student using the drop down menu
- SAVE
- Change Approval Status to “Approved”
• You have completed grading for this course

Please enter a grade for all students; failing to submit a grade results in complications for staff, students, and registrar’s office.

If you experience any problems submitting grades online, please email schedule-pub@utdallas.edu or call the Office of the Registrar at 972-883-2342.

**Final Grading Instructions in Orion**

Very Important Items to Know BEFORE Final Grading:

• Orion will attempt to log you off after a period of inactivity (about 20 minutes). This is a security action. The amount of time cannot be changed.

• You MUST ENTER ALL GRADES on a Final Grade Roster before approving the grade roster.

• You MUST SAVE after entering grades BEFORE performing any additional actions like “notification to all or selected students” or exiting the grade roster or while entering grades for large rosters (periodically save to avoid loss of work).

• There are two Grade Roster Actions you can take to indicate Approval Status:
  o Not Approved – Initial step when grades are entered
  o Approved – Final step once ALL grades are entered

• Orion provides the appropriate grade options for the student in the drop down menu. For example, if your course is taught as an undergraduate course, but you have a student in your course taking the course Credit/No Credit, the drop down menu will contain the grades for Credit/No Credit (CR, NC, X, I, NR).

• Explanation of administrative grades follows (http://catalog.utdallas.edu/2016/undergraduate/policies/academic#grading-scale):
  o I = Incomplete, which may be used when a student has completed at least 70% of the required course material but cannot complete all requirements by the end of the semester. Course work must be completed within the time period set by the instructor, not to exceed eight weeks from the first day of the subsequent long semester.
  o NR = Non-recorded, used for ONLY grades that indicate the student grade awaits review from the Office of Judicial Affairs. Instructors may assign this grade if a case is or will be with the Office of Judicial Affairs. Please consult with that office for guidance.
  o NF = Failing for non-attendance (Undergraduate only, to indicate that a student has NEVER attended any classes or completed any course-related activity)
  o MN = Mid-term Grade: only used if there is not enough information to provide a grade. Do not use for final grade. (Undergraduate only)
  o If you do not know which grade to record for a student due to a missed final exam or other missing information, please follow the guidelines in the appropriate undergraduate or graduate course catalog for an incomplete OR consult your program head or associate dean. You MUST assign a grade to every student on your roster.
• The Office of the Registrar updates posting of final grades twice daily after all final exams are completed for the term. Students will be able to see the final grade online after the grades are posted.

• If you need instructions on how to upload grades, please email grading@utdallas.edu on how to complete this procedure.

• Questions, comments, concerns, feedback—during normal workdays and business hours (this does NOT include University holidays), please email grading@utdallas.edu (24- to 48-hour response) OR call 972-883-2342.

XI. Post-Semester Wrap-Up

A. Record keeping
• The university has record-keeping obligations to various accreditation agencies. Please consult with your program head regarding whether or not, and if so, what examples of student work must be archived, and in what way you will be expected to produce statistical evidence of aggregate Student Learning Outcomes and Course Learning Outcomes.
• Students have the right to request a review of the grades received in any class. According to the State of Texas Records Retention Schedule (Agency Item 762, http://www.utdallas.edu/ehs/download/Records_Retention_Schedule.pdf), all faculty members must retain student exams and other student work that has not been returned to students for one calendar year. Records may include but are not limited to: examinations and answers; quizzes and answers; course papers; term papers; and essay assignments.

B. TA evaluations
• TA Evaluation is performed at the end of each semester by the instructor. The TA is allowed to see the evaluation and make comments. Both the TA and the instructor should sign the evaluation and submit to the designated AA.
• See summary of graduate TA general information and responsibilities at http://www.utdallas.edu/dept/graddean/ta_handbook.htm

C. Grade changes
Policies regarding grade changes may be seen in the current course catalog, http://catalog.utdallas.edu/2016/undergraduate/policies/academic#grade-changes.

1. Faculty-initiated
After a final grade has been recorded by the Office of the Registrar, faculty may change grades only to correct a clerical error or replace a grade of "incomplete" or "NR." A faculty-initiated change of a final grade may be submitted in Orion, and will be forwarded to the department or program head, Associate Dean of Undergraduate Education, and the school Dean for approval. Grade changes must be submitted by the end of the eighth week of the following long semester after the grade was awarded. Any grade change initiated after the eighth week of the long semester requires the
approval of the instructor, the department or program head, Associate Dean of Undergraduate Education, the School Dean, and the Dean of Undergraduate Education.

2. **Student-initiated**
   - The only grounds for considering a grade to be incorrect are either clerical error or that the grade is arbitrary or capricious. Examples of clerical error would include, but are not limited to, a mistake in adding component grades, a mistake in recording grades, or attributing a paper or examination to the wrong student. "Arbitrary or capricious" means that the grade cannot be considered reasonable given the material of the course, the overall performance of the class, and the individual performance of the student. The university assumes that course-work is best evaluated by the instructor in the immediate context of the course activity. Requests for reconsideration must show with clear and convincing evidence why this assumption should be set aside.
   - If a student believes he or she has been assigned a grade on the basis of a clerical error or that the grade is arbitrary or capricious, the student should first seek to discuss the grade with the instructor. If this does not lead to satisfactory understanding, the student may file a formal appeal following the procedures described for academic grievances in the Rules, Regulations, and Statutory Requirements Section C. (See "Academic Grievances" in Appendix I, http://policy.utdallas.edu/pdf/utdsp5005).
   - Sometimes, a student may ask you to change a grade without academic merit. Such a request may come with a wide range of comments involving the student’s emotional or financial state, his or her academic or non-academic workload, how well the student is doing in other courses, and the ramifications of the grade to the student’s GPA or scholarship. Additional arguments may be raised involving any number of perceived shortcomings in the textbook, the classroom, the classmates, the instructor, etc. None of these constitutes an acceptable basis for changing a grade that has been accurately delivered according to the actual performance of the student subject to the course guidelines.
   - In responding to a student’s request for a higher grade, it is recommended that you be firm but kind. Avoid blaming a student at a time of distress, even if you feel the blame has been earned. It is reasonable, however, to say that the grade reflects the work that was delivered, and that is the only basis that exists for grading at UTD. At the same time, it is appropriate to sympathize with the student’s situation, and you can recommend what can be done for better results next time, i.e., change the focus from negative (bad grade) to positive (future improvement).
   - Although mistakes sometimes happen and must be corrected, please be aware that grade changes are especially scrutinized and improper ones can reflect badly on not only the instructor, but also the school and the university as a whole.
2016 - 2017
Committee Name: Institutional Animal Care and Use Committee
Charge: Policy Memorandum UTDPP1014

Ex-Officio (with vote)
Associate Vice President for Research

Responsible University Official
Associate Vice President for Research

Staff
Larry Zacharias, Chief of Police
Kevin Mastin, Physical Plant Services
Kathan McAllister, UTD’s Director of the Lab

Non-UTD Representatives
Tony Myers (8/31/2017)*
Egeenee Q. Daniels, DVM (8/31/2017)*
Bill Alsup (8/31/2017)*
(*not approved by the Senate)

Members Whose Terms are Continuing
Faculty
Lucien Thompson (B) (8/31/2018)
Gail Breen (NSM) (8/31/2017)
Kenneth Hoyt (ECS) (8/31/2018)
Theodore Price (BBS) (8/31/2018)

Non-Science Representative
Matt Brown (AH) (8/31/2017)

Members Whose Terms are Expiring
Faculty
Li Zhang (NSM) (8/31/2016)

Chair: Lucien Thompson (BBS) (8/31/2018)
Vice Chair: Gail Breen (NSM) (8/31/2017)

Special Requirements
No fewer than 6 (six) members
1. Member a Doctor of Veterinary Medicine
1. Community representative
1. Must be a practicing scientist experienced in research involving animals
1. Must be a person whose primary concerns are in a nonscientific area

3-year terms

Adrienne McLean (AH) (8/31/2017)

Seth Hays (ECS) (8/31/2018)

Lucien Thompson (BBS) (8/31/2018)

Gail Breen (NSM) (8/31/2017)