APPROVED AND CORRECTED MINUTES

These minutes are disseminated to provide timely information to the Academic Senate. They have been approved by the body in question, and, therefore, they are the official minutes.

ACADEMIC SENATE MEETING
November 19, 2008


ABSENT: Sheila Amin Gutierrez de Pineres, Gail Breen, Santosh D’Mello, Jay Dowling, Jennifer Holmes, Juan Gonzalez, B.P.S. Murthi, Michael Rebello, Young Ryu, Lucien Thompson, Mary Urquhart, S. Venkatesan

VISITORS: Rick Bauer, Andrew Blanchard, Michael Coleman, Remsen Jennings, Serenity King, Inga Musselman, Molly Wurzer

1. CALL TO ORDER, ANNOUNCEMENTS AND QUESTIONS

Due to Dr. Daniel being in Austin, Dr. Wildenthal called the meeting to order.

Dr. Jamison announced that the campus beautification initiative has started and apologized for the inconvenience. Drives A and Rutford will be closed to traffic except buses and handicap effective December 19th.

Dr. Redman referred to the article “As college costs grow so do leaders’ paychecks” in the Dallas Morning News. The article outlined several Texas college presidents’ salaries, and once again raised the issues of faculty salaries including compression and inversion. How will budgetary issues be addressed in FY10? Dr. Leaf will ask the president to provide a report to the Senate. Dr. Kieschnick reported that the Budget Committee has not meet as of this meeting but that if it can be of any help with the upcoming budget then it will convene. If it appears that there is no state budget surplus for FY09.

2. APPROVAL OF THE SENATE AGENDA

Dr. Redman moved to approve the agenda as circulated. Dr. Canterrell seconded the motion. The motion carried.

3. APPROVAL OF MINUTES

Dr. Canterrell moved to approve the minutes for the October 15th meeting as circulated and Dr. Redman seconded the motion. The motion carried.
4. GUEST SPEAKER (Dr. Jim Gary, IR Vice President, Chief Information Officer)

Dr. Gary spoke to the faculty regarding:

a. WebCT – technical difficulties and problems with the limits in size and grading. He is looking forward to working with the new Senate committee to work out the still existing issues.

b. Guest Wireless – there is a new wireless client that will allow guest web access only.

c. Identity Finder – the new secure sensitive software allows the user to scan computers to find secure identity data and will let you dump or contain it a secure place. Dr. Daniel has urged every employee to use this software.

d. Improve Infrastructure – a consulting firm came out to review the current infrastructure. From their findings there will be a major update with several different zones, data servers and zip files can now be sent.

e. PeopleSoft – business, budgetary and student systems will be in one place. There will be some collateral damages. Administrative support will be a major key to these efforts. Banner was abandoned for PeopleSoft. SIS will be replaced by September ’09. Cataloging system will also be in PeopleSoft and will be available in PDF form.

f. Opting out. Faculty have asked for a way of opting out of receiving faculty emails, other than emergency notices. If there is, no one at the moment seems to be able to find it. Dr. Gary replied that there are some faculty members that are not receiving all faculty emails sent out. The only explanation for this is that at sometime the faculty member must have opted not to receive these emails. Dr. Gary will discuss this issue with the Provost and President.

5. SPEAKER’S REPORT

a. Wellness Committee. The Academic Council has agreed to the Staff Council suggestion to establish a University Wellness Committee. I was asked to draft the charge. I have not done it yet, but will for the next Council meeting to place on the agenda for December.

b. School Deans have received notice to be careful about travel expenses, responding to a letter from Governor Perry. Many on the faculty were concerned about possible detrimental effects, particularly since it seemed to include all travel and not just travel utilizing state funds. We have discussed this in the Academic Council. For the moment, that the University is already taking sufficient care to avoid inefficient or wasteful expenses in this regard. There should not be a need for further restrictions.

c. As I mentioned in the October Senate meeting, the UT system has embraced a recommendation of the UT System Faculty Advisory Council to develop a leadership training program for incoming department chairs. Pursuant to a recommendation of the Senate Caucus, I have asked if the program might be expanded to include Senate leadership. This recommendation was accepted by the FAC and also by Gerry Malandra and Suzan Franzen, who is the person actually in charge of the program. Pursuant to this, the FAC has been given a preliminary outline of program content titled “UT System Leadership Institute Design Structure”. The design was based on answers to a questionnaire that Dr. Malandra and Ms. Franzen circulated to the
several campuses. The Council reviewed this material at the last meeting. It is of the view that it contains too much that is too generic, and not enough of the kind of material we really need to assure institutional continuity. Accordingly, the Council has decided to pursue a more local solution. I will draw up a possible program, which we will develop together and see if we can find a way to implement though any of several on campus leadership-training programs. I have circulated an initial outline of such a program to our past chairs (Dennis Kratz, James Bartlett, Cy Cantrell, and Simeon Ntafos) for reactions.

d. The Handbook of Operating Procedures Committee has set a meeting schedule of Friday morning every two weeks. Because Marilyn and I have eight or more Friday meetings each year in Austin, I have asked Tim Redman to serve as backup representative, and he has agreed.

e. FERPA compliance policy. The Academic Council reviewed the wording of the new FERPA-driven policy on posting grades and concluded that it is consistent with our recently approved amendments to the policy regarding notification of actions by the Dean of Students in regard to matters of student discipline.

6. FACULTY ADVISORY COUNCIL AND TEXAS COUNCIL OF FACULTY SENATE REPORTS

a. The FAC executive committee has met and set the agenda for the December 4-5 meeting. It will include visits by legislators who might introduce the proposed bill establishing faculty regents, and a discussion with the Executive Director of the Texas Faculty Association on legal rights of faculty to lobby, not only individually but as faculty and as representatives of faculty bodies—the issue raised by our approval of the PETITION TO REFORM FEDERAL SANCTIONS at our October Senate meeting.

b. TEXAS COUNCIL OF FACULTY SENATES

The TCFS met in Austin October 24 and 25. There were several interesting presentations and useful discussions.

Bill Fleming, past president of TCFS and Executive Director of the Student Advising and Mentoring Program described their program for advising, which is much like ours. They have a total of 15,300 students, of which about 2,500 are on academic probation at any one semester, meaning that they have less than a 2.0 average. These students are on mandatory advising under a program called Monitoring Academic Progress. They have 18 advisors and 20 more people as staff. Unlike us, many of their advisors-perhaps all—are faculty. Compensation is monetary, $5,000. They still teach the usual 4/4 course load. In addition to MAP, they have a wide variety of other programs, from admission on. The office is paid for by an advising fee, charged to all students, of $50.00 per semester. Essentially, as for us, the reason for this office is that advising now concerns far more than the academic program per se, and the academic program plus the additional regulations are too much for faculty to keep up with.
Catherine Parsoneault described recent developments in the Coordinating Board. Essentially the Board is focusing more on community colleges, trying to include them in the higher educational process. They are focusing on the gap between the expectations that the community colleges can provide the first two years of a four year program—especially for relatively underprivileged students—and the fact that the numbers of such students who begin in the community colleges and eventually graduate from four year universities is actually very low. The study seems to be focused on characteristics of the students rather than of the community colleges.

On Saturday, there was a panel discussion on “Improving Perceptions of Higher Education and Governmental Relations” involving several members of the Executive Board of TCFS and a couple of guests. The discussion closely paralleled the concern in the FAC regarding the anti-scientific and anti-faculty lobbying efforts reflected in Governor Perry’s “Summit” on higher education last spring, to which regents from systems across the state were invited but from which faculty, administrators, and knowledgeable legislators were excluded—along with the press, until word leaked out. One important result of the discussion was that we agreed that TCFS and UT Sysfae should coordinate their efforts to respond, and that we should focus on our regents as a pivotal audience.

7. CEP - UNDERGRADUATE PROBATION & SUSPENSION POLICY

Dr. Cantrell reported that the CEP recommends that in the scholastic suspension section of the policy, quoted below, in third paragraph, the clause “and be subject to academic restrictions for the remaining semesters in attendance at UT Dallas” should be removed.

**Scholastic Status**

A student is required to maintain a minimum cumulative grade point average (GPA) to remain academically eligible to enroll for subsequent semesters. Only grades received in UT Dallas classes are used to compute the GPA while transfer credit from other institutions accepted by the University is calculated in the number of hours required for graduation. Scholastic status is determined at the end of each academic semester. While grade point averages may change within a semester (e.g., finishing a class where a student previously had a grade of incomplete), scholastic status remains the same until the next grade reporting period.

**Scholastic Probation**

All students who show an overall cumulative grade point deficiency, defined as a cumulative UT Dallas grade point average (GPA) below a "C" or 2.00 on a 4.00 scale, are placed on scholastic probation automatically by notation of such status on their academic record. An Associate Dean of Undergraduate Education may also place a student on probation who fails to maintain at least a 2.00 GPA in the major and related courses, independent of the overall GPA.
Grade point deficiencies incurred at UT Dallas must be removed through additional course work at UT Dallas. Grade points earned at other institutions are not used in computing the GPA and may not be used to remove a grade point deficiency.

Students on scholastic probation must meet with an academic advisor prior to registration. Such students may register for a maximum of 14 semester credit hours, must earn a semester 2.20 GPA, and may not drop or withdraw from classes. Violation of these requirements will result in further academic penalties. Students whose performance results in scholastic probation who have already pre-registered for more than 14 hours in the upcoming probationary semester will have their schedules reduced to 14 hours; students should immediately consult with their academic advisor about the courses to be dropped. An Associate Dean of Undergraduate Education may impose additional probationary restrictions. Removal from probation is reflected on the student transcript.

**Academic Warning**

Failure to meet the terms of scholastic probation will result in the issuance of an academic warning. During a warning semester, students must meet the same academic requirements as a probationary semester. Failure to meet these requirements results in automatic suspension from UTD for a period of at least one long academic semester. Meeting the probationary requirements during a warning semester entitles the student to a one-semester continuance of the warning status.

Students on academic warning status who elevate their cumulative GPA to a 2.00 or higher regain their ‘good academic standing’ status. However, should their cumulative GPA drop below a 2.00 again, they immediately are placed on academic warning and must meet the probationary requirements imposed or receive suspension.

Students who leave the University on scholastic probation or academic warning will be readmitted with the same status, even if they have attended another institution in the interim. If a student withdraws from the University while on scholastic probation or academic warning, and if this action results in an additional grade point deficiency, the student has failed to meet the minimum requirements for removal of scholastic restrictions and further penalties will be imposed. A probationary student would move to academic warning while academic warning status would change to suspension.

**Scholastic Suspension**

A student is automatically placed on scholastic suspension by the University for failure to meet the terms of an academic warning semester. A student who is under scholastic suspension may not enroll in, audit, or visit a class unless readmitted as described below. Students who have already pre-registered for classes are automatically dropped from all classes. Notice of this scholastic suspension will show on the student's transcript.

Students in a major who are placed on an initial one-semester scholastic suspension by the University may be readmitted only by submitting a readmission petition to their Associate Dean of Undergraduate Education. Non-degree-seeking students and students with undeclared majors who are placed on suspension for the first time may be
readmitted only by the permission of the Dean of Undergraduate Education. Students thus readmitted may be subject to additional probationary conditions placed upon them by an Associate Dean of Undergraduate Education.

Students placed on scholastic suspension for a second or subsequent time may apply for reinstatement to the University after having not attended UT Dallas for a minimum of 12 months. Such students may be readmitted only by petition of an Associate Dean of Undergraduate Education to the Dean of Undergraduate Education. A student who reenters the University after scholastic suspension will reenter on academic warning.

NOTE: If, following academic suspension, a student petitioning for re-admission also wishes to change majors, the student must complete the "Change of Major Form" prior to petitioning for re-admission to the University (See "Major Change," for details.) If the Change of Major is approved the receiving Associate Dean will determine the validity of the re-admission petition.

Dr. Cantrell moved to approve the policy as amended and Dr. Redman seconded the motion. The motion carried.

8. CEP - MSEE w/CONCENTRATION IN BIOMEDICAL APPLICATIONS

Dr. Cantrell reported that there is faculty and student interest in this degree program.

**Objective:** To provide a set of core courses and technical electives to allow graduate students to pursue a Master’s Degree in EE with a focus in the field of Biomedical Applications of Electrical Engineering. The collection of core and elective courses are designed to provide a graduate level foundation in biomedical applications and advanced methods in electrical engineering. A total of 33 credit hours required.

**Background:** Electrical Engineering is going through a development in that more and more biomedical applications of electrical engineering techniques are required. The purpose of this concentration is to give Electrical Engineering students exposure to problems in biomedical problems in the context of their graduate work towards a Masters in Electrical Engineering.

This degree would be suitable for students with undergraduate degree in electrical engineering and related sciences.

**NOTE:** This concentration description is subject to change for future academic years.

**Core Courses** (all 5 required) Pre-req.
1.) Anatomy and Human Physiology for Electrical Engineers None
2.) Genes, Proteins and Cell Biology for Electrical Engineers None
3.) Lecture Course in Biomedical Applications of EE None

In addition to these three courses, students need to select one of the existing concentrations and take two courses from the core courses for that concentration.

**Three core courses of the concentration in Biomedical Applications of EE:**
EE 6373 Anatomy and Human Physiology for Engineers

This course provides an introduction to anatomy and human physiology for engineers and other non-life-scientists. Topics include nervous system, muscle and cardiac function,
digestive system, immune system. Prerequisites: Enrollment in the degree program or consent of the instructor. (3-0) Y

EE 6374 Genes, Proteins and Cell Biology for Engineers
This course provides an introduction to principles of modern molecular and cellular biology for engineers and other non-life-scientists. Topics include genes, protein structure and function, organization of cells and cellular trafficking. Prerequisites: Enrollment in the degree program or consent of the instructor. (3-0) Y

EE 6371 Lecture Course in Biomedical Applications of Electrical Engineering
This course provides an introduction to different areas of biomedical applications of electrical engineering. A special emphasis will be placed on research topics that are actively pursued at UTD. Prerequisites: Enrollment in the degree program or consent of the instructor. (3-0) Y

Dr. Cantrell moved to adopt this degree program and Dr. Salter seconded the motion. The motion carried.

9. CEP - BACHELOR OF SCIENCE IN ACTUARIAL SCIENCE

Dr. Cantrell described the program and the educational objectives:

Upon completion of this program, a student would have the knowledge and business background necessary to pursue a career as an actuary as well as to undertake a graduate study in actuarial science, statistics, mathematics, economics, or finance.

The job of an actuary has consistently been ranked by the Wall Street Journal's Jobs Rated Almanac as the number one or two job in the United States. Actuaries use their statistical, probabilistic, mathematical, financial, management, economics, and government policy skills to define, analyze, and solve business problems involving the possible cost of future, and thus uncertain, events. Professional societies of actuaries administer a series of examinations for individuals who wish to qualify as an associate or a fellow as proof of their status as an actuary. While in this program, a student will be prepared to complete at least two associate ship exams. On top of the preparation for these exams, a student will earn all three Validation by Educational Experience (VEE) credits which are required by actuarial societies in addition to exams.

To give students a rigorous mathematical background, the program includes all major required courses taken by students with a major in mathematics and statistics. Further, 10 courses devoted to finance, economics, applied statistics, insurance, and actuarial science are added as required courses.

Another important part of the proposed program is its prescribed elective courses. Two new elective classes will help students master the ability to solve actuarial problems in probability and financial mathematics, and an array of classes offered by The School of Management and The School of Economics, Political and Policy Sciences is included.
Actuaries assemble and analyze data to estimate the probability and likely cost of the occurrence of events such as death, sickness, injury, disability, or loss of property. Actuaries also address financial and economic questions, including those involving the level of pension contributions required to produce a certain retirement income and the way in which a company should invest resources to maximize its return on investments in light of potential risks. Using their broad knowledge of statistics, finance, economics, insurance, law and business, actuaries help design insurance policies, pension plans, and other financial strategies in a manner which will help to ensure that the plans are maintained on a sound financial basis.

As a result, education of future actuaries requires competencies in mathematics, statistics, finance, and economics.

UT Dallas has all three main educational ingredients—mathematics/statistics, finance, and economics—necessary to prepare students for becoming professional actuaries and to satisfy needs of insurance companies, financial institutions, consulting firms, industrial corporations, government agencies, and labor unions. Further, the department has been offering for years a Bachelor of Science degree in Mathematical Sciences with an emphasis in Actuarial Science. This undergraduate program has produced several excellent alumni, including graduate Libbi Jones who is now Director of Actuarial Reporting at Swiss Re Life&Health America Inc. (Dallas). At the same time, by offering just one extra actuarial class, STAT 4372 Actuarial Science, every other year, this emphasis neither suggests a rigorous preparation for preliminary actuarial exams, nor provides the necessary knowledge in and understanding of finance, economics, and insurance, nor does it allow students to obtain the Validation of Education Experience (VEE) credits. As a result, the current option of the actuarial science emphasis is not attractive to many local talented students who would like to get a rigorous actuarial education.

Dr. Cantrell moved to approve this degree program. Dr. Kieschnick seconded the motion. The motion carried.

10. CEP - POLICY CONCERNING DOUBLE MAJORS

Dr. Cantrell reported that there are several students that have graduated with two-three majors in the past therefore meriting an amendment to the policy.

With the approval of the relevant Associate Dean, students may complete a double major by satisfying all requirements set by each program. This shall include no fewer than 12 semester credit hours at the University in each major field.

If the two majors lead to a B.A. and a B.S., the student must choose which baccalaureate will appear on the degree. Double majors in Interdisciplinary Studies are not available. **A student is limited to two majors per undergraduate degree.**

For information concerning honors, please see "Graduation with Honors".

Dr. Cantrell moved to adopt the amendment to the current policy and Dr. Redman seconded the motion. The motion carried.
11. CEP – THREE-PEAT POLICY MODIFICATION

Dr. Cantrell reported that the CEP recommends approval of the following amendment to the policy, inserting the sentence underlined.

An undergraduate student is limited to three grade-bearing enrollment attempts for any specific class. An enrollment is considered grade bearing if a student receives a distributed grade (i.e. A through F) or a mark of "W", "WP", "WF", "NC" or "CR". Non-academic withdrawals are not considered enrollment attempts. A student attempting the same class for the third time will be charged a penalty fee equivalent to the out-of-state tuition for the same number of semester credit hours. Courses cross-listed under more than one course prefix are considered the same course.

Dr. Cantrell moved to adopt the amendment to the current policy and Dr. Redman seconded the motion. The motion carried.

12. CEP – MINIMUM FINAL-SEMESTER ENROLLEMENT REQUIREMENT FOR DOCTORAL STUDENTS

Dr. Cantrell reported on the minimum final-semester enrollment for doctoral students as follows:

Graduate Council recommends a change in the current (2008-10) graduate catalog requirement of enrollment for 3 credit hours in the semester in which they are graduating. The current three (3) hours requirement should be reduced to one hour. This applies only to the semester in which they are graduating.

Registration and Enrollment Requirements
Registration Required

A graduate student:
- must be registered for any session during which they are taking courses, or taking examinations, required in his/her degree program.
- requiring guidance in the preparation of a thesis or dissertation must be registered for a minimum of three semester hours in his/her degree program.
- must be enrolled in at least 1 credit hour in the semester in which they graduate; enrollment for less than 3 credit hours is subject to the approval of the supervising faculty member and the Dean of Graduate Studies
- must be registered and have paid all required fees in the semester in which he/she plans to graduate.
- enrollment for 1 semester credit hour in the final semester is allowed only once.

Dr. Cantrell moved to adopt this requirement as amended and Dr. Scotch seconded the motion. The motion carried.
Academic Senate
November 19, 2008

13. ADJOURNMENT

Dr. Wildenthal asked for motion to adjourn the meeting. Dr. Redman moved to adjourn and Dr. Cantrell seconded the motion. The motion carried.

APPROVED: [Signature]
Murray J. Leaf
Speaker of the Faculty

DATE: 1 January 2009