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
February 21, 2018

Present: Richard Benson, Inga Muselman, Robert Ackerman, William Anderson, Elizabeth Bell, Kurt Beron, Dinesh Bhatia, Andrew Blanchard, Gary Bolton, Patrick Brandt, Thomas Brikowski, Mathew Brown, Monica Brusolo, Jonas Bunte, R. Chandrasekaran, Galia Cohen, Nadine Connell, David Cordell, Chris Davis, Greg Dess, Vladimir Dragovic, Andrea Fumagalli, Lev Gelb, Michele Hanlon, Julie Haworth, William Hefley, Jennifer Holmes, M. Ali Hooshyar, Joe Izen, Dohyeong Kim, Murray Leaf, Blair Miller, BPS Murthi, Won Namgoong, Mehrdad Nourani, Simeon Ntafso, Catherine Parsonelault, Ravi Prakash, Suresh Radhakrishna, Viswanath Ramakrishna, Christopher Ryan, Richard Scotch, Tres Thompson, Murat Todak, Andrea Warner-Czyz, Tonja Wissinger,

Absent: Hobson Wildenthal, Eric Farrar, Todd Fechter, Gopal Gupta, D.T. Huynh, Alexis Piquero, Alejandro Zentner

Visitors: Gene Fitch, Serenity King, Abby Kratz, Jennifer McDowell, Clint Peinhardt, William Pervin, Shannon Cepica, Marion Underwood, J. W. Van Der Schans

1. Call to Order for the Academic Senate Meeting
President Benson called the meeting to order at 1:02 PM. The search for the Vice President for Research has been narrowed down to two candidates. The first candidate will be available on March 22nd at 9:30 AM for an open forum in the Texas Instruments Auditorium. The second candidate will be available for an open forum on March 29th at 8:30 AM in JSOM. The faculty were encouraged to attend.

The SACSCOC review is in two weeks. President Benson highly encouraged the Senators to review the proposal and QEP. Also he noted that should Serenity King require assistance during the review, the faculty should respond as soon as possible. President Benson opened the floor to questions. There were none.

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

3. Approval of the Minutes
BPS Murthi moved to approve the minutes. Greg Dess seconded. The motion carried.

4. Speaker's Report - Murray Leaf
1. The University Safety Council met on Monday, Jan 29. Among other things, they considered the question I had posed in an email last September reflecting discussions in the council. Do we need any additional policies to be able to deal with deliberately disruptive or
provocative speakers or groups on campus, such as have caused difficulties on the University of California campuses in the past year and also like the group of self-identified white supremacist/Nazis/KKK members who paraded carrying torches on the University of Virginia campus during the "Unite the Right" rally in Charlottesville last August 11 and 12? The committee will write a memo with their recommendations. But basically, the response was that we seem to have everything in place to ensure that anyone causing damage will be held responsible and be liable for associated expenses.

In the course of discussion, there also emerged a fairly strong agreement that it would be a good idea to add a representative of the communications office to the Safety Council--for help in being able to assure that the campus was well-informed about policies and procedures to be followed in case of emergencies.

2. The current compliance module on intellectual property raises some serious questions that I think the faculty will want to become involved with. The fourth slide in the module asks "Who owns intellectual property?" With the exception of "scholarly works," it says "all other intellectual property is owned by the Board of Regents." This is not the law. I brought this up in the meeting of the compliance group last week. In the course of discussion, Sanaz Okhavat said that she had written the module and we agreed to discuss it. I have now described my objections briefly in an email and sent some additional documentation. I suspect we will have to have some wider discussions about this, but first I need a better idea of who should be involved.

3. This also raises the larger question of beta testing such modules as they are developed. Modules have improved enormously compared to what they were initially, in part because we did have a process for testing them with the committee on faculty standing in conduct for a while. This has broken down the last four years. I think we need to restore it, but also to spread the function around as the topics requiring such modules multiply.

4. I have made up a list of things that the speaker does and circulated it to our two vice speakers. There are 22 items on the list. Most are meetings with other campus bodies like the compliance committee in the HOP committee. We are trying to find a better way to institutionalize the functions so that they will carry on as different people come and go to the office of Speaker.

5. Presentation: Graduation Helpdesk- Jessica Murphy
Jessica Murphy gave a presentation on the new Graduation Helpdesk. Dr. Murphy distributed a handout to the Senate members, and a copy is included Appendix A.

6. SACSCOC Reaffirmation Updates – Serenity King
Serenity King gave a presentation on Orbit, the Quality Enhancement Plan (QEP), as well as the upcoming SACSCOC onsite visit. A copy of her PowerPoint presentation is in Appendix B and C.

7. Informational Item: Rights and Responsibilities of Faculty Members
Andrew Blanchard moved to reaffirm the enforcement for the Rights and Responsibilities of Faculty Members (https://provost.utdallas.edu/faculty-rights-responsibilities). Joe Izon seconded. The motion carried.
8. Texas Council of Faculty Senates—Ravi Prakash
   The spring meeting of TCFS took place in Austin, at the Embassy Suites Hotel. UT Dallas Faculty Senate was represented by Murray Leaf, Speaker, and Ravi Prakash, Vice Speaker.
   The opening session on Friday, February 16 was a panel discussion moderated by Evan Smith, the CEO and co-founder of The Texas Tribune. The panelists were Representative Donna Howard (Democrat, representing District 46 - Austin) and Commissioner Ray Parades of the Texas Higher Education Coordinating Board. The discussion touched upon various subjects related to higher education, including the following:
   • bleak state funding outlook,
   • need to improve graduation rates,
   • rate of growth of in-state tuition before and after deregulation,
   • community colleges offering four-year bachelors programs,
   • college preparedness (or the lack thereof) of high-school graduates, and
   • need for new medical schools in the state the process of approving their creation.

One got to hear some interesting phrases about diminishing state funding of higher education, like it is the new high.

   The next session had a series of brief reports (limited to three minutes) from all participating universities' representatives about developments since the previous meeting. It was gratifying to observe that, compared to the often contentious relationship at other universities, we at UTD have a very collegial relationship between faculty and administration. Each university had its own issues to deal with, depending on its size, emphasis on teaching and research, or location. However, a common thread was the proliferation of contracts given by administrators to outside consulting outfits, often at significant expense, to perform tasks that the administrators are expected to perform. At the same time, university administrators expressed an inability to adequately fund teaching initiatives due to lack of funds.

   The speaker at the evening banquet was Jim Klein, President of the Texas Conference of the American Association of College Professors (AAUP). Dr. Klein spoke of outreach activities conducted by AAUP at the Texas State Capitol, and the need for faculty (through the AAUP) to do a better job of informing lawmakers about issues facing higher education.

   The opening session on Saturday was a discussion of DACA, and the position each university has taken on the issue. The discussion concluded with TCFS members adopting a resolution in support of a path to citizenship, through legislation, for Dreamers.

   The final order of business was a report on TCFS finances and approval of the budget for the next year, followed by election of the new President, and reelection of the Vice Presidents for the West and Northeast regions.

9. FAC Report—Murray Leaf and David Cordell
   UTD representatives were Murray Leaf and David Cordell.
   The current chair of the FAC is Jonathan Cheng, a plastic surgeon at UT Southwestern.
   This meeting had no speakers from outside the UT system and no Regents. It was focused mainly on shared governance as a system-wide problem and burnout and related issues on the health campuses. The meeting began with Chancellor McRaven spending about an hour describing his reasons for resigning and his intentions between now and May when the resignation becomes effective. Since his current initiatives have been formulated with substantial input from the FAC, the members were concerned about how much will carry over to his successor. The members
particularly expressed their appreciation of his efforts to press campus presidents to support shared governance. His response was that most of it would continue although the packaging and some emphases might differ. The reason was that it grew out of what was already happening and addressed problems that were clearly ongoing. The discussion ended with him asking the FAC to tell him what they thought were the most important things he could do in the remainder of his time. The FAC agreed to do so.

There were just three guest speakers for the rest of the meeting. Vice Chancellor Leslie joined the FAC for a working lunch on Thursday. Barry McBee by the legislative update and prognosis after the lunch. Vice Chancellor for academic affairs Greenberg met for a working lunch on Friday.

The rest of the time was spent in reports from the campuses and discussion of issues arising on them, and in Committee meetings that for the most part picked up the threads from campus discussions and tried to relate them to the chancellor’s request for problems to focus on.

With respect to shared governance, the FAC focused on the Regents Rules. Previously, under Chancellors Yudof and Cigarroa, the rules had been amended on the recommendation of the FAC to assure that wherever the term "faculty" or "faculty governance" was used it was to be understood as referring to governance bodies elected by the faculty. Recent changes, however, have resulted in the disappearance of the word "elected." Discussion therefore turned on restoring it.

Under the duties of the president, the previous version of the Rules required that wherever a campus policies fell within the areas of faculty authority as described in Regents Rules 40101, the president had to assure that it was reviewed by the elected faculty governance body before it was submitted by the president for approval by the regents for inclusion in the campus Handbook of Operating Procedures. Changes in Regents Rules about a year ago intended to give campus presidents more autonomy rewrote this section and dropped the word "elected." The FAC recommended that the word "elected" be inserted so that every place in this section where the present wording is "governance body" would read "elected governance body."

The discussions regarding the wording to be inserted in the section on duties of the faculty bogged down in nitpicking. This is currently being corrected and completed by an email discussion led Dr. Cheng.

The discussion on faculty burnout in the health campuses revolved around a report compiled by several members of the health committee of the FAC. This included data from the UT campuses themselves and a great deal of relevant information from studies of other campuses. It is a very solid analysis in which all the recommendations appear to have a very solid empirical support. The FAC agreed to endorse it and recommended to the regents.

Another concern was leave for maternity or family care. Discussion topics included whether the recommendation should be confined to faculty or should include graduate students and/or graduate student assistance, and whether it should be paid or unpaid. A major problem seems to be that if a faculty member takes leave under the Family and Medical Leave Act (FMLA), they are legally prohibited from doing any work at all. This means, for example, that a woman who is having a baby in a semester in which she is supervising some graduate students must stop that supervision. Several campuses, including UTD, are presently trying to develop policies in this area. The FAC
agreed that these members should share the deliberations with each other. We will consider this again at future meetings.

10. **Student Government Report- J. W. Van Der Schans**
Student Government had a great deal of turnover at the start of the spring semester. Mr. Van Der Schans has contacted committee chairs with student members to ascertain if the student representatives have been attending or if they need to be replaced. SG has been working with the Office of Communication to create a survey which would assist in ascertaining what the best way to communicate with students is. The Public Arts Initiatives are progressing well. Mr. Van Der Schans will be presenting at the next UT-SAC meeting which will be the end of April early May. Student Government elections will occur soon. Mr. Van Der Schans will bring the new SG President and Vice-President to the Academic Council and Senate meetings to introduce them to the process.

11. **CEP Recommendations – Clint Peinhardt**
   
   A. **New Courses- Undergraduate**
   
   There are 62 courses presented, 16 new, seven removed, 14 are renumbers, and 25 were simply edits. Of the 62 courses, 31 are repeatable. Clint Peinhardt moved on the behalf of CEP to approve the new courses. The motion carried.

   B. **New Courses- Graduate**
   
   There are 21 Graduate Courses, 13 new, 8 are edits. Ten of the courses are repeatable, and three are online. Three of the repeatable courses are new Art History courses. The three online courses are for an Executive Education program, Organizational Development and Leadership. Clint Peinhardt moved on the behalf of CEP to approve the new courses. The motion carried with one abstention.

   C. **Transfer Credit**
   
   The language was updated to reflect updates to the legislative code. Clint Peinhardt moved on the behalf of CEP to approve the amendment to the catalog. The motion carried.

   D. **Double Degree and Second Baccalaureate**
   
   Language was added to note there would be financial implications for the second baccalaureate. Also it was updated to include “additional 30 semester credit hours of upper-division courses at UT Dallas over the 51 semester credit hour degree requirement for a total of 81 semester credit hours of upper-division courses.” Clint Peinhardt moved on the behalf of CEP to approve the amendments to the catalog. The motion carried.

   E. **Eligibility and Conditions for Study Abroad**
   
   The item was updated to read, “Students are required to have completed two full-time semesters prior to participation in study abroad programs, exchange programs, independent studies, or internships.” Clint Peinhardt moved on the behalf of CEP to approve the amendments to the catalog. The motion carried.

12. **Charge for Proposed Campus Accessibility Committee – Richard Scotch**
There had been a committee on disabilities/accessibility chaired by James Dockery. The orientation of this committee was toward compliance. Members of the committee asked that a University Committee be created to advise on the many accessibility issue across campus that would reach beyond compliance and be more proactive. Speaker Leaf asked Richard Scotch to work with those interested to draft a charge for such a committee. Richard Scotch moved to approve moving forward with creating a charge. Joe Izen seconded. The motion carried.

13. Revision to UTDPP1036 - University Safety and Security Council – Murray Leaf
The Committee requested that, given recent world events, a representative from the Office of Communications be added to the committee membership. The committee moved to approve the revision to UTDPP1036. David Cordell seconded. The motion carried.

14. UTDPP1007- Academic Senate Bylaws – Murray Leaf
References to the annual General Faculty meeting were removed. There were three reasons. First, the annual address by the President on the State of the University is now presented to the entire university community and not just the faculty. Second, removal will free the timing of the address from the Senate schedule. Third, the purpose of the provision for a meeting of the General Faculty was to provide an occasion to override an action of Senate or express an opinion to the President that was different from that of the Academic Senate. This provision has never been invoked; there has been no such resolution since the current governance organization was established. Richard Scotch moved to approve the revisions. Bill Hefley seconded. The motion carried. Since this is the second meeting at which this suggested change has received a positive vote, it will become effective subsequent to the required administrative approval.

15. Adjournment
There being no further business, President Benson adjourned the meeting at 2:25 PM.

APPROVED: ___________________________ DATE: 5 Feb 2019
Murray Leaf,
Speaker of the Faculty
Graduation Help Desk is a centralized support center within the Office of Undergraduate Education. Our goal is to help UT Dallas undergraduates overcome obstacles to timely graduation.

I: ORGANIZATION

Dr. Jessica C. Murphy, Dean of Undergraduate Education
Angela Scoggins, Academic Project Manager

II: CONTACT INFORMATION

Graduationhelpdesk@utdallas.edu
Bit.ly/GradHelpDesk_UTD
972-883-3999

III: SERVICES

A. FACILITATING CAMPUS-WIDE COLLABORATION

- Dean of Students Office
- Military and Veterans Office
- Counseling Center
- Advising Offices
- Registrar’s Office
- Residential Life
- Bursar’s Office

B. HOW IT WORKS

- Students, faculty, or staff contact the Graduation Help Desk, and we open a ticket for the student.
- Working with different offices around campus, we identify a possible creative solution to assist in the student’s need.
- The student is notified of potential solution and the action steps to resolve the student’s obstacle.
- We follow up every single referral and contact, and share the resolution in Student Book.

C. DATA TRACKING

- Students, faculty or staff contact the Graduation Help Desk
- The information is entered in an excel spreadsheet when the “ticket” is opened
  - A brief description of the problem
D. TYPES OF STUDENT CHALLENGES

- Registering for classes where the room is able to accommodate more students
- Connecting with the Counseling Center and the Office of Student AccessAbility
- Student graduation eligibility
- Financial need that could affect registration for next semester

E. WHAT IS BEING SAID...

- Students
  - "...I wanted to thank you so much for everything you have done for me! After working through the chain of command, I didn't seem to be getting anywhere and it felt like no one cared enough to help. You are the first person I have talked to that took immediate action. For that I am very appreciative and I don't think I will ever be able to thank you enough...."
  - "thanks for keeping up with me"

- Faculty
  - "Thanks for all you do. I really appreciate it."
  - "I appreciate your efforts to help these students. Sometimes, I feel like they just do not know what to do, that they have no options. Thanks for giving them the help they need."
Takeaways from Today's Discussion

- Quality Enhancement Plan (QEP): Orbit
- On-Site Visit
- Specific On-Site and Non-Compliant Principles
- Self-Disclosure Issue
Comets on Course

Orbital: Keeping New

Quality Enhancement Plan (QEP)
What is Orbit?

Orbit is a comprehensive plan to improve student learning by increasing levels of students' engagement, sense of belonging, and persistence through first year programming for specific target populations:

- New undergraduate first-time-in-college (FTIC) students
- New undergraduate transfer students
- New international students
- New graduate students

https://orbit.utdallas.edu/
On-Site Visit and Other Relevant Information
On-Site Visit

- Site visit: March 5-8, 2018  Itinerary
Day Zero: Monday, March 5, 2018
- Two UT Dallas Off-Site Visits
  - Callier Center for Communication Disorders: Led by Dr. Robert Stillman
  - Collin Higher Education Center: Led by Serenity Rose King

Day One: Tuesday, March 6, 2018
- Opening Ceremony (including Dr. Jamison's presentation)
- Quality Enhancement Plan (QEP) Orbit Presentation
- One-on-one interviews: Based on findings within Compliance Certification Report (CCR), Focused Response Report (FRR), and Addendum Reports

Day Two: Wednesday, March 7, 2018
- QEP (Orbit) and/or other meetings as needed
- Board of Regents, Financials, and Governance Meetings
- Two Luncheons
  - # 1 Students and On-Site Reviewers
  - # 2 Faculty and On-Site Reviewers
- President Benson’s Meeting with [Name Redacted] and Dr. Baird

Day Three: Thursday, March 8, 2018
- Exit Conference
  - Official recommendations read by [Name Redacted], Chair of On-site Team
  - Remarks by Dr. Baird, SACSOC Vice President

THE UNIVERSITY OF TEXAS AT DALLAS
An Extracted List of On-Site and Non-Compliant Principles which may be of interest to Faculty
<table>
<thead>
<tr>
<th>2012 Principles</th>
<th>2018 Principles</th>
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<tbody>
<tr>
<td>2.7.3 General Education</td>
<td>9.3 General Education Requirements</td>
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<td>2.8 Faculty*</td>
<td>6.1 Full-time Faculty</td>
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<td></td>
<td>6.2.b Program Faculty</td>
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<td>3.2.8 Qualified Administrative/Academic Officers</td>
<td>5.4 Qualified Administrative/Academic officers [in part]</td>
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<tr>
<td>3.3.1.1 Institutional Effectiveness – Educational Programs</td>
<td>8.2.a Student Outcomes: Educational Programs</td>
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<td></td>
<td>8.1 Student Achievement</td>
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<td>3.4.3 Admission Policies</td>
<td>10.5 Admissions Policies and Practices [in part]</td>
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<td>3.4.7. Consortial Relationships/Contractual Agreements*</td>
<td>10.2 Public Information</td>
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<td>3.4.11: Academic program coordination*</td>
<td>10.9 Cooperative Academic Arrangements</td>
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<td>3.5.1 General Education Competencies*</td>
<td>6.2.c Program Coordination</td>
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<td>3.5.4 Terminal Degrees of Faculty*</td>
<td>9.1 Program Content</td>
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<tr>
<td>3.7.1 Faculty Competence*</td>
<td>8.2.b Student Outcomes: General Education</td>
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<td>3.7.4 Academic Freedom*</td>
<td>No corresponding requirement</td>
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<td></td>
<td>6.2.a Faculty Qualifications</td>
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<td></td>
<td>6.4 Academic Freedom</td>
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* Found Non-Compliant by Off-Site Review Team
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<td>3.13.1 Policy Compliance</td>
<td>14.5 Policy Compliance</td>
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<td>4.1 Student Achievement</td>
<td>8.1 Student Achievement [modified]</td>
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<td>4.2 Program Curriculum</td>
<td>9.1 Program Content</td>
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<td>4.3 Publication of Policies</td>
<td>10.2 Public Information</td>
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<td>4.4 Program Length</td>
<td>9.2 Program Length</td>
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<td>4.5 Student Complaints</td>
<td>12.4 Student Complaints</td>
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<td>4.6 Recruitment Materials</td>
<td>10.5 Admissions Policies and Practices [in part]</td>
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<td>4.8.1 Distance and Correspondence Education- Student Identity Verification</td>
<td>10.6.a Distance and Correspondence Education- Student Identity Verification</td>
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<td>4.8.1 Distance and Correspondence Education- Student Privacy</td>
<td>10.6.b Distance and Correspondence Education- Student Privacy</td>
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<td>4.8.1 Distance and Correspondence Education- Verification Charges</td>
<td>10.6.c Distance and Correspondence Education- Verification Charges</td>
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<tr>
<td>4.9 Definition of Credit Hours</td>
<td>10.7 Policies for Awarding Credit [in part]</td>
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UT Dallas SACSCOC Reaffirmation Website

- 2018 Review Reports: https://sacscoc.utdallas.edu/
  

- QEP website for Orbit: Keeping New Comets on Course: https://qep.utdallas.edu/
Self-Disclosure Issue Update
Orbit (orbit.utdallas.edu) helps all new Comets engage, explore, and discover pathways to success during their first year at UT Dallas.

**Target Populations:** All new first-time-in-college (FTIC) students, transfer students, graduate students, and international students

**Student Success Goals:** Orbit will help students to find success through *engagement and sense of belonging* with the understanding that engagement and belonging are critical pathways to *persistence*.

**Orbit consists of the following Components:**

- **Program Supports**
  - New Student Engagement Board — comprised of representatives from Academic and Student Affairs who will coordinate all campus-wide efforts that target students in their first year at UT Dallas.
    - New Student (electronic) Resource Guide — will serve as a roadmap to assist new students in successfully navigating the critical first year at UT Dallas.
  - Global Engagement Committee — this committee will maintain open channels of communication among international students, international student groups, and UT Dallas faculty, staff, and administrators.
  - New Graduate Student Pre-Orientation Module — will serve as an online orientation allowing for distribution of information to a greater number of new graduate students.

- **High Impact Practices**
  - **Seminar Courses**
    - Mandatory for new FTIC students — Students will be introduced to valuable support services as well as engagement opportunities on campus.
    - Mandatory for new Transfer students — will be mandatory for all new transfer students and will introduce students to valuable support services as well as engagement opportunities on campus.
    - Optional for new International students — will assist students with acclimation to the United States and transition to UT Dallas and provide a connection to resources and engagement opportunities.
  - **Peer Mentoring**
    - Transfer Student Peer Mentor Program — will cultivate a stronger connection to UT Dallas for incoming transfer students by providing concentrated support that addresses the specific needs and challenges of today’s transfer student.
    - International Student Peer Mentor Program — will expand the [iFriend](https://tinyurl.com/ycmfyeox) program to allow for more international student participation and encourage additional domestic students to become involved in the program.
    - Graduate Student Mentoring — will include the conception of a digital Unofficial Guide to Graduate School at UT Dallas and also a student-to-student orientation day to be held each semester lead by current graduate students.
    - Freshman Peer Mentor Program (already exists and will serve as a model for the Transfer Mentor Program)