



Fifth-Year Interim Report 2024
Southern Association of Colleges and Schools
Commission on Colleges

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THE FIFTH-YEAR INTERIM REPORT

Name of Institution: The University of Texas at Dallas

Address of the Institution:

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Richardson, TX 75080

Name, title, contact numbers of person(s) preparing the report:

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The Fifth-Year Interim Report is divided into five parts:

- **Part I: Signatures Attesting to Integrity (*applicable to all institutions*).** Requests that the chief executive officer and accreditation liaison attest to the accuracy of institutional assessment and documentation supporting that assessment.
- **Part II: Institutional Summary Form Prepared for Commission Reviews (*applicable to all institutions*).** Requests that the institution complete the “Institutional Summary Form Prepared for Commission Reviews.”

- **Part III: Fifth-Year Compliance Certification (*applicable to all institutions*)**. Monitors continued compliance with identified Core Requirements, Comprehensive Standards, and Federal Requirements.
- **Part IV: Follow Up Report (*applicable to select institutions and formerly called an “Additional Report”*)**. Addresses issues identified in an action letter following a recent review of the institution. If applicable, issues are identified in the institution’s action letter.
- **Part V: Impact Report of the Quality Enhancement Plan (*applicable to all institutions*)**. Demonstrates the extent to which the QEP has affected outcomes related to student learning and/or student success.

An institution may also be requested to host an off-campus committee charged to review new, but unvisited, off-campus sites initiated since the institution’s previous reaffirmation. An institution will be notified of this at the time it receives its notification letter from the SACSCOC President regarding the Fifth-Year Interim Report.

Part I: Signatures Attesting to Integrity
(Applicable to all institutions)

Directions: Please include Part I with Parts II, III, and V together. Part IV should be submitted separately.

By signing below, we attest that _The University of Texas at Dallas has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Standards of the *Principles of Accreditation*.

Date of Submission: ____February 29, 2024_____

Accreditation Liaison

Serenity Rose King, Ph.D.

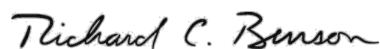
Signature



Chief Executive Officer

Richard C. Benson, Ph.D.

Signature





*Southern Association of Colleges and Schools
Commission on Colleges*

Part II: INSTITUTIONAL SUMMARY FORM PREPARED FOR SACSCOC REVIEWS

GENERAL INFORMATION

Name of Institution The University of Texas at Dallas

Name, Title, Phone number, and email address of Accreditation Liaison

Serenity Rose King, Ph.D.
Associate Vice President for Institutional Success and Decision Support
SACSCOC Liaison
Office of Institutional Success and Decision Support
(972) 882-6749 (office)
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Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification

Muhammad McIntee-Masud
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Office of Institutional Success and Decision Support
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IMPORTANT:

Accreditation Activity (*check one*):

- ☐ Submitted at the time of Reaffirmation Orientation
- ☐ Submitted with Compliance Certification for Reaffirmation
- ☐ Submitted with Materials for an On-Site Reaffirmation Review
- ☒ Submitted with Compliance Certification for Fifth-Year Interim Report

- ☐ Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
- ☐ Submitted with Merger/Consolidations/Acquisitions
- ☐ Submitted with Application for Level Change

Submission date of this completed document: February 29, 2024

EDUCATIONAL PROGRAMS

1. Level of offerings (Check all that apply)

- ☐ Diploma or certificate program(s) requiring less than one year beyond Grade 12
- ☐ Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
- ☐ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
- ☐ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
- ☒ Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
- ☒ Professional degree program(s)
- ☒ Master's degree program(s)
- ☐ Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
- ☒ Doctoral degree program(s)
- ☐ Other (Specify):

2. Types of Undergraduate Programs (Check all that apply)

- ☐ Occupational certificate or diploma program(s)
- ☐ Occupational degree program(s)
- ☐ Two-year programs designed for transfer to a baccalaureate institution
- ☒ Liberal Arts and General
- ☒ Teacher Preparatory
- ☐ Professional
- ☐ Other (Specify):

GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

- ☐ Private (*check one*)
 - ☐ Independent, not-for-profit

Name of corporation OR
Name of religious affiliation and control:

☐ Independent, for-profit *

If publicly traded, name of parent company:

☒ Public state * (*check one*)

☐ Not part of a state system, institution has own independent board

☒ Part of a state system, system board serves as governing board

☐ Part of a state system, system board is super governing board, local governing board has delegated authority

☐ Part of a state system, institution has own independent board

* *If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy “Reaffirmation of Accreditation and Subsequent Reports” for additional direction.*

TITLE IV PARTICIPATION

Check the appropriate box below for the institution*:

☒ Institution participates in title IV, Higher Education Act programs

☐ Institution does NOT participate in title IV, Higher Education Act programs

* *If an institution has changed or plans to change its title IV participation, it is required to notify SACSCOC. See SACSCOC policy, “Title IV Program Responsibilities,” for additional information and direction for responding to standards under the “Principles of Accreditation.”*

INSTITUTIONAL INFORMATION FOR REVIEWERS

Directions:

Please address the following and attach the information to this form.

1. History and Characteristics

Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

The University of Texas at Dallas (UT Dallas) has a unique heritage that owes its existence to Texas Instruments, Inc. founders Cecil Green, J. Erik Jonsson, and Eugene McDermott. In 1961, they also founded the

Graduate Research Center of the Southwest. In 1967, the center was renamed the Southwest Center for Advanced Studies (SCAS). In 1969, the founders transferred the assets of SCAS to the State of Texas. House Bill 303, passed by the 61st Legislature and signed by Governor Preston Smith, created The University of Texas at Dallas in June of 1969.

As a public university, UT Dallas plays a central role in the technological and cultural growth of the Dallas-Fort Worth North Texas region. The mission statement is: The University of Texas at Dallas provides the State of Texas and the nation with excellent, innovative education and research. The University is committed to graduating well-rounded members of the global community whose education has prepared them for rewarding lives and productive careers in a constantly changing world; to continually improving educational and research programs in the humanities, arts, sciences, engineering and management; and to assisting the commercialization of intellectual capital generated by students, staff and faculty.

UT Dallas primarily services the Dallas, Collin, Denton, Tarrant, Harris, and Fort Bend counties. By state law, UT Dallas only offered select graduate majors when it was first established in 1969. In September 1975, the first undergraduate class of juniors and seniors were admitted. In 1990, the Texas Legislature authorized the University to admit freshman and sophomore students. In 2005, the state lifted restrictions on university admission standards and degree program offerings. UT Dallas is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctorate degrees. UT Dallas also offers credentials such as academic certificates, which are actually stackable credentials, e.g., concentrations, embedded within the approved undergraduate and graduate degree programs.

The Texas Higher Education Coordinating Board (THECB) designated UT Dallas as a research urban university; the Carnegie Classification of Institutions of Higher Education included UT Dallas in the highest classification of research activity as a doctoral university in 2015.

To benchmark its performance, UT Dallas identifies both THECB's out-of-state peer universities and its own aspirant peer universities:

Arizona State University Tempe
 Carnegie Mellon University
 Georgia Institute of Technology (Georgia Tech)
 George Mason University
 Iowa State University
 Michigan State University
 Purdue University
 SUNY at Albany
 University of California Berkeley
 University of California Riverside
 University of California Santa Barbara
 University of Colorado Boulder
 University of Maryland College Park
 University of New Mexico
 University of Oklahoma Norman
 Virginia Tech

2. List of Degrees

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

The following list shows the number of degrees awarded for the previous academic year, 2022-2023.

	Fall 2022	Spring 2023
Bass School of Arts, Humanities and Technology		
Art History MA	1	3
Arts, Technology, and Emerging Media BA	120	169
Arts, Technology, and Emerging Media MA	0	4
Arts, Technology, and Emerging Media MFA	0	9
Arts, Technology, and Emerging Media PHD	2	4
History BA	16	15
History MA	2	2
History of Ideas MA	3	0
History of Ideas PHD	0	1
Humanities - Studies in Literature PHD ¹	0	3
Humanities MA	1	5
Humanities PHD	0	4
Humanities-Aesthetic Studies PHD ²	0	1
Humanities-History of Ideas PHD ³	1	1
Latin American Studies MA	1	1
Literature BA	19	18
Literature MA	5	9
Literature PHD	1	6
Philosophy BA	8	3
Visual and Performing Arts BA	16	22
Visual and Performing Arts MA	0	2
School of Behavioral and Brain Sciences		
Applied Cognition and Neuroscience MS	34	42
Audiology AUD	0	12
Child Learning and Development BS	15	28
Cognition and Neuroscience PHD	7	2
Cognitive Science BS	8	17
Communication Sciences and Disorders PHD ⁴	0	2
Communication Disorders MS ⁵	4	22
Human Development-Early Childhood Disorders MS	0	17
Neuroscience BS	87	137
Psychological Sciences MS ⁶	0	1
Psychological Sciences PHD ⁶	2	2
Psychology BS	98	181
Psychology MS	1	9
Psychology PHD	1	0
Speech, Language & Hearing Science BS	18	43
Speech-Language Pathology and Audiology BS ⁷	12	10
Speech-Language Pathology MS	20	44

School of Economic, Political and Policy Sciences

Applied Sociology MS	1	1
Criminology BA	33	33
Criminology MS	4	5
Criminology PHD	0	4
Cyber Security, Technology, & Pol. MS	3	15
Economics BA	7	7
Economics BS	17	19
Economics MS	6	5
Economics PHD	0	3
Geospatial Information Sciences BS	3	8
Geospatial Information Sciences MS	2	2
Geospatial Information Sciences PHD	0	3
International Political Economy BA	5	4
International Political Economy BS	4	6
International Political Economy MS	0	6
International Political Economy Marburg MS (dual degree)	1	2
Master of Public Affairs MPA	10	9
Master of Public Policy MPP	2	4
Political Science BA	17	37
Political Science MA	3	12
Political Science PHD	0	1
Public Affairs BS	1	8
Public Affairs PHD	1	1
Public Policy BS	3	3
Public Policy and Political Economy PHD	0	2
Social Data Analytics & Research MS	6	2
Sociology BA	4	9

Erik Jonsson School of Engineering and Computer Science

Biomedical Engineering BS	19	69
Biomedical Engineering MS	10	13
Biomedical Engineering PHD	2	5
Computer Engineering BS	30	54
Computer Engineering MS	7	44
Computer Engineering PHD	3	1
Computer Science BS	246	538
Computer Science MSCS	119	476
Computer Science PHD	2	6
Electrical Engineering BSEE	39	81
Electrical Engineering MSEE	23	48
Electrical Engineering PHD	22	13
Materials Science and Engineering MS	5	2

Materials Science and Engineering PHD	6	5
Mechanical Engineering BS	73	148
Mechanical Engineering MS	16	32
Mechanical Engineering PHD	8	4
Software Engineering BS	42	68
Software Engineering MS	12	12
Software Engineering - Executive MSNF	0	8
Systems Engineering and Management MS	12	22

School of Interdisciplinary Studies

American Studies BA	1	0
Education BA	1	3
Healthcare Studies BS	81	101
Interdisciplinary Studies BA	31	30
Interdisciplinary Studies BS	5	3
Interdisciplinary Studies MA	4	2

Naveen Jindal School of Management

Accounting BS	56	105
Accounting MS	42	106
Accounting MSNF	0	12
Business Administration BS	91	73
Business Analytics BS	0	1
Business Analytics MS	95	411
Business Analytics MSNF	25	64
Energy Management MS	4	9
Finance BS	103	146
Finance MS	43	80
Financial Technology & Analytics MSNF	18	1
Global Business BS	12	28
Healthcare Leadership & Management MS	12	13
Healthcare Management BS	42	55
Healthcare Leadership & Management -Executive MSNF	4	5
Human Resource Management BS	16	21
Information Technology and Management MS	133	387
Information Technology and Systems BS ⁸	137	135
Innovation & Entrepreneurship MS	3	5
International Management Studies MS	5	4
International Management Studies PHD	0	1
Leadership & Organizational Development MSNF	12	5
Management Science MS	17	36
Management Science PHD	3	12
Marketing BS	60	87
Marketing MS	17	40

Master of Business Administration - Executive MBA	0	20
Master of Business Administration MBA	83	104
Master of Business Administration Non-Funded MSNF	28	27
Supply Chain Management BS ⁹	19	31
Supply Chain Management MS	50	127
Systems Engineering and Management Executive MSNF	3	10

School of Natural Sciences and Mathematics

Actuarial Science BS	5	18
Actuarial Science MS	0	4
Biochemistry BS	16	52
Bioinformatics and Computational Biology MS	2	4
Biology BA	28	38
Biology BS	78	203
Biotechnology MS	2	9
Chemistry BA	0	6
Chemistry BS	4	19
Chemistry MS	2	3
Chemistry PHD	7	3
Data Science BS	16	37
Geosciences BS	7	5
Geosciences MS	4	2
Geosciences PHD	3	0
Mathematics BA	2	1
Mathematics BS	14	41
Mathematics MS	5	9
Mathematics PHD	4	1
Mathematics Education MAT	2	2
Molecular and Cell Biology MS	5	10
Molecular and Cell Biology PHD	3	5
Molecular Biology BS	2	20
Physics BS	6	23
Physics MS	5	8
Physics PHD	2	5
Science Education MAT	0	2
Statistics MS	6	8
Statistics PHD	1	3
TOTAL DEGREES	2,819	5,552

Academic Certificates

	Fall 2022	Spring 2023
Applied Machine Learning GR	21	79
Biomedical Sciences UG	0	13
Business Intelligence & Data Mining GR	3	4
Creative Writing GR	1	3

Cyber Defense GR	2	8
Cybersecurity Systems GR	5	14
Data Science UG, GR	1	5
Economic and Demographic Data GR	2	1
Enterprise Systems GR ¹⁰	5	11
Executive & Professional Coaching GR	27	0
FinTech GR	1	0
Healthcare Information Technology GR	4	3
Holocaust, Genocide and Human Rights Studies GR	0	3
Information Assurance GR ¹¹	1	3
International Bank & Monetary Systems GR	0	1
Literary Translation GR	0	1
Local Government Management GR	2	21
Lean Six Sigma Yellow Belt in Healthcare GR	3	4
Nanoscience and Nanotechnology UG	1	0
Nonprofit Management UG, GR	1	1
Organizational Consulting GR	2	7
Product Lifecycle Supply Chain Management GR	1	1
Program Evaluation GR	0	1
Project Management GR	2	11
Public Budgeting & Financial Management GR	1	0
Public Human Resources Management GR	1	1
Remote Sensing GR	0	1
Strategic Human Resources GR	2	3
Systems Management GR	1	0
Transformational Leadership GR	5	3
TOTAL ACADEMIC CERTIFICATES	95	203

1. Humanities – Studies in Literature MA was renamed Literature in 2018.
2. Humanities – Aesthetic Studies MA was renamed Visual and Performing Arts in 2018.
3. Humanities – History of Ideas MA was renamed History of Ideas in 2018.
4. Communication Science and Disorders PhD was renamed Speech, Language and Hearing Sciences in 2020.
5. Communication Disorders MS was renamed Speech-Language Pathology in 2020.
6. Psychological Sciences MS and PhD were renamed Psychology in 2020.
7. Speech-Language Pathology and Audiology BS was renamed Speech, Language and Hearing Sciences in 2020.
8. Information Technology and Systems BS renamed Computer Information Systems and Technology in 2023.
9. Supply Chain Management renamed Supply Chain Management and Analytics in 2023.
10. Enterprise Systems GR renamed Intelligent Enterprise Systems in 2023.
11. Information Assurance GR renamed Cyber Defense in 2022.

Note: UG indicates that the certificate is offered at the undergraduate level while GR denotes the graduate level.

Does the institution offer any credit, non-credit, or pathways English as a Second Language (ESL) programs? If yes, list the programs.

No, UT Dallas does not offer any credit, non-credit, or pathways English as a Second Language (ESL) programs.

3. Off-Campus Instructional Locations and Branch Campuses

List *all approved off-campus instructional locations* where 25% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission's definitions and the directions as specified below.

Table 1: Off-campus instructional sites—a site located geographically apart from the main campus at which the institution offers 50 % or more of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. **The list should include only those sites reported to and approved by SACSCOC.** Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

See next page / table.

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC approval letter	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Callier Center for Communication Disorders	1966 Inwood Road, Dallas TX 75235, USA	1973	1969	Audiology doctorate program; BS and PhD in Speech, Language, and Hearing Sciences; MS in Speech-Language Pathology	Yes
Collin Higher Education Center (CHEC)	3452 Spur 399, McKinney, TX 75069, USA	August 9, 2010	August 19, 2010	BS and MS in Accounting; BS and MBA in Business Administration; Graduate Certificate in Local Government Management	Yes
The City of Plano, Plano Municipal Center	1520 K. Avenue #300, Plano, TX 75074, USA	August 2, 2019	May 6, 2019	Graduate Certificate in Local Government Management	Yes
The City of Dallas, Dallas City Hall	1500 Marilla Street Rooms L1EN and L2EN, Dallas TX 75201, USA	January 11, 2024	January 16, 2024	Master of Public Affairs	Yes
University Pierre et Marie (UPMC) – Joint Degree	Institut des NanoSciences 4, place Jussieu, F-75230 Paris Cedex 05 France	July 1, 2013 and May 16, 2016	Summer 2013 and Spring 2016 Cotutelle agreements for individuals were required in Summer 2013 and Spring 2016 prior to the revisions to the SACSCOC substantive change policy that specifies Cotutelle agreements do not have to be submitted.	Cotutelle Agreement, PhD in Materials Science Engineering (MSEN)	UT Dallas periodically has an individual student pursuing a PhD in MSEN through a Cotutelle with UPMC; one current student exists.

Table 2: Off-campus instructional sites at which the institution offers **25-49%** of its credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment. **Note: institutions are required to notify SACSCOC in advance of initiating coursework at the site.** For each site, provide the information below.

Name of Site (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening)	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC letter accepting notification	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)

Table 3: Branch campus—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority. **The list should include only those branch campuses reported to and approved by SACSCOC.** Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

Name of Branch Campus	Physical Address (street, city, state, country) Do not include PO Boxes.	Date of SACSCOC approval letter	Date Implemented by the institution	Educational programs (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus	Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)

4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

UT Dallas was approved by SACSCOC to offer distance education programs on 12/05/2003.

2023-2024 list of online/hybrid degrees and certificates

Degree Programs	Modality	Delivery
Master of Science in Accounting and Analytics (former nomenclature MS in Accounting)	Online / hybrid	Synchronous and asynchronous
Master of Business Administration (MBA)	Online / hybrid	Synchronous and asynchronous
Global Leadership MBA (GLEMBA)	Online	Asynchronous
Master of Science in Business Analytics	Online/ hybrid	Synchronous and asynchronous
Master of Science in Finance	Hybrid	Synchronous and asynchronous

Master of Science in Healthcare Leadership and Management	Online / hybrid	Synchronous and asynchronous
Master of Science in Information Technology and Management	Online / hybrid	Synchronous and asynchronous
Master of Science in Innovation and Entrepreneurship	Hybrid	Synchronous and asynchronous
Master of Science in International Management Studies	Online / hybrid	Synchronous and asynchronous
Master of Science in Leadership and Organizational Development	Online	Asynchronous
Master of Science in Management Science	Online / hybrid	Synchronous and asynchronous
Master of Science in Marketing	Online / hybrid	Synchronous and asynchronous
Master of Science in Supply Chain Management	Online / hybrid	Synchronous and asynchronous
Academic Certificates	Modality	Delivery
Applied Machine Learning GR	Online / hybrid	Synchronous and asynchronous
Business Intelligence and Data Mining GR	Online / hybrid	Synchronous and asynchronous
Executive and Professional Coaching GR	Online	Asynchronous
Global Marketing GR	Online	Asynchronous
Healthcare Information Technology GR	Online / hybrid	Synchronous and asynchronous
Holocaust, Genocide and Human Rights UG Microcredential	Online	Asynchronous
Lean Six Sigma Yellow Belt in Healthcare Quality GR	Online / hybrid	Synchronous and asynchronous
Negotiation and Mediation GR	Online (not currently active)	Asynchronous
Organizational Consulting GR	Online	Asynchronous
Project Management GR	Online / hybrid	Synchronous and asynchronous
Strategic Human Resources	Online	Asynchronous
Transformational Leadership	Online	Asynchronous

5. Accreditation

- (1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

U.S. Department of Education Recognized Accreditor

American Speech-Language Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA, CAA): 2015- ; completed an on-site review in June 2023

Council for Higher Education Recognized Accreditors

- Accreditation Board of Engineering and Technology (ABET): 1989- ; completed an on-site review in October 2023
- Commission on Accreditation of Health Management Education (CAHME): secured accreditation in May 2023 with good standing until 2027
- Project Management Institute Global Accreditation Center (PMI/GAC): 2021-2022; current program review underway in spring 2024
- Network of Schools of Public Affairs and Administration (NASPAA): 2017-2024; completed an on-site review in February 2024
- The American Chemical Society: open ended
- The Association to Advance Collegiate Schools of Business (AACSB): last reviewed in 2021

- (2) If SACS Commission on Colleges is not your primary accreditor for access to USDE Title IV funding, identify which accrediting agency serves that purpose.

SACSCOC is UT Dallas' primary accreditor for access to USDE Title IV funding.

- (3) List any USDE-recognized agency (national and programmatic) that has terminated the institution's accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

The USDE-recognized agency has not terminated UT Dallas' accreditation nor has UT Dallas has voluntarily withdrawn from any USDE-recognized accrediting agency.

- (4) Describe any sanctions applied or negative actions taken by any USDE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDE-recognized agency to the institution.

There were no sanctions or negative actions taken by any USDE-recognized accrediting agency against UT Dallas the last two years.

6. Relationship to the U.S. Department of Education

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

There were no limitations, suspensions, or termination by the UDSE in regard to student financial aid or other financial aid reports the previous three years nor did UT Dallas reimburse any monies.

Document History

Adopted: September 2004

Revised: March 2011

Revised: January 2014

Revised: January 2018

Edited: February 2020

Edited: February 2022

Part III: The Fifth-Year Compliance Certification

Principle 5.4 - Qualified Administrative and Academic Officers

The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution. (Qualified administrative and academic officers)

Compliance Judgment

Compliance

Narrative

The University of Texas at Dallas (UT Dallas) employs and regularly evaluates administrative and academic officers. At UT Dallas, administrative officers are defined as members of the President's Cabinet, which is comprised of the president, the vice president for academic affairs and provost, and ten additional vice presidents as shown in the overall organization chart.^[1] The vice presidents' job duties are outlined on the president's cabinet webpage.^[2] In addition to the Cabinet, the President has an Executive Leadership Team (ELT) who serve as an advisory group to the Cabinet and participate in cabinet meetings. ELT members provide focused expertise in their areas, such as human resources, information security, information technology, auditing, compliance, legal affairs, and institutional success and decision support. For example, the ELT representative, Dr. Serenity Rose King, is the Associate Vice President for Institutional Success and Decision Support and also serves as the Southern Association of Colleges and Schools Commission of Colleges (SACSCOC) liaison (since 2015), the Texas Higher Education Coordinating Board (THECB) liaison (since 2007), and leads the Office of Institutional Success and Decision Support^[3]; Dr. King previously served for sixteen years in the Provost's Office and continues to advise the President's Cabinet in matters related to accreditation, data governance, institutional research, institutional effectiveness, and policies and regulations from SACSCOC, The University of Texas System (UT System), and the THECB. The ELT members report to a vice president, with the exception of the President's Executive Associate who reports directly to him.

Qualifications and Organizational Charts

Vice Presidents

Three members of the President's Cabinet have been hired into their current roles since UT Dallas' last reaffirmation:

Dr. Rafael Martín^[4]

Dr. Rafael Martín is the Vice President and Chief of Staff. He was appointed in summer 2019 and serves as deputy to the president and as a liaison with campus leadership. His responsibilities include developing policy recommendations, assisting in outreach to the University's community partners and supporters, and providing oversight of several university-wide administrative functions, including: human resources; legal affairs; information security; audit and consulting services; institutional compliance and Title IX initiatives; institutional success and decision support; and the UT Dallas University police as indicated in the organizational chart.^[5] Prior to this role, he served as interim vice president for research (January 2017-June 2018) and associate vice president for research (2007-2019). He joined UT Dallas in 2003 to manage the Office of Technology Transfer, becoming the Director of Research Administration in 2004. Martín completed his Ph.D. in Public Policy and Political Economy at UT Dallas. He received a Master of Environmental Management degree from Duke University and an M.B.A. from the University of North Carolina (UNC) at Chapel Hill. His B.A. is in Economics from UNC Chapel Hill.

Organizational charts for those who report to Dr. Martín are provided: (1) Office of Human Resources^[6]; (2) Office of Information Security^[7]; (3) Office of Institutional Compliance^[8]; (4) Office of Institutional Success and Decision Support^[9]; and (5) University Police.^[10]

The Chief Audit Executive, who leads the Office of Audit and Consulting Services (OACS), administratively reports functionally to the institutional audit committee, and administratively to the University President and its vice president and chief of staff^[11] and has an indirect reporting relationship to the UT System Chief Audit Executive to ensure an independent audit of UT Dallas' operations.

Dr. Joseph J. Pancrazio^[12]

Dr. Joseph J. Pancrazio is the Vice President for Research and Innovation. He is responsible for enhancing UT Dallas' research profile by anticipating new technology, potential collaboration partners and research opportunities for the University. As a result, in fall 2021, his title and office were renamed to reflect the "innovation" efforts put forth by Dr. Pancrazio and his staff,^[13] especially during the COVID-19 pandemic. The organizational chart reflects the various roles held by staff in research and innovation areas.^[14] Prior to this role, he served as an associate provost at UT Dallas. He also holds a faculty position as professor in the Department of Bioengineering in the Erik Jonsson School of

Engineering and Computer Science. He earned a B.S. in Electrical Engineering at University of Illinois Urbana-Champaign, and a M.S. and Ph.D. in Biomedical Engineering at the University of Virginia.

Dr. Yvette E. Pearson^[15]

Dr. Yvette E. Pearson is the Vice President for Campus Resources and Support. Dr. Pearson came from Rice University where she served as associate dean for accreditation, assessment, and strategic initiatives in the George R. Brown School of Engineering. When Dr. Pearson joined UT Dallas in 2021,^[16] she was hired as the Vice President of Diversity, Equity, and Inclusion.^[17] Dr. Pearson was tasked to promote the fulfillment of the UT Dallas commitment to embrace, enhance, and celebrate diversity at all levels of the University through the efforts of faculty, staff, students, and executive leadership.

The 2023 passage of Senate Bill 17^[18] during the 88th Texas Legislature resulted in the banning of diversity, equity, and inclusion offices in Texas. As a result, the UT System developed a working guide^[19] and FAQs^[20] to assist its institutions with compliance under Senate Bill 17; UT System also created a new policy, UTS 197 Compliance with State Law Regarding Diversity, Equity, and Inclusion in Institutions of Higher Education.^[21] As a result, on December 31, 2023, the Office of Diversity, Equity, and Inclusion was dissolved. Effective January 1, 2024, the Office of Campus Resources and Support became a new entity with its mission to enhance student community-building and supporting employees and employee resources.^[22] Dr. Pearson's title was updated to reflect these changes. The full scope of this newly created office is in development and will be completed by the end of academic year 2023-2024; a proposed high-level organizational chart for this new entity is provided.^[23]

The remaining Vice Presidents were in their roles during the last reaffirmation and were reviewed by the off-site and visiting committee members at that time. Those Vice Presidents include:

Dr. Inga H. Musselman^[24]

Dr. Inga H. Musselman is the Chief Academic Officer for the University, responsible for the formulation and implementation of educational policy. The vice president for academic affairs and provost oversees faculty hiring, evaluation, and promotion; budget priorities and budget allocations for the schools; and academic facilities. Dr. Musselman also serves as the University's primary contact with the UT System Office of Academic Affairs. A B.A. graduate in chemistry from Gettysburg College, Dr. Musselman earned her Ph.D. degree in analytical chemistry from the University of North Carolina at Chapel Hill, while performing doctoral research at the National Institute of Standards and Technology. Dr. Musselman conducted postdoctoral research in the Department of Materials Science and Engineering at North Carolina State University where she was also associated with the Precision Engineering Center. Dr. Musselman joined the UT Dallas faculty as assistant professor of Chemistry in 1992 and has

since been promoted to the rank of professor. She also served as acting provost while the former executive vice president and provost at that time served as President ad interim in 2015-2016. Dr. Musselman was appointed to her current position in December 2017.

The seven schools' deans report to the provost.^[25] She also oversees her office personnel^[26] and several additional direct reports.^[27] Organizational charts from direct reports are included: (1) Office of Admission and Enrollment^[28]; (2) Office of Educational Technology Services^[29]; (3) Office of Financial Aid^[30]; and (4) Office of the Registrar.^[31]

Terry Pankratz^[32]

Terry Pankratz is the Vice President for Budget and Finance and is responsible for all financial functions, including budget, finance, payroll, procurement, and expense reimbursement as shown in the organizational chart.^[33] Pankratz joined UT Dallas in 2012 and brought with him more than 20 years of experience in business and financial leadership at Texas A&M University, including an appointment as their chief financial officer, and two years at the University of North Texas System. Pankratz has an M.B.A. from Texas A&M-Commerce.

John Walls^[34]

John Walls is the Vice President for Communications. Walls provides strategic leadership to shape the character, direction, and principles of institutional communications at UT Dallas and organizes resources in the areas of communication and marketing, brand identity and positioning, internal and external communications, message content, media visibility/media relations, and crisis communication as displayed in the organizational chart.^[35] His time at UT Dallas began as associate vice president for communications (2010-2016) and later became interim vice president for communications (2016-2018) after which he was appointed as the permanent vice president. Walls came to UT Dallas in 2010 after serving as assistant vice president for public affairs at UT Southwestern Medical Center since 2006. Other positions include director of communications at Tenet Healthcare, manager for communications at TXU, and associate director for the Texas Tech University System, 1992-2000. Walls has a bachelor's degree in economics from The University of Texas at Austin and a master's degree in mass communications from Texas Tech University.

Dr. Kyle D. Edgington^[36]

Dr. Kyle D. Edgington is the Vice President for Development and Alumni Relations. He supports the University's fundraising efforts, working closely with deans and program directors as shown in the organizational chart.^[37] Dr. Edgington was appointed as UT Dallas' associate vice president for development in April 2015 after serving as a visiting clinical professor who taught organizational behavior, management of nonprofit organizations, and fundraising certificate courses in the Naveen Jindal School of Management. In

2011, Edgington secured the two largest alumni gifts in UT Dallas' history at that time, while serving as assistant dean of the Jindal School of Management. In his current role, Dr. Edgington continues to secure alumni gifts, including the most recent donation by the Harry W. Bass Jr. family (detailed below under Dr. Nils Roemer's section) since his appointment as the vice president in 2016. Before joining UT Dallas in 2008, Edgington worked at Texas Tech University, where he was initially a major gifts officer and later became the director of development for the College of Engineering. Edgington received a bachelor's degree in management information systems from Texas Tech, an M.B.A. from Wayland Baptist University, and a Ph.D. in public affairs from UT Dallas.

Dr. Calvin D. Jamison^[38]

Dr. Calvin D. Jamison serves as Vice President for Facilities and Economic Development. His title was revised from Vice President in Administration to his current title in July 2018 when the Office of Administration was dissolved and became the Office for Facilities and Economic Development. Some of the duties that were under the Office of Administration were reorganized and relocated under the Office of the Vice President and Chief of Staff who now oversees areas such as legal affairs and the University police. Dr. Jamison, who earned an Ed.D. from the Virginia Polytechnic Institute and State University and who served as the former city manager of Richmond, Virginia, joined UT Dallas in 2007 as the vice president for business affairs after serving as senior vice president and chief administrative officer at Hampton University. Dr. Jamison and his office oversee facilities, buildings, parking, transportation and real estate management.^[39]

Amanda Rockow^[40]

Amanda Rockow is the Vice President for Government and Community Relations. She is responsible for the coordination and oversight of the University's government and community relations, with an emphasis on state legislative affairs. Although Rockow continues the same duties, her title was recently revised to reflect her ongoing efforts to strengthen the relationships between Texas and Dallas legislators and as well as community Chambers of Commerce and other communities of vital interest to UT Dallas. Her office also expanded with an additional hire of a director to assist Rockow with the government and community relations, as shown in the organizational chart.^[41] Prior to joining UT Dallas in 2006 as vice president of public affairs, Rockow served for 10 years at the Greater Dallas Chamber of Commerce as the vice president of government relations. During that time, Rockow was responsible for lobbying regional business issues at the local, state, and federal levels, gaining insight and a network of contacts that are invaluable in her current position at UT Dallas. In 2012, Rockow received a M.A. in Political Science from UT Dallas.

Frank Feagans^[42]

Frank Feagans is the Vice President for Information Technology and is responsible for the overall leadership of the Office of Information Technology,^[43] and is committed to providing innovative, secure information technologies that support students, faculty, and staff and help achieve the University's goals and initiatives. Feagans joined UT Dallas in 2015 as the director of research computing shared services. In early 2016, he became the associate vice president of enterprise applications and research computing services. He earned a master's degree in computer science and a bachelor's degree in computer engineering from the University of Illinois Urbana-Champaign. Feagans also serves as a regular guest instructor at the University of Arizona's Eller College of Management, teaching business ethics.

Dr. Edmund "Gene" Fitch^[44]

Dr. Gene Fitch has served as the Vice President for Student Affairs since 2015; he oversees the division of student affairs,^[45] which supports the University's commitment in producing engaged graduates prepared for life, work and leadership through co-curricular and extracurricular programs, services and support related to all aspects of campus life. The student affairs unit offers multiple services and programs from enrollment to graduation that are designed to produce engaged graduates. Dr. Fitch, who has a doctorate of Higher Education Administration from the University of Arkansas, joined UT Dallas in 2010.

The evaluation process of the vice presidents is discussed in the evaluation section of this response.

Academic Leadership

Academic officers are defined as members of the Deans' Caucus, which is comprised of the vice president for academic affairs and provost, the deans of UT Dallas' seven schools, the dean of undergraduate education, the dean of graduate education, the dean of the Hobson Wildenthal Honors College, and the dean of the McDermott Library as indicated by the Office of the Academic Affairs and Provost's organizational chart for academic and administrative deans.^[25]

UT Dallas has seven schools led by an academic dean who reports to the Vice President for Academic Affairs and Provost. Current job descriptions as of 2023 are provided for the seven schools' deans: (1) Harry W. Bass Jr. School of Arts, Humanities, and Technology (BAHT)^[46]; (2) School of Behavioral and Brain Sciences (BBS)^[47]; (3) Erik Jonsson School of Engineering and Computer Science (ECS)^[48]; (4) School of Economic, Political and Policy Sciences (EPPS)^[49]; (5) School of Interdisciplinary Studies (IS)^[50]; (6) Naveen Jindal School of Management (JSOM)^[51]; and (7) School of Natural Sciences and Mathematics (NSM).^[52]

Further, each dean oversees the associate deans who provide overall support of each school's curricula among other duties. Their associate dean job descriptions are detailed in the following; (1) BAHT Associate Dean of Graduate Studies^[53] and Associate Dean of Undergraduate Studies^[54]; (2) BBS Associate Dean of Graduate Studies^[55] and Associate Dean of Undergraduate Education^[56]; (3) ECS Vice Dean and Associate Deans^[57]; (4) EPPS Associate Dean of Graduate Education^[58] and Associate Dean of Undergraduate Education^[59]; (5) IS Associate Dean of Undergraduate Education^[60]; (6) JSOM Vice Dean and Associate Deans^[61]; and (7) NSM Associate Dean of Graduate Studies^[62] and Associate Dean of Undergraduate Education.^[63]

A school leadership roster, sans the qualifications and curriculum vitae, is widely shared with the university campus, listing the academic dean, associate, and assistant deans for each of the seven schools. This particular roster specifies the qualifications and links for faculty's curriculum vita.^[64]

Academic Deans

Dr. Nils Roemer^[65]

Dr. Nils Roemer is the inaugural Dean of the Harry W. Bass, Jr. School of Arts, Humanities, and Technology^[66] and Distinguished University Chair in Arts, Humanities, and Technology. Dr. Roemer joined UT Dallas an associate professor in 2006. Dr. Roemer earned a M.A. in History from the University of Hamburg, and a M.Phil. in Jewish Studies and a Ph.D. in History from Columbia University. Dr. Roemer has been the Dean since August 22, 2022.^[67] Prior to his appointment, he served as Interim Dean of the School of Arts and Humanities (2019-2022).^[68] Dr. Roemer was also named as the Interim Dean of the School of Arts, Technology, and Emerging Communication (2021-2022).^[69] During 2021-2022, the provost and Dr. Roemer held conversations among the faculty in both schools. As a result, in June 2022, the University reorganized the Schools of Arts and Humanities and the Arts, Technology, and Emerging Communication into a single school, the School of Arts, Humanities, and Technology.^[70] It was also requested to name Dr. Roemer as the inaugural dean without conducting a national search.^[71] The University's SACSCOC liaison also prepared a substantive change form^[72] at that time regarding the reorganization of the schools. The University of Texas System and the Texas Higher Education Coordinating Board approved the University's requests^[73]^[74] along with Dr. Roemer's appointment. On May 9, 2023, it was announced that the School of Arts, Humanities, and Technology was renamed as the Harry W. Bass Jr. School of Arts, Humanities, and Technology due to a generous donation.^[75]

Dr. Margaret Owen^[76]

Dr. Margaret Owen serves as the Interim Dean of the School of Behavioral and Brain Sciences.^[77] Her appointment began on September 28, 2023. She also is the Robinson Family Professor of Psychology and has been in her role since 2010.

She earned a B.A. in Psychology from Oberlin College, a M.A. in Human Development and Family Life from the University of Kansas, and a Ph.D. in Psychology from the University of Michigan.

Dr. Stephanie G. Adams^[78]

Dr. Stephanie G. Adams serves as the Dean of the Erik Jonsson School of Engineering and Computer Science^[79] and professor of Systems Engineering. She began at UT Dallas in 2019.^[80] Previously, she was the dean of the Batten College of Engineering and Technology at Old Dominion University. Dr. Adams earned her B.S. in Mechanical Engineering from North Carolina A&T State University, a M.E. in Systems Engineering from the University of Virginia, and a Ph.D. in Interdisciplinary Engineering from Texas A&M University.

Dr. Jennifer Holmes^[81]

Dr. Jennifer Holmes is the Dean of the School of Economic, Political and Policy Sciences^[82] and the Lloyd V. Berkner Professor. She began at UT Dallas in 1998 as a visiting assistant professor. She began serving as dean in 2019. She earned her A.B. in Political Science from the University of Chicago and a Ph.D. in Political Science from the University of Minnesota.

Dr. Tonja Wissinger^[83]

Dr. Tonja Wissinger is the Interim Dean of the School of Interdisciplinary Studies.^[84] She has been in this role since August 2022^[85] when the former dean, Dr. George Fair, decided to return to faculty services then retired in December 2022 after serving twenty-eight years as the school's dean. Dr. Wissinger has served at UT Dallas since 1993, serving as the assistant dean from 2012 to 2016 prior to her role as associate dean from 2016 to 2022. She earned a B.A. in Sociology, a M.A. in Interdisciplinary Studies, and a Ph.D. in Humanities from UT Dallas.

Dr. Hasan Pirkul^[86]

Dr. Hasan Pirkul is the Dean of the Naveen Jindal School of Management^[87] and Caruth Chair of Management. Dr. Pirkul joined UT Dallas in 1996 as the dean. Previously, he was a full professor in the college of business at The Ohio State University. He has a B.S. in Industrial Engineering from Bogazici University and a M.S. in Management Science and Ph.D. and Computer Information Systems from the University of Rochester.

Dr. David Hyndman^[88]

Dr. David Hyndman joined UT Dallas in 2021 as the Dean of the School of Natural Sciences and Mathematics^{[89][90]} and Johnson Distinguished University Chair. Previously, he was a full professor and chair in the Department of Earth and Environmental Sciences at Michigan State University. He has a B.S. in

Hydrology and Water Resources from the University of Arizona, a M.S. in Applied Earth Sciences from Stanford University, and a Ph.D. in Geological and Environmental Sciences from Stanford University.

Administrative Deans

The following administrative deans also report to the Vice President for Academic Affairs and Provost.

Dr. Juan González^[91]

Dr. Juan González served as the Dean of Graduate Studies and Associate Provost when appointed in 2018 with the job description posted at that time.^[92] He is the first Francis S. Johnson Chair for Graduate Education at UT Dallas since his investiture in 2019. His role was expanded to include oversight of global education in 2022^[93] and his title was revised accordingly at that time to include the Vice Provost for Global Engagement in addition to Dean of Graduate Education. The organizational charts reflect the overall scope of his work in the Office of Graduate Education^[94] and International Center^[95] respectively. Dr. González joined UT Dallas in 1996 as an assistant professor in the Department of Molecular and Cell Biology. He earned his B.S. in Microbiology and Public Health from Michigan State University and a Ph.D. in Microbiology and Molecular Genetics from the University of California, Los Angeles.

Dr. Jessica C. Murphy ^[96]

Dr. Murphy is the Dean of Undergraduate Education, Associate Provost, and the Mary McDermott Cook Distinguished Chair of Undergraduate Education. She began these positions in 2017 and oversees the Office of Undergraduate Education^[97] as described in the job posting upon her hire.^[98] She joined UT Dallas in 2009 as an assistant professor of Literary Studies, and currently is an associate professor. Dr. Murphy earned a B.A. in Philosophy from Hunter College, and a M.A. and Ph.D. in English Literature from the University of California, Santa Barbara.

Dr. Donal C. Skinner^[99]

Dr. Donal C. Skinner joined UT Dallas in January 2023 as the Dean of the Hobson Wildenthal Honors College (HWHC)^{[100][101]}; he is also a professor in the School of Natural Sciences and Mathematics. The HWHC's organizational chart reflects the ongoing changes^[102] upon the hire of a new dean. Previously, he served as dean, Honors Tutorial College, Ohio University, Athens, Ohio (2019-2023) and as dean, The Honors College, University of Wyoming, Laramie, Wyoming (2017-2019). Dr. Skinner has a BS.C. in South Africa Zoology and Computer Science from Rhodes University and a Ph.D. in Biology (Neuroendocrinology) from the University of Cambridge, UK. Prior to Dr. Skinner's arrival, UT Dallas conducted a national search^[103] with a search committee who represented each school in addition to students and staff from the Honors College.

Dr. Ellen Safley^[104]

Dr. Ellen Safley serves as the Dean of Eugene McDermott and Callier Center Libraries since 2010^[105] and leads the staff to serve the UT Dallas community.^[106] She began at UT Dallas in 1983 and held the following previous positions: (1) head of reference and information services (1983-1994), (2) assistant director for reference services and collection management (1994-2000), (3) associate library director for public services and collections (2001-2005), and (4) senior associate director (2005-2010). Dr. Safley has a B.A. in Anthropology from the University of Colorado at Boulder, a M.A. in Anthropology from Pennsylvania State University, a M.L.S. from the University of Pittsburgh, and a Ph.D. in Political Economy from UT Dallas.

Evaluation

UT System's Regents' Rule 31101, Evaluation of Administrators,^[107] delegates the responsibility to the president or designated designees when evaluating the vice presidents and deans. The president's designee for the periodic review of academic administrators is the vice president for academic affairs and provost, Dr. Inga H. Musselman. Her office oversees the periodic review of academic administrators, reviews their evaluation reports, and in collaboration with various administrators, discusses and strategizes to turn evaluation results into meaningful actions.

In 2018, the vice president for academic affairs and provost delegated the administration of the periodic review of administrators' process^[108] to the associate provost for academic administrator and faculty reviews, Dr. Mehrdad Nourani. Since 2018, Dr. Nourani, along with an ad hoc committee with members selected from the Academic Senate and executive leadership worked to revise the University's policy on the Evaluation of Academic Administrators, UTDPP1047.^[109] Dr. Nourani presented ongoing revisions of the process to the schools and the Academic Senate, for example, on March 11, 2019^[110] and on March 17, 2023.^[111] Ongoing revisions included improving the internal evaluation process by receiving valuable feedback not only from faculty but also from staff members who work closely with these academic administrators. President Richard Benson also was responsive to staff concerns to protect their anonymity when they provided their feedback,^[112] resulting in an improved evaluation form for staff^[113] similar to the updated forms for faculty.^[114] Additional revisions are being considered by the Academic Senate in spring 2024.

In adherence to the University's policy, UTDPP1047 within the 1.1 section,^[109] "To simplify the schedule of the review of academic administrators and to provide substantial feedback, every academic administrator at U.T. Dallas will be formally reviewed three years after the initial administrative appointment and at least every six years thereafter. The review shall be comprehensive and include input from faculty, staff, and students, and where appropriate alumni, community leaders, and other sources identified in the charge to the committee

from the President or Provost.” With that preamble, periodic reviews of academic administrators were conducted from 2019 to the present by selecting the academic administrators who were scheduled for their reviews. As shown in this list,^[115] the periodic reviews are not limited to the deans only; instead, the periodic reviews are comprehensive and includes the vice deans, associate deans of undergraduate and graduate education within UT Dallas’ seven schools along with department heads and program heads in each school.

Each periodic review includes a summary outlining key steps as shown in the examples for spring 2019^[116] and spring 2023.^[117] During the evaluation process, faculty^{[118][119]} and staff^[120] receive email invitations; the emails assure the participants that their responses remain anonymous. Students are invited to participate in an open forum^[121] and can share their feedback with Dr. Nourani in private.^[122]

A sample of redacted periodic evaluations are included, listing the overall results received after the evaluation period ended with a report of generated comments by faculty and staff respectively for two associate deans,^{[123][124]} and a dean.^[125] The outcomes of the periodic review of academic administrators do not always result in the renewal of deans’ appointments as shown in the following examples.^{[126][127][128]} Similar outcomes, if warranted, would also take place for associate deans in undergraduate and graduate education within UT Dallas’ schools as well as department heads and program heads.

During the review process for UTDPP1047, members of Staff Council provided ongoing feedback that they wish to also be included in the evaluation of the vice presidents who are not affiliated with academic affairs and directly report to the University President. UT Dallas has agreed with Staff Council’s request that a similar comprehensive review process be developed for the vice presidents. Dr. Martín, the Vice President and Chief of Staff, will be the President’s designee to oversee the periodic review of administrative officers. The University has begun the development of a similar policy for the comprehensive review of vice presidents and expects this process to be in place in 2024-2025.

Currently, vice presidents are evaluated annually by President Benson in adherence to the University’s policy, UTDBP3091 Employee Performance Appraisal Policy^[129] and UT System Rule 30501, Employee Evaluations.^[130] All annual evaluations have taken place. The Excel spreadsheet indicates the annual evaluations conducted by President Benson for each of the vice presidents for the last five calendar years, i.e., 2020 for the calendar year of 2019.^[131]

Supporting Documents

- [1] [Chart: UT Dallas Overall Organizational Chart as of February 5, 2024](#)
PDF Document, 1 Page, 354.21 KB (chart1405)

- [2] [Office of the President: Cabinet and Executive Leadership Team](#)

PDF Document, 2 Pages, 9.10 MB (web2671)

- [3] [Memo from President Benson re Administrative Reorganization: Office of Institutional Risk and Safety Programs \(OIRSP\); Office of Institutional Success and Decision Support \(OISDS\) - October 14, 2022 \(Page 2\)](#)

PDF Document, 2 Pages, 115.14 KB (memo1514)

- [4] [2023 resume for Rafael O. Martin \(rxm034000\)](#)

PDF Document, 4 Pages, 149.04 KB (resume8277)

- [5] [Organizational Chart for Office of Vice President and Chief of Staff, February 2024](#)

PDF Document, 1 Page, 67.93 KB (chart1414)

- [6] [Office of Human Resources Organizational Chart, October 2023](#)

PDF Document, 1 Page, 168.91 KB (chart1370)

- [7] [Chart: Office of Information Security Organizational Chart 072023](#)

PDF Document, 1 Page, 219.19 KB (chart1314)

- [8] [Organizational Chart for Office of Institutional Compliance, February 2024](#)

PDF Document, 1 Page, 53.64 KB (chart1415)

- [9] [Office of Institutional Success and Decision Support \(OISDS\) Organizational Chart](#)

PDF Document, 1 Page, 623.93 KB (chart1409)

- [10] [Organizational chart for UT Dallas Police Department, September 2023](#)

PDF Document, 1 Page, 148.32 KB (chart1399)

- [11] [Audit and Consulting Services Organizational Chart, November 2023 \(Page 2\)](#)

PDF Document, 2 Pages, 474.54 KB (chart1368)

- [12] [2024 CV for Joseph Pancrazio \(jjp150430\)](#)

PDF Document, 20 Pages, 295.77 KB (cv48431)

- [13] [Research Office's New Name Reflects Its Innovating Role at UTD, October 15 2021](#)

PDF Document, 4 Pages, 1.88 MB (publication1736)

- [14] [Chart: Office of Research and Innovation Organizational Chart 2023](#)

PDF Document, 1 Page, 1.52 MB (chart1299)

- [15] 2024 CV for Yvette Pearson (yep210000)
PDF Document, 31 Pages, 523.81 KB (cv48358)

- [16] Email Announcement from President Benson on May 27, 2021 - UT Dallas Names New Vice President for Diversity, Equity, and Inclusion, Dr. Yvette Pearson (yep210000) with start date of August 23, 2021
PDF Document, 4 Pages, 279.72 KB (publication1571)

- [17] Position specification for Vice President of Diversity, Equity, and Inclusion, 2021
PDF Document, 6 Pages, 215.68 KB (job1429)

- [18] Texas Senate Bill 17 relating to diversity, equity, and inclusion initiatives at public institutions of higher education
PDF Document, 7 Pages, 119.45 KB (law1035)

- [19] University of Texas System (UT System) SB 17 Working Guidance, 9/15/23
PDF Document, 14 Pages, 233.31 KB (law1034)

- [20] University of Texas System (UT System) SB 17 Working Guidance Frequently Asked Questions, 9/15/23
PDF Document, 14 Pages, 667.18 KB (policy1303)

- [21] UT System Rule 197: Compliance with State Law Regarding Diversity, Equity, and Inclusion in Institutions of Higher Education - Effective Jan 1 2024
PDF Document, 5 Pages, 322.30 KB (rule1127)

- [22] Email Announcement from President Benson - SB17 Changes and Office of Campus Resources and Support, November 29, 2023
PDF Document, 2 Pages, 213.61 KB (memo1562)

- [23] Chart: Organizational Chart for Office of Campus Resources and Support, January 1, 2024
PDF Document, 1 Page, 109.97 KB (chart1398)

- [24] CV for Provost Inga Musselman (imusselm) 2023
PDF Document, 49 Pages, 501.46 KB (cv47925)

- [25] Organizational Chart - UT Dallas Academic and Administrative Deans under the Provost as of February 6, 2024
PDF Document, 1 Page, 369.03 KB (chart1408)

- [26] [Organizational Chart of the Vice President for Academic Affairs and Provost, Office Personnel as of January 15 2024](#)

PDF Document, 1 Page, 139.43 KB (chart1384)

- [27] [Chart: Office of Academic Affairs and Provost Organizational Chart with Schools, Academic Units and Centers, October 10, 2023](#)

PDF Document, 1 Page, 108.00 KB (chart1393)

- [28] [2023 Office of Admissions and Enrollment Organizational Chart](#)

PDF Document, 2 Pages, 120.89 KB (chart1345)

- [29] [Office of Education Technology Services Organizational Chart, November 13, 2023](#)

PDF Document, 1 Page, 102.97 KB (chart1361)

- [30] [Office of Financial Aid Organizational Chart February 7, 2024](#)

PDF Document, 1 Page, 68.13 KB (chart1410)

- [31] [Chart: Office of the Registrar Organizational Chart - January 8, 2024](#)

PDF Document, 1 Page, 343.39 KB (chart1397)

- [32] [Resume for Terry Pankratz \(tap130230\) 2024](#)

PDF Document, 3 Pages, 81.55 KB (resume8290)

- [33] [Office of Budget and Finance Organizational Chart September 2023](#)

PDF Document, 1 Page, 158.96 KB (chart1349)

- [34] [2023 Resume for John M. Walls \(jxw107320\) 1-page](#)

PDF Document, 1 Page, 161.00 KB (resume8279)

- [35] [Office of Communications and Marketing Organizational Chart October 2023](#)

PDF Document, 1 Page, 185.56 KB (chart1353)

- [36] [2023 curriculum vitae for Kyle D. Edgington \(kde081000\)](#)

PDF Document, 4 Pages, 170.44 KB (cv47934)

- [37] [Office of Development and Alumni Relations Organizational Chart, 13 November 2023](#)

PDF Document, 1 Page, 394.67 KB (chart1369)

- [38] [2023 Curriculum Vitae for Calvin D. Jamison \(cjamison\)](#)

PDF Document, 6 Pages, 89.80 KB (cv47942)

- [39] [Office of Facilities and Economic Development Organizational Chart, November 14, 2023](#)

PDF Document, 1 Page, 165.01 KB (chart1367)

- [40] [2023 curriculum vitae for Amanda Rockow \(aor061000\)](#)

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- [41] [Chart: Office of Government and Community Relations Organizational Chart 2023](#)

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- [42] [2023 curriculum vitae for Frank Feagans \(fxf151230\)](#)

PDF Document, 4 Pages, 158.62 KB (cv47923)

- [43] [Organizational Charts for Office of Information Technology, 2024](#)

PDF Document, 12 Pages, 225.11 KB (chart1411)

- [44] [2023 curriculum vitae for Edmund Gene Fitch \(eef101000\)](#)

PDF Document, 7 Pages, 234.84 KB (cv47931)

- [45] [Office of Student Affairs Organizational Chart, 10 November, 2023](#)

PDF Document, 32 Pages, 1.49 MB (chart1365)

- [46] [Dean Position Description for the Harry W. Bass Jr. School of Arts, Humanities, and Technology \(BAHT\) 2023](#)

PDF Document, 1 Page, 134.79 KB (job1438)

- [47] [Dean Position Description for the School of Behavioral and Brain Sciences \(BBS\) 2023](#)

PDF Document, 1 Page, 129.92 KB (job1437)

- [48] [Dean Position Description for the Erik Jonsson School of Engineering and Computer Science \(ECS\) 2023](#)

PDF Document, 1 Page, 132.06 KB (job1439)

- [49] [Dean Position Description for the School of Economic, Political and Policy Sciences \(EPPS\) 2023](#)

PDF Document, 1 Page, 129.85 KB (job1440)

- [50] [Dean Position Description for the School of Interdisciplinary Studies \(IS\) 2023](#)

PDF Document, 1 Page, 129.88 KB (job1441)

- [51] Dean Position Description for the Naveen Jindal School of Management (JSOM) 2023

PDF Document, 1 Page, 131.19 KB (job1442)

- [52] Dean Position Description for the School of Natural Sciences and Mathematics (N&SM) 2023

PDF Document, 1 Page, 131.71 KB (job1443)

- [53] Bass School of Arts Humanities and Technology Associate Dean of Graduate Studies Job Description (2023)

PDF Document, 1 Page, 74.30 KB (job1451)

- [54] 2023 Harry W. Bass Jr. School of Arts, Humanities, and Technology Associate Dean of Undergraduate Studies Job Description

PDF Document, 1 Page, 140.72 KB (job1461)

- [55] School of Behavioral and Brain Sciences Associate Dean of Graduate Studies Job Description (2023)

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- [56] 2023 School of Behavioral and Brain Sciences Associate Dean of Undergraduate Education Job Description

PDF Document, 2 Pages, 165.33 KB (job1460)

- [57] Erik Jonsson School of Engineering and Computer Science Vice Dean and Associate Dean Job Descriptions (2023)

PDF Document, 1 Page, 159.36 KB (job1448)

- [58] School of Economic, Political, and Public Sciences Associate Dean of Graduate Education Job Description (2023)

PDF Document, 1 Page, 48.11 KB (job1455)

- [59] School of Economic, Political, and Public Sciences Associate Dean of Undergraduate Education Job Description (2023)

PDF Document, 1 Page, 50.81 KB (job1462)

- [60] School of Interdisciplinary Studies Associate Dean of Undergraduate Education Job Description (2023)

PDF Document, 1 Page, 113.79 KB (job1458)

- [61] Jindal School of Management Vice Dean and Associate Dean Job Descriptions (20223)

PDF Document, 2 Pages, 103.57 KB (job1452)

- [62] School of Natural Sciences and Mathematics Associate Dean of Graduate Studies Job Description (2023)

PDF Document, 1 Page, 62.84 KB (job1449)

- [63] School of Natural Sciences and Mathematics Associate Dean of Undergraduate Education Job Description (2023)

PDF Document, 1 Page, 47.34 KB (job1456)

- [64] UT Dallas Academic School Leadership with Qualifications as of February 5, 2024

PDF Document, 8 Pages, 292.33 KB (report40720)

- [65] 2023 curriculum vitae for Nils H. Roemer (nhr061000)

PDF Document, 15 Pages, 337.71 KB (cv47921)

- [66] Bass School of Arts, Humanities, and Technology Organizational Chart November 2023

PDF Document, 2 Pages, 141.11 KB (chart1355)

- [67] 2022 Inaugural Dean Appointment for Nils Roemer (nhr061000) for School of Arts, Humanities, and Technology - effective August 22, 2022

PDF Document, 1 Page, 1.15 MB (correspondence2714)

- [68] Dennis Kratz, Resignation as Dean of AH and Appointment as Senior Associate Provost and Founding Director of Center for Study of Asian Cultures; Nils Roemer Appointment as Interim Dean School of AH

PDF Document, 1 Page, 1.07 MB (memo1219)

- [69] Provost Musselman Memo - March 4, 2021 - Anne Balsamo Resignation as Dean of School of ATEC and and Appointment as Professor in ATEC; Nils Roemer Appointment as Interim Dean School of ATEC

PDF Document, 1 Page, 466.73 KB (memo1410)

- [70] UT Dallas Memo Request for Administrative Reorganization of School of Arts and Humanities (A&H) and School of Arts, Technology, and Emerging Communication into School of Arts, Humanities, and Technology (AHT), The University of Texas System, School Merger Notification, June 10, 2022

PDF Document, 2 Pages, 84.70 KB (memo1485)

- [71] UT Dallas Memo Request to Appoint Inaugural Dean of School of Arts, Humanities, and Technology (AHT), under UT System 187 Exemption, The University of Texas System, with Dr. Nils Roemer

PDF Document, 20 Pages, 271.85 KB (memo1487)

- [72] Substantive Change Declaration Form for the School of Arts, Humanities, and Technology (AHT) as a Non-Substantive Change, signed by SACSCOC Liaison, Dr. Serenity Rose King, June 10, 2022

PDF Document, 1 Page, 217.88 KB (form1580)

- [73] UT System Approval Letter for the Administrative Reorganization of School of Arts and Humanities (A&H) and School of Arts, Technology, and Emerging Communication (ATEC) into School of Arts, Humanities, and Technology (AHT), June 10, 2022

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- [74] Texas Higher Education Coordinating Board Approval Letter for the Administrative Reorganization of School of Arts and Humanities (A&H) and School of Arts, Technology, and Emerging Communication (ATEC) into School of Arts, Humanities, and Technology (AHT), June 28, 2022

PDF Document, 4 Pages, 155.88 KB (letter117470)

- [75] President Benson Announcement of Bass Gift and Renaming of School to Harry W. Bass Jr. School of Arts, Humanities and Technology dated May 9 2023

PDF Document, 2 Pages, 189.19 KB (letter117912)

- [76] 2023 Curriculum Vitae for Margaret Tresch Owen (mowen)

PDF Document, 39 Pages, 551.86 KB (cv48096)

- [77] School of Behavior and Brain Sciences Organizational Chart - December 7, 2023

PDF Document, 1 Page, 86.31 KB (chart1377)

- [78] 2023 curriculum vitae for Stephanie G. Adams (sga190001)

PDF Document, 23 Pages, 436.76 KB (cv47932)

- [79] 2023 Erik Jonsson School of Engineering and Computer Science Organizational Chart

PDF Document, 5 Pages, 150.52 KB (chart1342)

- [80] Letter from Provost Musselman Announcing Appointment of Stephanie Adams (sga190001) as Dean of Jonsson School of Engineering and Computer Science - Effective August 1, 2019

PDF Document, 1 Page, 1.07 MB (letter109232)

- [81] August 2023 Curriculum Vitae for Jennifer S Holmes (jholmes)

PDF Document, 15 Pages, 277.16 KB (cv48121)

- [82] October 2023 Organizational Chart for the School of Economic, Political and Policy Sciences

PDF Document, 1 Page, 2.53 MB (chart1348)

[83] [2022-2023 Curriculum Vitae for Tonja Wissinger \(twissin\)](#)

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[84] [Chart: School of Interdisciplinary Studies Organizational Chart November 2023 - updated](#)

PDF Document, 2 Pages, 133.80 KB (chart1387)

[85] [George W. Fair, Resignation as Dean of IS and Appointment of Tonja Wissinger \(twissin\) as Interim Dean of Interdisciplinary Studies - effective August 22, 2022](#)

PDF Document, 1 Page, 1.15 MB (memo1495)

[86] [2022-2023 Curriculum Vitae for Hasan Pirkul \(hpirkul\)](#)

PDF Document, 23 Pages, 149.50 KB (cv47886)

[87] [Chart: Naveen Jindal School of Management Organizational Chart, December 2023](#)

PDF Document, 1 Page, 85.92 KB (chart1382)

[88] [2022-2023 Curriculum Vitae for David W. Hyndman \(dwh210000\)](#)

PDF Document, 16 Pages, 388.12 KB (cv48067)

[89] [Provost Letter to Campus Announcing the Appointment of David Hyndman \(dwh210000\) as Dean of the School of Natural Sciences and Mathematics Effective February 1, 2021](#)

PDF Document, 1 Page, 99.86 KB (letter111759)

[90] [Chart: Organizational Chart for School of Natural Sciences and Mathematics with Department Heads January 18, 2024](#)

PDF Document, 2 Pages, 97.38 KB (chart1394)

[91] [2022-2023 Curriculum Vitae for Juan E. Gonzalez \(jgonzal\)](#)

PDF Document, 30 Pages, 211.11 KB (cv48066)

[92] [Dean of Graduate Studies and Associate Provost Job Position, June 4, 2018](#)

PDF Document, 3 Pages, 414.25 KB (job1435)

[93] [New Program Aims To Give More Students a World of Opportunities, December 2 2022](#)

PDF Document, 3 Pages, 5.28 MB (publication1735)

[94] [Chart: Office of Graduate Education Organizational Chart November 2023](#)

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[95] [International Center Organizational Chart, October 2023](#)

PDF Document, 1 Page, 105.65 KB (chart1364)

[96] [2023 curriculum vitae for Jessica C. Murphy \(jxm092000\)](#)

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[97] [Chart: Office of Undergraduate Education Organizational Chart November 2023](#)

PDF Document, 1 Page, 193.58 KB (chart1388)

[98] [Dean of Undergraduate Education_Job Description April 21 2017](#)

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[99] [2023 curriculum vitae for Donal C. Skinner \(dcs220007\)](#)

PDF Document, 10 Pages, 354.75 KB (cv47926)

[100] [November 10, 2022 Announcement of Donal Skinner as Dean of the Hobson Wildenthal Honors College - effective January 17, 2023](#)

PDF Document, 2 Pages, 170.57 KB (email1548)

[101] [Newscenter - Hobson Wildenthal Honors College Welcomes New Dean January 18, 2023](#)

PDF Document, 4 Pages, 379.53 KB (publication1681)

[102] [Chart: Honors College Organizational Chart 11.29.23](#)

PDF Document, 1 Page, 382.94 KB (chart1373)

[103] [Position Description for the Dean of the Hobson Wildenthal Honors College, May 16, 2022](#)

PDF Document, 4 Pages, 2.23 MB (job1428)

[104] [2023 resume for Ellen Derey Safley \(safley\)](#)

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[105] [Dean of Libraries Job Description](#)

PDF Document, 2 Pages, 22.81 KB (job1463)

[106] [McDermott Library Organizational Chart, November 2023](#)

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[107] [Rule 31101: The University of Texas System Board of Regents Evaluation of Administrators](#)

PDF Document, 2 Pages, 209.40 KB (policy1306)

[108] [Planning Summary for Evaluation of Academic Administrators \(UTDPP1047\)](#)

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[110] [Presentation: Evaluation of Academic Administrators Guidelines for Deans PPT 2019-03-11 \(nourani\)](#)

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[111] [Presentation on Evaluation of Academic Administrators \(Policies, Procedures, and Guidelines\) on 03172023](#)

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[112] [President Memo to Revise UTDPP1047 - December 8, 2021](#)

PDF Document, 1 Page, 147.28 KB (memo1472)

[113] [Policy Form: UTDPP1047 - Evaluation of Academic Administrators Surveys - 03-25-22](#)

PDF Document, 4 Pages, 89.71 KB (policy1236)

[114] [Policy Form: UTDPP1047 - Faculty Evaluation of Academic Administrators Surveys - 03-25-2022](#)

PDF Document, 7 Pages, 92.02 KB (policy1235)

[115] [List of Scheduled Periodic Review of Academic Administrators from 2019 to 2023](#)

PDF Document, 2 Pages, 29.97 KB (accreditation1102)

[116] [Summary of Evaluation of Academic Administrators \(UTDPP1047\) in Spring 2019](#)

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[117] [Summary of evaluation of academic administrators \(UTDPP1047\) in Spring 2023](#)

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[118] [Sample email invitation to faculty to participate in academic administrator evaluations in accordance to UTDPP1047, May 23, 2022](#)

PDF Document, 1 Page, 128.34 KB (email1625)

[119] [Sample email invitation to faculty to participate in academic administrator evaluations in accordance to UTDPP1047, March 17, 2023](#)

PDF Document, 1 Page, 127.37 KB (email1626)

[120] Sample email invitation to staff to participate in academic administrator evaluations in accordance to UTDPP1047, May 17, 2023
PDF Document, 3 Pages, 217.22 KB (email1627)

[121] Sample email invitation to students to participate in academic administrator evaluations in accordance with UTDPP1047, Spring 2023
PDF Document, 1 Page, 137.26 KB (email1565)

[122] Sample email invitation to students to share their feedback after attending an open forum as part of academic administrator evaluations, March 29, 2023
PDF Document, 3 Pages, 632.47 KB (email1622)

[123] Redacted Evaluation of an Associate Dean with Comments by Faculty regarding UTD Academic Administrators in Accordance to UTDPP1047
PDF Document, 6 Pages, 217.51 KB (perfreview18764)

[124] Redacted Evaluation of an Associate Dean with Comments by Staff regarding UTD Academic Administrators in Accordance to UTDPP1047
PDF Document, 6 Pages, 185.18 KB (perfreview18806)

[125] Redacted Evaluation of a Dean with Comments by Faculty regarding UTD Academic Administrators in Accordance to UTDPP104
PDF Document, 14 Pages, 320.71 KB (perfreview18807)

[126] Memo from Provost Musselman to Speaker of Faculty Ravi Prakash regarding Periodic Review of Academic Administrators dated February 10, 2020
PDF Document, 1 Page, 1.05 MB (memo1586)

[127] Memo from Provost Inga Musselman to Speaker of Faculty Ravi Prakash regarding Periodic Review of Academic Administrators dated March 19, 2021
PDF Document, 1 Page, 158.02 KB (memo1570)

[128] Memo from Inga Musselman to Ravi Prakash and President Benson regarding Periodic Review of Academic Administrators Dated November 13, 2023
PDF Document, 1 Page, 868.87 KB (email1589)

[129] Employee Performance Appraisal Policy - UTDBP3091 as of January 2024
PDF Document, 2 Pages, 118.21 KB (policy1307)

[130] University of Texas System Rule 30501: Employee Evaluations
PDF Document, 2 Pages, 25.08 KB (rule1119)

[131] [List of Performance Reviews for UTD Vice Presidents, January 24, 2024](#)
PDF Document, 1 Page, 231.12 KB (spreadsheet1043)

Principle 6.1 - Full-Time Faculty

The institution employs a sufficient number of full-time faculty members to support the mission and goals of the institution. (Full-time faculty) [CR]

Compliance Judgment

Compliance

Narrative

The University of Texas at Dallas (UT Dallas) employs a sufficient number of full-time faculty members to support the mission and goals of the institution. Overall, in AY23, UT Dallas employed 906 full-time faculty (555 tenure/tenure-track faculty and 351 non-tenured track), and 545 part-time lecturers, staff, and teaching assistants.^[1] The numbers of full-time versus part-time faculty are also broken down by program and degree level, as later discussed in the narrative^[2] as well in Principle 6.2.b.

UT Dallas' Mission and Strategic Plan Goals

As a comprehensive research institution, UT Dallas expects faculty to be effective teachers, as well as high-caliber scholars, researchers as appropriate, and practitioners in the fields central to the University's mission, which states that the institution "provides the State of Texas and the nation with excellent, innovative education and research. The University is committed to graduating well-rounded members of the global community whose education has prepared them for rewarding lives and productive careers in a constantly changing world; to continually improving educational and research programs in the humanities, arts, sciences, engineering and management; and to assisting the commercialization of intellectual capital generated by students, staff, and faculty".^[3]

UT Dallas' strategic plan operationalizes the institution's mission through its 10 guiding principles:

1. "Attract Talent – Recruit the Highest Quality Students, Faculty, Staff, and Administrators
2. Enrich the Student Experience – Guarantee a Comprehensive Approach to Student Success
3. Engage Globally – Integrate Our Curriculum with the Modern World
4. Enrich the Arts – Increase Our Commitment to and Appreciation for the Arts
5. Advance Research – Create New Knowledge to Enhance the Human Experience

6. Become an Economic Engine for the Region – Collaborate in Service to Our Community and the World
7. Develop Financial and Administrative Systems that Sustain Excellence – Ensure Business and Organizational Systems Support and Enhance the Teaching and Research Missions
8. Create a Culture of Philanthropy – Expand the Number and Size of Gifts that Support the Teaching and Research Missions
9. Ensure a Sustainable, Rewarding Campus Environment – Make UT Dallas a Great Place to Study and Work
10. Foster Diversity, Equity, and Inclusion – Take Care of Our People” (this theme authored prior to recent state legislation prohibiting some related activities and will be changed in future updates)^[4]

It is intentional that the first theme includes recruitment of additional faculty. As discussed in more detail in responses to other Principles within this Interim Report, UT Dallas has had explosive student enrollment growth^[5] over the past decade with a near 60% overall increase; the employee numbers, for both faculty and staff, have not kept that same pace. As UT Dallas documented in its 2018 Reaffirmation response to this Principle (in its previous iteration’s numbering schema), this imbalance created higher than desired faculty-to-student ratios. The institution has been strategic about addressing improving the student-to-faculty ratios, which is currently 25:1, and some gains have been made.

Sufficient Number of Full-Time Faculty Members

UT Dallas is a comprehensive institution with a focus on teaching, research (Carnegie R1),^[6] and public service. Each facet of UT Dallas' mission is considered vital, and the various faculty roles are designed to strike a balance between supporting the ongoing pursuit of the institution's mission and fulfilling these diverse responsibilities without compromising any element. The University of Texas System (UT System) Board of Regents' *Rules and Regulations* Rule 31004 Rights and Responsibilities of Faculty Members defines the primary duties of faculty as teaching, research, administration, and service to the community.^[7]

Currently, UT Dallas offers 148 degree programs: 57 undergraduate baccalaureate programs, 59 master’s degree programs, 31 doctoral programs, and one professional program.^[8] Overall, UT Dallas’ full-time faculty percentages for the previous years are 64.6% (AY21), 63.1% (AY22), and 62.4% (AY23).^[1] The Office of Institutional Success and Decision Support (OISDS) also provides details on the semester credit hours (SCH) generated by full-time and part-time faculty, irrespective of whether faculty are tenure/tenure-track or nontenure-system (non-TT), demonstrating that over each of the past three years, full-time faculty have generated around 80% of semester credit hours.^[9] In addition to overall metrics of faculty adequacy for the institution, school/division-level SCH production demonstrates that UT Dallas has adequate full-

time faculty to provide direction and oversight of the program, curriculum, instruction, and instructional delivery. As discussed more in the response to Principle 6.2.b, only five programs have a majority of part-time faculty specific to the coursework within their school.

Peer Comparison

As detailed more in Principle 8.1, UT Dallas benchmarks itself against seven aspirational peers which offers valuable metrics, including UT Dallas' full-time faculty numbers. When analyzing faculty numbers, such as the student-to-faculty ratio and the percentage of faculty that are tenured or tenure-track, UT Dallas acknowledges it needs to improve. According to the 2020 Integrated Postsecondary Education Data Systems (IPEDS),^[10] UT Dallas' student-to-faculty ratio of 27:1 is above its aspirational peers shown in the first column within the Office of Institutional Success and Decision Support's (OISDS) IPEDS-developed chart.^[11] UT Dallas has prepared a provisional Common Data Set for 2023-2024 using fall 2023 data; the student-to-faculty ratio has improved to 25:1.^[12] Over the past three years, the average percentage of 63.4% of full-time faculty distribution^[1] is below the determined aspirational institutions, as shown in the second column within OISDS' IPEDS-developed chart.^[11]

Therefore, from this strategic plan theme of "Attract Talent",^[4] UT Dallas has specified quantitative targets calling for an increase in tenured/tenure-track faculty to 625 by AY25.^[13] To achieve this ambitious goal of an increase of 9% in tenured/tenure-track faculty from AY21 to AY25, the University president and the vice president for academic affairs and provost initiated an aggressive faculty-hiring initiative aiming to increase the number of tenured/tenure-track faculty to net 50 over the next three years.^[14] These positions will supplement the new faculty appointments intended to fill vacancies resulting from departing or retiring faculty members. The faculty hiring team within the Office of the Vice President for Academic Affairs and Provost kept track of the faculty hires since 2017-2018 by school,^[15] with 63 tenure-system faculty hires recorded in 2023-24 and 37 hires in 2022-23. Overall, UT Dallas is on track, with 555 tenure/tenured-track faculty in AY23.^[1] Nontenure-system faculty hires are also included by school.^[16]

Processes Used to Determine the Sufficiency of Full-Time Faculty

UT Dallas has multiple methods to ensure the sufficiency of its full-time faculty numbers. These approaches encompass enrollment tracking, the planning and budgeting cycle, program development assessment plans as discussed in the response to Principle 9.1, monitoring progress on the strategic plan's quantitative targets, and conducting external program reviews, also discussed in Principle 9.1.

UT Dallas places great emphasis on comprehensive enrollment tracking. The University monitors and reports projected enrollments to inform course scheduling and faculty needs. This tracking also allows campus stakeholders to

view data across semesters, schools, and units. The principal tool for enrollment tracking is a newly launched set of dashboards developed and maintained by the University's Office of Institutional Success and Decision Support^[17] in collaboration with the Office of Admissions and Enrollment. The dashboards collect enrollment data^{[18][19]} from student information sources and present historical and sub-category data, fulfilling the strategic theme of developing an administrative system to support the institution's teaching and research missions.^[20]

As mentioned previously, faculty play a vital role in all aspects of the UT Dallas mission, so the number of semester credit hours to measure teaching productivity by full- or part-time faculty status only partially addresses this Principle. Subsequent sections elaborate on the processes to determine the sufficiency of full-time faculty, teaching requirements/faculty workloads, teaching workloads established by schools, and faculty responsibilities, duties, and their significant contribution to advancing UT Dallas' mission.

Teaching Requirements / Faculty Workloads

The UT System Board of Regents' *Rules and Regulations* Regents' Rule 31006, Sec. 3.2, states that "The institution's workload policy shall set forth equitable and fair guidelines that permit each department chair (or head of a comparable academic unit), under the supervision of the dean, to best deploy departmental faculty to foster student success and advance the department's mission".^[21] Regents' Rule 31006 specifies the minimum teaching requirements for faculty.^[21] UT Dallas' UTDPP1077 General Standards and Procedures Faculty Promotion Reappointment and Tenure policy within the Procedures section, details that faculty who have at least nine months of academic service during any academic year are considered full-time.^[22] UT Dallas' UTDPP1060 Faculty Workload and Reporting Requirements policy^[23] elaborates on Regents' Rule 31006. To summarize, the minimum workload in UT Dallas' UTDPP1060 Faculty Workload and Reporting Requirements policy, each academic unit must establish criterion for its full-time, tenure-system faculty to teach: "1. a minimum undergraduate class size; 2. a minimum graduate class size; 3. a maximum buyout of organized courses and of SCH; and 4. principles that would justify an exception".^[24] By doing so, the academic unit can also adjust faculty workloads based on additional criteria, such as large class enrollments resulting in higher teaching productivity and higher semester credit hours (SCH) generated, significant service and administrative tasks, scholarly productivity and professional development.

Teaching equivalencies are not outlined in the current UTDPP1060 policy. Further, within the UTDPP1060 Faculty Workload and Reporting Requirements policy, the second bullet cites that each school "dean, in consultation with the provost, shall set teaching workload standards or goals for the School's nontenure-system faculty as a whole, including the number of classes they will teach and the SCH they will generate".^[25]

UT Dallas' seven schools are responsible for assigning academic workloads which "should be made with educational mission and financial implications in mind" in its UTDPP1060 Faculty Workload and Reporting Requirements policy.^[23] Further, these decisions are subject to approval by the vice president for academic affairs and provost. Each UT Dallas school has their own faculty workload policy and is reflective of the guidance of Regents' Rule 31006 and UTDPP1060. As outlined in UTDPP1060, "Each School and, in some cases departments/programs, shall establish, publish, and monitor specific academic unit workload requirements. ... A dean or department/program head may assign differential teaching loads in recognition of differing individual circumstances such as large class sizes, team-taught courses, research productivity, time bought out by external grants, significant administrative or service assignments, significant advising responsibilities, or other activities aligned with the institution's mission and/or critical to student success".^[23]

At the time of this report, the Harry W. Bass Jr. School of Arts, Humanities, and Technology (BAHT) is in the process of merging its two workload policies, the School of Arts and Humanities (A&H)^[26] and the School of Arts, Technology, and Emerging Communication (ATEC).^[27] As described in the response to Principle 5.4, during 2021-2022, the vice president for academic affairs and provost and the interim dean of both A&H and ATEC held conversations among the faculty in the schools regarding their merger. As a result, in June 2022, the University restructured both A&H and ATEC into a single school, the Harry W. Bass Jr. School of Arts, Humanities, and Technology (BAHT).^[28] The School of Behavioral and Brain Sciences' (BBS) version,^[29] including a watermark, was approved by its departments in 2021.^[30] The following schools' workload policies are also provided: Erik Jonsson School of Engineering and Computer Science (ECS)^[31]; School of Economic, Political and Policy Sciences (EPPS)^[32]; School of Interdisciplinary Studies (IS)^[33]; Naveen Jindal School of Management (JSOM)^[34]; and School of Natural Sciences and Mathematics (NSM).^[35]

Teaching Workloads Established by UT Dallas Schools

Each school establishes base teaching workloads for its tenure/tenure-track and non-tenured faculty. The BAHT's A&H's workload policy cites that "Full-time non-tenure-system faculty (NTT) will normally have an annual teaching load of eight three-semester credit hour courses" or 24 SCH annually.^[26]

A&H's workload policy does not define the number of courses that should be carried by full-time tenured faculty. On the other hand, ATEC's workload policy (also under BAHT) clearly defines specific workloads for three different faculty groups: (1) tenured/tenure-track with active research and creative production has a teaching load of four courses with 3 SCH for a total of 12 SCH per academic year; (2) tenured faculty with less activity will have a teaching load of eight courses up to 24 SCH annually; and (3) non-tenured faculty will have a teaching load of eight courses (3 SCH each) per academic year for a total of 24 SCH per year.^[27]

BBS cites that the teaching load for its nontenure-system faculty without clinical supervision is four courses each long semester, a 4 + 4 per academic year^[36] with additional details for its tenure/tenure-track faculty.

ECS provides additional details to differentiate its faculty groups: such as “first and second year tenure-track faculty are required to teach a minimum of one-3 credit hour course per academic year” while “tenured and tenure/track faculty with marginal research are expected to assume a larger teaching load;”; additionally, “the expected teaching workload for full-time non-tenure system faculty is nominally a 1-course reduction for professional development from the typical eight 3-credit hour course load per academic year with appropriate service involvement”.^[37] Nevertheless, “the expected teaching workload is nominally three 3-credit hour courses per academic year for research-active tenured/tenure track faculty.”^[37]

EPPS provides differential teaching loads based on “40% research, 40% teaching, and 20% service that results in a standard teaching load of two 3-semester credit hour courses per long semester”^[38]; similar to A&H and ATEC, its full-time nontenured-system faculty are expected to teach eight 3-SCH courses or 24 SCH annually.^[39]

IS’ workload requirement for its full-time nontenured-system faculty is also eight 3-SCH or 24 SCH per academic year^[40]; however, as detailed in the policy, the IS tenured faculty have tenure appointments in other schools, so the teaching load is four courses per academic year (2+2) divided between the two schools with which they are affiliated.^[33]

JSOM’s teaching workload is similar to EPPS’ differential teaching loads for its tenure/tenure-track faculty but with three 3-SCH course load per academic year or 9 SCH annually^[34]; further JSOM cites that “a typical non-tenure system faculty member is expected to spend 70% of their time on teaching, 15% on service and 15% for intellectual development activities. The standard workload for organized courses is eight 3-semester credit hour courses per academic year (Fall + Spring) for non-tenure system faculty that are maintaining their AACSB classification and have appropriate service involvement”.^[41]

NSM’ faculty workload is similar to ECS’ workload requirements for its different faculty groups,^[42] with the expected workload of three 3-SCH courses per academic year or 9 SCH annually.^[43]

Graduate Assistants

Individuals in roles such as teaching assistants, research assistants, graduate assistants, and teaching associates are required to be enrolled as full-time graduate students, taking a minimum of nine approved SCH each regular (long) semester. Additionally, they must maintain academic good standing throughout

each semester of their appointment.^[44] Graduate assistants who are enrolled in the doctoral program may serve as instructors of record under faculty supervision.

Faculty Overload

Per UT Dallas' UTDPP1097 Additional Pay for Employees of UT Dallas policy, additional pay to faculty members will be granted for courses taught in excess of their workload requirement.^[45] Enclosed is a spreadsheet including the course buyouts,^[46] i.e., "the maximum buyout of organized courses and of SCH"^[24] from 2019 through 2023, totaling 99 buyouts for this period. As noted on the spreadsheet, the course buyout is based on request date, not necessarily the fiscal year.^[46]

Further, UT Dallas faculty could also request special faculty assignments (SFA) to further their knowledge and/or research in their disciplines as shown for the last five years for each school, 2020-2021,^[47] 2021-2022,^[48] 2022-2023,^[49] and 2023-2024.^[50]

Faculty Workload Reporting Requirements

As mandated by Regents' Rule 31006 Faculty Workload and Reporting Requirements, Sec. 4.3,^[51] UT Dallas submits a faculty workload report annually to the UT System Board of Regents' for AY2022-23,^[52] AY2021-22,^[53] and AY2020-21.^[54]

Duties and Responsibilities of Faculty Members

The duties of faculty members are delineated in Rule 31004 Rights and Responsibilities of Faculty Members within the UT System Board of Regents' *Rules and Regulations*. These responsibilities encompass teaching, research, administration, and societal contributions.^[7]

The responsibilities are defined in Sec. 4:

- "Teaching. Teach in the classroom, laboratory, seminar, or clinical setting.
- Research. Study, investigate, discover, create, and develop professionally.
- Administration. Perform curricular tasks auxiliary to teaching and research, e.g., serving on faculty committees, attending to administrative and disciplinary tasks, fostering intellectual curiosity and integrity in the student body.
- Contribution to Society. Use their professional expertise to benefit society".^[7]

The delineation of these four faculty responsibilities is reinforced at the University level in its UTDPP1060 Faculty Workload and Reporting Requirement policy.^[23] While each School holds the responsibility for assigning academic workloads, such decisions require approval from the vice president for academic affairs and provost.

Role of Faculty in Supporting the University's Mission

Teaching/Instruction

UT Dallas depends on its full-time faculty to develop and update curricula, ensuring that students receive cohesive educational experiences. As part of this commitment, UT Dallas requires that all faculty members, including those in nontenure-system positions who deliver instruction, possess credentials consistent with institutional policy and SACSCOC's Faculty Credential Guidelines.^[55] UT Dallas offers both full-time and part-time faculty members pedagogical and instructional design assistance through the Center for Teaching and Learning.

Center for Teaching and Learning

The Center for Teaching and Learning (CTL) actively involves faculty in research-based practices aimed at enhancing instruction and fostering measurable advances in student learning and teaching excellence, whether in on-campus or online environments. The CTL staff play a crucial role in assisting faculty members in selecting and utilizing resources, technology, and tools that align with the teaching context. They also provide support in developing effective, problem- and inquiry-based, active learning experiences.^[56]

In addition, CTL extends its support to faculty in improving pedagogical research processes through workshops and seminars for full-time and part-time faculty; CTL offers certificate programs for UT Dallas teaching assistants/associates and post-doctoral associates to help them gain pedagogical experience.^[57]

To further support faculty, CTL offers teaching consultations, along with resources such as models for creating and revising courses, guidance in problem-solving related to teaching, and assistance in classroom management. Teaching resources are also available for faculty and graduate teaching assistants.^[58] The following document with extracted pages displays the various faculty resources made available from CTL's eLearning (the Learning Management System) portal restricted to UT Dallas login credentials; CTL continuously adds resources for UT Dallas faculty through the eLearning portal.^[59]

Research and Creative Activities

UT System Board of Regents' Rule 31004 Rights and Responsibilities of Faculty Members^[7] assigns faculty at UT System institutions one of the primary duties, research, to “study, investigate, discover, create, and develop professionally” as shown in 4.2. This includes publications, research grants, and other forms of intellectual property. UT Dallas actively encourages faculty to pursue external funding and contribute to high-quality academic scholarship. Research productivity is gauged by securing grant money, publications, and conference presentations.

The Office of Research and Innovation (whose offices and departments include the Office of Sponsored Projects among others) was previously named as the Office of Research until October 15, 2021,^[60] so some supporting documentation provided in this response will display various names for this office. According to the Office of Research and Innovation's data for fiscal year 2021 (FY21), UT Dallas submitted 1,288 proposals, resulting in over \$57 million in funding.^[61] For FY22, 1,294 proposals were submitted, resulting in over \$78 million in grant funding.^[62] FY23 saw the greatest increase in funding applications with a submission of 1,454 proposals that garnered over \$116 million in research funds.^[63] In FY20, FY21, and FY22, UT Dallas recorded over \$68.4 million, \$66.6 million, and \$66.0 million in research expenditures, respectively.^[64] Additionally, UT Dallas has earned notable faculty awards, such as Dr. Shengwang Du who received a \$2,000,000 National Science Foundation for his research on QuSec-TAQS: Nanodiamond Quantum Sensing for Dour-Dimensional Live-Cell Imaging.^[65] Dr. Mona Ghassemi received an award of \$881,731 from the United States Department of Energy for her research on High Power Density Cost Effective MC DC Aircraft Cable.^[66]

UT Dallas actively supports the UT System's emphasis on research and creative activity by providing various mechanisms to facilitate faculty's creative pursuits, including faculty leave, travel grants, research assistants, and faculty research awards. The Office of the Vice President for Research and Innovation also offers funding opportunities, proposal development, and award advising to UT Dallas faculty and staff engaging in research, scholarly, and creative endeavors.^[67]

Through this effort, UT Dallas seeks to grow external funding, which helps to provide opportunities for undergraduate and graduate students to participate in research and creative activities. The vice president for research and innovation oversees these efforts through departments within their office, namely Sponsored Programs, Research Integrity and Outreach, Core Facilities, Research Facilities, Technology Commercialization, and Research Information Systems.^[68]

Service

UT Dallas recognizes the unique role faculty members have within and beyond the institution. Faculty are expected to participate in service activities in order to support the University, students, and the wider professional communities.

Service obligations are commitments to scholarship, education, and to the University and external communities as indicated by the “University Citizenship” section within the University’s policy UTDPP1057 General Standards and Procedures Initial Appointments to the Ranks of Instructor Assistant Professor Associate Professor and Professor.^[69]

Administration

Both full-time and part-time faculty are called upon to serve the institution in administrative roles. Faculty members serve on graduate committees (masters and doctoral); departmental, school, and University committees; and assist with day-to-day departmental and school operations. The Academic Senate at UT Dallas is comprised of faculty members who “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”.^[70]

The Academic Senate is both the governing body and the voice of faculty members for the institution. Additional responsibilities of faculty members as outlined by Regents’ Rule 31004 Rights and Responsibilities of Faculty Members^[7] include “curricular tasks auxiliary to teaching and research...attending to administrative and disciplinary tasks, and fostering intellectual curiosity and integrity in the student body” as listed in Sec. 4.3.

Contribution to Society/Benefit to Others

UT Dallas faculty members are meeting the University’s requirement to serve and benefit others. Through national conferences, publications, presentations, webinars, seminars, and membership in professional or community groups, UT Dallas faculty members actively share their expertise and research, fulfilling their service responsibilities as noted in the “Service” category (bullet 3 within the Responsibilities and Procedures section) in the University’s policy UTDPP1060 Faculty Workload and Reporting Requirements.^[23]

Faculty Evaluation

The institution has an effective system to evaluate faculty. Tenured and tenure-track faculty are reviewed both annually and periodically. Both types of reviews consider a faculty member's performance in each of the areas of responsibility addressed in this narrative and is used to determine merit raises, inform decisions on workload appointment, recommendation of special honors, and performance improvement. Periodic review is used to determine promotion and tenure, as indicated by UTDPP1064 Procedures for Governing Periodic Performance Evaluation of Tenured Faculty.^[71] This policy is aligned with UT System's *Rules and Regulations* of the Board of Regents' Rule 31102, Sec. 3, Evaluation of Tenured Faculty.^[72] Nontenure-system faculty are evaluated annually according to procedures and standards defined by their college/school/department bylaws and must include workload responsibilities for their position. The evaluation is used for consideration of reappointment, merit raises, and promotion.^[73]

For graduate assistants, assessment of performance plays a pivotal role in the assistantship experience, necessitating continuous communication between the teaching assistant, research assistant, graduate assistant, or teaching associate and their respective faculty, research, or administrative supervisors. The school, or if delegated, the program, department, or administrative unit, holds the responsibility of establishing suitable procedures for formal evaluations. For teaching associates and assistants serving as instructors of record, these evaluations occur on a semesterly basis, while for assistants in other roles take place at least annually. These evaluations serve to help students recognize their strengths and weaknesses, become part of the graduate student's employment record, and offer a platform for assistants and associates to assess their work from their individual perspectives.^[74]

Full-Time Faculty Sufficiency by Program

UT Dallas documents its distribution of full-time and part-time faculty for each academic program offered at the institution.^[2] The institution documents data between the active and non-active levels for both full-time (tenure-track/tenured and nontenure-system) and part-time faculty. Moreover, this same document provides data for all three degree levels offered by UT Dallas, i.e., bachelors,^[2] masters,^[75] and doctoral.^[76] This information is described in greater detail in 6.2.b.

Conclusion

UT Dallas maintains a robust complement of full-time faculty, evident in both the overall count and percentage of full-time faculty members, as well as the number of full-time faculty responsible for a majority of semester credit hours taught across its seven schools. The University also acknowledges that the terms "sufficient," as required by this Principle, and "aspirational" are not synonymous; therefore, it acknowledges that to meet its goals of competing with

its external peers and providing students a worthy faculty-to-student ratio, the faculty hiring initiative must be successful. In addition, hiring the faculty is not enough; the University is also committed to retaining its faculty as well. UT Dallas was awarded a \$1 million National Science Foundation ADVANCE grant, spanning three years, that is playing a crucial role in enhancing endeavors to attract and retain more women tenure-system faculty members in STEM fields.^[77]

Efforts on faculty retention will help ensure that the University sustains its progress on increasing its faculty numbers. In addition, as discussed in Principle 8.1, the University's first-ever Strategic Enrollment Management planning process that gets underway in spring 2024 will help ensure faculty-to-student ratios calibrate to those more closely aligned with its peers.

Supporting Documents

- [1] [Faculty and Faculty Activity AY21 through AY23 2024-02-12](#)

PDF Document, 2 Pages, 48.35 KB (spreadsheet1047)

- [2] [Faculty and Faculty Activity AY21 through AY23 2024-01-24](#)

PDF Document, 3 Pages, 225.32 KB (spreadsheet1052)

- [3] [UT Dallas Strategic Plan Feb 13, 2024 \(Page 4\)](#)

PDF Document, 33 Pages, 6.32 MB (web2837)

- [4] [UT Dallas Strategic Plan Feb 13, 2024 \(Page 10\)](#)

PDF Document, 33 Pages, 6.32 MB (web2837)

- [5] [Fall 2023 Facilities and Economic Development Presentation to UT Dallas Academic Senate \(Page 2\)](#)

PDF Document, 27 Pages, 15.47 MB (presentation1085)

- [6] [Carnegie Classification of Institutions Elevates UT Dallas to Highest Research Category](#)

PDF Document, 1 Page, 257.04 KB (web1680)

- [7] [UT System Rule 31004: Rights and Responsibilities of Faculty Members](#)

PDF Document, 3 Pages, 26.89 KB (rule1122)

- [8] [UTD Authorized and Active Degree Programs, AY 2023-2024 - effective Spring 2024 term \(Page 3\)](#)

PDF Document, 3 Pages, 159.67 KB (report40667)

- [9] Semester Credit Hours Generated by Faculty Rank, Role, and Instructional Status, AY21-AY23

PDF Document, 1 Page, 27.05 KB (report40767)

- [10] National Center for Educational Statistics, College Navigator, The University of Texas at Dallas, as of February 12, 2024

PDF Document, 12 Pages, 548.22 KB (web2800)

- [11] Institution Peer Comparison for Student Faculty Ratios

PDF Document, 1 Page, 33.50 KB (table1099)

- [12] UT Dallas Common Data Set Provisional 2023-2024, February 16, 2024 (Page 30)

PDF Document, 36 Pages, 704.05 KB (report41070)

- [13] Comparison of Quantitative Targets Between the 2018 Original and 2021 Updated Strategic Plan for The University of Texas at Dallas

PDF Document, 1 Page, 67.59 KB (chart1413)

- [14] Memo from President Benson to the President's Cabinet Members, Executive Leadership Team, Deans, Academic Senate Speaker, and Staff Council President Regarding Faculty Expansion, October 14, 2022

PDF Document, 2 Pages, 114.39 KB (memo1515)

- [15] Provost Report: Faculty Hires from 2017-18 to 2023-24 dated November 6, 2023

PDF Document, 2 Pages, 36.49 KB (report40030)

- [16] Provost Report: Faculty Hires from 2017-18 to 2023-24 dated November 6, 2023 (Page 2)

PDF Document, 2 Pages, 36.49 KB (report40030)

- [17] Office of Institutional Success and Decision Support: Institutional Research, Analytics and Reporting Dashboards

PDF Document, 1 Page, 1.17 MB (web2835)

- [18] Office of Institutional Success and Decision Support: Power BI Dashboards as of February 12, 2024

PDF Document, 5 Pages, 736.05 KB (report40811)

- [19] Office of Institutional Success and Decision Support: Student Enrollment Trends Dashboard as of February 2024

PDF Document, 1 Page, 133.93 KB (report41019)

- [20] [UT Dallas Strategic Plan Feb 13, 2024 \(Page 23\)](#)
PDF Document, 33 Pages, 6.32 MB (web2837)
- [21] [UT System Rule 31006: Faculty Workload and Reporting Requirements](#)
PDF Document, 4 Pages, 29.86 KB (rule1121)
- [22] [UTDPP1077: General Standards and Procedures Faculty Promotion Reappointment and Tenure \(Page 3\)](#)
PDF Document, 20 Pages, 107.43 KB (reppnav1592)
- [23] [UTDPP1060: Faculty Workload and Reporting Requirements \(v1\)](#)
PDF Document, 4 Pages, 44.06 KB (policy1245)
- [24] [UTDPP1060: Faculty Workload and Reporting Requirements \(v1\) \(Page 2\)](#)
PDF Document, 4 Pages, 44.06 KB (policy1245)
- [25] [UTDPP1060: Faculty Workload and Reporting Requirements \(v1\) \(Page 3\)](#)
PDF Document, 4 Pages, 44.06 KB (policy1245)
- [26] [Faculty Workload Policy for the School of Arts and Humanities, August 14, 2019](#)
PDF Document, 8 Pages, 1.18 MB (policy1372)
- [27] [Faculty Workload Policy for the School of Arts, Technology and Emerging Communication, May 7, 2019](#)
PDF Document, 2 Pages, 69.89 KB (policy1373)
- [28] [Texas Higher Education Coordinating Board Approval Letter for the Administrative Reorganization of School of Arts and Humanities \(A&H\) and School of Arts, Technology, and Emerging Communication \(ATEC\) into School of Arts, Humanities, and Technology \(AHT\), June 28, 2022](#)
PDF Document, 4 Pages, 155.88 KB (letter117470)
- [29] [Faculty Workload Policy for the School of Behavioral and Brain Sciences, draft April 26 2020](#)
PDF Document, 7 Pages, 349.20 KB (policy1308)
- [30] [Email Confirmation of Approved BBS Workload Policy from Cotter/Owen- Feb 15, 2024](#)
PDF Document, 6 Pages, 209.15 KB (email1664)

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- [31] Erik Jonsson School of Engineering and Computer Science Faculty Workload Policy, April 5, 2021
PDF Document, 3 Pages, 154.81 KB (policy1314)
- [32] Faculty Workload Policy for the School of Economic, Political and Policy Sciences, December 6 2019 clean
PDF Document, 7 Pages, 104.20 KB (policy1371)
- [33] School of Interdisciplinary Studies Faculty Workload Policy - final April 23, 2019
PDF Document, 3 Pages, 65.47 KB (policy1383)
- [34] Jindal School of Management Faculty Workload Policy, August 2019, final
PDF Document, 2 Pages, 110.08 KB (policy1381)
- [35] School of Natural Sciences and Mathematics Faculty Workload Policy, final approved December 20, 2023
PDF Document, 4 Pages, 256.87 KB (policy1316)
- [36] Faculty Workload Policy for the School of Behavioral and Brain Sciences, draft April 26 2020 (Page 5)
PDF Document, 7 Pages, 349.20 KB (policy1308)
- [37] Erik Jonsson School of Engineering and Computer Science Faculty Workload Policy, April 5, 2021 (Page 2)
PDF Document, 3 Pages, 154.81 KB (policy1314)
- [38] Faculty Workload Policy for the School of Economic, Political and Policy Sciences, December 6 2019 clean (Page 4)
PDF Document, 7 Pages, 104.20 KB (policy1371)
- [39] Faculty Workload Policy for the School of Economic, Political and Policy Sciences, December 6 2019 clean (Page 6)
PDF Document, 7 Pages, 104.20 KB (policy1371)
- [40] School of Interdisciplinary Studies Faculty Workload Policy - final April 23, 2019 (Page 2)
PDF Document, 3 Pages, 65.47 KB (policy1383)
- [41] Jindal School of Management Faculty Workload Policy, August 2019, final (Page 2)
PDF Document, 2 Pages, 110.08 KB (policy1381)
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[42] School of Natural Sciences and Mathematics Faculty Workload Policy, final approved December 20, 2023 (Page 2)
PDF Document, 4 Pages, 256.87 KB (policy1316)

[43] School of Natural Sciences and Mathematics Faculty Workload Policy, final approved December 20, 2023 (Page 3)
PDF Document, 4 Pages, 256.87 KB (policy1316)

[44] UTDPP1075: University Policies Related to Graduate Assistants, Teaching Assistants, Teaching Associates, and Student Research Assistants
PDF Document, 8 Pages, 61.97 KB (policy1242)

[45] UTDPP1097 - Additional Pay for Employees of UT Dallas
PDF Document, 5 Pages, 51.46 KB (policy1384)

[46] 2019 to 2023 Faculty Course Buyouts from 06012019 to 10112023 (Redacted)
PDF Document, 2 Pages, 165.37 KB (spreadsheet1051)

[47] Special Faculty Assignments for 2020-2021 by School (01192024)
PDF Document, 1 Page, 94.88 KB (spreadsheet1042)

[48] Special Faculty Assignments for 2021-2022 by School (09122023)
PDF Document, 1 Page, 125.42 KB (spreadsheet1033)

[49] Special Faculty Assignments for 2022-2023 by School (10092023)
PDF Document, 1 Page, 102.29 KB (spreadsheet1035)

[50] Special Faculty Assignments for 2023-2024 by School (09182023)
PDF Document, 1 Page, 93.78 KB (spreadsheet1037)

[51] UT System Rule 31006: Faculty Workload and Reporting Requirements (Page 2)
PDF Document, 4 Pages, 29.86 KB (rule1121)

[52] UT Dallas Faculty Workload Report, fall 2022 to summer 2023 sent to UT System September 29, 2023
PDF Document, 40 Pages, 1.40 MB (report41068)

[53] UT Dallas Faculty Workload Report, fall 2021 to summer 2022 sent to UT System September 29, 2022
PDF Document, 39 Pages, 1.10 MB (report41067)

- [54] [UT Dallas Faculty Workload Report, fall 2020 to summer 2021 sent to UT System October 7, 2021](#)

PDF Document, 40 Pages, 1.29 MB (report41066)

- [55] [SACSCOC Faculty Credentials Policy](#)

PDF Document, 1 Page, 29.73 KB (policy1376)

- [56] [Center for Teaching and Learning, Mission and History](#)

PDF Document, 2 Pages, 3.81 MB (web2794)

- [57] [Center for Teaching and Learning: Teaching Certificates](#)

PDF Document, 2 Pages, 5.94 MB (web2763)

- [58] [Website for Center for Teaching and Learning \(CTL\) Teaching Resources](#)

PDF Document, 3 Pages, 1.19 MB (web2829)

- [59] [Website for Center for Teaching and Learning \(CTL\): extracted web pages from CTL](#)

PDF Document, 5 Pages, 431.83 KB (web2828)

- [60] [Research Office's New Name Reflects Its Innovating Role at UTD, October 15 2021](#)

PDF Document, 4 Pages, 1.88 MB (publication1736)

- [61] [UT Dallas Faculty Research Grant Awards report, FY 2021](#)

PDF Document, 5 Pages, 245.95 KB (report40745)

- [62] [UT Dallas Faculty Research Grant Awards report, FY 2022](#)

PDF Document, 5 Pages, 215.77 KB (report40746)

- [63] [UT Dallas Faculty Research Grant Awards report, FY 2023](#)

PDF Document, 5 Pages, 248.62 KB (report40747)

- [64] [Texas Higher Education Coordinating Board report: Restricted Research Expenditures for Public Texas Universities FY2018 to FY2022](#)

PDF Document, 1 Page, 287.60 KB (report40748)

- [65] [Dr. Shengwang Du receives two million dollar grant from NSF](#)

PDF Document, 2 Pages, 397.09 KB (web2767)

- [66] [Dr. Mona Ghassemi Awarded Over \\$800,000 from the United States Department of Energy](#)

PDF Document, 2 Pages, 479.80 KB (web2768)

[67] [UT Dallas Office of Research and Innovation - About \(Page 2\)](#)

PDF Document, 3 Pages, 277.17 KB (web2799)

[68] [Office of Research and Innovation: Departments](#)

PDF Document, 11 Pages, 133.18 KB (web2822)

[69] [Policy: General Standards and Procedures Initial Appointments to the Ranks of Instructor Assistant Professor Associate Professor and Professor - UTDPP1057 \(Page 2\)](#)

PDF Document, 5 Pages, 254.71 KB (policy1382)

[70] [UTDPP1088: Faculty Governance \(v6\) \(Page 4\)](#)

PDF Document, 12 Pages, 71.48 KB (policy1244)

[71] [UTDPP1064: Procedures Governing Periodic Performance Evaluation of Tenured Faculty \(v2\) \(Page 2\)](#)

PDF Document, 8 Pages, 65.67 KB (policy1256)

[72] [UT System Board of Regents Rule 31102: Evaluation of Tenured Faculty, amended August 24, 2023](#)

PDF Document, 8 Pages, 135.68 KB (rule1160)

[73] [UTDPP1061: Hiring and Evaluation of Nontenure-System Faculty \(v1\)](#)

PDF Document, 2 Pages, 34.22 KB (policy1246)

[74] [UTDPP1075: University Policies Related to Graduate Assistants, Teaching Assistants, Teaching Associates, and Student Research Assistants \(Page 7\)](#)

PDF Document, 8 Pages, 61.97 KB (policy1242)

[75] [Faculty and Faculty Activity AY21 through AY23 2024-01-24 \(Page 2\)](#)

PDF Document, 3 Pages, 225.32 KB (spreadsheet1052)

[76] [Faculty and Faculty Activity AY21 through AY23 2024-01-24 \(Page 3\)](#)

PDF Document, 3 Pages, 225.32 KB (spreadsheet1052)

[77] [UTD Aims To Advance Gender Equity in STEM Faculty with NSF Grant](#)

PDF Document, 4 Pages, 2.11 MB (web2762)

Principle 6.2.b - Program Faculty

*For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.
(Program faculty)*

Compliance Judgment

Compliance

Narrative

The University of Texas at Dallas (UT Dallas) employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. Overall, in AY23, UT Dallas employed 906 full-time faculty (555 tenure/tenure-track faculty and 351 non-tenured track), and 545 part-time lecturers, staff, and teaching assistants.^[1] The numbers of full-time versus part-time faculty are also broken down by program and degree level, as later discussed in this narrative.^[2]

Definitions

Educational Program

At UT Dallas, an educational program can be conceptualized as an academic credential that is a degree program (e.g., Bachelor of Science in Economics^[3] and Master of Science in Economics^[4] offered by the School of Economics, Political and Policy Sciences), a certificate program (e.g., the undergraduate certificate in Innovation and Entrepreneurship^[5] offered by the Naveen Jindal School of Management) or a micro-credential (e.g., the micro-credential in Holocaust, Genocide, and Human Rights^[6] offered by the Harry W. Bass Jr. School of Arts, Humanities, and Technology). Disciplinary programs are housed within each school. UT Dallas is committed to offering diverse routes for individuals to acquire credentials aligning with the demands of the present workforce. The achievements and capabilities of learners will be acknowledged through verifiable means such as transcripts as noted in UTDPP1095 Official Academic Transcript Notation^[7] and digital badges, as noted in UTDPP1120 Academic Credentials Policy.^[8] Although UT Dallas has begun very recently to offer stand-alone certificates and micro-credentials, to date, most coursework for academic certificates is coursework that are embedded within degree programs. Therefore, the numbers presented later in this response are counted at the degree program level, and future responses from the University for this Principle will include additional stand-alone (non-degree seeking) certificates and micro-credentials.

Faculty Workload

As outlined in UTDPP1060 Faculty Workload and Reporting Requirements, “Each School and, in some cases departments/programs, shall establish, publish, and monitor specific academic unit workload requirements. ... A dean or department/program head may assign differential teaching loads in recognition of differing individual circumstances such as large class sizes, team-taught courses, research productivity, time bought out by external grants, significant administrative or service assignments, significant advising responsibilities, or other activities aligned with the institution's mission and/or critical to student success”.^[9] UTDPP1060 (within the Specific Academic Unit Workload Requirements section)^[10] applies to both tenured/tenure-track faculty and nontenure-system faculty, irrespective whether they are full- or part-time faculty. UT Dallas adheres to the following procedures through the responsibilities of teaching, creative productivity, and professional achievement, and service for its full-time tenured/tenure-track faculty.

Full-Time Faculty

As addressed in Principle 6.1, UT Dallas has tenure/tenure-track and non-tenured faculty (nontenure-system faculty) who are considered full-time if they have at least nine months of academic service during any academic year according to the University’s policy UTDPP1077 General Standards and Procedures Faculty Promotion Reappointment and Tenure^[11] in conjunction with their teaching workloads in accordance with the University policy UTDPP1060 Faculty Workload and Reporting Requirements policy.^[9] UT Dallas’ seven schools are responsible for assigning academic workloads which “should be made with educational mission and financial implications in mind” in its UTDPP1060 Faculty Workload and Reporting Requirements policy.^[9] Further, each faculty member’s full-time status is based on their teaching workloads as established by their affiliation within one of the seven schools in UT Dallas as described in the response to Principle 6.1. Full-time faculty generally have a teaching workload of a minimum of three 3-semester credit hours (SCH) to four 3-SCH per academic year, ranging between a 9 to 12 SCH teaching load annually. While teaching is one of the primary duties, faculty do have additional responsibilities to engage in research, administration, and service. Therefore, faculty members’ teaching workloads would be adjusted appropriately if they engage in high research or creative productivity activities or if they have marginal research activities or if they are less actively engaged in administration. Further, their teaching loads would also be adjusted if they are assigned administrative tasks, such as serving as department heads/chairs or program heads.

Part-Time Faculty

While there is no definition for “part-time” faculty per se, part-time status is reflected in the teaching workload as established by each school’s faculty workload policy since each school sets the workload base for tenure/tenure-track

faculty and nontenure-system faculty. While there may be variances in the schools' faculty workload policies, the majority of those policies have used the standard for "Full-time non-tenure-system faculty (NTT) will normally have an annual teaching load of eight three-semester credit hour courses" or 24 SCH annually.^[12] Part-time instructors may include those who also hold professional appointments external to the University and may be hired to teach specific courses which fall within their academic discipline or industry experience. Another example of part-time faculty is graduate students who may be in the final stage of their doctoral program and who provide part-time instruction to earn their pedagogical experience and provide part-time assistance to full-time faculty members.

School-based Faculty Workload Policies

Each UT Dallas school has their own faculty workload policy and is reflective of the guidance of Regents' Rule 31006^[13] and UTDPP1060.^[9] At the time of this report, the Harry W. Bass Jr. School of Arts, Humanities, and Technology (BAHT) is in the process of merging its two workload policies, the School of Arts and Humanities (A&H)^[12] and the School of Arts, Technology, and Emerging Communication (ATEC).^[14] As described in the response to Principle 5.4, during 2021-2022, the vice president for academic affairs and provost and the interim dean of both A&H and ATEC held conversations among the faculty in the two schools regarding their merger. As a result, in June 2022, the University restructured both A&H and ATEC into a single school, the Harry W. Bass Jr. School of Arts, Humanities, and Technology (BAHT).^[15] The School of Behavioral and Brain Sciences' version,^[16] including the watermark, was approved by the departments in 2021.^[17] The following schools' workload policies are provided: Erik Jonsson School of Engineering and Computer Science^[18]; School of Economic, Political and Policy Sciences^[19]; School of Interdisciplinary Studies^[20]; Naveen Jindal School of Management^[21]; and School of Natural Sciences and Mathematics.^[22]

Non-Tenured Faculty System Primary Responsibility

Although there is no differentiation among tenure/tenure-track faculty and nontenure-system faculty as whether they are considered full- or part-time, however, UT Dallas' UTDPP1060 Faculty Workload and Reporting Requirements policy clearly defines that "the primary responsibility of full-time nontenure-system faculty is organized course instruction, service, and professional development unless otherwise specified in their appointment letters" as indicated in bullet one.^[23] They may be assigned significant service and administrative tasks (bullet three).

Responsibilities and Duties of Faculty Members

Each faculty member has four primary duties: teaching, research, administration, and contribution to society as cited in the UT System Board of Regents' Rule 31004 Rights and Responsibilities of Faculty Members.^[24]

Similarly, four faculty responsibilities are also described in UT Dallas' UTDPP1060 Faculty Workload and Reporting Requirement policy^[9] which include teaching, creative productivity and professional achievement, service, and professional development. The University's policy on Faculty Workload adheres to the UT System Board of Regents' Rule 31006 Faculty Workload and Reporting Requirements.^[13] This particular Regents' Rule 31006 emphasizes the importance of faculty in higher education institutions, stating, "Faculty play a fundamental role in advancing an institution of higher education and in fostering student success. The quality and value of a university education are in large part defined by the faculty. The curricula the faculty design, the programs they offer, the learning environment they create, the instructional methods they employ, the research they conduct, the creative works they produce, the service they provide, and their professional engagement with students inside and outside of the classroom, including advising, are important components of the educational experience. As such, institutions of higher education supported by public funds have the responsibility to fully utilize their faculty resources in ways that achieve the greatest possible educational benefit" in Sec. 2.^[13] Moreover, Regents' Rule 31004 Sec. 4.3 states faculty "perform curricular tasks auxiliary to teaching and research, e.g., serving on faculty committees, attending to administrative and disciplinary tasks..." as part of their administrative duties.^[24]

Program Faculty Engagement / Academic Governance Committees

Organizational charts are provided in the response for Principle 5.4 outlining the basic administrative structure for each school. Establishing curricular requirements within each academic program is the responsibility of all voting members assigned to it in accordance with each school's established bylaws. The school bylaws are described in detail within the response to Principle 6.2.c.

UT Dallas' policy, UTDPP1088 Faculty Governance,^[25] outlines the general expectations of shared governance among faculty members and the University's administration, specifically the Office of the President and the Office of the Vice President for Academic Affairs and Provost. One of the primary functions for the Academic Senate is to consider "all matters of educational policy" and "catalog changes".^[26] Further, in UTDPP1077 General Standards and Procedures Faculty Promotion Reappointment and Tenure, it is noted that as part of teaching effectiveness, faculty should have the "willingness and ability to undertake certain types of administrative activities that are directly related to curriculum development...."^[27]

Faculty members may be appointed to serve on a wide variety of Academic Senate committees, including serving on Academic Senate. The following committees include curricular responsibilities in their charges: (1) Council for Undergraduate Education UTDPP1008,^[28] (2) Council on Graduate Education

UTDPP1053,^[29] (3) Committee on Education Policy UTDPP1023,^[30] (4) Academic Program Review UTDPP1013,^[31] and (5) Committee on the Core Curriculum UTDPP1018.^[32]

Academic Program Oversight

UT Dallas approves of academic programs through a series of steps^[33] as outlined further in the response to Principle 9.1. The school and/or assigned program head has the responsibility to review the curricula of each program offered as outlined in the response to Principle 6.2.c, including proposing new programs if warranted based on workforce demands. Changes in degree length, degree/certificate name, and/or the Classification of Instructional (CIP) program code are submitted by an associate dean or a program head within that school to the vice president for academic affairs and provost, who delegates to key personnel in the Office of Institutional Success and Decision Support (OISDS) to review the initial requests. If approved, OISDS will route the requests to the Academic Governance committees.

Undergraduate program requests are discussed and voted on by the Council for Undergraduate Education, chaired by the dean of undergraduate education and comprised of the associate deans of undergraduate education in each school. Similarly, graduate program requests are discussed and voted on by the Council on Graduate Education (Graduate Council), chaired by the dean of graduate education and comprised of the associate deans of graduate education in each school. The Committee on Educational Policy, the Academic Council, and the Academic Senate review and vote on the proposals. Faculty are involved in each of these steps and have the primary responsibility for the curriculum development and oversight of the programs. Full-time faculty exercise the same level of oversight and supervision of off-site and online programs as they do for campus-based programs through committees and program coordination.

Full-Time Faculty Sufficiency by Program

UT Dallas documents its distribution of full-time and part-time faculty for each academic program offered at the institution.^[2] The institution documents data between the active and non-active levels for both full-time (tenure-track/tenured and nontenure-system) and part-time faculty. Moreover, this same document provides data for all three degree levels offered by UT Dallas, i.e., bachelors,^[2] masters,^[34] and doctoral.^[35]

As noted earlier, each school follows its own faculty workload policy, which includes job expectations for both full-time and part-time faculty members. The different workload standards work in tandem with their full-time and part-time statuses. UTDPP1062 General Standards Procedures for Review of Nontenure-System Faculty^[36] also provides a general understanding of the role of nontenure-system faculty at the institution. The Office of Institutional Success and Decision Support and the Office of the Vice President for Academic Affairs and Provost actively monitor the number of full-time and part-time faculty in

each School and academic program. For academic programs, UT Dallas defines each program as having a sufficient number of full-time faculty if the program has more full-time (51%) than part-time faculty. Further, distance education courses, whether delivered online or off-site, are taught primarily by full-time faculty.

The overwhelming majority of the University's 148 degree programs^[37] have more full-time faculty than part-time faculty.^[2] This is true regardless of modality or location. However, five degree programs at the institution do not have a majority of full-time faculty.^[38] One of these programs, the Bachelor of Arts in Visual and Performing Arts, is housed in BAHT, and the other four are in the School of Interdisciplinary Studies, which offers a total of seven degree programs.^[39] The dean of the School of Interdisciplinary Studies retired in 2022 (as described in Principle 5.4), and at the time of this report, the vice president for academic affairs and provost is working with campus stakeholders to determine the future of the School of Interdisciplinary Studies (stay as a stand-alone school, merge with another, or become a home for an expanded portfolio). Although the table of the five degree programs shows no full-time faculty are in the undergraduate programs in Interdisciplinary Studies in AY23, the interim dean is the current and former program head, but her teaching has been reduced as she serves in that administrative capacity.^[40] As discussed in Principle 6.1, tenured faculty in IS have appointments in other schools, so the counts here reflect their status in the program, but their status as faculty is full-time.

In both schools, the part-time faculty in these programs bring specific expertise that appropriately support the programs. The Interdisciplinary Studies part-time faculty include educators and former secondary school administrators who serve an essential function in both the Education majors and in concentrations within the Interdisciplinary Studies programs. The Interdisciplinary Studies faculty also includes experts within the healthcare studies field and a program head.^[41] The Interdisciplinary Studies degree program, both the B.A. and B.S., include substantial coursework from other schools which is taught by their full-time faculty as shown in the catalog pages with the following language for the B.A. program:

- "Major Related Courses: 42 semester credit hours consisting of:
- Two Foundations: 12 semester credit hours each (24 semester credit hours)
- The two foundations are drawn from School of Arts and Humanities, School of Arts, Technology, and Emerging Communication, School of Behavioral and Brain Sciences, Erik Jonsson School of Engineering and Computer Science, School of Economic, Political and Policy Sciences, School of Interdisciplinary Studies, Naveen Jindal School of Management, and School of Natural Sciences and Mathematics.
- One Concentration: 18 semester credit hours

- Each student devises, in consultation with his/her advisor, the topic for the Concentration and selects 18 semester credit hours of coursework related to the topic, drawn from at least three academic disciplines.
- Appropriate IS coursework may be selected".^[42]

Similar catalog language is also listed in the B.S. in Interdisciplinary Studies degree program with additional information advising students to take three science courses and a statistics course.^[43]

The IS dean who retired was the program head for the graduate program in Interdisciplinary Studies and taught in the program. A full-time faculty member replaced the dean as the program head.^[41] The M.A. in Interdisciplinary Studies currently has four degree-seeking students, down from seven in 2019; even so, the number of faculty in this program is appropriate given its intentional small number of students. Further, a full-time program head for four students is appropriate while the provost decides on the future of the School of Interdisciplinary Studies as mentioned earlier in this response.

In BAHT's Visual and Performing Arts undergraduate program, local credentialed photographers, musicians, and dancers supplement the full-time faculty to bring an enriching applied practice to the program's coursework. The Visual and Performing Arts program still has more than twenty full-time faculty who provide curricular oversight and review, and thus this program has a sufficient number of full-time faculty.

Conclusion

UT Dallas provides definitions, faculty responsibilities, workload policies, data, and rationales as evidence that it has a sufficient number of full-time faculty in each program to ensure curriculum and program quality, integrity, and review.

Supporting Documents

[1] [Faculty and Faculty Activity AY21 through AY23 2024-02-12](#)

PDF Document, 2 Pages, 48.35 KB (spreadsheet1047)

[2] [Faculty and Faculty Activity AY21 through AY23 2024-01-24](#)

PDF Document, 3 Pages, 225.32 KB (spreadsheet1052)

[3] [UT Dallas Undergraduate Catalog, 2023-2024 \(Page 321\)](#)

PDF Document, 962 Pages, 11.02 MB (catalog1234)

[4] [UT Dallas Graduate Catalog, 2023-2024 \(Page 233\)](#)

PDF Document, 794 Pages, 9.30 MB (catalog1233)

[5] [UT Dallas Undergraduate Catalog, 2023-2024 \(Page 664\)](#)

PDF Document, 962 Pages, 11.02 MB (catalog1234)

[6] [UT Dallas Undergraduate Catalog, 2023-2024 \(Page 253\)](#)

PDF Document, 962 Pages, 11.02 MB (catalog1234)

[7] [Official Academic Transcript Notation - UTDPP1095, revised February 28, 2023](#)

PDF Document, 1 Page, 32.80 KB (policy1386)

[8] [UTDPP1120 Academic Credentials Policy](#)

PDF Document, 5 Pages, 50.51 KB (policy1345)

[9] [UTDPP1060: Faculty Workload and Reporting Requirements \(v1\)](#)

PDF Document, 4 Pages, 44.06 KB (policy1245)

[10] [UTDPP1060: Faculty Workload and Reporting Requirements \(v1\) \(Page 2\)](#)

PDF Document, 4 Pages, 44.06 KB (policy1245)

[11] [UTDPP1077: General Standards and Procedures Faculty Promotion Reappointment and Tenure \(Page 3\)](#)

PDF Document, 20 Pages, 107.43 KB (repnave1592)

[12] [Faculty Workload Policy for the School of Arts and Humanities, August 14, 2019](#)

PDF Document, 8 Pages, 1.18 MB (policy1372)

[13] [UT System Rule 31006: Faculty Workload and Reporting Requirements](#)

PDF Document, 4 Pages, 29.86 KB (rule1121)

[14] [Faculty Workload Policy for the School of Arts, Technology and Emerging Communication, May 7, 2019](#)

PDF Document, 2 Pages, 69.89 KB (policy1373)

[15] [Texas Higher Education Coordinating Board Approval Letter for the Administrative Reorganization of School of Arts and Humanities \(A&H\) and School of Arts, Technology, and Emerging Communication \(ATEC\) into School of Arts, Humanities, and Technology \(AHT\), June 28, 2022](#)

PDF Document, 4 Pages, 155.88 KB (letter117470)

[16] [Faculty Workload Policy for the School of Behavioral and Brain Sciences, draft April 26 2020](#)

PDF Document, 7 Pages, 349.20 KB (policy1308)

- [17] [Email Confirmation of Approved BBS Workload Policy from Cotter/Owen- Feb 15, 2024](#)

PDF Document, 6 Pages, 209.15 KB (email1664)

- [18] [Erik Jonsson School of Engineering and Computer Science Faculty Workload Policy, April 5, 2021](#)

PDF Document, 3 Pages, 154.81 KB (policy1314)

- [19] [Faculty Workload Policy for the School of Economic, Political and Policy Sciences, December 6 2019 clean](#)

PDF Document, 7 Pages, 104.20 KB (policy1371)

- [20] [School of Interdisciplinary Studies Faculty Workload Policy - final April 23, 2019](#)

PDF Document, 3 Pages, 65.47 KB (policy1383)

- [21] [Jindal School of Management Faculty Workload Policy, August 2019, final](#)

PDF Document, 2 Pages, 110.08 KB (policy1381)

- [22] [School of Natural Sciences and Mathematics Faculty Workload Policy, final approved December 20, 2023](#)

PDF Document, 4 Pages, 256.87 KB (policy1316)

- [23] [UTDPP1060: Faculty Workload and Reporting Requirements \(v1\) \(Page 3\)](#)

PDF Document, 4 Pages, 44.06 KB (policy1245)

- [24] [UT System Rule 31004: Rights and Responsibilities of Faculty Members](#)

PDF Document, 3 Pages, 26.89 KB (rule1122)

- [25] [UTDPP1088: Faculty Governance \(v6\)](#)

PDF Document, 12 Pages, 71.48 KB (policy1244)

- [26] [UTDPP1088: Faculty Governance \(v6\) \(Page 4\)](#)

PDF Document, 12 Pages, 71.48 KB (policy1244)

- [27] [UTDPP1077 General Standards and Procedures Faculty Promotion Reappointment and Tenure, 2016 \(Page 2\)](#)

PDF Document, 20 Pages, 107.43 KB (reppnav1579)

- [28] [UTDPP1008: Council for Undergraduate Education](#)

PDF Document, 2 Pages, 35.01 KB (policy1251)

- [29] [UTDPP1053: Council on Graduate Education](#)
PDF Document, 2 Pages, 35.30 KB (policy1250)
- [30] [UTDPP1023: Committee on Educational Policy](#)
PDF Document, 2 Pages, 35.84 KB (policy1252)
- [31] [UTDPP1013: Academic Program Review \(v4\)](#)
PDF Document, 4 Pages, 46.58 KB (policy1253)
- [32] [Committee on the Core Curriculum - UTDPP1018 revised April 28, 2016](#)
PDF Document, 2 Pages, 35.26 KB (rule1132)
- [33] [Academic Program Proposals Revised Flowchart December 2023](#)
PDF Document, 1 Page, 215.20 KB (chart1381)
- [34] [Faculty and Faculty Activity AY21 through AY23 2024-01-24 \(Page 2\)](#)
PDF Document, 3 Pages, 225.32 KB (spreadsheet1052)
- [35] [Faculty and Faculty Activity AY21 through AY23 2024-01-24 \(Page 3\)](#)
PDF Document, 3 Pages, 225.32 KB (spreadsheet1052)
- [36] [UTDPP1062: General Standards and Procedures for Review of Nontenure-System Faculty \(v2\)](#)
PDF Document, 5 Pages, 51.93 KB (policy1248)
- [37] [UTD Authorized and Active Degree Programs, AY 2023-2024 - effective Spring 2024 term \(Page 3\)](#)
PDF Document, 3 Pages, 159.67 KB (report40667)
- [38] [Full time versus Part time Faculty Workload in Select Programs, AY2021 to AY2023 updated](#)
PDF Document, 1 Page, 18.78 KB (table1104)
- [39] [UTD Authorized and Active Degree Programs, AY 2023-2024 - effective Spring 2024 term \(Page 2\)](#)
PDF Document, 3 Pages, 159.67 KB (report40667)
- [40] [AY2023-2024 Program Coordinators, Spring 2024 \(Page 17\)](#)
PDF Document, 29 Pages, 558.65 KB (roster1039)
- [41] [AY2023-2024 Program Coordinators, Spring 2024 \(Page 16\)](#)
PDF Document, 29 Pages, 558.65 KB (roster1039)

[42] [UT Dallas Undergraduate Catalog 2023-2024 \(Page 509\)](#)

PDF Document, 962 Pages, 11.02 MB (catalog1237)

[43] [UT Dallas Undergraduate Catalog 2023-2024 \(Page 513\)](#)

PDF Document, 962 Pages, 11.02 MB (catalog1237)

Principle 6.2.c - Program Coordination

For each of its educational programs, the institution assigns appropriate responsibility for program coordination. (Program coordination)

Compliance Judgment

Compliance

Narrative

For each of its educational programs, The University of Texas at Dallas (UT Dallas) assigns appropriate responsibility for program coordination. UT Dallas designates academically qualified faculty members who serve in this capacity based upon their competence, educational experience, publication record, and demonstrated excellence within their field of study. At UT Dallas, field of studies are normally defined as academic disciplines. Due to UT Dallas' transdisciplinary model to integrate the science, technology, engineering, and mathematics (STEM) and the arts, humanities, and social science disciplines, each academic program crosses many recognized disciplinary lines.

UT Dallas has seven schools: the Harry W. Bass Jr. School of Arts, Humanities, and Technology (BAHT), which was the result of reorganizing the School of Arts and Humanities (A&H) and the School of Arts, Technology and Emerging Communication (ATEC) into a single school in June 2022^{[1][2][3]}; the School of Behavioral and Brain Sciences (BBS); the School of Economic, Political and Policy Sciences (EPPS); the Erik Jonsson School of Engineering and Computer Science (ECS); the School of Interdisciplinary Studies (IS); the Naveen Jindal School of Management (JSOM); and the School of Natural Sciences and Mathematics (NSM). Each school's organizational structure varies although some similarities may be observed. For instance, ECS, NSM, and BBS have established departments led by department heads or chairs as in the case of BBS. Additional departmental variances exist, such as in BBS and NSM where there are designated program heads for undergraduate and graduate programs reporting to the department heads. JSOM has designated area coordinators, academic heads, and program directors who regularly collaborate together. BAHT also has area/program coordinators, but they do not have academic heads nor program directors as does JSOM. In the remaining schools, there are program heads but no designated department heads.

Using the sets of schools' bylaws, the specific terminology and roles are defined by each school to determine their own program coordination process based on the size, level, and nature of the program as outlined by the school bylaws. For this narrative, the terminology of "program head" is used to indicate faculty who coordinate the curriculum development and review, yet the supporting documents may show different titles in accordance with each school's bylaws.

The bylaws for the previous independent schools (A&H and ATEC) still exist while the merged BAHT bylaws are being developed by the BAHT school leadership and faculty.

At UT Dallas, each school's bylaws reference the program head appointment process within the seven schools. Similarities and variances exist across the schools regarding how program heads are appointed, for example by the school dean or the school dean in consultation with its faculty/executive committees. Moreover, regardless of the term used by each school, the program heads function similarly by overseeing a set of academic programs and ensuring that they embody a coherent course of study with the appropriate rigor progressing from the undergraduate level to the graduate level. UT Dallas has provided each school's appointment process and its program head's responsibilities respectively: A&H^[4]; ATEC^[5]; BBS^[6]; ECS^{[7][8]}; EPPS^[9]; IS^{[10][11]}; and NSM.^{[12][13]} As aforementioned, JSOM has area coordinators which includes one person overseeing various programs with the responsibilities "of curriculum development, evaluation and planning, course scheduling...catalog revision, student advising...".^[14] JSOM "program directors are responsible for the operational details of their programs".^[14] Additionally, within the distributed program head rosters, JSOM's "academic head is the primary contact for overseeing the program's curricula, catalog copy revisions, and assessment."^[15]

Establishing curricular requirements within each academic program is the responsibility of all voting members assigned to it in accordance with each school's established bylaws. In EPPS' bylaws, the responsibilities of program faculty include:

1. "maintenance of the academic quality of the program that is consistent with standards of the relevant accrediting body;
2. approval of lecturers employed to teach courses in the program;
3. development and maintenance of an appropriate schedule of courses;
4. recommendations to the Program head and thereby to the Dean for improvements in the structure, operation, and development of the program; and as appropriate;
5. selection of students in the program for special awards".^[9]

The coordination of curriculum development and review is a collaborative effort, wherein voting faculty members within a specific program establish the curricular requirements. Once the program faculty votes on the approval, removal, or revision of a course, this information is transmitted by the program head to a home-grown catalog software solution with two modules, CatBook and Nekobukku.^[16] Subsequently, these curriculum changes undergo university-wide voting processes at the Council for Undergraduate Education or Council on Graduate Education (Graduate Council) meetings, as applicable, via the curriculum review process described in the response to Principle 9.1. After review by the Committee on Educational Policy, final review and approval rest

with the Academic Senate. Importantly, no individual, whether a program head or otherwise, has the authority to enact curriculum changes without the support of their faculty who represent each school on various governance committees.^[17]

Dissemination of Program Coordination Rosters

The Office of Institutional Success and Decision Support (OISDS) distributes the list of designated faculty members responsible for program coordination in each school annually to campus stakeholders; the last three academic years (AY) are provided as samples for AY21-22,^[18] AY22-23,^[19] and AY23-24^[20] released in fall 2023 and revised in spring 2024^[21] due to an addition of a program head in NSM.

Program Heads' Qualifications Roster

For this response, another roster was created by listing each program head's qualifications, indicating their earned degrees. Further, this particular roster also provides links for each program head's curriculum vita.^[22]

Most program heads are qualified based on holding a terminal degree in the relevant subject area or a related area such that one is a sub-field or specialization of the other (e.g., applied mathematics vs. mathematics), but a small number of program heads/coordinators were found to hold terminal degrees in less closely aligned fields and are credentialed based on their research area, work experience, and professional recognition. Their qualifications are summarized in the following paragraphs.

Dr. Shilyh Warren, the associate dean of graduate education in BAHT, is also the program head for the B.A. and M.A. in Latin American Studies. She holds a doctorate in Literature and has had taught courses in Latin American Cinema and Latin American Directors. Dr. Warren was an invited respondent, "A State of Decay: Corruption, Filth, and Madness in Contemporary Brazil" at the Latin American Studies Association Congress in May 2018. She is also the program head of Humanities, teaching courses in humanities and published articles in peer-reviewed journals. She was recognized for her teaching when she was nominated for a UT Dallas President's Excellence in Teaching Award in 2016, 2017, 2021, and 2022 along with being nominated for a UT System Regents' Outstanding Teaching Award in 2016. Additional details are provided within the roster^[23] along with her public curriculum vitae (CV).^[24]

Dr. Mark McKinney, whose Ph.D. is in Psychology, is the program head for an academic undergraduate certificate in Applied Experience Design and Research in BAHT.^[25] The certificate's foci is universal design (UX) and research design. Dr. McKinney held industry positions involving user experience, UX, and digital innovation among others between 1995 and 2020 before he joined UT Dallas in 2020 as shown in his CV.^[26] He also served as an adjunct faculty member at various universities in Texas, including the Neeley School of Business at Texas Christian University.

Dr. Richard Scotch serves as the program head for the B.A., M.S., and Ph.D. in Criminology since 2019 in EPPS. He has a B.A., M.A., and Ph.D. in Sociology. Criminology itself is a multidisciplinary field within the social sciences. According to the Classification of Instructional Programs (CIP Code) by the Integrated Postsecondary Education Data System (IPEDS), criminology is defined as “A program that focuses on the systematic study of crime as a sociopathological phenomenon, the behavior of criminals, and the social institutions evolved to respond to crime. Includes instruction in the theory of crime, psychological and social bases of criminal behavior, social value systems and the theory of punishment, criminal law and criminal justice systems, penology, rehabilitation and recidivism, studies of specific types of crime, social attitudes and policy, and applications to specific issues in law enforcement administration and policy”.[27] Dr. Scotch has published over 50 journal articles in peer-reviewed journals such as *American Journal of Education*, *Policy Studies Review*, *Disability Studies Quarterly*, *Journal of Disability Policy Studies*, *Reviews in American History*, *Annals of the American Academy of Political and Social Science*, and *Research in Social Policy* among others. His CV[28] and roster information[29] is enclosed.

Dr. Carolyn Reichert[30] has a Ph.D. in Business Administration and is the program head for the M.S. in Finance in JSOM. Dr. Reichert holds professional memberships in American Economic Association, American Finance Association, Financial Management Association, Southwestern Finance Association, Southern Finance Association, and Midwest Finance Association. Prior to joining UT Dallas in 1999 as an instructor in financial management, Dr. Reichert served as an assistant professor in business and managerial finance at what is now Texas State University. Dr. Reichert’s referred journal articles were published in *European Financial Management*, *Journal of Property Tax Assessment and Administration*, *Financial Services Review*, and *Journal of the International Academy for Case Studies*; she has presented at professional meetings, such as the Southern Finance Association, the Southwestern Finance Association, and the Financial Management Association, and at conferences such as the Academic Business World International Conference and International Conference on Learning and Administration in Higher Education as presented in her CV.[31]

Dr. Keith Thurgood serves as the program head for the graduate academic certificate in Healthcare Information Technology as well as the program director for the M.S. in Healthcare Leadership and Management. He holds a doctorate in Organization and Management and in 2019, JSOM provided a rationale for his service within the business and healthcare industries after he served in the military in 2019[32]; his current CV and roster are also provided.[33][34]

Dr. Mary Urquhart[35] serves as department head for the department of science and mathematics education, which offers both a Master of Arts in Teaching in Mathematics Education and the Master of Arts in Teaching Science Education in NSM. Dr. Urquhart’s terminal degree is a Ph.D. in astrophysical, planetary, and atmospheric sciences. She serves as the Director of the UTeach Dallas secondary

science and mathematics teacher certification program. UTeach, a program initiated by The University of Texas at Austin that has now been implemented in several states, is a program devoted to recruiting, developing, and retaining new generations of secondary mathematics and science teachers. UTeach started in 2008 at UT Dallas due to a donation from the National Math and Science Initiative. Dr. Urquhart has been involved with its implementation at UT Dallas since then, and she was assigned administrative duties in 2011. Dr. Urquhart served a three-year term as the vice president/president-elect, president, and past president of the National UTeach STEM Educators Association in 2020-2022. She is currently serving as a 4-year College Representative (Member-at-Large) to the Executive Board of the Texas Section of the American Association of Physics Teacher. She has been very involved in pre-college educational outreach activities and educational reform since 1995. She is a principal investigator on numerous grant programs, including the UTeach Replication, the UT Dallas Regional Collaborative for Excellence in Science Teaching, and the UT Dallas Teacher Enhancement Academies in Math and Science. She is active in professional development program design, curriculum design, and teacher training at local, state, and national conferences. Her CV is enclosed.^[36]

During the 2018 reaffirmation, the off-site reviewers reviewed and questioned the organizational structure of JSOM's two transdisciplinary programs, specifically the (1) Energy Management program housed within the Finance and Managerial Economics Area and (2) Innovation and Entrepreneurship (I&E) program housed within the Organizations (previously titled Organizational), Strategy and International Management Area (OSIM).^[37] Faculty assigned to both areas and programs have the relevant disciplines to teach in these transdisciplinary disciplines.

Further, Dr. Huibing (Harold) Zhang, the area coordinator for the Finance and Managerial Economics,^[38] holds a doctorate in Economics and is an accomplished researcher.^[39] He joined UT Dallas in 2003 as associate professor from University of North Carolina and moved up to the rank of professor in 2005. He has published articles in peer-reviewed journals such as *Journal of Financial and Quantitative Analysis*, *Journal of Finance*, *Journal of Empirical Finance*, *Review of Financial Studies*, *Journal of Financial Markets*, and *Journal of American Taxation Association*, and served as an associate editor for *Financial Management*, *Journal of Financial Econometrics*, *Quarterly Journal of Finance*, and *Journal of Business and Economic Statistics*. In 2023, Dr. Zhang was awarded an Outstanding Paper Award by the China Finance Review International and China International Risk Forum Joint Conference and also received the Best Paper Award in 2019 by the Second China International Forum on Finance and Policy.

Dr. Zhiang (John) Ling serves as the area coordinator for the OISM.^[40] He earned his B.S. in Computer Science, M.S. in Human and Quantitative Geography, M.Phil. in Public Policy and Management, and a Ph.D. in Organizations and Policy Analysis. He joined UT Dallas in 1998 as an assistant professor and earned his full professorship in 2010. He authored *Designing Stress Resistant Organizations: Computational Theorizing and Crisis*

Applications in 2003 and authored multiple journal articles in referred publications such as *Journal of International Business Studies*, *Journal of Management*, *International Business Review*, among many others. His CV is provided as a reference.^[41]

The UT System Board of Regents' Rule 30501^[42] mandates the yearly assessment of all UT System employees, aimed at enhancing performance, evaluating eligibility for promotion, and conducting merit salary reviews. Consequently, each faculty member provides an annual review narrative, covering their research, teaching, and university service. For area coordinators, program heads, or area heads, the narrative also encompasses administrative responsibilities related to overseeing the respective area or program. These reviews are submitted to the Provost's Office annually and maintained in a faculty member's electronic portfolio.

Conclusion

UT Dallas ensures program coordination for degree programs, curricular areas, and certificate programs. The University presents evidence demonstrating the assignment of responsibilities for program coordination, curriculum development, and review of individuals academically qualified in their respective fields. Additionally, all UT Dallas program heads possess the necessary qualifications for their roles, including relevant teaching, advising, and curricular experience.

Supporting Documents

- [1] UT Dallas Memo Request for Administrative Reorganization of School of Arts and Humanities (A&H) and School of Arts, Technology, and Emerging Communication into School of Arts, Humanities, and Technology (AHT), The University of Texas System, School Merger Notification, June 10, 2022

PDF Document, 2 Pages, 84.70 KB (memo1485)

- [2] Texas Higher Education Coordinating Board Approval Letter for the Administrative Reorganization of School of Arts and Humanities (A&H) and School of Arts, Technology, and Emerging Communication (ATEC) into School of Arts, Humanities, and Technology (AHT), June 28, 2022

PDF Document, 4 Pages, 155.88 KB (letter117470)

- [3] President Benson Announcement of Bass Gift and Renaming of School to Harry W. Bass Jr. School of Arts, Humanities and Technology dated May 9 2023

PDF Document, 2 Pages, 189.19 KB (letter117912)

- [4] School of Arts and Humanities Bylaws as of September 2016 (Page 6)

PDF Document, 11 Pages, 109.83 KB (bylaw1083)

- [5] School of Arts, Technology, and Emerging Communications Bylaws as of January 2018 (Page 13)

PDF Document, 18 Pages, 226.52 KB (bylaw1087)

- [6] School of Behavioral and Brain Sciences Bylaws as of May 2017 (Page 5)

PDF Document, 14 Pages, 105.39 KB (bylaw1086)

- [7] Erik Jonsson School of Engineering and Computer Sciences Bylaws (06142023) (Page 11)

PDF Document, 23 Pages, 503.10 KB (bylaw1081)

- [8] Erik Jonsson School of Engineering and Computer Sciences Bylaws (06142023) (Page 15)

PDF Document, 23 Pages, 503.10 KB (bylaw1081)

- [9] School of Economic, Political, and Policy Sciences Bylaws as of May 2015 (Page 10)

PDF Document, 16 Pages, 90.82 KB (bylaw1085)

- [10] School of Interdisciplinary Studies Bylaws as of November 2013 (Page 3)

PDF Document, 10 Pages, 55.60 KB (bylaw1082)

- [11] School of Interdisciplinary Studies Bylaws as of November 2013 (Page 4)

PDF Document, 10 Pages, 55.60 KB (bylaw1082)

- [12] School of Natural Sciences and Mathematics Bylaws as of May 2022 (Page 3)

PDF Document, 7 Pages, 237.28 KB (bylaw1080)

- [13] School of Natural Sciences and Mathematics Bylaws as of May 2022 (Page 4)

PDF Document, 7 Pages, 237.28 KB (bylaw1080)

- [14] Jindal School of Management Bylaws as of January 2017 (Page 4)

PDF Document, 9 Pages, 132.71 KB (bylaw1084)

- [15] AY2023-2024 Program Coordinators, Spring 2024 (Page 26)

PDF Document, 29 Pages, 558.65 KB (roster1039)

- [16] Registrar Intranet Catalog Pages

PDF Document, 1 Page, 68.55 KB (web2680)

- [17] Academic Program Proposals Revised Flowchart December 2023

PDF Document, 1 Page, 215.20 KB (chart1381)

[18] [AY2021-2022 Program Coordinators](#)
PDF Document, 33 Pages, 438.79 KB (roster1035)

[19] [AY2022-2023 Program Coordinators](#)
PDF Document, 31 Pages, 466.85 KB (roster1036)

[20] [AY2023-2024 Program Coordinators, Fall 2023](#)
PDF Document, 29 Pages, 612.32 KB (roster1037)

[21] [AY2023-2024 Program Coordinators, Spring 2024](#)
PDF Document, 29 Pages, 558.65 KB (roster1039)

[22] [UT Dallas Academic Program Leadership with Qualifications as of February 13, 2024 \(Page 5\)](#)
PDF Document, 67 Pages, 838.23 KB (report40828)

[23] [UT Dallas Academic Program Leadership with Qualifications as of February 13, 2024 \(Page 8\)](#)
PDF Document, 67 Pages, 838.23 KB (report40828)

[24] [2023 Curriculum Vitae for Shilyh Warren \(sjw120030\)](#)
PDF Document, 8 Pages, 170.49 KB (cv48060)

[25] [UT Dallas Academic Program Leadership with Qualifications as of February 13, 2024 \(Page 9\)](#)
PDF Document, 67 Pages, 838.23 KB (report40828)

[26] [2023-2023 Curriculum Vitae for Mark McKinney \(mxm190029\)](#)
PDF Document, 10 Pages, 26.94 KB (cv48282)

[27] [IPEDS Definition of Criminology](#)
PDF Document, 1 Page, 111.48 KB (instruction1205)

[28] [2023 Curriculum Vitae for Richard Scotch \(scotch\)](#)
PDF Document, 22 Pages, 285.35 KB (cv48051)

[29] [UT Dallas Academic Program Leadership with Qualifications as of February 13, 2024 \(Page 22\)](#)
PDF Document, 67 Pages, 838.23 KB (report40828)

- [30] UT Dallas Academic Program Leadership with Qualifications as of February 13, 2024 (Page 34)
PDF Document, 67 Pages, 838.23 KB (report40828)
- [31] 2022-2023 Curriculum Vitae for Carolyn Reichert (carolyn)
PDF Document, 7 Pages, 232.94 KB (cv47351)
- [32] 2019 Justification Statement for Keith Thurgood's Appointment as Program Director in Healthcare and Leadership Management and Healthcare Information Technology Programs
PDF Document, 1 Page, 27.13 KB (credential5284)
- [33] 2023-2023 Curriculum Vitae for Keith Thurgood (klt160130)
PDF Document, 8 Pages, 40.14 KB (cv48185)
- [34] UT Dallas Academic Program Leadership with Qualifications as of February 13, 2024 (Page 41)
PDF Document, 67 Pages, 838.23 KB (report40828)
- [35] UT Dallas Academic Program Leadership with Qualifications as of February 13, 2024 (Page 65)
PDF Document, 67 Pages, 838.23 KB (report40828)
- [36] 2022-2023 Curriculum Vitae for Mary Urquhart (mlk023000)
PDF Document, 29 Pages, 373.41 KB (cv47542)
- [37] 2018 Focused Response Report (FRR) (Page 34)
PDF Document, 62 Pages, 999.21 KB (repnv3037)
- [38] UT Dallas Academic Program Leadership with Qualifications as of February 13, 2024 (Page 33)
PDF Document, 67 Pages, 838.23 KB (report40828)
- [39] 2023 Curriculum Vitae for Huibing Zhang (hxz054000)
PDF Document, 20 Pages, 174.28 KB (cv48062)
- [40] UT Dallas Academic Program Leadership with Qualifications as of February 13, 2024 (Page 40)
PDF Document, 67 Pages, 838.23 KB (report40828)
- [41] 2023-2023 Curriculum Vitae for Zhiang Lin (zlin)
PDF Document, 26 Pages, 243.93 KB (cv48171)

[42] [University of Texas System Rule 30501: Employee Evaluations](#)
PDF Document, 2 Pages, 25.08 KB (rule1119)

Principle 8.1 – Student Achievement

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution’s mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (Student achievement) [CR]

Compliance Judgment

Compliance

Narrative

The University of Texas at Dallas (UT Dallas) evaluates student achievement with respect to its mission according to a broad range of indicators that include enrollment data, retention and graduation rates, licensing examination pass rates, course completion rates and job placement rates. The UT Dallas mission statement is:

“The University of Texas at Dallas provides the State of Texas and the nation with excellent and innovative education and research. The University is committed to graduating well-rounded members of the global community whose education has prepared them for rewarding lives and productive careers in a constantly changing world; to continually improving educational and research programs in the humanities, arts, sciences, engineering, and management; and to assisting the commercialization of intellectual capital generated by students, staff, and faculty”.^[1]

This mission statement and regular evaluation of the University’s performance relative to its student body help the institution determine appropriate measurable goals and outcomes. As a member of The University of Texas System (UT System), UT Dallas’ performance in student access, Student Success, Faculty Productivity, Finance and Productivity, Healthcare, Research and Technology Transfer, and news features are included in the UT System data dashboards.^[2] Within Student Success,^[3] there are interactive visualizations for Degrees Awarded, Graduation Rates, Licensure Pass Rates, Median Earnings, Outcomes for Non-Completers, Post-Graduation Earnings Differential, STEM+Health Degrees, seekUT earnings information, and Student Debt. This UT System dashboard allows UT Dallas to evaluate itself relative to its System peers.

In addition, for almost two decades the Texas Higher Education Coordinating Board (THECB) has had all Texas institutions’ performance on critical measures published in a series of public dashboards within their Accountability System.^{[4][5][6]} Throughout the years, the Accountability System grouped institutions within in-state and out-state-peer groups, allowing for ease of comparability.

During the development of UT Dallas' 2018 Strategic Plan and in its update in 2021,^[7] UT Dallas also identified seven institutions as its aspirational peer group, commonly referred to as “the Heptad,” comprised of The University of California, Berkeley, The University of California, Santa Barbara, The University of Colorado, Boulder, Georgia Institute of Technology, Iowa State University, The University of Maryland, and Purdue University.^[8] UT Dallas has historically been a University with a high percentage of international students, particularly at the graduate level. The University is an emerging Hispanic-Serving Institution as designated by Excelencia in Education.^[9]

Using the University's mission statement, the strategic plan development and evaluation process, the UT System accountability dashboards, and the THECB's Accountability System, UT Dallas' leadership then identified appropriate measurable goals and outcomes for student achievement.

Identification

UT Dallas identifies ten quantitative targets in its current strategic plan (which runs through 2025), and six of those are related to student success.^{[10][11]}

Target	2018 Institutional Data	2021 Institutional Data	Revised Goal by AY25	Most recent
Increase undergraduate enrollment	18,388	21,204	23,000	21,330
Increase graduate enrollment	9,254	7,649	10,000	9,555
Increase annual number of doctoral graduates	195	260	275	250
Increase FTIC	3,177	3,477	3,900	4,160
Increase four-year graduation rate	53%	55%	60%	2017 cohort: 58% 2019 cohort: 63%
Increase six-year graduation rate	69%	72%	75%	2017 cohort: 75%

In 2021, UT Dallas revisited its strategic plan as a result of the COVID-19 pandemic. It was updated to include a commitment to diversity, equity, and inclusion, which will need to be revisited again as a result of Senate Bill 17, the Texas legislation prohibiting institutions from having diversity, equity, and inclusion offices, and it was also updated to calibrate our targets based on the COVID-19 impact on enrollments and faculty productivity. Although quantitative progress is expected, the 2021 figures represent the minimum thresholds of acceptability.

Evaluation

The University's progress on these quantitative measures is evaluated annually. The annual data is shared with the University as part of the President's annual State of the University address,^{[12][13][14][15][16]} and the President and Cabinet review the information during the development process of this annual presentation (note: the fall 2023 address had to be postponed twice and at the time of this writing has not yet occurred, although the data collection and review has). In addition, the President reviews the data at an annual August retreat for his Cabinet, Executive Leadership Team, and the Deans. Finally, UT System requires as part of the President's annual reviews a "scope of work" document that is provided in fall as forward-looking and then an update is requested in summer for the prior year; the most recent year is provided as an example.^[17]

Findings-Enrollment Data

As one of the fastest growing institutions in the nation, UT Dallas has realized more than a 58% increase in enrollment over the last decade, but growth has slowed over the past three years post-pandemic. According to the institutionally reported data to UT System, the THECB, and Integrated Postsecondary Education Data System (IPEDS) and reflected in the University's dashboards,^[18] the percent increase for undergraduate enrollment from AY17 to AY20 was 21%, but the increase from AY21 to AY24 is less than one percent whereas at the graduate level, total graduate enrollment decreased nine percent from AY17 to AY20 but increased 28% from AY21 to AY24. The first-time in college (FTIC) freshmen class increased 26% from AY17 to AY20 but 20% from AY21 to AY24.^[19]

When disaggregated by ethnicity, African American total enrollment increased four percent from AY17 to AY20 but was flat from AY21 to AY24; Hispanic enrollment increased 11% AY17 to AY20 but decreased one percent AY21 to AY24; White enrollment decreased four percent AY17 to AY20 and fell further with a 16% decrease from AY21 to AY24.^[20]

While UT Dallas is making steady progress on its identified enrollment goals, or, in the case of the FTIC metric, surpassed its 2025 target, careful attention to enrollment is critical for the overall health of the institution. As such, in 2024, UT Dallas announced it will begin its first-ever Strategic Enrollment Management Plan initiative to develop and evaluate more specific enrollment metrics including at the discipline level. This initiative is led by the vice president for academic affairs and provost and by the assistant provost for admissions and enrollment operations in partnership with several units across campus.^{[21][22]}

Findings-Graduation Rates

Undergraduate

Overall, UT Dallas' graduation rates are high and well within the key completion indicators of IPEDS 150% of standard time. Again, using UT Dallas' institutional data reported to UT System and the THECB, UT Dallas' four-year

graduation rates for the past four years for first-time in college freshman graduating from the same institution were 56.04% for the entering 2016 cohort, 58.57% for the 2017 cohort, 59.37% for the 2018 cohort, and 63.22% for the 2019 cohort.^[23] This represents a 12.9% increase from the entering 2016 to entering 2019 cohorts, with UT Dallas already meeting its 2025 goal. When disaggregated by ethnicity over the same period, UT Dallas sees significant increases for African Americans (44.4% to 52.9%), Hispanic (41.6% to 50.2%), and Asians' (64.3% to 71%) four-year rates and a slight increase in white four-year graduation rates (56% to 58.1%).^[24] Six-year graduation rates for the most recent three cohorts for first-time in college were 73.6%, 73.9%, and 74.7% respectively.^[23] This puts the University on target already for its 2025 goal. When disaggregated by ethnicity, increases have been made for the past three cohorts for African Americans (65.1% to 66.2%), Asians (81.6% to 83%), and Whites (67.8% to 70.2%) whereas Hispanic numbers have dipped (68.1% to 62.3%). UT Dallas publishes our disaggregated ethnicity, Pell status, and gender graduation rate data on our webpage in an effort to be transparent with our performance metrics.^[23]

As a result of ongoing analyses of UT Dallas' disaggregated data, measurable goals and outcomes for student achievement, UT Dallas was cognizant of the graduation rate gaps among undergraduate underrepresented minority groups. In 2014, to address this gap, the Office of Undergraduate Education (OUE) provided two guided student success for these at-risk student populations: (1) the Undergraduate Success Scholars (USS)^[25] and (2) the Cultural Scholars program.^[26] The USS aims to provide at-risk undergraduate students the academic support, engagement opportunities and mentorship to succeed while the Cultural Scholars program raises awareness of cultural unity and creates space for a safe institutional and social environments. Further, in 2017, OUE also created a Graduation Help Desk,^[27] a one-stop resource designed to support undergraduates in overcoming academic and non-academic obstacles to timely graduation. For the last decade, UT Dallas intentionally involved multiple stakeholders across the University campus to support at-risk student populations as discussed in Principle 12.1

Graduate

Using standard measures and definitions shared by the institution, UT System, and THECB, the graduation rate for a master's cohort is tracked for five years. The 5-year graduation rate at UT Dallas for master's students was 91.4% for the fall 2016 cohort and is 92.1% for the fall 2018 cohort; UT Dallas also provides this information by program.^[28]

At the doctoral level, students are placed in a cohort based on entry term and followed for 10 years. The 10-year graduation rate for doctoral students was 62.2% for the fall 2011 entering cohort at UT Dallas. The 10-year graduation rate for the fall 2013 entering cohort is 68.1%; UT Dallas also provides the information by program.^[29] The metric identified in the strategic plan focuses on doctoral degrees awarded. UT Dallas has made steady progress here, realizing

an increase of 199 doctoral degrees awarded in AY17 and 255 in AY24, which is down from the previous year shown in the Identification table above; UT Dallas' goal of 275 is ambitious, and the University must continue to increase doctoral enrollment, retention, and appropriate time-to-degree metrics in order to realize the goal.

Findings-Licensing Examinations

The UT Dallas tracks student performance on state and national licensing examinations at the educational program level. Where appropriate, licensing examinations are part of the assessment plans approved by program faculty, results are documented in comprehensive assessment reports, and the information is used by faculty members to improve student learning. Three specific licensing examinations at UT Dallas are Teacher Education / Certification, and the Praxis Examination Pass Rates for Speech-Language Pathology and for the Audiology Programs. These programs are accredited by the American Speech-Language Hearing Association's Council on Academic Accreditation in Audiology and Speech-Language Pathology as detailed in Principle 14.4.

The State of Texas requires candidates for teacher certification to take the Texas Examinations of Educator Standard (TExES™). The pass rate for UT Dallas has been 100% over the past decade.^[30] The number of students taking the test, though, has declined significantly over that same time period.

Students graduating with the M.S. in Speech-Language Pathology (formerly Communication Disorders) or the Doctor of Audiology are required to pass the PRAXIS, a national examination, in speech-language pathology or audiology in order to be clinically certified by the American Speech-Language-Hearing Association (ASHA). The PRAXIS examination pass rate is one of three student achievement areas reported annually; the other two areas are program completion rates and employment rates. At UT Dallas, pass rates for master graduates in the Speech-Language program was 99% in 2020-2021 and 97% in both 2021-2022 and 2022-2023. The matrix includes at least 80% of test-takers from the 3 most recently completed academic years, all of whom have passed the test. The Praxis exam pass rates for the Doctor of Audiology program has been 100% for each of the past three years.^[30]

With only three of 244 speech language pathology students not passing the PRAXIS exam, all Audiology students passing it, and all teacher certification students passing their respective test, UT Dallas meets its licensing expectations and shows strong student achievement on the licensing examination pass rates.

Findings-Course Completion Rates

University officials focus on course completion rates or more accurately course non-completion – or fail/withdraw-rates. The grade reports are generated by school and major and are disseminated to each respective school and major periodically. The course completion rates provide the impetus for section

scheduling and faculty assignment, as well as potential course entrance requirements, for the associate deans in undergraduate programs. The gateway courses in mathematics and sciences are evaluated separately because those courses are viewed as the gateway courses for science and engineering majors. UT Dallas implemented the Gateways to Excellence in Math and Science as UT Dallas' Quality Enhancement Plan in 2007. The program's long-standing, continuing two initiatives, Peer-Led Team Learning or PLTL, and Supplemental Instruction or SI were implemented to reduce drop, fail, and withdraws (DFW) and have been successful under the helm of the Student Success Center.

DFW rates have decreased among students who participate in the PLTL or SI initiatives. In AY23, PLTL participants had an average DFW rate of 16% in comparison to the non-PLTL participants' rate of 31%. The PLTL students show a higher GPA of 2.89 in contrast to non-PLTL students' 2.36 GPA.^[31] The non-SI students have a higher DFW rate of 20% in comparison to the SI students' DFW rate of 10%. Further, the SI students show a higher GPA of 3.09 in contrast to non-SI students' 2.74 GPA.^[32]

Findings-Job Placement Information

Although UT Dallas has a number of undergraduate and graduate exit surveys, and both UT System and the THECB Accountability System dashboard includes job placement information, UT Dallas does acknowledge that better data collection on job placement information is needed and is excited about the recent partnership between UT System and Steppingblocks to help track graduate outcome information.^[33] The THECB indicates that 72.2% of UT Dallas undergraduate students are either employed or enrolled in a Texas graduate program or school in 2021, 67.7% in 2020, and 71.5% in 2019.^[34] Further, students in each UT System institution, including UT Dallas, have access to an online tool, SeekUT.^[35] The tool, developed in 2014, can “‘help students make informed decisions about their future,’ around majors and how much student loan debt they should take out”.^[36]

Publishing of Student Achievement Data

In addition to the THECB's online accountability system, UT System's online dashboard, and the University's own dashboards, the University also publishes many of its student achievement outcomes on a student achievement webpage.^[37] This page also includes links to the UT System dashboards and the THECB's website which has links to their various data options.

In October 2022, the Office of Institutional Success and Decision Support (OISDS) was formed as an integrated institutional effectiveness office, bringing together three distinct offices, two of which had multiple teams within them.^{[38][39]} One of those offices was the former Strategic Planning and Analysis, which served as the institution's institutional research and reporting office for more than twenty years. As part of the merger, unit standard operating procedures and documentation were reviewed and updated; several data

management and governance issues have been identified.^[40] Included in these data management issues have been incorrect graduation and retention rates for UT Dallas for previous versions of its student achievement webpage, UT Dallas' responses to this Principle (under its previous numbering schema), in UT System's dashboards, and in the THECB's Accountability system and report. The sources that were not impacted were the Common Data Set and IPEDS. The discovery of the incorrect retention and graduation rates, which notably UT Dallas had been under-reporting and not over-reporting, was disclosed to UT System in the summer of 2023.^[41] Variance statements have been provided to the THECB where needed. At times, the under-reporting numbers were as much as 3-4%. An optional report to be submitted to the THECB that would have accounted for all retained and graduated students had not been submitted by the University since fall 2014; the methodology used by other external entities, though, is such that all students were captured in UT Dallas' retention and graduation rates reporting to those national entities. Internal checks and balances were not in place to catch the inconsistencies. This has been changed. Within this narrative, the supporting documents that pre-date this discovery include the lower numbers and others developed since include the complete calculations of all retained and graduated students. In addition to examining the factors that contributed to the errors and in determining solutions, OISDS has kept campus stakeholders updated. The full Cabinet, Executive Leadership, and Deans were informed in November 2023 via a presentation^[42] after which follow-up emails to the Deans have been sent^[43]; in addition, the UT Dallas Audit Committee, which includes members from UT System's Audit unit as well as from prominent community leaders, were informed of the data governance issues and resulting data reporting errors in their December 2023 meeting.^[44] The Academic Senate and Staff Council will be updated in March 2024, once OISDS is comfortable that errors and solutions have been appropriately identified and tested; two new staff members were hired in January 2024, and their roles include examining the reporting issues found to date and helping ensure corrections are in place, validated, documented, and consistently implemented moving forward.

To reiterate, the UT Dallas president, vice presidents, and accreditation liaison were unaware the graduation and retention rates were under-reported, so previous information provided for this Principle was done so with the full belief that it was accurate. Similarly, both UT System and the THECB used UT Dallas reports as their source data, which is why the errors were replicated within their publicly available systems. OISDS has improved its data governance by a series of efforts, including better documentation of standard operating procedures and also providing better access to, and therefore visibility into, data, with a February 2023 release of its dashboards,^[18] all of which include a newly expanded data dictionary. In addition, comparison reviews across reporting audiences (Common Data Set and THECB reports, for example) are conducted to ensure consistency in reporting. Because the prior graduation and retention rates have been under-reported rather than over-reported, such that the

institution did not improperly benefit from higher rates, retroactive corrections will not be submitted to the THECB; instead, variance statements are provided on reports moving forward.

UT Dallas recognizes that it asserted its compliance with this Principle in the past, only to find out that the graduation and retention data previously cited was under-reported. The standard measures the identification, evaluation, and publishing of information, which the University did and still does. Unfortunately, only recently has the institution discovered some publications were wrong, but UT Dallas maintains it is compliant with the Principle. Even so, UT Dallas acknowledges the University's responsibilities under the SACSCOC Obligations for Public Disclosure policy and is also mindful of the overarching Principle of Integrity, so disclosed this information here as a result to our commitment to transparency, accountability, and accuracy in reporting student achievement data.

Supporting Documents

- [1] [Mission, Vision and Goals - Office of the President UTD](#)

PDF Document, 2 Pages, 2.92 MB (web2817)

- [2] [The University of Texas System Dashboard, all reports, February 13 2024](#)

PDF Document, 1 Page, 150.63 KB (web2831)

- [3] [The University of Texas at System Dashboard, student success, February 2024](#)

PDF Document, 2 Pages, 3.96 MB (web2832)

- [4] [4 THECB _ Accountability System](#)

PDF Document, 2 Pages, 180.81 KB (reprev1491)

- [5] [60 x 30TX Goals](#)

PDF Document, 1 Page, 116.14 KB (web1976)

- [6] [Texas Higher Education Coordinating Board Accountability System](#)

PDF Document, 1 Page, 546.85 KB (web2833)

- [7] [UT Dallas Strategic Plan Feb 13, 2024](#)

PDF Document, 33 Pages, 6.32 MB (web2837)

- [8] [UT Dallas Strategic Plan Feb 13, 2024 \(Page 7\)](#)

PDF Document, 33 Pages, 6.32 MB (web2837)

- [9] [Excelencia in Education: Emerging Hispanic-Serving Institutions \(eHSIs\) 2021-2022 \(Page 11\)](#)

PDF Document, 14 Pages, 262.11 KB (report40837)

- [10] [UT Dallas Strategic Plan Measuring Progress, February 2024](#)

PDF Document, 2 Pages, 1.72 MB (web2830)

- [11] [Comparison of Quantitative Targets Between the 2018 Original and 2021 Updated Strategic Plan for The University of Texas at Dallas](#)

PDF Document, 1 Page, 67.59 KB (chart1413)

- [12] [UT Dallas 2018 State of the University Address Highlights \(SOTU\) - President Richard C. Benson](#)

PDF Document, 54 Pages, 23.57 MB (presentation1032)

- [13] [UT Dallas 2019 State of the University Address Highlights \(SOTU\) - President Richard C. Benson](#)

PDF Document, 52 Pages, 27.22 MB (presentation1034)

- [14] [UT Dallas 2020 State of the University Address Highlights \(SOTU\) - President Richard C. Benson](#)

PDF Document, 68 Pages, 10.03 MB (presentation1059)

- [15] [UT Dallas 2021 State of the University Address Highlights \(SOTU\) - President Richard C. Benson](#)

PDF Document, 78 Pages, 22.18 MB (publication1581)

- [16] [UT Dallas 2022 State of the University \(SOTU\) - President Richard C. Benson](#)

PDF Document, 69 Pages, 5.88 MB (presentation1079)

- [17] [Scope of Work from UT Dallas for Academic Year 2024](#)

PDF Document, 5 Pages, 166.80 KB (report40053)

- [18] [Office of Institutional Success and Decision Support: Institutional Research, Analytics and Reporting Dashboards](#)

PDF Document, 1 Page, 1.17 MB (web2835)

- [19] [Office of Institutional Success and Decision Support: Student Enrollment Trends Dashboard as of February 2024](#)

PDF Document, 1 Page, 133.93 KB (report41019)

[20] [Office of Institutional Success and Decision Support: Student Demographic Trends Dashboard as of February 2024](#)

PDF Document, 1 Page, 276.44 KB (report40865)

[21] [Academic Senate Meeting Agenda Packet, January 17 2024 \(Page 574\)](#)

PDF Document, 653 Pages, 33.10 MB (agenda1408)

[22] [Staff Council Meeting Agenda February 14, 2024 \(Page 3\)](#)

PDF Document, 6 Pages, 235.99 KB (agenda1409)

[23] [Student Achievements Webpage as of December 2023 \(Page 3\)](#)

PDF Document, 9 Pages, 325.91 KB (web2662)

[24] [Student Achievements Webpage as of December 2023 \(Page 4\)](#)

PDF Document, 9 Pages, 325.91 KB (web2662)

[25] [Office of Undergraduate Education Annual Report 2022-23 \(Page 20\)](#)

PDF Document, 21 Pages, 22.39 MB (report40744)

[26] [Office of Undergraduate Education Annual Report 2022-23 \(Page 7\)](#)

PDF Document, 21 Pages, 22.39 MB (report40744)

[27] [Office of Undergraduate Education Annual Report 2022-23 \(Page 12\)](#)

PDF Document, 21 Pages, 22.39 MB (report40744)

[28] [Tables Masters Graduation Rates 231202](#)

PDF Document, 1 Page, 74.29 KB (chart1412)

[29] [Table Doctoral Graduation Rates 240130](#)

PDF Document, 1 Page, 141.05 KB (spreadsheet1044)

[30] [Student Achievements Webpage as of December 2023 \(Page 7\)](#)

PDF Document, 9 Pages, 325.91 KB (web2662)

[31] [PLTL Summary Report - AY22-23](#)

PDF Document, 1 Page, 192.41 KB (repnave3233)

[32] [SI Summary Report - AY22-23](#)

PDF Document, 1 Page, 227.89 KB (repnave3232)

[33] Agreement between UT System and Steppingblocks**PDF Document, 1 Page, 106.44 KB (email1636)****[34] Texas Higher Education Coordinating Board Accountability System: M01A Report Working or Enrolled within One Year****PDF Document, 2 Pages, 677.11 KB (web2836)****[35] SeekUT -UT Dallas Profile as of December 2023****PDF Document, 3 Pages, 556.97 KB (web2659)****[36] SeekUT uses student-level wage data to assist decision-making process****PDF Document, 3 Pages, 235.85 KB (web1979)****[37] Student Achievements Webpage as of December 2023****PDF Document, 9 Pages, 325.91 KB (web2662)****[38] Memo from President Benson re Administrative Reorganization: Office of Institutional Risk and Safety Programs (OIRSP); Office of Institutional Success and Decision Support (OISDS) - October 14, 2022 (Page 2)****PDF Document, 2 Pages, 115.14 KB (memo1514)****[39] Office of Institutional Success and Decision Support (OISDS) Organizational Chart****PDF Document, 1 Page, 623.93 KB (chart1409)****[40] Institutional Research, Analytics and Reporting identified issues organized by solution and impact, January 30, 2024****PDF Document, 8 Pages, 155.34 KB (report40636)****[41] Benson Email re UTD Graduation Rates to UT System July 18, 2023****PDF Document, 3 Pages, 127.77 KB (email1634)****[42] Meeting of Deans, President's Cabinet and Executive Leadership Team Agenda - November 20, 2023****PDF Document, 3 Pages, 156.00 KB (agenda1402)****[43] Email from Dr. Serenity Rose King to the Deans regarding an Update on Data Reporting Issues, January 16, 2024****PDF Document, 2 Pages, 147.85 KB (email1667)****[44] UT Dallas Audit Committee Meeting Agenda- December 15, 2023****PDF Document, 4 Pages, 962.09 KB (agenda1394)**

Principle 8.2.a Student Outcomes - Educational Programs

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in student learning outcomes for each of its educational programs. (Student outcomes: educational programs)

Compliance Judgment

Compliance

Narrative

Institution Identifies Expected Outcomes

All academic programs, including hybrid and certificates have expected learning outcomes listed in Hyoka,^[1] the institution's online student learning outcomes report repository. All new programs and certificates must submit potential learning outcomes during the proposal process in a student learning outcomes assessment plan.

All academic programs also have listed marketable skills.^[2]

Assessment Reports

Assessment reports for 2022-2023 were due on October 30, 2023 in Hyoka. All submitted reports have been reviewed through a common rubric^[3] and feedback written by the assessment team in the Office of Institutional Success and Decision Support. All programs identify expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results.

Each academic program assessment report, including all academic certificates with enrollments greater than five students, are available in Hyoka for 2018-2019, 2019-2020, 2020-2021, 2021-2022, and 2022-2023.

A complete list of UT Dallas' assessment reports grouped by school are provided for reference; the assessment team compiled the Hyoka full reports and plans for each of UT Dallas' seven schools: (1) Harry W. Bass Jr. School of Arts, Humanities, and Technology (BAHT); (2) School of Behavioral and Brain Sciences (BBS); (3) Erik Jonsson School of Engineering and Computer Science; (4) School of Economic, Political and Policy Sciences (EPPS); (5) School of Interdisciplinary Studies (IS); (6) Naveen Jindal School of Management (JSOM); and (7) School of Natural Sciences and Mathematics (NSM). The Bass School of Arts, Humanities, and Technology (BAHT) was formed in June 2022 when the University reorganized the School of Arts and Humanities (A&H) and the

School of Arts, Technology, and Emerging Communication (ATEC) into a single school, BAHT.^[4] Therefore, the compiled assessment reports are included for A&H, ATEC, and BAHT.

The assessment reports/plans are provided in this narrative.

BAHT (A&H and ATEC) Assessment Reports

2018-2019 AH report^[5]

2019-2020 AH report^[6]

2020-2021 AH report^[7]

2021-2022 AH report^[8]

2022-2023 AHT report^[9]

2018-2019 ATEC report^[10]

2019-2020 ATEC report^[11]

2020-2021 ATEC report^[12]

2021-2022 ATEC report^[13]

2022-2023 AHT report^[9]

BBS Assessment Reports

2018-2019 BBS report^[14]

2019-2020 BBS report^[15]

2020-2021 BBS report^[16]

2021-2022 BBS report^[17]

2022-2023 BBS report^[18]

ECS Assessment Reports

2018-2019 ECS report^[19]

2019-2020 ECS report^[20]

2020-2021 ECS report^[21]

2021-2022 ECS report^[22]

2022-2023 ECS report^[23]

EPPS Assessment Reports

2018-2019 EPPS report^[24]

2019-2020 EPPS report^[25]

2020-2021 EPPS report^[26]

2021-2022 EPPS report^[27]

2022-2023 EPPS report^[28]

IS Assessment Reports

2018-2019 IS report^[29]

2019-2020 IS report^[30]

2020-2021 IS report^[31]

2021-2022 IS report^[32]

2022-2023 IS report^[33]

JSOM Assessment Reports

2018-2019 JSOM report^[34]

2019-2020 JSOM report^[35]

2020-2021 JSOM report^[36]

2021-2022 JSOM report^[37]

2022-2023 JSOM report^[38]

NSM Assessment Reports

2018-2019 NSM report^[39]

2019-2020 NSM report^[40]

2020-2021 NSM report^[41]

2021-2022 NSM report^[42]

2022-2023 NSM report^[43]

Assessment Culture: Achieving Outcomes and Seeking Improvement

The University Assessment Committee^[44] meets regularly to discuss assessment initiatives and compare practices between programs and schools. This committee gives assessment leaders across campus opportunities to discuss

challenges and solutions. Every other year, the committee nominates and selects winners of the Assessment Awards. In 2016, assessment Awards were created to acknowledge efforts by individuals and programs and to celebrate excellence in assessment biannually. Winners of the awards (Assessment Innovator, Assessment Champion, and Excellence in Assessment)^[45] were given the opportunity to make a public presentation about the assessment work in their area. The University Assessment Committee's annual reports and meeting minutes, are provided: 2019-2020,^[46] 2020-2023^[47] and October 2023.^[48]

Each academic department or program has a selected assessment report writer who helps coordinate assessment efforts and process. This process involves collecting student learning outcomes data for each program learning outcome through course and program artifacts such as dissertation progress, papers, and reflections on class experiences. After collecting the data, the report writer often will summarize the results or pass the report to a program leader to write a reflection before presenting it to a subcommittee in the program or during a faculty meeting. In these meetings, there are robust conversations about how to use the data. Programs do this differently, but in Mechanical Engineering, for example, the reports from the previous two years are interpreted together to make decisions about appropriate prerequisite courses and potential changes to the degree. Others like the report from M.S. in Management Science from JSOM show the robust structure for assessment in that school. Programs in JSOM have alignment between course, learning, and program outcomes along with curriculum maps. They also have regularly scheduled meetings to discuss assessment results and potential changes.

The challenges of leadership changes within academic programs and the rapid pivot to online classes during COVID in 2020 created some gaps in the University's assessment data collection and use. However, looking overall at the assessment cycle and system, all academic programs are currently collecting and analyzing their assessment data for decisions regarding their academic programs. How developed each academic programs' assessment process is unique. A program with a more nascent assessment process includes the B.A. in History in which the program has learning outcomes and collects information about student learning from these outcomes. In 2022, using their capstone course, HIST 4390, they had at least one meeting in which learning outcomes assessment data was presented and discussed. Currently, this program is revising its curriculum.

Two examples of programs with a more mature assessment process include the Doctor of Audiology in BBS and the Master of Arts in Teaching in Science Education in NSM. Faculty in these programs are regularly involved in conversations and decisions about student learning outcomes assessment. Classes and curriculum are regularly changed based on student performance and best practices in the field. For example, in 2022, the Audiology program revised its 2nd year formative assessment, Performance Assessment of Skills, to incorporate remote video monitoring and mandatory debriefing to benefit student learning.

Other programs rely on course projects and make changes to those projects that permeate to program changes such as the M.A. in Interdisciplinary Studies program that stated in their 2022-2023 report the faculty had discussed, under learning outcome 1, using the capstone seminar as a measure because in 2023-2024 “students will be required to begin to identify a central interdisciplinary questions and use different academic perspectives to respond to that question,” as reflected in this fall 2023 syllabus.^[49]

Some programs are exploring alternative ways of measuring student learning such as the B.A. in ATEC with Emerging Media Arts concentration in BAHT in which they interviewed students and used a rubric to determine the extent students were meeting learning outcomes. The various methods used by the schools honor the disciplinary and leadership preferences, but the overall participation and usage rate (only one report missing across the University, in a program that is low producing and does not have enough enrollment for a stand-alone report) indicates an adherence to this Principle and reflects instructors’ care about student learning and their achievement of learning outcomes.

Distance Education

UT Dallas offers degree programs that can be completed online in the following programs: M.S. in Accounting and Analytics which was formerly named M.S. in Accounting until spring 2024,^[50] M.S. in Business Analytics, M.S. in Healthcare Leadership and Management, M.S. in Information Technology and Management, M.S. in International Management Studies, M.S. in Leadership and Organization Development, M.S. in Marketing, M.S. in Management Science, M.S. in Supply Chain Management, Master of Business Administration, and Global Leadership Executive Master of Business Administration. Regardless of delivery of format, these programs are assessed annually. When students can complete a program either online, face-to-face, or hybrid, the program faculty will combine both the traditional and online delivery formats as in the case of the M.S. in Accounting and Analytics program. When students declare if they are in a fully online program, the program faculty choose to assess delivery formats separately, such as the face-to-face MBA and online MBA. JSOM embeds its academic certificates within its online graduate programs mentioned above. For example, JSOM offers the Applied Machine Learning academic certificate in the hybrid (face-to-face and online) delivery formats to currently enrolled students within the M.S. in Business Analytics program. The program faculty determine how to assess the academic certificates when offered in various delivery formats.

UT Dallas offers some coursework at off-campus locations, such as the Callier Center in Dallas, Texas, the Collin Higher Education Center (CHEC) in McKinney, Texas,^[51] and the Plano Municipal Center in Plano, Texas. These courses and programs are reviewed via the annual assessment process within the face-to-face program reports. The locations themselves are reviewed as part of the external program reviews. The CHEC is a multi-institutional teaching

center owned by Collin College, a two-year community college system, and shared with other area four-year institutions. Representatives of each campus comprising the CHEC Advisory Council review the CHEC offerings each semester.

Supporting Documents

[1] [Photograph Screenshot- Hyoka](#)

PDF Document, 5 Pages, 573.17 KB (photo1006)

[2] [Website for UT Dallas Marketable Skills](#)

PDF Document, 56 Pages, 3.04 MB (web2710)

[3] [Hyoka Rubric](#)

PDF Document, 2 Pages, 334.04 KB (chart1274)

[4] [Texas Higher Education Coordinating Board Approval Letter for the Administrative Reorganization of School of Arts and Humanities \(A&H\) and School of Arts, Technology, and Emerging Communication \(ATEC\) into School of Arts, Humanities, and Technology \(AHT\), June 28, 2022](#)

PDF Document, 4 Pages, 155.88 KB (letter117470)

[5] [Assessment report Hyoka 2018-2019 AH corrected](#)

PDF Document, 366 Pages, 17.88 MB (areport1747)

[6] [Assessment report Hyoka 2019-2020 AH](#)

PDF Document, 71 Pages, 718.76 KB (areport1729)

[7] [Assessment report Hyoka 2020-2021 AH](#)

PDF Document, 171 Pages, 1.30 MB (areport1730)

[8] [Assessment report Hyoka 2021-2022 AH](#)

PDF Document, 124 Pages, 1.13 MB (areport1731)

[9] [Assessment report Hyoka 2022-2023 AHT](#)

PDF Document, 288 Pages, 16.49 MB (areport1769)

[10] [Assessment report Hyoka 2018-2019 ATEC](#)

PDF Document, 86 Pages, 627.71 KB (areport1732)

[11] [Assessment report Hyoka 2019-2020 ATEC](#)

PDF Document, 8 Pages, 102.45 KB (areport1733)

[12] [Assessment report Hyoka 2020-2021 ATEC](#)
PDF Document, 47 Pages, 374.23 KB (areport1734)

[13] [Assessment report Hyoka 2021-2022 ATEC](#)
PDF Document, 49 Pages, 338.73 KB (areport1735)

[14] [Assessment report Hyoka 2018-2019 BBS](#)
PDF Document, 191 Pages, 1.45 MB (areport1736)

[15] [Assessment report Hyoka 2019-2020 BBS](#)
PDF Document, 120 Pages, 837.50 KB (areport1737)

[16] [Assessment report Hyoka 2020-2021 BBS](#)
PDF Document, 251 Pages, 1.52 MB (areport1738)

[17] [Assessment report Hyoka 2021-2022 BBS](#)
PDF Document, 279 Pages, 1.69 MB (areport1739)

[18] [Assessment report Hyoka 2022-2023 BBS](#)
PDF Document, 331 Pages, 2.65 MB (areport1740)

[19] [Assessment report Hyoka 2018-2019 ECS](#)
PDF Document, 299 Pages, 2.38 MB (areport1741)

[20] [Assessment report Hyoka 2019-2020 ECS](#)
PDF Document, 234 Pages, 2.45 MB (areport1742)

[21] [Assessment report Hyoka 2020-2021 ECS corrected](#)
PDF Document, 335 Pages, 3.53 MB (areport1746)

[22] [Assessment report Hyoka 2021-2022 ECS](#)
PDF Document, 299 Pages, 2.11 MB (areport1744)

[23] [Assessment report Hyoka 2022-2023 ECS](#)
PDF Document, 252 Pages, 2.08 MB (areport1745)

[24] [Assessment report Hyoka 2018-2019 EPPS](#)
PDF Document, 268 Pages, 2.48 MB (areport1748)

[25] [Assessment report Hyoka 2019-2020 EPPS](#)
PDF Document, 551 Pages, 3.18 MB (areport1749)

[26] [Assessment report Hyoka 2020-2021 EPPS](#)
PDF Document, 564 Pages, 3.63 MB (areport1750)

[27] [Assessment report Hyoka 2021-2022 EPPS](#)
PDF Document, 628 Pages, 3.56 MB (areport1751)

[28] [Assessment report Hyoka 2022-2023 EPPS](#)
PDF Document, 611 Pages, 3.69 MB (areport1752)

[29] [Assessment report Hyoka 2018-2019 IS](#)
PDF Document, 26 Pages, 296.70 KB (areport1754)

[30] [Assessment report Hyoka 2019-2020 IS](#)
PDF Document, 35 Pages, 402.58 KB (areport1755)

[31] [Assessment report Hyoka 2020-2021 IS](#)
PDF Document, 52 Pages, 474.79 KB (areport1756)

[32] [Assessment report Hyoka 2021-2022 IS](#)
PDF Document, 60 Pages, 535.71 KB (areport1757)

[33] [Assessment report Hyoka 2022-2023 IS](#)
PDF Document, 71 Pages, 534.71 KB (areport1775)

[34] [Assessment report Hyoka 2018-2019 JSOM](#)
PDF Document, 1563 Pages, 6.62 MB (areport1759)

[35] [Assessment report Hyoka 2019-2020 JSOM](#)
PDF Document, 932 Pages, 12.54 MB (areport1760)

[36] [Assessment report Hyoka 2020-2021 JSOM](#)
PDF Document, 1245 Pages, 6.19 MB (areport1761)

[37] [Assessment report Hyoka 2021-2022 JSOM](#)
PDF Document, 1248 Pages, 10.57 MB (areport1762)

[38] [Assessment report Hyoka 2022-2023 JSOM](#)
PDF Document, 1385 Pages, 29.19 MB (areport1763)

[39] [Assessment report Hyoka 2018-2019 NSM](#)
PDF Document, 314 Pages, 3.60 MB (areport1764)

- [40] [Assessment report Hyoka 2019-2020 NSM](#)
PDF Document, 418 Pages, 3.26 MB (areport1765)
- [41] [Assessment report Hyoka 2020-2021 NSM](#)
PDF Document, 490 Pages, 3.00 MB (areport1766)
- [42] [Assessment report Hyoka 2021-2022 NSM](#)
PDF Document, 591 Pages, 3.51 MB (areport1767)
- [43] [Assessment report Hyoka 2022-2023 NSM](#)
PDF Document, 557 Pages, 3.50 MB (areport1768)
- [44] [UTDPP1098: University Assessment Committee](#)
PDF Document, 1 Page, 31.14 KB (rule1120)
- [45] [Website for Assessment Awards](#)
PDF Document, 9 Pages, 7.59 MB (web2738)
- [46] [Report: 2019-2020 University Assessment Committee Annual Report](#)
PDF Document, 2 Pages, 129.44 KB (report38714)
- [47] [Meeting Minutes UAC 2020 to 2023](#)
PDF Document, 2 Pages, 47.18 KB (minutes1476)
- [48] [University Assessment Committee Meeting Minutes, October 2023](#)
PDF Document, 3 Pages, 75.67 KB (minutes1475)
- [49] [Syllabus for mais5302.001.23f taught by Syed Naqvi \(skn180000\)](#)
PDF Document, 3 Pages, 39.99 KB (syl136704)
- [50] [THECB approval for CIP change in MS Accounting to MS in Accounting and Analytics dated September 22, 2023](#)
PDF Document, 2 Pages, 292.59 KB (letter117925)
- [51] [Website for Collin Higher Education Center as of December 22, 2023](#)
PDF Document, 3 Pages, 1.96 MB (web2669)

Principle 9.1 - Program Content

Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals, and (c) are based upon fields of study appropriate to higher education. (Program content) [CR]

Compliance Judgment

Compliance

Narrative

The University of Texas at Dallas (UT Dallas) offers educational programs that embody a coherent course of study aligned with the University's mission and are based on fields of study appropriate to higher education. The Texas Higher Education Coordinating Board (THECB) uses the Classification of Instructional Programs (CIP) taxonomy as the basis of the 2020 Texas CIP Codes.^[1] All UT Dallas degree programs have designated CIP codes^[2] in accordance with THECB's policies; therefore, UT Dallas' degree programs are aligned with postsecondary programs offered in Texas and the United States. UT Dallas' degree programs also meet the three overarching principles as set forth in Regents' Rule 40307 Academic Program Approval Standards within The University of Texas System (UT System).^[3] Educational programs offered by UT System institutions, including UT Dallas, should adhere to these three principles, (1) align with higher education goals and mission of both the State of Texas and UT System; (2) embody high quality; and (3) represent an efficient use of public and private resources. UT Dallas' educational programs also meet similar standards set forth by the THECB.

Mission Alignment

THECB Board rules under *Texas Administrative Code (TAC)*, Title 19, Chapter 5, Subchapter B, Rule 5.24, require that new academic programs establish their relevance to the university's overall mission.^[4]

The University received approval from the UT System Board of Regents to modify its mission statement on February 24, 2022^[5] after securing the approval from its Academic Senate on April 21, 2021^[6] and recorded in its minutes.^[7] The modified mission statement stresses *well-rounded members of the global community* and added "*humanities*" to the arts and sciences field of study (italics emphasized), with the language copied below:

"The University of Texas at Dallas provides the State of Texas and the nation with excellent, innovative education and research. The University is committed to graduating well-rounded *members of the global community* whose education has prepared them for rewarding lives and productive careers in a constantly changing world; to continually improving educational and research programs in

the *humanities*, arts, sciences, engineering and management; and to assisting the commercialization of intellectual capital generated by students, staff, and faculty.”

UT Dallas published its 2018 Strategic Plan outlining its mission, vision, and strategic goals and periodically updates its strategic plan as done in 2021.^[8] The Office of the President also posts its current mission and strategic plan on its website.^{[9][8]}

Faculty and administration have ensured that each degree program aligns with UT Dallas’ overarching mission based on a transdisciplinary model to integrate the science, technology, engineering, and mathematics (STEM) and the arts, humanities, and social science disciplines. Due to this intentional fostering of the transdisciplinary model, cross-disciplinary degree programs’ curricula reflect the STEM, social sciences, and the arts and humanities content that enable their students and even faculty to face the ever-changing needs of the global community. Therefore, many of UT Dallas’ curricular requirements within each academic program cross many disciplinary lines beyond the general education requirements.

Program Approval Overview

UT Dallas has a robust program approval and review process at the university level, at UT System, and at the THECB. The university level review^[10] begins when the school, department and/or program faculty seek approval from the dean and provost to develop a program proposal. With the provost’s approval, the new program’s stakeholders consult with UT Dallas’ SACSCOC and THECB liaison, Dr. Serenity Rose King, who leads the Office of Institutional Success and Decision Support (OISDS).^[11] The program’s faculty receive assistance from OISDS to prepare the proposal paperwork, starting with a planning authority notification (PLA) form prior to authoring the proposal. The assistance includes advice on the University’s, UT System’s, THECB, and SACSCOC curriculum expectations and also includes reviewing the instructions on how to propose new programs^[12] and complete the new program forms^[13] which are housed on the provost’s website.

During the development of new academic programs, the program’s various stakeholders ensure the new program’s relevance and cohesiveness not only meet UT Dallas’ mission but also UT System’s three overarching principles to meet the standards of mission alignment, quality, and efficient use of resources. Upon submission of the PLA,^[14] the THECB will send UT Dallas the Labor Market Insights (LMI) documentation^[15] to better inform the new program’s faculty as to whether the proposal would meet the demands of the labor workforce. The newly designed THECB proposal form itself requires the program faculty to ascertain that the proposed degree program would meet the demands of the labor workforce, and still advance UT Dallas’ mission^[9] and

strategic goals.^[8] The THECB form requires the program faculty to design the curriculum with recommended course sequencing to indicate increasing complexity as students enter their final year(s).

UT Dallas also builds in the assessment requirements by asking faculty to complete a separate assessment plan to detail the program's student learning outcomes (SLOs); in turn, these SLOs build the proposed program's description and assists faculty to solidify their curricular design.

Upon the completion of the proposal, all new degree programs, including academic certificate programs, must have the school approval in accordance with the program faculty's school's bylaws. The overview of the program approval and review process is outlined in the "at a glance" chart.^[10] After school approval, Dr. King then reviews the proposal documentation, provides a professional judgment statement of whether the program must also be submitted to SACSCOC as per the substantive change policy, and facilitates version control by shepherding the proposal through the Governance process. The program faculty then appear before the Council for Undergraduate Education (CUE)^[16] or Council on Graduate Education (Graduate Council),^[17] to secure approval as appropriate. When an undergraduate degree program is presented, CUE also reviews the general education requirements component for accuracy to meet the core curriculum requirements outlined in the Committee on the Core Curriculum's charge.^[18] The program faculty then appears before the Committee on Educational Policy (CEP).^[19] Not all academic proposed programs pass CEP. When they do pass CEP, the CEP chair presents the program proposal at the Academic Senate to secure its approval. The executive leadership sign the proposal prior to UT Dallas' submission to UT System and/or THECB as appropriate, and when applicable, to SACSCOC in adherence with the University's and the SACSCOC's substantive change policies.

Between 2021 and 2022, the THECB conducted a holistic review of its board rules governing program approval which were located in multiple chapters of the *Texas Administrative Code* (TAC). The new Chapter 2 Rules^[20] took effect in November 2022, however, the THECB built in grace periods not only for THECB staff to streamline its processes and forms but to also provide Texas institutions of higher education (IHEs) with resources, webinars, and guidance to successfully adopt the new rules.^[21] At the January 25, 2024 quarterly board meeting, the THECB board members approved the proposal to repeal the Chapter 5 Rules.^[22] Therefore, THECB will take the next step by formalizing the proposed repeal by going through its process to have it published in a future *Texas Register* issue and re-voted at a future THECB board meeting. Only then will the Chapter 5 Rules be repealed with an effective date in late 2024 or early 2025.

New academic programs must meet the criteria stated in TAC, Title 19, Part 1, Chapter 2, Rule 2.117 Criteria for New Baccalaureate and Master's Degrees^[23] or TAC Rule 2.146 Criteria for New Doctoral and Professional Programs,^[24] and

Regents' Rule 40307.^[3] In addition, new undergraduate programs must demonstrate compliance with the THECB's requirements for the state-mandated general education curriculum (referenced as the core curriculum) regulations under TAC Rule 4.28 Core Curriculum^[25] as well as TAC Rules 4.21-4.35.^[26] In the case of certificate programs for which academic credit is awarded, the Texas IHEs must notify the THECB of its new certificates when added to their program offerings in compliance with TAC Rule 2.31 Certificate Approval by Notification Only.^[27] Although the TAC Rule 5.48 is proposed to be repealed as of January 25, 2024, UT Dallas still adheres to the requirements set forth regarding the semester credit hours for the undergraduate and graduate levels.^[28] Proposals for distance learning programs are subject to the same approval reviews as proposals for programs designed for classroom delivery in accordance with TAC Rule 2.204^[29] which supersedes the previous TAC Rule 4.261.^[30] Doctoral programs are deemed to be mission-connected by virtue of their emergence from the bachelor's- and especially master's-level programs which could be offered as an embedded credential within doctoral programs per TAC Rule 2.147.^[31] Nevertheless, the THECB mandates that these doctoral programs must demonstrate compliance with THECB's Criteria for New Doctoral and Professional Programs according to TAC Rule 2.146.^[24] As stated earlier, the THECB board members approved the proposal to repeal the TAC Chapter 5 board rules at its January 25, 2024 quarterly meeting^[22] with further actions that need to be taken by THECB to formalize the repeal.

Upon final receipt of the proposed academic degree program approval with its effective date, the THECB updates the UT Dallas program inventory.^[2] Various processes take place to publish and market the newly approved programs. OISDS updates and disseminates the authorized program matrices^[32] along with the "at a glance" authorized matrices to the campus community^[33] and the "at a glance" certificate programs.^[34] Web Services within the Office of Communications updates and maintains the UT Dallas' academic programs website^[35] upon OISDS notification and receipt of the authorized matrices. The Office of the Registrar also creates catalog web pages listing the degree requirements, the course sequencing, and as appropriate, the four-year plan at the undergraduate level. The newly created catalog web pages will also be vetted by UT Dallas' internal governance committees before being published in the following year's online catalog. The online catalogs go live in June annually.

To illustrate the program approval and review process, UT Dallas proposed the Doctorate in Business Administration (D.B.A.) and the Bachelor of Arts (B.A.) in Public Health under the previous THECB board rules. As shown in the supporting documentation, the D.B.A. underwent a lengthy rigorous process starting in February 2019 when the PLA was approved.^[36] Program faculty in the Naveen Jindal School of Management completed its proposal and presented the DBA at the Graduate Council meeting on September 17, 2020^[37]; the Graduate Council approved the proposal as recorded in its minutes.^[38] It was also discussed and approved during the CEP meeting on October 6, 2020^[39] then

reviewed and approved by the Academic Senate on October 21, 2020.^[40] It was approved by the UT System Board of Regents in February 2021.^[41] Then, the THECB coordinated an external program review of the DBA in spring 2021. Finally, after UT Dallas addressed the findings from the external reviewers, the THECB approved the DBA during its quarterly board meeting on January 27, 2022.^[42] The B.A. in Public Health also underwent a similar process on the undergraduate level beginning in January 2021 when the program head began formulating the proposal after receiving the provost's approval to proceed. The program head of Sociology presented the proposal at the August 23, 2022 CUE meeting^[43] and at the CEP September 6, 2022 meeting.^[44] Approvals were secured from CUE and CEP as well the Academic Senate on September 21, 2022.^[45] THECB sent an approval letter for the new degree to begin in fall 2023.^[46]

Undergraduate Degree Programs

UT Dallas offers 57 undergraduate programs leading to either a bachelor of arts or bachelor of science degrees.^[47] A list of undergraduate degrees is made available through the Undergraduate Catalog,^[48] and on UT Dallas' academic degrees website.^[49]

All undergraduate degree plans require a minimum of 120 semester credit hours (SCH) as specified in the undergraduate catalog in its graduation requirements section^[50] and provides general academic requirements.^[51]

The Undergraduate Catalog specifies how students can select courses in the proper sequencing by providing guidelines on course numbering.^[52] Each undergraduate program has a set of lower-division courses, both introductory and foundational courses, which should be taken by students in their first two years of college. As stated in the undergraduate catalog within the "Guidelines for Course Numbering" section, number 2: "Upper-division courses may require prerequisites, recommended course sequencing, and/or faculty or department permissions. The University and some majors have minimum requirements for the number of upper-division semester credit hours. Programs may require major preparatory course completion prior to taking upper-division courses. Programs and instructors will assure that the content and prerequisites of independent study, research, and topics classes are appropriate for the level of the class."^[52]

All undergraduate academic degree programs share a similar conceptual structure in their degree plans. Each program's requirements for majoring in a discipline are divided into several components: the beginning basic level of preparatory and prerequisite courses, the middle level of major foundational core courses, and the final advanced pathway courses. In addition, there are a variable number of hours of free electives that students may use to explore other interests or create academic minor areas of study.

As mandated, approximately one-third of every undergraduate degree program (42 semester credit hours) is dedicated to a general education core curriculum as required by the THECB.^[25] THECB Rules 4.21-4.35 outline the implementation of the core curriculum.^[26]

At UT Dallas, this core curriculum of 42 semester credit hours serves as the foundation of the university's undergraduate education program,^[53] and each first-time-in-college student pursuing a baccalaureate degree, regardless of the major chosen, must complete it.

The catalog and degree plans for the Bachelor of Arts in Criminology degree,^{[54][55]} the Bachelor of Science in Neuroscience,^{[56][57]} and the Bachelor of Science in Electrical Engineering^{[58][59]} illustrate the framework upon which all degree programs base their requirements, distributing the total hours across the various curricular requirements.

Additionally, undergraduate students may take a set of classes, a minimum of 18 semester credit hours^[60] that constitute a minor in a specific academic unit. This allows students to gain knowledge outside of their intended discipline. A list of undergraduate minors is made available through the Undergraduate Catalog.^[61]

Graduate Degree Programs

UT Dallas offers 59 master's level degrees, 31 doctoral degrees, and a professional doctorate in audiology^[47]; all graduate programs have a minimum of 30 or more SCH as shown in the accompanying THECB's program inventory for UT Dallas matrix.^[2]

Graduate education addresses multiple audiences: professional (in the case of the doctorate in audiology and master's programs in management, public administration, and mathematical and science education), preparatory for doctoral work, and doctoral work. UT Dallas' graduate education and graduate programs maximize flexibility while ensuring the coherence of the graduate curriculum and establishes students' progressive advancement of knowledge in their chosen field of study. Additionally, graduate education also adheres to the "University of Texas System Graduate Deans Statement of Principles of Graduate Education," revised on November 13, 2023.^[62]

UT Dallas' UTDPP1052 Policy on Procedures for Completing a Graduate Degree contains complete details on the structure of graduate degree requirements.^[63]

In accordance with the UTDPP1052 policy, each student admitted to a graduate program must have a specific "Program of Studies/Degree Plan" approved by the appropriate committee or administrator for that degree program and filed in the Office of Graduate Education. To ensure that this requirement is met and that the doctoral student has a coherent field of study, a completed milestone agreement form, as shown in the blank form example,^[64] must be filed in and approved by the Office of Graduate Education prior to the student's registration for their: (1) 19th semester credit hour to count toward a master's degree, or (2)

50th semester credit hour taken beyond the bachelor's degree to count toward a doctoral degree. The form is completed and revised under the guidance of the student's graduate advisor.

Three exceptions to the aforementioned process exist as outlined in the UTDPP1052 policy under the "Program of Studies".^[63] In the case of a graduate program where a common program of studies is prescribed for all master's students, differing only in elective courses comprising less than one-third of the total required degree semester credit hours, the graduate program can file a model "Program of Studies" with the Office of Graduate Education. Any student wishing to deviate from that approved model program of studies must file an individual program of studies developed and approved by the appropriate committee or administrator for that program prior to the student's registration for their 19th degree semester hour taken at UT Dallas.

The second exception occurs in those graduate programs where a common doctoral core is prescribed for all students, differing only by the area of specialization chosen. In these cases, the graduate student can file a model "Program of Studies" with the Office of Graduate Education. Any student wishing to deviate from that approved model program of studies must file an individual program of studies developed and approved by the appropriate committee or administrator for that program prior to the doctoral student's registration for their 50th degree semester hour taken at UT Dallas, as shown in the August 2023 blank form for the Ph.D. in Mechanical Engineering.^[65]

Finally, students wishing to earn additional master's degrees at UT Dallas must develop an approved "Program of Studies" through the program offering that degree prior to enrolling in additional courses. The program can allow up to 15 semester credit hours earned in a previous degree program toward the additional degree. Additional credits may be accepted from the previous degree upon the approval of the dean of graduate education. In no case will credits counted for a previous degree be allowed to exceed one-half the total hours required for the additional master's degree program. The following example is provided for the catalog page for the Master of Science in Business Analytics^[66] and the degree plan under its previous nomenclature.^[67]

The degree requirements for all graduate degrees are detailed in the Graduate Catalog under the program description. The degree requirements for the Master of Science in Economics^{[68][69]} and the Ph.D. in History of Ideas^{[70][71]} demonstrate the framework for graduate studies. Additional graduate programs can be reviewed on the centralized webpage within the Graduate Catalog.^[72]

Assessment and External Program Review and Curriculum Changes

Faculty members ensure undergraduate and graduate program coherence through their student learning outcomes assessment process (detailed in Principle 8.2.a) and through the formal external program review process that requires all graduate programs to be reviewed on a periodic cycle in accordance

with the University's Academic Program Review policy,^[73] TAC Rule 2.118 for master's programs,^[74] and TAC Rule 2.182 for doctoral programs.^[75] The program review and assessment processes and their outcomes provide the faculty with the opportunity to improve curriculum and its coherence within a program. External program reviewers' comments regarding the assessment of graduate programs and appropriateness of the curriculum is also helpful. Subsequent curriculum revisions are brought forth before the Graduate Council for further discussion, following the same process detailed in the beginning of this narrative with one difference. If the curriculum revisions are not substantive, then the Academic Senate approval will end the process, and the changes will be recorded in the appropriate catalog. If the revisions are substantive, then the THECB and SACSCOC liaison conducts appropriate reporting to UT System, the THECB, and SACSCOC as necessary to comply with each entity's regulations and substantive change and procedures policies. Some recent examples of program reviews include the Masters and Doctorate in Software Engineering,^[76] the Masters and Doctorate in Materials Science and Engineering,^[77] and the Masters and Doctorate in Humanities.^[78] The self-study document requires the program to detail its curriculum and also benchmark its program with aspirational peers.

Comparative Data with Similar Peer Institutions

Some of UT Dallas' programs are ranked high in comparison to similar peer institutions as shown in the *U.S. News and World Report*^[79] and according to the UT Dallas News Center article,^[80] "UT Dallas ranked 58th among all public schools in the country, up 14 spots from last year, placing it third in Texas behind only UT Austin and Texas A&M University. Additionally, UT Dallas climbed 36 spots to 115th overall nationally and moved up in the rankings of several undergraduate programs in the Naveen Jindal School of Management (JSOM)." As noted, JSOM's graduate school was ranked number 27 and its part-time MBA was ranked number 11 in the nation by the *U.S. News and World Report*.^[79] The Audiology program, offered by the School of Brain and Behavioral Sciences, shows similar results by being ranked in the top five for a number of years.^[81] The Erik Jonsson School of Engineering and Computer Science's undergraduate engineering programs are ranked number three among Texas public institutions while its undergraduate computer science program is ranked number 2 and its undergraduate software engineering program is number 3^[82]; its graduate engineering programs are ranked as number 5 with additional rankings made available on its webpage.^[83]

UT Dallas was ranked number 48 as one of the "Top 50 Best Value Colleges (Public Schools)" according to *Princeton Review* in June 2023.^[84] *Forbes* listed UT Dallas among the top 100 U.S. colleges per UT Dallas' News Center article.^[85]

UT Dallas was elevated to the "highest research activity" category in the 2015 edition of *The Carnegie Classification of Institutions of Higher Education* in February 2016, joining an elite group of seven other Texas universities included in this

category.^{[86][87]} As of January 29, 2024, UT Dallas is one of nine public Texas doctoral universities in the “very high research activity” category with the addition of two private institutions, Baylor University and Rice University.^[88]

Supporting Documents

- [1] [Website for Texas Higher Education Coordinating Board - Texas 2020 CIP Codes \(06082023\)](#)

PDF Document, 2 Pages, 80.61 KB (web2514)

- [2] [THECB UTDallas Program Inventory Programs by Institutional Administration Structure, January 31, 2024](#)

PDF Document, 7 Pages, 119.85 KB (report40646)

- [3] [UT System Rules and Regulations of the Board of Regents, Series 40307: Academic Program Approval Standards updated November 7 2023](#)

PDF Document, 6 Pages, 101.08 KB (rule1133)

- [4] [Texas Administrative Code 5.24: Criteria and Approval of Mission Statements and Tables of Programs, November 23, 2016](#)

PDF Document, 1 Page, 99.57 KB (rule1131)

- [5] [2022 UT Dallas Mission Statement - Approved by UT System Board of Regents, Extracted Meeting Minutes from February 23-24, 2022 \(Page 7\)](#)

PDF Document, 7 Pages, 276.17 KB (minutes1391)

- [6] [Extracted agenda pages from UTD Academic Senate Regarding the Revised Mission Statement, April 21, 2021 \(Page 3\)](#)

PDF Document, 3 Pages, 311.55 KB (agenda1158)

- [7] [UTD Academic Senate Minutes Regarding the Endorsement of the Revised Mission Statement, April 21, 2021 \(Page 3\)](#)

PDF Document, 6 Pages, 278.36 KB (minutes1386)

- [8] [UT Dallas Strategic Plan Feb 13, 2024](#)

PDF Document, 33 Pages, 6.32 MB (web2837)

- [9] [Mission, Vision and Goals - Office of the President UTD](#)

PDF Document, 2 Pages, 2.92 MB (web2817)

- [10] [Academic Program Proposals Revised Flowchart December 2023](#)

PDF Document, 1 Page, 215.20 KB (chart1381)

- [11] Office of Institutional Success and Decision Support (OISDS) Organizational Chart
PDF Document, 1 Page, 623.93 KB (chart1409)
- [12] Academic Program Proposal Website Instructions
PDF Document, 2 Pages, 3.77 MB (web2674)
- [13] New Degree Program Form, as of January 30, 2024
PDF Document, 2 Pages, 3.51 MB (form1658)
- [14] Form for Planning Notification Request
PDF Document, 1 Page, 67.94 KB (form1613)
- [15] Labor Market Insight for MS in Biomedical Sciences
PDF Document, 1 Page, 92.93 KB (letter117992)
- [16] UTDPP1008: Council for Undergraduate Education
PDF Document, 2 Pages, 35.01 KB (policy1251)
- [17] UTDPP1053: Council on Graduate Education
PDF Document, 2 Pages, 35.30 KB (policy1250)
- [18] Committee on the Core Curriculum - UTDPP1018 revised April 28, 2016
PDF Document, 2 Pages, 35.26 KB (rule1132)
- [19] UTDPP1023: Committee on Educational Policy
PDF Document, 2 Pages, 35.84 KB (policy1252)
- [20] Texas Administrative Code, Title 19, Part 1, Chapter 2 as of January 28, 2024
PDF Document, 1 Page, 252.23 KB (rule1136)
- [21] Texas Higher Education Coordinating Board Update on Program Approval Rule Revisions, October 26, 2022
PDF Document, 7 Pages, 310.74 KB (presentation1103)
- [22] THECB Rule Summaries from Board Meeting, January 25, 2024 regarding TAC Chapter 5 Subchapter C §§ 5.41-5.46, 5.48, 5.50, 5.52-5.55 Repeal
PDF Document, 1 Page, 65.49 KB (law1038)
- [23] Texas Administrative Code 2.117: Criteria for New Baccalaureate and Master's Degrees, November 28, 2022
PDF Document, 2 Pages, 101.31 KB (rule1134)

[24] [Texas Administration Code 2.146: Criteria for New Doctoral and Professional Degree Programs](#)

PDF Document, 3 Pages, 71.93 KB (rule1137)

[25] [Texas Administrative Code Title 19 Part 1 Chapter 4 Subchapter B Rule 4.28: Core Curriculum](#)

PDF Document, 5 Pages, 106.99 KB (law1020)

[26] [Website for Texas Administrative Code](#)

PDF Document, 1 Page, 113.81 KB (web1088)

[27] [Texas Administration Code 2.31: Certificate Approval by Notification Only](#)

PDF Document, 1 Page, 57.33 KB (rule1139)

[28] [Texas Administrative Code Title 19 Part 1 Chapter 5 Subchapter C Rule 5.48: Criteria for Certificate Programs](#)

PDF Document, 2 Pages, 94.06 KB (law1025)

[29] [Texas Administration Code 2.204: Distance Education Standards and Criteria; the Principles of Good Practice for Distance Education](#)

PDF Document, 2 Pages, 60.55 KB (rule1140)

[30] [Texas Administration Code 4.261: Standards and Criteria for Distance Education Programs](#)

PDF Document, 1 Page, 59.16 KB (rule1141)

[31] [Texas Administration Code 2.147: Embedded Credential: Master's Degree](#)

PDF Document, 1 Page, 57.01 KB (rule1138)

[32] [UT Dallas Authorized and Active List of Academic Programs Offered AY 2023-2024, effective spring 2024](#)

PDF Document, 60 Pages, 890.87 KB (report40669)

[33] [UTD Authorized and Active Degree Programs, AY 2023-2024 - effective Spring 2024 term](#)

PDF Document, 3 Pages, 159.67 KB (report40667)

[34] [UTD Authorized and Active Academic Certificates AY 2023-2024, effective Spring 2024 term](#)

PDF Document, 3 Pages, 169.28 KB (report40668)

- [35] Website for AY2022-23 Degrees Offered at The University of Texas at Dallas
PDF Document, 5 Pages, 361.14 KB (web2609)

- [36] UT System Notification Letter to THECB for Planning of PhD Business Administration - Feb 28, 2019 (Page 2)
PDF Document, 2 Pages, 568.80 KB (letter108989)

- [37] September 2020 Graduate Council Meeting Agenda (Page 1)
PDF Document, 483 Pages, 22.29 MB (agenda1294)

- [38] September 2020 Graduate Council Meeting Minutes (Page 4)
PDF Document, 14 Pages, 189.03 KB (minutes1445)

- [39] October 2020 Committee on Educational Policy Meeting Agenda (Page 1)
PDF Document, 503 Pages, 24.07 MB (agenda1347)

- [40] UT Dallas Academic Senate Agenda (10142020) (Page 2)
PDF Document, 558 Pages, 15.83 MB (agenda1401)

- [41] Letter from UT System to THECB regarding Board of Regents Approval of Doctor of Business Administration (DBA) - February 26, 2021
PDF Document, 3 Pages, 886.50 KB (letter112733)

- [42] THECB Approval Letter for the Doctor of Business Administration (DBA) degree at The University of Texas at Dallas, Naveen Jindal School of Management, January 28, 2022
PDF Document, 2 Pages, 162.29 KB (letter116114)

- [43] August 2022 Council on Undergraduate Education Meeting Agenda (Page 1)
PDF Document, 201 Pages, 4.50 MB (agenda1268)

- [44] September 2022 Committee on Educational Policy Meeting Agenda (Page 1)
PDF Document, 269 Pages, 6.36 MB (agenda1342)

- [45] UT Dallas Academic Senate Agenda (09212022) (Page 2)
PDF Document, 382 Pages, 13.37 MB (agenda1194)

- [46] THECB Approval Letter for Bachelor of Arts in Public Health New Degree Proposal, School of Economic, Political and Policy Sciences, March 27, 2023
PDF Document, 2 Pages, 141.79 KB (letter117686)

- [47] UTD Authorized and Active Degree Programs, AY 2023-2024 - effective Spring 2024 term (Page 3)

PDF Document, 3 Pages, 159.67 KB (report40667)

- [48] UT Dallas 2023 Undergraduate Catalog Undergraduate Programs Offered (06082023)

PDF Document, 7 Pages, 168.35 KB (web2513)

- [49] Website for Degrees Offered at the University of Texas at Dallas (06142023) (Page 2)

PDF Document, 6 Pages, 161.88 KB (web2357)

- [50] 2023 Undergraduate Catalog - Graduation Policies (06152023) (Page 3)

PDF Document, 4 Pages, 143.49 KB (catalog1138)

- [51] UT Dallas 2023 Undergraduate Catalog General Curriculum Requirements (06082023)

PDF Document, 2 Pages, 112.52 KB (web2505)

- [52] Course policies within the 2023-2024 Undergraduate Catalog (Page 2)

PDF Document, 6 Pages, 153.97 KB (catalog1294)

- [53] UT Dallas 2023 Undergraduate Catalog Core Curriculum Requirements (06082023)

PDF Document, 9 Pages, 187.95 KB (web2507)

- [54] UT Dallas 2023 Undergraduate Catalog Criminology (BA) (06082023)

PDF Document, 5 Pages, 193.61 KB (web2508)

- [55] Catalog for 2023 - Criminology BA - Four-Year Degree Plan (Example) - UT Dallas 2023 Undergraduate Catalog - The University of Texas at Dallas

PDF Document, 3 Pages, 196.93 KB (catalog1303)

- [56] UT Dallas 2023 Undergraduate Catalog - Neuroscience (BS) (06082023)

PDF Document, 10 Pages, 250.75 KB (web2500)

- [57] Catalog for 2023- Neuroscience (BS) - Four-Year Degree Plan (Example) - UT Dallas 2023 Undergraduate Catalog - The University of Texas at Dallas

PDF Document, 3 Pages, 196.66 KB (catalog1304)

- [58] UT Dallas 2023 Undergraduate Catalog BS Electrical Engineering (BSEE) (06082023)

PDF Document, 9 Pages, 232.41 KB (web2502)

- [59] Catalog for 2023-Electrical Engineering (BSEE) - Four-Year Degree Plan (Example) - UT Dallas 2023 Undergraduate Catalog - The University of Texas at Dallas

PDF Document, 3 Pages, 248.71 KB (catalog1305)

[60] [UT Dallas 2023 Undergraduate Catalog General Curriculum Requirements \(06082023\) \(Page 2\)](#)

PDF Document, 2 Pages, 112.52 KB (web2505)

[61] [UT Dallas 2023 Undergraduate Catalog - Undergraduate Minors \(06082023\)](#)

PDF Document, 4 Pages, 115.88 KB (web2494)

[62] [UT System Principles of Graduate Education, Revised November 13, 2023](#)

PDF Document, 2 Pages, 77.07 KB (publication1706)

[63] [Policy on Procedures for Completing a Graduate Degree - UTDPP1052 revised October 20, 2023](#)

PDF Document, 13 Pages, 79.85 KB (policy1326)

[64] [Engineering and Computer Engineering Milestone Agreement Form - doctoral](#)

PDF Document, 3 Pages, 670.00 KB (form1659)

[65] [Mechanical Engineering Milestone Agreement Form - doctoral](#)

PDF Document, 3 Pages, 183.33 KB (form1660)

[66] [UT Dallas Graduate Catalog for 2023-2024 \(Page 466\)](#)

PDF Document, 794 Pages, 9.30 MB (catalog1238)

[67] [Master of Science in Business Analytics STEM template 2023-2024](#)

PDF Document, 1 Page, 186.71 KB (template1027)

[68] [UT Dallas Graduate Catalog, 2023-2024 \(Page 233\)](#)

PDF Document, 794 Pages, 9.30 MB (catalog1233)

[69] [Master of Science in Economics degree plan matrix, 2023-2024](#)

PDF Document, 1 Page, 193.72 KB (form1670)

[70] [UT Dallas Graduate Catalog, 2023-2024 \(Page 144\)](#)

PDF Document, 794 Pages, 9.30 MB (catalog1233)

[71] [Degree Plan Form for PhD in History of Ideas Fall 2021, School of Arts and Humanities](#)

PDF Document, 3 Pages, 173.63 KB (form1675)

[72] [UT Dallas 2023 Graduate Catalog Graduate Programs Offered \(06082023\)](#)

PDF Document, 8 Pages, 169.56 KB (web2512)

[73] [UTDPP1013: Academic Program Review \(v4\)](#)

PDF Document, 4 Pages, 46.58 KB (policy1253)

[74] [Texas Administrative Code 2.118: Post Approval Program Reviews](#)

PDF Document, 1 Page, 50.58 KB (rule1145)

[75] [Texas Administrative Code 2.182: Doctoral and Professional Degree Programs](#)

PDF Document, 1 Page, 52.72 KB (rule1146)

[76] [Program review MS and PHD Programs in Software Engineering dated April 13, 2022](#)

PDF Document, 6 Pages, 236.65 KB (review1175)

[77] [Program review MS and PHD Material Science and Engineering, Executive Summary](#)

PDF Document, 9 Pages, 212.03 KB (review1174)

[78] [Program review MA and PHD Humanities, Cover Letter and Final Report, Fall 2021 submitted 29 October 2021](#)

PDF Document, 12 Pages, 361.04 KB (review1171)

[79] [Website for US News University of Texas at Dallas Graduate School Overall Rankings \(06082023\)](#)

PDF Document, 7 Pages, 5.57 MB (web2490)

[80] [UTD News Center - UT Dallas Makes Significant Gains in Best U.S. College Rankings - September 18, 2023](#)

PDF Document, 4 Pages, 631.94 KB (publication1720)

[81] [Website for US News Audiology Program Rankings \(06082023\)](#)

PDF Document, 3 Pages, 184.65 KB (web2515)

[82] [Erik Jonsson School of Engineering and Computer Science Rankings \(06082023\) \(Page 3\)](#)

PDF Document, 6 Pages, 499.39 KB (web2495)

[83] [Erik Jonsson School of Engineering and Computer Science Rankings \(06082023\) \(Page 4\)](#)

PDF Document, 6 Pages, 499.39 KB (web2495)

[84] [Website for Princeton Review Top 50 Best Value Colleges \(06082023\) \(Page 3\)](#)

PDF Document, 4 Pages, 147.68 KB (web2492)

- [85] UTD News Center - UT Dallas Soars into Top 100 of Forbes' Top U.S. College Rankings - October 4, 2023

PDF Document, 4 Pages, 671.50 KB (publication1719)

- [86] Carnegie Classification of Institutions Elevates UT Dallas to Highest Research Category

PDF Document, 1 Page, 257.04 KB (web1680)

- [87] The Carnegie Classification of Institutions of Higher Education 2015 Update

PDF Document, 2 Pages, 67.69 KB (web1684)

- [88] Carnegie Classification of Higher Education Institutions in Texas - very high research activity as of January 31, 2024

PDF Document, 1 Page, 102.83 KB (web2700)

Principle 9.2 - Program Length

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit. (Program length) [CR]

Compliance Judgment

Compliance

Narrative

The University of Texas at Dallas (UT Dallas) demonstrates in its catalogs and in practice that the degree programs have the proper length. All undergraduate baccalaureate degrees at UT Dallas meet or exceed 120 semester credit hours, and all post-baccalaureate, graduate, and professional degrees at UT Dallas meet or exceed 30 semester credit hours. UT Dallas does not offer associate degrees. Semester credit hours (SCH) are the only academic unit accepted as outlined in the UTDPP1090 Semester Credit Hour Value policy.^[1] Additionally, the Texas Higher Education Coordinating Board (THECB) also provides definitions for SCH, academic programs, and so forth, in its Board rules, *Texas Administrative Code (TAC)*, Title 19, Part 1, Chapter 2, Subchapter 2, Rule 2.3.^[2]

The THECB has an approved program inventory available online for each Texas institution of higher education (IHE),^[3] and the minimum required hours are listed. The THECB's website for UT Dallas could be displayed either by Classification of Instructional Program (CIP) code^[4] or by institutional administrative unit.^[3] UT Dallas, through the Office of Institutional Success and Decision Support (OISDS), disseminates the authorized program matrices with the SCH listed^[5] to the campus community.

The undergraduate and the graduate online catalogs^{[6][7]} detail the curricular requirements and the minimum SCH required for graduation for each degree program offered by UT Dallas.

Academic Program Approval Process

All proposed new undergraduate or graduate programs and requests to change the program length are reviewed by the school/program faculty, the Council for Undergraduate Education (CUE) or the Council on Graduate Education (Graduate Council), the Committee on Educational Policy (CEP), and the Academic Senate prior to being routed externally to The University of Texas

System (UT System), the Texas Higher Coordinating Board (THECB), and as appropriate, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for final approval as discussed in the narrative for Principle 9.1.

Undergraduate Degree Programs

The State of Texas has a minimum number of semester credit hours for a baccalaureate program: 120 semester credit hours (SCH). If an institution offers a baccalaureate program that requires more than 120 SCH, they must provide justification to the THECB in accordance with *TAC*, Title 19, Chapter 2, Subchapter F, Rule 2.116.^[8]

UT Dallas offers 57 undergraduate programs leading to either a bachelor of arts or bachelor of science degrees.^[9] A list of undergraduate degrees is made available through the online undergraduate catalog.^[10] All UT Dallas undergraduate degree plans require a minimum of 120 SCH as specified in the graduation requirements within the undergraduate catalog.^[11]

Of the 57 undergraduate programs offered at UT Dallas, there are currently six undergraduate degrees that require more than 120 hours: (1) the Bachelor of Science (B.S.) in Computer Engineering requires 126 SCH; (2) the B.S. in Biomedical Engineering requires 128 SCH; (3) the B.S. in Computer Science requires 124 SCH; (4) the B.S. in Software Engineering requires 123 SCH; (5) the B.S. in Electrical Engineering requires 128 SCH; and (6) the Bachelor of Science in Mechanical Engineering requires 127 SCH.^[3] Engineering programs that exceed 120 hours are common nationally and in Texas; for example, UT Austin requires 133 SCH for its B.S. in Biomedical Engineering, 125 SCH for its B.S. in Electrical and Computer Engineering, and 126 SCH for its B.S. in Mechanical Engineering as shown in its program inventory provided by THECB.^[12] Justifications of the additional hours were provided to and approved by the THECB. An example is provided when the department of Biomedical Sciences within the Erik Jonsson School of Engineering and Computer Science requested to increase its SCH from 122 to 128 for its Biomedical Engineering undergraduate degree in fall 2019. As outlined in Principle 9.1, the program faculty appeared before CUE, explaining why there was a need to increase its program length, item 9, “New BMEN degree plan” at the November 19, 2019 meeting^[13] with the following documentation:^{[14][15]} Both CEP^[16] and the Academic Senate^[17] concurred respectively. UT Dallas then secured approvals from UT System^[18] and THECB.^[19] Additionally, at that specific time, the program length change did not meet the criteria to submit the notification and/or approval to SACSCOC in adherence to its substantive change policy.

The degree plans (both the catalog pages and the four-year degree plans) for the B.A. in Criminology,^[20] the B.S. in Neuroscience,^[21] and B.S. in Electrical Engineering^[22] demonstrate how the total hours to degree are distributed across the various curricular requirements.

Graduate Degree Programs

Program length for graduate programs is not defined in state law; however, the appropriate curriculum length is reviewed and determined internally when new program proposals or requests to change the program length undergo the academic program process as outlined in Principle 9.1.

UT Dallas offers 59 master's level degrees, 31 doctoral degrees, and a professional doctorate in audiology.^[9] All graduate programs have a minimum of 30 or more SCH as shown in the accompanying THECB's program inventory for UT Dallas matrix,^[3] the graduate catalog,^[23] and in an accompanying graduate catalog policy section under the heading "Required Semester Credit Hours".^[24]

The majority of master's programs range from 30 to 36 SCH, but there are some exceptions: the two Master of Science (M.S.) programs offered by the School of Behavioral and Brain Sciences – the M.S. in Human Development and Early Childhood Disorders requires 39 SCH and the M.S. in Speech-Language Pathology requires 48 SCH^[25]; Naveen Jindal School of Management's Master of Business Administration that requires 53 SCH.^[26] The majority of UT Dallas' doctoral programs require 75 semester credit hours beyond the baccalaureate degree as shown in the same program inventory; however, there are some doctoral programs that require additional semester credit hours beyond the master's level, such as the five doctoral programs in the Harry W. Bass Jr. School of Arts, Humanities, and Technology.^[27]

A recent example is provided to illustrate the governance process for changing a program length on the graduate level when the Harry W. Bass Jr. School of Arts, Humanities, and Technology requested to reduce the Master of Arts in Latin American Studies from 33 SCH to 30 SCH: Graduate Council, January 27, 2022 agenda item IV.b^[28] and the proposal^[29]; CEP, February 1, 2022 agenda item #4^[30]; the Academic Senate, February 16, 2022 agenda item 11.G^[31]; and the approval from THECB.^[32]

The degree requirements for all graduate degrees are detailed in the catalog under the program description. The degree requirements for the following graduate programs demonstrate how the minimum hours are distributed and list the actual required SCH for the doctoral programs as stated in the University's graduate catalog: Master of Science in Information Technology and Management,^[33] the Master of Arts in History,^[34] the Master of Science in Economics,^[35] the Doctor of Philosophy in History of Ideas,^[36] and the Doctor of Philosophy in Geospatial Information Sciences.^[37]

Fast Track Option

UT Dallas has had a fast-track program for decades and has multiple years of conversations with SACSCOC reviewers and staff throughout the years to refine our program. The institution offers Fast Track programs for select senior

undergraduate students who are qualified and could be enrolled in master's level courses in their undergraduate degree plan.^[38] The graduate SCH earned may be used to complete the baccalaureate degree and also to satisfy some of the requirements for the master's degree. Although the Fast Track requirements vary slightly from program to program, each description shares a common feature: the judgment by faculty that the Fast Track applicant meets the requirements for admission into the graduate program. As such, Fast Track is extremely selective, and undergraduate students are expected to perform at the same level and do all the work that a typical master's student completes. Both the undergraduate and graduate programs contain their minimum amount of semester credit hours for the Fast Track programs.

UT Dallas has addressed its Fast Track program satisfactorily to SACSCOC reviewers in the following reports, the 2008 Focused Report,^[39] the 2015 Second Monitoring Report,^[40] and the 2018 Compliance Certification Report under Principle 2.7.1.^[41] The school/program faculty, CUE, and Graduate Council have had ongoing discussions to ensure the efficacy of the Fast Track program for the last two decades, taking necessary steps to clarify the minimum requirements.

The Fast Track students must meet a set of minimum requirements set forth in the undergraduate catalog: the Fast Track Option minimum requirements section^[38] and the graduate catalog also has a similar section.^[42]

Select undergraduate students must be senior undergraduates "with 90 or more earned hours, of which at least 36 must be completed hours in the core curriculum".^[38] The same undergraduate same catalog page details that they need to meet the following minimum requirements:

"(1) Maintain a cumulative GPA of at least 3.000 in both undergraduate and graduate careers. (2) Satisfy all program requirements while maintaining good academic standing. (3) Students may not repeat a single master's level course more than one time. Students may repeat only three master's level courses a maximum of one time for up to three courses, including withdrawals. All attempted coursework including withdrawals and repeats will be included in a student's graduate record and transcript. (4) A student may take up to a maximum of 15 semester credit hours in total at the master's level. For example, if an undergraduate student chooses to take 9 graduate semester credit hours reserved for application toward a graduate degree, the undergraduate student can take only 6 semester credit hours at the master's level in the Fast Track option. Withdrawals and repeated coursework will also be included in 15 semester credit hour maximum".^[38]

The undergraduate catalog also further stipulates that "if, at any time, a Fast Track student fails to satisfy these requirements, the Fast Track student will be withdrawn from the Fast Track program. Once withdrawn from Fast Track program, any previously completed graduate coursework may only apply toward undergraduate degree requirements".^[38]

Further, information regarding the transcription of undergraduate and graduate course displays in the current undergraduate catalog, within the “Official Transcription” section: “the master’s level courses taken by the Fast Track student will appear on both the undergraduate and graduate transcripts. These master’s level courses will count in the cumulative earned hours and GPA for both undergraduate and graduate careers assisting the Fast Track student towards degree completion at the bachelor’s and master’s level”.^[43] This language was added in the 2017-2018 online undergraduate and graduate catalogs as illustrated in the following minutes that took place between fall 2016 and spring 2017:

- CUE, February 28, 2017 with the minutes recorded for November 30, 2016 beneath the heading of CUE minutes January 31, 2017 under item number 2^[44];
- Graduate Council, November 10, 2016 minutes, item 4^[45];
- Committee on Educational Policy, February 7, 2017 minutes, item 9^[46];
- Academic Senate, February 15, 2017 minutes, item G.^[47]

Additional Fast Track requirements are also included in each school’s admissions/requirements set forth in the Fast Track programs webpage within the undergraduate catalog^[48] and the accompanying /requirements for each of the seven schools:

- (1) The Harry W. Bass Jr. School of Arts, Humanities, and Technology on its webpage^[49] with additional information found in the Fast Track Information PDF^[50];
- (2) School of Behavioral and Brain Sciences^[51]; (3) School of Economic, Political and Policy Sciences^[52];
- (4) Erik Jonsson School of Engineering and Computer Science (ECS) with additional details listed below;
- (5) School of Interdisciplinary Studies^[53];
- (6) Naveen Jindal School of Management^[54]; and
- (7) School of Natural Sciences and Mathematics.^[55]

Each program / school is expected to review and assess the effectiveness of their Fast Track program and make the necessary adjustments to comply with the 150 hours needed for the combined degree program. As an example, ECS requested to pause admission of students into its Fast Track programs after conducting a holistic review assessing its effectiveness. In that memo, the associate dean of undergraduate education at that time wrote: “Our current MS graduation rate from the program is ~30% with between 10% to 20% of students not making class requirements to remain in the program to the next semester. Additionally, ~20% of admitted students do not take a grad class in the first semester and in

Spring 2022 this rose to 50%".^[56] The permission to pause the ECS Fast Track admissions was granted in order to ensure future ECS fast track students' success. Upon the completion of ECS' review, each ECS department began re-admitting students into the Fast Track program in summer 2023.^[57] ECS has a main fast track webpage^[58] and the consolidated PDF indicates how each department provides its own Fast Track program requirements.^[59]

Distance Education

Distance education program length is determined in the same manner as face-to-face offerings in accordance with TAC, Title 19, Part 1, Chapter 2, Subchapter J, Rule 2.204.^[60] In cases in which UT Dallas offers either an online or face-to-face offering, the semester credit hours are similar with one online program having an additional semester credit hour. UT Dallas offers a Global Leadership Executive MBA (GLEMBA) program which accomplishes 53 semester credit hours in 21-months via classroom learning, online learning, three retreats held on campus, one international retreat, and a 10-day international study tour.^[61] The GLEMBA Program is accredited by The Association to Advance Collegiate Schools of Business (AACSB)^[62] and is in accordance with the university's semester credit hour policy.^[1]

Supporting Documents

[1] [UTDPP1090: Semester Credit Hour Value](#)

PDF Document, 1 Page, 29.82 KB (policy1258)

[2] [Texas Administrative Code 2.3: Definitions](#)

PDF Document, 4 Pages, 73.92 KB (rule1142)

[3] [THECB UTDallas Program Inventory Programs by Institutional Administration Structure, January 31, 2024](#)

PDF Document, 7 Pages, 119.85 KB (report40646)

[4] [THECB UTDallas Program Inventory Programs by Classification of Instructional Program Code \(CIP Code\) January 31, 2024](#)

PDF Document, 6 Pages, 92.89 KB (report40688)

[5] [UT Dallas Authorized and Active List of Academic Programs Offered AY 2023-2024, effective spring 2024](#)

PDF Document, 60 Pages, 890.87 KB (report40669)

[6] [UT Dallas Undergraduate Catalog, 2023-2024](#)

PDF Document, 962 Pages, 11.02 MB (catalog1234)

- [7] [UT Dallas Graduate Catalog, 2023-2024](#)
PDF Document, 794 Pages, 9.30 MB (catalog1233)
- [8] [Texas Administrative Code 2.116: Approval and Semester Credit Hours](#)
PDF Document, 1 Page, 52.86 KB (rule1144)
- [9] [UTD Authorized and Active Degree Programs, AY 2023-2024 - effective Spring 2024 term \(Page 3\)](#)
PDF Document, 3 Pages, 159.67 KB (report40667)
- [10] [UT Dallas 2023 Undergraduate Catalog Undergraduate Programs Offered \(06082023\)](#)
PDF Document, 7 Pages, 168.35 KB (web2513)
- [11] [2023 Undergraduate Catalog - Graduation Policies \(06152023\) \(Page 3\)](#)
PDF Document, 4 Pages, 143.49 KB (catalog1138)
- [12] [Report: THECB -UT Austin Program Inventory \(Page 16\)](#)
PDF Document, 19 Pages, 195.31 KB (report40638)
- [13] [November 2019 Council on Undergraduate Education Meeting Agenda](#)
PDF Document, 2 Pages, 187.08 KB (agenda1300)
- [14] [Proposal to CUE to change BS Biomedical Engineering Program Overview - October 2019](#)
PDF Document, 2 Pages, 167.67 KB (proposal1043)
- [15] [Proposal to CUE to Change BS Biomedical Engineering, Comparison Between Current and Proposed Curriculum - November 2019](#)
PDF Document, 1 Page, 51.58 KB (proposal1046)
- [16] [CEP Meeting Agenda December 1, 2019 \(Page 144\)](#)
PDF Document, 222 Pages, 4.19 MB (agenda1397)
- [17] [Academic Senate Meeting - January 15, 2019 \(Page 198\)](#)
PDF Document, 228 Pages, 16.17 MB (agenda1398)
- [18] [UT System Approval of Request to Increase Program Length for BS Biomedical Engineering 20200116](#)
PDF Document, 8 Pages, 2.49 MB (letter110820)
- [19] [THECB Approval Letter for Increase SCH for BS Biomedical Engineering 20200127](#)
PDF Document, 2 Pages, 73.08 KB (letter110853)

- [20] [UT Dallas 2023 Undergraduate Catalog Criminology \(BA\) \(06082023\)](#)
PDF Document, 5 Pages, 193.61 KB (web2508)
- [21] [UT Dallas 2023 Undergraduate Catalog - Neuroscience \(BS\) \(06082023\)](#)
PDF Document, 10 Pages, 250.75 KB (web2500)
- [22] [UT Dallas 2023 Undergraduate Catalog BS Electrical Engineering \(BSEE\) \(06082023\)](#)
PDF Document, 9 Pages, 232.41 KB (web2502)
- [23] [UT Dallas 2023 Graduate Catalog Graduate Programs Offered \(06082023\)](#)
PDF Document, 8 Pages, 169.56 KB (web2512)
- [24] [UT Dallas Graduate Catalog for 2023-2024 \(Page 761\)](#)
PDF Document, 794 Pages, 9.30 MB (catalog1238)
- [25] [THECB UTDallas Program Inventory Programs by Institutional Administration Structure, January 31, 2024 \(Page 2\)](#)
PDF Document, 7 Pages, 119.85 KB (report40646)
- [26] [THECB UTDallas Program Inventory Programs by Institutional Administration Structure, January 31, 2024 \(Page 3\)](#)
PDF Document, 7 Pages, 119.85 KB (report40646)
- [27] [THECB UTDallas Program Inventory Programs by Institutional Administration Structure, January 31, 2024 \(Page 6\)](#)
PDF Document, 7 Pages, 119.85 KB (report40646)
- [28] [January 2022 Graduate Council Meeting Agenda](#)
PDF Document, 1 Page, 88.73 KB (agenda1308)
- [29] [THECB Credit Hour Change Request Form for MA Latin American Studies from 36 SCH to 33 SCH - November 30, 2021](#)
PDF Document, 4 Pages, 159.59 KB (form1647)
- [30] [February 2022 Committee on Educational Policy Meeting Agenda \(Page 173\)](#)
PDF Document, 182 Pages, 5.49 MB (agenda1328)
- [31] [UT Dallas Academic Senate Agenda \(02162022\) \(Page 168\)](#)
PDF Document, 220 Pages, 7.03 MB (agenda1195)

- [32] [THECB Approval Letter for SCH Reduction for A&H MA in Latin American Studies, March 29, 2022](#)

PDF Document, 2 Pages, 118.47 KB (letter116194)

- [33] [UT Dallas 2023 Graduate Catalog MS Information Technology and Management \(06082023\)](#)

PDF Document, 10 Pages, 207.71 KB (web2501)

- [34] [UT Dallas 2023 Graduate Catalog MA in History \(06082023\)](#)

PDF Document, 2 Pages, 140.64 KB (web2503)

- [35] [UT Dallas 2023 Graduate Catalog Economics Programs \(06082023\) \(Page 4\)](#)

PDF Document, 7 Pages, 183.25 KB (web2504)

- [36] [UT Dallas Graduate Catalog, 2023-2024 \(Page 144\)](#)

PDF Document, 794 Pages, 9.30 MB (catalog1233)

- [37] [2023 Graduate Catalog Geospatial Information Sciences Programs \(06152023\)](#)

PDF Document, 18 Pages, 281.61 KB (catalog1135)

- [38] [2023 Undergraduate Catalog Policies and Procedures - Fast Track \(06152023\)](#)

PDF Document, 2 Pages, 114.52 KB (catalog1232)

- [39] [UT Dallas 2007-2008 Focused Report for the Commission on Colleges of the Southern Association of Colleges and Schools \(SACS\) \(Complete Report\) \(Page 2\)](#)

PDF Document, 32 Pages, 2.00 MB (report1496)

- [40] [Report: 2015 Second Monitoring Report \(Page 4\)](#)

PDF Document, 8 Pages, 99.27 KB (report21208)

- [41] [2018 CCR Narrative for Principle 2.7.1 \(Page 2\)](#)

PDF Document, 5 Pages, 158.97 KB (ccrnr1116)

- [42] [UT Dallas Graduate Catalog for 2023-2024 \(Page 733\)](#)

PDF Document, 794 Pages, 9.30 MB (catalog1238)

- [43] [2023 Undergraduate Catalog Policies and Procedures - Fast Track \(06152023\) \(Page 2\)](#)

PDF Document, 2 Pages, 114.52 KB (catalog1232)

- [44] [CUE Agenda Items FEB 28 2017 Minutes JAN 31 2017](#)

PDF Document, 3 Pages, 76.73 KB (repnv2488)

- [45] 201611 Graduate Council Agenda Packet 11 10 16 (Page 2)
PDF Document, 117 Pages, 3.86 MB (repnave2489)
- [46] Committee on Educational Policy Meeting Minutes February 7, 2017 Unapproved and Uncorrected Minutes (Page 2)
PDF Document, 2 Pages, 79.84 KB (minutes1311)
- [47] AcaSenate Feb17 (Page 5)
PDF Document, 6 Pages, 682.33 KB (repnave2484)
- [48] Undergraduate Policies and Procedures for Fast Track Programs by School (links)
PDF Document, 1 Page, 65.77 KB (catalog1301)
- [49] Bass School for Arts, Humanities, and Technology Fast Track
PDF Document, 3 Pages, 2.28 MB (web2717)
- [50] School of Arts Humanities and Technology Fast Track Program
PDF Document, 2 Pages, 128.11 KB (policy1328)
- [51] School of Behavioral and Brain Sciences Fast Track Program
PDF Document, 1 Page, 1.08 MB (policy1329)
- [52] School of Economic, Political and Policy Sciences Fast Track
PDF Document, 2 Pages, 531.89 KB (policy1330)
- [53] UT Dallas Undergraduate Catalog 2023-2024 (Page 451)
PDF Document, 962 Pages, 11.02 MB (catalog1237)
- [54] Naveen Jindal School of Management Fast Track Program
PDF Document, 22 Pages, 1.48 MB (web2716)
- [55] School of Natural Sciences and Mathematics graduate advising and fast track
PDF Document, 2 Pages, 709.18 KB (web2706)
- [56] Memo from ECS ADU to Dean of Undergraduate Education, University Registrar, and Associate Provost regarding ECS Fast Track Program, No Student Admissions to Program for Spring 2023, August 22, 2022
PDF Document, 1 Page, 140.54 KB (memo1585)

- [57] Memo to Deans of Undergraduate and Graduate Education, University Registrar, and Associate Vice President for Institutional Success and Decision Support from Associate Dean of Undergraduate Education, Erik Jonsson School of Engineering and Computer Science regarding ECS Fast Track Updates, January 30, 2023
PDF Document, 8 Pages, 372.98 KB (memo1530)

- [58] Jonsson School of Engineering and Computer Science Undergraduate Advising and Fast Track
PDF Document, 3 Pages, 206.39 KB (web2709)

- [59] Jonsson School of Engineering and Computer Science Fast Track Admissions by department
PDF Document, 24 Pages, 1.22 MB (web2708)

- [60] Texas Administration Code 2.204: Distance Education Standards and Criteria; the Principles of Good Practice for Distance Education
PDF Document, 2 Pages, 60.55 KB (rule1140)

- [61] UT Dallas Graduate Catalog for 2023-2024 (Page 572)
PDF Document, 794 Pages, 9.30 MB (catalog1238)

- [62] Letter from AACSB to Hasan Pirkul Regarding Affirmation of Accreditation by the Continuous Improvement Review Committee for Degree Programs in Business, May 2022
PDF Document, 3 Pages, 109.19 KB (letter118097)

Principle 10.2 - Public Information

The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies. (Public information)

Compliance Judgment

Compliance

Narrative

The University of Texas at Dallas (UT Dallas) publishes academic calendars, grading policies, and refund policies on the institution's website.

The institution provides students and other stakeholders with the academic calendars^[1] and an opportunity to review past semesters for a decade; the current semester academic calendar; and future semesters as available a year in advance.

Grading policies are publicized in the online Undergraduate^[2] and Graduate Catalogs.^[3] These documents contain details about academic grievances, such as the Student Grievances policy UTDSP5005,^[4] along with academic progress, grade changes, the grading scale, incomplete grades, and mid-term and final grades.

Current students and members of the public can view UT Dallas' current and archived tuition rates by going to the Bursar's Office webpage.^[5] Individuals also have the ability to calculate the estimated cost of attendance by going to the Office of Financial Aid's webpage.^[6]

In addition, the Office of Financial Aid provides a webpage^[7] with details regarding refunds. Students and other constituents can check the status of their refund through the Bursar's Office webpage.^[8] The *Texas Education Code (TEC)*, specifically Section 54.006^[9] details the refund policies for Texas public universities to adhere. Nevertheless, the institution does provide the following information for students to determine their refund amount, if at all:

- "Whether withdrawal from classes is partial or complete.
- The date the classes are dropped. See the Academic Calendar for the appropriate term.
- The amount of tuition and fees charged, rather than the amount paid.
- Whether tuition was self-paid or paid via financial aid"^[8]

UT Dallas' calendars, grading and refund policies, and cost of attendance information are consistent and accessible to students and stakeholders across all locations and instruction modalities; distance education students do not have separate policies.

Supporting Documents

- [1] [UT Dallas Academic Calendar Spring 2024](#)
PDF Document, 3 Pages, 151.38 KB (web2714)

- [2] [Undergraduate Policies and Procedures regarding Grades, 2023 Undergraduate Catalog \(Page 2\)](#)
PDF Document, 5 Pages, 196.35 KB (policy1288)

- [3] [Graduate Policies and Procedures regarding Grades, 2023 Graduate Catalog](#)
PDF Document, 2 Pages, 126.86 KB (policy1289)

- [4] [UTDSP5005: Student Grievances \(v6\)](#)
PDF Document, 3 Pages, 41.70 KB (policy1261)

- [5] [Tuition Plans and Rates, multiple years, Bursar Office, The University of Texas at Dallas as of February 3, 2024](#)
PDF Document, 28 Pages, 3.75 MB (web2715)

- [6] [Estimated Cost of Attendance, Financial Aid Calculator, Office of Financial Aid as of December 22, 2023](#)
PDF Document, 2 Pages, 112.25 KB (web2667)

- [7] [UT Dallas Disbursements and Refunds policies and procedures as of November 21, 2023](#)
PDF Document, 2 Pages, 114.57 KB (web2651)

- [8] [UTD Bursar Office: Refunds Policy](#)
PDF Document, 2 Pages, 845.39 KB (web2672)

- [9] [Texas Education Code Chapter 54 as of November 8, 2023 \(Page 2\)](#)
PDF Document, 248 Pages, 672.00 KB (law1030)

Principle 10.3 - Archived Information

The institution ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students. (Archived Information)

Compliance Judgment

Compliance

Narrative

The University of Texas at Dallas (UT Dallas) has a digital archive of its online Undergraduate and Graduate catalogs from 2014 to the current academic year 2023-2024.^[1] The digital archive is readily available to former, current, and prospective students and the general public; each catalog includes the academic regulations, policies, and the University's program offerings, including the list of courses and degree requirements. Links and references to the catalogs' webpage are visible from numerous UT Dallas sites.

The Office of the Registrar oversees the catalogs, both current and archival versions. The University Registrar, and their team, continuously complete a set of processes to ensure the availability and accessibility of the catalogs. The historical print catalogs dating back to 1972 were scanned and stored into the OnBase records management software system. Additionally, the Registrar's Office keeps one print set of historical catalogs in their office. All recent electronic copies are stored in OnBase and the Registrar's Intranet.^[2] Former students and the general public can contact the Office of the Registrar to obtain information from all current and historical catalogs.

The McDermott Library also holds a set of historical catalogs in its Special Collections Reading Room, UTD Archives; these are also available to the general public, and current and former students with instructions provided.^[3] The Library continues to supplement its print catalogs by digitizing them as PDFs and adding them to their library catalog. When the Office of the Registrar publishes the annual catalog, a digital copy is also sent to the Office of Institutional Success and Decision Support (OISDS) to be added to the online home-grown repository, called Dox. This University's repository stores all of electronic and scanned copies, not only the catalog archives,^[4] but also other University documents, such as program proposals, and approval letters from SACSCOC, The University of Texas System, and the Texas Higher Education Coordinating Board, among other program documents that can assist with prior degree requirements.

The Office of the Registrar also oversees a centralized process to update the new outgoing annual catalogs. The catalog team sets forth the annual catalog cycle of deadlines^[5] for school/department/program faculty and administrative support units. The school/department/program faculty will request changes to the course inventory (course additions, deletions, revisions, and repeatability information); degree programs (adding, closing, revising existing degree requirements)^[6]; and academic policies (known locally as 1st 40 policies).^[7] These changes are entered into a home-grown software system with two modules with distinct capabilities: (1) CatBook allows users to make course changes to the local course inventory and (2) Nekobukku assists the Office of the Registrar, school/department/program faculty, and administrative support units to revise the individual academic degree programs and academic policies as appropriate. The software system generates reports of the catalog copy with tracked changes. These reports are then reviewed and approved by the undergraduate and graduate education governance committees, Council for Undergraduate Education (CUE) and Council on Graduate Education (Graduate Council) respectively. The CUE examples show the catalog changes, within the October 2022 agenda,^[8] and CUE's discussion and approval the following month recorded within its November 2022 agenda/meeting minutes.^[9] Graduate Council also records its agendas and minutes, by listing items separately; they are excerpted for April 2022^[10] and May 2022.^[11] Upon approval from CUE and Graduate Council, all catalog items are routed to the Committee on Educational Policy for further discussion and approval as shown in the examples for December 2021^[12] and February 2022 (skipping January 2022).^[13] All respective catalog revisions are then routed to the Academic Senate for final discussion and approval^[14]; these revisions are permanent records within the Academic Senate agendas and minutes and displayed on the Academic Senate's website.^[15]

UT Dallas ensures the availability of current and archived versions of catalogs in both digital and print form in addition to maintaining a repository of program changes to assist former and returning students.

Supporting Documents

[1] [UT Dallas Course Catalogs as of January 24, 2024](#)
PDF Document, 1 Page, 69.96 KB (web2676)

[2] [Registrar Intranet for Catalog](#)
PDF Document, 2 Pages, 365.26 KB (web2677)

[3] [Eugene McDermott Library FAQ: Where Can I Find Past UT Dallas Course Catalogs](#)
PDF Document, 1 Page, 78.27 KB (web2681)

- [4] [The University of Texas at Dallas list of archived catalog dox-links as of January 29, 2024](#)
PDF Document, 3 Pages, 114.93 KB (catalog1300)
- [5] [Registrar Intranet Catalog Deadlines](#)
PDF Document, 2 Pages, 154.43 KB (web2679)
- [6] [Registrar Intranet Catalog Information](#)
PDF Document, 3 Pages, 109.40 KB (web2678)
- [7] [Registrar Intranet Catalog Pages](#)
PDF Document, 1 Page, 68.55 KB (web2680)
- [8] [October 2022 Council on Undergraduate Education Meeting Agenda \(Page 31\)](#)
PDF Document, 75 Pages, 2.41 MB (agenda1263)
- [9] [November 2022 Council on Undergraduate Education Meeting Agenda \(Page 10\)](#)
PDF Document, 24 Pages, 1.28 MB (agenda1262)
- [10] [Graduate Council April 28, 2022 Excerpted Agenda and Minutes](#)
PDF Document, 104 Pages, 1.49 MB (agenda1392)
- [11] [Graduate Council May 26, 2022 Excerpted Agenda and Minutes. \(Page 79\)](#)
PDF Document, 81 Pages, 1.99 MB (agenda1393)
- [12] [December 2021 Committee on Educational Policy Meeting Agenda \(Page 4\)](#)
PDF Document, 159 Pages, 7.32 MB (agenda1326)
- [13] [February 2021 Committee on Educational Policy Meeting Agenda \(Page 2\)](#)
PDF Document, 388 Pages, 13.80 MB (agenda1329)
- [14] [UT Dallas Academic Senate Agenda \(05102023\) \(Page 216\)](#)
PDF Document, 370 Pages, 15.47 MB (agenda1200)
- [15] [Website for UT Dallas Academic Senate Meetings \(0682023\)](#)
PDF Document, 4 Pages, 1.94 MB (web2476)

Principle 10.5 - Admissions Policies and Practices

The institution: (a) publishes admissions policies consistent with its mission; (b) ensures that its recruitment materials and presentations accurately represent the institution's practices, policies, and accreditation status; and (c) ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees. (Admissions policies and practices)

Compliance Judgment

Compliance

Narrative

In accordance with its mission statement, The University of Texas at Dallas (UT Dallas) seeks to attract, recruit, and admit students who have the potential to become “well-rounded members of the global community whose education has prepared them for rewarding lives and productive careers in a constantly changing world”.^[1] UT Dallas admission decision committee personnel review applications in an attempt to offer admission to students who can succeed within the rigorous academic experiences offered by UT Dallas’ transdisciplinary programs of study which integrate the science, technology, engineering, and mathematics (STEM) and the arts, humanities, and social science disciplines; the academic programs offered cross disciplinary lines beyond the general education requirements.

Both undergraduate and graduate admissions are consistent with the University’s strategic plan’s goals to be “a force in innovative, transdisciplinary research and education in emerging areas of technology, science, and learning”.^[2]

Admission Standardized Test Scores / Test Optional Practice

UT Dallas currently has a test-optional interim policy in place for its undergraduate admissions; as some graduate programs have continued their COVID-19 temporary policy to waive GRE requirements.^{[3][4]} Initially, this approach was implemented as a response to challenges posed by COVID-19 in test-taking when test centers were not open to the majority of applicants. This accommodation continued for undergraduate admission and for some graduate programs’ admission for the fall 2023 term. Further, the assistant provost in the Office of Admission and Enrollment conducted a study for test optional admission for First-Time-in-College (FTIC) applicants admitted during fall 2021 (the fall 2021 cohort)^[5] to understand whether applications increased as a result of the test optional admission policy. The assistant provost stated that “44% of our applicants and 47% of our admitted freshman applied without a test score. The 2021 cohort included 590 students (14.6% of total enrolled) who applied

without a test score”.^[6] Therefore, discussions are ongoing among academic personnel in the Offices of the Undergraduate Education, Graduate Education, Admission and Enrollment, Institutional Success and Decision Support, and Vice President for Academic Affairs and Provost as to whether standardized test scores would be reinstated or if the test optional admission practice will continue. Benchmarking among UT Dallas’ peers’ admission policies will also inform academic personnel prior to a formal decision which will be reviewed and approved by UT Dallas’ faculty governance committees.

Admissions Policies

UT Dallas is a public university, dedicated to its multifaceted role as a comprehensive research, teaching, and public service entity. Consequently UT Dallas is committed to providing access to education while concurrently prioritizing student success; its admission policies are designed to ensure that accepted students are well-equipped to meet the demands of the program curricula. Admission to UT Dallas is open to all candidates on the basis of academic preparation, ability, and availability of space without regard to race, color, religion, national origin, gender, age, disability, citizenship, veteran status, or sexual orientation. The criteria used in selecting students for admission varies as a function of the individual’s classification and whether the applicant is seeking acceptance into an undergraduate or graduate program. Application requirements may vary by academic program.

UT Dallas’ admissions policies are governed by The University of Texas System (UT System) Board of Regents’ Rules and Regulations Rule 40301 General Admission Policy.^[7] In pursuit of this objective, the University has formulated admissions policies for both undergraduate and graduate studies that seek to embrace and educate a broad spectrum of qualified students, in accordance with UT System Regents’ Rule 40303 Admission Procedures for U. T. Institutions,^[8] *Texas Administrative Code* Title 19, Part I, Chapter 5, Subchapter A, Rule 5.5 Uniform Admission Policy,^[9] and Chapter 51 Provisions Generally Applicable to Higher Education of the *Texas Education Code*.^[10] Complying with Regents’ Rule 40303^[8] mandates these admission standards are disseminated to the public through inclusion in both undergraduate^{[11][12][13]} and graduate^[14] online catalogs.

The Office of Admission and Enrollment at UT Dallas features admission standards on its webpages dedicated to undergraduate education.^{[15][16][17][18][19]} Graduate admission is a decentralized process handled by academic personnel in each of the seven schools in collaboration with the Office of Admission and Enrollment and the Office of Graduate Education. Accordingly the website for the graduate programs offered by UT Dallas reflects the decentralized process.^{[20][21][22][23]}

Any changes or updates to these standards, whether initial or subsequent, receive approval from the UT System Board of Regents through the consent calendar, following the endorsement by the UT System Executive Vice Chancellor (EVC) for Academic Affairs in accordance with Regents' Rule 40303.^[24]

Below are the overarching admission criteria applicable to various educational levels and statuses within the University.

Undergraduate Admissions

Freshman Admissions

UT Dallas, as a public university, adheres with Chapter 51 of the *Texas Education Code* (TEC) Section 51.801^[25] and *Texas Administrative Code* (TAC) Rule 5.5 Uniform Admission Policy.^[9] At UT Dallas, a "First Time-in-College" (FTIC) is an applicant who has not enrolled in another institution of higher education following their high school graduation, excluding the subsequent summer term; if applicants take college courses preceding high school graduation, these courses would be considered as dual credit and these applicants would still be considered "first-time freshman" or "FTIC" pursuant to UT System Regents' Rule 40303 Admission Procedures for U. T. Institutions^[8] and *Texas Education Code* Sections 51.803 through Sections 51.805.^[25] If an applicant has earned college credit after high school graduation outside of the summer term immediately following graduation, they are not considered a "first-time freshman."

Subject to available enrollment capacities and academic requirements for specific degree programs, all students admitted to the university will be enrolled in the degree program requested in their application material. Students who, because of these constraints, cannot be enrolled in their first choice of major will be offered enrollment as outlined in the acceptance letter. "Applicants admitted because they are in the top 10% of their high school class may be required to complete additional preparatory work before enrolling in the University or complete developmental coursework to remove any deficiencies in their readiness to successfully complete college-level work prior to University graduation".^[26]

Automatic Admission / Top 10 Percent

Students graduating in the top 10 percent of an accredited Texas high school with Distinguished Level of Achievement are granted automatic admission in accordance with TEC Section 51.803^[25] as first-time freshmen, provided they "must have graduated during one of the two school years preceding the academic year for which they seek admission".^[12] They should not have taken any college-level coursework since high school graduation. Admitted applicants from the top 10 percent may need to fulfill additional preparatory requirements, such as developmental coursework, to address readiness deficiencies before University graduation.^[26]

Reviewed Admission

“All applications from students who do not meet the Automatic Admission Criteria will be reviewed holistically”.^[26] The UT Dallas enrollment management team considers various factors in evaluating applicants’ applications including successful completion of a high school curriculum and the following factors but not limited to:

- Academic performance, including overall grades and trends in achievement.
- High school curriculum strength, considering the rigor level (AP, IB, dual credit).
- High school rank and GPA.
- SAT I or ACT test scores, if provided.
- Preparedness for and demonstrated ability in the intended major.
- Although not obligatory, applicants are urged to submit extra materials like a resume, an ApplyTexas or Common App essay response, and up to three letters of recommendation.^[26]

Home-Schooled and GED Applicants

In accordance with Texas Senate Bill 1543,^[27] applicants who have completed a non-traditional secondary education, like home-schooling or obtaining a GED instead of a high school diploma, will receive a percentile rank. This rank is established by comparing their accomplishments to the average class rank of students from traditional schools with equivalent SAT or ACT test scores.

International Applicants

International applicants must meet freshman admission criteria and they also need to meet the English proficiency requirement outlined in the undergraduate admission catalog^[28]; the criteria are also listed on the Office of Admission and Enrollment’s website.^[29] Further, international applicants can meet the English proficiency requirement through one of five methods:

“Option 1: Attended three or more years at a U.S. high school and graduated or will graduate.

Option 2: Is from a country whose government language is English and whose education has been solely in English.

Option 3: Scores 560 or above on the Evidence-Based Reading and Writing (EBRW) section of the SAT or 21 or above on the English section of the ACT. SAT and ACT scores are valid for five years from the testing date.

Option 4: Completes an academic associates degree (AA, AS, or an AGS) from a Texas college, and completes the equivalent of ENGL 1301 and ENGL 1302, obtaining a B or better in both classes, and complete core coursework.

Option 5: Completes 42 or more transferable credit hours from a U.S. institution, and completes the equivalent of ENGL 1301 and ENGL 1302, obtaining a B or better in both classes, AND achieves a cumulative GPA of 2.5 or better”.[29]

At UT Dallas, English proficiency requirements also could be met through specific exams: Duolingo Exam (minimum score of 105), International English Language Testing System (minimum score 6.5 with completion of Level 112), or Test of English as a Foreign Language (minimum score 80). Official scores must be directly sent to UT Dallas from the testing service.[30]

Freshman applicants from countries outside the United States should provide official secondary school transcripts, diplomas, certificates, or national test examination scores, aligning with their country's educational system. To be eligible for freshman admission, students must have completed secondary school studies equivalent to U.S. high school graduate requirements.[31]

International transfer students are required to submit official transcripts or mark-sheets for all college or university-level coursework, along with documents similar to the General Certificate of Education (GCE) ordinary-level and advanced-level examinations, school leaving certificates, and matriculation exams.[31]

Transfer Admissions

Prospective applicants who have completed college-level credits at an accredited institution fall under the category of transfer students.[32] Further, the Office of Admissions and Enrollment website indicates that all transfer applicants' applications would be evaluated on an individual and holistic basis, taking into account various factors such as:

1. “Cumulative GPA and overall academic coursework and performance.
2. Preparation for and ability to be successful in the intended major.
3. Information provided in optional supplemental materials, such as:
 - A resume
 - Letter(s) of recommendation (limited to a maximum of three)
 - ApplyTexas application essay (Option C)”.[33]

Automatic Transfer Admission

Eligible transfer students will be qualified for automatic admission in pursuant to TEC 51.803[25] and TEC 51.8035.[34] To take advantage of this provision, transfer student applicant “must submit to UT Dallas, by the deadline, information that ‘expressly and clearly’ claims entitlement to admission...” as cited in the undergraduate admission catalog[35] as long they meet the specific admission criteria outlined in the catalog. Further, they need to complete the core curriculum either at a public junior college or at another higher education institution. Additionally, transfer applicants can “indicate in the Apply Texas application that they graduated in the top 10 percent of their class from a Texas

or U.S. Department of Defense high school within the last three years and have completed the core curriculum at a Texas junior college or lower division institution (e.g., community college). Applicants who yes check to the question within the application will be required to submit an official copy of their high school transcript as part of the transfer application file to ensure that law provisions are met”.^[36]

Assured Transfer Admission

Applicants are eligible for assured transfer admission by meeting one of the following criteria options:

“Option 1

1. Forty-two (42) or more transferable credit hours.
2. A minimum cumulative transferable GPA of 3.0 or greater on a 4.0 scale.
3. Fewer than 90 cumulative attempted hours between all attended institutions of higher education.
4. Applicant must be in good standing with the last college or university attended.

Option 2

1. A Comet Connection member with a completed AA/AS/AAT.
2. A minimum cumulative GPA of 3.0 or greater on a 4.0 scale.
3. Applicant must be in good standing with the last college or university attended...”.^[33]

Transfer Reviewed Admission

Transfer applicants who do not meet the assured transfer admission will have their applications reviewed and may be placed on probation. They need to submit the necessary documentation, including but not limited to transcripts showing post-secondary coursework from another higher education institution, high school transcripts, SAT/ACT scores, and essay detailing their educational experience.^[37]

Transient Admissions

Undergraduate students who are pursuing degrees at other colleges and universities during the long session (fall and spring semesters) and wish to continue their studies at UT Dallas for one semester may be admitted to some undergraduate programs as transient students (also referred to as visiting students).^[38] Undergraduates from other institutions wishing to study at UT Dallas for one semester as transient students must submit an admission application, pay an application fee, and submit an official transcript from their home campus. Good academic standing from their home institution is required. Transient students are classified as non-degree seeking and cannot enroll in two

consecutive semesters at UT Dallas. If they seek regular admission, they must follow transfer admission procedures. UT Dallas' transient admission policies are detailed in the undergraduate admission catalog^[39] and on the admissions webpage for transient applicants.^[38]

Non-degree Seeking Admission

Applicants with a bachelor's degree or its equivalent can be non-degree seeking students at UT Dallas, taking undergraduate courses without pursuing a degree. They can transfer up to 15 semester credit hours to any program, subject to the school's undergraduate education associate dean's discretion.^[13] Non-degree students must meet the same scholastic standards as degree-seeking students for continued enrollment. Unsatisfactory work may require permission from the associate dean of undergraduate education for re-enrollment.

Non-degree students may not qualify for financial aid, and international students can maintain F or J immigration status. Eligible international students include those in established exchange programs, transient or visiting F-1 or J-1 students from another U.S. institution, and students enrolling in UT Dallas while pursuing a program at a non-U.S. university.^[39]

Returning/Readmission

Individuals who wish to return to UT Dallas must have completed at least one semester at the university, and have not been enrolled at the institution within the last three long semesters (excluding summer).^[40] Returning students can apply for readmission through ApplyTexas.^[41]

Second Baccalaureate Degrees

Students pursuing a second baccalaureate degree should reach out to the relevant department for details before applying. After receiving confirmation from the department, applicants with a prior undergraduate degree from UT Dallas or another institution should use Apply Texas to apply for admission. They need to submit official transcripts from all non-UT Dallas college coursework, pay the non-refundable application fee(s), and provide an essay for evaluation through the school's internal admission process.^{[39][42]}

Academic Fresh Start

TEC Title 3, Subtitle A, Chapter 51 Provisions Generally Applicable to Higher Education, Section 51.931 Right to an Academic Fresh Start states that a resident of Texas may apply for admission to UT Dallas as an undergraduate student without consideration of course credit or grades earned 10 or more years prior to the semester the applicant plans to enroll.^[43] To be admitted under the Academic Fresh Start statute, the applicant must meet the admissions standard in effect at the time of application. Students admitted under this option may not

receive credit for any course work taken 10 or more years prior to enrollment. The Academic Fresh Start provisions are described in the undergraduate catalog.^[44]

Texas Success Initiative Requirements

Admitted undergraduate students are required to meet the Texas Success Initiative (TSI) admission requirements before their first enrolled semester.^[45] If students do not qualify for any of the exemptions listed in the TAC Title 19, Part 1, Chapter 4, Subchapter C, Rule 4.54 Exemptions, Exceptions, and Waivers,^[46] they must take the TSI Assessment Exam. The University notifies students about this requirement via email. Exam scores are used to assess the need for remediation.

Graduate Admissions

UT Dallas' graduate catalog outlines specific admission requirements for each degree program. "The minimum requirement for admission to any master's or doctoral degree program at UT Dallas is an earned UT Dallas baccalaureate degree or its equivalent and a record indicative of readiness for graduate work. Each graduate degree program has different admission standards, and faculty admission committees make admission decisions based on their holistic review of each applicant's credentials".^[44] Evidence for the conferral of the baccalaureate degree must be presented before enrollment in the master's degree program is permitted.^[47] For doctoral programs, applicants need an earned master's degree with at least a B+ average or demonstrated comparable research competence. Those currently in post-baccalaureate study may be admitted with conditions that official documentation confirming the conferral of their master's degree is presented before enrollment at UT Dallas is allowed.^[48] Some departments admit highly qualified candidates directly to the doctoral program from a bachelor's degree.

The graduate catalog pages are provided to indicate the admission requirements for various graduate degree programs: Doctor of Philosophy in Economics^[49]; Master of Science in Economics^[50]; and a general overview of admissions for the Harry W. Jr. Bass School of Arts, Humanities, and Technology academic offerings^[51]

Quick Admit Process

At the height of COVID-19, the Office of Graduate Education (OGE) in collaboration with the Office of Admission and Enrollment developed an admission process called "quick admit" to allow current UT Dallas undergraduate students and recent UT Dallas graduates to be admitted into the graduate program with an expedited review by graduate academic personnel.^[52] The process was successful and the assistant provost in Admission and Enrollment petitioned to formalize the process and include it in the graduate catalog in the October 2021 memo.^[53] The OGE Dean added the formal request

to the Council of Graduate Education agenda for its October 28, 2021 meeting ([54] whereby it was discussed and approved as noted in the minutes – item IV.c.[55] The Committee on Educational Policy[56][57] concurred along with the Academic Senate as recorded in the January 2022 minutes.[58] Current undergraduate students and recent graduates have two paths as shown in the current graduate catalog, Auto Admit[59] and Expedited Review[47] depending on the term applicants apply for admission.

Program-Specific Graduate Admissions

For admission to master's programs at UT Dallas, undergraduate GPA is a common consideration. Applicants with baccalaureate degrees under the TEC, Section 51.931 Academic Fresh Start statute[43] are evaluated based on the GPA of the coursework completed for that degree. Each program sets its criteria, and while GRE or GMAT scores are considered, they may not be the sole determinant for denial as mandated by TEC Section 51.842(b).[43] Other factors like readiness for graduate studies, record of achievements, honors, awards, essays, CV/resume, recommendation letters, and prior employment responsibilities are also considered. In summary, admission decisions consider various criteria, both quantitative and qualitative, ensuring a holistic assessment.[60]

International Graduate Applicants

An international applicant must meet basic graduate admission requirements previously described as well as the program-specific admissions requirement for their program of interest. In addition, international applicants must demonstrate a sufficient level of skill with the English language to assure success in graduate studies. UT Dallas accepts official test score reports directly from the testing agency (TOEFL, IELTS, or Duolingo) unless the international applicant holds a bachelor's or master's degree from an accredited U.S. institution. English language skills score minimums are as follows:

- TOEFL paper-based – 550
- TOEFL internet-based – 80
- IELTS – 6.5
- Pearson's Test of English Academic (PTE) – 67
- Duolingo – 105
- Or a successful completion in level 112 of English from the ELS Language Centers.[61]

Non-degree Seeking Graduate Applicants

Prospective students interested in taking one or two graduate courses at UT Dallas without enrolling in a degree or certificate program can apply as non-degree seeking students. They can take up to 15 semester credit hours.[62]

Enrollment as a non-degree seeking student is subject to review and approval by the associate dean of graduate education in the specific school; further completion of courses does not guarantee admission to a graduate program.^[47]

Distance Education / Off-campus Instructional Sites

The University's undergraduate and graduate admissions policies apply to all delivery modalities, including distance education, online, hybrid (includes face-to-face and online courses), and off-campus instructional sites. However, prospective students could explore whether the online or hybrid program would be suitable for their educational learning.^[63] Newly admitted students must contact their advisor(s) before registering for classes during the first term of enrollment. As a result, students entering distance education programs have access to an advisor for questions and a number of online resources, including a general overview webpage with links^[64]

Admissions Governance

The Council for Undergraduate Education (CUE) is UT Dallas' legislative body of the university faculty that governs undergraduate education, including admissions requirements for all undergraduate programs.^[65] The Council on Graduate Education (Graduate Council) likewise has a similar charge to evaluate and make recommendations for the graduate admission standards.^[66] The Committee Educational Policy (CEP) is charged to review the policies and procedures of all educational programs, including admission standards.^[67] As described in other narratives such as Principle 9.1, all admission requests must go through the governance process before the Academic Senate conveys its approval. Per Regents' Rule 40303, any new or amended admissions policies at either the undergraduate or graduate levels must be approved by the appropriate executive vice chancellor and "must be published in the institutional catalog and made available to the public not later than one year before the date that applications for admission are first considered" in adherence to Sec. 9.1.^[68]

There were no admission changes made on the undergraduate level in the last five years other than the exceptions made as a result of COVID-19 with UT System's approval.

Until November 17, 2022, the UT System Board of Regents (BoR) approved all graduate admission revisions at their quarterly board meetings. The UT System Chancellor and the EVC for Academic Affairs (as well as the EVCs for Health Affairs and Business Affairs) recommended that this authority be delegated to the EVCs in Sec 4.1^[69] in adherence to *Texas Education Code (TEC)* Section 51.842.^[70]

To illustrate the governance process, UT Dallas enclosed two examples of graduate admissions changes prior to November 2022 requiring approval from BoR and the subsequent change after the authority was delegated to the EVC. The first example was a request to change the admission criteria by removing the standardized test score, Graduate Record Examination (GRE), for five graduate

programs within the Biological Sciences Department within the School of Natural Sciences and Mathematics (NSM). After securing approval from Graduate Council item IV.d^[71] in December 2020, CEP item 5.a,^[72] and the Academic Senate, item 11.K,^{[73][74]} UT Dallas then submitted a request for the admission criteria to be placed on the BoR's agenda.^[75] The BoR approved the revisions at its August 19, 2021 quarterly board meeting.^[76] The second example was a similar request by NSM's Department of Chemistry to remove the GRE scores from the M.S. and Ph.D. programs in Chemistry and Biochemistry.^[77] It was approved by Graduate Council^[78] in September 2022, CEP^[79] and the Academic Senate, item 10.K^{[80][81]} in October 2022. The formal request was submitted to UT System after November 17, 2022 via a portal limited to login credentials and approved by the EVC on January 20, 2023.^[82]

Enrollment Recruitment Materials

UT Dallas uses both digital and printed recruitment materials and presentations that, as per SACSCOC's Advertising and Student Recruitment Policy,^[83] clearly and accurately represent institutional practices and policies for its educational programs.

The marketing strategy and processes for enrollment recruitment at UT Dallas encompass an integrated and well-documented system of content delivery, fact checking across publications, ads, electronic communication, and the University website. Enrollment recruitment is a high strategic priority of the University and, as such, receives close attention and is treated as a significant priority among the offices that are charged with the responsibility of accurately and efficiently integrating key messages and information. The Office of Communications with its teams, notably Marketing and Web Services,^[84] oversee the publishing of digital and print publications. The Office of Communications works closely with the Office of Admission and Enrollment in developing recruitment materials.

The Office of Admission and Enrollment requests and reviews recruitment materials for accuracy and relevance to current standards, information, and requirements. The recruitment team collaborates with academic units, the Office of Undergraduate Education, the Office of Graduate Education, the Office of the Vice President for Academic Affairs and Provost, the Office of the Registrar, and the Office of Institutional Success and Decision Support (OISDS) to ensure accurate representation of institutional policies, practices, and services for both undergraduate and graduate levels. Coordination with academic offices, relevant administrative offices, and the Office of Admission and Enrollment is carried out for consistent messaging and activities. Additionally, the Marketing and Web Services teams work closely with OISDS personnel to verify the accuracy of degree program names and changes made to degrees, minors, and certificates as they are approved in accordance with the authorized program matrices.^[85]

Both the assistant provost in the Office of Admission and Enrollment and the university registrar, charged with the oversight of the academic catalogs, attend Council for Undergraduate Education and Graduate Council meetings as appropriate to ensure that admissions standards are current in recruitment materials and in the online undergraduate and graduate catalogs.

Authenticity is at the core of all UT Dallas marketing. Photos of students, faculty, labs, and campus scenes belong exclusively to UT Dallas. Statistics (e.g., enrollment, student/faculty ratio, average SAT, Kiplinger ranking) are fact checked through OISDS and other ranking sources that are a matter of public record. Whenever possible, current or recently graduated students are profiled in publications and/or YouTube video clips as shown on the Office of Admission and Enrollment's Undergraduate Admissions^[86] website to provide prospective students with a first-person account of the student experience at UT Dallas.

UT Dallas provides examples of digital brochures to indicate the various ways prospective students receive information regarding its admission policies and academic offerings: Office of Graduate Education Brochure, 2021^[87]; Greetings from UT Dallas: Freshman Deadlines for Applying, 2021^[88]; UT Dallas Snapshot Brochure, 2022^[89]; Congratulations and Welcome to the Comet Family 2022^[90]; Admission and Enrollment: Comet Handbook 2023^[91]; UT Dallas Admission Overview Brochure 2024^[92]; UT Dallas Transfer Guide 2024^[93]; and Admissions and Enrollment: Money Matters Brochure 2024.^[94]

School / Program-Specific Recruitment Materials

Print and electronic recruitment materials for individual programs are reviewed and approved by Marketing and Web Services for consistency and accuracy of the brand and content. Program-specific recruitment at UT Dallas is conducted by schools or programs, led and overseen by faculty program coordinators. The primary tool for program-specific recruiting is the respective school through its school's and programs' websites. Each school also has a liaison that works closely with their counterpart(s) in the Office of Communications. International Fast Facts, School Profiles 2024 is a good example of marketing for each school tailored to students in the nation and globally.^[95]

Recruitment Personnel

UT Dallas recruiters are trained regularly through staff development sessions, where both new and experienced recruiters receive instruction on any changes to the institution's practices and policies. UT Dallas does not use independent contractors and agents for recruiting. If this changes in the future, UT Dallas will ensure they adhere to the University's practices as if they were UT Dallas employees. However, in 2023, UT Dallas established a new recruitment office in New Delhi, India to recruit prospective students in Asia because "of the more than 9,400 international students enrolled at UTD, nearly two-thirds--5,944--were from Asian countries".^[96] The Asia office is led by an IC senior manager of outreach and recruitment who adheres to the University's

practices and policies. Additionally, the Asia office does not offer coursework, therefore it did not meet the off-campus instructional site (OCIS) definition as outlined in SACSCOC's Substantive Change Policy and Procedures.

Off-Campus Instructional Sites (OCIS)

UT Dallas offers educational opportunities at two approved off-campus sites: the Callier Center for Communication Disorders and the Collin Higher Education Center.^[97] Both sites underwent review by a visiting committee during UT Dallas' 2018 Reaffirmation, and no issues were identified.

Starting in spring 2024, UT Dallas will offer the Master of Public Affairs program at Dallas City Hall for a cohort of Dallas City employees, which was approved by SACSCOC.^[98] Additionally, face-to-face coursework is offered through the Archer Center Program in Washington D.C. as outlined in Principle 10.9, and online programs are delivered through the Naveen Jindal School of Management.^[99] UT Dallas maintains consistent university policies and procedures for students in these programs and main campus students.

The university policies and procedures at UT Dallas remain consistent for students enrolled in these programs and for those attending the main campus.

The following academic programs are offered at each location:

Callier Center for Communication Disorders^[100]

The Callier Center for Communication Disorders provides students with the opportunity to complete a Bachelor of Science in Speech, Language, and Hearing Sciences; Master of Science in Speech-Language Pathology; and Doctor of Audiology at two locations, the main campus in Richardson and at its off-campus site, located at 1966 Inwood Road, Dallas, TX 75235. Students take classes at both locations.

Collin Higher Education Center^[101]

UT Dallas is one of three university partners who offer courses at the Collin Higher Education Center (CHEC). Courses offered by the Naveen Jindal School of Management take place at this location, and students also complete coursework for their degrees at the main campus. In addition, a local government management certificate program is offered here for city employees of nearby cities. The physical address of this location is 3452 TX-399 Spur, McKinney, TX 75069. The certificate program also has the SACSCOC approved option of offering courses at Plano Municipal Center as well as at the CHEC location.

Both the Callier Center and CHEC were visited during the University's 2018 Reaffirmation site visit.

Archer Center Program^[102]

UT Dallas students in The Hobson Wildenthal Honors College participate in The Archer Center Program located in Washington, D.C. This program is a University of Texas System program that provides opportunities for undergraduate and graduate students to live, work, and intern in the nation's capital. This program has existed for more than a decade and was discussed in Principle 10.9. The Archer Center is physically located on the campus of George Washington University at 1750 Pennsylvania Avenue, Suite 900, Washington, D.C. 20006.

All recruiting materials for all off-campus instructional sites are reviewed periodically to ensure accuracy.

Conclusion

UT Dallas aligns its admissions policies with its mission, ensuring that recruitment materials and presentations accurately portray the institution's practices, policies, and accreditation status.

Supporting Documents

- [1] [UT Dallas Strategic Plan Feb 13, 2024 \(Page 4\)](#)

PDF Document, 33 Pages, 6.32 MB (web2837)

- [2] [UT Dallas Strategic Plan Feb 13, 2024 \(Page 5\)](#)

PDF Document, 33 Pages, 6.32 MB (web2837)

- [3] [Email from S Leslie UT System Standardized Test Requirements Suspended for Fall 2020 Admission June 22, 2020](#)

PDF Document, 1 Page, 49.36 KB (email1352)

- [4] [Memo from UT System Executive Vice Chancellor Archie Holmes to UT System Institution Presidents and Provosts regarding Suspension of Standardized Test Scores, February 18, 2022, with a Review on Test Optional Admission from Assistant Provost Ingrid London, March 5, 2022, and a Reply from President Benson Confirming Extension of Suspension of Standardized Test Scores for Undergraduate Admission through Fall 2023, Academic Year 2023-2024, March 10, 2022](#)

PDF Document, 4 Pages, 450.22 KB (memo1521)

- [5] [Memo March 5, 2022 - Test Optional Admission Review for First Time in College Applicants sent to Inga Musselman from Ingrid London](#)

PDF Document, 2 Pages, 226.81 KB (memo1539)

- [6] [Memo March 5, 2022 - Test Optional Admission Review for First Time in College Applicants sent to Inga Musselman from Ingrid London \(Page 2\)](#)
PDF Document, 2 Pages, 226.81 KB (memo1539)

- [7] [UT System Board of Regents Rules and Regulations 40301: General Admission Policy](#)
PDF Document, 1 Page, 120.80 KB (rule1147)

- [8] [UT System Regent's Rule 40303: Admissions Procedures for U. T. Institutions - Amended 17 November 2022](#)
PDF Document, 10 Pages, 139.03 KB (rule1129)

- [9] [Texas Administrative Code Title 19 Part 1 Chapter 5 Subchapter A Rule 5.5: Uniform Admission Policy](#)
PDF Document, 3 Pages, 73.12 KB (rule1161)

- [10] [Texas Education Code Title 3 Subtitle A Chapter 51: Provisions Generally Applicable to Higher Education](#)
PDF Document, 275 Pages, 780.93 KB (law1015)

- [11] [UT Dallas Undergraduate Catalog, 2023-2024 \(Page 810\)](#)
PDF Document, 962 Pages, 11.02 MB (catalog1234)

- [12] [UTD Undergraduate Admission Policies - 2023](#)
PDF Document, 8 Pages, 120.54 KB (web2691)

- [13] [UTD Undergraduate Admission - Special Admissions 2023](#)
PDF Document, 2 Pages, 82.45 KB (web2692)

- [14] [UTD Graduate Admission Policy - 2023](#)
PDF Document, 9 Pages, 114.59 KB (web2693)

- [15] [Website for Undergraduate Admissions - Office of Admission and Enrollment, Web Screenshot](#)
PDF Document, 4 Pages, 5.73 MB (web2851)

- [16] [Website for Freshman Admissions - Office of Admission and Enrollment, Web Screenshot](#)
PDF Document, 2 Pages, 5.81 MB (web2852)

- [17] [Website for Transfer Admissions - Office of Admission and Enrollment, Web Screenshot](#)
PDF Document, 3 Pages, 9.61 MB (web2853)

- [18] Website for Visit UT Dallas - Office of Admission and Enrollment, Web Screenshot
PDF Document, 3 Pages, 9.46 MB (web2854)
- [19] Website for Affordability - Office of Admission and Enrollment, Web Screenshot
PDF Document, 4 Pages, 16.23 MB (web2855)
- [20] Website for Graduate Admissions at UT Dallas, Web Screenshot
PDF Document, 3 Pages, 11.48 MB (web2856)
- [21] Graduate Degrees Offered - Graduate Admissions, Web Screenshot
PDF Document, 4 Pages, 7.09 MB (web2857)
- [22] Steps to Apply - Graduate Admissions, Web Screenshot
PDF Document, 2 Pages, 2.72 MB (web2858)
- [23] Website for Steps after Admissions - Graduate Admissions, Web Screenshot
PDF Document, 3 Pages, 5.35 MB (web2859)
- [24] UT System Regent's Rule 40303: Admissions Procedures for U. T. Institutions - Amended 17 November 2022 (Page 2)
PDF Document, 10 Pages, 139.03 KB (rule1129)
- [25] Texas Education Code Title 3 Subtitle A Chapter 51: Provisions Generally Applicable to Higher Education (Page 133)
PDF Document, 275 Pages, 780.93 KB (law1015)
- [26] UTD Undergraduate Admission Policies - 2023 (Page 2)
PDF Document, 8 Pages, 120.54 KB (web2691)
- [27] Texas Senate Bill 1543: admission of undergraduate students with nontraditional secondary education to public institutions of higher education
PDF Document, 3 Pages, 37.13 KB (law1045)
- [28] UT Dallas Undergraduate Catalog, 2023-2024 (Page 820)
PDF Document, 962 Pages, 11.02 MB (catalog1234)
- [29] UT Dallas Office of Admissions and Enrollment: International Applicants
PDF Document, 4 Pages, 96.86 KB (web2824)
- [30] UT Dallas Office of Admissions and Enrollment: International Applicants (Page 2)
PDF Document, 4 Pages, 96.86 KB (web2824)

[31] [UT Dallas Office of Admissions and Enrollment: International Applicants \(Page 3\)](#)

PDF Document, 4 Pages, 96.86 KB (web2824)

[32] [Office of Admission and Enrollment - Transferring Credits, November 8, 2023](#)

PDF Document, 3 Pages, 101.44 KB (web2619)

[33] [Website for Transfer Admissions Criteria - Office of Admission and Enrollment, Web Screenshot](#)

PDF Document, 3 Pages, 3.12 MB (web2861)

[34] [Texas Education Code Title 3 Subtitle A Chapter 51: Provisions Generally Applicable to Higher Education \(Page 140\)](#)

PDF Document, 275 Pages, 780.93 KB (law1015)

[35] [UTD Undergraduate Admission Policies - 2023 \(Page 3\)](#)

PDF Document, 8 Pages, 120.54 KB (web2691)

[36] [Website for Transfer Admissions Criteria - Office of Admission and Enrollment, Web Screenshot \(Page 2\)](#)

PDF Document, 3 Pages, 3.12 MB (web2861)

[37] [UTD Undergraduate Admission Policies - 2023 \(Page 5\)](#)

PDF Document, 8 Pages, 120.54 KB (web2691)

[38] [Apply to UT Dallas - Office of Admission and Enrollment, Web Screenshot \(Page 3\)](#)

PDF Document, 4 Pages, 6.06 MB (web2862)

[39] [UTD Undergraduate Admission - Special Admissions 2023 \(Page 2\)](#)

PDF Document, 2 Pages, 82.45 KB (web2692)

[40] [UT Dallas Undergraduate Catalog, 2023-2024 \(Page 823\)](#)

PDF Document, 962 Pages, 11.02 MB (catalog1234)

[41] [Apply Texas webportal](#)

PDF Document, 1 Page, 873.35 KB (web2823)

[42] [Apply to UT Dallas - Office of Admission and Enrollment, Web Screenshot \(Page 2\)](#)

PDF Document, 4 Pages, 6.06 MB (web2862)

[43] [Texas Education Code Title 3 Subtitle A Chapter 51: Provisions Generally Applicable to Higher Education \(Page 208\)](#)

PDF Document, 275 Pages, 780.93 KB (law1015)

[44] [UT Dallas Undergraduate Catalog 2023-2024 \(Page 824\)](#)

PDF Document, 962 Pages, 11.02 MB (catalog1237)

[45] [Texas Success Initiative - Office of Undergraduate Education, Web Screenshot](#)

PDF Document, 1 Page, 2.10 MB (web2863)

[46] [Texas Education Code 4.54 Exemptions, Exceptions, and Waivers, amended February 15, 2023](#)

PDF Document, 2 Pages, 70.53 KB (rule1158)

[47] [UT Dallas Graduate Catalog for 2023-2024 \(Page 696\)](#)

PDF Document, 794 Pages, 9.30 MB (catalog1238)

[48] [UT Dallas Graduate Catalog for 2023-2024 \(Page 691\)](#)

PDF Document, 794 Pages, 9.30 MB (catalog1238)

[49] [UT Dallas Graduate Catalog, 2023-2024 \(Page 230\)](#)

PDF Document, 794 Pages, 9.30 MB (catalog1233)

[50] [UT Dallas Graduate Catalog, 2023-2024 \(Page 233\)](#)

PDF Document, 794 Pages, 9.30 MB (catalog1233)

[51] [UT Dallas Graduate Catalog, 2023-2024 \(Page 138\)](#)

PDF Document, 794 Pages, 9.30 MB (catalog1233)

[52] [Memo from Ingrid London to Juan Gonzelez, Serenity King and Jennifer McDowell regarding Graduate Catalog Admission Update and Quick Admit Proposal dated October 19, 2021 \(Page 2\)](#)

PDF Document, 8 Pages, 265.19 KB (memo1563)

[53] [Memo from Ingrid London to Juan Gonzelez, Serenity King and Jennifer McDowell regarding Graduate Catalog Admission Update and Quick Admit Proposal dated October 19, 2021](#)

PDF Document, 8 Pages, 265.19 KB (memo1563)

[54] [October 2021 Graduate Council Meeting Agenda](#)

PDF Document, 1 Page, 89.59 KB (agenda1305)

[55] [October 2021 Graduate Council Meeting Minutes \(Page 4\)](#)

PDF Document, 9 Pages, 139.03 KB (minutes1450)

[56] [November 2021 Committee on Educational Policy Meeting Agenda](#)

PDF Document, 71 Pages, 4.39 MB (agenda1338)

[57] [November 2021 Committee on Educational Policy Meeting Agenda \(Page 65\)](#)

PDF Document, 71 Pages, 4.39 MB (agenda1338)

[58] [UT Dallas Academic Senate Agenda \(01192022\) \(Page 7\)](#)

PDF Document, 223 Pages, 15.12 MB (agenda1191)

[59] [UT Dallas Graduate Catalog for 2023-2024 \(Page 695\)](#)

PDF Document, 794 Pages, 9.30 MB (catalog1238)

[60] [UTD Graduate Admission Policy - 2023 \(Page 4\)](#)

PDF Document, 9 Pages, 114.59 KB (web2693)

[61] [UT Dallas Graduate Catalog for 2023-2024 \(Page 694\)](#)

PDF Document, 794 Pages, 9.30 MB (catalog1238)

[62] [UT Dallas Graduate Catalog for 2023-2024 \(Page 697\)](#)

PDF Document, 794 Pages, 9.30 MB (catalog1238)

[63] [Prospective Students for eLearning FAQ](#)

PDF Document, 4 Pages, 70.81 KB (web2689)

[64] [Educational Technology Students - Links for Prospective and Current Students](#)

PDF Document, 1 Page, 67.22 KB (web2690)

[65] [UTDPP1008: Council for Undergraduate Education](#)

PDF Document, 2 Pages, 35.01 KB (policy1251)

[66] [UTDPP1053: Council on Graduate Education](#)

PDF Document, 2 Pages, 35.30 KB (policy1250)

[67] [UTDPP1023: Committee on Educational Policy](#)

PDF Document, 2 Pages, 35.84 KB (policy1252)

[68] [UT System Regent's Rule 40303: Admissions Procedures for U. T. Institutions - Amended 17 November 2022 \(Page 9\)](#)

PDF Document, 10 Pages, 139.03 KB (rule1129)

- [69] Extracted Agenda from UT System Board of Regents Meeting Agenda, November 16-17, 2022, regarding Request to Revise Regents Rule 40303 Admissions Criteria for Graduate Programs Approval from Board of Regents to UT System Chancellor or designee Executive Vice Chancellor, Item 4 on November 17, 2022 (Page 7)

PDF Document, 8 Pages, 359.19 KB (agenda1171)

- [70] Texas Education Code Title 3 Subtitle A Chapter 51: Provisions Generally Applicable to Higher Education (Page 158)

PDF Document, 275 Pages, 780.93 KB (law1015)

- [71] December 2020 Graduate Council Meeting Agenda

PDF Document, 2 Pages, 90.46 KB (agenda1297)

- [72] February 2021 Committee on Educational Policy Meeting Agenda

PDF Document, 388 Pages, 13.80 MB (agenda1329)

- [73] UT Dallas Academic Senate Agenda (02242021) (Page 2)

PDF Document, 469 Pages, 20.35 MB (agenda1185)

- [74] UT Dallas Academic Senate Agenda (02242021) (Page 400)

PDF Document, 469 Pages, 20.35 MB (agenda1185)

- [75] Letter to UT System regarding NSM Department of Biological Sciences Graduate Programs Admission Criteria Changes; request placement on May 2021 UT System Board of Regents meeting agenda - February 2, 2021

PDF Document, 4 Pages, 744.45 KB (letter111795)

- [76] Extracted pages from UT System Board of Regents Meeting Agenda, August 18-19, 2021, regarding School of Natural Sciences and Mathematics, Biological Sciences Department, request to remove GRE Scores in Admission Criteria (Page 6)

PDF Document, 8 Pages, 331.27 KB (agenda1160)

- [77] Request from Mihaela Stefan for the Permanent Waiver of GRE Scores for MS and PhD Chemistry and Biochemistry

PDF Document, 3 Pages, 136.18 KB (memo1560)

- [78] Graduate Council Meeting Agenda and Minutes September 22, 2022

PDF Document, 16 Pages, 249.65 KB (agenda1423)

- [79] October 2022 Committee on Educational Policy Meeting Agenda

PDF Document, 90 Pages, 2.48 MB (agenda1341)

[80] [UT Dallas Academic Senate Agenda \(10192022\) \(Page 2\)](#)

PDF Document, 261 Pages, 61.68 MB (agenda1189)

[81] [UT Dallas Academic Senate Agenda \(10192022\) \(Page 87\)](#)

PDF Document, 261 Pages, 61.68 MB (agenda1189)

[82] [UT System Letter Approval to Remove the GRE scores from the Admission Criteria used for consideration for the MS and PhD in Chemistry programs in the School of Natural Sciences and Mathematics, January 20, 2023](#)

PDF Document, 1 Page, 333.22 KB (letter117683)

[83] [SACSCOC Advertising and Student Recruitment Policy Statement](#)

PDF Document, 2 Pages, 38.12 KB (policy1374)

[84] [Office of Communications and Marketing Organizational Chart October 2023](#)

PDF Document, 1 Page, 185.56 KB (chart1353)

[85] [UT Dallas Authorized and Active List of Academic Programs Offered AY 2023-2024, effective spring 2024](#)

PDF Document, 60 Pages, 890.87 KB (report40669)

[86] [Website for Undergraduate Admissions - Office of Admission and Enrollment, Web Screenshot \(Page 2\)](#)

PDF Document, 4 Pages, 5.73 MB (web2851)

[87] [Office of Graduate Education brochure, 2021](#)

PDF Document, 6 Pages, 1.83 MB (publication1743)

[88] [Greetings from UT Dallas: Freshman Deadlines for Applying, 2021](#)

PDF Document, 2 Pages, 1.30 MB (publication1744)

[89] [UT Dallas Snapshot Brochure, 2022](#)

PDF Document, 8 Pages, 13.72 MB (publication1745)

[90] [Congratulations and Welcome to the Comet Family 2022](#)

PDF Document, 2 Pages, 594.67 KB (publication1746)

[91] [Admission and Enrollment: Comet Handbook 2023](#)

PDF Document, 32 Pages, 32.63 MB (publication1747)

[92] [UT Dallas Admission Overview brochure 2024](#)

PDF Document, 2 Pages, 13.82 MB (publication1751)

[93] [UT Dallas Transfer Guide 2024](#)

PDF Document, 13 Pages, 3.19 MB (publication1748)

[94] [Admissions and Enrollment: Money Matters brochure 2024](#)

PDF Document, 2 Pages, 258.03 KB (publication1749)

[95] [International Fast Facts, School Profiles 2024](#)

PDF Document, 8 Pages, 1.11 MB (publication1750)

[96] [New Asia Office To Expand International Partnerships, Recruitment](#)

PDF Document, 3 Pages, 2.27 MB (publication1752)

[97] [Letter to UT Dallas from SACSCOC Reaffirming Accreditation and Off-Campus locations \(Callier and Collin Higher Education Center\) - Jan 31, 2019](#)

PDF Document, 1 Page, 250.97 KB (letter108766)

[98] [SACSCOC approval for offering MPA at Dallas City Hall dated January 11, 2024](#)

PDF Document, 1 Page, 261.08 KB (letter118416)

[99] [Website for Online Programs Offered at UT Dallas \(06142023\)](#)

PDF Document, 1 Page, 81.42 KB (web2426)

[100] [Website for Callier Center for Communication Disorders as of December 22, 2023](#)

PDF Document, 4 Pages, 5.51 MB (web2668)

[101] [Website for Collin Higher Education Center as of December 22, 2023](#)

PDF Document, 3 Pages, 1.96 MB (web2669)

[102] [Website for The Archer Center as of December 22, 2023](#)

PDF Document, 2 Pages, 1.43 MB (web2670)

Principle 10.6 (a-c) - Distance and Correspondence Education

An institution that offers distance or correspondence education (a) ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit. (b) has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs. (c) ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity. (Distance and correspondence education)

Compliance Judgment

Compliance

Narrative

The University of Texas at Dallas (UT Dallas) employs several tools and processes to ensure that the same student who registers in a distance education course or program is the same student who receives the credit for them. UT Dallas verifies student identity in class or coursework with the use of several tools including: (a) a secure NetID and password, (b) proctored examinations (at the discretion of the professor), (c) IP address tracking, and (d) University privacy policies.

Students are advised in their admissions acknowledgement email that they are responsible for using their UT Dallas-issued NetID, a secure password,^[1] and its accompanying identity verification prompt, Duo,^[2] prior to accessing UT Dallas's online Learning Management System (LMS) called eLearning and their distance courses.

Upon activating their student UT Dallas accounts, students must agree to the policy terms that state they will not share their password or misuse their account^[3] adhering to the University's information security and acceptable use policy as shown in a redacted student example.^[4] The Office of Information Technology oversees the authentication and account management.^[5]

Individual professors may elect to conduct proctored exams, in which the student must present a valid photo identification card to a certified proctor prior to taking the exam.^[6] For face-to-face (F2F) or hybrid classes, proctored exams can be taken in the UT Dallas Testing Center or at a regional testing service (for students who reside outside of the metroplex or state). Students are responsible for scheduling the exam with the exam proctor and paying all applicable proctoring fees, including any mailing fees for the return of the exam.^[7] Professors also have the ability to restrict the location of the exam by enabling IP

Address Tracking from their eLearning Administration panel. Educational Technology Services (ETS, the eLearning team) oversees the UT Dallas Testing Center.

For fully online students, professors can opt to use Honorlock, a third-party tool which provides proctoring services.^[8] Honorlock is FERPA-compliant and uses AI technology to identify possible violations. If it detects any issues, the information is sent back to the professor who will have the final say. Students can be notified of the possible use of Honorlock through the course syllabus made available through Coursebook, as shown in this example for a blended/online course.^[9] Students enrolled in distance courses at UT Dallas are subject to the same academic integrity standards outlined in the Student Code of Conduct, UTSP5003.^[10]

Students are automatically notified when they may incur additional charges. Notifications of projected additional student charges associated with student identity verification is sent out in an email automatically upon registration for online courses. The text is as follows, “Additional fees will be assessed. At the discretion of the professor, exams of fully online courses may use proctoring software that requires a webcam scan of the testing area and the recording of all activity during the exam.” This language is listed in all hybrid and online courses^[11] and displayed within CourseBook, the University’s online class schedule.^[12] This language for inclusion within CourseBook and the syllabus procedures was approved by the Council for Undergraduate Education at its meeting in September 2022 agenda on page 1, item 1, third bullet^[13] and noted in the October 2022 minutes on page 1, third bullet and on page 9, item number 10 regarding the spring course inventory mid-cycle discussion^[14] prior to being reviewed and approved by the Committee on Educational Policy during its October 2022 meeting agenda under item 6.a addressed on page 80^[15] and noted in its November 2022 meeting minutes, also item 6.a.^[16] CourseBook is maintained by the Office of Institutional Success and Decision Support who works closely with the Office of the Registrar, Educational Technology Services (ETS), units within Academic Affairs, and the University Bookstore to list accurate fees.

In addition to the Family Educational Rights and Privacy Act (FERPA) policy, UT Dallas also sets forth privacy regulations in its privacy policy UTDPP1087^[17] in conjunction with The University of Texas System’s policy UTS139 regarding compliance with Texas Public Information Act.^[18] Further, all university webpages that collect user information use Secure Socket Layer (SSL) protocol. Finally, UT Dallas abides by all guidelines set forth by the Family Educational Rights and Privacy Act (FERPA).^[19] All distance-learning students are subject to the same FERPA policies as traditional students. The FERPA policy outlining the protection of the privacy of students enrolled in distance education courses is listed in the undergraduate^[20] and graduate^[21] catalogs, on the Office of Registrar’s website,^[22] and on the provost’s website under the subject of “Posting Confidential Student Information”.^[23]

Through these tools and practices, UT Dallas makes reasonable effort to ensure students who register are the students who participate and complete online courses, to notify students in writing about additional costs incurred, and to protect student identity in online courses.

Supporting Documents

- [1] [Office of Information Technology - About NetIDs, November 9, 2023](#)
PDF Document, 1 Page, 525.44 KB (web2630)

- [2] [Office of Information Technology Atlas Article - How to Enroll in Duo for NetID, November 9, 2023](#)
PDF Document, 3 Pages, 308.72 KB (web2625)

- [3] [UTDBP3096: Information Security and Acceptable Use \(v3\)](#)
PDF Document, 12 Pages, 83.19 KB (policy1277)

- [4] [Redacted Student Email Instructions: Setting-Up Your NetID](#)
PDF Document, 2 Pages, 177.36 KB (email1587)

- [5] [Office of Information Technology - Authentication and Account \(NetID\) Management Service Catalog, November 9, 2023](#)
PDF Document, 3 Pages, 132.12 KB (web2631)

- [6] [Educational Technology Services - Honorlock, November 9, 2023 \(Page 2\)](#)
PDF Document, 11 Pages, 348.42 KB (web2628)

- [7] [Educational Technology Services - Distance Learning, November 9, 2023](#)
PDF Document, 3 Pages, 125.63 KB (web2627)

- [8] [Educational Technology Services - Honorlock, November 9, 2023](#)
PDF Document, 11 Pages, 348.42 KB (web2628)

- [9] [Syllabus for mis6308.0w2.23f taught by Srinivasan Raghunathan \(sraghu\) \(Page 11\)](#)
PDF Document, 11 Pages, 238.01 KB (syl136770)

- [10] [UTDSP5003: Student Code of Conduct \(v7\)](#)
PDF Document, 19 Pages, 108.72 KB (policy1260)

- [11] [CourseBook Screenshot Showing Proctored Software Language in ACCT 6340](#)
PDF Document, 1 Page, 129.55 KB (web2696)

- [12] [CourseBook Screenshots January 2024](#)
PDF Document, 2 Pages, 306.84 KB (web2695)
- [13] [September 2022 Council on Undergraduate Education Meeting Agenda](#)
PDF Document, 40 Pages, 1.65 MB (agenda1287)
- [14] [October 2022 Council on Undergraduate Education Meeting Agenda \(Page 8\)](#)
PDF Document, 75 Pages, 2.41 MB (agenda1263)
- [15] [October 2022 Committee on Educational Policy Meeting Agenda \(Page 80\)](#)
PDF Document, 90 Pages, 2.48 MB (agenda1341)
- [16] [November 2022 Committee on Educational Policy Meeting Agenda \(Page 4\)](#)
PDF Document, 97 Pages, 2.83 MB (agenda1339)
- [17] [UTDPP1087: Privacy Policy \(v1\)](#)
PDF Document, 1 Page, 30.62 KB (policy1284)
- [18] [UTS139: Compliance with Texas Public Information Act, July 2022](#)
PDF Document, 4 Pages, 402.17 KB (policy1285)
- [19] [Policy: Family Educational Rights and Privacy Act Policy - UTDSP5010, revised May 21 2020](#)
PDF Document, 9 Pages, 65.70 KB (policy1325)
- [20] [Undergraduate Policies and Procedures: Family Educational Rights and Privacy Act \(FERPA\)](#)
PDF Document, 2 Pages, 72.24 KB (web2685)
- [21] [Graduate Policies and Procedures: Family Educational Rights and Privacy Act \(FERPA\)](#)
PDF Document, 2 Pages, 72.47 KB (web2686)
- [22] [Registrar: Frequently Asked Questions about FERPA](#)
PDF Document, 2 Pages, 47.80 KB (web2684)
- [23] [Posting Confidential Student Information](#)
PDF Document, 2 Pages, 3.51 MB (web2688)

Principle 10.7 - Policies for Awarding Credit

The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies. (Policies for awarding credit)

Compliance Judgment

Compliance

Narrative

The University of Texas at Dallas (UT Dallas) follows state and federal guidelines and commonly accepted practices in higher education regarding the awarding of academic credit, regardless of delivery modalities within the face-to-face and distance education environments. UT Dallas uses the semester credit hour system and awards students' academic credit that meet the requirements of the Texas Higher Education Coordinating Board (THECB) in *Texas Administrative Code (TAC)*, Title 19, Part 1, Chapter 4, Subchapter A, Rule 4.6, bullet a^[1]:

"Traditionally-delivered three-semester-credit-hour courses should contain 15 weeks of instruction (45 contact hours) plus a week for final examinations so that such a course contains 45 to 48 contact hours depending on whether there is a final exam." According to the University's UTDPP1090 Semester Credit Hour Value policy,^[2] "One semester credit hour indicates an hour of instruction and at least two hours of study time per week per credit in a session or semester." In accordance with commonly accepted practices in higher education, UT Dallas operates on a 50-minute hour for one hour of classroom or direct faculty instruction. This rule applies for courses that are part of a traditional 15-week semester or an abbreviated semester (e.g., a summer session). To that end, three semester credit hours represent receiving instruction for three hours a week, resulting in 45 contact hours and 6 additional hours per week of student preparation including any assigned homework. Courses offered in shortened sessions or semesters are expected to maintain the same number of contact hours as indicated by the University's policy on shortened courses, UTDPP1044.^[3]

The undergraduate^[4] and graduate^[5] online catalogs contain course policies, such as the course numbering system, course offerings, and the frequency of these offerings; these policies guide students in understanding the academic credit awarded if they pass their courses. As required by THECB's TAC, Title 19, Part 1, Chapter 4, Subchapter N, Rule 4.228,^[6] all course information must be made available to the public from the institution's website; as such, CourseBook, the online class scheduling system,^[7] provides full details for all UT Dallas courses similar to the accounting graduate course example.^[8]

Further, these policies do not differ whether undergraduate and graduate students enroll in face-to-face or distance-education courses because online academic programs and online courses are taught with the same rigor and quality as offered in face-to-face programs and courses. Educational Technology Services (ETS, the eLearning team) provides faculty tutorials on best practices in offering blended and/or online courses and programs, for example, the online handbook^[9] and the online/blended course development guidelines and resources.^[10] Further, the eLearning team tracks and certifies^[11] all instructors of record who teach blended and online courses to ensure they adhere to THECB's distance education learning regulations and the THECB's recently revised *Principles of Good Practices* released in October 2023^[11] when instructors complete the online form.^[12] Additionally, the Center for Teaching and Learning has partnered with the Association of College and University Educators (ACUE) to offer faculty courses which promote evidence-based practices for the development and teaching of online courses.^[13] The assessment team within the Office of Institutional Success and Decision Support (OISDS) reviews comparable syllabi from face-to-face (F2F) and online courses to ensure the rigor of both courses and their contents are significantly similar. For example, in fall 2023, ECS 3390 Professional and Technical Communication was taught F2F,^[14] hybrid,^[15] and online.^[16] Therefore, awarded academic credits are identical for students irrespective of the delivery modalities.

UT Dallas has a robust curriculum approval and review process that ensures all courses have the appropriate semester credit hour values by type of instruction. All changes to courses, including the addition of new courses, will be done within CatBook, a software tool that will publish the course inventory in the online catalogs. The semester credit hour values are reviewed by the curriculum committees in each school/department/program before being routed to the Council for Undergraduate Education (CUE), the Committee on the Core Curriculum (CCC), Council on Graduate Education (Graduate Council), Committee on Educational Policy (CEP), and the Academic Senate as part of the catalog review process. Once courses and their designated credit hour values are approved, the Office of the Registrar prepares the final course inventory and submits it to the THECB annually. Upon state approval, the catalog pages will reflect the approved course inventory.

UT Dallas “does not offer credit for development or remedial studies, nor does it grant credit for prior experiential learning” as shown in the “Application of Transfer Credit” section of the Undergraduate Catalog.^[17]

In accordance with recent changes made to SACSCOC's Credit Hours Policy statement in January 2024, asking institutions to formalize their policy describing conditions when zero credit hours are listed within the formal degree program requirements, OISDS and the Office of the Registrar will revise the University's UTDPP1090 Semester Credit Hour Value policy^[2] accordingly for further review by the governance committees. All existing zero credit hour courses are reviewed individually as well as within the overall degree plans

through the University's existing course and catalog approval processes previously discussed, with four university-wide faculty committees reviewing and acting upon the request.

Supporting Documents

- [1] [Website: Texas Administrative Code RULE §4.6](#)

PDF Document, 1 Page, 30.85 KB (web1728)

- [2] [UTDPP1090: Semester Credit Hour Value](#)

PDF Document, 1 Page, 29.82 KB (policy1258)

- [3] [UTDPP1044: Policy for the Administration of Courses Offered in Shortened Format \(v2\)](#)

PDF Document, 2 Pages, 32.15 KB (policy1283)

- [4] [Course policies within the 2023-2024 Undergraduate Catalog](#)

PDF Document, 6 Pages, 153.97 KB (catalog1294)

- [5] [Course policies within the 2023-2024 Graduate Catalog](#)

PDF Document, 3 Pages, 99.13 KB (catalog1295)

- [6] [Texas Administrative Code Internet Access to Course Information](#)

PDF Document, 1 Page, 31.98 KB (web2095)

- [7] [CourseBook Screenshots January 2024](#)

PDF Document, 2 Pages, 306.84 KB (web2695)

- [8] [CourseBook Example List of Accounting Courses with full detail description January 2024](#)

PDF Document, 2 Pages, 396.58 KB (web2694)

- [9] [Publication: eLearning Handbook](#)

PDF Document, 14 Pages, 297.91 KB (publication1477)

- [10] [List: 2023 Online Course Development Guidelines](#)

PDF Document, 1 Page, 103.97 KB (list15809)

- [11] [THECB's Principles of Good Practice October 2024](#)

PDF Document, 10 Pages, 743.00 KB (manual1093)

- [12] [Form to Document Certification for Delivering Blended or Online Course in adherence to Principles of Good Practice, October 2024](#)

PDF Document, 3 Pages, 116.62 KB (form1657)

- [13] [Center for Teaching and Learning partnership with ACUE to offer professional development in pedagogy](#)

PDF Document, 7 Pages, 1.69 MB (web2697)

- [14] [Syllabus for ecs3390.009.23s taught by Janet Johnson \(jlj065000\)](#)

PDF Document, 9 Pages, 500.12 KB (syl129782)

- [15] [Syllabus for ecs3390.005.23f taught by Candie Mckee-Williams \(cdm230002\)](#)

PDF Document, 12 Pages, 311.55 KB (syl133219)

- [16] [Syllabus for ecs3390.0w1.23f taught by Christopher Ryan \(cxr088000\)](#)

PDF Document, 11 Pages, 108.50 KB (syl136578)

- [17] [UTD Undergraduate Admission Policies - 2023 \(Page 3\)](#)

PDF Document, 8 Pages, 120.54 KB (web2691)

Principle 10.9 - Cooperative Academic Arrangements

The institution ensures the quality and integrity of the work recorded when an institution transcribes courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements. (Cooperative academic arrangements)

Compliance Judgment

Compliance

Narrative

The University of Texas at Dallas (UT Dallas) ensures the quality and integrity of the work recorded when an institution transcribes courses or credits as its own. In prior decennial and fifth-year reviews, UT Dallas provided information regarding long-standing, but periodically reviewed, cooperative academic agreements among UT System institutions, between UT Dallas and Texas A&M, the Archer Center program, joint programs among The University of Texas Southwestern Medical Center (UTSW) and UT Dallas, and described our process for dual degree programs with international universities. With the rewording of this Principle in 2018, UT Dallas' agreements that fall under this Principle rather than Principle 10.8 are significantly reduced.

The only cooperative academic arrangements in which UT Dallas transcribes credit as its own are in our approved joint graduate program option for our Biomedical Engineering degree and our ROTC agreements with The University of North Texas (UNT) and The University of Texas at Arlington (UT Arlington). These courses are not part of UT Dallas' course inventory and are not submitted to the state by UT Dallas for reporting or formula funding. UT Dallas includes a note on the transcript with an explanation that the courses are part of agreements with the respective institutions.^[1]

Joint Program in Biomedical Engineering:

In 2017, UT Dallas changed a tripartite agreement with UTSW and UT Arlington to an agreement with UTSW only.^{[2][3]} This agreement is reviewed and updated annually; the most recent version is included.^[4] Students have the option to elect a joint master's or doctoral program with UTSW, or they can receive a degree only from UT Dallas, who has independent degree-granting authority.

UT Dallas has other dual degrees with international institutions and Cotutelle agreements with international institutions on behalf of individual doctoral students; however, in neither case does UT Dallas transcript the credit as its own. It appears as transfer credit. Therefore, the joint Biomedical Engineering is the only dual or joint arrangement that falls within the scope of this Principle.

Reserve Officer Training Corps:

The Army and Air Force ROTC agreements with UT Arlington^[5] and UNT^[6] have existed for decades and while the agreements themselves might not be updated, the arrangement details and descriptions of the program are. In addition, the UT Dallas Military and Veterans Center serves as a conduit for receiving feedback from students on their experience in the programs, which helps inform changes.^[7] In fact, UT Dallas is in the process of establishing our own ROTC program with the Army to phase out our agreement with UT Arlington. UT Dallas anticipates having the ROTC program beginning fall 2024.

Supporting Documents

- [1] [UT Dallas Backer of Official Transcript](#)

PDF Document, 1 Page, 5.62 MB (repnave2929)

- [2] [Memorandum of Understanding Between UT Southwestern Medical Center and UT Dallas To Offer MS and PhD in Biomedical Engineering \(Page 2\)](#)

PDF Document, 9 Pages, 471.83 KB (mou1041)

- [3] [SACSCOC Approval Letter Re: Revised Joint Agreement MS_PhD Biomedical Engineering UTD_UTSW and UTA_UTSW](#)

PDF Document, 1 Page, 322.21 KB (letter105622)

- [4] [MOU between UTD and UT Southwestern Medical Center - Biomedical Engineering MS and PhD Programs](#)

PDF Document, 10 Pages, 4.11 MB (mou1127)

- [5] [Army ROTC Agreement](#)

PDF Document, 7 Pages, 525.53 KB (repnave2931)

- [6] [Air Force ROTC Agreement](#)

PDF Document, 14 Pages, 1.32 MB (repnave2930)

- [7] [Reserve Officer Training Corps \(ROTC\)](#)

PDF Document, 1 Page, 202.01 KB (web2214)

Principle 12.1 - Student Support Services

The institution provides appropriate academic and student support programs, services, and activities consistent with its mission. (Student support services) [CR]

Compliance Judgment

Compliance

Narrative

The University of Texas at Dallas (UT Dallas) provides appropriate academic and student support programs, services, and activities consistent with its mission. The University's mission, the strategic plan, and the organizational structure all focus student success as integral to the institution's success.

University Mission

As quoted fully in other responses within this interim report, the University's mission is to graduate well-rounded members of the global community whose education has prepared them for careers and a rewarding life in a world of constant change, doing so by providing quality educational and research programs in the humanities, arts, sciences, engineering, and management. UT Dallas states as one of its aspirational goals that it wishes to be a community in which "students and professionals are engaged with one another so that our graduates understand what it means to live, work, and thrive in a diverse national and global society".^[1] As shared in the Institutional Summary document, UT Dallas was established in 1969 by the founders of Texas Instruments as a graduate research center with a heavy emphasis on science, technology, engineering, and mathematics (STEM) offerings. From its inception, the University has attracted quality graduate students from across the globe. UT Dallas later expanded to include upper division undergraduate transfer students until being authorized to admit freshmen and sophomores in 1990. As detailed in responses to other Principles within this interim report, UT Dallas has experienced explosive enrollment growth—nearly 60% over the past decade—which has earned it a reputation as one of the fastest growing universities in the nation. While UT Dallas technically has existed for almost 55 years, its span as a full comprehensive four-year institution is two decades shorter. Even within that thirty-four year span of being a full four-year institution, the University's explosive growth in enrollment, faculty hiring, research, facilities, and student experience accelerated considerably beginning in Academic Year (AY) 2007.^[2]

As detailed in multiple responses throughout our 2018 Reaffirmation Compliance Certification Report, and is still true at this five-year interim report, many of the University's academic and student support programs and services have therefore experienced rapid growth and innovation by necessity, with staff

serving along with the faculty and students as change agent catalysts to drive the institution forward from a small graduate research center, through its interim status as a regional commuter school, to a full residence comprehensive research university essentially within fifteen years. UT Dallas could not have achieved the milestones it has without its emphasis on the student experience—both curricular and co-curricular—in its mission statement, values, and strategic plan.

Strategic Plan Enrich Student Experience Theme

UT Dallas' strategic plan includes a theme entitled "Enrich the Student Experience: Guarantee a Comprehensive Approach to Student Success"^[3] which calls for the institution to create an environment in which all students can be successful. Among the theme's charges are supportive initiatives to the University community to use predictive analytics to enhance student success; increase space to support study, collaboration, and extracurricular activities; enhance support for programs and departments to provide services supporting first generation students; increase the use of new technologies to support teaching and learning; develop a comprehensive and coordinated advising system that provides a clear path from matriculation to graduation; promote education abroad opportunities; and encourage companies and government organizations to support University programs, including via capstone projects.^[4] Throughout this particular portion of the strategic plan, the words "coordinated," "comprehensive," "integrate" and "collaboration" appear deliberately as an imperative for the University academic and student support community to work as cross-functional teams to provide holistic student and academic support.

Organizational Structure and Matrix of Student Success

As discussed in Principle 5.4, the University has eleven vice presidents, and the responsibility for appropriate support is dispersed across the reporting lines.^[5] For example, the vice president for research and innovation partners with the Hobson Wildenthal Honors College, the Office of Undergraduate Education, and the Office of Graduate Education, all of which report to the vice president for academic affairs and provost, to support an annual research week, consisting of undergraduate research panels and undergraduate match day for undergraduate students and hosting a three-minute thesis competition for graduate students. The vice president for information technology includes in his organizational structure a unit devoted to Technology Experience and Innovation; many within that sub-unit work to support undergraduate and graduate students with their technology needs.^[6] The Bursar's Office, whose services are critical for student success, reports to the vice president for budget and finance.^[7] The vice president for the newly created Office of Campus Resources and Support similarly has a unit whose focus is on supporting student success, providing training and education programs, and overseeing the AccessAbility Resource Center for students who need accommodations.^[8] The vice president for development and alumni relations^[9] has targeted fundraising

in its current comprehensive campaign for student success initiatives beginning in May 2021^{[10][11]} reporting its progress status on November 23, 2023^[12] and in January 2024.^[13]

The majority of the academic support units, such as the International Center, the Offices of the Registrar, Financial Aid, Admission and Enrollment Operations, and the three aforementioned Honors College, Office of Undergraduate Education, and Office of Graduate Education, fall within the reporting lines to the vice president for academic affairs and provost.^[14] The majority of the student support units, such as Athletics, Housing, and the Dean of Students Office which oversees the Student Counseling Center, the Student Health Center, and Recreational Sports; Student Transition Initiatives, which includes the Military and Veteran Center, the Career Center, and Transfer Student programing; Student Engagement Initiatives, such as Student Volunteerism, Student Development, Fraternity and Sorority Life, Intercultural Programs; and the Community Standards and Conduct Office which handles conduct and academic integrity violations all fall under the purview of the vice president for student affairs.^[15] Finally, the vice president and chief of staff, who oversees several compliance offices and the newly formed integrated institutional effectiveness office,^[16] serves as the University President's designee to Student Government and to Staff Council and as such engages in stakeholder dialogues regarding appropriateness of the campus' programs and services.

Student Body Profile

UT Dallas enrolled 30,885 students for fall 2023, and 81% of those students are enrolled full time.^[17] The undergraduate and graduate student split is 69% undergraduate students and 31% graduate students; again, UT Dallas was established as a graduate research center and could only admit freshmen beginning in 1990, so this flipped student body has occurred within the tenure of several existing faculty, staff, and administrators. As mentioned previously, UT Dallas started as a graduate research institution that attracted global talent into its STEM fields; this remains true as 61.57% of the 9,574 fall 2023 graduate students are international students, and the top ten graduate majors are in business analytics, information technology and management; computer science; business administration; electrical engineering; supply chain management; accounting; finance; speech-language pathology; and mechanical engineering. The top undergraduate majors are also predominately STEM focused, but there are additional social sciences among the ten: computer science; arts, technology, and emerging communication; computer information systems and technology; biology; finance; psychology; business administration; neuroscience; mechanical engineering; and healthcare studies.^[18]

UT Dallas' undergraduate student population is overwhelmingly local to its neighboring counties, and its graduate student population predominately is comprised of scholars from India and China^[17]; in addition, UT Dallas also has

4,360 undergraduate and graduate students who identify as first-generation students.^[19] Finally, UT Dallas has over 8,100 students living either on campus or adjacent to the Richardson campus.^[2]

Cross-functional Support of Students

In order to coordinate better its service to students during a period of rapid growth and constant change, both before and after the COVID-19 pandemic, UT Dallas integrated cross-functional collaboration into its support practices. Although there are numerous examples of this across campus, the following intentional collaborations will be highlighted here: new student engagement board; student success advisory group; the enterprise customer relationship management selection and implementation initiative; the Student Basic Needs survey; and enrolling, non-enrolling, and exit student surveys.

New Student Engagement Board (NSEB)

During its 2018 Reaffirmation, UT Dallas originally proposed as its Quality Enhancement Plan a comprehensive first-year student success program named *Orbit: Keeping New Comets on Course*. The program was to serve all first-year students: first-time-in-college freshman, first-year transfer students, and first-year graduate students, with special programming for first-year international students. The program also called for the establishment of a new student engagement board (NSEB, pronounced in-seb) comprised of faculty and staff from across campus who worked with first-year students.^[20] Upon the advice of the 2018 visiting committee, UT Dallas narrowed the focus of the Quality Enhancement Plan to one population (new transfer students), but the University did move forward with the premise of Orbit and with establishing NSEB. Before and during the early portions of the pandemic, NSEB was comprised of seven subcommittees: advising, communications and marketing, faculty advisory, mentorship, orientation, service learning, and technology.^[20] During and since the pandemic, the subcommittee structure evolved such that there were at times five, then six, subcommittees, but NSEB remains an active board comprised of over 70 faculty and staff from all units across campus^[21] that meets six times a year and uses a Microsoft Teams channel for asynchronous communication between meetings.^[20] NSEB identifies issues and opportunities to collaborate on academic and student support services. Some examples of NSEB completed projects include the development and launch of a new transfer course equivalency tool for transfer students, and the establishment of new student engagement funds, which is a small grant program for first-year programming enhancements.

Student Success Advisory Group (SSAG)

During the COVID-19 Pandemic, UT Dallas established several working groups, one of which was a student success continuity subgroup. This subgroup, which met weekly for two years during the pandemic and made several recommendations to the Cabinet about students' needs during the pandemic,

has since evolved into the Student Success Advisory Group (SSAG)^[22] and is comprised of twenty-two individuals representing Academic Affairs (both staff and faculty), Student Affairs, the Office of Information Technology, the Office of Development and Alumni Relations, the Office of Institutional Success and Decision Support, and the Office of Budget and Finance.^[23] The SSAG is advisory to the dean of undergraduate education and its quarterly meetings are facilitated by the associate vice president for institutional success and decision support. Although some members of the SSAG and NSEB overlap, the NSEB is designed to bring forth concerns and solutions to the NSEB Executive Council (dean of undergraduate education; dean of graduate education; dean of students; and associate vice president for institutional success and decision support), and the SSAG also makes recommendations to the Cabinet and Executive Leadership Team.^{[22][24][25][26][27][28]}

Enterprise Customer Relationship Management Initiative (CRM)

As mentioned in the earlier part of this response, UT Dallas has experienced rapid student enrollment growth, and not all of its technical and business process infrastructure is situated to best support this growth. In particular, the number of homegrown and third-party technical solutions have been historically procured in an ad hoc fashion, with no overarching strategy and, in many cases, integration between the systems. As such in 2021, several members of the campus community collaborated on a proposal with Academic Affairs to request strategic funds be awarded for the procurement of a customer relationship management initiative^[29]; the proposal was awarded funding and the Office of Institutional Success and Decision Support (OISDS) was designated as the unit to lead the selection and implementation phase.^[30] The CRM Steering Committee has participation from representatives reporting up through six of the eleven presidents,^[31] and the Stakeholder Committee has representatives that report up to three of the remaining five vice presidents.^[32] Together the Steering Committee and Stakeholders Committee represent more than 30 units that engage with students at one or multiple points in the student lifecycle. The assessment of technical needs, conducted in part with an external consultant's interviews of the 30-plus units,^[33] was informed by the representatives' discussions of how to leverage the technology and the subsequent improved processes to provide more comprehensive, accurate, and timely support to the student body. The CRM initiative was further discussed with campus stakeholders in the academic governance meetings,^{[34][35][36][37]} the Office of Information Technology Forum,^[38] and the HR Forum which included an overview of the SACSCOC Fifth-Year Process as well as the CRM initiative which was not listed within its agenda.^[39] The Student Government and the Graduate Student Assembly's leadership attend Academic Senate meetings. All of those presentations provided opportunities for additional stakeholders to provide feedback on needed improvement in services to students that could be helped via an enterprise CRM.

Basic Needs and Student Experience Student Surveys

As also mentioned in the response to Principle 13.8, the Office of Undergraduate Education (reporting to the vice president for academic affairs and provost) and the Office of Campus Resources and Support (reporting to the vice president for campus resources and support) collaborated on a two-part comprehensive student survey campaign entitled *Your University, Your Voice*. The first part of the survey, referred to as *Your Needs*, focused on student basic needs such as food, housing, technology security, and on well-being. UT Dallas was selected to participate in The Hope Center's Institutional Capacity Building Cohort. The survey opened in fall 2022 to all students, including graduate students. In spring 2023, the second part of the survey, entitled *Your Experience*, launched. The University publicized the survey initiative, "*Your University, Your Voice*" within the UT Dallas News Center in November 2022.^[40] Over 8,000 students, or twenty-six percent of the student population, responded to the survey.^[41] According to the results, 45% of the students went without software/digital resources required for their courses while 29% could not afford a laptop. In addition, 31% of the students who responded worried that their food would run out while 37% had to borrow money from friends or family to pay their bills.^[42] Similar findings were reported for the graduate students in a presentation to the Council on Graduate Education, specifically software/digital resources,^[43] laptop affordability,^[44] and food needs.^[45]

The results of the surveys were first shared with the University President's Cabinet and the Executive Leadership Team^[46] and then shared further with additional campus stakeholders. The Office of Undergraduate Education (OUE) took the lead to meet with primary stakeholders, which is all seven academic schools and all eleven vice presidents' areas, beginning with the first presentation for the Harry W. Bass Jr. School of Arts, Humanities, and Technology (BAHT).^[47] All primary stakeholders would be given a similar presentation, beginning in October 2023 and OUE plans to complete its presentations in March 2024. In addition to BAHT, presentations have concluded for the School of Natural Sciences and Mathematics (NSM), the School of Behavioral and Brain Sciences (BBS), the Erik Jonsson School of Engineering and Computer Science (ECS), the School of Economic, Political and Policy Sciences (EPPS), the School of Interdisciplinary Studies (IS), the Naveen Jindal School of Management (JSOM), the Academic Senate, Staff Council, Student Affairs, Office of Facilities and Economic Development (including Parking and Transportation and Auxiliary Services), the Office of Information Technology, the Office of Financial Aid, the Bursar Office, Student Government, Graduate Student Assembly, the Office of Admission and Enrollment, the Office of Community College Relations, the Office of Campus Resources and Support, the Office of Graduate Education, and the Office of Budget and Finance. OUE also shared its presentation with its personnel. Finally, OUE conducted two student town halls about the findings.

Based on the results, a majority of departments are being asked to complete action plans to document how they intend to take action on this data to improve the student experience. The action plans will be synthesized and shared with the executive leadership team to inform resource allocation and strategic planning to improve students' well-being. A sample of BBS' action plan template, with BBS' specific results, is included as a sample.^[48]

Enrolling/Non-enrolling and Exit Student Surveys

For almost a decade, OUE has conducted annual surveys of both its enrolling students and those who do not enroll (including applicants who never attended and prior year's students who did not return) from fall 2021 to fall 2023.^{[49][50][51]} Similar to the Basic Needs survey, OUE disaggregates the information by school, degree program area, or academic support unit and provides that targeted data to the units; sample email messages regarding their overall enrolling and non-enrolling dashboards and the recipients' specific results are included from 2020,^[52] 2021,^[53] 2022,^[54] and 2023.^[55] Those examples illustrate an academic degree program area, a school-wide analysis, all student affairs units, and targeted intercultural programs within student affairs receiving the information. In addition, OUE presented the data to the Academic Senate.^{[56][57]}

In addition to the enrolling/non-enrolled surveys, OUE also has an exit survey that all graduating seniors are asked to take.^[58] Similar to the non-enrolling survey questions, the senior exit survey data includes questions regarding both curricular and co-curricular support. Again, the data is shared via dashboards and targeted reports with academic program units, schools, and academic support units.^{[59][60]}

Because the survey response rates are high and have led to tangible results, some of which are described in subsequent sections within this response, the Office of Graduate Education (OGE) collaborated with the OUE survey data staff, with the faculty in graduate programs, and with the academic and student support unit leaders to develop and launch parallel surveys for graduate students. The graduate student exit surveys and the enrolling/non-enrolling survey data for graduate students are shared with the units through targeted meetings, at Graduate Council meetings, and the Academic Senate.^[61]

Due to the responses in both undergraduate and graduate non-enrolling and exit surveys regarding students not feeling adequately prepared for careers, and due to feedback from external reviewers in the graduate program review process detailed more in the response to Principle 9.1 that encouraged some programs to align their curriculum with contemporary in-demand skills, UT Dallas established in 2022 a Career Readiness Taskforce. The cross-divisional taskforce included faculty from multiple schools and staff in support units across reporting lines. They were charged to discuss both curricular and co-curricular strengths and areas of improvement for career preparedness^[62] and enclosed an invitation letter as an example.^[63] The Committee met for several months and presented a report.^[64] One of the recommendations was to engage an external

consultant as a UT System peer institution, The University of Texas at San Antonio, had done; the vice president for academic affairs and provost and the vice president for student affairs, who jointly established the Taskforce, concurred with that recommendation and plan to move forward with securing the consultant as the institution prepares for the joint student success building as detailed further in the response to Principle 13.7.

The University's mission, history, and relative youth, along with its strategic plan and organizational structure have all fueled cross-divisional collaborations designed to improve the holistic support of students. NSEB (which focuses on first-year students at both undergraduate and graduate levels), SSAG (which focuses on all undergraduate students), the CRM committees, and the collaborative discussions and presentations around comprehensive student survey data are all part of a foundational matrix of coordinated support that then guides individual programming and services. The following sections will provide brief descriptions of services from the Office of Undergraduate Education, the Office of Graduate Education, and Student Affairs. In addition, the Bursar, Registrar's Office, and Financial Aid's services will also be briefly described.

Distance Education

As mentioned in other Principles, the majority of UT Dallas students take their coursework face-to-face; students enrolled in online coursework or at one of the off-campus instructional sites that were reviewed and found compliant during the 2018 reaffirmation also have access to the support services described below.

Academic Advising

Academic advising at UT Dallas is decentralized; however, as mentioned earlier in this response, the institution's rapid enrollment growth, coupled with antiquated technology and staffing shortages, has brought some challenges and concerns to its advising capacity. Students in high enrollment programs, particularly within the Erik Jonsson School of Engineering and Computer Science have expressed dissatisfaction. In response to this, the University made both a financial investment into improving salaries for existing advisors to help retain them, as well as announced a partnership in which the Office of Undergraduate Education (OUE) would assist with central training and onboarding of new advisors. In addition, the previously mentioned CRM initiative is intended to help advisors better manage their workloads.^[65]

Office of Undergraduate Education (OUE)

As mentioned earlier in this narrative, 69% of the university's 30,885 students are undergraduate students.^[17] Of those, OUE's programs and services directly serve 41%, or more than 8,737 students. Several, but not all, of the various academic and support services offered by OUE are briefly described below.

Comet Cents

More than 1,400 incoming Enrolling Survey respondents indicated that they were worried about meeting their financial needs in fall 2021.^[66] This concern persisted with more than 1,000 expressing the same in fall 2023,^[67] and since 2021, more than 30% of incoming students report that they intend to take a loan to finance their education.^{[66][68][67]} It is incumbent upon the institution to ensure that students have the financial support and skills necessary to navigate financial challenges and persist at UT Dallas. The Comet Cents Money Management Center provides free personal finance education to currently enrolled UT Dallas students. Comet Cents^[69] addresses personal financial topics such as saving/budgeting, credit management, student loans, identity theft and financial responsibilities after college. The Student Team Members^[70] in Comet Cents are peer financial coaches who help fellow students reach financial stability and independence and are trained and certified in personal finance. They provide individualized one-on-one financial literacy coaching sessions both virtually and in person. In AY22, Comet Cents hosted 27 drop-in financial literacy workshops, broadcasted four Change Matters podcast episodes, and issued eight Smart About Money certifications. Over the last five years, this program has established significant partnerships across campus to meet the unique needs of special student populations. For example, Comet Cents has partnered with the Office of Financial Aid's scholarship programs to share how to save and responsibly spend scholarship refunds; they have also developed culturally inclusive content for international student financial coaching sessions, and since AY22, Comet Cents has conducted more than 35 financial literacy sessions in classrooms with faculty partners.^[71]

Comet Cupboard

The Comet Cupboard^[72] is a UT Dallas food pantry initiative dedicated to helping students in need. Its primary mission is to provide necessary food and personal care items to members of the UT Dallas community, but it also acts as a service-learning component of the undergraduate academic experience. Since 2018, the number of unique students served by the Cupboard has increased from 938 to more than 2,400 in AY23. The Cupboard provided meaningful volunteer experiences for more than 250 undergraduates in AY23. The trajectory of the Comet Cupboard, including the impact of the COVID-19 pandemic are illustrated in the summary table in the AY23 annual report.^[73] Committed staff ensured that the Comet Cupboard sustained services to support students in AY20 and AY21, which led to two consecutive years of significant growth. New initiatives included the expansion of internal and external partnerships with donors and food pantries, more robust on-campus awareness programming, more student worker positions, the addition of a full-time Program Specialist to support all operations of the Comet Cupboard, and the securing of a larger functional location for an expansion of service. This capacity building was the first in response to the actionable data collected in the Basic Needs survey in which over 2,500 students (31%) said that in the last 30 days, they had worried

that their food would run out before they got money to buy more and 1 out of 5 respondents said that in the last 30 days, they went hungry because there wasn't enough money for food.^[74]

Graduation Help Desk

Since its creation in 2017, the Graduation Help Desk (GHD)^[75] has served more than 3,800 unique students as a one-stop resource designed to support undergraduates in overcoming academic and non-academic obstacles to timely graduation. OUE measures the impact of the Graduation Help Desk beyond the number of tickets submitted because this initiative has demonstrated a broader impact in other ways. For example, it has become a sought-after resource to have represented at various student events, meetings, and on formal University committees and advisory boards. Since the pandemic, the GHD has led several student success-oriented policy and procedure changes, including the effort to reduce the number of students prevented from re-enrolling because of past due balances by working with the Bursar Office to increase the automated registration hold limit from more than \$0 to more than \$500. In AY23, the GHD sustained its partnership with the Bursar Office to strategically nudge students on non-payment lists and those with complex financial issues to take action. The GHD worked with advising directors from each school to process various student cases, including those identified during registration peak periods, non-academic withdrawal inquiries, waitlist processing, and degree auditing procedures. In addition to partnering with the Dean of Students Office to conduct intrusive advising that entails additional formalized outreach to unresponsive students referred through the early alert process, the GHD continued to conduct proactive outreach to students based on the enrolling and non-enrolling student survey data. In AY23, the Graduation Help Desk served more than 960 unique students and received and processed more than 450 early alert referrals from more than 80 unique faculty.^[76]

Peer Mentor Programs

A significant percentage and high number of Enrolling Survey respondents express connecting with peers as one of their top anticipated challenges. In both fall 2021^[77] and fall 2023,^[78] more than 60% of incoming students reported this concern. Other top challenges include worry about managing time, maintaining emotional well-being, procrastinating, engaging socially, and maintaining physical well-being. This data, coupled with program-level assessments, informs the participant recruitment and program training and content of the Freshman Mentor Program^[79] and Transfer Mentor Program.^[80] Since the pandemic, both mentoring programs continue to show strong outcomes with students' academic and social belonging.

In the Freshman Mentor Program, incoming freshmen are provided a personal mentor who meets with them regularly during their first two semesters at UT Dallas. The mentors in the program are successful undergraduates trained to engage freshmen in campus activities and refer them to resources that can help

them achieve their academic and personal goals. Over the last five years, the Freshman Mentor Program has engaged more than 600 students each academic year. In AY21, in response to the question “Because of my involvement with the Freshman Mentor Program, I...” mentees said they attend class regularly, participate in extracurricular activities, and are motivated to help others. Fall 2021 participants were retained at 93% and fall 2022 participants were retained at 94%.^[81] Despite staffing limitations and the simultaneous onboarding of new team members in Spring 2023, for a consecutive cycle, more than 97% of mentors reported that they would recommend the program as a good leadership opportunity and more than 90% of mentors reported that the program made them feel more connected to UT Dallas. Also in AY23, 82% of mentees reported that one or more program components contributed to an increased sense of academic belonging at UT Dallas.^[82]

OUE collaborates with Student Affairs’ Transfer Student Services Office, which comprises the staff infrastructure to support the Transfer Mentor Program, through program planning and execution, as well as the collection and assessment of qualitative and quantitative program data. The transfer mentor program is described more in the Quality Enhancement Plan’s Impact Report which accompanies this response.

Specialized Advising Services

Health Professions Advising Center (HPAC)

Since 2021, the number of incoming students who respond to the Enrolling Survey who express an interest in attending medical school has ranged from 300 to more than 500 students. To ensure adequate support and quality outcomes for these students, the OUE widely promotes its Health Professions Advising Center (HPAC).^[83] The mission of the HPAC is to guide prospective, current, and former students toward becoming exceptional, well-rounded, engaged individuals who demonstrate appropriate competencies to excel in healthcare, public health, and health research. HPAC advisors provide individualized guidance to help each pre-health student understand, prepare for, and enter a health career aligned with their goals. HPAC returned to pre-COVID staffing levels and leveraged remote-access technologies to become more accessible to UT Dallas students. In AY23, 607 applications were supported, more than 1,600 letters of recommendation processed, and almost 500 mock interviews conducted. While increasing the number of students who receive personalized support, HPAC has maintained quality. As of AY23, UT Dallas is the #17 medical feeder school in America according to the Association of American Medical Colleges.^[84]

Pre-Law Advising Center

On average, according to the last three administrations of the Enrolling Survey, more than 100 incoming first-year students are interested in attending law school each fall. In 2022, the Pre-Law Advising Center migrated to using Constant Contact, a platform for marketing and mass email campaigns. The pre-

law information sign-up form determined students and alumni identifying as pre-law is in excess of 2,355. Any student interested in exploring a career in law can receive support from the Pre-Law Advising Center.^[85] The mission of the Pre-Law Advising Center at UT Dallas is to help students from all majors make informed decisions about their preparation for law school and a legal career. The Center provides advice about the admissions process and assists with preparation of law school applications through workshops and panels, interactions with law school admissions deans and other experts, and one-on-one consultations. Students participate in events, conferences, admissions visits, and advocacy competitions designed to provide knowledge of the legal system and preparation for the law school experience including competitions at the regional and national level. In 2023, the Moot Court Team achieved its best performance in program history, finishing in second place at the 2023 American Moot Court Association national competition and mock trial teams earned multiple wins and top placements at competitions with top witness and attorney awards.^[86] Pre-law students also gain hands-on experience in the Innocence Project Seminar, investigating the case files of clients seeking exoneration due to wrongful conviction and the Pre-Law Advising Center sponsors the John Marshall Pre-Law Society and Women Pursuing Law (WPL). In addition, the Pre-Law Advising Center manages the Champagne Opportunity Funds to defray law school application fees, support professional development, and provide LSAT preparatory materials to law school applicants with high financial need. The fund supported more than 50 students in AY23 and overall, the Center's one-on-one advising appointments increased to 588 total appointments, a 33% increase from AY22.^[87]

SOAR and Exploratory Advising

Each fall more than a quarter of Enrolling Survey respondents are worried about receiving useful academic advice. The Student Outreach and Academic Retention (SOAR) Advising Office^[88] provides personalized advising and academic support to students who are not in good academic standing, students on Academic Excellence Scholarship (AES) or National Merit Scholars Program probation, or students who desire an additional layer of academic support advising. In AY23, SOAR had over 3,200 contacts with students. Contacts include in-person and virtual appointments, email communications, and outreach emails. Exploratory advising, using academic advising as well as Career Center advising, helps students actively explore and identify a variety of majors to match their personal as well as career goals. Exploratory advising also helps facilitate a smooth transition to the appropriate school advising office once the student has made a decision about their major. The Exploratory advisor assisted 873 students during AY23 via both in-person and electronic contact methods. In AY23, 326 students were Undeclared during at least one semester.^[89]

Student Success Center (SSC)

UT Dallas does not offer remedial or developmental courses. In response to what potential challenges might impact their participation in courses on the Enrolling Survey, 36% of incoming students in fall 2021 said they were concerned about adjusting to in-person learning and 26% were worried about content mastery from remote learning during the pandemic (18% still expressed this concern in fall 2022 and 15% in fall 2023).^{[77][90][78]} UT Dallas has invested in a robust Student Success Center^[91] to support the academic acclimation of incoming students. The Student Success Center consists of several unique student support services, including Academic Success Coaching, Peer Tutoring, Peer-Led Team Learning, Supplemental Instruction, Writing Center, CommLab, and Summer Success Camps. All services employ current students to provide a robust and diverse peer support model that is mutually beneficial to the students who receive support and those who provide it. The Student Success Center's student leadership positions support the financial well-being of more than 200 student employees each year with competitive hourly wages and provide access to informal and formal personal and professional development opportunities, like those offered in the Institute for Peer Education. Partnerships and collaborations across campus are critical to the success of the SSC. In Academic Year (AY) 2023, the SSC engaged with more than 14 departments and programs, including the Multicultural Center, Student Wellness Center, University Recreation, Student Transition Programs, academic advising units, mentor programs, and a faculty-led Research Experiences for Undergraduates programs (REU). The Student Success Center had 62,390 student visits across all programs, which was a 13% increase from AY22. The team served more than 5,807 unique students who attended at least one program in the SSC in AY23. The SSC recognized notable increases across all populations, including first-time transfers, underrepresented minority students, and first-generation students. In AY23, the SSC supported the Institute for Peer Education, exam reviews, the Success Workshop Series, and ALEKS Up!. The Institute for Peer Education had 567 total visits by 177 unique students. The SSC hosted exam reviews that served more than 600 unique students to support them to prepare for exams in historically high DFW courses. The SSC strives to be responsive to institutional college readiness needs with new initiatives like ALEKS Up!, which served 51 unique students to support their preparedness for first-semester math through a collaboration with faculty from the Math Department.^[92]

Underserved Student Programming

First-Generation Student Programs

In response to the First-Generation Student Needs Assessment Survey results and sustained gaps in graduation rates between first-generation and non-first-generation students, OUE began collaborating with multiple campus departments to offer centralized, comprehensive programming for first-generation students whose parents/guardians did not complete a bachelor's degree in the United States in AY20. Programming includes in-person, as well as

streamed and recorded presentations on a variety of topics, information sessions, service and social events, and opportunities for students to meet faculty, staff, alumni, and community supporters who are members of the First-Generation Student Support Network. Members of the First-Generation Student Support Network receive regular emails and formal update presentations each fall. To support the acclimation of incoming first-generation students, First-Generation Student Programs hosts a First-Generation Family Orientation and collaborates with Residential Life to offer a First-Generation Living Learning Community (LLC). LLC students are required to participate in a customized first-generation student success course in their first semester. Both the First-Generation Student Success Course taught by OUE and the second semester course co-led by the Center for BrainHealth achieved increased means in all course learning objectives in pre-post assessments. To coincide with National First-Generation Celebration Day in November, OUE organizes a celebration week of educational and social activities for the University community to promote awareness of the first-generation identity and cultivate belonging and pride among first-generation students, faculty, and staff. Out of the 337 graduating first-generation students in Spring 2022 who responded to the Senior Exit Survey, only 92 (27%) of first-generation students reported participation in an internship during their undergraduate career.^[93] More than 70% of those graduating first-generation students intend to immediately join the workforce and only 22% had received an offer before graduation.^[94] To address the need for data-driven career readiness programming dedicated to the first-generation population, the Office of Undergraduate Education received grant funding from Capital One to provide career-oriented programming for first-generation students in partnership with the University Career Center.^[95] Further, OUE conducts a survey of first-generation student needs and shares the results widely with campus partners.^{[96][97][98]}

Undergraduate Success Scholars and Cultural Scholars

The combined four-year graduation rate of African American and Hispanic students from the fall 2014 cohort was 10% lower than the combined four-year graduation rate of their White and Asian peers and since the pandemic, the gap has continued to widen. To address this gap, OUE expanded the Undergraduate Success Scholar and Cultural Scholar minority student success programs. The Undergraduate Success Scholars Program (USS) provides select, predominately non-scholarship, underserved undergraduates formal guided pathways that include engagement opportunities, academic support, mentorship, and guidance to meet both personal and professional goals. The program structure addresses the needs of each incoming cohort by building upon each academic year in a manner that facilitates the achievement of academic goals and personal development. Participants in the USS program attend individual meetings, networking and informational sessions, workshops, and campus-wide activities.^[99] In the summer of 2020, USS received a New Student Engagement Fund Grant from NSEB to launch the Transfer Research Initiative (TRI), which is a summer research program that provides underrepresented transfer students

the opportunity to gain exposure to research taking place in a variety of disciplines. In AY23, USS received a grant from State Farm to expand the TRI program to include a residential component.

The Cultural Scholars Program was created in 2014 to provide underrepresented minority merit scholarship recipients specialized programming that provides participants academic enrichment and a comfortable social environment, contributes to the University and surrounding areas through service, and promotes cultural unity and awareness. Increasing a sense of belonging, academic enrichment, and ensuring that scholars achieve their post-graduation outcomes are key focus areas of the Cultural Scholars Program. The program provides events focused on facilitating social connections and how to maximize opportunities at UT Dallas. The percentage of participants who achieve their desired post-graduation outcomes has been consistent. Since 2021, more than 90% of Cultural Scholars who applied for graduate or professional school were admitted into at least one of their desired programs.^[100] In compliance with Senate Bill 17, the Undergraduate Success Scholar and Cultural Scholar minority student success programs are transitioning to race-neutral in January of 2024.

Undergraduate Research

Since 2021, an average of more than 1,000 incoming students expressed an interest in undergraduate research and consistently more than 40% of incoming students expressed concerns about building relationships with faculty on the Enrolling Survey. OUE provides a variety of research event opportunities and other resources to assist both current and prospective undergraduate researchers. Each year, OUE hosts the Exhibition of Excellence in Undergraduate Research (EEUR), or Undergraduate Research Week. This weeklong event provides undergraduate students with tools to learn more about research opportunities, to receive recognition for research related accomplishments, and to compete for valuable research awards. Additionally, The Exley undergraduate research journal provides undergraduate students from every discipline an opportunity to publish analytical or creative work that illustrates their creative ability or research skills.^[101]

Office of Graduate Education (OGE) and International Center (IC)

To restate, graduate students comprise 31% of the university's 30,885 students, and more than 60% of the graduate students are international students.^[17] As mentioned in the response to Principle 5.4, both OGE and the International Center report to Dr. Juan González, who serves as dean of graduate education and as vice provost for global engagement. OGE supports the full student lifecycle, engaging with them when they are admitted through graduation. OGE hosts orientation for new graduate and teaching assistants, supports professional development, oversees centralized degree program milestones agreements to ensure students are making appropriate progress toward their degrees, and verifies that all students' theses and dissertations adhere to formatting requirements. OGE offers services focused on decreasing graduate

student time to graduation; improving the student experience with thesis and dissertation development and review; increases research, writing, and professional development enrichment; and improves fellowship and grants funding.

Time-to-Graduation

Since Dean González became dean of graduate education, OGE has focused on improving time-to-degree. OGE found that 25 students across 11 programs had been enrolled in a doctoral program for ten years or longer. OGE firmly believes that it is in both the student's and the institution's best interest that degrees are completed in a timely manner, as tuition increases can impact the students and the institution and program cannot offer additional enrollment for additional talented students if their enrollment is impacted by students lingering beyond the expected time. Thus, OGE has worked with the academic units to offer support and a plan to doctoral students who were outliers by taking ten plus years to complete their program. OGE collaborated with the departments to work on milestones agreements that the faculty and students agree to in order to move the student along to completion; the Registrar's Office also consulted with OGE and the faculty and, going forward, students who hit ten years or more will have to have a completion plan on file or will receive registration holds.^[102] This new accountability focus from OGE on degree completion will help students and the programs be successful.

Student Theses and Dissertation Preparation

OGE offers several workshops and training sessions for graduate students who are writing theses and dissertations. The workshops are designed to improve graduate students' understanding of the importance of copyright issues and requirements, interpretation citation and plagiarism reports, and standard formatting requirements. OGE has observed that students who attend these workshops have fewer revisions required during their consultations with the OGE staff on the final preparation of their theses and dissertations, and hence they increase both the offerings and modality of these services.^{[103][102]}

Graduate Professional Development

OGE hosts a number of professional development events and offers workshops designed to improve the students' research, networking, and personal and professional development skills; in AY22, they hosted 64 events, including Graduate Student Appreciation Week in April and Graduate Success Week.^[104]

Throughout the years, OGE has consistently partnered with other offices, including the University Career Center mentioned later in this response on career counseling events. In addition to events condensed within these two weeks, OGE also partners with other campus groups throughout the year on workshops. For example, they partner with the library to host writing workshops; they invite representatives from the student counseling center,

student wellness centers, and military and veteran's center (all described later in this response) to assist graduate students with improving their personal development skills.^{[105][106]}

During graduate student success week, OGE partners with the Office of Research and Innovation on a Three Minute Thesis competition.^{[107][108]} The competition, modeled after University of Queensland's program, is designed to help students with the research, presentation, and communication skills. Students are awarded a prize and can move forward to a regional competition outside of the University. To foster student engagement in this contest, a faculty version of the program has also been added since 2017, in which faculty members from across schools compete against one another in sharing about their research. The shared task of condensing one's research into three minutes synopses by both faculty and students have provided a shared experience that helps foster student engagement.

OGE also partners with the University's Center for Teaching and Learning on two professional graduate certificate programs for graduate students and post-docs that are designed to give all graduate students experience with teaching and assessment to supplement the research training they receive from their degree programs.^[109]

Graduate Student Grants and Fellowships

OGE provides information to master's and doctoral students on graduate student research grants as well as theses and dissertation awards. OGE hosts information sessions about these funding opportunities. In addition, OGE staff has a number of events about external funding opportunities as well. These opportunities for graduate students are shared by email, social media, and with the Graduate Student Assembly, which serves as the University's student-led governing body of graduate students. OGE has made a concerted effort to bring visibility and awareness to funding opportunities for less-represented disciplines. In an effort to increase the likelihood that students are awarded the funds, OGE also offers a non-credit grant-writing certificate for graduate students, which culminates with a completed proposal.^[110]

International Center

In early 2019, the International Center (IC) moved from the Division of Student Affairs to the Division of Academic Affairs; once the IC was moved to Academic Affairs, the vice president for academic affairs and provost delegated the supervision of the International Center to the dean of graduate education^[111]; this reorganization was done in part for two reasons: due to the number of graduate students who are international students and due to the University's priority as discussed in the strategic plan to increase the number of education abroad opportunities for its domestic students.^[112] The IC was established in 2014 and now its focus is to provide centralized international education services to support international and domestic students with their education abroad

pursuits. The IC collaborates with academic schools to create and execute international partnership agreements (student exchanges, dual degree program agreements, faculty-led trips, education abroad, or volunteer experiences). The IC provides immigration counseling for students as well. The IC also provides services for curricular practical training for enrolled students and for optional practical training for thousands of alumni.^[113] The IC partners with the University Career Center, the schools' career centers, and other academic and administrative stakeholders to ensure campus stakeholders are aware of immigration regulations.^{[114][113][115]} In 2022, the IC opened a passport office for both the campus community as well as the local public.^{[116][117]}

Other Academic Affairs Units

The Registrar's Office,^[118] the Office of Financial Aid,^[119] and the Office of Admission and Enrollment^[120] all report to the vice president for academic affairs and provost.^[14] They each play an important role in providing adequate service to prospective and current students, and the Registrar's Office also serves alumni. The University Registrar also is the FERPA Officer for the University and coordinates FERPA trainings and awareness raising.^[121] The leaders of all three offices participate in both NSEB and SSAG; in addition, they also attend the monthly Council for Undergraduate Education and the Council on Graduate Education meetings. In addition, all three are on the CRM Steering Committee. This allows them both to listen and to contribute to conversations about policies and programs critical to ensure the success of students. They, along with others who also attend all governance meetings and are on the CRM Steering Committee, each act as a conduit to connect campus conversations and ensure that collaborations are being leveraged appropriately.

Although there are separate Principles that cover library services that are not included in the interim report, UT Dallas' Eugene McDermott Library and its Callier Library (both of which also report to the vice president for academic affairs and provost)^[14] do offer important academic support services for students, faculty, and staff, including an instruction program that helps develop library research skills through one-on-one sessions or class presentations.

Three of UT Dallas' seven schools have applied senior capstone project-based programs in which students sign non-disclosure agreements to work with area companies to provide solutions to real problems those companies are facing. The Erik Jonsson School of Engineering and Computer Science's UT Design program is highly respected by area companies,^[122] and both the Naveen Jindal School of Management and the School of Natural Sciences and Mathematics have replicated it with their UTSolv^[123] and UTDDiscovery^[124] programs, respectively.

Office of Campus Resources and Support

As discussed in several other responses in this interim report, the Office of Campus Resources and Support launched in January 2024. It is a reconceptualized office that replaces the former Office of Diversity, Equity, and

Inclusion and only continues programming that is compliant with Senate Bill 17. The full services and programming from this office are still under development, but it has and currently does include the AccessAbility Resource Center (ARC). This unit implements the provisions of the Americans with Disabilities Act (ADA) that guarantees individuals with disabilities access to and benefits from all programs and activities. The ARC serves both students and employees. For students, they handle the academic accommodations for eligible students with documented mobility, sensory, health, psychological, and learning disabilities as well as the facilitation of non-academic and environmental accommodations; the ARC also serves as an advocacy support group for employees.^[125]

Office of Budget and Finance Bursar Office

The University Bursar reports to the vice president for budget and finance.^[7] At UT Dallas, the University Bursar works very closely with their colleagues in the Registrar's Office, Financial Aid Office, OGE, and OUE to ensure students are successful. The Bursar is a member of NSEB, SSAG, and the CRM Steering Committee. The University Bursar collaborates with these offices, as well as with academic degree program area staff and faculty, to reduce the number of students who must be dropped for non-payment. Due to these and other assessment efforts, and as mentioned in the response to Principle 8.2.a, the Bursar Office won a University Assessment Award for their commitment to using assessment data to improve their services to students.^{[126][127]}

Division of Student Affairs

As mentioned in response to Principle 5.4, the vice president for student affairs oversees a large student affairs unit that serves all undergraduate and graduate students and alumni.^[15] The 400 staff division includes 30 offices that are critical to the student experience at UT Dallas; their programming is designed to ensure that students are engaged, empowered, and that they have developed a sense of belonging while enrolled at UT Dallas. In 2019, Student Affairs released a strategic plan in which they state that their guiding principles are education and advocacy; integrity; inclusion; quality service; and research and innovation.^[128] Because the entire division of student affairs' offerings are designed to support academic and student success, not every unit will be discussed in detail. Instead, brief overviews will be provided, largely summarized from the webpages within the Student Affairs website.^[129]

The Center for Students in Recovery assists students with substance use disorders or other addictions, those affected by addiction, or individuals questioning or exploring the impact of potential addictive behavior on their life.

The Comet Card Office is not only the office at which students pick up their University identification badge, but also they have free notary services, offer postal stamps for purchase, and have discount passes to off-campus venues and events.

The UT Dallas Fraternity and Sorority Life is home to 27 national Greek fraternities and sororities. More than 1,100 UT Dallas students participate in Greek Life.

UT Dallas' conference champions' Intercollegiate Athletics program is home to more than 300 student athletes and offers competitive varsity sports in golf, tennis, cross country, volleyball, basketball, soccer, softball, and baseball. UT Dallas does not offer football, therefore preserving its unblemished record. UT Dallas is currently transitioning from an NCAA Division III participant to Division II.

University Housing has oversight of the residence halls and associated programming. UT Dallas has nine living learning communities at UT Dallas; one for Arts, Humanities, and Technology; biomedical engineering; computer science; engineering; first generation; management; pre-health; social sciences; and women in Science, Technology, Engineering, Arts, and Mathematics (STEAM).^[130] Students in the living learning communities live in designated residence halls together, enroll in specific coursework for their cohort, and participate in group activities designed to enhance their learning.

UT Dallas' Intercultural Programs offers experiences that develop and enhance intercultural competence that supports the integration of international students into campus life. The Intercultural Programs staff work closely with the academic units and with the staff in the International Center to partner on international student orientation, International Week events, and iFriend, the peer mentoring program that partners an international student with a domestic student.

The Military and Veteran Center provides resources and support for UT Dallas students who are veterans, current military service members, military spouses and dependents, and ROTC cadets.

The Office of Student Volunteerism offers students a variety of opportunities to lend their time and talents toward improving UT Dallas, North Texas and beyond. The Naveen Jindal School of Management requires 100 volunteer hours or a three-semester-credit hour course for all of its students, and they work collaboratively with the Office of Student Volunteerism to track this information.

Student Media includes the student-run newspaper, student-run radio, and student-run TV.

Student Development includes Weeks of Welcome, which is the extended orientation before and after the first day of classes; works with both the undergraduate Student Government and the Graduate Student Assembly; and facilitates Comet Spirit Programs and Homecoming events.

The Student Organization Center is home to 400 student organizations; the center provides an outlet for the groups to connect and engage with the community.

The Student Transition Programs offers freshman orientation, transfer orientations, comet camp, success camp, and the road warriors program, which is a program designed to help students who are largely commuter students feel connected to the campus.

University Recreation includes non-varsity club and intramural sports. They oversee the Activity Center which includes fitness areas, racquetball, squash, and basketball courts, a climbing wall, and an indoor swimming pool. They also provide outdoor sand volleyball courts, tennis courts, and baseball, softball, cricket, and soccer fields. Recreation Center West, located within one of the dorms, includes indoor courts, a fitness area, and a multipurpose room.

The Office of Community Standards and Conduct encourages student learning, growth and development by promoting awareness of the University's expectations of behavior and hold students accountable for violating those expectations; this includes academic dishonesty as well as the unit's Behavior Assessment and Intervention Team (BAIT) that reviews behavioral incidents involving students whose behavior may be disruptive or harmful to the campus community.

In addition to some of the programs above, the associate vice president for student affairs and dean of students oversees a number of units and programming that are highlighted in the enrolling, non-enrolling, exit, and basic needs surveys as critical for the academic and personal well-being of the students. Four of these units are described in more detail.

Career Center

The centralized University Career Center (UCC) is a one-stop shop dedicated to helping undergraduate, graduate, and alumni with their career preparation.^[131] Students are encouraged to contact the UCC early in their academic careers in order to receive the full benefit of the career center's assistance in the development of students' long-range planning. Career consultants are available to help students gain knowledge about career or educational options, experiential learning opportunities, job search strategies, interview preparation, and job offer negotiations.^[131] Students can also access the career resource library^[132] as well as receive information about externship programs.^[133] The UCC, like all units in Student Affairs, writes annual reports which include embedded assessment reports; the UCC's most recent three years' reports are provided for evidence for FY22,^[134] FY21,^[135] and FY20.^[136] The UCC uses surveys and card swipe data as part of their metrics to assess their services.

Student Counseling Center

The Student Counseling Center helps students maintain the emotional well-being necessary for their success. The Center has licensed psychologists and counselors that are available by appointment or in times of emergency. The Student Counseling Center also provides sexual assault recovery services. All counseling is confidential. Services include individual and group counseling,

alcohol and other drug counseling, professional consultation with staff and faculty, psychiatric referral, and a wide range of educational programs and workshops.

In FY22, the Student Counseling Center provided 6,846 appointments, consultations, crisis services, and psychiatric sessions, up from approximately 5,400 during FY21.^[137] The Student Counseling Center treated a number of students for suicidal or homicidal ideation, with more than 330 crisis interventions and more than 630 after-hours crisis calls throughout FY21, which is an increase of 9% over FY21. To help support this surge in student mental health support, UT System partnered with TimelyCare to provide 24/7 access to licensed counselors.^[138] Despite this upsurge in need, the UT Dallas Your Needs Basic Needs survey results suggest that awareness of the Student Counseling Center's services is still low, as 6,993 students who indicated they had never used the Student Counseling Center did not do so because they were unaware the services existed and that most services are provided at no additional cost.^[139] As such, the Student Counseling Center is improving its outreach efforts to raise additional awareness. This includes providing trainings and consultations to staff and faculty.^[137]

Student Health Center

The Student Health Center provides quality care for acute and stabilized chronic illnesses, minor injuries, women's care, and preventative health care. The Student Health Center also provides information to students about their student health insurance coverage. The Student Health Center maintains a Class D pharmacy that provides access to prepackaged and pre-labeled medications; although the pharmacy cannot fill written prescriptions presented by external doctors, the pharmacy dispensed 278 prescriptions from its own healthcare providers in FY22.^[140]

Again, the Your Voice Basic Needs survey data suggests that outreach gains can continue to be made by the Student Health Center. In response to, 'Over the past 12 months, which of the following have you had to forgo because you could not afford the expenses?' 20% (1,819) of students selected seeing a therapist/counselor/psychiatrist, almost 1,200 students selected seeing an eye doctor, and 801 students selected a medical/dental procedure. Further, 68% of respondents selected they never used the Student Health Center. Of those students, 34% (2,046) did not know about the services it provides and 25% (1,554) said they did not know most services are provided at no additional cost.^{[141][142]} The Student Health Center has identified in its assessment report that it intends to increase utilization by five percent and are continuing the virtual Telehealth services initiated during the COVID-19 pandemic to continue to reach more students.^[143]

Student Wellness Center

The Student Wellness Center assists and encourages students to adopt responsible behaviors related to various health topics through evidence-based educational programs, resources, and individual consultations. The Student Wellness Center works in partnership with both the Student Health Center and the Student Counseling Center to support physical and emotional well-being.

In April 2022, the Student Wellness Center hosted the first Out of The Darkness Campus Walk supported by the American Foundation of Suicide Prevention. This event raised nearly \$19,000 that supports local suicide prevention resources and services. Also in April 2022, the Student Wellness Center staff members increased their training and education related to suicide prevention with the obtainment of the College and University Suicide Prevention Accreditation from the American Association of Suicidology and the completion of ASIST (Applied Suicide Intervention Skills Training).^[144] The utilization of Safe RX helps to supplement the outreach with faculty and staff training conducted by the Student Counseling Center. This training is necessary, as 44% (1,231) of all 2023 incoming students who responded to the Enrolling Survey said they were concerned about maintaining their emotional well-being.^[139]

The aforementioned programs and units in Student Affairs do not operate in silos. In fact, most of the first-year staff on NSEB are representative of Student Affairs units; in addition, the Dean of Students or designee attends the monthly Council for Undergraduate Education and Council on Graduate Education (Graduate Council) meetings, the Academic Senate meetings, and is a member of SSAG and is on the Executive Council to NSEB. These connections again facilitate cross-divisional support of student support.

Academic and Student Support for Faculty

As discussed in responses to other Principles within this interim report, UT Dallas has a robust faculty governance program that includes 22 University-wide Committees and 16 Senate committees. These committees, as well as staff attendance at Council for Undergraduate Education, Graduate Council, and Academic Senate meetings as well as faculty participation on NSEB and SSAG, assist the faculty with being informed on academic and student support. In addition, both the Center for Teaching and Learning and Educational Technology Services provide academic support for faculty.

Center for Teaching and Learning (CTL)

The Center for Teaching and Learning (CTL) actively involves faculty in research-based practices aimed at enhancing instruction and fostering measurable advances in student learning and teaching excellence, whether in on-campus or online environments. They also provide support in developing effective, problem- and inquiry-based, active learning experiences.^[145] In addition, CTL extends its support to faculty in improving pedagogical research processes through workshops and seminars for full-time and part-time faculty;

CTL offers certificate programs for UT Dallas teaching assistants/associates and post-doctoral associates to help them gain pedagogical experience.^[109] New faculty readiness programs are also available for faculty and graduate teaching assistants.^{[146][147]}

Educational Technology Services (ETS)

Educational Technology Services (ETS) is the unit responsible for working with faculty to integrate technology into online, hybrid, and classroom-based courses. These services include instruction design, support, and training. The Testing Center also reports to the ETS team; the testing center is a 300+seat computer lab that serves as a secure test environment for online exams, quizzes, and assessments.^[148] At UT Dallas, each face-to-face course has a corresponding eLearning section. According to their 2022-23 annual report, 8,686 eLearning sections were created in that year, and 81% of those were actively used. Online or hybrid courses account for just 13.3% of all courses at UT Dallas, but the ETS team still supported faculty in the development of 1,157 online or hybrid course.^[149]

Evaluation of Services and Programs

Although this Principle is not specific to the effectiveness of these programs, several annual reports and assessment reports were provided. In addition, the connections made between the programs' offerings and the comprehensive student survey work are evident. Between its offerings and its intentionality to serve students holistically with several cross-divisional initiatives, UT Dallas asserts that it does offer appropriate academic and student support programs consistent with its mission.

Supporting Documents

[1] [UT Dallas Strategic Plan Feb 13, 2024 \(Page 6\)](#)

PDF Document, 33 Pages, 6.32 MB (web2837)

[2] [Fall 2023 Facilities and Economic Development Presentation to UT Dallas Academic Senate \(Page 2\)](#)

PDF Document, 27 Pages, 15.47 MB (presentation1085)

[3] [UT Dallas Strategic Plan Feb 13, 2024 \(Page 12\)](#)

PDF Document, 33 Pages, 6.32 MB (web2837)

[4] [UT Dallas Strategic Plan Feb 13, 2024 \(Page 13\)](#)

PDF Document, 33 Pages, 6.32 MB (web2837)

[5] [Chart: UT Dallas Overall Organizational Chart as of February 5, 2024](#)

PDF Document, 1 Page, 354.21 KB (chart1405)

[6] [Organizational Charts for Office of Information Technology, 2024 \(Page 7\)](#)

PDF Document, 12 Pages, 225.11 KB (chart1411)

[7] [Office of Budget and Finance Organizational Chart September 2023](#)

PDF Document, 1 Page, 158.96 KB (chart1349)

[8] [Chart: Organizational Chart for Office of Campus Resources and Support, January 1, 2024](#)

PDF Document, 1 Page, 109.97 KB (chart1398)

[9] [Office of Development and Alumni Relations Organizational Chart, 13 November 2023](#)

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[10] [New Dimensions for Next Era: UT Dallas Launches \\$750 Million Fundraising Campaign, May 26 2021 - UT Dallas News Center Article](#)

PDF Document, 3 Pages, 3.01 MB (article12210)

[11] [Website - Welcome to the Future: The New Dimensions campaign launches now! May 2021, Office of Development and Alumni Relations \(Page 2\)](#)

PDF Document, 4 Pages, 9.78 MB (web2867)

[12] [Website: Measuring a Transformation: Philanthropic Support Drives Progress - Office of Development and Alumni Relations, November 22, 2023](#)

PDF Document, 4 Pages, 4.40 MB (web2864)

[13] [Website - New Dimensions - Office of Development and Alumni Relations](#)

PDF Document, 2 Pages, 2.88 MB (web2865)

[14] [Chart: Office of Academic Affairs and Provost Organizational Chart with Schools, Academic Units and Centers, October 10, 2023](#)

PDF Document, 1 Page, 108.00 KB (chart1393)

[15] [Office of Student Affairs Organizational Chart, 10 November, 2023](#)

PDF Document, 32 Pages, 1.49 MB (chart1365)

[16] [Organizational Chart for Office of Vice President and Chief of Staff, February 2024](#)

PDF Document, 1 Page, 67.93 KB (chart1414)

[17] [UT Dallas University Profile as of Fall 2023](#)

PDF Document, 3 Pages, 161.16 KB (chart1416)

[18] [UT Dallas University Profile as of Fall 2023 \(Page 2\)](#)

PDF Document, 3 Pages, 161.16 KB (chart1416)

[19] [Office of Institutional Success and Decision Support: Student Demographic Trends Dashboard as of February 2024](#)

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[20] [New Student Engagement Board Meeting Agendas 2019-2024](#)

PDF Document, 10 Pages, 1.04 MB (agenda1416)

[21] [New Student Engagement Board \(NSEB\)- Organizational Chart](#)

PDF Document, 1 Page, 1.04 MB (chart1419)

[22] [Email from Dean Murphy, Undergraduate Education, to Amanda Smith, Dean of Students and Serenity King, Associate Provost for Policy and Program Coordination regarding Student Success Advisory Group, April 5, 2021](#)

PDF Document, 1 Page, 163.15 KB (email1410)

[23] [Student Success Advisory Group Meeting Agendas 2021-2023](#)

PDF Document, 11 Pages, 811.63 KB (agenda1421)

[24] [Student Success Advisory Group Invitation Email - Josh Hammers](#)

PDF Document, 1 Page, 19.84 KB (email1648)

[25] [Student Success Advisory Group Invitation Email - Ingrid London](#)

PDF Document, 1 Page, 52.71 KB (email1649)

[26] [Student Success Advisory Group Invitation Email - Pulin Bhatt](#)

PDF Document, 1 Page, 52.92 KB (email1651)

[27] [Student Success Advisory Group Invitation Email - Raul Hinojosa](#)

PDF Document, 1 Page, 52.73 KB (email1656)

[28] [Student Success Advisory Group Invitation Email - Courtney Brecheen](#)

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September 21, 2022

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- [30] Website for the UT Dallas CRM Project

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- [31] CRM Steering Committee Roster

PDF Document, 2 Pages, 140.72 KB (roster1040)

- [32] CRM Stakeholders Roster

PDF Document, 2 Pages, 158.71 KB (roster1041)

- [33] Publication: CRM Project Timeline

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- [34] CUE Agenda August 22, 2023

PDF Document, 66 Pages, 1.75 MB (agenda1418)

- [35] August 2023 Graduate Council Meeting Agenda with Minutes

PDF Document, 19 Pages, 331.60 KB (agenda1315)

- [36] May 10, 2023 Academic Senate Meeting Agenda (Page 2)

PDF Document, 370 Pages, 15.47 MB (agenda1377)

- [37] September 2023 Academic Senate Meeting Agenda (Page 19)

PDF Document, 158 Pages, 20.26 MB (agenda1379)

- [38] OIT Forum Agenda, CRM Presentation- August 2023

PDF Document, 1 Page, 329.56 KB (agenda1422)

- [39] October 2023 HR Forum, SACSCOC Accreditation and CRM Update

PDF Document, 1 Page, 237.92 KB (agenda1427)

- [40] Comet Voices Matter: New Initiative Seeks Student Input on Needs – UTD News Center article, November 2022

PDF Document, 2 Pages, 373.75 KB (article12208)

- [41] Survey: Basic Needs - Student Surveys _ The University of Texas at Dallas.pdf

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- [42] [Survey: Basic Needs - Student Surveys _ The University of Texas at Dallas.pdf \(Page 2\)](#)
PDF Document, 4 Pages, 571.86 KB (survey1034)
- [43] [Basic Needs Graduate Students Fall 2022 Presentation for the Council on Graduate Education by Office of Undergraduate Education, February 22, 2024 \(Page 8\)](#)
PDF Document, 40 Pages, 744.76 KB (presentation1113)
- [44] [Basic Needs Graduate Students Fall 2022 Presentation for the Council on Graduate Education by Office of Undergraduate Education, February 22, 2024 \(Page 9\)](#)
PDF Document, 40 Pages, 744.76 KB (presentation1113)
- [45] [Basic Needs Graduate Students Fall 2022 Presentation for the Council on Graduate Education by Office of Undergraduate Education, February 22, 2024 \(Page 22\)](#)
PDF Document, 40 Pages, 744.76 KB (presentation1113)
- [46] [Your University. Your Voice. Student Surveys, Presentation to President's Cabinet by Office of Undergraduate Education and Office of Campus Resources and Support.](#)
PDF Document, 45 Pages, 3.24 MB (presentation1105)
- [47] [Your University. Your Voice. UTD Student Surveys Presentation for Harry W. Bass Jr. School of Arts, Humanities, and Technology by Office of Undergraduate Education, October 2023](#)
PDF Document, 48 Pages, 6.15 MB (presentation1106)
- [48] [School of BBS Basic Needs and Climate Survey Action Plan](#)
PDF Document, 27 Pages, 233.28 KB (report40881)
- [49] [Fall 2021 Enrolling Survey College Choice](#)
PDF Document, 1 Page, 245.43 KB (survey1046)
- [50] [Fall 2022 Enrolling Survey College Choice](#)
PDF Document, 1 Page, 190.96 KB (survey1047)
- [51] [Fall 2023 Enrolling Survey College Choice](#)
PDF Document, 1 Page, 245.28 KB (survey1048)
- [52] [Email Sharing Enrolling Survey Responses for Fall 2020](#)
PDF Document, 1 Page, 169.10 KB (email1639)
- [53] [Email Sharing Enrolling Survey Responses for Fall 2021](#)
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[54] [Email Sharing Enrolling Survey Responses for Fall 2022](#)

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[55] [Email Sharing Enrolling Survey Responses for Fall 2023](#)

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[56] [OUE Enrollment Survey Sharing in Fall 2020 at Academic Senate - November 18, 2020 \(Page 2\)](#)

PDF Document, 225 Pages, 22.04 MB (agenda1410)

[57] [Academic Senate Meeting Agenda Packet, January 17 2024 \(Page 575\)](#)

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[58] [Exit Survey by Semester Public](#)

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[59] [Email Sharing Senior Exit Survey Data for AY2022](#)

PDF Document, 1 Page, 296.73 KB (email1643)

[60] [Email Sharing Senior Exit Survey Data for AY2023](#)

PDF Document, 1 Page, 241.10 KB (email1644)

[61] [Academic Senate Meeting Agenda Packet, January 17 2024 \(Page 577\)](#)

PDF Document, 653 Pages, 33.10 MB (agenda1408)

[62] [Request to Develop a Taskforce Examining Student Career Readiness dated October 7, 2022](#)

PDF Document, 2 Pages, 45.33 KB (memo1569)

[63] [Student Career Readiness Task Force Invitation Letter from Inga Musselman and Gene Fitch to Josephine Vitta, October 21, 2022](#)

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[64] [Student Career Readiness Task Force Final Report August 2, 2023](#)

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[65] [Email Announcement of 2023 Advisor Initiative from Dean of Undergraduate Education](#)

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[66] [Fall 2021 Enrolling Survey Financial Insights Decision Making](#)

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[67] [Fall 2023 Enrolling Survey Financial Insights Decision Making](#)

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[68] [Fall 2022 Enrolling Survey Financial Insights Decision Making](#)

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[69] [Website for Comet Cents](#)

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[70] [Website for Comet Cents Team Members](#)

PDF Document, 2 Pages, 3.14 MB (web2870)

[71] [Office of Undergraduate Education Annual Report 2022-23 \(Page 5\)](#)

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[72] [UT Dallas Comet Cupboard](#)

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[73] [Office of Undergraduate Education Annual Report 2022-23 \(Page 6\)](#)

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[74] [Your University. Your Voice. Student Surveys, Presentation to President's Cabinet by Office of Undergraduate Education and Office of Campus Resources and Support. \(Page 17\)](#)

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[75] [Website for Graduation Help Desk](#)

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[76] [Office of Undergraduate Education Annual Report 2022-23 \(Page 12\)](#)

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[77] [Fall 2021 Enrolling Survey First Year Challenges](#)

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[78] [Fall 2023 Enrolling Survey First Year Challenges](#)

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[79] [Office of Undergraduate Education Annual Report 2022-23 \(Page 11\)](#)

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- [80] [Office of Undergraduate Education Annual Report 2022-23 \(Page 18\)](#)
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- [81] [AY22-23 Freshman Mentor 2021-2023 Assessment Report](#)
PDF Document, 3 Pages, 456.89 KB (areport1777)
- [82] [AY22-23 Freshman Mentor 2021-2023 Assessment Report \(Page 3\)](#)
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- [83] [Website for Health Professions Advising Center \(HPAC\)](#)
PDF Document, 1 Page, 3.32 MB (web2872)
- [84] [Office of Undergraduate Education Annual Report 2022-23 \(Page 13\)](#)
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- [85] [Website for Pre-Law Advising Center](#)
PDF Document, 2 Pages, 5.56 MB (web2873)
- [86] [Moot Court Team, Honor Society Chapter Earn Recognition, March 3, 2023, Article from UT Dallas News Center](#)
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- [87] [Office of Undergraduate Education Annual Report 2022-23 \(Page 14\)](#)
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- [88] [Website for Student Outreach and Academic Retention \(SOAR\)](#)
PDF Document, 1 Page, 2.78 MB (web2877)
- [89] [Office of Undergraduate Education Annual Report 2022-23 \(Page 8\)](#)
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- [90] [Fall 2022 Enrolling Survey First Year Challenges](#)
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- [91] [Website for Student Success Center](#)
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- [92] [Office of Undergraduate Education Annual Report 2022-23 \(Page 16\)](#)
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- [93] [Spring 2022 Exit Survey First-Generation Students Internship Participation](#)
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- [94] [Spring 2022 Exit Survey First-Generation Students Plans After Graduation](#)
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- [95] [Office of Undergraduate Education Annual Report 2022-23 \(Page 9\)](#)
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- [96] [First-Generation Student Support Network Presentation - Fall 2021 Update](#)
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- [97] [First-Generation Student Needs Assessment Presentation - 2022 Update](#)
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- [98] [First-Generation Student Support Network Presentation - Fall 2023 Update](#)
PDF Document, 20 Pages, 9.02 MB (presentation1110)
- [99] [Office of Undergraduate Education Annual Report 2022-23 \(Page 20\)](#)
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- [101] [Office of Undergraduate Education Annual Report 2022-23 \(Page 19\)](#)
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- [102] [AY2023 Graduate Education Assessment Report \(Page 5\)](#)
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- [103] [AY2022 Graduate Education Assessment Report \(Page 5\)](#)
PDF Document, 24 Pages, 144.46 KB (report40894)
- [104] [AY2023 Graduate Education Assessment Report \(Page 7\)](#)
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- [107] [Website for 3MT \(Three Minute Thesis\) Competition - Office of Graduate Education](#)
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- [108] [Website for Three Minute Thesis Office of Research and Innovation](#)
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- [109] [Center for Teaching and Learning: Teaching Certificates](#)
PDF Document, 2 Pages, 5.94 MB (web2763)
- [110] [AY2023 Graduate Education Assessment Report \(Page 11\)](#)
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- [111] [International Center Organizational Chart, October 2023](#)
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[120] Website for Undergraduate Admissions - Office of Admission and Enrollment, Web Screenshot

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[121] AY2023 Registrar Assessment Report (Page 2)

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[122] Website for UTDDesign Capstone - Erik Jonsson School of Engineering and Computer Science

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[123] Website for UTSolv Capstone Senior Project Naveen Jindal School of Management

PDF Document, 6 Pages, 8.61 MB (web2889)

[124] Website for UTDDiscovery Capstone Project

PDF Document, 3 Pages, 7.14 MB (web2890)

[125] Website for AccessAbility Resource Center Services

PDF Document, 2 Pages, 745.47 KB (web2891)

[126] AY2022 Bursar Assessment report

PDF Document, 9 Pages, 374.44 KB (report40889)

[127] AY2021 Bursar Assessment Report

PDF Document, 15 Pages, 106.50 KB (report40888)

[128] Student Affairs Strategic Plan 2019 (Page 3)

PDF Document, 11 Pages, 1.17 MB (plan1067)

[129] Website for Student Affairs Units

PDF Document, 2 Pages, 4.31 MB (web2892)

[130] Website for Living Learning Communities

PDF Document, 2 Pages, 1.21 MB (web2893)

[131] UT Dallas Career Center appointment form

PDF Document, 2 Pages, 5.93 MB (web2897)

[132] UT Dallas Career Center - Career Resource Library

PDF Document, 7 Pages, 149.84 KB (web2901)

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- [133] [UT Dallas University Career Center Experiential Programs \(Page 2\)](#)
PDF Document, 7 Pages, 346.62 KB (web2900)
- [134] [University Career Center FY22 Annual Report](#)
PDF Document, 16 Pages, 559.92 KB (report38801)
- [135] [University Career Center FY21 Annual Report](#)
PDF Document, 12 Pages, 353.57 KB (report38802)
- [136] [University Career Center FY20 Annual Report](#)
PDF Document, 19 Pages, 547.47 KB (report38800)
- [137] [UT Dallas Student Counseling Center Annual Report, AY2022 \(Page 2\)](#)
PDF Document, 21 Pages, 408.55 KB (report41040)
- [138] [UT System Regents Invest in New Student Mental Health Resources, June 20, 2023 - Article from UT System News Center](#)
PDF Document, 2 Pages, 1.30 MB (article12214)
- [139] [Fall 2023 Enrolling Survey - Public Maintaining Emotional - First Year Challenges](#)
PDF Document, 1 Page, 191.74 KB (survey1037)
- [140] [UT Dallas Student Health Center Annual Report AY2022 \(Page 3\)](#)
PDF Document, 10 Pages, 326.85 KB (report41039)
- [141] [Basic Needs Survey Health](#)
PDF Document, 1 Page, 1.29 MB (survey1036)
- [142] [Basic Needs Survey_Health Reasons Why Not Used](#)
PDF Document, 1 Page, 1.19 MB (survey1035)
- [143] [UT Dallas Student Health Center Annual Report AY2022](#)
PDF Document, 10 Pages, 326.85 KB (report41039)
- [144] [Student Wellness Center FY22 Annual Report \(Page 3\)](#)
PDF Document, 13 Pages, 262.57 KB (report38808)
- [145] [Center for Teaching and Learning, Mission and History](#)
PDF Document, 2 Pages, 3.81 MB (web2794)
-

- [146] Website for Center for Teaching and Learning (CTL): extracted web pages from CTL
PDF Document, 5 Pages, 431.83 KB (web2828)
- [147] Website for Center for Teaching and Learning (CTL) Teaching Resources
PDF Document, 3 Pages, 1.19 MB (web2829)
- [148] Website for Educational Technology Services
PDF Document, 1 Page, 833.77 KB (web2895)
- [149] Publication: ETS 2022-2023 Annual Report (Page 5)
PDF Document, 23 Pages, 576.13 KB (publication1737)

Principle 12.4 - Student Complaints

The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC. (Student complaints)

Compliance Judgment

Compliance

Narrative

The University of Texas (UT Dallas) publishes and adheres to clear procedures for handling student complaints and maintaining accessible records for SACSCOC. The University is dedicated to resolving complaints and appeals promptly, following reasonable, fair, and well-publicized policies and procedures. Each unit responds to complaints pursuant to University policies. UT Dallas abides by SACSCOC's policy Complaint Procedures Against the Commission or its Accredited Institutions.

Student Complaint Decentralized Process

The primary personnel and offices for student complaints are the academic program head, the school dean, the deans of undergraduate and graduate education, the dean of students, and the vice president for student affairs. If a student directs their complaint to officials within the Office of the Vice President for Academic Affairs and Provost and/or the Office of the President, officials will refer students to the appropriate academic unit. Other than the Division of Student Affairs, units within the University maintain comprehensive student complaint records through Excel spreadsheets. Student Affairs uses a third-party software solution called Maxient Software to organize, track, analyze, and complete the receipt of student complaints. Additionally, if the student complaint is related to alleged sexual violence incidents, then the Office of Institutional Compliance (OIC) will take responsibility in handling this type of complaint and will also collaborate with the Office of Legal Affairs as addressed in Principle 13.8. OIC also uses Maxient Software.

Policies, Procedures, and Guidelines for Addressing Student Complaints

UT Dallas has written and published student compliant policies and procedures for filing complaints related to (a) grades and other academic grievances, (b) non-academic complaints, (c) discrimination complaints, and (d) sexual misconduct complaints. The policies are published in UT Dallas' Handbook of Operating Procedures but are more likely most visible to students in the Dean of Students' policy section of its webpage.^[1] UT Dallas advises students that they have the obligation to resolve their issue directly with the individual or unit

concerned first, regarding their academic grievances as outlined in the UTDSP5005 Student Grievances policy, Section 51.06, Item 1.^[2] This message is reinforced within the undergraduate^[3] and graduate^[4] student complaint resources sections in the online catalogs.

Academic Grievance Procedures

The UTDSP5005 Student Grievances policy^[5] is a comprehensive policy detailing the equal educational opportunity statement, sexual harassment procedures, and academic grievance procedures related to grades, degree plan application, graduation/degree program requirements, and actions or decisions of thesis and dissertation committees and/or advisors with the intent to resolve the complaint issue in a timely fashion. Prior to initiating an academic grievance, the policy outlines the procedures for the student to engage in discussions with the instructor, supervisor, administrator, or committee chair responsible with whom the grievance originated within sixty (60) calendar days of the initial decision.^[2]

If the matter cannot be resolved, then the student can appeal in writing to the relevant department or program head within sixty-five (65) days of the initial decision. Within ten (10) business days while classes are in session, the respondent responds in writing to both the student and department/program head. The department/program head then has ten (10) business days to review and respond to both parties.

If dissatisfied with the department/program head's decision, the student can appeal in writing via email or hard copy to the school dean within ten (10) business days (an extension may be granted for good cause), with a copy to the department/program head. The appeal must clearly state reasons for the appeal and desired remedy. The dean appoints an academic appeals panel, including an associate dean, two faculty members from the school, an associate dean from another school, and a selected student (an undergraduate student if the grievant is an undergraduate student and a graduate student if the grievant is a graduate student). The panel reviews submissions, obtains information, and responds to the student within twenty (20) business days of receiving the appeal. The findings and recommendations of the appeals panel are final, and the dean of undergraduate or graduate education receives a copy.^[6]

Division of Student Affairs

Students typically contact the dean of students (DOS), the dean of undergraduate education, or the dean of graduate education directly for grievance issues; in such instances, the deans refer the student to the appropriate policies and academic personnel to address the issue. Although the preponderance of student complaints are addressed by the academic grievance policy, other procedures and policies exist for other appealable processes, such as appealing drops, resolution of transfer disputes, and appealing denied petitions for non-academic withdrawals.

The primary responsibility for dealing with student issues and complaints within the Division of Student Affairs rests with the DOS.^[7] In addition to the student grievance policy, procedures associated with the UTDSP5003 Student Code of Conduct policy are outlined.^[8] Students are made aware of these policies and procedures,^[1] as well as the Community Standards and Conduct Office^[9] during freshman, transfer, international, and graduate student orientations. The DOS also sends an email notification once a year to remind students of important statutory regulations, policies, and procedure; see a sample hazing notification from August 2023.^[10]

When a complaint is registered within Student Affairs departments, the complaint is logged into the Maxient Software which can track it from initial filing to resolution. The Student Affairs complaint log reflects more than 150 complaints handled by Student Affairs departments as shown in the redacted complaint logs for FY21,^[11] FY22,^[12] and FY23.^[13] Student Affairs departments endeavor to resolve complaints at the unit level. Complaints that cannot be resolved to the students' satisfaction at the point of entry are referred to the departmental director for resolution. If the director is unable to satisfactorily resolve the issue, it is then referred to the next supervisory level such as the DOS or Office of the Vice President for Student Affairs as appropriate.

If the complaint is not within the purview of the Student Affairs department that receives it, the department gathers as much information from the student as possible so personnel can determine where to refer the complaint for review and/or resolution.

Management of Student Complaint Documentation

The elements of a complaint review include the date of the case, student's name (redacted in all log examples) or case number, the nature of the complaint, and record of referral and ultimate resolution as appropriate.

The Office of Undergraduate Education^[14] and the Office of Graduate Education^[15] keep a record of student complaints and sensitive information have been redacted for these logs. These logs are regularly reviewed to identify patterns or areas that may need increased attention. Additionally, they serve as evidence that university procedures are effective and align with student needs.

Distance Education

Distance education students follow the same complaint and grievance procedures as students enrolled in face-to-face courses. The syllabi policy templates, including those for distance learning courses, include information on grievance and conduct policies.^[16]

In October 2023, UT Dallas made updates to be compliant with the National Council for State Authorization Reciprocity Agreements (NC-SARA) requirements for student complaints. Specifically, the DOS updated its policies webpage to include the NC-SARA disclaimer.^[17] The Registrar's Office also

updated the catalog pages for both the undergraduate^[18] and the graduate^[19] online catalogs, and routed the changes through UT Dallas' governance process, securing approval from the Council for Undergraduate Education (CUE) in November 2023,^[20] Council on Graduate Education (Graduate Council)^[21] in November 2023, the Committee on Educational Policy^[22] in December 2023, and the Academic Senate^[23] in January 2024.

Sexual Misconduct Policy and Grievance Procedures

The Office of Institutional Compliance (OIC) takes primary responsibility to conduct investigations consistent with University policy against discrimination and sexual harassment by coordinating with the Office of Legal Affairs and, if appropriate, with the U.S. Department of Education, Office of Civil Rights, for possible sexual misconduct incidents, sexual violations; they also report alleged sexual violence incidents in adherence with UTDBP3102 Sexual Misconduct Policy.^[24]

As discussed in Principle 13.8, the Title IX Coordinator submitted a memo regarding an overview of the OIC's "institutional complaint review and record-keeping practices in relation to student complaints under the jurisdiction of UT Dallas' Sexual Misconduct and Nondiscrimination Policies".^[25] The memo states that "UT Dallas does not have any open or recently closed investigations by the Department of Education, Office of Civil Rights, in which sexual violence is the basis for the complaint." The memo provides how the Maxient Software's functionalities enable the OIC to organize, track, analyze, and complete the receipt of Title IX and related student complaints; in turn the Maxient Software also enables the OIC to identify patterns and trends.^[26] The OIC also provided a "Redacted Hearing Office Determination".^[27]

Discrimination Complaints

UT Dallas' UTDBP3090 Nondiscrimination policy^[28] prohibits unlawful discrimination, including harassment, on the basis of race, color, national origin, religion, age, sex, sexual orientation, pregnancy, gender identity, gender expression, disability, genetic information, and/or veteran status.

Students who believe they have experienced such violations can choose either the informal resolution or formal complaint process, or both. The processes are not mutually exclusive, and neither is a pre-condition for the other, but they cannot be used simultaneously per Section II, D. Resolution Options.^[29]

Complaints against students, excluding those under UTDBP3102 - Sexual Misconduct Policy, per UTDBP3090 Section II.E^[29] will be initially handled by the DOS Office.^[7] Informal resolution attempts will precede formal investigations if necessary.

Conclusion

In accordance with SACSCOC expectations and federal Title IX complaint requirements, UT Dallas articulates and adheres to transparent processes for addressing student complaints. UT Dallas is dedicated to ensuring that all student appeals adhere to its published and widely communicated written policies and procedures, while also keeping a comprehensive record of complaints and grievances submitted through these channels.

Supporting Documents

[1]	Policies - Dean of Students (02152024) <i>PDF Document, 2 Pages, 167.95 KB (web2849)</i>
[2]	UTDSP5005: Student Grievances (v6) (Page 2) <i>PDF Document, 3 Pages, 41.70 KB (policy1261)</i>
[3]	Student Complaint Resources extracted catalog pages from the 2023 Undergraduate Catalog <i>PDF Document, 3 Pages, 131.13 KB (web2815)</i>
[4]	Student Complaint Resources extracted catalog pages from the 2023 Graduate Catalog <i>PDF Document, 3 Pages, 125.06 KB (web2816)</i>
[5]	UTDSP5005: Student Grievances (v6) <i>PDF Document, 3 Pages, 41.70 KB (policy1261)</i>
[6]	UTDSP5005: Student Grievances (v6) (Page 3) <i>PDF Document, 3 Pages, 41.70 KB (policy1261)</i>
[7]	Dean of Students Homepage October 2023 <i>PDF Document, 1 Page, 2.02 MB (web2850)</i>
[8]	Policy: Student Code of Conduct - UTDSP5003 <i>PDF Document, 15 Pages, 729.53 KB (policy1368)</i>
[9]	Dean of Students - Community Standards and Conduct Homepage (05312023) <i>PDF Document, 1 Page, 263.69 KB (web2544)</i>
[10]	Email Notification of Hazing Policies and Resources for Students, August 2023 <i>PDF Document, 4 Pages, 144.02 KB (email1604)</i>

- [11] [Student Affairs Complaint Log, FY2021, redacted](#)
PDF Document, 8 Pages, 187.00 KB (table1101)
- [12] [Student Affairs Complaint Log, FY2022, redacted](#)
PDF Document, 11 Pages, 228.38 KB (table1102)
- [13] [Student Affairs Complaint Log, FY2023, redacted](#)
PDF Document, 9 Pages, 190.84 KB (table1103)
- [14] [Student Complaint Log as of November 20, 2023](#)
PDF Document, 1 Page, 64.04 KB (spreadsheet1041)
- [15] [Student Complaint Log, Office of Graduate Education, as of February 13, 2024, redacted](#)
PDF Document, 1 Page, 57.26 KB (spreadsheet1050)
- [16] [UT Dallas Syllabus Policies and Procedures \(11162022\)](#)
PDF Document, 1 Page, 110.92 KB (web2599)
- [17] [Policies - Dean of Students \(02152024\) \(Page 2\)](#)
PDF Document, 2 Pages, 167.95 KB (web2849)
- [18] [2024 Undergraduate Catalog - Student Complaint Resources as of November 2023](#)
PDF Document, 3 Pages, 135.30 KB (catalog1242)
- [19] [2024 Graduate Catalog - Student Complaint Resources as of November 2023](#)
PDF Document, 3 Pages, 85.56 KB (catalog1243)
- [20] [November 2023 Council on Undergraduate Education Meeting Agenda \(Page 202\)](#)
PDF Document, 202 Pages, 25.88 MB (agenda1290)
- [21] [November 2023 Graduate Council Meeting Agenda \(Page 254\)](#)
PDF Document, 286 Pages, 3.98 MB (agenda1291)
- [22] [December 2023 Committee on Educational Policy Meeting Agenda \(Page 169\)](#)
PDF Document, 335 Pages, 24.83 MB (agenda1412)
- [23] [Academic Senate Meeting Agenda Packet, January 17 2024 \(Page 396\)](#)
PDF Document, 653 Pages, 33.10 MB (agenda1408)

[24] [Policy: Sexual Misconduct Policy - UTDBP3102](#)

PDF Document, 22 Pages, 1.05 MB (policy1367)

[25] [Information Regarding OCR cases and Complaint Review Record-Keeping Practices for SACSCOC Response, February 13, 2024](#)

PDF Document, 2 Pages, 254.96 KB (report40871)

[26] [Office of Institutional Risk and Safety: Incident Action Plan NSERL Lab Hazmat Response \(Page 2\)](#)

PDF Document, 9 Pages, 1.65 MB (report40848)

[27] [Office of Community Standards and Conduct: In the Matter of Disciplinary Charges against \[redacted\] December 12, 2023](#)

PDF Document, 12 Pages, 1.01 MB (report40872)

[28] [UTDBP3090 Nondiscrimination amended January 23, 2024](#)

PDF Document, 10 Pages, 69.14 KB (policy1385)

[29] [UTDBP3090 Nondiscrimination amended January 23, 2024 \(Page 3\)](#)

PDF Document, 10 Pages, 69.14 KB (policy1385)

Principle 13.6 - Federal and State Responsibilities

The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U. S. Department of Education. (Federal and state responsibilities)

Compliance Judgment

Compliance

Narrative

The University of Texas at Dallas (UT Dallas) is in compliance with all applicable rules and regulations explicitly stated or extended under the authority of the U.S. Department of Education and Title IV of the Higher Education Act of 1965 (HEA) as amended.^[1] Further, UT Dallas has not received any limitations, suspensions, or terminations from the U.S. Department of Education with regard to student financial aid or other financial aid programs during the previous three years. There are no reimbursements or exceptional statuses in regard to federal or state financial aid.

Based on University records from the Office of Financial Aid, during the 2022-2023 aid year, approximately 43% of UT Dallas students received some form of federal or state aid. During the 2022-2023 aid year, federal aid disbursements totaled \$104.6 million.^[2] Of this total, Federal Pell Grants accounted for \$31 million and Federal Direct Student Loans accounted for \$70.8 million. State aid for this time period totaled \$88.7 million.^[3]

Student Loan Default Rates

According to Federal Student Aid, the UT Dallas 3-year default rates for cohort fiscal year (FY) FY18, FY19, and FY20 are 3.8%, 1.4% and 0% respectively.^[4] To provide context, UT Dallas' FY18 rate of 3.8% is less than the national average of 7.3% and its FY19 rate of 1.4% is less than 2.3% as posted by Federal Student Aid in its FY2020 Briefing.^[5] Federal Student Aid stated that "As expected, FY 2020 cohort default rates were significantly impacted by the pause on federal student loan payments that began March 13, 2020. During the pause, borrowers with ED-held student loans were not required to make any payments, and no borrowers with ED-held loans entered default".^[6] Therefore, the FY20 default rates are zero at all levels due to the COVID-19 pandemic.

Federal Reporting and Audit Findings

UT Dallas, as a public institution of the State of Texas, participates under the Statewide Single Audit mandated by the U.S. Department of Education^[7] and is overseen by the Texas State Auditor's Office (SAO).^[8] It is the responsibility of the SAO to conduct annual audits of state agencies and higher education institutions.

In FY21, UT Dallas was audited as noted in the SAO report, published in February 2022,^[9] and reported instances of non-compliance^[10] in three areas: (1) Cost of Attendance, (2) Satisfactory Academic Progress, and (3) Special Tests and Provisions. These instances are detailed in the following.

Cost of Attendance (COA) Instance

UT Dallas established different COA budgets each term based on the guaranteed and variable tuition tables that are set within the University's student information system, however, the COA was inaccurately or inconsistently calculated, resulting in an increased risk of over-awarding or under-awarding financial assistance to students.

"For three of 63 (5%) students tested, the University incorrectly or inconsistently calculated the COA. Specifically:

- For one student, the University assigned an incorrect budget for the cost of tuition. That student was incorrectly assigned a budget based on the University's summer 2016 tuition rates, but the student should have been assigned a budget based on the University's summer 2018 tuition rates. That error was caused by an issue related to the budget component configuration in the University's student information system. After auditors brought that issue to the University's attention, it identified a total of 42 students that were affected by it. The overall COA was understated for those students, which could inappropriately reduce the amount of financial assistance available to the student.
- For one student, the University incorrectly overstated the COA by assigning a half-time tuition budget based on 6 hours of enrollment, instead of 5 hours of enrollment, which is its process for graduate students. That error was caused by an issue related to the budget component configuration in the University's student information system. After auditors brought that issue to the University's attention, it identified a total of 20 students that were affected by it; five of those 20 students were over-awarded a total of \$5,178 in student financial assistance. The University adjusted those students' COAs and corrected the over-awards; therefore, there were no questioned costs.
- For one student, the University did not assign a budget component to account for student loan fees in accordance with its process. After auditors brought that issue to the University's attention, it identified 10 additional

students that were affected by it. The overall COA was understated for those students, which could inappropriately reduce the amount of financial assistance available to the students.”^[10]

Appropriate corrective action was taken.^[11]

Satisfactory Academic Progress (SAP) Instance

UT Dallas did not perform the required SAP requirements at the end of each term, which also risks the students’ eligibility in being awarded financial assistance or appropriately denied aid if warranted.

“For two of 44 (5%) students tested, the University did not apply its SAP policy standards consistently. Specifically:

- For one student, the University incorrectly calculated the student’s pace of completion. The University made a manual error when it entered the student’s transfer credit hours into its student information system, which caused the student’s earned credit hours to exceed the student’s attempted credit hours.
- For one student, the University did not perform a SAP calculation after the Spring 2020 term, as required by its SAP policy. That error was the result of staff oversight.

Those two students were ultimately eligible for the student financial assistance they received; however, not calculating pace correctly and not performing required SAP calculations at the end of each term increases the risk that students could receive financial assistance for which they are not eligible or be denied financial assistance for which they are eligible.”

Appropriate corrective action was taken.^[11]

Special Tests and Provisions Instance

As noted in the SAO report, “Institutions are required to report the campus-level enrollment for the student, including enrollment status and the effective date of that enrollment status. For enrollment level changes to three-quarter-time, half-time, and less than-half-time status, the institution must use the effective date that the student dropped to those particular statuses (*NSLDS Enrollment Reporting Guide*, November 2019, Chapter 1 and Appendix C).”

UT Dallas uses the National Student Clearinghouse (NSC) services to report enrollment status changes to NSLDS based on the University’s reporting file submitted to NSC who completes the file roster file for NSLDS. However, due to issues with the data found, the following instance was reported:

“For two of 61 (3%) students tested, the University did not report the effective dates of enrollment level changes to NSLDS accurately. For one of those students, the effective date was incorrectly reported as the date the student’s academic plan was changed. For the other student, the effective date was

incorrectly reported as the first day of the term instead of the date the student dropped to a half-time enrollment status. Those errors were due to manual errors the University made during its enrollment reporting process. In addition, the University's monitoring process was not sufficient to identify those errors".^[12]

It was recommended for the University to strengthen its controls regarding enrollment level so that changes are properly reported to NSLDS. UT Dallas officials agreed with the findings with the following corrective action plans as noted below.

- "Corrective Action Plan 2020: The University has reviewed catalog policies regarding change of majors/programs begin dates. New policy was approved. With the new catalog language in 2021, the University will be able to report the actual change. Manual adjustment will not be needed. This action will lessen manual manipulation to the file and allow for further detailed review of the data being submitted.
- Corrective Action Plan 2021: For fall 2021, the University followed updated catalog language to report the actual date of the plan change. Manual adjustment is no longer required for our current reporting processes. However, we continue to adjust historical students based on historical catalog language. We anticipate this group of students' data to lessen as students in this category graduate, change plans or withdraw
- Implementation Date: August 2021".^[13]

During FY2022's review,^[14] UT Dallas provided additional information on the instances reported previously in the FY2021 SAO report, notably the "Special Tests and Provisions" area^[15]; corrective action was implemented.

The FY2023 SAO report was released on of February 27, 2024; the report is an audit of the Student Financial Assistance Cluster of certain higher education institutions in Texas, including UT Dallas.^[16] There were two reported instances of non-compliance for UT Dallas: the Cost of Attendance (COA) and the Special Tests and Provisions Perkins Loan Recordkeeping and Record Retention.^[17]

Cost of Attendance (COA) Instance

- "The University did not always accurately configure COA budget components in its student information system. Specifically, the University incorrectly set the Summer transportation budget for a certain group of students—undergraduate students with a guaranteed tuition rate who were in-state residents living at home and enrolled half-time—to \$640 instead of \$928. After auditors brought the issue to the University's attention, it identified 299 students who were affected. As a result, the COA for those students was understated by a total of \$86,112 for the Summer 2023 term. The errors discussed above did not result in overawards of financial assistance, therefore, there were no questioned costs. However, by

incorrectly the COA, the University increases the risk of overawarding or underawarding financial assistance to students.^[18]

- **Corrective Action Plan:** The University concurred, citing that “there were only 2 students who needed to have their loans repackaged to avoid under awarding federal aid, which was done. The University has implemented significant process enhancements in this area. The policy manual will be revised to include detailed procedures. The steps involved in testing and reviewing Cost of Attendance components for each population of students during aid year roll-over will be expanded to include secondary review of all COA components to show they are assigning correctly for all variations of COA structures. In addition, management will review to ensure we are following federal requirements”.^[18]

Special Tests and Provisions - Perkins Loan Recordkeeping and Record Retention Instance

- “For 9 (100 percent) of 9 retired loans tested, the University of Texas at Dallas (University) did not send paid-in-full notifications to those borrowers, as required. As a result, the University did not maintain the required documentation of the paid-in-full notifications to those borrowers after their loan obligations were satisfied. Those errors occurred because the University’s third party Perkins Loan servicer erroneously excluded the paid-in-full letter service from its contract renewal with the University, and the University failed to identify the discrepancy. The University provided auditors with correspondence from the servicer in which the servicer accepted responsibility for the oversight. The servicer stated that it would send the paid-in-full letters to sight. The servicer stated that it would send the paid-in-full letters to borrowers retroactively. Not maintaining adequate documentation results in noncompliance with the Federal Perkins loan program record retention requirements. Additionally, not notifying borrowers of their loans’ paid-in-full status increases the risk of borrowers making overpayments on their loans”.^[19]
- **Corrective Action Plan:** The University concurred, noting they have “implemented significant process enhancements in this area. The vendor has revised its services to include the paid-in-full letter process and has sent paid if full letters to all Perkins borrowers who were missed. Management will conduct a second level review to ensure that the University is in compliance with the requirements”.^[20]

Federal Program Review

UT Dallas’ last federal program review on the administration of Title IV aid programs by the U.S. Department of Education took place in FY13^[21]; the reviewers concluded that UT Dallas was compliant in all areas under review and no findings were reported at that time.^[22]

Program Participation Agreement

In order to participate in the Title IV federal aid programs, UT Dallas must have an approved Program Participation Agreement (PPA) with the U.S. Department of Education. In 2014-2015, UT Dallas went through a 10-year recertification of the PPA process. At that time, based on the U.S. Department of Education's review of the PPA application, UT Dallas was determined to satisfy the definition of an eligible institution and approved to participate in Title IV federal programs.^[23] The 10-year PPA will expire December 31, 2024 and thus UT Dallas will go through the 10-year recertification process earlier in 2024.

UT Dallas complies with the requirements as outlined in the PPA and maintains a current Eligibility and Certification Approval Report (ECAR) with the U.S. Department of Education.^[24]

State Reporting and Audit Findings

The Texas Higher Education Coordinating Board (THECB) provides monitoring and reporting oversight regarding state aid programs. The individual annual reports for TEXAS Grant, Top 10% Scholarship, and Texas College Work Study were eliminated in 2018; the Financial Aid Database (FAD) report combined that and other information into one report. The FAD report was until recently a three-cycle report when THECB announced it would be reduced to two required cycles.

By November of each year, UT Dallas has been required to have certified an annual Financial Aid Database (FAD) report with THECB.^[25] The FAD report is a detail-level report of all state, federal, and institutional financial aid awarded for the year. The report includes each student's disbursed aid detail as well as enrollment level, state residency status, financial need, and the corresponding aid eligibility edit checks. Historically, the FAD report must reconcile on both a student level basis and program funding basis with the previously submitted TEXAS Grant, Top Ten Percent, and Texas College Work Study program end-of-year reports. State loans reported on the FAD report (i.e. B-On-Time Loan and College Access Loans) must reconcile with information previously submitted by UT Dallas through the state's loan management system for the applicable year. Additionally, the FAD data is compared with the University's previously submitted CBM0C1 student enrollment reporting reports^[26] for the corresponding aid year. All errors or conflicts from the multiple reporting edit checks must be addressed before the FAD report can be certified.^[27] As of fiscal year 2024, the FAD has two required reporting cycles. The first cycle has a June reporting deadline with an August deadline to certify or validate. The second and final cycle has an October reporting deadline with a November deadline to reconcile and certify all included student data.

UT Dallas submits to the U.S. Department of Education an annual Fiscal Operations Report and Application to Participate (FISAP) detailing Campus-Based fund expenditures. UT Dallas provides the FISAP reports for the most recent three fiscal years as shown for 2021,^[28] 2022^[29] and 2023.^[30]

In fall 2021, UT Dallas' Career Center reported issues related to federal work study (FWS) to the Office of Financial Aid; discussion took place and corrective action was implemented in March 2022.^[31] The issues were reported to the U.S. Department of Education who agreed to the request to submit corrections by re-submitting the FISAP for the 2020-2021 reporting year. In January 2024, the Office of Financial Aid determined that a student had not cashed a refund check that was issued due to a Federal SEOG disbursement for the 2022-2023 academic year. The Bursar's Office had made efforts to get the student to cash the check, but it was never cashed. Because of this, the U.S. Department of Education agreed with UT Dallas' request to reopen the 2022-2023 reporting year FISAP and the \$320 adjustment was made.^[32] This issue was handled internally and externally as appropriate by the Office of Financial Aid; this issue was not an audit finding.

Audit results and the annual FISAP and FAD submissions demonstrate UT Dallas' compliance with the requirement for regular audits of its financial aid programs and indicate that the University takes appropriate action, as needed, based on audit findings.

Overview of Financial Aid Controls

UT Dallas has an Office of Institutional Compliance^[33] which manages the University's Risk Management Plans (RMP),^[34] the quarterly compliance reports,^[35] and the related RMP reporting.

UT Dallas also has an Office of Audit and Consulting Services (OACS) which is responsible for conducting UT Dallas' internal audits.^[36] OACS conducts periodic audits of high- to low-risk operating areas based on its audit plan schedule, statutory regulations, and requirements by management or other outside parties as evidenced by the inclusion of various financial aid services within the OIACS internal audit reports in the last three fiscal years. These reports indicated findings, if any, for Financial Aid, and what actions took place:

FY21: referenced the FY21 Texas SAO report discussed earlier in this narrative^[37]

FY22: the audit regarding HEERF - institutional funds was postponed and will be held audited in conjunction with audits of Parking Operations and Financial Aid at a later date (not yet scheduled)^[38]; and

FY23: referenced the SAO's work in FY23, including an audit of scholarships^[39] and noted that OACS' audit was "deleted" due to the SAO's audit work during FY2023 (referenced earlier in this narrative).^[40] In December 2022, the OACS released its gifts audit report "to assess the effectiveness of operating and

information technology controls over gift processes,^[41]” noting that the operations were efficiently managed although there were opportunities for improvement.^[42]

As referenced above, the Office of Financial Aid has received Risk Management Plans (RMP) related to federal and state aid administration. UT Dallas Risk Management Plans require multiple quality control reviews of processes for financial aid awarding and the return of funds for adherence to federal, state, and institutional rules and regulations.^[34] The plans include targeted audits to be run on a daily, weekly, monthly, and/or quarterly basis which are then reviewed by appropriate quality assurance staff as shown in the 2023-24 first quarterly compliance report.^[43] Any identified issues are reported to the appropriate financial aid supervisor and/or director as they are found so that any training and/or business process issues can be addressed immediately. The quarterly results of these monitoring reports are reviewed by the Senior Director of Financial Aid and then submitted to the UT Dallas Office of Institutional Compliance and Office of Audit and Consulting Services.

In addition to the Risk Management Plans, the Office of Financial Aid has policies and procedures for training, documenting, and monitoring in place for various grant programs administered to help ensure that the office is efficiently and compliantly administering financial aid for UT Dallas students in adherence with both the U.S. Department of Education’s regulations and UT Dallas’ policies.^[44] The Office of Financial Aid maintains extensive procedures along with risk management plans on its internal drives.

University financial aid policies include the following: UTDPP1104 Scholarships Fellowships and Other Appointments and Monetary Awards to Students^[45]; UTDPP1308 Committee on Student Scholarships stating that the senior director of financial aid serves as the Responsible University Official (RUO)^[46]; UTDBP3113 Accounts Receivables^[47]; and UTDPP3117 Awards and Gifts, which states “Gift or award payments to students must always be coordinated with the Office of Financial Aid and may impact the student's financial aid package”.^[48]

The Office of Financial Aid is divided into three teams, each headed by a director who reports to the senior director.^[49] The teams’ directors are responsible for the training, documentation, and monitoring of their teams and their assigned processes. Checks and balances are in place in which eligibility verifications take place and another position is responsible for an overall quality assurance review. The directors and senior director also meet on a weekly basis to ensure the Office of Financial Aid, both sub-teams and as a whole, are operating as efficiently and compliantly as possible.

In conclusion, UT Dallas has demonstrated compliance with this Principle as a result of the internal and external audit and compliance reports and took corrective actions as appropriate.

Supporting Documents

[1] Law: Higher Education Act of 1965 amended December 27, 2022
PDF Document, 920 Pages, 2.37 MB (law1036)

[2] UT Dallas Federal Aid Disbursements 2023 - PeopleSoft
PDF Document, 1 Page, 295.27 KB (spreadsheet1056)

[3] UT Dallas State Aid Disbursements 2023 - PeopleSoft
PDF Document, 1 Page, 203.86 KB (spreadsheet1057)

[4] Report: NSLSD - UT Dallas Official Cohort Default Rate Information - School 3-Year Default Rate FY 2020, 2019, and 2018 from Federal Student Aid
PDF Document, 2 Pages, 367.00 KB (report40647)

[5] National Student Loan Cohort Default Rate posted on September 29, 2023 by Federal Student Aid
PDF Document, 2 Pages, 157.48 KB (report40649)

[6] Federal Student Aid, National Default Rate Briefing for FY2020 Official Cohort Default Rates, September 29, 2023
PDF Document, 1 Page, 166.75 KB (publication1741)

[7] 34 CFR 668.23 Compliance Audits and Audited Financial Statements 2023
PDF Document, 6 Pages, 74.38 KB (law1044)

[8] Texas State Auditor's Office SAO Reports: Complete List - extracted page one as an example
PDF Document, 1 Page, 335.16 KB (report40676)

[9] Report: State of Texas Single Audit Report for the Year Ended August 31, 2021
PDF Document, 511 Pages, 14.17 MB (report40673)

[10] Report: State of Texas Single Audit Report for the Year Ended August 31, 2021 (Page 454)
PDF Document, 511 Pages, 14.17 MB (report40673)

[11] Report: State of Texas Single Audit Report for the Year Ended August 31, 2021 (Page 455)
PDF Document, 511 Pages, 14.17 MB (report40673)

- [12] Report: State of Texas Single Audit Report for the Year Ended August 31, 2021 (Page 456)
PDF Document, 511 Pages, 14.17 MB (report40673)
- [13] Report: State of Texas Single Audit Report for the Year Ended August 31, 2021 (Page 457)
PDF Document, 511 Pages, 14.17 MB (report40673)
- [14] Report: State of Texas Single Audit Report for the Year Ended August 31, 2022
PDF Document, 444 Pages, 13.11 MB (report40674)
- [15] Report: State of Texas Single Audit Report for the Year Ended August 31, 2022 (Page 398)
PDF Document, 444 Pages, 13.11 MB (report40674)
- [16] A Report on State of Texas Compliance with Federal Requirements for the Student Financial Assistance Cluster for the Year Ended August 31, 2023, released February 27, 2024 (Page 2)
PDF Document, 257 Pages, 2.44 MB (report41074)
- [17] A Report on State of Texas Compliance with Federal Requirements for the Student Financial Assistance Cluster for the Year Ended August 31, 2023, released February 27, 2024 (Page 123)
PDF Document, 257 Pages, 2.44 MB (report41074)
- [18] A Report on State of Texas Compliance with Federal Requirements for the Student Financial Assistance Cluster for the Year Ended August 31, 2023, released February 27, 2024 (Page 124)
PDF Document, 257 Pages, 2.44 MB (report41074)
- [19] A Report on State of Texas Compliance with Federal Requirements for the Student Financial Assistance Cluster for the Year Ended August 31, 2023, released February 27, 2024 (Page 125)
PDF Document, 257 Pages, 2.44 MB (report41074)
- [20] A Report on State of Texas Compliance with Federal Requirements for the Student Financial Assistance Cluster for the Year Ended August 31, 2023, released February 27, 2024 (Page 127)
PDF Document, 257 Pages, 2.44 MB (report41074)
- [21] FY13 ED Program Review Engagement Letter
PDF Document, 4 Pages, 40.08 KB (repnv1200)

- [22] [FY13 ED Final Program Review Determination Letter](#)

PDF Document, 2 Pages, 506.60 KB (repnv1199)

- [23] [UTD US Dept of Education Program Financial Aid Participation Agreement March 2019](#)

PDF Document, 19 Pages, 5.69 MB (agreement1157)

- [24] [US Department of Education Eligibility and Certification Approval Report February 3, 2022](#)

PDF Document, 7 Pages, 243.13 KB (report40738)

- [25] [Financial Aid Database FAD Report Manual FY 2023 2022-2023 revised September 2023](#)

PDF Document, 78 Pages, 1.96 MB (manual1094)

- [26] [Texas Higher Education Coordinating Board - Reporting and Procedures Manual for Texas Public Universities \(May 2023\) \(Page 14\)](#)

PDF Document, 221 Pages, 1.55 MB (manual1088)

- [27] [Financial Aid Database FAD Report Manual FY 2023 2022-2023 revised September 2023 \(Page 66\)](#)

PDF Document, 78 Pages, 1.96 MB (manual1094)

- [28] [Financial Operations Report and Application to Participate AY21 Report](#)

PDF Document, 13 Pages, 765.29 KB (report38798)

- [29] [Fiscal Operations Report and Application to Participate AY22 Report](#)

PDF Document, 14 Pages, 795.07 KB (report38799)

- [30] [Report: Fiscal Operations Report and Application to Participate \(FISAP\) 2023](#)

PDF Document, 14 Pages, 796.21 KB (report40775)

- [31] [FISAP Corrections for Reporting Period 2020-2021 - redacted](#)

PDF Document, 3 Pages, 1.08 MB (report40680)

- [32] [Email from US Department of Education to Rob Clarke Senior Director of Financial Aid regarding the submission of Fiscal Operations Report for 2022-2023 and Application to Participate for 2024-2025 \(FISAP\) for the Campus- Based programs](#)

PDF Document, 1 Page, 98.64 KB (email1628)

- [33] [Website for Office of Institutional Compliance](#)

PDF Document, 2 Pages, 1.06 MB (web2701)

[34] [Website for Risk Management Plans](#)
PDF Document, 1 Page, 86.98 KB (web2702)

[35] [Website for Quarterly Compliance Reports](#)
PDF Document, 1 Page, 85.01 KB (web2703)

[36] [Website for Audit and Consulting Services](#)
PDF Document, 2 Pages, 159.87 KB (web2704)

[37] [Report: Internal Audit Report - 2021 \(Page 9\)](#)
PDF Document, 35 Pages, 1.83 MB (report40721)

[38] [Report: UTD Internal Audits - FY 2022 \(Page 16\)](#)
PDF Document, 32 Pages, 2.03 MB (report40702)

[39] [Report: UTD Internal Audits - FY 2023 \(Page 8\)](#)
PDF Document, 35 Pages, 1.88 MB (report40703)

[40] [Report: UTD Internal Audits - FY 2023 \(Page 14\)](#)
PDF Document, 35 Pages, 1.88 MB (report40703)

[41] [UT Dallas Audit Report R2305 Gifts](#)
PDF Document, 20 Pages, 828.41 KB (report40740)

[42] [UT Dallas Audit Report R2305 Gifts \(Page 12\)](#)
PDF Document, 20 Pages, 828.41 KB (report40740)

[43] [Student Financial Aid QCR First Quarter, FY2024](#)
PDF Document, 4 Pages, 117.18 KB (report40766)

[44] [Website for Office of Financial Aid \(Grants\)](#)
PDF Document, 7 Pages, 202.86 KB (web2705)

[45] [UTDPP1104 : Scholarships Fellowships and Other Appointments and Monetary Awards to Students](#)
PDF Document, 3 Pages, 189.02 KB (policy1346)

[46] [Policy: Committee on Student Scholarships - UTDPP1038 \(Page 2\)](#)
PDF Document, 2 Pages, 127.87 KB (policy1356)

[47] Policy: UTDBP3113 :Accounts Receivable :UT Dallas Policy Navigator

PDF Document, 6 Pages, 289.25 KB (policy1349)

[48] Policy: UTDBP3117 : Awards and Gifts : UT Dallas Policy Navigator (Page 2)

PDF Document, 2 Pages, 143.82 KB (policy1350)

[49] Office of Financial Aid Organizational Chart February 7, 2024

PDF Document, 1 Page, 68.13 KB (chart1410)

Principle 13.7 - Physical Resources

The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission related activities. (Physical resources)

Compliance Judgment

Compliance

Narrative

The University of Texas at Dallas (UT Dallas) has adequate physical resources to support the mission of UT Dallas as well as the scope of its programs and services. Facilities Management within the Office of Facilities and Economic Development (FED), in collaboration with other offices on campus, works effectively and efficiently to provide an environment conducive to supporting the education, research, and service responsibilities of the University as defined in the UT Dallas mission statement^[1] and its strategic plan.^[2] Moreover, the University is well-positioned and well-prepared for its continued growth and its future needs, currently serving 30,885 students as of fall 2023^[3] and approximately over 8,100 students living on campus or adjacent to the main campus.^[4]

Facilities Management Program

UT Dallas engages in a comprehensive facilities management program (FMP) that supports its mission of providing the State of Texas and the nation with excellent, innovative education and research. The FMP involves multiple offices who collaborate to plan, design, construct, operate, maintain, and renovate campus facilities. The FMP leverages expertise from these offices:

- Office of Facilities and Economic Development which oversees the Office of Facilities Management^[5];
- Office of the Vice President and Chief of Staff which includes the Office of Institutional Risk and Safety Programs (emergency planning and campus safety) and the Office of Institutional Success and Decision Support (institutional reporting);
- Office of the Registrar and Educational Technology Services (Media Services), under the auspices of the Office of the Vice President for Academic Affairs and Provost; and
- Office of Information Technology

The Office of Facilities and Management oversees the department's services including construction, renovation, maintenance and repair, utilities, grounds' care, custodial, trash and recycling, and other services for University buildings and facilities, including deferred maintenance.^[6]

UT Dallas Campus

The UT Dallas campus consists of 645 acres located in the cities of Richardson (Collin and Dallas Counties), Dallas (Dallas County), and Plano (Collin County) with 7.49 million gross square feet (GSF).^[7] A campus map^[8] displays the campus layout. Prospective students and the current UT Dallas community may participate in an in-person guided campus tour or a virtual tour or view an interactive campus map.^[9] They can learn more how UT Dallas is a sustainable campus.^[10]

The UT Dallas facilities, summarized in an inventory comparison from FY08 to FY23 table,^[11] provide 5.3 million assignable square feet (ASF)^[7] in support of UT Dallas' mission and programs. Of this total, 1.7 million ASF are dedicated to academic and research activities in support of a student body Full-Time Equivalent (FTE) of 30,885 students as of fall 2023.

In adherence to the *Texas Government Code (TGC)*, Title 10, General Government, Subtitle C, State Accounting, Fiscal Management, and Productivity, Subchapter B, Financial Reporting, Section 2101.0115, Other Information Required of State Agencies, item 2.A through 2.H,^[12] UT Dallas provides an annual list of owned and leased buildings^[13] to the State of Texas.

Campus Master Plan

UT Dallas has engaged in comprehensive campus master planning since its inception by including a broad and diverse representation of the UT Dallas faculty, staff, and students as well as members of the outside community in the development of the long-range campus plan. UT Dallas published its first campus master plan in 1971 and periodically updated the campus master plan over the years in compliance with *Texas Education Code (TEC)* Section 61.0572 Construction Funds and Development of Physical Plants, regarding the long-range campus master plans in item (b)(4).^[14] UT Dallas' UTDBP3110 policy for the Campus Facilities Committee's responsibilities include the long-range campus planning along with the utilization of facilities.^[15]

Due to the ongoing growth experienced by the University since 2007, which was documented in the annual fall presentation from FED during the September 20, 2023 Academic Senate meeting,^[16] UT Dallas updated the campus plan in 2018^[17] "to maximize campus space" by developing a blueprint to "guide decisions for the campus infrastructure, roads and landscaping but still leaves flexibility for details."^[18] The 2018 campus plan also aligned with UT Dallas'

strategic plan put in place the same year^[19] and periodic updates appear on the University President's website.^[2] The University of Texas System (UT System) Board of Regents approved the 2018 campus master plan in November 2018.^[20]

The current campus master plan drives the design and construction of University buildings which must comply with UT System Major Capital Project Delivery guidelines recently published in October 2023,^[21] with the Texas Higher Education Coordinating Board's CMB011 Facilities Room Inventory Report^[22] and CMB014 Facilities Building Inventory Report,^[23] and with the University's UTDBP3066 Property Administration policy.^[24]

Capital Improvement Plan

As part of its formal annual facilities planning program, the University's Capital Improvement Plan (CIP) is submitted to the UT System Board of Regents (BoR). UT System publishes the CIP report quarterly; the November 16, 2023 report contains a listing and description of all active projects and a listing of potential projects for each of the UT System institutions who have active projects underway.^[25] The BoR reviews all submitted projects to ensure they are in compliance with the institution's campus master plan. UT System BoR's *Rules and Regulations*, Rule 80402 Office of Capital Projects Management of Major Construction and Repair and Rehabilitation Projects,^[26] Rule 80403 Minor Construction and Repair and Rehabilitation Projects,^[27] and Rule 80301 Capital Improvement Program^[28] govern the development, funding, and approval of the UT Dallas facilities planning program. UT System also provides its institutions with various tools, such as the Capital Resource Dashboards^[29] and the CIP dashboard.^[30] The Texas Higher Education Coordinating Board (THECB) also reviews all capital projects and maintains a listing of all construction, renovation, and land acquisition projects within its Capital Expenditure Plan Reports (detailed below). UT System institutions also have access to THECB's construction cost calculator to project future construction costs and assist institutions to estimate the necessary public funds needed. In some cases, private funding may be raised by UT System institutions to support the construction or renovation as needed. THECB Capital Expenditure Plan Reports which include the capital projects for the following years are provided for FY2022-2026,^[31] FY2023-FY2027,^[32] and FY2024-2028.^[33] This report is updated annually by the associate vice president for facilities management and is certified by the University president. All facilities construction projects are bid on and contracted in accordance with UT Dallas UTDBP3057 Purchasing Policies^[34] and UTDBP3101 Contract Administration policy,^[35] and UT System (UTS) 145 Processing of Contracts^[36] policy governing a formal and competitive bid process. UT Dallas adheres to these rules and regulations in the development of its facilities planning and execution efforts.

UT Dallas also has the following projects, approved by the UT System BoR as of November 2023, for FY2024-2029, totaling \$453.9 million, scheduled for construction and renovation^[37]:

- Edith and Peter O'Donnell Jr. Athenaeum and Performance Hall:** An arts and performance complex that will include a performance hall, outdoor performance space, rehearsal rooms, and house UT Dallas' various arts collections such as the Crow Museum of Asian Arts. The project is done in two phases. To illustrate an example of how funds are appropriately used: Phase 1 totals \$63.6 million paid through gifts (\$18.9 million), Permanent University Fund Bonds (\$14.8 million) and Revenue Financing Systems Bonds (\$29.6 million).^[38] Phase 2 for the Performance Hall totals \$83 million, paid through gifts (\$50 million) with the remaining \$33 million financed through Revenue Financing Systems (RFS) bonds.^[39] Construction models of the complex were presented to the Academic Senate at its October 19, 2022 meeting by FED.^[40]
- Student Success Center/New Student Union (Phases I and II)**^[41]: Student support services are currently decentralized in various buildings on the main campus; to ensure student success, the new construction will co-locate these offices who provide these services: Offices of Undergraduate Education and Graduate Education, Student Success Center, the Hobson Wildenthal Honors College, Educational Technology Services, and the Center for Teaching and Learning. The new Student Union was approved through a 2022 student fee referendum^[42] and will adjoin the Student Success Center. Costs for the new Student Union will be repaid through a student union fee, not to exceed \$100 per student for each fall and spring semester and \$50 per student for each summer semester for financing, which was passed by the 88th Texas Legislature in 2023 via House Bill 1912.^[43] FED also provided a construction model at the same October 19, 2022 Academic Senate meeting.^[44]
- Esports Center** (formally named "Comets LANding"^[45] through UT Dallas' student referendum): UT Dallas' Esports program, formed in 2019, has been successful as shown in the 2021 UT Dallas news center article.^[46] The project for the center will partially renovate the existing Student Union to accommodate the space needs for esports and gaming physical and technological infrastructures^[47] and detailed in the 2024 news center article.^[48] The project cost will be approximately \$15 million.^[49]
- Athletic Track and Field Complex:** UT Dallas has had men's and women's track and field teams since 2001, but the teams conduct their home meets at a nearby high school. The new facility is needed to support these teams and will be used as one of the outcomes needed to join the NCAA Division II Lone Star Conference (LSC) as a full member. UT Dallas is in the process of transitioning from NCAA Division III to Division II. There is a three-year transition period.^{[50][51]} As such, a CIP report is not yet available; however, the complex concept was presented by FED at the October 19, 2022 Academic Senate meeting.^[44]
- Future Multidisciplinary Science and Technology Building:** Biomedical

engineering and related fields has emerged as a critically needed discipline, resulting in the decision to design and build another building, as a “sister” building similar to the existing Bioengineering and Sciences Building. This is in development and the construction costs and funding sources need to be identified as discussed by FED during the September 20, 2023 Academic Senate meeting.^[52]

- **Add a Third Building for the Naveen Jindal School of Management (JSOM):** JSOM’s academic programs offer some of the highest enrollments for UT Dallas, resulting in a need to accommodate the growing number of students. This is in development and the construction costs and funding sources need to be identified.
- **Housing:** UT Dallas is also exploring options to increase the housing capacity to account for the increase in student enrollments.

During the FED presentation provided to the Academic Senate in October 2022, FED provided a high-level overview of resources and processes to build a facility on the UT Dallas campus.^[53]

Campus Conditions: Building Replacement and/or Renovation

UT System institutions use various tools and resources, such as the Capital Resource Dashboards^[29] provided by UT System and the Building Replacement Estimate (formerly referred to as the Campus Condition Index Report)^[54] provided by the THECB to assess their campus and facilities conditions.

The Capital Renewal Model Dashboard^[55] uses UT Dallas specific building information (e.g., building name, gross square feet, and construction date), and a proprietary methodology based on sub-system life-cycles and replacement costs to estimate deferred maintenance and future capital repair needs. This dashboard is designed to be maintained by each component institution with the capability of summarizing information at both the campus and system level. The dashboard provides built-in flexibility to allow institutions to enter new data, customize reports, and even change the underlying assumptions of campus conditions.

Texas institutions of higher education are required to report deferred maintenance to their BoR via the Building Replacement Estimate as well as the Facilities Renovation Renewal Model reports. The Building Replacement Estimate reports provide an overall estimate for the institution to consider the building costs and the campus’ deferred maintenance as a percentage of its overall campus replacement value^[56]; this aids the campus’ institutional reporting. Moreover, these values are used in the current calculation of the Higher Education Fund (HEF). The HEF calculation will be reviewed during the next Texas legislative session. The last three fiscal years of the Building Replacement reports for each Texas public institution of higher education, including UT Dallas, are provided for FY21,^[57] FY22,^[58] and FY23.^[59]

The THECB also provides the FY2017-2023 Project Construction Cost Analysis^[60] by producing and publishing the seven-year average of construction cost per GSF by facility type in adherence to the *Texas Administrative Code (TAC)* Rule 17.101.^[61] This specific calculator tool “uses the Treasury Bill yield and ICPS application start and finish dates to project future construction costs.”^{[62][63]}

Deferred Maintenance

UT System-wide deferred Maintenance is included within the UT System Capital Renewal Model Dashboard.^[64] An article published by the Texas Comptroller in 2018 states within section IV that “Deferred maintenance refers to the postponement of maintenance activities (such as repairs, retrofitting or replacement) for buildings, equipment and systems due a lack of sufficient funding... When maintenance is postponed, repair and replacement costs become higher in future years due to the accelerated deterioration of known deficiencies, the accumulation of new problems and the rising cost of repair and construction. State deferred maintenance projects often require several years to complete, yet their funding is appropriated on a biennial basis. New deficiencies can arise and the state of current deficiencies can change greatly between the development of an appropriation request and the beginning of a project”.^[65] The Texas Higher Education Coordinating Board also published a 2023 Glossary of Terms^[66] with specific definitions for these terms: “Accumulated Deferred Maintenance (ADM) are projects from prior years that were not included in the maintenance program because of perceived lower priority status than those funded within the budget”^[67] and “Non-Critical Deferred Maintenance (NCDM) is deferred maintenance that does not place occupants at risk of harm or facilities at risk of not fulfilling their functions”.^[68]

UT Dallas Facilities Management is required to track and report deferred maintenance through the Facilities Renovation Renewal Model (FRRM) report portal (restricted to login credentials) at the end of each fiscal year. Data on every campus facility is gathered annually and entered into the portal.^{[69][70]} Further, this information is used in the annual UT System Campus Condition Report.^[71] UT Dallas’ data is recorded within the FY23 Campus Condition Report, Table 1,^[72] Table 2,^[73] and Table 3.^[74] Both the UT System dashboard and the Campus Condition Report provide valuable asset and peer benchmarking data to assist UT Dallas in planning for and budgeting deferred maintenance needs.

Space Utilization / Space Projection Model

Usage of UT Dallas campus facilities is governed by UT System Regents’ Rule 80101 Category of Facilities and Authorized Use,^[75] by UT Dallas UTDPP1048 University Policies for Reservation and Use of Facilities,^[76] and *Texas Education Code (TEC)* Section 61.0572 Construction Funds and Development of Physical

Plants regarding space utilization and ensure space use is appropriate through various methods to develop the university's class scheduling as noted in items (b)1 and (b)2.^[14]

The THECB annually publishes on its website utilization (space usage efficiency also known as "SUE") rates^[77] for teaching space for all public universities in the State of Texas based on fall semester data, except for 2020 and 2021 which were not reported due to the COVID-19 pandemic. FY19^[78] and FY22^[79] SUE reports are provided.

The THECB uses the annual space survey, called Space Projection Model, to prepare a weighted formula to determine the desired quantity of educational and general (E&G) space for each public university in the State of Texas, and to determine if a university can build new buildings; see FY21^[80] and FY22^[81] as samples. According to the THECB, "The models respond to an institution's evolving characteristics that drive its need for space, such as semester credit hours, programs, level of instruction, faculty, and E&G and research expenditures. The model predicts need in the areas of teaching, office, library, research, and support space".^[82]

A room-by-room listing for all UT Dallas campus buildings is available online via the THECB's Campus Planning Facilities Inventory - Building Report^[83]; the University updates the report annually. Again, the Space Inventory dashboard can be utilized by institutions.^[84]

To illustrate an example of how UT Dallas leverages SUE and Space Project Models, following the completion of the scheduling of classes by academic departments, the Office of the Registrar centrally administers the general instruction classroom and teaching laboratory scheduling using PeopleSoft and Ad Astra software systems. The Registrar's Office follows guidance from the vice president for academic affairs and provost^[85] specifying that "Room requests that maximize room capacity utilization (75% or higher) based on enrollment will receive preference over those that do not" as shown in the "Classroom Allocation and Utilization" section.^[86] The Registrar's team posts guidelines on their Intranet for academic units and schools to use for scheduling,^[87] room reports,^[88] and meeting patterns.^[89]

The Offices of the Registrar, Facilities Management, and Institutional Success and Decision Support collaborate to report room, course, and enrollment information to the THECB through the CBM005 Building and Room Report.^[90] This report helps the THECB determine space utilization. New rooms and changes to rooms are reviewed by the Office of the Registrar, the Office of the Vice President for Academic Affairs and Provost, Educational Technology Services: Media Services, Facilities Management, and/or the Office of Institutional Risk and Safety Programs (which includes Office of Emergency Management) for room type, capacities, room resources, and layout of the room. During the scheduling process, the Office of the Registrar monitors room utilization closely. The office runs several reports to determine room utilization

and makes scheduling adjustments as necessary. The office works toward a classroom scheduling goal of 40 hours a week and 50% - 75% occupation from enrollment. UT Dallas' inventory includes 144 general instruction classrooms with 9,045 seats and 73 teaching labs with 2,177 seats. For the 2022-23 academic year, the overall average classroom utilization was 44 hours per week with an average 72% occupancy rate. Lab spaces were scheduled an average of 30 hours per week with an average 77% occupancy rate.^[79] Courses that do not meet capacity requirements are moved throughout the scheduling and enrollment processes. Rooms that are not filled 40 hours a week are reviewed for more classes or are reviewed for resource issues.^[91]

Faculty and student complaints regarding rooms due to resources or to the condition of the room are taken seriously, such as asbestos and/or mold in classrooms.^[92] Complaints are shared with Facilities Management, the Office of the Registrar, the Office of the Vice President for Academic Affairs and Provost, Educational Technology Services: Media Services, Facilities Management, the Office of Institutional Success and Decision Support, and/or the Office of Institutional Risk and Safety Programs for resolution. As such, shell space fluctuates to address these concerns when rooms and/or buildings are taken offline. The Office of the Registrar does a "pre-fall" preparation room review ensuring room seats continue to match inventory and any poor conditions of the room are recognized and noted for review.

Overall, UT Dallas demonstrates it is maintaining proper stewardship of classroom space. With the additional space expected with the completion of some of the projects, UT Dallas is positioned correctly for space growth versus space needed.

Property Management

The Building, Maintenance, and Operations team within the Facilities Management Division^[6] is responsible for the operation and maintenance of all UT Dallas' facilities. This group provides the following services to the UT Dallas campus community, emphasizing the maintenance/repair/operation (MRO) of campus buildings and infrastructure and the provision of facility services to the entire campus community:

- Building Maintenance
- Utilities Management
- Custodial
- Grounds
- Waste Reduction and Recycling
- Energy Management
- Customer Relations and Assessment
- Carpentry and Remodel
- Plumbing

- Electrical
- Landscaping and Grounds
- Moves and Events
- Automotive Services
- Signs and Keys

The south campus support team is dedicated to providing onsite MRO and services to the Callier Center, the Center for BrainHealth, and the Center for Vital Longevity.

All UT Dallas property and facilities belong to the University as a whole. Although the ownership is centralized at the Office of the President, the stewardship of campus space is decentralized to the provost and vice presidents. The vice presidents and deans are responsible for the oversight of the space occupied by activities under their control, just as they are responsible for the management of staff and fiscal resources associated with the space. It is also the responsibility of the vice presidents and deans to ensure space utilization is consistent with the purpose for which it is assigned; Facilities Management provides the Classification of Instructional Codes reference sheet to assist the University's leadership to assign the appropriate usage of the space^[93] as well as Facilities' inventory codes.^[94] Additionally, staff within Facilities Management coordinates the effort to maintain an accurate inventory of UT Dallas facilities and provides a reliable reporting system to generate required reports and serve executive administration in its space management as shown in the 2024 report.^[83] The office maintains the Facilities Information Management System (FIMS) database. The FIMS database classifies space by room type, function, and discipline. This information is tracked continuously and is verified annually through the space survey process. All changes are reported annually to THECB through the CBM011 Facilities Room Inventory Report.^[22]

Facilities Management uses the AiM computerized work order system as its main tool for receiving work requests and tracking labor.^[95] It also acts as a primary means of billing on non-general work orders. Customers are able to monitor the progress of their work requests online and see when their work order is scheduled and the status of it throughout the process. Additionally, Facilities Management uses this system to periodically send out customer surveys. This simple five-question survey allows Facilities Management to identify areas of improvement and similarly areas of excellence.

Auxiliary Services oversees UT Dallas' property inventory and the surplus property program. The property inventory is updated annually, such as the FY23 Inventory Asset Progress report^[96] which also includes data from FY21 and FY22. The inventory report also lists the total cost and percentages for each department in accordance with UTDBP3066 Property Administration^[24] and consists of equipment and systems with a value of \$5,000 or greater and controlled equipment (electronic equipment and laboratory equipment valued from \$500 to \$4,999). The property inventory is reported to the State each year

along with a report of missing equipment. The property office on campus holds the missing asset report. The property office creates the report using an in-house database. Department heads are responsible for the property within their departments. Departmental property liaisons (designated by the department heads) are trained annually regarding inventory policies and procedures via the online compliance training program.^[97] Property administration handles the disposal of surplus property in accordance with Regents' Rule 80201 Disposal of U. T. Surplus Property.^[98] UT Dallas' internal policies and procedures related to property administration, such as UTDBP3066 Property Administration^[24] are housed in the UT Dallas *Handbook of Operating Procedures (HOP)* through the website, UT Dallas Policy Navigator^[99] and is also available via the Office of the President's website.^[100]

Insurance Programs (Risk Management)

UT Dallas' Office of Institutional Risk and Safety Programs (OIRSP)^[101] reports to the vice president and chief of staff, is responsible for the administration of the University's Risk and Insurance programs.^[102] UT Dallas evaluates risk on the basis of known and unanticipated losses that might significantly affect or jeopardize personnel, property, revenue, or the ability of the University to fulfill its responsibilities. UT Dallas participates in the UT System Risk Management program and manages risk as it relates to physical resources by sharing the risk through contract, agreement, or insurance.^[103]

In the ordinary course of executing the University's mission, the University is exposed to various risks of loss related to theft, damage or destruction of assets, errors and omissions, employee injury, natural disasters, business interruptions, and wrongful or tortious acts. The University addresses these exposures to loss via a combination of methods, including participation in the UT System Insurance program, purchase of commercial policies, and self-retention of certain risks. The UT System provides a variety of insurance policies including property, auto, equipment, fine arts, and crime.^[104] UT System-wide insurance policies are developed to take advantage of favorable rates. Evidence of the insurance coverage and self-retention programs in effect at UT Dallas is provided via the Insurance Coverage Schedule.^[105]

Technology Infrastructure

The vice president and chief information officer of the Office of Information Technology (OIT)^{[106][107]} is charged by the University President with providing strategic vision and leadership to meet the Information Technology (IT) demands of a research institution through its various areas: Cyberinfrastructure and Research Services^[108]; Digital Transformation^[109]; Enterprise Technology Innovation and Services^[110]; and Technology Experience Innovation.^[111]

The Enterprise Technology Innovation and Services team is responsible for the operation and maintenance of the IT infrastructure for all UT Dallas instructional campuses and research centers, including Callier Center at Inwood

Road (Callier), Center for BrainHealth (CBH), Brain Performance Institute (BPI), Center for Vital Longevity (CVL), the Edith O'Donnell Institute for Art History at the Crow Museum, university-leased buildings and/or rooms, and the student residential housing at University Commons, University Village, and Canyon Creek Heights. UT Dallas' information infrastructure consists of various fiber-optic backbone interconnecting buildings on the main campus and various sites shown in the high-level diagram of the campus technology infrastructure.^[112] In December 2020 – January 2021, OIT moved its enterprise servers to the Arlington Regional Data Center (ARDC), governed by the UT System Shared Data Center.^[113]

Secure wireless access (CometNet) to the UT Dallas backbone network utilizes WPA-2 Enterprise security and authentication via a University username (NetID) and password,^{[114][115]} coupled with an additional layer of security verification.^[116] CometNet wireless network access is available throughout all campus academic and administrative buildings, including Callier, CBH, BPI, CVL, and the Crow Museum. OIT launched a project in 2019 and completed it in fall 2023 to completely refresh its network infrastructure,^[117] including its research network for the OIT high-performance computing cyber infrastructure.^[118] Additional network specifications are also detailed within the Cyber infrastructure and Research Services webpage.^[108] OIT also implemented Network Access Control to assess whether University-owned equipment has exposed security vulnerabilities^[119] and works to rectify the issue and prevent network issues.^[120]

In all student residential housing complexes, i.e., University Commons, University Village, and Canyon Creek Heights, CometNet is available for students to connect to internal UT Dallas resources such as campus network shared drives and enterprise-licenses software. To segregate casual network traffic in residential student housing from the UT Dallas network backbone, University Housing provides residents with wireless connectivity via Apogee.^[121]

Students, faculty, and staff report network issues within all administrative, academic, and residential student-housing buildings to the OIT Help Desk provided by the Technology Experience and Innovation team.^[111] The Help Desk takes requests for help via e-mail (assist@utdallas.edu), telephone (972-883-2911), self-service portal (atlas.utdallas.edu), and online chat services.^[122] This service also helps students, staff, and faculty to create and manage their computer accounts and provide answers to common computing issues, especially for those who are new to UT Dallas.^[123] Students also have a technology checklist when they are admitted to UT Dallas^[124] that addresses their concerns about the technology infrastructure. Questions and concerns reported to the OIT Help Desk are recorded in a web-based incident management system (Atlas) and assigned to the OIT Technology Experience and Innovation team for resolution. Information collected by the Help Desk is reviewed periodically to assess the overall adequacy of services and tools provided.

UT Dallas is a participating member of the Lonestar Education and Research Network (LEARN) which is a consortium of 42 organizations throughout Texas that includes public and private institutions of higher education, community colleges, the National Oceanic and Atmosphere Administration, and K-12 public schools.^[125] OIT provides support and maintenance to LEARN, organized as a 501(c)(3), that connects the participating organizations, and over 630+ affiliated organizations, together with high performance optical network services to support their research, education, healthcare, and public service missions. LEARN provides Layer 1 and Multiprotocol Label Switching (MPLS) transport services. It also provides IP connectivity to a global research network through Internet2 and other networks, and commercial Internet services (CIS) to its members.

Distance Learning Infrastructure

The Learning Management System (LMS) team within the Digital Transformation team “is responsible for maintaining the technical side of distance learning software solution for UT Dallas”.^[126] The LMS team collaborates with Educational Technology Services (ETS) and the Office of the Registrar to provide services for faculty and students when they participate in hybrid and/or online courses. ETS reported in its 2022-2023 annual report that “81.46% of all sections actively used the eLearning LMS. 1,157 (13.32%) of all course offerings were in the blended/online modality. ETS renovated and updated the audiovisual systems in 25 rooms and supported 156,961 class/lab sessions. The team supported 2,536 events. Classroom media uptime was 97.62%. The Testing Center saw the total number of proctored exams increase 11.33% to 135,119 exams in AY 2022- 23; up from 121,369 the previous year.”^[127] Additional information is also provided in Principle 10.6.a-c and Principle 10.7.

Off-Campus Instruction Sites (OCIS)

Although the Callier Center for Communication Disorders at Inwood Road in Dallas is considered as an Off-Campus Instruction Site (OCIS) by SACSCOC (which was reviewed during the 2018 Reaffirmation site visit), the Callier Center is considered as an extension of the main campus as the Callier Center pre-dates the main campus. Facilities Management’s south campus team is responsible for the upkeep of the Callier Center as previously mentioned earlier in this narrative.

In the agreements established with Collin Higher Education Center (CHEC), which was also reviewed during the 2018 Reaffirmation site visit, the City of Plano’s Plano Municipal Center, and the City of Dallas’ Dallas City Hall, each institution would be responsible for the upkeep of the facilities and rooms. The prospectus for the Dallas City Hall request is provided as an example.^[128]

Audit and Risk Assessment Oversight

Texas institutions of higher education are required to conduct audits of their facilities in adherence to *Texas Education Code (TEC)* Section 61.0583 Audit of Facilities^[129] and *Texas Administrative Code (TAC)* Section 17.113 Resource Planning Facilities Audit which requires an audit every five years.^[130] THECB provides protocols^[131] and a certification form^[132] for each institution in adherence to TAC 17.113. UT Dallas had its facilities audited in May 2023.^[133] THECB released its annual Facilities Audit Report in October 2023, stating that “The institution received top marks in all categories except space use codes, functional category codes, and CIP codes, where the institution received a score of 4 out of 5. The overall score was 93%. There were no material findings by the institution’s internal auditor.”^[134]

The chief audit executive, who leads the Office of Audit and Consulting Services (OACS), administratively reports functionally to the institutional audit committee, and administratively to the University president and to the vice president and chief of staff^[135] with an indirect reporting relationship to the UT System chief audit executive to ensure an independent audit of UT Dallas’ operations.

OACS carries out its responsibility to enhance and to protect organizational value by providing risk-based and objective assurance, advice, and insight to UT Dallas management. To continuously improve its services, the office assesses its operations annually and has an external quality assurance review every three years. UT Dallas complies with The University of Texas System (UT System) policy UTS129 Internal Audit Activities.^[136] The OACS conducts risk assessments to determine areas of high risk or potential exposure and provides assurance and advice to management based on an annual internal audit plan. OACS conducts periodic audits of property and key operating areas based on its audit plan and requirements by management or other outside parties as evidenced by the inclusion of various facilities services within the OACS internal audit reports in the last three fiscal years. These reports indicate findings, if any, for Facilities Management under various categories, such as campus construction and property administration, and whether corrective actions were fully implemented or ongoing; see samples for FY21,^[137] FY22,^[138] and FY23,^[139] which acknowledge the most recent submission of the required audit report to the THECB in July 2023.

The Office of Institutional Compliance (OIC),^[140] reporting to the chief compliance officer who in turn reports to the vice president and chief of staff,^[141] assists areas designated as high-risk by the Executive Compliance Committee to ensure that a designated responsible person develops a risk management plan that provides for monitoring and training for each high-risk compliance area. Areas considered as high-risk regarding physical resources include Property and

Emergency Management. Periodic inspections are made by OIC to ensure these areas are conducting monitoring and training to minimize compliance risk.^{[142][143]}

In conclusion, UT Dallas takes seriously stewardship of its physical resources and adheres with the State of Texas statutes along with regulations provided by UT System and THECB. Further, UT Dallas ensures that its physical and technology infrastructures support the needs of its campus community, whether they are on- or off-campus.

Supporting Documents

- [1] [Mission, Vision and Goals - Office of the President UTD](#)

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- [2] [UT Dallas Strategic Plan Feb 13, 2024](#)

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- [3] [UT Dallas University Profile as of Fall 2023](#)

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- [4] [Fall 2023 Facilities and Economic Development Presentation to UT Dallas Academic Senate \(Page 2\)](#)

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- [5] [Office of Facilities and Economic Development Organizational Chart, November 14, 2023](#)

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- [6] [Organizational Chart: UT Dallas Office of Facilities Management](#)

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- [7] [UT Dallas Gross Square Footage Facilities Growth since 2017](#)

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- [8] [UT Dallas Campus Map as of November 8, 2023](#)

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- [10] [UT Dallas Green Campus Map for 2023-2024](#)

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- [18] [New Master Plan Pictures Possibilities for Future of the University, UT Dallas News Center article, February 25, 2019](#)

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- [20] [UT System Board of Regents November 15, 2018 Meeting Minutes \(Page 53\)](#)

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- [21] [UT System Guide to Major Capital Project Delivery as of October 1, 2023](#)

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- [22] [Texas Higher Education Coordinating Board - Reporting and Procedures Manual for Texas Public Universities \(May 2023\) \(Page 135\)](#)

PDF Document, 221 Pages, 1.55 MB (manual1088)

- [23] Texas Higher Education Coordinating Board - Reporting and Procedures Manual for Texas Public Universities (May 2023) (Page 145)
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- [24] UT Dallas Policy on Property Administration - UTDBP3066 amended January 23, 2024
PDF Document, 5 Pages, 53.37 KB (policy1340)
- [25] The University of Texas System FY2024-2029 Capital Improvement Program, November 16, 2023
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- [26] UT System Board of Regents Rule 80402: Office of Capital Projects Management of Major Construction and Repair and Rehabilitation Projects amended May 21, 2019
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[36] [Policy: UT System Processing of Contracts](#)

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[37] [The University of Texas System FY2024-2029 Capital Improvement Program, November 16, 2023 \(Page 8\)](#)

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[38] [The University of Texas System FY2024-2029 Capital Improvement Program, November 16, 2023 \(Page 32\)](#)

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[39] [The University of Texas System FY2024-2029 Capital Improvement Program, November 16, 2023 \(Page 27\)](#)

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[40] [UT Dallas Academic Senate Agenda \(10192022\) \(Page 140\)](#)

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[42] [2022 Student Fee Referendum for a New Student Union and New Athletic Field and Track Complex](#)

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[44] [UT Dallas Academic Senate Agenda \(10192022\) \(Page 143\)](#)

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- [49] [The University of Texas System FY2024-2029 Capital Improvement Program, November 16, 2023 \(Page 29\)](#)

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- [50] [Email: UT Dallas to Transition to NCAA Division II as Member of Lone Star Conference July 20, 2023](#)

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- [51] [UTD To Begin NCAA Division II Move, Join Lone Star Conference July 20, 2023](#)

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[62] Description of Construction Cost Forecast Calculator web screenshot February 5, 2024

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[63] THECB Standard Construction Cost Calculator Tool - Excel spreadsheet, February 5, 2024

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- [80] [Space Projection Model Fall 2021](#)

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[101] [Website for Institutional Risk and Safety Programs](#)

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PDF Document, 11 Pages, 268.63 KB (report40729)

[135] [Audit and Consulting Services Organizational Chart, November 2023](#)

PDF Document, 2 Pages, 474.54 KB (chart1368)

[136] [UTS129 Internal Audit Activities](#)

PDF Document, 4 Pages, 25.36 KB (repnave2005)

[137] [Report: Internal Audit Report - 2021 \(Page 34\)](#)

PDF Document, 35 Pages, 1.83 MB (report40721)

[138] [Report: UTD Internal Audits - FY 2022 \(Page 8\)](#)

PDF Document, 32 Pages, 2.03 MB (report40702)

[139] [Report: UTD Internal Audits - FY 2023 \(Page 14\)](#)

PDF Document, 35 Pages, 1.88 MB (report40703)

[140] [Website for Office of Institutional Compliance](#)

PDF Document, 2 Pages, 1.06 MB (web2701)

[141] [Organizational Chart for Office of Vice President and Chief of Staff, February 2024](#)

PDF Document, 1 Page, 67.93 KB (chart1414)

[142] [Website for Risk Management Plans](#)

PDF Document, 1 Page, 86.98 KB (web2702)

[143] [Website for Quarterly Compliance Reports](#)

PDF Document, 1 Page, 85.01 KB (web2703)

Principle 13.8 - Institutional Environment

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. (Institutional environment)

Compliance Judgment

Compliance

Narrative

The University of Texas at Dallas (UT Dallas) takes the health, safety, and security functions seriously for the entire campus, whether on- or off-campus.^{[1][2]} Multiple units across all divisions of the University collaborate effectively to provide a safe and healthy institutional environment, but the Office of the Vice President and Chief of Staff (VPCOS) has the administrative responsibility for safety and security stewardship; the VPCOS reports directly to the University president.^[3] The VPCOS oversees multiple units whose mission are directly related to the safety and security stewardship: the University Police Department, the Office of Information Security, and the Chief Compliance Officer who oversees two subunits: (1) the Office of Institutional Compliance (OIC) (recently renamed from its former name of Office of Institutional Compliance, Equity and Title IX Initiatives (ICET))^[4] as shown in the updated VPCOS' organizational chart^[5] and (2) the Office of Institutional Risk and Safety Programs (OIRSP). Additional campus units' participation in providing a safe and healthy environment will be further detailed in this narrative. Across all units, UT Dallas has a department safety and emergency plan^[6] as well as a Comprehensive Emergency Management Plan^[7] that meets local, state, and federal standards.

UT Dallas Police Department (UTDPD)

In adherence with *Texas Education Code (TEC)*, Title 3, Subtitle A, Chapter 51, Section 51.2023^[8] and The University of Texas System (UT System) policies, UTS 160 Jurisdiction of Commissioned Police Officers^[9] and UTS 170 Oversight of Law Enforcement and Security for The University of Texas System,^[10] the UT Dallas Police Department (UTDPD) is a fully commissioned police department and its police officers are classified as state peace officers, with "limited reporting authority and jurisdiction to the main UT Dallas campus and contiguous streets and roads as well as The Callier Center Dallas; Center for BrainHealth, Dallas; and Center for Vital Longevity, Dallas".^[11] The UTDPD^[12] is tasked to ensure the on- and off-campus security as reported in the 2023 Annual Security and Fire Safety Report^[13] which is posted on its website.^[14]

The UTDPD is further advised by the Police Oversight Committee (POC), whose charge is outlined in University's policy UTDPP1114.^[15] The POC's charge includes the following:

1. "Serve as an institutional channel of communication between members of the university community and UTDPD;
2. Facilitate communication and develop a mutual understanding of roles and expectations between the community and UTDPD;
3. Review issues or concerns related to policing at UT Dallas identified by the POC or referred to it from the university community;
4. Ensure that the policies, practices, and operations of UTDPD effectively promote the security of the university community while fully respecting each member of the university community;
5. Promote transparency and trust between UTDPD and the university community by monitoring UTDPD activities to ensure: a) compliance with University of Texas System Police policies; and b) treatment of each member of the university community in a manner that upholds the core values of the university."^[15]

UTDPD "maintains formal and informal liaisons with various local, state, and federal law enforcement agencies in support of campus security and safety efforts. A specific Inter-local Agreement between the City of Richardson and the University of Texas at Dallas defines joint jurisdiction and shared resource arrangements for police assistance, jail services, and court services. Interagency cooperation includes training programs, special events, coordination, and investigation of serious incidents. Cases are filed with both the Dallas County and Collin County District Attorney Offices, depending on the violation location. Information may also be given to the Dean of Students for code of conduct violations involving students."^[11] Moreover, UTDPD has a strong relationship with the City of Richardson Police Department (RPD), strengthened by both the UTDPD's current and past police chiefs previously working in the RPD.

Building Access^[16]

As part of UTDPD's daily routine tasks and in adherence with the University's policy, UTDBP3084 Security of Facilities and Personnel,^[17] UTDPD patrols the campus, including all academic and student housing buildings. UTDPD typically opens academic buildings approximately at 6 a.m. and secures them at approximately 11 p.m. Faculty and staff must present their university-issued identification cards, known as Comet Cards,^[18] to UTDPD to gain entry to locked buildings after hours. However, students must have prior written approval by the department head before accessing any building after hours.^[19] Moreover, "Some buildings have doors that are equipped with an electronic card access system. Any employee or student requiring after-hours entry on a regular basis should submit a Door Access request through the OIT Electronic Campus Access tool."^[19]

Off-Campus Buildings and Off-Campus Instructional Sites

Each off-campus building and off-campus instructional site (OCIS) has its own business hours and security protocols. For example, the UT Dallas Public Safety Officers are on site for the Callier Center for Communication Disorders located on Inwood Road and the Center for BrainHealth and the Brain Performance Institute located on Mockingbird Lane during specific hours.^[19] The Center for Vital Longevity located on Viceroy is strictly restricted through elevator access controls; authorized personnel are issued electronic key cards.^[20] Additionally, Archer Fellows have to follow specific security protocols to access the Archer Center and The University of Texas System Office of Federal Relations in Washington D.C..^[19] The primary law enforcement jurisdiction at OCIS's falls under the respective cities' police departments for the Collin Higher Education Center located in McKinney, Texas; Plano Municipal Center located in Plano, Texas; and the Dallas City Hall located in Dallas, Texas.

Student Residences

Student housing residences, the University Commons,^[21] also operate on different business hours and have front desks to assist visitors because all residents and authorized university officials have electronic key card access rights.^[19] Further, the front desk and housing staff may request proof of identity to secure the safety of residents. Each of the apartments at the University Village and Canyon Creek Heights apartments are secured with a mechanical lock. During their patrols, UTDPD will report all safety and security concerns to the maintenance department of the apartment complex.

The Northside Apartments^{[22][23]} sit on university-owned land, however, "primary law enforcement jurisdiction falls to the City of Richardson Police Department. UT Dallas may, at times, assist the Richardson Police Department as requested in a law enforcement capacity. Since the apartments are predominantly occupied by university students, Clery guidelines require UT Dallas to maintain statistics regarding Clery crimes that are reported at the Northside and Northside Plus apartments under the Campus Student Housing category."^[24] Clery reports are detailed below.

Clery Reports

In adherence with the Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act, bullet 2 under *Texas Education Code (TEC)*, Title 3, Subtitle A, Chapter 51, Section 51.251,^[25] UTDPD publishes its Annual Security and Fire Safety Report annually, e.g., the 2023 report,^[13] and it is available for the general public on its website.^[14] While the 2021^[26] and 2022^[27] reports are no longer available on UTDPD's website; University officials archive these reports within the University's repository. Further, statistical information for these calendar years are included within the 2023 report.^[28] The UTDPD's website includes the published Daily Crime Log^[29] along with a 60-day report, such as this example from December 2023 to February 2024.^[30] The University also publishes the

Clery information in its graduate^[31] and undergraduate^[32] online catalogs. Additionally, UTDPD includes Clery geography and crime definitions^[33] in its Annual Security and Fire Safety report.

Mitigating Risks to Institutional Environment

UT Dallas' key departments partner with other units across the campus to mitigate risks to UT Dallas' institutional environment. University policies, services, and resources are listed below but not limited to the following established policies and/or procedures.

BAIT

Student Affairs created the Behavior Assessment and Intervention Team (BAIT) in 2008. BAIT^[34] in conjunction with the UTDSP5008 Behavior Assessment and Intervention Team policy^[35] provides a mechanism for UT Dallas faculty and staff to receive consulting services if they are concerned about the behavior of a student. Members from various departments across the campus are represented on the BAIT committee and their charge is outlined in the policy's Section 03:

1. "Assess situations involving a student whose behavior may be disruptive or harmful to the UT Dallas community.
2. Consult with administration, faculty, staff and other students affected by the inappropriate behaviors of a disruptive student.
3. Coordinate the University response to address the situation.
4. Monitor the cases that have come to the attention of the BAIT.
5. Make recommendations to responsible University officials on appropriate action consistent with University policy and procedure statements and with state and federal law."^[35]

BAIT follows specific confidential procedures to ensure the health of both the student and the campus itself.^[36] When BAIT identifies a violation of the Student Code of Conduct,^[37] the Dean of Students and the Office of Community Standards and Conduct^[38] will take appropriate steps as outlined in the policy's item 05.06.^[36]

To further protect the health of UT Dallas students who may have extreme behavioral issues, the Dean of Students presented a proposed policy, "Involuntary Withdrawal" at the Council for Undergraduate Education (CUE), item 5^[39] and the Council on Graduate Education (Graduate Council), item IV.c^[40] May 2022 meetings. As recorded in the CUE August 2022 minutes, item 5, the Dean of Students stated that, while rare, there may be situations in which students with extreme behavior issues who pose serious threats to themselves or to the campus community, and if the students are not willing to leave voluntarily, BAIT has the right to remove them.^[41] The Dean of Students secured approval from CUE, Graduate Council, the Committee on Education Policy (CEP), item 5a in June 2022,^[42] and the Academic Senate, item 10.G^[43] in July

2022. After being reviewed and approved by the Office of Legal Affairs and the University president, the UTDPP1119 Involuntary Withdrawal policy was formalized on September 9, 2022.^[44]

Investigations into Alleged Sexual Misconduct Incidents

The Office of Institutional Compliance (OIC) takes primary responsibility to conduct investigations consistent with University policy against discrimination and sexual harassment by coordinating with the Office of Legal Affairs and, when appropriate, with the U.S. Department of Education, Office of Civil Rights for possible sexual misconduct incidents and sexual violations.

The OIC is responsible for ensuring the University maintains an effective compliance program in adherence with UT System *Board of Regents' Rules and Regulations'* Rule 30105 Sexual Harassment, Sexual Misconduct, and Consensual Relationships,^[45] its Handbook of Operating Procedures (HOP) within the UT System Policy Library, HOP 3.7.1 Sexual Harassment and Sexual Misconduct,^[46] and the University's policy UTDBP3102 Sexual Misconduct.^[47] As an example of how OIC maintains the UTDBP3102 policy, the Title IX Coordinator presented proposed policy revisions as part of its policy biennial review at the Academic Senate's October 20, 2022 meeting^[48]; the updates were "based in the reauthorization of the Violence Against Women Act in March 2022" as shown in the Academic Senate minutes item 15 the following month.^[49]

OIC provides compliance training to all new employees, annual compliance training to all employees,^[50] and sends annual reminders of Title IX policy and resources.^[51]

All responsible employees at UT Dallas are required to report sexual misconduct incidents to the Title IX Coordinator or appropriate designee and may use the Sexual Misconduct Complaints as a guideline in reporting them.^[52] Responsible employees include the following:

- "Administrators
- Faculty
- Supervisory staff
- Resident life directors and advisors
- Graduate teaching assistants
- Any UTD employee whom an individual could reasonably believe has the duty to report incidents of sexual misconduct at UT Dallas."^[53]

OIC was renamed within days of this report in February 2024, and so an updated website was not available at the time the report was closed for changes. Some of the OIC webpages, such as the Title IX – Employee Mandatory Reporting Requirements FAQ, are being updated to reflect changes due to the 2023 passage of the Senate Bill 17 which banned offices of diversity, equity and inclusion.

As outlined in the Title IX - Employee Mandatory Reporting Requirements FAQ (not yet updated webpage),^[53] UT Dallas personnel who are exempt from reporting sexual misconduct incidents include counselors at the Student Counseling Center,^[54] the Galerstein Community Center (formerly named Galerstein Gender Center), Employee Assistance Program (EAP), and healthcare professionals at the Student Health Center.^[55] Therefore, any student wishing to discuss an incident in strict confidence may do so with physical and mental health care professionals and counselors, a clergyperson of the student's choice, or an off-campus resource such as a rape crisis center, and these incidents will not be reported to the Title IX Coordinator.^[53] The Title IX Coordinator and OIC staff receive the appropriate training to conduct investigations and proceedings properly.^[56]

Reporting Alleged Sexual Violence Violations

The Title IX Coordinator submitted a memo regarding an overview of the OIC's "institutional complaint review and record-keeping practices in relation to student complaints under the jurisdiction of UT Dallas' Sexual Misconduct and Nondiscrimination Policies".^[57] The memo states that "UT Dallas does not have any open or recently closed investigations by the Department of Education, Office of Civil Rights, in which sexual violence is the basis for the complaint." The memo provides how the Maxient Software's functionalities enable the OIC to organize, track, analyze, and complete the receipt of Title IX and related student complaints; in turn the Maxient Software also enables the OIC to identify patterns and trends.^[58] The OIC also provided a redacted hearing office determination sample.^[59]

OIC Support Services

Additionally, the OIC provides support services and resources for UT Dallas personnel^[60] and works closely with their partners in Academic Affairs (faculty and staff), Student Affairs, and UTDPD.^[61]

The UT Dallas community continues to work diligently to eliminate acts of sexual hostility from the campus in adherence to UTDBP3102 Sexual Misconduct policy.^[47] Campus and community resources are in place to help students, faculty, and staff who may have had personal experiences with these acts of violence or wish to report an incident. For example, within the online catalogs, students can access the "Student Complaint Resources" catalog pages regarding the nondiscrimination policy and the sexual misconduct policy as indicated in the graduate copy^[62] and the undergraduate copy.^[63] The UTDPD's Public Information website^[14] includes a list of registered sex offenders as of February 8, 2024.^[64]

Criminal Background Checks

The Office of Human Resources conducts criminal background checks of prospective employees and volunteers through a third-party vendor to comply with the University's UTDBP3000 Criminal Background Checks Policy.^[65] The redacted form^[66] is provided as an example. In addition, the online catalogs inform students that certain programs require them to submit and satisfactorily complete a criminal background check as a condition of admission^[67] and/or participation in education experiences.^[68] Students are also informed they may be dismissed from the program if they refuse to comply or did not pass the criminal background check.

Missing Person Policy

The University Housing staff (within the Division of Student Affairs)^[69] provides the residential housing advisors the University Housing Resident Handbook^{[70][71]} with information if a student goes missing. Further, UTDPD maintains protocols set in place for its Missing Person Policy^[72] regarding the University's response to missing students,^[73] in adherence with the Higher Education Opportunity Act of 2008.^[74]

Silent Witness Program

UTDPD also has the Silent Witness Program^{[75][11]} in place because UT Dallas personnel may not be comfortable in reporting crimes and this mechanism allows witnesses to report incidents with anonymity.

UTDPD's Additional Services

In addition, UTDPD raises the campus community's awareness of scams, alcohol and drug abuse, vehicle number etching, safety escorts after hours, the lost and found items programs, among many other services provided by UTDPD as shown in its Security Awareness and Crime Prevention webpages.^{[76][77][78]} UT Dallas faculty, students, and staff are invited to participate in UTDPD's various training programs^[79] to ensure their own safety during active shooter or life-threatening situations.

Timely Warnings^[80] alert the entire community in the event of a threatening situation; these are issued through the University's email system to the campus community by the Office of Communications and posted on the UT Dallas and UTDPD websites, as well as other social media venues.

Emergency, Safety, and Evacuation Campus Plans

UT Dallas has various emergency and safety campus plans for the entire campus which is managed by the Office of Institutional Risk and Safety Programs (OISRP).^{[81][82]} OISRP and its subunit the Office of Emergency Management (EM)^[1] oversee various programs and services ensuring the physical safety of both the campus itself and the campus personnel.^[83] OISRP reports to the chief

compliance officer who reports directly to VPCOS as mentioned at the beginning of this narrative.^[5] OISRP provides the department safety and emergency plan that is utilized by academic and administrative units across the campus.^[6]

OISRP's website^[1] informs the campus community of its university-wide efforts to keep faculty, students, and staff informed about essential resources via the following procedures:

Emergency Notification^[84] notifies the campus community of an emergency or a natural disaster through multiple means of communication:

UTDAlert: Depending on the particular circumstances, especially in all situations that could pose an immediate threat to the community and individuals, the University will issue an emergency notification via the UTDAlert program.^[84] Immediate threats could be weather related or other natural disaster, hazardous leak or spill, criminal activity, or terrorist activity. UTDAlert is an opt-out auto enrollment program that sends instant text messages to all students, faculty, and staff with cell phones and emails. The highest-ranking police officer on duty at the time of the emergency has the authority to have an emergency notification issued as well as determine which campus group(s) should be notified. The UTDPD communications operators are responsible for inputting and sending the actual alert. In addition, an email with the same emergency message is sent. The UTDAlert system is tested the first Wednesday of each month at noon.

Outdoor Warning System^[84] is used to warn the public of an approaching hazard such as severe thunderstorms or tornadoes. UT Dallas has three outdoor warning sirens located on campus. This system is tied to the City of Richardson's outdoor warning system and can be activated by the City of Richardson remotely or manually by UT Dallas. The outdoor warning system is tested the first Wednesday of each month at noon. Tests may be canceled due to weather or other events. The outdoor warning system is activated when:

- The National Weather Service issues a Richardson area Tornado Warning or Severe Thunderstorm Warning with destructive winds at or above 70 mph.
- Trained storm spotters have reported a tornado with the potential to affect the City of Richardson.
- Hail of 1.25 inches (Half Dollar) in diameter is imminent.
- It is deemed necessary by UT Dallas or City of Richardson officials (i.e. in the event of any emergency when officials need to get citizens to move indoors for their safety).

Social media platforms are the venues for emergency messages to be posted, notably the University's official Facebook page, which is public to be viewed by even those who do not have a Facebook account.^[85] In some situations, Facebook may be the quickest place to find updated information. UT Dallas also has Instagram, and X (formerly Twitter) accounts.

UT Dallas may work with the media^[85] to communicate important information to the public regarding campus emergencies or campus closures. Campus closures are usually due to inclement weather conditions.^[86] The Office of Communications and UTDPD hold joint responsibility for maintaining contact information for each station and will periodically confer to assure all have up-to-date information through local media outlets such as television and radio stations;^[87] primary responsibility for these notifications will rest with the Office of Communications.

Wireless Emergency Alerts^[88] are designed to get the campus community's attention for three alert categories: imminent threat, AMBER alerts, and presidential alerts.

ORISP and its subunit, the Office of Emergency Management (EM), collaborate with multiple units across the campus as well as the City of Richardson to develop, revise, and maintain emergency plans to address both campus-wide and building-specific emergency evacuation scenarios.^[1] They maintain the UT Dallas policy UTDBP3086 Emergency Preparedness.^[89] They also address emergency planning and response concerns unique to individuals with disabilities by working with the UTDPD,^[73] the Office of Campus Resources and Support which includes the Accessibility Resource Center,^[90] and the Campus Accessibility Committee.^[91] OIRSP and EM oversee various programs such as the following:

- Classroom preparedness^[1]: both faculty and teaching assistants/associates are prepared for any emergency, such as a fire or active shooters, by understanding what they need to do for exit strategies.
- Laboratory preparedness^[92]: labs and research facilities have specific protocols due to the use of hazardous materials and equipment as shown in the checklist,^[93] the emergency response checklist,^[94] and the continuity and recovery guide.^[95] OIRSP and EM work closely with the Office of Research and Innovation and the UTDPD to ensure the safety of faculty, researchers, and students (whether in their role as students or as teaching assistant/associates).
- EM maintains the Comprehensive Emergency Management Plan (CEMP)^[7] which “describes the protocols, resources, response partners, and organizational structure to sustain an all-hazards approach and response on campus. The CEMP is designed to obtain the swiftest, specialized emergency assistance for the protection of life and property at all UT Dallas campuses. The effectiveness of emergency and disaster response plans depends on high skill levels among all those who will execute the plans. This requires training and exercise, both within the University community and with external response partners” by simulating realistic scenarios that may impact the campus community.^[96]
- Know Your Hazards^[97]: provides definitions and guidance on various

known hazards, such as communicable disease, extreme heat, thunderstorms and lightnings, and other similar hazards.

ORISP's Fire and Life Safety Department (FLS) performs periodic fire and evacuation drills^[98] and participation by campus personnel is mandatory. The FLS conducts regular tests of all fire safety equipment such as indication and initiation fire alarm devices, smoke control systems, water and inert gas fire suppression systems, fire pumps, and fire extinguishers on campus in adherence with the *Texas Administrative Code (TAC)* Rule 34.320,^[99] The University of Texas System policy, UTS 135 Fire and Life Safety policy,^[100] and the University's policies, UTDBP3082 University Safety and Prevention,^[101] and UTDBP3087 Fire and Accident Prevention, Parking/Traffic Rules and Regulations, Radiation Safety.^[102] Additionally, the FLS performs fire safety inspections of campus buildings.^[103]

The FLS provides oversight, code interpretation, and best practices for construction of new buildings and renovation activities in conjunction with Facilities Management^[104] by following guidelines outlined in Fire Safety News and Notices as provided by the Texas Department of Insurance.^[105] The department provides extinguisher training and offers consultation on special events to ensure the safety of the campus community.^[103] In collaboration with UTDPD, the department also provides data for the annual Security and Fire Safety Report in the UT Dallas Fire Safety section.^[106] UTDPD's website also informs the campus community about a Fire Log^[29] and posts a current 60-day report, the most recent of which records a fire incident in January 2024.^[107] The FLS was awarded the Texas Fire Marshalls Association 2023 Achievement of Excellence Gold Level Award.^[108] Emergency response coordination and communication between UT Dallas and the Richardson Fire Department are also integral best practices of the program.

Occupational Hygiene and Safety Programs^[109] emphasize the "right to work, visit, and live in a safe and healthy environment," and the ORISP promotes various programs and services through its "RAMPP" program. RAMPP stands for **R**ecognizing, **A**ssessing and **M**itigating risks and hazards, in addition to ways to **P**repare for emergencies and **P**erform them safely daily. The Occupational Health Program (OHP) partners with the employee, supervisor, the safety team, and various UT Dallas units such as Facilities Management, UTDPD, Office of Research and Innovation, Academic Affairs, Office of Human Resources, and Student Health Center to understand working conditions and to ensure that precautions are taken to protect the University employees, students, and volunteers. The OHP provides the necessary procedures and protocols for all individuals working within UT Dallas animal care facilities and for those with potential exposure to certain biological, chemical, and other physical hazards.

UT Dallas is committed to providing and supporting campus-wide laboratory safety, noting that it is the responsibility of all University personnel involved in academic and research pursuits. These personnel include those directly involved in conducting research, as well as the University functions that support them. OISR's Environmental Programs^[110] work to ensure that the University's operations comply with local, state, and federal regulations regarding air compliance, asbestos, storm water, and specifically, hazardous waste management which is a key component of laboratory safety. The Hazardous Waste Program^[111] provides guidelines and procedures for the proper management, disposal, and shipment of hazardous waste generated at UT Dallas. The Texas Commission on Environmental Quality regulate the treatment and disposal of chemical wastes in Texas in compliance with the *Texas Administration Code (TAC)*, Title 30, Chapter 335.^[112] Federal Agencies, such as the U.S. Department of Transportation (USDOT) and the U.S. Environmental Protection Agency (EPA) under the Resource and Conservation and Recovery Act (RCRA), also govern some aspects of hazardous waste management. Each laboratory employee must comply with the campus Hazardous Waste Management Program requirements and regulations. Laboratory personnel are responsible for the proper identification, storage, and disposal of waste in a timely manner. The principal investigator or designated laboratory supervisor is responsible for coordinating the disposal of all chemicals from their laboratories prior to closing down laboratory operations. The chief compliance officer, OISR staff, Academic Affairs staff, and the Office of Research and Innovation are committed to ensuring the research faculty, staff, and students have the knowledge and tools necessary to carry out safety responsibilities. Audits of campus facilities are used to identify, document, and correct potential adverse health environments and inappropriate worker behavior as indicated by the Office of Audit and Consulting Services' assessment of various safety programs. UT Dallas lists two recent audit reports, suggesting improvements in handling animal care facilities in May 2023^[113] and lab safety procedures^[114] in February 2024.

Hazard Materials Response in October 2023

An emergency incident took place on October 10, 2023, resulting in a rapid hazard materials response. The enclosed incident action plan indicated that all emergency procedures were properly followed as described in the "general situational awareness" section.^[115] Within two hours, the emergency incident ended, after identifying the cause of the incident. As a follow-up, the OISR and Facilities Management conducted and completed their investigation in what transpired that day.^[115]

Technology and Security Infrastructures

The Office of Information Technology (OIT) and the Information Security Office (ISO) partner to oversee network and technology security. The OIT is led by the vice president for information technology who reports to the University

president. The ISO is led by the chief information security officer who reports to the VPCOS.^[116] Both offices are governed by the UT System (UTS) 165 Information Resources Use and Security Policy.^[117]

UT Dallas faculty, students, and staff must comply with the University's policy, UTDBP3096 Information Security and Acceptable Use^[118] policy, which is covered annually as part of the campus community's compliance program.^[50]

OIT

The Office of Information Technology (OIT)^[119] provide technical expertise for network security, network access, and identity management through its various teams: Cyberinfrastructure and Research Services^[120]; Digital Transformation^[121]; Enterprise Technology Innovation and Services^[122]; and Technology Experience Innovation.^[123] These teams support:

- Windows Servers, Systems & Enterprise Platforms
- UNIX/Linux Systems, Services & Environments
- Provisioning & Access Control
- Identity & Access Management
- Networking and Telecommunications Services

OIT's role in supporting the campus community is governed by two committees:

- UTDPP1003 Information Technology Planning and Policy Committee^[124]
- UTDPP1099 University Information Security Advisory Committee Charge^[125]

Secure wireless access (CometNet) to the UT Dallas backbone network utilizes WPA-2 Enterprise security and authentication via a University username (NetID) and password,^{[126][127]} coupled with an additional layer of security verification, Duo.^[128] UT Dallas protects its private wireless and wired networks from unauthorized users by using firewall technology to identify applications regardless of port, protocol, evasive tactic or Secure Sockets Layer. Local desktop and laptop firewalls are activated for all equipment directly supported by OIT. OIT also implemented Network Access Control to assess whether University-owned equipment has exposed security vulnerabilities^[129] and would rectify the issue to prevent network issues. Additionally, the PaloAlto GlobalProtect VPN allows users to remotely connect to the campus network in order to securely access on-premise resources.^[130] Access to the UT Dallas VPN requires the authentication of both the NetID and Duo. Finally, OIT launched a project completing in fall 2023 to completely refresh its network infrastructure,^[131] including its research network for the OIT high-performance computing cyber infrastructure.^[132]

Information Security Office (ISO)

The Information Security Office (ISO)^[133] supports the mission of UT Dallas by building a culture of security awareness and risk management to protect the confidentiality, integrity, availability, and accountability of information assets, serving as a partner and as an educator.^[134] Risk mitigation is achieved through awareness training, technology solutions, inclusion of security controls in new projects and regulatory compliance. The ISO maintains the UTDBP3096 Information Security and Acceptable Use policy.^[118]

The ISO staff are responsible for the following services:

- Awareness & Outreach: create content and deliver in-person and online training, as well as representing the office to deliver the ISO's message at campus events. The team uses a variety of formats including web, print, and social media to promote the importance of good security practices.^[135]
- Information Security Governance, Risk, and Compliance: conduct assessments to identify unresolved risks related to regulatory requirements or industry best practices.^[136]
- Vulnerability, Network, and Website Scanning - Information Security Engineering: manage Intrusion Detection Systems (IDS) and Intrusion Prevention Systems (IPS), scanning for system and application vulnerabilities, managing perimeter firewalls, malware defense, and other critical systems.^[135]
- Vendor Assessment: evaluate new business and existing partners' data security.^[137]
- Architecture Consultation and Network Security: provide consulting services when the UT Dallas department wants to change its technologies.^[137]
- Resources: provide answers to common questions through its ISO's Resources website.^[138]

The ISO staff continuously monitors the effectiveness of their programs and services through review of monitoring reports, customer outreach, training, and feedback opportunities, as well as through peer surveys and benchmarking. The ISO prepared and presented its activities for 2019-2021^[139] to comply with the *Texas Administrative Code (TAC)* Rule 202.73.^[140] The ISO presented an annual state of the ISO program in March 2023 at the Audit Committee meeting where the University president also attended. The presentation is similar to a submitted report^[141] due to the State of Texas by the end of February 2024.

UT Dallas Committees

The University Safety and Security Council (USSC) as described in the UTDP1036 University Safety and Security Council policy^[142] is a University-wide, standing committee appointed by the University president. The USSC

provides ways to coordinate matters of safety and security among the multiple key stakeholders across the campus, serving as a resource for the Campus Facilities Committee among other committees and/or ad hoc task forces. The USSC consists of members from faculty, staff, and student government as shown in the membership rosters for AY2022^[143] and AY2023.^[144] The USSC holds at least one general regular meeting per each long semester and occasionally during the summer term. Documentation for the USSC's recent activities include meeting agendas for the following meetings: December 11, 2020,^[145] May 10, 2021,^[146] December 17, 2021,^[147] and May 20, 2022.^[148] The USSC also decided to record its Microsoft Team meetings and would no longer provide paper documentation going forward in 2023; it enclosed a list of its recordings to indicate that the USSC met from Fall 2021 through Summer 2023.^[149]

The Radiation Safety Committee (RSC)^[150] is a university-wide, standing committee appointed by the University president "to assure the safe use of hazardous radiations in the University. The Committee provides technical expertise and oversight of University operations involving these radiations to protect personnel, students, and the public from injury and to comply with requirements of the Texas Department of State Health Services regulations." The RSC submitted its annual report on its activities for the prior calendar year; the report was included within the November 15, 2023 Senate agenda.^[151]

The Institutional Biosafety and Chemical Safety Committee (IBCC)^[152] is a university-wide, standing committee appointed by the University president. The IBCC operates under the National Institute of Health (NIH) Guidelines for Research Involving Recombinant DNA Molecules, the Centers for Disease Control and Prevention (CDC)/NIH Biosafety in Microbiological and Biomedical Laboratories (BMBL), and UT Dallas policies. Its committee charge is outlined in UTDPP1016 Biosafety Committee^[153] to perform the following duties:

1. "Advise the University on policies with regard to recombinant DNA research.
2. Create and maintain in the Office of the University Environmental Health and Safety Director a central reference file and library of catalogs, books, articles, newsletters, and other communications as a source of advice and reference regarding, for example, availability and quality of the safety equipment; availability and level of biological containment for various host-vector systems; suitable training of personnel; and data on the potential biohazards associated with certain recombinant DNAs.
3. Develop a safety and operations manual for any facility maintained by the University and used in support of recombinant DNA research.
4. Review and approve National Institutes of Health (NIH) applications for research support and annually thereafter, assure that facilities, procedures, practices, and the training and expertise of the personnel involved meet NIH guidelines.

5. Report violations of the Guidelines and significant research-related accidents or illnesses unless the Principal Investigator has reported such matters.
6. Perform all responsibilities required of an Institutional Biosafety and Chemical Safety Committee under the NIH Guidelines as same may be amended from time to time. Should the Committee's duties under the NIH Guidelines conflict with any duties outlined in this policy, then, the Guidelines will control."^[153]

The IBCC developed a diagram detailing its protocol process.^[154] The IBCC submitted its most recent annual report to the Academic Senate in September 2023.^[155]

The Committee on Parking and Transportation, whose members include the director of parking and transportation and the vice president for facilities and economic development (the latter of whom serves as the responsible university official), reported its efforts to serve individuals with disabilities, including campus visitors. In its fall 2023 annual report to the Senate, the committee reported a "significant increase in ADA shuttle accommodations since the return to campus. In CY21, 448 services were recorded. In CY22, 2,253 services were recorded, more than 4x increase in ridership."^[156] The committee also noted that "UT Dallas' Parking and Transportation continues to provide shuttles for those needing mobility accommodations during Commencement Ceremonies. Fall 2022 ridership was 1,468. Spring 2023 ridership was 2,305."^[157]

In the September 2022 Academic Senate, the Campus Facilities Committee chair reported that its members worked with the vice president of facilities and economic development to address unplanned power outages and accessibility issues.^[158]

Corrective Actions Examples

As noted in Principle 13.7, faculty and student complaints regarding a lack of resources or to the condition of the room, such as asbestos and/or mold concerns, are taken very seriously.^[159] Complaints are shared with Facilities Management, the Office of the Registrar, the Office of the Vice President for Academic Affairs and Provost, Educational Technology Services: Media Services, the Office of Institutional Success and Decision Support, and/or the Office of Institutional Risk and Safety Programs for resolution. Classrooms and labs, or even entire buildings, will be taken offline to correct these issues.

Another example of a corrective action for campus safety includes a recent nationally publicized event. UT Dallas students had a tradition of painting the "Spirit Rocks" – three large rocks placed near the UT Dallas Activity Center in 2008 – regarding campus, local, state, national, and global events. The paintings include messages of protest, such as with recent and ongoing geopolitical conflict. Initially, the recent student protests expressed through the painted messages on the "Spirit Rocks" were peaceful^[160]; however, the ongoing political

discourse raised concerns among University officials, including the UTDPD, regarding the safety of the campus. Therefore, the “Spirit Rocks” were removed and replaced with trees; the decision, though unpopular among several students,^{[161][162]} was made with campus safety in mind.^[163]

Another example includes in January 2024, a Staff Council member raised concerns regarding pedestrian and driver safety as a result of a parking lot closure in preparation for the construction of a new facility, the Student Success Center and the Student Union^[164] (addressed in Principle 13.7). The Staff Council member asked the president of Staff Council to intercede.^[165] The Staff Council president forwarded it to the VPCOS and the UTDPD with photos describing the safety issue^[166] and both the VPCOS and the police chief responded that they would look into it.^[167] Corrective action was taken and reported to the initial respondent and members listed on the email^[168] with a site improvement made by Facilities Management.

Assessing UT Dallas Campus Community’s Well-Being

The Office of Campus Resources and Support manages a process initiated by the Office of Human Resources to survey faculty and staff on their perceptions of the UT Dallas work climate^[169]; in 2022, UT Dallas had a 53% response rate from faculty and staff. Multiple focus areas for the survey included:

- Diversity, equity, inclusion and belonging
- Effectiveness of leadership
- Growth and retention
- Recognition
- Communication
- COVID-19 impact to work
- Caregiving needs
- Physical and mental wellbeing
- Accessibility and accommodation

The results of the survey^[170] indicated that COVID-19 left its indelible mark on the campus community, ranging from physical and mental health to the workforce’s demands to continue to work from home. HR presented the results at multiple forums, ranging from its own HR Forum to the Academic Senate at its July 20, 2022 meeting^[43] under item 11.^[171] The University president’s cabinet and executive leadership team held its annual retreat and included the 2022 Employee Climate Survey results^[172] as one of the agenda items in both 2022^[173] and 2023.^[174] At the initial meeting, they discussed the top six strengths but also top six improvements^[175]; these areas were communication flow, psychological well-being, approachable executive leadership, work-from-home guidelines consistency, physical well-being, and whether UT Dallas personnel (especially

staff) would be committed to stay at the institution. As a result, the executive leadership decided to improve these areas as shown in the responsibilities matrix^[176] and a memo from the VPCOS.^[177]

As an example of addressing a concern found within the employee climate survey results, the University president announced that the Synergy Park North (SPN) wellness center would be available at no cost to faculty and staff.^[178] To address concerns about the executive leadership being more approachable, HR also held a 2023 series of “Getting to Know You” webinars with members of the executive leadership and academic deans who shared their stories and provided a glimpse of their routine tasks through the Bright Leaders sessions.^[179]

In addition, the Office of Undergraduate Education and OCRS conducted a Basic Needs Survey for all students, both undergraduate and graduate levels, to understand how UT Dallas could meet their basic needs. The University publicized the new survey, “Your University, Your Voice” within the UT Dallas news center in November 2022.^[180] The results were shared with the University president’s cabinet and the executive leadership team^[181] and with other administrative units as detailed in Principle 12.1. The University’s surveys are additional data points to assess the institutional environment and ensure an opportunity for campus stakeholders to share how they experience safety and security at UT Dallas.

Through the combined efforts of the aforementioned offices, their training programs, surveys, policies, and practices, UT Dallas demonstrates it takes reasonable steps to provide a healthy, safe, and secure campus for students, staff, faculty, and visitors.

Supporting Documents

[1] [UT Dallas: Emergency Planning](#)

PDF Document, 4 Pages, 609.69 KB (web2774)

[2] [The University of Texas at Dallas Emergency Preparedness and Response Programs](#)

PDF Document, 2 Pages, 2.07 MB (web2750)

[3] [Chart: UT Dallas Overall Organizational Chart as of February 5, 2024](#)

PDF Document, 1 Page, 354.21 KB (chart1405)

[4] [Chart: Office of the Vice President and Chief of Staff Organizational Chart January 2024](#)

PDF Document, 1 Page, 131.37 KB (chart1392)

[5] [Organizational Chart for Office of Vice President and Chief of Staff, February 2024](#)

PDF Document, 1 Page, 67.93 KB (chart1414)

[6] Office of Institutional Risk and Safety: Department Safety and Emergency Plan
PDF Document, 16 Pages, 701.82 KB (report40847)

[7] Office of Institutional Risk and Safety: Comprehensive Emergency Management Basic Plan
PDF Document, 85 Pages, 1.23 MB (report40846)

[8] Texas Higher Education Code, title 3, subtitle A, chapter 51, subchapter A control of funds (Page 17)
PDF Document, 187 Pages, 1.18 MB (rule1148)

[9] Policy: UTS 160 Jurisdiction of Commissioned Peace Officers
PDF Document, 2 Pages, 1.54 MB (policy1377)

[10] Policy: UTS 170 Oversight of Law Enforcement and Security for The University of Texas System
PDF Document, 7 Pages, 10.12 MB (policy1378)

[11] UT Dallas 2023 Annual Security and Fire Safety Report (Page 6)
PDF Document, 69 Pages, 2.42 MB (report39841)

[12] Organizational chart for UT Dallas Police Department, September 2023
PDF Document, 1 Page, 148.32 KB (chart1399)

[13] UT Dallas 2023 Annual Security and Fire Safety Report
PDF Document, 69 Pages, 2.42 MB (report39841)

[14] UT Dallas Police Department: public information site
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[15] Policy: Police Oversight Committee - UTDPP1114
PDF Document, 3 Pages, 37.62 KB (policy1358)

[16] UT Dallas Police Department: Building Access
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[17] Policy: Security of Facilities and Personnel - UTDBP3084
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[18] Comet Card Office - Comet Card Homepage (05312023)
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[19] [UT Dallas 2023 Annual Security and Fire Safety Report \(Page 10\)](#)

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[20] [UT Dallas 2023 Annual Security and Fire Safety Report \(Page 11\)](#)

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[21] [Website for UT Dallas University Housing Options](#)

PDF Document, 2 Pages, 2.48 MB (web2842)

[22] [Website for UT Dallas University Housing Options - Off Campus Living](#)

PDF Document, 4 Pages, 13.88 MB (web2843)

[23] [UT Dallas Academic Senate Agenda \(10192022\) \(Page 128\)](#)

PDF Document, 261 Pages, 61.68 MB (agenda1189)

[24] [UT Dallas 2023 Annual Security and Fire Safety Report \(Page 7\)](#)

PDF Document, 69 Pages, 2.42 MB (report39841)

[25] [Texas Higher Education Code, title 3, subtitle A, chapter 51, subchapter A control of funds \(Page 32\)](#)

PDF Document, 187 Pages, 1.18 MB (rule1148)

[26] [UTD Annual Security and Fire Safety Report 2021](#)

PDF Document, 76 Pages, 1.90 MB (report34318)

[27] [UTD Annual Security and Fire Safety Report 2022](#)

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[28] [UT Dallas 2023 Annual Security and Fire Safety Report \(Page 56\)](#)

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[29] [UT Dallas Police Department Daily Crime Log webpage](#)

PDF Document, 1 Page, 79.04 KB (web2766)

[30] [UT Dallas Daily Crime Log, UTD Police, December 2023 to February 2024](#)

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[31] [UT Dallas Graduate Catalog, 2023-2024 \(Page 756\)](#)

PDF Document, 794 Pages, 9.30 MB (catalog1233)

[32] [UT Dallas Undergraduate Catalog 2023-2024 \(Page 933\)](#)

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[33] [UT Dallas 2023 Annual Security and Fire Safety Report \(Page 47\)](#)

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[34] [Procedure: Behavior Assessment and Intervention Team - Community Standards and Conduct - UT Dallas](#)

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[35] [Policy: Behavior Assessment and Intervention Team - UTDSP5008](#)

PDF Document, 3 Pages, 42.74 KB (policy1370)

[36] [Policy: Behavior Assessment and Intervention Team - UTDSP5008 \(Page 3\)](#)

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[37] [Policy: Student Code of Conduct - UTDSP5003](#)

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[38] [Dean of Students - Community Standards and Conduct Homepage \(05312023\)](#)

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[39] [May 2022 Council on Undergraduate Education Meeting Agenda](#)

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[40] [May 2022 Graduate Council Meeting Agenda](#)

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[41] [August 2022 Council on Undergraduate Education Meeting Agenda \(Page 4\)](#)

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[42] [June 2022 Committee on Educational Policy Meeting Agenda](#)

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[43] [UT Dallas Academic Senate Agenda \(07202022\) \(Page 2\)](#)

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[44] [Policy: Involuntary Withdrawal - UTDPP1119 \(Page 5\)](#)

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- [45] Rule: UT System Regents Rule 30105 Sexual Harassment, Sexual Misconduct, and Consensual Relationships

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- [46] Policy: The University of Texas System HOP 3.7.1 Sexual Harassment and Sexual Misconduct

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- [47] Policy: Sexual Misconduct Policy - UTDBP3102

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- [48] UT Dallas Academic Senate Agenda (10192022) (Page 156)

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- [49] UT Dallas Academic Senate Agenda (11162022) (Page 11)

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- [50] FY2024 Required Annual Compliance Education, February 6, 2024

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- [51] Annual Reminder of Title IX Policies and Resources for Faculty, Staff, and Students, August 2023

PDF Document, 2 Pages, 133.80 KB (email1603)

- [52] Institutional Compliance, Sexual Misconduct Complaints

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- [53] Institutional Compliance: Title IX – Employee Mandatory Reporting Requirements: Frequently Asked Questions

PDF Document, 3 Pages, 1.22 MB (web2810)

- [54] UT Dallas Student Services, Student Counseling Center, Sexual Assault Recovery

PDF Document, 4 Pages, 1.62 MB (web2806)

- [55] Student Health Center - Staff Webpage (05312023)

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- [56] Institutional Compliance: Title IX Training

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[57] Information Regarding OCR cases and Complaint Review Record-Keeping Practices for SACSCOC Response, February 13, 2024
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[58] Office of Institutional Risk and Safety: Incident Action Plan NSERL Lab Hazmat Response (Page 2)
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[59] Office of Community Standards and Conduct: In the Matter of Disciplinary Charges against [redacted] December 12, 2023
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[61] UT Dallas Police: File Sexual Assault Complaint
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[62] Student Complaint Resources extracted catalog pages from the 2023 Graduate Catalog
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[67] UT Dallas Graduate Catalog, 2023-2024 (Page 748)
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[68] UT Dallas Undergraduate Catalog, 2023-2024 (Page 878)
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- [69] [Office of Student Affairs Organizational Chart, 10 November, 2023 \(Page 19\)](#)
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- [70] [UT Dallas Resident Handbook, Student Housing](#)
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- [71] [UT Dallas Resident Handbook, University Housing, 2023-2024](#)
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- [72] [UT Dallas Police Missing Person Policy](#)
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- [73] [UT Dallas 2023 Annual Security and Fire Safety Report \(Page 14\)](#)
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- [74] [Higher Education Opportunity Act, Public Law 110-315, August 14, 2008 \(Page 225\)](#)
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- [75] [UT Dallas Police Department Silent Witness Program](#)
PDF Document, 3 Pages, 341.85 KB (web2776)
- [76] [UT Dallas Police Department Security Awareness and Crime Prevention](#)
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- [77] [UT Dallas Police Department: Crime Prevention site](#)
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- [78] [UT Dallas 2023 Annual Security and Fire Safety Report \(Page 36\)](#)
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- [79] [Website for Community Training](#)
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- [80] [UT Dallas Police Timely Warnings](#)
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- [81] [Memo from President Benson re Administrative Reorganization: Office of Institutional Risk and Safety Programs \(OIRSP\); Office of Institutional Success and Decision Support \(OISDS\) - October 14, 2022](#)
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- [82] [UTD Institutional Risk and Safety - Meet Our Team \(February 2024\)](#)
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- [83] [Website for Institutional Risk and Safety Programs](#)
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- [84] [Website for Emergency Notification](#)
PDF Document, 6 Pages, 1.33 MB (web2790)
- [85] [Website for Emergency Notification \(Page 3\)](#)
PDF Document, 6 Pages, 1.33 MB (web2790)
- [86] [Email Notification of Policies and Procedures for Inclement Weather, December 14, 2022](#)
PDF Document, 3 Pages, 95.56 KB (email1582)
- [87] [UT Dallas 2023 Annual Security and Fire Safety Report \(Page 13\)](#)
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- [88] [Website for Emergency Notification \(Page 4\)](#)
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- [89] [UTDBP3086: Emergency Preparedness \(v1\)](#)
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- [90] [Chart: Organizational Chart for Office of Campus Resources and Support, January 1, 2024](#)
PDF Document, 1 Page, 109.97 KB (chart1398)
- [91] [Policy: Campus Accessibility Committee - UTDBP3109](#)
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- [92] [UT Dallas: Emergency Planning \(Page 2\)](#)
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- [94] [Emergency Response Checklist for Laboratories and Research Facilities](#)
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- [97] [Website : Know Your Hazards](#)
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- [98] [UT Dallas Fire and Life Safety Department \(Page 5\)](#)
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- [99] [Texas Administrative Code_State Fire Marshal Inspections_Inspection Guidelines](#)
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- [100] [The University of Texas System Fire and Life Safety policy UTS 135](#)
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- [101] [Policy: University Safety and Fire Prevention - UTDBP3082](#)
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[110] [Website for Environmental Programs](#)

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[111] [Website for Environmental Programs \(Page 4\)](#)

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[112] [Texas Administrative Code Title 30 Part 1 Chapter 335: Industrial Solid Waste and Municipal Hazardous Waste](#)

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[113] [UT Dallas Animal Care Audit Report May 13, 2023](#)

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[114] [UT Dallas Laboratory Safety Audit Report, February 1, 2024](#)

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[115] [Office of Institutional Risk and Safety: Incident Action Plan NSERL Lab Hazmat Response](#)

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[116] [Office of Information Technology Organizational Chart, November 2023](#)

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[117] [UTS165: Information Resources Use and Security Policy \(2018\)](#)

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[119] [Organizational Charts for Office of Information Technology, 2024](#)

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[122] Website for OIT - Enterprise Technology Innovation and Services
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[128] Office of Information Technology Atlas Article - How to Enroll in Duo for NetID, November 9, 2023
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[131] Office of Information Technology - Campus Network Building Refresh as of Fall 2023
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[132] Email Notification: Research Network Upgrade Notice for OIT HPC Cyber Infrastructure
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[133] Chart: Office of Information Security Organizational Chart 072023
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[134] [UTD Office of Information Security](#)
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[135] [UTD Office of Information Security - Services \(Page 5\)](#)
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[136] [UTD Office of Information Security - Services \(Page 11\)](#)
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[137] [UTD Office of Information Security - Services \(Page 9\)](#)
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[138] [UTD Office of Information Security - Resources](#)
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[139] [Information Security Office Program Report September 2019 - August 2021](#)
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[140] [Texas Administrative Code, Title 1, Part 10, Chapter 202, Subchapter C, Rule 202.73: Security Reporting](#)
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[144] [UTD Academic Senate: Safety and Security Council, fiscal year 2023](#)
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- [148] UT Dallas University Safety and Security Council (SSC) meeting, May 20 2022
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- [149] From Gaurav Shekhar regarding University Safety and Security Council minutes from fall 2021 to summer 2023, February 12, 2024
PDF Document, 1 Page, 166.54 KB (email1635)
- [150] Policy: Radiation Safety Committee - UTDPP1032
PDF Document, 2 Pages, 37.45 KB (policy1353)
- [151] November 2023 Academic Senate Meeting Agenda (Page 421)
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- [152] Institutional Biosafety and Chemical Safety Committee (IBCC)
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- [153] UTDPP1016: Biosafety Committee (v3)
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- [154] Institutional Biosafety and Chemical Safety Committee (IBCC) Process Diagram
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- [155] September 2023 Academic Senate Meeting Agenda (Page 155)
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- [156] September 2023 Academic Senate Meeting Agenda (Page 147)
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- [157] September 2023 Academic Senate Meeting Agenda (Page 148)
PDF Document, 158 Pages, 20.26 MB (agenda1379)
- [158] UT Dallas Academic Senate Agenda (09212022) (Page 366)
PDF Document, 382 Pages, 13.37 MB (agenda1194)
- [159] Classroom information from Jennifer McDowell, University Registrar, to Dr. Calvin Jamison, Vice President of Facilities and Economic Development, February 23, 2023
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- [160] [The Mercury: Comets react to war in Middle East, graffiti spirit rocks for Palestine, Israel, October 16, 2023](#)

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- [169] [Website for Employee Climate Survey - The University of Texas at Dallas](#)

PDF Document, 5 Pages, 1.11 MB (web2783)

- [170] [Report: Employee Climate Survey: Campus Report Final dated June 16, 2022](#)

PDF Document, 202 Pages, 910.65 KB (report40084)

[171] [UT Dallas Academic Senate Agenda \(07202022\) \(Page 147\)](#)

PDF Document, 230 Pages, 13.61 MB (agenda1192)

[172] [Report: Employee Climate Survey: Survey Summary Leadership Retreat Discussion August 11, 2022](#)

PDF Document, 17 Pages, 324.63 KB (report40085)

[173] [Presidential Leadership Retreat Agenda - August 11, 2022](#)

PDF Document, 2 Pages, 161.28 KB (agenda1413)

[174] [Presidential Leadership Retreat Agenda - August 16, 2023](#)

PDF Document, 2 Pages, 160.73 KB (agenda1414)

[175] [Report: Employee Climate Survey: Survey Summary Leadership Retreat Discussion August 11, 2022 \(Page 3\)](#)

PDF Document, 17 Pages, 324.63 KB (report40085)

[176] [Report: Employee Climate Survey: Committee Recommendations Response Matrix version 3](#)

PDF Document, 19 Pages, 283.56 KB (report40087)

[177] [Memo from Rafael Martin to UTD Leadership regarding Campus Climate Survey Response Matrix, October 13, 2022](#)

PDF Document, 10 Pages, 969.29 KB (memo1564)

[178] [Memo December 16, 2022 - President Benson's note to campus community regarding Climate Survey and Winter Break](#)

PDF Document, 1 Page, 226.88 KB (memo1551)

[179] [About Getting to Know You series from Bright Leaders, 2023](#)

PDF Document, 7 Pages, 3.06 MB (web2792)

[180] [Comet Voices Matter: New Initiative Seeks Student Input on Needs – UTD News Center article, November 2022](#)

PDF Document, 2 Pages, 373.75 KB (article12208)

[181] [Your University. Your Voice. Student Surveys, Presentation to President's Cabinet by Office of Undergraduate Education and Office of Campus Resources and Support.](#)

PDF Document, 45 Pages, 3.24 MB (presentation1105)

Principle 14.1 - Publication of Accreditation Status

The institution (a) accurately represents its accreditation status and publishes the name, address, telephone number, and website address of SACSCOC in accordance with SACSCOC's requirements and federal policy and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation is dependent on the continued accreditation of the parent campus. (Publication and accreditation status)

Compliance Judgment

Compliance

Narrative

The University of Texas at Dallas (UT Dallas) publishes its SACSCOC accreditation status information in four primary places, with the following language:

“The University of Texas at Dallas (UT Dallas) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctorate degrees. UT Dallas also offers credentials such as certificates at approved degree levels. Questions about the accreditation of UT Dallas may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).”

This information is consistent across the University's webpages. First, UT Dallas makes its accreditation status available within the online catalogs, specifically the Undergraduate^[1] and Graduate Catalog.^[2] Second, the accreditation status can be found on the Office of Institutional Success and Decision Support webpage.^[3] Third, it also appears on the Office of the President's webpage.^[4]

UT Dallas does not have any branch campuses.

Supporting Documents

[1] [UT Dallas 2023-2024 Undergraduate Catalog - Accreditation Status \(Page 2\)](#)
PDF Document, 2 Pages, 1.19 MB ([web2633](#))

[2] [UT Dallas 2023-2024 Graduate Catalog - Accreditation Status](#)
PDF Document, 2 Pages, 81.94 KB ([web2646](#))

- [3] [Office of Institutional Success and Decision Support - Accreditation, November 15 2023](#)

PDF Document, 2 Pages, 341.89 KB (web2632)

- [4] [Website for Office of the President's Webpage](#)

PDF Document, 2 Pages, 4.07 MB (web2698)

Principle 14.3 - Comprehensive Institutional Reviews

The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites. (Comprehensive institutional reviews)

Compliance Judgment

Compliance

Narrative

The University of Texas at Dallas (UT Dallas) provides educational opportunities at two approved off-campus sites: (1) the Callier Center for Communication Disorders and (2) the Collin Higher Education Center.^[1] Both sites were reviewed by a visiting committee during UT Dallas' 2018 Reaffirmation and no issues were cited. In fall 2024, UT Dallas will offer courses at Dallas City Hall for a cohort of Dallas officials. This was approved at the December SACSCOC Annual Meeting.^[2] UT Dallas has an approval for a joint degree with Université Pierre et Marie Curie in Paris, France, but this approval was for a series of Cotutelle agreements since 2013^{[3][4]} for individual doctoral students and was approved by SACSCOC prior to the revision to the Substantive Change policy that specified not submitting Cotutelle agreements as substantive changes. UT Dallas also offers face-to-face coursework through the Archer Center Program in Washington D.C., as detailed in Principle 10.9, and online programs delivered through the Naveen Jindal School of Management.^[5] UT Dallas' university policies and procedures do not differ for students in these programs and main campus students.

The following academic programs are offered at each location:

Callier Center for Communication Disorders^[6]

The Callier Center for Communication Disorders provides students with the opportunity to complete a Bachelor of Science in Speech, Language, and Hearing Sciences; Master of Science in Speech-Language Pathology; and Doctor of Audiology at two locations, the main campus in Richardson and at its off-campus site, located at 1966 Inwood Road, Dallas, TX 75235. Students take classes at both locations.

Collin Higher Education Center^[7]

UT Dallas is one of three university partners who offer courses at the Collin Higher Education Center. Courses offered by the Naveen Jindal School of Management take place at this location, and students also complete coursework for their degrees at the main campus. In addition, a local government management certificate program is offered by the School of Economic, Political

and Policy Sciences here for city employees of nearby cities. The physical address of this location is 3452 TX-399 Spur, McKinney, TX 75069. The certificate program also has the SACSCOC approved option of offering courses at Plano City Hall, but the CHEC location is a better mid-point. The Plano location has not been closed as there could occasionally be a course offered there.

Archer Center Program^[8]

UT Dallas students in The Hobson Wildenthal Honors College participate in The Archer Center Program located in Washington, D.C. This program is a University of Texas System program that provides opportunities for undergraduate and graduate students to live, work, and intern in the nation's capital. This program has existed for more than a decade and was discussed in detail in UT Dallas' 2017 Compliance Certification Report. The Archer Center is physically located on the campus of George Washington University at 1750 Pennsylvania Avenue, Suite 900, Washington, D.C. 20006.

Library/Information Resources

Students enrolled in distance education courses, programs, and opportunities have access to UT Dallas' libraries, located on the main campus in Richardson as well as at the Inwood location in the Callier Center. The library staff are available to assist students with distance learning issues. Distance learning students have the same access to a variety of electronic databases, ebooks, ejournals, and can borrow print books and journals through interlibrary loan. As mentioned in Principle 12.1, all students, no matter their location, have access to the support services offered by the institution.

Assessment

Distance learning courses, programs, and opportunities are assessed in the same manner as courses offered at UT Dallas' main campus. Student learning outcomes (SLOs) are required for each program and course, regardless of its delivery modality. The SLOs are assessed annually by faculty and reviewed by the assessment staff within the Office of Institutional Success and Decision Support and detailed in Principle 8.2.a.

Program Approval Process

If an academic school wishes to offer distance learning programs, courses, or opportunities at off-campus instructional sites, they must first seek approval from the Office of the Vice President for Academic Affairs and Provost and then secure consulting services from the Office of Institutional Success and Decision Support for assistance in preparing the proposal paperwork. Instructions on how to propose new programs are housed on the provost's website.^{[9][10]} The approval of distance learning curriculum undergoes the same rigorous faculty review process that the face-to-face curriculum undergoes.^[11] New courses, degree programs, and off-campus instruction sites must have program faculty approval, followed by curriculum committee approval, followed by the Council

for Undergraduate Education (CUE) or Council on Graduate Education (Graduate Council) approval as appropriate, the Committee on Educational Policy (CEP) approval, and the Academic Senate approval. Proposed delivery modalities for existing or new degree programs must be approved in accordance with the Texas Higher Education Coordinating Board (THECB), who recently streamlined its rules and regulations.^[12] These approval processes help to ensure that the program length and program curriculum are appropriate. UT Dallas is in compliance with substantive change requirements for notification of distance learning programs.

UT Dallas was approved as an institution by SACSCOC to offer distance education programs in December 2003^[13] based on the approval letter in January 2004.^[14] UT Dallas adheres to SACSCOC's Substantive Change Policy and Procedures as shown in the approval letter from SACSCOC regarding the addition of hybrid and online programs in 2015^[15]; this practice continues to this day. For example, UT Dallas submitted its prospectus for the School of Economic, Political and Policy Sciences (EPPS) to offer its Master of Public Affairs (MPA) for the Dallas city employees at a new off-campus instruction site at Dallas City Hall^[16] to SACSCOC in August 2023 and secured approval^[2] in January 2024.

Faculty

Each program has designated faculty to oversee the online and/or off-campus instruction site, similar to the delivery of the face-to-face program as shown in the rosters of program head/department heads for the last two academic years.^{[17][18]} Designated faculty will also assume additional responsibilities in ensuring physical facilities will be adequate for instructors of record to provide instruction to students. UT Dallas has a sufficient number of faculty who are qualified to develop, design, and teach online courses as indicated in Principle 6.2.b. Faculty teaching online courses are evaluated in the same manner as those who teach face-to-face courses through the use of Microsoft Teams and its learning management system's "eLearning" modules.

Technological Supports

UT Dallas' technological infrastructure, provided by the Office of Information Technology (OIT) supports distance learning for those faculty teaching hybrid or online courses. OIT recently upgraded the University's networking equipment on the main campus and satellite buildings to support the university's connectivity^[19] and additional information is included in Principle 13.7. UT Dallas continues to improve classrooms with technological modernizations and new integrations, such as Wacom tablets offered in specific classrooms noted on the Office of the Registrar's Intranet.^[20] Additionally, Educational Technology Services (ETS, also known as the eLearning team) renovated and updated the audiovisual systems in 25 rooms and indicated 13.32% of all courses offerings were delivered fully online or hybrid in its 2022-2023 annual report's executive summary.^[21] In the same report, the technologies in use include Microsoft

Teams, Blackboard Collaborate, Respondus, Respondus LockBrowser, Camtasia/ SnagIt, TopHat, Turnitin/Peermark, and Qualtrics.^[22] Based on lessons learned during the rapid pivot to online teaching during the COVID-19 pandemic, the eLearning team also created an Online/Blended Teaching Handbook^[23] in August 2020. Additionally, the University's Center for Teaching and Learning partnered with The Association of College and University Educators (ACUE) to provide evidence-based and effective pedagogical practices, including online learning environments.^{[24][25]}

Finally, in fall 2023, the eLearning team, in conjunction with relevant stakeholders across the campus, began a request for proposal process to determine whether its current learning management system should be upgraded due to the rapid changes in technological supports.

UT Dallas applies all standards and policies to the Callier Center, the CHEC, and to the Archer students taking classes in Washington.

Supporting Documents

- [1] Letter to UT Dallas from SACSCOC Reaffirming Accreditation and Off-Campus locations (Callier and Collin Higher Education Center) - Jan 31, 2019

PDF Document, 1 Page, 250.97 KB (letter108766)

- [2] SACSCOC approval for offering MPA at Dallas City Hall dated January 11, 2024

PDF Document, 1 Page, 261.08 KB (letter118416)

- [3] Letter - SACS/COC Dual Agreement UTD-University Pierre and Marie Curie Paris, France

PDF Document, 1 Page, 42.79 KB (letter59333)

- [4] SACSCOC Approval for Dual Degree with University Pierre et Marie (UPMC) for Anna Rynder - Spring 2016

PDF Document, 1 Page, 73.42 KB (letter105116)

- [5] Website for Online Programs Offered at UT Dallas (06142023)

PDF Document, 1 Page, 81.42 KB (web2426)

- [6] Website for Callier Center for Communication Disorders as of December 22, 2023

PDF Document, 4 Pages, 5.51 MB (web2668)

- [7] Website for Collin Higher Education Center as of December 22, 2023

PDF Document, 3 Pages, 1.96 MB (web2669)

- [8] Website for Archer Fellowship Program (<https://honors.utdallas.edu/honors-internships/archer-program/>)

PDF Document, 6 Pages, 11.71 MB (web2713)

- [9] Academic Program Proposal Website Instructions

PDF Document, 2 Pages, 3.77 MB (web2674)

- [10] Requesting Administrative Changes Form, 2024

PDF Document, 2 Pages, 3.51 MB (web2673)

- [11] Academic Program Proposals Revised Flowchart December 2023

PDF Document, 1 Page, 215.20 KB (chart1381)

- [12] THECB Distance Education Modifications and Requests

PDF Document, 4 Pages, 257.74 KB (web2675)

- [13] SACSCOC Directory: The University of Texas at Dallas, January 26, 2025

PDF Document, 7 Pages, 216.87 KB (web2687)

- [14] To Dr. Jenifer regarding SACS Review and Actions 2004

PDF Document, 1 Page, 32.43 KB (correspondence1015)

- [15] SACSCOC Letter to BH Wildenthal re: Acceptance of JSOM Online Programs 2015-11-04

PDF Document, 1 Page, 215.28 KB (letter94690)

- [16] Report: Request to SACSCOC to offer MPA at Dallas City Hall dated April 7, 2023

PDF Document, 450 Pages, 15.54 MB (report40062)

- [17] AY2022-2023 Program Coordinators

PDF Document, 31 Pages, 466.85 KB (roster1036)

- [18] AY2023-2024 Program Coordinators, Spring 2024

PDF Document, 29 Pages, 558.65 KB (roster1039)

- [19] Office of Information Technology - Campus Network Building Refresh as of Fall 2023

PDF Document, 4 Pages, 347.17 KB (publication1704)

- [20] Registrar Intranet Instructions for Faculty, spring 2024, including course support and classrooms with Wacom tablets

PDF Document, 2 Pages, 109.19 KB (manual1092)

[21] Educational Technology Services Annual Report 2022-2023 (Page 3)

PDF Document, 23 Pages, 2.34 MB (report40526)

[22] Educational Technology Services Annual Report 2022-2023 (Page 14)

PDF Document, 23 Pages, 2.34 MB (report40526)

[23] Online/Blending Teaching Handbook for Faculty

PDF Document, 14 Pages, 297.91 KB (manual1086)

[24] Center for Teaching and Learning partnership with ACUE to offer professional development in pedagogy

PDF Document, 7 Pages, 1.69 MB (web2697)

[25] Email: ACUE Partnership Portal with UTD, CTL Teaching Resources, professional development, November 19, 2023

PDF Document, 6 Pages, 1.59 MB (email1610)

Principle 14.4 - Representation to Other Agencies

The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC's policy "Accrediting Decisions of Other Agencies.") (Representation to other agencies)

Compliance Judgment

Compliance

Narrative

The University of Texas at Dallas (UT Dallas) represents itself accurately to the U.S. Department of Education (U.S. DOE) recognized accrediting agencies with which it holds accreditation and informs those agencies of any changes in accreditation status, including the imposition of public sanctions. UT Dallas has not had a change of accreditation status and has not received a public sanction. Further, UT Dallas is in compliance with the SACSCOC policy on Accrediting Decisions of Other Agencies.

SACSCOC is the only institutional level accreditor for UT Dallas. The only US DOE recognized accrediting body that accredits UT Dallas programs is the American Speech-Language Hearing Association's (ASHA)^[1] Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).^[2]

The School of Behavioral and Brain Sciences (BBS) includes the CAA accreditation statement and the program outcomes for both the MS in Speech-Language Pathology^[3] and the Doctor of Audiology programs.^[4] The graduate programs in Audiology and Speech-Language Pathology have been reaccredited from October 1, 2015 through September 30, 2022^[5] and then extended to September 30, 2023 as shown on the application form^[6] because the reaccreditation process was delayed due to the COVID-19 pandemic. As a result, BBS submitted its self-study reports in 2022 for Audiology^[7] and Speech-Language Pathology.^[8] CAA visited BBS on June 15-16, 2023 and asked both programs to address further two findings for standard 2.3 and 4.10. Both programs needed to provide additional information regarding clinical education qualifications, and the audiology program needed to reinforce their distance education process. UT Dallas will receive notification of the follow-up review in June 2024.

Other academic programs at UT Dallas are accredited by nationally recognized accrediting agencies specific to their respective discipline. These accreditors include the Accreditation Board for Engineering and Technology (ABET); the American Chemical Society; the Association to Advance Collegiate Schools of

Business (AACSB); the Project Management Institute (PMI)/Global Accreditation Center (GAC); Commission on Accreditation of Healthcare Management Education (CAHME); and the Network of Schools of Public Affairs and Administration (NASPAA). Although these are not currently U.S. DOE recognized accreditors, UT Dallas does assert that none have taken negative action against UT Dallas or its programs.

The Texas Higher Education Coordinating Board (THECB) requires external graduate program reviews for all graduate programs in Texas and allows for the programmatic accreditation reports to be substituted for the self-study requirement. The SACSCOC Accreditation Liaison, who is also the liaison to the THECB, participates in all graduate program reviews and submits all required documentation to The University of Texas System and the THECB. All accreditation documents—for ASHA, CAA, and the other aforementioned discipline accreditors—are reviewed by the liaison during this process. No inconsistencies or changes in status have been present in the self-study materials.

Supporting Documents

- [1] [Database of Postsecondary Institutions and Programs - UT Dallas](#)

PDF Document, 3 Pages, 997.57 KB (report40600)

- [2] [ASHA Accredited Academic Programs - UT Dallas Accreditation Status as of November 2023 \(Page 4\)](#)

PDF Document, 5 Pages, 166.34 KB (web2634)

- [3] [School of Behavioral and Brain Sciences - MS Speech-Language Pathology \(SLP\) Program Overview as of November 2023 \(Page 10\)](#)

PDF Document, 15 Pages, 2.47 MB (web2644)

- [4] [School of Behavioral and Brain Sciences - Audiology AuD Program Overview as of November 2023 \(Page 6\)](#)

PDF Document, 11 Pages, 3.05 MB (web2643)

- [5] [Council on Academic Accreditation in Audiology and Speech-Language Pathology Re-Accreditation Affirmation to 2022 \(11202015\)](#)

PDF Document, 6 Pages, 371.22 KB (letter117886)

- [6] [CAA Audiology 2021-2022 Accreditation Report \(Page 2\)](#)

PDF Document, 128 Pages, 613.63 KB (report40340)

- [7] [CAA Audiology 2021-2022 Accreditation Report](#)

PDF Document, 128 Pages, 613.63 KB (report40340)

[8] [CAA Speech-Language Pathology Accreditation Report for 2021-2022](#)
PDF Document, 145 Pages, 646.89 KB (report40339)

Part V: The Impact Report of the Quality Enhancement Plan



New Transfer Student Success

Quality Enhancement Plan Executive Summary

2018-2019 Submission



Title of Quality of Enhancement Plan

New Transfer Student Success

Name and Address of Institution

The University of Texas at Dallas
800 W. Campbell Road
Richardson, TX 75080-3021

Contact Information Regarding Development and/or

Implementation JD Thomas, Director, 972-883-6946 office;

jd.thomas@utdallas.edu

Date of Submission

February 15, 2019

Executive Summary

The University of Texas at Dallas' Quality Enhancement Plan (QEP), New Transfer Student Success (NTSS), is designed to create a culture of transfer student success by implementing two high-impact practices: (1) transfer peer mentoring and (2) a first-year transfer student seminar to increase transfer students' sense of belonging. For the purpose of the QEP, The University of Texas at Dallas (UT Dallas) defines belonging as: students' sense of purpose and agency to achieve educational, personal, and professional goals as they recognize that they are respected, valued, and included in all aspects of the campus environment. The transfer student population was selected as the QEP focus after a closer inspection of available data, institutional capacity, and an ability to impact positively a segment of students who identified through surveys and interviews a desire to feel more engaged to campus. The overarching goal of NTSS is to improve transfer student success and retention by creating a campus community in which transfer students are engaged and feel a sense of belonging toward UT Dallas.

UT Dallas proposes that belonging and engagement encompass four major areas: (1) knowledge of UT Dallas resources, opportunities and supports; (2) involvement at UT Dallas; (3) relationships within UT Dallas communities; and (4) perceived connection to UT Dallas. Specifically, transfer students will perceive a connection to UT Dallas; will develop and maintain relationships with UT Dallas peers, faculty, and staff; will be actively involved with the UT Dallas community; and will identify UT Dallas resources that are used to overcome common challenges that transfer students face academically, socially, and personally. The institution will, in turn, increase its retention from year one to year two for transfer students to 85%, an increase of approximately 5% over current values for fall-to-fall retention and spring-to-spring retention. These objectives and outcomes will

be measured by multiple indirect and direct measures, including reflection essays and surveys. The QEP will be administered by an Orbit Director in collaboration with existing faculty, academic deans, staff in the Office of Undergraduate Education and in the Provost's Office, as well as with existing staff within Student Affairs, specifically the Office of Student Transition Initiatives and the Office of Student Transition Programs.

2024 QEP Impact Report

The University of Texas at Dallas (UT Dallas) originally designed its Quality Enhancement Plan (QEP), known as New Transfer Student Success (NTSS), to create a culture of engagement, belonging, and success for new transfer students through two parallel initiatives: 1) a one-on-one, intensive mentoring program that would match new transfer students with current transfer students modeled after UT Dallas' successful Freshman Mentor Program and 2) a transfer seminar experience that would introduce new transfer students to UT Dallas much like the successful Freshman Seminars introduce first-time-in-college students to university life.

Goals and Intended Outcomes

To ensure consistent data management and reporting across the duration of NTSS, UT Dallas defined transfer students as “degree-seeking undergraduates who are transferring from another institution to enroll at UT Dallas for the first time.” During its development phase, UT Dallas knew from its data that its transfer student population spanned a wide range of ages—some were as young as 17 while others were approaching 70—but overall, most (almost 80%) transfer students at UT Dallas were 17-25 years old, and the majority commuted to campus from different corners of the Dallas-Fort Worth metroplex. Having evaluated various transfer surveys, UT Dallas realized that many transfer students rarely (if ever) attended campus events and thus felt little sense of belonging on campus, so the QEP team focused NTSS efforts on this target population.

NTSS aimed to create a more meaningful culture of engagement, belonging, and success for first-year transfer students via an increased access to one-on-one mentorship, transfer-specific campus opportunities, and peer-to-peer connections in academic, co-curricular, and extra-curricular environments.

To this end, UT Dallas designed NTSS with two primary components and four targeted outcomes in mind:

1. **Transfer Mentor Program:** Piloted in the 2017-2018 academic year (AY18) and then expanded through NTSS, the Transfer Mentor Program would help newly arrived transfer students learn about UT Dallas, connect with an upper-class transfer mentor, and participate in all kinds of events and opportunities designed specifically with transfer students in mind.
2. **Transfer Seminars:** Envisioned as a required class and complement to the popular Freshman Seminars, the Transfer Seminar would foster peer-to-peer connections, introduce students to academic supports and university resources, and encourage them to get involved on campus.

These transfer-specific initiatives aimed to:

1. Increase transfer students' perceived connection to UT Dallas.
2. Help students develop and maintain relationships with UT Dallas faculty, staff, and peers.
3. Encourage greater student involvement in UT Dallas organizations and events.
4. Further transfer students' knowledge of UT Dallas resources, opportunities, and supports.

Given the many challenges students face when changing institutions—whether transferring from a 2-year to a 4-year institution or transferring from one 4-year institution to another 4-year institution—UT Dallas' long-term objective was to increase the first-year to second-year transfer student retention rate

from roughly 80% to 85%, creating a transfer-friendly environment that would allow UT Dallas to retain more newly arrived transfer students and help them graduate in greater numbers.

Unanticipated Challenges and Changes Made to the QEP

NTSS began as expected; plans that were developed in AY18 began to take shape in AY19, including the hiring of necessary personnel and the growth of the Transfer Mentor Program. However, the QEP team would soon encounter two major obstacles that would alter the trajectory of UT Dallas' QEP: 1) unanticipated student expectations and financial limitations and 2) the COVID-19 pandemic.

In 2019, members of the QEP team interviewed 42 faculty members, 33 university administrators (including associate deans and deans), and more than 30 transfer students to better understand the impact a required Transfer Seminar would have on faculty, staff, and students in each of its seven schools.¹ As these interviews progressed, a nuanced, complicated picture emerged of transfer students' expectations and the impact a required Transfer Seminar would have on faculty and staff across the UT Dallas campus.

Prior to NTSS, JSOM had launched a required Transfer Seminar, and as institutional data showed, transfer students in those courses had mostly positive things to say about their classroom experiences. The QEP team realized that JSOM's transfer students held positive views for three important, overlapping reasons: 1) they saw the Transfer Seminars as a one-to-one substitution for the Freshman Seminar that first-time JSOM students were already required to take, 2) the Transfer Seminars were taught by faculty who had been hired specifically for that purpose, and 3) these faculty had tailored their Transfer Seminars to focus on professional development and the unique needs of JSOM's transfer student population. Transfer students from other schools expressed cautious interest in a Transfer Seminar but also voiced concerns about whether the course would be taught by faculty or staff and whether it would help them reach their academic and professional goals or be one more hurdle in their path toward graduation.

In contrast to JSOM's Transfer Seminar, Freshman Seminars at UT Dallas are often taught by school advisors, with the assistance of near-peer undergraduate mentors, and the QEP team envisioned the same when they originally proposed the creation of required Transfer Seminars. But as these follow-up interviews with students, faculty, and staff revealed, transfer students were genuinely interested in Transfer Seminars—as suggested by JSOM's students who responded with overwhelmingly positive feedback—but only if those classes were aligned with the three primary characteristics noted above, most notably the hiring of faculty whose sole responsibilities consisted of teaching Transfer Seminars. The QEP team had not anticipated a need for hiring 15-20 new instructional faculty as part of NTSS, and neither the QEP team nor the other school deans had unallocated financial resources that could be used to hire new faculty members specifically for Transfer Seminar instruction.

In February 2020, the QEP team met with both Academic Affairs and Student Affairs personnel, including the vice president for academic affairs and provost and the vice president of student affairs, and determined that required Transfer Seminars were not financially viable considering the feedback received from student focus groups and faculty and staff interviews. The QEP team focused their efforts

¹ In AY23, the School of Arts and Humanities merged with the School of Arts, Technology, and Emerging Communication and was eventually renamed the Harry W. Bass Jr. School of Arts, Humanities, and Technology.

on enhancing Transfer Orientation and increasing peer mentorship and advising opportunities while they looked for additional ways to accomplish the QEP's four primary objectives.

The second major obstacle to NTSS emerged in March 2020 with the outbreak of the COVID-19 pandemic and its impact on campus operations, including the closing of campus and the shift of academic, co-curricular, and extra-curricular programming and support services to virtual environments. The COVID-19 pandemic disrupted the Transfer Mentor Program, led to a cessation of in-person engagement opportunities at UT Dallas, including Transfer Orientations, and disrupted its ability to accomplish the QEP's primary objectives as UT Dallas worked to ensure that its students were safe, able to access virtual learning environments, and that emergency measures were in place to assist students who were experiencing job losses, financial anxieties, food shortages, housing insecurity, and many other challenges to their academic and personal well-being. Even as the QEP team dealt with emergencies stemming from the COVID-19 pandemic, they continued to look for new methods to accomplish the primary objectives of NTSS since they could not launch a Transfer Seminar nor could they hold in-person programming (beyond a few select events that were held outdoors and socially distanced).

Given these unforeseen challenges, NTSS had to evolve as the QEP team worked to meet the needs of new transfer students amidst a global pandemic. These efforts included:

Transfer Mentor Program: The Transfer Mentor Program (TMP) pilot began in AY18 with an initial cohort of 22 mentors and 22 students. During the pandemic, the QEP team moved all programming online to continue offering mentoring opportunities and programmatic support to new and returning transfer students. Despite the setbacks caused by COVID-19, the Transfer Mentor Program grew from an initial cohort of 44 students in AY18 to a cohort of 227 students in AY21. The TMP team offered virtual programming for all mentor interviews and training sessions, monthly check-in meetings, orientation sessions, service opportunities, academic and social support events, one-on-one student meetings, and staff planning and assessment sessions. Programmatic numbers declined from 227 in AY21 to 170 in AY22 and 168 in AY23, likely due to a variety of factors that include the shift back to in-person learning activities, the additional time spent commuting to and from UT Dallas, and students' work responsibilities both on and off campus. Despite the recruiting challenges that TMP experienced in AY23, 75% of Transfer Mentor Program mentees reported feeling a greater sense of belonging at UT Dallas, and 87% of mentees felt that their transfer mentor made their first year on campus more successful.

Transfer Orientation Enhancement / Majors and Mingle Events: Unable to offer a Transfer Seminar, and with the COVID-19 pandemic forcing the QEP team to shift almost all student programming to online environments, they looked for additional ways to enhance the new transfer student experience, including partnering with the Student Affairs team to enhance Transfer Orientation. Since the team in Student Affairs could no longer hold in-person orientation sessions, they implemented small online groups using the Microsoft Teams platform, creating spaces where transfer students could connect, meet each other, and learn more about UT Dallas during two-hour sessions that were led by current transfer students. In 2020, 1,773 new transfer students participated in small groups, and the response received was overwhelmingly positive. Even after returning to campus, the Student Affairs team continued their small-group opportunities, providing as many small groups as staffing allowed. As the COVID-19 pandemic began receding, stakeholders in A&H and EPPS expressed an interest in enhancing their school-based transfer orientation sessions, and with QEP funding, they began doing so in 2021.

They added building tours, special presentations, and social events called Majors and Mingle (MM) to their Transfer Orientation schedule, inviting new transfer students to meet school faculty and staff, connect with fellow transfer students, and learn more about A&H and EPPS majors and career tracks.

Transfer Peer Advisors: Beyond their enhanced orientation sessions, EPPS stakeholders wanted to provide additional peer advising and support services for transfer students, above and beyond what these students had access to via TMP. Of the QEP funding that was initially earmarked for Transfer Seminars, \$8,000 was reallocated to EPPS to pilot a new Peer Advisors program in AY22 that would recruit and train undergraduate advisors to help answer questions, modeled after a similar successful initiative that ATEC had piloted a few years earlier. Four students were hired, and these peer advisors took part in Transfer Orientation sessions, met with students via Teams chat and in-person meetings, and devoted special attention to probationary and low-performing EPPS students.

Transfer Research Initiative (TRI): Launched in summer 2020 and eventually expanded as UT Dallas moved from COVID-19 isolation to de-densified classrooms to regular in-person programming, TRI provided an intensive summer research experience for newly admitted transfer students. The program has consistently engaged more than 30 incoming transfer students in Science, Technology, Engineering, Arts, and Math (STEAM) and social science research across campus. In summer 2023, TRI offered three tracks to accommodate transfer students. Tracks included a residential experience to live on campus for the entire two weeks free of cost, a commuter experience, and a fully virtual option for lectures and online engagement.

Transfer Equivalency Tool: Alongside the development of NTSS, members associated with the QEP team, in partnership with Student Government representatives, took a closer look at the UT Dallas Transfer Equivalency Tool since transfer student feedback suggested it was challenging to use and difficult to understand. In 2021, NTSS stakeholders met with personnel from the Office of the Registrar, the Office of Information Technology, and the Office of Communications to gather student input, evaluate tools in use at other U.S. universities, and develop a new tool to replace the outdated one. The new Transfer Equivalency Tool (<https://transfercredit.utdallas.edu/>) was developed over the course of 2021, launched in early 2022, and is being used as a model to develop and launch a similar tool at The University of Texas at Arlington.

Transfer Services Website: As members of the QEP team conducted interviews with transfer students, and as the QEP team navigated the post-COVID online learning environment, they recognized that transfer students had to search across numerous institutional websites to find transfer-related information. To remedy this problem, and in line with the objectives of NTSS, stakeholders from Academic Affairs, Student Affairs, and the Office of Communications began working on a plan in late 2022 to dismantle various webpages with transfer-related information and co-locate everything in a single website designed specifically for prospective, newly admitted, and current transfer students. With input from transfer students and staff representing over 20 campus offices, the new Transfer Student Services website (<https://transferservices.utdallas.edu/>) was developed over the course of AY23 and launched in October 2023.

Despite unforeseen financial challenges and the setbacks experienced as the COVID-19 pandemic closed the campus, upended UT Dallas students' lives and personal well-being, and impacted the QEP team's ability to hold on-campus, in-person events, the QEP goals remained unchanged as UT Dallas sought alternate, novel ways to help transfer students increase their sense of belonging and connection to the

University, build relationships among peers and within different UT Dallas communities, get more involved in student organizations and campus events, and learn about the many resources, opportunities, and supports available across campus.

Objectives #1 and #2: Evidence and Results

In line with the QEP's Outcome #1 (*Increase transfer students' perceived connection to UT Dallas*) and Outcome #2 (*Help students develop and maintain relationships with UT Dallas faculty, staff, and peers*), Transfer Mentor Program (TMP) participants completed a survey of belonging in spring of AY19 and surveys of belonging in the fall and spring semesters of AY20-AY23 as to assess whether belonging increased over the course of NTSS. Majors and Mingle (MM) participants who started in the summer or fall of 2022 also completed surveys after each orientation event.

Through the Transfer Student First Semester experience survey, the QEP team was able to gather a university-level snapshot of transfer students' sense of belonging that provided context for interpreting other measures. The survey was distributed in AY19-AY23. Depending on the year, this survey was sent to all students whose first semester at UT Dallas was either in the fall or spring of that academic year.²

Transfer Mentor Program: Mentee Sense of Belonging

TMP participants' sense of belonging was measured through Likert-type questions that included items about peers, faculty, and staff. The QEP team revised its survey in AY22 to add items that provided more useful information about students' sense of belonging and removed items that were less informative. Eleven items were common across all years, and 15 were in the revised set. Students' item ratings received a numeric value (1 = "not at all true" while 5 = "completely true") and sense of belonging scale scores (mean rating for the common items). AY22 and AY23 participants also received an AY22-AY23 revised scale score. From AY19 to AY23, 98 students completed an assessment in the spring and 241 completed an assessment in the fall (a fall survey was not available in fall of AY19 because it had not yet been developed). In AY22 and AY23, the spring belonging survey was moved to late February/early March from April in an effort to increase response rates.

The average spring semester score was 4.11 (SD = .80, n = 98) from AY19-AY23, and the average spring score for the AY22-AY23 revised scale was 3.83 (SD = .92, n = 33). These means indicate that students rated their sense of belonging high or moderately high after participating in TMP for several months.

In AY20-AY23, only 72 mentees completed a survey in the fall and spring. To assess whether these students' sense of belonging changed from fall to spring, UT Dallas conducted a two-factor ANOVA, with semester (fall, spring) as a within-subjects factor and year as a between-subjects factor. This analysis indicated a significant year by semester interaction ($F(3,68) = 3.767, p = .015$), which suggested that whether the fall and spring scores differed might depend on the year, so the QEP team explored the difference between fall and spring estimated marginal means within each year. For AY20, AY21, and AY23, the spring estimated marginal means were significantly higher than the fall ($p = .007, p < .001, p = 0.045$, respectively); however, for AY22 the difference between fall and spring estimated marginal means

² For AY19, the QEP team was unable to determine students' first semester because of staffing changes that took place in the division of Student Affairs.

was not significant ($p = .738$). It is important to note that students who only took the fall survey had higher sense of belonging scores than students who completed both surveys, so it is possible that the pattern of results would be different if students who completed only the fall survey instead had completed both surveys.

When asked whether TMP increased their sense of belonging at UT Dallas, 79.27% of respondents (total $n = 82$) selected either “completely true” or “mostly true” in response to the question about academic belonging, and 77.78% of respondents (total $n = 81$) selected “completely true” or “mostly” in response to the question about social belonging.

Sense of Belonging Scale Scores for Mentees Who Completed Both Fall and Spring Surveys

	Fall Semester	Spring Semester	
	<i>M (SD)</i>	<i>M (SD)</i>	# of Respondents
2020	3.85 (0.65)	4.32 (0.62)	15
2021	3.61 (0.71)	4.23 (0.77)	26
2022	3.68 (0.77)	3.63 (0.95)	17
2023	3.72 (0.94)	4.08 (0.93)	14

**Note that scores are based on items common across all years.*

Majors and Mingle (MM) Events: Sense of Belonging

For students who started in the summer or fall of 2022, many indicated a high sense of belonging post-MM event, with 87.16% selecting “strongly agree” or “agree” in response to a Likert item about their sense of belonging at UT Dallas. Likewise, participants felt the MM events had positively affected their belonging, with 84.4% of respondents selecting “yes” when asked if the social helped them feel more connected to UT Dallas.

Transfer Student Belonging at UT Dallas

The first semester experience survey contained five Likert items about belonging that were common across AY19-AY23. For only one of these items (“I have relationships with other UT Dallas students”) resulted in more than 50% of respondents who rated their sense of belonging high, by selecting either “strongly agree” or “agree” (number of respondents to the item = 326). For the other four items, the percentage of respondents who selected a “strongly agree” or “agree” ranged from 27.46% to 48.92%. These items results suggest that while a notable percentage of students felt a high sense of belonging, many of the respondents did not.

To get a better understanding of students' sense of belonging, the QEP team conducted semi-structured interviews with first-year students in AY22 and AY23. The team interviewed 20 transfer students (seven of whom were TMP mentees) in AY22 and 13 transfer students (seven of whom were TMP mentees) in AY23. One of the themes that emerged from the AY22 interviews was that while students can make connections fairly quickly at UT Dallas, developing a sense of belonging may take more time. For the AY23 cohort, one of the emerging themes was that sense of belonging is tied to communities, friendship, and seeing others on campus that look like them. How students developed a sense of belonging and

what they needed to feel like they belonged varied. Although the relationship between belonging and friendships was clear, for some students having friendships with other UT Dallas students was not enough to foster a clear feeling of connection to UT Dallas. Similarly, while involvement seems like a clear pathway for some, other students could feel a strong connection to UT Dallas without being actively involved in a student group or organization.

Mentee-Mentor Relationships and Transfer Students Peer Relationships

In AY22-AY23, UT Dallas asked participants in TMP five Likert questions in the November and April surveys about the mentor-mentee relationship. In response to the item, “I consider my mentor to be a friend,” 81.82% of mentees who responded in November and 70.59% who responded in April selected “strongly agree” or “agree” (item $n = 77$, item $n = 17$).

During the interviews with transfer students, questions included how students spent their time on campus and how they developed relationships with peers. For the AY22 cohort, most of the students ($n = 15$) indicated that they had friends at UT Dallas by explicitly using “friend” to label their relationships; however, for some, making friends was challenging and required initiative. For the AY23 cohort, some students arrived at UT Dallas with friends or were introduced to their current friends by peers ($n = 4$). Often students made friends with other transfer students and through classes ($n = 7$) and clubs, with classes being a key to how students made connections. For others, it seemed like they had made attempts to get to know other students, but these attempts did not lead to friendships or to successful connections with their peers.

Objective #3: Evidence and Results

To investigate the findings related to Outcome #3 (*Encourage greater student involvement in UT Dallas organizations and events*), the QEP team analyzed one-on-one student interactions, group affiliations, and event attendance.

Transfer Mentor Program (TMP): Mentee Interactions with Peers

TMP mentees completed four Likert-type questions about how often they participated in certain activities with peers. Survey questions were administered in the spring of AY19 and in the fall and spring semesters in AY20-AY23 (survey wasn’t developed until spring of AY19). Item ratings received a score from 1 (“Never”) to 5 (“Very often”), and students received a mean peer interaction score. Two hundred forty one students completed a survey in the fall and 99 students completed a survey in the spring.). The average spring scores was 3.65 ($SD = 1.09$), indicating that mentees reported spending a moderate amount of time with peers. For the individual items, the percentage of students who indicated that they participated frequently (“very often” or “often”) varied between 45.45% to 71.72%.

The QEP team also examined the extent to which peer interactions changed across semesters for mentees who completed both fall and spring surveys ($n = 73$) from AY20-AY23, using a two factor ANOVA with semester (fall, spring) as a within-subjects factor, and year as a between-subjects factor. This analysis revealed a main effect for semester ($F(1, 69) = 8.119, p = .006$) and no significant interaction between year and semester, which suggested that there were differences between students’ fall and spring scores. A comparison of the estimated marginal means indicated that the frequency with which

mentees interacted with their peers increased over time since mentees' spring scores ($M = 3.56$, $SE = .130$) were significantly higher than their fall scores ($M = 3.19$; $SE = .10$), $p = .006$.

Transfer Student Event Attendance

The QEP team used attendance data for events held during the first 16 weeks of each fall and spring semester, gathering data from tools that allow students to swipe their ID cards or scan a QR code to check in at events. Given the Covid-19 pandemic, we focused on AY19, AY20, AY22, and AY23 only ($n = 11,258$).

The team found that across all years, event attendance was relatively low, with only 19.48% of transfer students attending one or more events. Of the 19.48% of students who attended events ($n = 2193$), 49.02% of them attended one event, 19.74% of them attended two events, and 31.24% of them attended three or more events. Looking only at TMP participants who actively took part in the program throughout the academic year, the percentage of students who attended events was much higher, with 44.17% of TMP participants attending at least one event.

Unfortunately, these data reflect attendance only for campus offices that used attendance tracking tools and thus likely do not reflect overall attendance numbers. With this in mind, the team also examined responses to the First Semester Experience survey question "How often do you participate in campus events?" Of the 342 students who responded, 68.42 % selected a frequency higher than never (e.g. "once a month"), which makes it highly likely that transfer students attended many more events than were captured by our available tracking tools.

Objective #4: Evidence and Results

To learn more about Outcome #4 (*Further transfer students' knowledge of UT Dallas resources, opportunities, and supports*) we examined attendance and survey data to assess the type of supports that transfer students used most often.

Event attendance data showed that the top five departments students interacted with were the University Career Center (6.99% of students), Student Transition Programs (4.25%), academic departments/schools (3.84%), the Student Union (3.70%), and the Student Wellness Center (2.15%). In response to the First Semester Experience survey questions about resource use, the units and support programs with the greatest number of users were as follows: academic advising (82.13% of respondents), the library (66.28%), financial aid (58.79%), the testing center (48.7%), and the University Career Center (18.44%). These results suggest that students interacted most often with departments that provide support services related to academics, finances, and career development.

Transfer Student Retention Rates: NTSS Overview and Results

With NTSS, the QEP team aimed to achieve two outcomes related to transfer student retention rates:

- Increased retention from semester one to semester two for transfer students.
- Increased retention from year one to year two for transfer students.

From AY19 to AY23, the team assessed fall-to-spring-semester and first-to-second-year retention rates for transfer students who started in the fall of each academic year, with an overall target of 85% for our first-to-second-year retention rate.

Fall-to-spring-semester retention rates were above 85% for all six years of NTSS. First-to-second-year retention rates very nearly met our 85% target in AY19 (increasing from 81.47% for AY18), but experienced a dip in the transfer student retention rates beginning in AY20 that continued through AY22 until rebounding significantly in AY23, a trend likely impacted by the COVID-19 pandemic's effects on the transfer student population.

For actively involved TMP mentees, the data reveals much higher overall retention rates and thus a much greater chance of remaining at and graduating from UT Dallas. For every year but AY22, retention rates for TMP participants exceeded our 85% target. These data suggest a correlation between TMP participation and overall retention, pointing to the likelihood that one-to-one mentoring programs increase transfer students' connection to campus and thus their willingness to remain enrolled and on path to graduate from one year to the next.

First-to-Second-Year Retention Rates

	All Transfer Students				Active TMP Participants		
	Enrolled in fall	Retained			Enrolled in fall	Retained	
	<i>n</i>	<i>n</i>	%		<i>n</i>	<i>n</i>	%
AY19	1979	1669	84.34%	AY19	75	68	90.67%
AY20	1947	1608	82.59%	AY20	83	77	92.77%
AY21	1888	1513	80.14%	AY21	102	93	91.18%
AY22	1808	1440	79.65%	AY22	80	64	80.00%
AY23	1655	1374	83.02%	AY23	72	64	88.89%

What We Have Learned

Transfer Student Expectations: Throughout NTSS, we found that transfer students were often interested in university experiences and programmatic supports, but they were very resistant to additional requirements unless those requirements: a) were the same kinds of requirements that were already established for all first-time-in-college students and b) came with tangible academic or career development benefits. Without tangible, realizable benefits, transfer students were resistant to any initiative that put one more required step between them and graduation.

Transfer Student Constraints: Unlike some first-time-in-college students, especially those who live on campus, transfer students often commute, work part- or even full-time jobs, and have families or familial obligations that make it difficult for them to take part in campus life, particularly campus events and opportunities that take place in the late afternoon or evening. This means that some transfer students view the UT Dallas campus in more transactional terms than others (i.e., they just need to get their degree) while others remained unaware of opportunities on campus despite ongoing communication efforts.

Transfer Student Stereotypes and Realities: However, NTSS showed us that many transfer students do not view UT Dallas in such transactional terms. They are not just focused on an expedited student experience and uninterested in many of the traditional trappings of university life. Instead, we have learned from students, especially those involved in TMP activities, that many of them are enthusiastic about UT Dallas and interested in contributing to campus life in meaningful ways.

Transfer Student Identities: Unfortunately, some transfer students expressed concerns that faculty might treat them differently if they knew they were “transfer students” who have just recently arrived at UT Dallas. Other students, such as student veterans, were even viscerally dismissive of the label “transfer student.” But others clearly embraced this as part of their student identity and gravitated toward opportunities that were designed with transfer students in mind. Meanwhile, some students thought of themselves as “transfer students” but only until they found other connections at UT Dallas, at which point they no longer held onto that term as part of their student identity. This means that “transfer student” is an umbrella phrase that simplifies an otherwise diverse array of lived experiences. Among many students, the term is clearly a polarizing one that needs to be used with a degree of caution and thoughtfulness since it might alienate some of the very students the University is trying to reach.

Transfer Student Connections: Transfer Orientations can be overwhelming, and we have learned that small groups—led by current transfer students and focused on peer-to-peer connections—can improve the orientation experience. However, the time lapse between Transfer Orientation and students’ first day on campus can result in diminished peer connections, so we likely need more just-in-time opportunities and supports to help newly arrived transfer students find groups of likeminded peers on campus.

Transfer Students’ Sense of Belonging: When we initiated NTSS, we assumed that transfer students’ sense of belonging would directly correlate to their engagement levels at UT Dallas—increase engagement, and you’ll thus increase sense of belonging. However, our interviews suggested that this is not always the case since a percentage of students who were not very engaged at UT Dallas nevertheless reported surprisingly high levels of belonging. TMP data suggests that transfer students who participated in the program experienced greater sense of belonging and increased retention outcomes, but the picture for all transfer students is less clear and thus leaves room for continued institutional discovery and improvement.

Transfer Student Connectedness After Graduation: The traditionally short institutional tenure of transfer students can result in less post-graduate connection to the institution; however, many TMP participants reported that their participation in the program contributed to their sense of legacy at UT Dallas. Designated staff plan to track post-graduation levels of institutional engagement for possible correlation to participants’ sense of belonging while at UT Dallas and engaged in TMP mentoring opportunities.

Despite unforeseen financial limitations and a global pandemic that shut down most campus operations in AY20-AY21, the QEP team made significant gains. We expanded the TMP program, enhanced our Transfer Orientation experiences, created a transfer-only summer research opportunity, developed a new peer advisor network, designed a more user-friendly course equivalency tool, and built a new transfer services website with prospective, newly admitted, and current transfer students in mind. These gains were the result of ongoing cross-campus collaborations with a large, diverse group of stakeholders who, along with the members of the QEP team, are committed to making UT Dallas one of Texas’ most transfer-friendly institutions.