

University of North Texas at Dallas

Academic Council Agenda

February 25, 2020
Founder's Hall- Room 308

Voting Members in Attendance:

Dr. Karen Shumway, *Dean, School of Business*
Dr. Lisa Hobson, *Interim Dean, School of Education*
Dr. Orlando Perez, *Dean, School of Liberal Arts & Sciences*
Dr. Ali Shaqlaih, *Dean, Graduate School*
Felecia Epps, *Dean, College of Law*
Dr. Gary Holmes, *Faculty Alliance Vice- President*
Dr. John Harrell, standing in for Rian Wilhite, *Director, Academic Advising*
Brenda Robertson, *University Librarian*
Jasmine Smith-Ogburn, *SGA Vice President*

Non-Voting Members in Attendance

Dr. Betty H. Stewart, *Provost and EVP for Academic Affairs*
John Capocci, *University Registrar*
Dr. Dawn Remmers, *Assistant Provost*
Vacant, *Director of University Accreditation and Policy*
Ashleigh Tynes, *Staff Council Representative*
Garrick Hildebrand, *Director of Financial Aid*
Desmond Morris, *Director of Distance Learning*

Other Attendees:

Dr. Gwendolyn Johnson, *Associate Professor, School of Education & UCC Chair*
Katrina Cornish, *Academic Scheduling Coordinator*
Dr. Peter Obitade, *Visiting Assistant Professor, Business*
Dr. Daniel Friesen, *Assistant Dean, School of Business*
Dr. Subhro Mitra, *Associate Professor, Business*
Dr. Mychelle Smith, *Assistant Professor, Education*
Dr. Patsy Sosa-Sanchez, *Assistant Professor, Education*

All proposed changes are marked as such:
New items are emboldened and underlined
Deleted items are marked with a strikethrough line
Justifications or clarifications are italicized.

Approval of minutes:

January 2020 minutes were approved with nine of nine voting. (closed)

Old Business

There being no Old Business to discuss, the Council moved on to New Business. (closed)

New Business:

A. Policy Review (Dr. Gary Holmes, *Vice President, Faculty Alliance*)

Policy 6.024: Post Tenure Review – *see appendix*

Motion passed with nine of nine voting. (closed)

B. Process Review (Rian Wilhite, *Director, Academic Advising*)

TSI Assessment – *see appendix*

Motion passed with nine of nine voting. (closed)

C. New Course Requests (*School of Business*)

DSCI 3340 (Marketing Analytics with Big Data)

New Course Addition, effective Fall 2020

Department: Business Analytics

Additional Information: This course provides students with business domain knowledge (specifically in marketing and customer relationship management), which is an essential skill for a successful career in business analytics. This course will be offered Fall and Spring.

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DSCI 4380 (Case Studies in Business Analytics - Capstone)

New Course Addition, effective Fall 2020

Department: Business Analytics

Additional Information: This course is designed to encourage students to think critically, solve challenging business problems, and develop skills including oral communication, public speaking, research skills, teamwork, self-sufficiency, and goal setting. Such skills will help student prepare for life after University. This course will be offered each Fall and Spring.

Motion passed with nine of nine voting. (closed)

D. New Certificate Request (*School of Business*)

Certificate in Logistics and Supply Chain Management - 18 credit hours

New Certificate, effective Fall 2020

Additional Information: I get regular inquiries from prospective students about our logistics certification and whether they can enroll in it. Unfortunately we can't enroll most of these students as the existing certification is intended for our UNT undergraduate students only. This proposed independent certification will meet the mission of the university in empowers students and transforming their lives by letting them better equipped to enter the job market. This certificate program will recruit a large number of new students. We have discussed this with board members of Lancaster and Wilmer Chamber of commerce. Based on their feedback a number of companies will send their existing workforce to get this certification. We do have resources to offer this program. We don't have similar program within 50 miles radius. The courses required in the certification program a currently offered in our campus.

Motion passed with nine of nine voting. (closed)

E. New Program Request (*School of Business*)

Minor in Business Analytics

New program minor, effective Fall 2020

Department: Business Analytics

Additional Information: How does this program meet the mission of the University? This program imparts the four essential skills for successful business analytics career: (1) analytical/modeling skills, (2) teamwork, (3) presentation and communication skills, and (4) technical/programming skills. These skills are aligned with UNTD mission especially critical thinking and analytical abilities, communication and teamwork, and ethical decision making. Will this program recruit new students to UNTD? NO, the program is designed for current UNTD students who are interested in improving career-specific skills. What are the career options for a student completing this program? Data scientists, data analysts, and business intelligence analytics for both private and governmental entities. Do you have an industry partner and received feedback on the benefits of this program? There is no industry partner. Numerous discussions with the School of Business Advisory Council members have repeatedly revealed the importance of the Business Analytics program. How do you justify the degree type? This certificate is designed to provide students with the opportunities to join one of the fastest, sought-after and highest-paying professions. Do you have the resources to offer this program? YES. If there are other similar programs within a 50-mile radius, how is this program different? N/A. How do you justify the program requirements specified in the Catalog Degree Requirements Worksheet? The goal of this certificate is to provide students with industry/career-focused program enables students to secure well-paying employment.

Motion passed with nine of nine voting. (closed)

F. New Graduate Course Requests (*Graduate School/School of Education*)

EDCI 5312 (Special Populations: Applying Theory to Practice)

New Course Addition, effective Fall 2020

Department: Curriculum & Instruction

Prerequisites: EDCI 5014, EDCI 5017

EDBE 5370 (Assessing Language and Content Learning in EC-12)

New Course Addition, effective Fall 2020

Department: Teacher Education

Prerequisite: Accepted to graduate program.

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EDBE 5380 (Bilingual Content Instruction and Mentoring)

New Course Addition, effective Fall 2020

Department: Teacher Education

Prerequisites: Accepted to graduate program; for classroom teachers only.

EDBE 5382 (ESL Content Instruction and Mentoring)

New Course Addition, effective Fall 2020

Department: Curriculum & Instruction

Prerequisites: Accepted to graduate program; for classroom teachers only.

EDBE 5395 (Methods and Materials for Teaching Spanish EC-12)

New Course Addition, effective Fall 2020

Department: Teacher Education

Prerequisite: Acceptance to graduate program.

EDCI 5385 (Internship I)

New Course Addition, effective Fall 2020

Department: Curriculum & Instruction

Prerequisites: Completion of all certification courses- EDCI 5014, 5016, 5017, 5301, 5312, 5321

Additional Information: Until now, EDCI 5190 Clinical Teaching was serving as the course for both student teaching (one semester) and Internship (two semesters) for the graduate certification program. The course was not designed in the system to stretch across two semesters. This created an issue with internship students who needed to be registered both semesters. This course, EDCI 5385, will be combined with an additional proposed new course, EDCI 5386, to equal a two-semester internship. An online course element is being added to this course to aid in the coaching and support of our teaching candidates as they navigate their first year of teaching. EDC.I 5J 90 will now serve as the course for Student Teaching only.

EDCI 5386 (Internship II)

New Course Addition, effective Fall 2020

Department: Curriculum & Instruction

Prerequisite: Pass EDCI 5385 with B or higher

Additional Information: Until now, EDCI 5190 Clinical Teaching was serving as the course for both student teaching (one semester) and Internship (two semesters) for the graduate certification program.

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The course was not designed in the system to stretch across two semesters. This created an issue with internship students who needed to be registered both semesters. This course, EDCI5386, will be combined with an additional proposed new course, EDCI 5385, to equal a two-semester internship. An online course element is being added to this course to aid in the coaching and support of our teaching candidates as they navigate their first year of teaching. EDCI 5190 will now serve as the course for Student Teaching only.

Motion passed with nine of nine voting. (closed)

G. Graduate Course Changes (*Graduate School/School of Education*)

EDCI 5012 (Class Research Project)
Department: Curriculum & Instruction
Course Title Change, effective Fall 2020
New Course Title: Capstone Research Project

EDCI 5013 (Technology in STEM Education)
Department: Curriculum & Instruction
Course Title Change, effective Fall 2020
New Course Title: Instructional Technology

EDCI 5015 (Action Research...)
Department: Curriculum & Instruction
Course Title Change, effective Fall 2020
New Course Title: Research Analyses for Multicultural Ed. and Multilingual Perspective

EDCI 5016 (STEM Literacy Across Disciplines)
Department: Curriculum & Instruction
Course Title Change, effective Fall 2020
New Course Title: Literacy Across the Curriculum

EDCI 5301 (Teaching Essentials)
Department: Curriculum & Instruction
Course Title Change, effective Fall 2020
New Course Title: Historical and Philosophical Foundations of Education

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EDCI 5321 (Foundations of Professional Teaching)
Department: Curriculum & Instruction
Course Title Change, effective Fall 2020
New Course Title: Principles of Professional Teaching

Motion passed with nine of nine voting. (closed)

H. Graduate Program Changes (*Graduate School/School of Education*)

Master in Education in Curriculum & Instruction
Changes in required, elective, and concentration courses - effective Fall 2020
Department: Curriculum & Instruction
Additional Information: see appendix

Certification in Curriculum & Instruction
Change to Graduate Teacher Certification options - effective Fall 2020
Department: Curriculum & Instruction
Additional Information: see appendix

Motion passed with nine of nine voting. (closed)

Adjourned.
Respectfully submitted.

Essence Cleveland
Executive Assistant to Provost and EVP of Academic Affairs

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Policies of the University of North Texas at Dallas	Chapter 06
06.024 Post Tenure Review FINAL DRAFT	Faculty Affairs

Policy Statement. An academic institution’s strength lies in its faculty. The University of North Texas at Dallas (UNT Dallas or UNTD) expects faculty to provide high quality contributions to the mission of the University, encompassing a holistic view of the three domains of teaching and student success; research/scholarly or creative activities; and public service and engagement.

Application of Policy. Tenured faculty.

Definitions.

1. **Administration.** “Administration” means any assignment other than teaching, research/scholarly or creative activities, and public service and engagement that entails duties relating to the operation of a program, institute, center, or like assignment whether the assignment qualifies as set out in section 51.948 of the Texas Education Code.
2. **Professional Development Plan.** “Professional development plan” (PDP) means an agreement indicating how specific deficiencies in a faculty member’s performance will be remedied. The generation of the plan is a collaborative effort between a Faculty Professional Development Committee (FPDC) and a faculty member. PDPs are approved by the unit administrator, dean, and provost prior to implementation.
3. **Unit.** “Unit” means an academic program, department or division under the administration of a UNT Dallas official with responsibilities for personnel actions related to the unit.
4. **Unit Administrator.** “Unit administrator” means a UNT Dallas official with tenure and responsibilities for the management and supervision of a unit.
5. **Faculty Professional Development Committee.** “Faculty Professional Development Committee” (FPDC) means a group of tenured faculty members comprised of individuals who do not hold an administrative assignment in the faculty member’s college/school.
6. **Unsatisfactory Performance.** “Unsatisfactory performance” means the failure to sustain contributions in the domains of teaching and student success, research/scholarly or creative activities, and public service and engagement; continued or repeated substantial neglect of professional responsibilities; or incompetence or refusal to carry out duties that are part of the assigned workload. Examples of unsatisfactory performance include, but are not limited to, failure to meet classes, refusal to teach classes within one’s area of expertise, or failure or

refusal to participate in scholarly activities, service, or administrative activities when these responsibilities are part of the assigned workload. Refusal or inability to follow reasonable guidance or other university policies intended to correct unsatisfactory performance also may be considered when determining whether a faculty member will be placed on a Performance Development Plan (PDP).

Procedures and Responsibilities.

The review of tenured faculty is designed to support faculty development and sustained, holistic effectiveness in the domains after tenure is awarded. It is also designed to support the University in ensuring its faculty are meeting the requirements of evaluation. A review is required by Texas Education Code 51.942. In addition, reviews occurring after tenure must always protect academic freedom as outlined in UNTD Policy 06.001, *Academic Freedom and Responsibility*.

I. General Guidelines.

- A. Faculty members are expected to earn evaluations of at least sustained contributions in the domains of teaching and student success, research/scholarly or creative activities, and public service and engagement after being awarded tenure.
- B. The review is every five (5) years for tenured professors; however, the Unit Administrator may initiate a review at an earlier time based on reported unsatisfactory performance.
- C. A tenured faculty member that is determined to be performing unsatisfactory shall be referred to the Faculty Performance Development Committee (FPDC). The FPDC will have 30 days upon notification to evaluate whether the faculty member is performing unsatisfactory, after having had a documented conversation with the faculty member. –A faculty member who receives a review of unsatisfactory shall be placed on a Performance Development Plan (PDP) created by the FPDC. Upon determination of unsatisfactory performance, the FPDC will have 30 days to create and disseminate the PDP to the faculty member, Unit Administrator, Dean and Provost.
- D. Numerical scores and rankings within a unit during an annual evaluation are not necessarily indicative of unsatisfactory performance. Failure to publish or secure external funding in a given year does not in itself imply unsatisfactory performance in scholarship. Negative teaching evaluations in themselves do not imply unsatisfactory performance in teaching.

II. Unit Criteria.

- A. The tenured faculty of each program/department/college/school, in collaboration with the Dean, is responsible for developing written workload-based performance criteria for the review of tenured faculty, and for reviewing the criteria no fewer than every five (5) years. Each department-level unit's criteria must be consistent with those of the college/school and University policy.

- B. The Dean and Provost must approve all unit criteria and ensure the criteria are sufficiently flexible to allow for differences in academic disciplines.
- C. The Dean will provide the approved criteria to each tenured faculty member.
- D. The Unit Administrator ~~is~~ responsible for ensuring review criteria are followed.

Responsible Party: Faculty, Unit Administrator, Dean, Provost, Faculty Performance Development Committee

III. Guidelines for Performance Development.

A faculty member who receives an unsatisfactory review by the FPDC shall be placed on a Performance Development Plan (PDP). The faculty member will be required to meet with the unit administrator to identify barriers to sustained effectiveness and outline steps to remedy the deficiencies before the member is placed on a PDP.

- A. The PDP is initiated with the appointment of a Faculty ~~Performance~~ Professional Development Committee (“Committee”) consisting of tenured faculty only. The Committee shall be comprised of a five (5) tenured faculty members. One (1) member selected by the faculty member under review, who may be from a component of the UNT System or be from outside UNT Dallas; a member (1) appointed by the Dean of the faculty member’s college/school in consultation with the unit administrator; two (2) members appointed by Faculty Alliance with advisement from an open forum; and a member (1) appointed by the Provost from outside the faculty member’s college/school. The Provost may appoint members to serve on the Committee if the faculty member under review or Dean fail to identify a member in a timely manner or if any of the selected members must be removed.
- B. The Committee, in consultation with the faculty member, will develop a written, individualized, and clear PDP that is intended to facilitate professional development and remedy all deficiencies noted in the review. The PDP will:
 - 1. Identify specific deficiency(ies) to be addressed;
 - 2. Identify factors that impeded or may have impeded the ability or opportunity to sustain holistic effectiveness in the area or areas evaluated as unsatisfactory;
 - 3. Identify institutional resources available to address the identified deficiency(ies);
 - 4. Identify specific goals or outcomes intended to demonstrate that the noted deficiency(ies) have been corrected;
 - 5. Describe the activities to be undertaken to achieve agreed-upon outcomes;

6. Articulate the criteria for assessing progress toward the agreed-upon goals or outcomes;
 7. Identify metrics to assess progress; and
 8. Establish timelines and milestones for evaluating progress.
- C. The PDP must be signed by the unit administrator, Dean, and Provost, and communicated to the faculty member in writing prior to its implementation. The Committee will monitor the faculty member's progress, provide mentorship as needed, and submit an annual report to the unit administrator with a copy to the faculty member.

Responsible Party: Unit Administrator, Dean, Provost, Faculty Performance Development Committee

IV. Removal from the PDP. A faculty member may be on a PDP for no more than two (2) academic years. At the end of each year, the Committee will determine whether the faculty has achieved the outcomes identified in the plan.

- A. If the FPDC determines the faculty member has successfully completed the PDP, it shall submit a report to the unit administrator, Dean, and the Provost recommending the faculty member be removed from the plan.

Responsible Party: Unit Administrator, Dean, Provost, Faculty Performance Development Committee

V. Failure to Complete the PDP. A faculty member may be on a PDP for up to two (2) academic years. At the end of each year, the ad hoc committee will determine whether the faculty has achieved the outcomes identified in the plan.

- A. If the Committee determines the agreed upon outcomes have not been achieved, the Committee will submit a written report of the deficiencies to the faculty member by the end of the first year. The Committee will also provide the report to the Unit Administrator, Dean, and Provost.
- B. If the Committee determines that the agreed upon outcomes have not been achieved at the end of the second year, it will submit a written report to the unit administrator identifying the reason(s) for its determination.
- C. Upon receipt of the report from the committee, the unit administrator may request additional information or clarification from the Committee and, once satisfied with the completeness of the report, the unit administrator will provide the final report to the Dean with a copy to the faculty member.
- D. Based on the final report, the Dean will provide a recommendation to the

Provost on whether the faculty member's tenure should be revoked and employment terminated.

- E. Upon receipt of the final report and recommendation, the Provost will determine whether to recommend the revocation of tenure and/or termination of employment, taking into account the faculty member's record and all annual reviews.

Responsible Party: Unit Administrator, Dean, Provost, Faculty Performance Development Committee

VI. Grievance.

- A. A faculty member who disputes the Committee's final report or the Provost's recommendation to revoke tenure and/or terminate employment may submit a grievance in accordance with the UNT Dallas Policy 6.017 *Faculty Grievance*. The grievance may be based on the any reason related to the faculty member's evaluation, including but not limited to fairness, substantive or procedural grounds, academic freedom, and academic responsibility.

Responsible Party: Faculty Member

References and Cross-references.

- Texas Education Code 51.948, Restrictions on Contracts with Administrators
- Texas Education Code, 51.942, Post-Tenure Review
- UNTD Policy 06.001, Academic Freedom and Academic Responsibility
- UNTD Policy 06.002, Academic Appointments and Titles
- UNTD Policy 06.007, Academic Workload
- UNTD Policy 6.017, Faculty Grievance
- UNT Regents Rule 06.902, Faculty Research and Creative Activity
- UNT Regents Rule 06.1101, Evaluation of Tenure

Approved: TBD

Effective: TBD

Revised: N/A

From: [Wilhite, Rian](#)
To: [Perez, Orlando](#)
Cc: [Harris, Robert](#); [Wilhite, Rian](#)
Subject: Joint proposal from the School of Liberal Arts & Sciences and Academic Advising & Student Success on TSI
Date: Thursday, February 13, 2020 3:29:15 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
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[image009.png](#)

To Academic Council:

Below are recommended changes to the way UNT Dallas administers TSI and its subsequent academic components for implementation in the 2020-2021 academic year.

Current State: Students are placed into one of two developmental paths based on TSI assessment:

1. ENGL 1313 – CA College Writing I
UGRW 1200 - Tutorial Option in Developmental Reading and Writing
2. TECM 1200 – Developmental Writing

Under the current state students who place into TECM 1200 must complete one semester of developmental coursework prior to enrolling in ENGL 1313, while students who place into UGRW 1200 enroll in ENGL 1313 concurrently with the UGRW 1200.

Changes proposed: Removal of the developmental writing (TECM 1200) course from the TSI pathway. Students who would have placed into TECM 1200 will be mainstreamed into ENGL 1313/UGRW 1200. TECM 1200 will remain in the course inventory.

Rationale:

- Timely Graduation. Given the success in the current UGRW 1200 course, mainstreaming remaining students enrolled in TECM 1200 has the potential to improve student progression towards graduation. Completing ENGL 1313 in the first semester helps position new students for success in other reading and writing intensive courses they are expected to complete in their 2nd semester and beyond. Given the high needs of students in TECM 1200, the cap on the course has been lowered to allow more individualized attention by the professor.
- Innovation. The state of Texas recently implemented changes to TSI statewide which require institutions to progress towards 75% of students in TSI remediation to be enrolled in co-requisite developmental and college courses. UNT Dallas has always been ahead of these changes. We are already over the 75% threshold. The model currently employed in UGRW 1200 has been effective at customizing the course experience to each student. We feel this approach has the potential to better prepare students in the critical areas of reading and writing more effectively than TECM 1200 taught separately from ENGL 1313.
- Perception. There is a perception among students that those enrolled in stand-alone

developmental courses are not as smart or able as their peers enrolled in co-requisite courses, when often the issue is the preparation they received prior to enrolling at UNT Dallas. This perception impacts student performance in their courses, and contributes to students feelings about their belonging at the university.

- Efficiency. When TSI cut scores were adjusted down by THECB in 2017, the majority of students enrolled in UGRW/ENGL by rule, leaving TECM 1200 courses low enrolled. In fall 2019 only 6 students were enrolled in TECM 1200 and as a result the course was taught via independent study. Mainstreaming TECM 1200 serves to help the university more efficiently allocate faculty resources and student tuition.

Upon approval, implementation is planned for the fall 2020 term.

Thank you!

Rian Wilhite

Director of Academic Advising & Student Success

UNIVERSITY OF NORTH TEXAS AT DALLAS

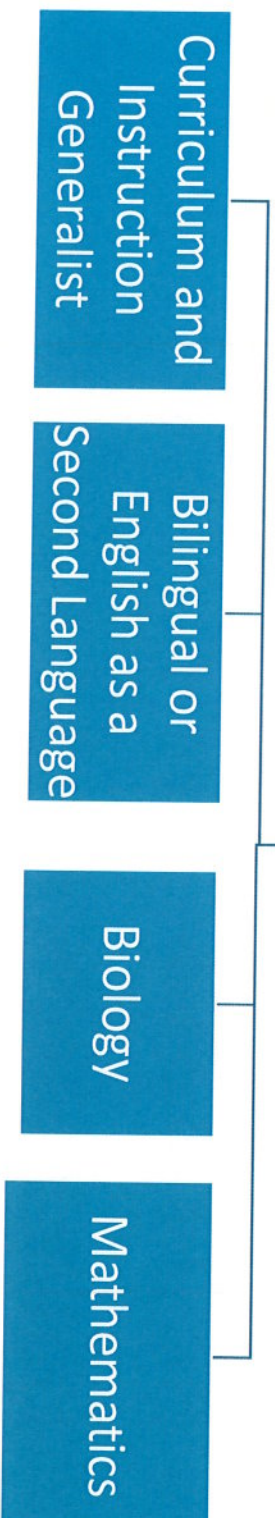
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