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FOR
ACADEMIC AFFAIRS COMMITTEE**

Committee Meeting: 2/26/2018

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Austin, Texas

Ernest Aliseda, Chairman
Kevin P. Eltife
Paul L. Foster
R. Steven Hicks
Janiece Longoria
Rad Weaver

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Adjourn	<i>11:45 a.m.</i>		

1. **U. T. System Board of Regents: Discussion and appropriate action regarding Consent Agenda items, if any, assigned for Committee consideration**

RECOMMENDATION

The proposed Consent Agenda items assigned to this Committee are [Items 12 - 32](#).

2. U. T. Tyler: Approval of preliminary authority for a Doctor of Education (Ed.D.) in School Improvement

RECOMMENDATION

The Chancellor concurs in the recommendation of the Deputy Chancellor, the Executive Vice Chancellor for Academic Affairs, and the institutional president that the U. T. System Board of Regents approve

- a. preliminary authority for U. T. Tyler to create a Doctor of Education (Ed.D.) in School Improvement; and
- b. notification of the proposal to the Texas Higher Education Coordinating Board.

BACKGROUND INFORMATION

U. T. Tyler requests preliminary authority to offer a Doctor of Education (Ed.D.) in School Improvement. The proposed Ed.D. in School Improvement will primarily prepare educational leaders with the skills needed to identify education problems and develop innovative solutions that result in enhanced learning environments. The program will develop educators trained to work across disciplinary boundaries to solve problems of practice. The proposed program will be offered mainly online. The graduates of the program will primarily have the opportunity for employment in school districts and educational organizations across the state. The institution does not anticipate graduates to be employed by universities.

There are only five doctoral programs in the country focused on school improvement and only one in Texas. Texas State University has a Ph.D. in Education with a focus on school improvement and enrolls 10-15 students per year.

Once preliminary authority has been approved, U. T. Tyler will submit the full degree program proposal for approval by the U. T. System Board of Regents and the Texas Higher Education Coordinating Board.

3. **U. T. System: Discussion and appropriate action related to a request of a one-time delegation of authority to submit updated strategic plans for research for U. T. Austin, U. T. Arlington, U. T. Dallas, U. T. El Paso, and U. T. San Antonio to the Texas Higher Education Coordinating Board**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Deputy Chancellor, the Executive Vice Chancellor for Academic Affairs, and the Vice Chancellor and General Counsel that the U. T. System Board of Regents approve a one-time delegation of authority to the Chancellor to submit updated strategic plans for research to the Texas Higher Education Coordinating Board for U. T. Austin, U. T. Arlington, U. T. Dallas, U. T. El Paso, and U. T. San Antonio.

BACKGROUND INFORMATION

Under the rule-making authority provided in *Texas Education Code* Section 51.358, Texas Higher Education Coordinating Board Rules 5.120-5.122 require a research university or an emerging research university as designated in the Coordinating Board's accountability system to develop a long-term strategic plan for either achieving recognition as a research university or for enhancing the institution's reputation as a research university. In addition, the Coordinating Board requires research and emerging research universities to submit updated strategic plans for research every five years.

Per *Texas Education Code* Section 51.358, the governing board of a research or emerging research institution is required to submit the institution's strategic plan to the Coordinating Board. If the Board of Regents approve the delegation request, the U. T. System institutions will submit updated plans to the Associate Vice Chancellor for Research and Assistant Vice Chancellor for Research in the Office of Academic Affairs by March 1, 2018, who will review them and consult with the institutions as needed. The Chancellor will then submit the updated strategic plans to the Coordinating Board by the due date of April 1, 2018.

4. **U. T. Dallas: Request to approve the honorific naming of a wing in the Callier Center for Communication Disorders expansion building as the Meadows Foundation Wing**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Deputy Chancellor, the Executive Vice Chancellor for Academic Affairs, the Vice Chancellor for External Relations, and the institutional president that the U. T. System Board of Regents approve the honorific naming of a wing in the Callier Center for Communication Disorders expansion building for the Meadows Foundation as the Meadows Foundation Wing.

BACKGROUND INFORMATION

In recognition of the Meadows Foundation's long-standing support to the university, U. T. Dallas would like to name a wing in the new Callier Center expansion building as the *Meadows Foundation Wing*. The wing is approximately 9,000 square feet and houses facilities for audiological testing and evaluation and rooms for adult speech and language therapy.

The Meadows Foundation was established in 1948 by Algur H. Meadows, founder of General American Oil Company of Texas, and his wife, Virginia Garrison Stuart Meadows, with the mission to continuously improve the quality of life for Texans. The Foundation provides support in the areas of arts and culture, civic and public affairs, education, health, and human services, with a special emphasis on three high-priority initiatives: environment, mental health, and public education. In total, the Foundation has disbursed more than \$1.1 billion in grants to more than 3,500 Texas institutions.

The Meadows Center for Preventing Educational Risk at U. T. Austin was established and named in 2008 in recognition of a grant from the Foundation.

In April 2018, the Meadows Foundation will be honored at the Callier Cares Luncheon with the Ruth and Ken Altshuler Callier Care Award, which is presented annually to an individual or group that has contributed significantly to the betterment of the community and to advancing the care of patients with communication disorders.

This naming proposal is consistent with Regents' *Rules and Regulations*, Rule 80307, relating to the honorific naming of facilities to recognize the generous support provided by the Meadows Foundation.

5. U. T. Dallas: Request to approve the honorific naming of a wing in the Callier Center for Communication Disorders expansion building as the Altshuler Wing

RECOMMENDATION

The Chancellor concurs in the recommendation of the Deputy Chancellor, the Executive Vice Chancellor for Academic Affairs, the Vice Chancellor for External Relations, and the institutional president that the U. T. System Board of Regents approve the honorific naming of a wing in the Callier Center for Communication Disorders expansion building for Ruth and Kenneth Altshuler as the Altshuler Wing.

BACKGROUND INFORMATION

In recognition of Ruth and Kenneth Altshuler's long history of generous financial support to the university, U. T. Dallas would like to name a wing in the new Callier Center expansion building as the *Altshuler Wing*. The wing is approximately 9,000 square feet and houses a sensory motor gym and rooms where children can receive speech and language therapy in both group and one-on-one settings.

Dr. Kenneth Altshuler currently serves as a Stanton Sharp Professor (2000-present), and formerly served as the Chair of the Department of Psychiatry at U. T. Southwestern Medical Center (1977-2000). Mrs. Ruth Altshuler, deceased, was a philanthropist, chairperson, board member, trustee, and volunteer to numerous organizations, councils, and boards.

Ruth and Kenneth Altshuler have been involved with, and supporters of, the Callier Center for more than 25 years. In 2007, Dr. and Mrs. Altshuler established the Callier Care Fund, which provides services to patients of all ages who would otherwise be unable to afford the necessary treatment to overcome speech, language, and hearing disorders. In recognition of their leadership, the Callier Center's Board of Trustees created the Ruth and Ken Altshuler Callier Care Award, which is presented annually to an individual or group of individuals who have contributed significantly to advancing the care of patients with communication disorders.

This naming proposal is consistent with Regents' *Rules and Regulations*, Rule 80307, relating to the honorific naming of facilities to recognize the generous support provided by Ruth and Kenneth Altshuler. While Regents' Rules recite that namings typically do not occur for current employees, this naming is considered appropriate based on the long-standing, significant support of both Dr. Altshuler and the late Mrs. Altshuler.

6. U. T. System: Discussion and appropriate action regarding academic degree programs identified as low-producing and recommended for consolidation or elimination by the Texas Higher Education Coordinating Board

RECOMMENDATION

The Chancellor, the Deputy Chancellor, and the Executive Vice Chancellor for Academic Affairs concur in the recommendation of the institutional presidents that the following low-producing programs recommended for consolidation or elimination by the Texas Higher Education Coordinating Board be retained:

Institution	Program Name	Degree	Recommended Action
The University of Texas at Austin	ARCHITECTURAL HISTORY	MA	Retain
	DANCE	MFA	Retain
	CLINICAL NURSE SPECIALIST	MSN	Retain
	MUSIC COMPOSITION	BM	Retain
	GERMAN, SCANDINAVIAN, AND DUTCH STUDIES	BA	Retain
	ITALIAN	BA	Retain
	JAZZ	BM	Retain
	JEWISH STUDIES	BA	Retain
The University of Texas at Dallas	LATIN AMERICAN STUDIES	PHD	Retain
	BIOINFORMATICS AND COMPUTATIONAL BIOLOGY	MS	Retain
	COMMUNICATION SCIENCES AND DISORDERS	PHD	Retain
The University of Texas at El Paso	SOFTWARE ENGINEERING	PHD	Retain
	CHICANO STUDIES	BA	Retain
The University of Texas at Permian Basin	EDUCATION	MA & MED	Retain
	INFORMATION SYSTEMS	BS	Retain
The University of Texas at San Antonio	LEADERSHIP STUDIES	BA	Retain
	BUSINESS ADMINISTRATION- INFORMATION TECHNOLOGY	PHD	Retain
The University of Texas at Tyler	ECONOMICS	BA & BS	Retain

BACKGROUND INFORMATION

Texas Education Code Section 61.0512(f) permits the Texas Higher Education Coordinating Board (Coordinating Board) to recommend the consolidation or elimination of a degree program based on the number of degrees awarded by the program. *Texas Education Code* Section 61.0512(f) requires that the Coordinating Board recommend such action to an institution's governing board. The governing board may accept or reject the Coordinating Board's recommendation.

In August 2017, the Coordinating Board issued recommendations to close or consolidate 21 low-producing programs at six academic institutions within the U. T. System. Coordinating Board Rule 4.287 defines low-producing programs as follows:

- (4) Low-Producing Degree Programs--Degree programs that do not meet the following minimum standards for degrees awarded in the program:
 - (A) For career technical certificates, associate and bachelor's programs, an average of five degrees awarded per academic year, to total not fewer than twenty-five degrees awarded for any five-year period;
 - (B) For master's programs, an average of three degrees awarded per academic year, to total not fewer than fifteen degrees awarded for any five-year period; and
 - (C) For doctoral and special professional degrees, an average of two degrees awarded per academic year, to total not fewer than ten degrees awarded for any five-year period.

In total, the institutions request to retain 18 out of 21 programs identified as low-producing programs. The other three programs will be closed or consolidated with a similar program. In accordance with a process developed jointly by the Office of Academic Affairs and the Office of Health Affairs, when an institution requests to retain a low-producing program, it must submit a rationale and an action plan designed to recruit, retain, and graduate more students from the program. The institutions' responses to each program identified as low-producing are set forth on the following pages.

The Office of Academic Affairs will notify the Coordinating Board of the Board of Regents' action.

The University of Texas at Austin

Programs Flagged by THECB as Low-Producing in FY 2017 Report

MA Architectural History

Recommended Action: Retain the degree program.

On July 28, 2017, the Texas Higher Education Coordinating Board (THECB) voted to recommend closure of the Master of Arts (M.A.) program in Architectural History in accordance with its policies regarding graduate degree programs identified as low-producing for three years in a row. Master's programs with fewer than 15 graduates over a five-year period (average of three per year) are defined as low-producing. The M.A. in Architectural History has produced seven graduates over the past five years. The statistic is accurate, and the number of graduates is unlikely to increase significantly over the next five years, but we believe there are compelling reasons for continuing this program, which provides a service to students without imposing a cost burden on the University.

Background

The M.A. in Architectural History went into effect in the 2003-2005 Graduate Catalog. Previously, students seeking master's-level work in architectural history undertook the M.S. in Architectural Studies (AS), which at that time accommodated a wide variety of advanced academic and post-professional programs within the School of Architecture. The separate degree designation better aligned the program with the University's typology of master's degrees and the conventional nomenclature of the field of architectural history. The change did not impose any new costs, adjustments to faculty assignments, or curricular revisions.

The M.A. in Architectural History has always been small. It was envisioned as a stepping stone for doctoral study and an opportunity for the occasional student seeking to broaden their knowledge of the field at the master's level. The faculty's advising of M.A. and Ph.D. students is done in addition to a full teaching load in the service of the School of Architecture's other undergraduate and graduate academic and professional programs. As with other graduate programs within the school, limited financial resources for supporting students put the program at a competitive disadvantage with peer institutions.

Rationale for Continuing the Program

The M.A. in Architectural History arguably qualifies for exemption from low-producing status under Rule 4.289 (Exemptions), criterion #2, of the Texas Administrative Code regarding review of low-producing programs:

A Master's degree program requiring only courses taught in the corresponding doctoral program is permanently exempted from low-producing status. These degrees are, in effect, terminal master's degrees available to students who are

unable to meet doctoral requirements. No additional cost is associated with these degrees.

- The MA program requires only courses taught in the corresponding doctoral program (Ph.D. in Architecture). All of these courses fulfill requirements for other undergraduate and graduate professional and academic degree programs within the School of Architecture, as well as for undergraduate minors. Closure of the MA would offer no savings of course offerings or faculty assignments.
- The MA (or equivalent) is a prerequisite for admission to the Ph.D. program.
- It provides an exit point for students unable to meet doctoral requirements.
- It does not impose additional costs beyond modest fellowships. It does not require uniquely dedicated faculty or staff assignments.
- Pending approval by the Texas Higher Education Coordinating Board to exempt this program, U. T. Austin respectfully requests the Board of Regents' approval to continue this program.

Students

Ten students completed the MA between 2011 and 2017 and one went on to a doctoral program at another institution after completing coursework but not the thesis.

- Two were accepted into the Ph.D. program and are on track for timely completion;
- One works for an art museum on architecture programs;
- Three practice architecture holding professional degrees earned before or after the MA; one of these has an adjunct teaching position;
- One is an independent scholar of architectural history;
- Two have administrative staff positions at universities; and
- One is a business owner in an unrelated industry.

MFA Dance

Recommended Action: Retain the degree program.

Background

The MFA in Dance was intentionally designed to matriculate a small cohort of mid-career artists focused on continuing careers in higher education. The curriculum was structured to assure appropriate teaching experience, provide high-quality creative production opportunities, and allow interdisciplinary project courses within the structure of the dance program in the Department of Theatre and Dance. The program is accredited by the National Association of Schools of Dance (NASD). The graduate program size was, and remains, responsive to the field and employment opportunities.

The most recent cohort (one student, admitted Fall 2013) was limited as a result of university and departmental budget constraints. The previous cohort was three

students, totaling four graduates in the past five years. The program was put on temporary hiatus in 2014, resulting in low production numbers.

However, starting with the entering class of Fall 2018, the program will be revised and resurrected in accord with a faculty retention package, using targeted funding from U. T. Austin's provost office.

Action Plan

The revised program will rebrand the MFA in Dance to recruit annual cohorts of three to four emerging/early career dance professionals for advanced study of choreography, dance scholarship, arts leadership, and dance pedagogy in Africanist and social-based methodologies. The MFA in Dance degree will be designed to be completed as swiftly possible within accreditation requirements (it will be a two-year program of study). Prospective students will complete four semesters as full-time students in the academic year and two summers of full-time study to complete the degree in two years. The first graduating class of three to four students will be Spring 2020. Graduate teaching assistants and graduate assistant instructors in the MFA in Dance will not be paid less than \$16,000 per year in salary (with \$18,000 preferable) to address student debt.

Career placement is critical. Graduates of the MFA in Dance will be expected to have a very high placement rate in the careers for which the students are being trained. It is anticipated that graduates of this program will be in high demand as university faculty, professional artists, arts organization directors, and civic arts leaders.

Given this strategy, the program is expected to produce 15 to 20 graduates over a five-year period.

M.S.N Clinical Nurse Specialist

Recommended Action: Program was flagged in error due to U. T. Austin's reporting practices.

Rationale

The M.S.N in Clinical Nurse Specialist was recently identified as being a low-producing program for three consecutive years; however, this program has been on the university's degree inventory for less than two years.

For the time period noted in the THECB notification letter, all M.S.N degrees were awarded under a single CIP Code (51.3805 -- Family Practice Nurse/Nursing). During this period, the following number of degrees were awarded in each referenced area of concentration:

- Nursing Administration (2010-2014: 28) (2011-2015: 31) (2012-2016: 27)
- Public Health Nursing (2010-2014: 31) (2011-2015: 32) (2012-2016: 35)

- Clinical Nurse Specialist (2010-2014: 80) (2011-2015: 83) (2012-2016: 81)

The University began reporting M.S.N degrees under a new CIP Code (51.3813 -- Clinical Nurse Specialist) in Spring 2017. Fourteen degrees were awarded in that semester.

B.M. Music Composition

Recommended Action: Retain the degree program.

Background

The Bachelor of Music (B.M.) in Composition in the Butler School of Music was designed to be a selective, intensive, limited-enrollment degree to:

- provide a superior student experience;
- complement the more flexible but less rigorous B.A. in Music (Composition);
- form part of a creative community with the Master of Music (M.M.) and Doctor of Musical Arts (D.M.A.) in Composition; and
- match available faculty, performer, and facility resources.

The program's current size, projected to graduate an average of 15 students per five-year period, allows enrolled students to have an exceptional experience within the composition student community that justifies its continuation and preserves its quality. The student experience in the B.M. in Composition is enriched by numerous opportunities to collaborate and learn within the School of Music and across disciplines:

- CLUTCH (Collective Labors of the UT Composition Hub) – student-produced recital series of works by U. T. Austin student composers
- Ears, Eyes + Feet – Electro-Acoustic Recital Series, new works created by student composers in collaboration with lighting designers, video designers, choreographers, and dancers from the Department of Theatre and Dance
- The Cohen New Works Festival (100% student-created, produced, and performed work in all media, organized biennially by the Department of Theatre and Dance)
- Eight guest composers in the first three months of this academic year.
- Regular opportunities to have compositions read by the Butler School's top ensembles
- Guest ensembles focused on new music (NOW, Fifth House, Roomful of Teeth are only three of the most recent examples) give workshops, do readings, and offer career advice

Rather than being assigned to a single mentor during four years at the Butler School, students are provided the opportunity to study in turn with each of the distinguished full-time composers on faculty. This allows students to benefit from the distinctive strengths of each professor as they find their individual voices.

As a capstone experience, every student pursuing the B.M. in Composition is expected to produce a full recital of their works, in addition to yearly performances. All of these events require the voluntary participation of the Butler School's performance majors. Raising enrollment in the composition degree would strain these resources and make it extremely challenging to find willing performers.

It is critical to give students interested in pursuing composition the option of either the B.A. or the B.M. The former, with its greater degree of flexibility, allows students to incorporate minors such as Arts Administration or certificates such as Digital Arts & Media, via Bridging Disciplines. The latter is for the student more focused on acquiring a high level of skill in compositional techniques.

Alumni of this program have been recognized professionally and through admission to prestigious graduate programs around the country. Here is a list of selected achievements of recent graduates:

- B.M. 2014 Received the Leo Kaplan Award, the top prize given by American Society of Composers, Authors, and Publishers (ASCAP). Winning piece spotlighted at the awards ceremony at Merkin Concert Hall in New York.
- B.M. 2012 Recently hired as full-time composer-in-residence by the U. T. Austin Department of Theatre and Dance. Multiple commissions, premieres, and prizes. Numerous scores for television and film.
- B.M. 2010 Composer and multi-instrumentalist based in Southern California. Original music for off-Broadway plays and film.

The mixed undergraduate and graduate student population in U. T. Austin's composition division provides an example of the community they will encounter as artists. Students pursuing bachelors, masters, and doctoral degrees in composition write and produce music in an inherently collaborative fashion, interacting and influencing each other across age categories. The size of the combined undergraduate/graduate composition community matches faculty, available performer, and facility resources, and generates well over 25 graduates during any five-year period.

Because of the distinctive student experience, the current community and balance that exists between undergraduate and graduate composition students, and the desire to preserve program quality without additional resource costs, we request that the Bachelor of Music in Composition be retained. The program brings creative collaborators to U. T. Austin, the College of Fine Arts, and the Butler School of Music.

B.A. German, Scandinavian, and Dutch Studies

Recommended action: Retain the degree program.

Background

In 2013-2014, the Department of Germanic Studies reorganized its former degree in Scandinavian Studies into a new interdisciplinary degree in Germanic, Scandinavian, and Dutch Studies (GSD). This was done in response to the former degree being flagged as a low-producing degree. The new GSD degree is a completely new program that includes new requirements and new courses added to the course inventory, including a new introductory course, and a new capstone course.

Previously, the Department of Germanic Studies had two undergraduate major tracks: a German major for students interested in the study of German literature, culture, and film, as well as in teaching German, and a major in Scandinavian Studies, with courses taught mostly in English. In addition, Germanic Studies offered courses taught in English that students in the College of Liberal Arts often used to fulfill the writing requirements. Finally, the department offered language courses in Danish, Dutch, German, Norwegian, Swedish, Yiddish, and the older Germanic languages.

The new GSD major offers courses on the languages and cultures of Northern and Central Europe, offering undergraduates the opportunity to combine the study of one or more Germanic languages in the context of the history and culture of the area as a whole. The focus of the new major replaces and modernizes the former, philological emphasis of departments such as Germanic Studies or Slavic, or departments that focus on Romance languages and literatures.

Currently, GSD has 12 students pursuing credentials under the new program: three majors and nine in the expanded, 15-hour minor. One GSD major graduated Spring 2017 and another two will graduate in December 2017. A third active major will graduate in Spring 2018.

Action Plan

The department will seek to recruit students from within and outside the College of Liberal Arts by focusing on the strengths of the major related to its interdisciplinary approach to the study of northern Europe. In addition, the recently added Minor in GSD will allow students majoring and double-majoring in other fields to seek a concentration in GSD. In particular, students majoring in International Relations will find this minor complementary to their current program of work.

B.A. Italian

Recommended Action: Retain the degree program.

Background

The restructuring of the major is directed toward three related goals: (1) increased enrollments; (2) increased numbers of students who are majors; and (3) a creative vision of a liberal arts education. To achieve the first two goals, the new curriculum strategically streamlines the curriculum by reducing outdated requirements, and adds creative new course offerings in areas such as Italian media and film that are known to be attractive to students. The third goal is consistent with College of Liberal Arts Strategic Planning (CLASP) initiatives to reimagine the undergraduate major. With an emphasis on flexibility, innovation, internships, experience abroad, research, and independent learning, the new major in Italian Studies prepares 21st century students to participate meaningfully and productively in the international arena.

Requirements: The new major in Italian Studies requires between 18 and 21 upper-division credit hours under the Italian (ITL) prefix, with three to six upper-division hours under the Italian Civilization (ITC) prefix, for a total of 24 required upper-division departmental credit hours. (Note: ITC courses are taught in English; ITL courses are taught in Italian. All courses and credit hours referred to in this proposal are at the upper-division level.)

A new gateway course, Advanced Italian, will streamline the major and help students to graduate on time.

Internships: Course credit may be obtained by participation in approved internships abroad (up to three credit hours) or internships in the U.S. (up to three credit hours).

Research: Up to three credit hours for undergraduate research may be counted toward the new major. Research options include independent study, honors theses, and undergraduate research apprenticeships.

Experience Abroad: Coursework, internships, and research projects in Italophone contexts are strongly encouraged under the new Italian Studies major, and are supported financially by the department or college to the extent possible.

Flexibility: To purposefully align with students' individual abilities, goals, and schedules, credit hours can be obtained through a variety of coursework and experiences. We believe prospective Italian Studies students will be attracted to such a flexible structure. There is only one upper-division gateway course that students must take in order to proceed to higher-level courses. In addition to maximizing students' choices for coursework, the structure should facilitate graduation within four years by reducing bottlenecks.

Innovation: The Italian Studies designation indicates a major that transcends the traditional curriculum. The new course titles include: Italian through Cinema, Italian Television Advertisement, and Italian Translation Workshop. Further, internships in

the U.S. and abroad, enhanced opportunities for undergraduate research, and creative integration of ITC courses into the curriculum represent strategic, attractive innovations.

Accountability: As with our earlier structure, the new major in Italian Studies promotes a high level of linguistic and cultural competencies, which are assured by an integrated system of assessment, and by guidance from faculty and graduate students under our recently developed mentoring programs.

BM Jazz¹

Recommended Action: Retain the degree program.

Background

The Bachelor of Music in Jazz in the Butler School of Music was designed to be a selective, limited enrollment degree for the program to provide a superior student experience, to complement extant graduate jazz studies degrees and student population, and to match available faculty and facility resources. The program's current size, graduating an average of 15 students per five-year period, allows enrolled students to have an exceptional experience within the jazz studies student community that justifies its continuation and preserves its quality.

The superior experience of students in this degree program is evinced by a number of factors. All students in the major are provided the opportunity to study applied jazz improvisation with either tenured faculty members or specialists with significant professional reputations as jazz artists. This differs greatly from institutions with larger numbers of undergraduate jazz studies majors who study with teaching assistants.

Students in the undergraduate program have received significant recognition both as individuals and members of University of Texas jazz ensembles. One student (BM 2011) was twice nominated for a Grammy Award, one of the highest awards available for recorded excellence. Another student (BM 2017) was named a Yamaha Young Performing Artist (one of 10 students from throughout the United States), in addition to winning numerous competitions. Graduates of the program have also distinguished themselves by their admission to prestigious graduate jazz programs such as those at the University of Miami and Michigan State University. Other graduates have gone on to professional success in major American cities.

The jazz program's ensembles, populated by numerous undergraduates, have received national and international recognition. Eleven undergraduate jazz studies majors (out of 18 students total) participated in the Jazz Orchestra's 2017 European tour, performing at the Montreux and North Sea Jazz Festivals, two of the most prestigious festivals in the world. The ensemble was selected for the performances by recorded audition, and was the only student jazz band from the United States

¹ Effective 9/1/2017, BM in Jazz Composition and BM in Jazz Performance were consolidated to BM in Jazz

performing at the North Sea Jazz Festival. Three undergraduate students (out of seven students total) were members of the ensemble Alternative Improvisation Music Ensemble (AIME) that received the 2017 Down Beat Magazine Award for Best Graduate Jazz Small Group in the national competition. These achievements clearly speak to the outstanding experience that students in the program receive.

The mixed undergraduate and graduate student population in the jazz ensembles provides an example of the continuum that exists within the jazz program between undergraduates and graduates. Students pursuing bachelors, masters, and doctoral degrees in jazz, play and write music side by side in a much more cohesive fashion than many other disciplines. The size of the combined undergraduate/graduate jazz community matches well with faculty and facility resources, and generates well over 25 graduates during any five-year period.

Another factor to consider is the impact an increased undergraduate enrollment in the degree would have on both budgets and the quality of the degree program. Given the number of applicants and the amount of prescreening of applications that exists in popular jazz instruments such as guitar, achieving an enrollment that would produce 25 graduates in a five-year period is possible. However, we believe that increasing undergraduate enrollment to that point would abrogate the quality of the program, in addition to creating budget and facility difficulties. The three tenured jazz studies faculty members are currently teaching at maximum loads, meaning that additional students would have to study with a teaching assistant, diminishing the quality of the program, and stripping it of one of its selling points.

Faculty costs would increase due to the need to expand adjunct appointments, or to hire additional specialists to cover instructional needs. Additional students in instruments such as jazz guitar would create ensemble imbalances that would adversely affect the student experience.

Because of the superior and unique student experience, it is requested that the bachelor of Music in Jazz be retained. The program brings significant recognition to U. T. Austin and the Butler School of Music.

B.A. Jewish Studies

Recommended Action: Retain the degree program.

Action Plan

The creation of the Schusterman Center for Jewish Studies in 2007 and the availability of a major in Jewish Studies at U. T. Austin has highlighted the importance of Jewish Studies for our understanding of the human experience and thus the field's central place in higher education. Nevertheless, the demonstrated strong interest in Jewish Studies among undergraduate students has not translated into the number of graduated majors in Jewish Studies.

This action plan outlines a series of strategies that will place U. T. Austin's Jewish Studies Program on par with our peer institutions by increasing the number of graduated majors alongside a robust minor in Jewish Studies over the next five years.

Background for Current Number of Graduating Majors

- 1) The current major does not exploit the broader interest of students in Jewish Studies, including those completing their foreign language requirements in languages other than Modern Hebrew and Yiddish;
- 2) Students close to fulfilling the degree requirements for a double major are not being systematically identified and advised about this possibility;
- 3) There is currently no minor in Jewish Studies. Thus an important stepping-stone for the major is not available to students interested in a degree in Jewish Studies;
- 4) We need a systematic review of lower- and upper-division course offerings and the availability of courses with flags, to ensure an optimal range of courses to meet student needs;
- 5) The Jewish Studies major is not being advertised adequately to students. Like other programs in the College of Liberal Arts, it has experienced declining enrollments; and
- 6) There are currently no scholarship resources available to attract Jewish Studies majors.

As of September 2017, the Schusterman Center for Jewish Studies has an Executive Committee that draws on faculty from across the College of Liberal Arts. Going forward, this inaugural governing body will oversee comprehensive reviews, execute strategies, and coordinate efforts to strengthen the Center's undergraduate program. Over the next five years, the Schusterman Center for Jewish Studies will seek to recruit, retain, and graduate more Jewish Studies majors by implementing the following strategies.

The degree requirements for the Jewish Studies major will undergo a comprehensive review beginning immediately. The review will focus on how to create a major that taps student interest in Jewish Studies more effectively. The Executive Committee will review the majors in Jewish Studies at our peer institutions as well as high-producing majors with small faculties at our College of Liberal Arts in order to design new degree requirements. In particular, the Committee proposes to manage effectively the lower- and upper-division course offerings in Jewish Studies and work to attract more students who are fulfilling their foreign language requirement in languages other than Hebrew and Yiddish – languages like Arabic, Spanish, German, French, Polish, and Russian. By making the degree requirements more flexible and the course offerings more strategic, the Committee anticipates recruiting more students with a greater diversity of interests to the major in Jewish Studies. These changes would come into effect with the 2020 catalogue.

The opportunities for recruiting double majors to Jewish Studies are not being exploited fully. Actions would include identifying and contacting students who are close to fulfilling the degree requirements for a major in Jewish Studies without having declared a major in Jewish Studies; working with advisors overseeing other majors, improving communication, and direct recruitment of undergraduate students. These initiatives will begin immediately in Fall 2017, with systematic implementation well in advance of every enrollment period beginning Spring 2018.

Adding a minor in Jewish Studies will allow students majoring and double-majoring in other fields to demonstrate a concentration in Jewish Studies. Students majoring in International Relations & Global Studies, for example, whose degree requires a concentration in area studies, might be interested in adding a minor in Jewish Studies. The same would be true for majors in Russian, Eastern Europe and Eurasian Studies. With more active recruiting, the minor in Jewish Studies is also likely to become a gateway for more students to major in Jewish Studies (which would require 12 additional hours). The minor in Jewish Studies will be added to the Fall 2020 *Undergraduate Catalog*.

The professional applications of a degree in Jewish Studies will be clarified and new internship opportunities developed. In a time of declining enrollments in the College of Liberal Arts, it is crucial for students to understand how majoring in Jewish Studies might be valuable for their career prospects.

Students in the program have the opportunity to learn invaluable, widely-applicable skills such as critical reading and analysis; clear writing; project planning, management, and reporting; methodological competency and flexibility; and cultural literacy. The Hebrew program is already meeting student demand for practical knowledge and professionalization vocabulary with upper-division classes that prepare students for internships or careers in high-tech industries in Israel. The Committee will explore opportunities for partnerships with the Bridging Disciplines Programs at the School of Undergraduate Studies that will allow majors in Jewish Studies to earn certificates in fields such as Museum Studies, Ethics and Leadership in Health Care, and Conflict Resolution & Peace Studies. The Committee plans to make the Center's website a resource for students seeking to align their choice of major and/or minor with their career goals. This includes specifying the skill set they will acquire; suggesting marketable areas of concentration in Jewish Studies; and featuring Jewish Studies alumni whose careers in market research, publishing, communal service, and graduate studies might be instructional to current and future students.

Ph.D. Latin American Studies

Recommended Action: Retain the degree program.

Background

In 2012, in an effort to further enhance the Ph.D. program, and in response to being flagged as a low-producing degree, the director of the Lozano Long Institute of Latin American Studies (LLILAS) convened a special committee composed of affiliated faculty from different disciplines to review the program and make recommendations, which were thoroughly implemented in 2014.

Following the committee's recommendations, the LLILAS Graduate Studies Committee (GSC) decided to grow the program modestly, admitting, and funding up to three doctoral students per year. The degree was redesigned, emphasizing the program's commitment to two complementary training objectives: a) rigorous interdisciplinary programs of study in select areas of distinctive excellence among faculty, and b) socially engaged scholarship with "real world" applications of academic research. The program now invites applications from outstanding candidates whose interests align with three broad themes, which are special areas of strength among affiliated faculty: cultural agency, social inequalities, and sustainable democracies. LLILAS also put in place appropriate systems of mentorship, monitoring of progression toward degrees, and support for professional development for doctoral students.

In 2014, LLILAS Benson Latin American Studies and Collections went through a rigorous external review. The external review committee, which included faculty from some of the top universities in the country, found that "The University of Texas at Austin can boast one of the most impressive programs in Latin American studies on the planet." One of the primary factors that led to this glowing review was the following:

The graduate programs have been upgraded and given greater definition with the pledge to focus on socially-engaged research. The masters' degree programs have been important incubators for strong future Ph.D. students in the disciplines; the dual degrees are unique and very successful. **The reinvented Ph.D. is a smart innovation and appears to be paying early dividends** [emphasis added].

Since the 2014 restructuring, the program has been completely revamped and expanded. The program now has a robust Ph.D. cohort of 22 students who have been awarded the Fulbright Program, the Social Science Research Council-Mellon Mays Graduate Initiatives Program, and Inter-American Foundation Grants, to name a few. Despite these strides, graduation rates remain low because students have not had sufficient time to complete the program since the implementation of degree changes in 2014. The Ph.D. cohort that entered just after the changes were fully

implemented in 2014 is just now completing qualifying exams. Those that entered in the transition period between 2012-2014 are either completing dissertation research (particularly fieldwork) or in the phase of writing dissertations.

The current rate of low production in the program is due to the transition from the previous phase of the graduate program (prior to 2012) to the new phase of the graduate program completely initiated in 2014. The LLILAS graduate program has always been small, intended only for students who present compelling multidisciplinary plans of study. In the early 2000s, the LLILAS GSC made a concerted effort to limit the number of Ph.D. students. This effort was carried out at the behest of then Dean of Liberal Arts and was lauded at the time as a means to raise the academic standards of the program. At that time, LLILAS admitted an average of just under one Ph.D. student per year. The program has now shifted to admitting three to four per year depending on funding availability. Thus, although the program had only one Ph.D. graduate in AY 2016-2017, it anticipates a steady increase over the next five years.

Action Plan

Strategies for recruitment are to take advantage of the program's strengths of attracting students from Latin America. The target applicant pool is composed principally of Latin Americans, with career paths that involve returning to Latin America to resolve the basic problem of placement, while helping provide the program with a focused training objective. Many apply to U. T. Austin and LLILAS precisely because of this flexibility and because of the worldwide recognition that a U. T. Austin degree carries. In addition, the majority of such applicants admitted tend to be older and have done a good deal of fieldwork prior to undertaking doctoral work. Frequently, these students request leave of absences from their current jobs in order to complete the Ph.D. and then return to work afterward. This includes students who are currently on faculty at Latin American Universities. The program is very attractive to students from Latin America and we have had great success recruiting and retaining them. The only thing that currently limits our strategies to recruit students is the available funding, and even with that restriction there has been success recruiting students who bring outside funding with them, like the coveted CONTEX fellowship awarded by U. T. System in partnership with the Mexican government.

Target recruitment numbers: The program currently aims for cohorts of three to four per year. The strategy for graduating more students is to continue to provide robust funding to support students' research, fieldwork, and dissertation writing. Ph.D. students typically receive four-year packages when entering the program. Sources external to LLILAS are expected to cover two of these four years, on average.

The program has developed three tracks, one associated with each of the three priority areas of scholarly focus within the Institute that facilitate the students' navigation through the program. Since these areas are chosen to coincide with clusters of exceptional faculty strength, students enter an existing interdisciplinary intellectual community:

- Cultural Agency (Indigenous study through classics);
- Social Inequality (gender, race, human rights); and
- Sustainable Democracies (political institutions, governing resources, and territories)

Applicants need to identify one of these three tracks and to present a plan of interdisciplinary study that spans three separate disciplines.

Admission and training protocol: The program will name a coordinator for each track, and a committee of at least two other faculty members who agree to review applications, and monitor the progress of students in that track. Ph.D. applications go first to this committee of experts in the area before final review by the admissions committee.

Career preparation objectives: Each of the three tracks are conceived such that students receiving the Ph.D. have rigorous scholarly preparation for an academic job, and at the same time at least one viable alternative career option, involving the application skills obtained outside of academia proper.

Preparation for both paths would be a requirement of the program of study.

Evaluation: The program will be run with this focus for five years, and then carry out a first evaluation of the results.

Support: The program will provide a series of professional development workshops designed to help students navigate the journey from their first year to graduation, including proposal writing workshops, field work workshops, and dissertation writing workshops. All entering graduate students are required to take the Proseminar, which establishes a groundwork for both theoretical and professional development.

Benchmarks and timelines: The following is an ideal timetable for completion of the Ph.D. program. Students should work closely with their graduate advisor and dissertation advisor to make sure they are making satisfactory progress.

Year 1 -- Begin coursework; complete core-course LAS 384 Proseminar (offered only in fall semester); Language proficiency exam in first language (fall semester); Select supervising professor and two additional dissertation committee members; Year-end review with graduate advisor.

Year 2 -- Coursework; Language proficiency in second language; Begin planning summer placement program; Present a professional paper; Prepare for qualifying exam and dissertation proposal defense; Year-end review with graduate advisor.

Year 3 -- Qualifying exams (fall semester); Dissertation proposal defense (spring semester); apply for doctoral candidacy; Start thinking about possible publications; Year-end review with graduate advisor.

Year 4 -- Dissertation research and writing; Submit article for publication; Year-end review with graduate advisor.

Year 5 -- Complete and defend dissertation.

Graduation Upward Trend: The response to the redesigned Ph.D. program has surpassed already high aspirations. Applications quadrupled in the 2014 admission cycle, the first year that the reconfigured program was available to candidates. The quality of the applicants was extremely high, leaving the Admissions Committee with the difficult task of choosing three from among a pool that contained at least ten stellar prospects.

The program was successful in winning college fellowships for two of the highest ranked candidates and one student was awarded a prestigious ConTex fellowship. Success in funding applications indicates a possible cohort of four for 2017. Based on the redesigned program and five-year timeline, the program is expected to have the number of graduates (starting with our Fall 2014 cohort onward) needed to meet the state threshold in the next two years. Twenty-three students have been admitted since AY 2013.

The University of Texas at Dallas Continuation of Three Low-Producing Programs

The University of Texas at Dallas (U. T. Dallas) is requesting the continuation of three low producing programs (LPP): Master of Science (M.S.) in Bioinformatics and Computational Biology, Doctorate (Ph.D.) in Communication Sciences and Disorders, and Ph.D. in Software Engineering.

U. T. Dallas has attached action plans showing concrete and corrective steps taken by each LPP program although it will take some time to sustain the ongoing growth of enrollment and retention of these students.

The Department of Mathematical Sciences worked with the Department of Biological Sciences, both housed in the School of Natural Sciences and Mathematics, to revise the curriculum for the M.S. in Bioinformatics and Computational Biology. These curriculum changes include new tracks and elective courses, making the M.S. program more attractive for diverse student groups with different academic backgrounds, such as engineering, biology, and mathematics. These curriculum changes took place in Fall 2017, and coupled with some recruitment efforts outlined in the enclosure, these changes have already seen an increase in new student enrollment from two new students in 2016-2017 to 13 new students in 2017.

In the Ph.D. program in Communication Sciences and Disorders, administered by the School of Behavioral and Brain Sciences, the faculty have also revised the curriculum and program structure. Before revision, students would leave the Ph.D. program after they completed the clinical certification portion to engage in clinical practice. The clinical certification portion was restructured to take place after the doctoral qualifying project to increase the retention of doctoral students. As a result, the number of doctoral students graduating increased to four in 2017 and six more are expected to graduate in 2018. Additionally, enrollment steadily increased from 13 students in 2010-2011 to 33 students in 2016-2017.

The Erik Jonsson School of Engineering and Computer Science engaged its high profile faculty within the Software Engineering program in recruitment efforts to attract additional students to the Software Engineering Ph.D. program by offering Ph.D. information workshops each semester. The number of students has increased as result, with 22 students currently enrolled. In addition, six software engineering doctorates were awarded in 2016-2017.

U. T. Dallas will monitor the action plans implemented by each of the LPP programs, but at this point, UTD is confident that recent and planned efforts will result in increasing graduate output. As noted above, it will take some time to see all of the positive effects of the program recruitment, retention, and curricula changes, but they will continue to be evaluated annually.

M.S. program in Bioinformatics and Computational Biology by the Department of Mathematical Sciences

U. T. Dallas worked with the Department of Molecular and Cell Biology to revise the curriculum of the program, which will be effective Fall 2017. The new curriculum has two tracks and elective groups to take into account a student's background and interests. This adds flexibility to the curriculum and makes it attractive to diverse groups of students. Track One is designed for students with a general background in science/engineering, whereas Track Two is designed for students with a strong background in biology. To build further expertise, both tracks offer a choice of three elective groups, namely, computer science oriented, statistics oriented, and biology oriented elective groups. Both also offer opportunities for research. Students are expected to choose a track and an elective group based on their backgrounds and interests in consultation with the Graduate Advisor for the program.

- U. T. Dallas has planned bridge classes for students who lack basic background in mathematics or statistics.
- There are no hidden prerequisites in the curriculum.
- The Dean's office recognized the faculty's efforts to revitalize this program by providing a modest short-term scholarship fund to supplement early recruitment efforts. The funding is intended only for the first two years until the other programmatic improvements identified here have been in place long enough so that sustainable student interest in the program does not rely upon the monetary incentive.
- U. T. Dallas sent emails advertising this program to over 400 universities in the U.S., China, and India.
- As a result of the initiatives, U. T. Dallas saw an increase in the number and quality of applicants for admission to the program. In Spring and Fall 2016, 17 individuals applied for admission, 7 were offered admission, and 2 accepted to join the program. In Spring and Fall 2017, 40 individuals applied for admission, 25 were offered admission, and 13 accepted.

Ph.D. Program in Communication Sciences and Disorders

U. T. Dallas has offered the Ph.D. in the field of Communication Sciences and Disorders since 1975. The current Ph.D. program was implemented in 2004 as one of three Ph.D. programs in the School of Behavioral and Brain Sciences derived from the interdisciplinary Ph.D. in Human Development and Communication Sciences. The division of the interdisciplinary Ph.D. into the Ph.D. programs in Communication Sciences and Disorders, Psychological Sciences, and Cognition and Neuroscience offered students disciplinary identity while retaining the interdisciplinary approach to coursework and research which characterized the Human Development and

Communication Sciences Ph.D. Of the three Ph.D. programs, Communication Sciences and Disorders was the smallest in enrollment reflecting its highly specialized nature compared to the broader disciplines of psychology, cognitive science, and neuroscience represented in the School's other Ph.D. programs.

The Ph.D. program in Communication Sciences and Disorders prepares graduates for research and teaching at colleges and universities and leadership positions in health care and public and private education. Graduates of the Communication Sciences and Disorders Ph.D. program are well represented among the faculty in Communication Sciences and Disorders programs in Texas. Currently, eight graduates have full-time faculty positions and one graduate has a part-time faculty position in Texas universities (Texas Women's University, University of North Texas, U. T. Austin, and Texas State University). Most graduates hold clinical certification and state licensure in speech language pathology or audiology, which many obtain in addition to earning the Ph.D. Clinical certification opens additional job opportunities, although it prolongs the period of graduate education. The Ph.D. program in Communication Sciences and Disorders is located at the UT Dallas Callier Center for Communication Disorders, an internationally recognized research, training, and clinical service facility.

Communication Sciences and Disorders Degree

Children and adults will always be affected by speech, language, and hearing disorders and sustaining a research base and providing the faculty to prepare future generations of speech-language pathologists and audiologists is essential for the health of people in Texas and the nation. The Communication Sciences and Disorders program plays a key role independently and in collaboration with other Ph.D. programs in the School of Behavioral and Brain Sciences in providing doctoral research experience to students across disciplines. Faculty collaborations support translational research offering students opportunities to participate in research leading to effective clinical diagnosis and treatment of speech, language, and hearing disorders. Research in the areas of Autism Spectrum Disorder, cochlear implants, and the neurocognitive effects of poverty on children are a few of the examples of collaborative work across Ph.D. programs in which the Communication Sciences and Disorders faculty and students play a central role.

Maintaining the Ph.D. program is also essential to retain the research faculty whose primary instructional roles are in programs preparing students for professional practice in speech-language pathology and audiology. These programs are among the largest in the nation and include the master's program in Communication Disorders (enrollment of 216), the Doctor of Audiology program (enrollment of 46) and the undergraduate program in Speech-Language Pathology and Audiology (342 majors). The master's in Communication Disorders and Doctor of Audiology program are ranked in the top 5% nationally by U.S. News & World Report. There is no question that U. T. Dallas would be unable to attract or retain high caliber faculty without opportunities for participation in a Ph.D. program in their discipline.

Because of its interdisciplinary focus, doctoral-level coursework for students in the Communication Sciences and Disorders program draws heavily on courses in Cognition and Neuroscience and Psychological Sciences while these doctoral areas rely significantly on Communication Sciences and Disorders faculty in guiding Ph.D. student research. Thus, the Ph.D. in Communication Sciences and Disorders does not add substantially to the operating costs of the School in that the faculty are required to offer the disciplinary masters, Au.D. and B.S. programs. It does add to the School's research and training capabilities in the role the faculty play in collaborations, extramural grant funding, and student mentoring.

Finally, new standards released by the American Speech-Language Hearing Association, the national accrediting body for speech-language pathology and audiology, require that more than half of the students' academic coursework be taught by Ph.D. level faculty.

Because many programs use masters-level speech-language pathologists as instructors, there will be a growing market for Ph.D. faculty for programs to meet new national accreditation standards.

Effort to Increase the Number of Graduating Students

U. T. Dallas has made a significant commitment to the growth of the Communication Sciences and Disorders Ph.D. program. The Callier-Richardson Annex, opened in 2017, has added 50,000 square feet of space for clinical and classroom programs while the existing Callier-Richardson building has been repurposed for research in the communication sciences and disorders. The new facilities will support additional faculty and growth in the Communication Sciences and Disorders doctoral program. In addition, new space for the study of children with autism spectrum disorder and human neuroscience laboratories for the study of the cognitive neuroscience of language disorders, traumatic brain injury, and neurodegenerative disease recently opened at Callier-Dallas.

Dr. Lisa Goffman, an expert in system approaches to child communication development and disorders was hired in Spring, 2017 as the Nelle C. Johnston Chair in Communication Disorders in Children. She will have labs at both Callier-Dallas and Callier-Richardson and will add greatly to the Communication Sciences and Disorders program's research strength and attractiveness to potential students.

The School is also developing a joint program with the Department of Otolaryngology at U. T. Southwestern Medical Center to support the training of Communication Sciences and Disorders Ph.D. students in the area of voice disorders. It is anticipated that there will be at least one senior faculty hire who will coordinate research and training with U. T. Southwestern. Voice disorders is an area of training and research in which U. T. Dallas has had no previous faculty representation. Offering Ph.D. options in the medical areas of speech-language pathology will aim to draw students who would not previously have considered U. T. Dallas.

The faculty has adjusted the curriculum so that the clinical certification portion of the program, for those students seeking it, occurs after students have completed their doctoral qualifying project. The faculty believe that by engaging students in research and doctoral study from the beginning, there will be less attrition at the point students achieve clinical certification and are eligible to engage in clinical practice. There is also a faculty committee charged with reviewing program requirements in an effort to eliminate unnecessary obstacles to timely completion of the degree. Specifically, the faculty are reviewing the structure and approval process for the required qualifying projects and dissertation proposal.

The Communication Sciences and Disorders program anticipates increased competition for students with the initiation of an audiology and speech-language pathology concentration in the University of North Texas' Ph.D. program in Health Services Research and the proposed Ph.D. programs in Communication Sciences and Disorders at Texas Woman's University and the University of Houston. However, Ph.D. enrollment in the Communication Sciences and Disorders at U. T. Dallas has steadily increased from 13 students in 2010-2011 to 33 in 2016-2017. The increased enrollment over the past few years has resulted in an increased number of graduations in the past year and will continue to do so in future years. Four students graduated in FY 2017 and an anticipated six more are on track to graduate in FY 2018. If five students graduate in FY 2018 the Communication Sciences and Disorders program will have achieved the necessary 10 graduating student in five years. With new facilities, faculty, and research options available, the Communication Sciences and Disorders Ph.D. program will become increasingly attractive to prospective students and low productivity should cease to be an issue beyond FY 2018.

Action Plan for Increasing Productivity of Ph.D. Program in Software Engineering Dean

The Texas Higher Education Coordinating Board has identified the doctoral program in software engineering as a low-producing program for three consecutive years. Below, UTD outlines all the efforts that the Computer Science Department has recently undertaken, and will continue, to increase the number of graduates in this program. Some of these efforts have already produced positive results. The program faculty are confident that with increased efforts the number of graduates will increase significantly. The concrete steps taken or proposed are the following:

1. Active efforts to increase the number of Ph.D. students in the Software Engineering Ph.D. program: This has been done through a Ph.D. information workshops that have been organized every semester during the past few years. The number of Ph.D. students in Software Engineering has increased as a result. This number currently stands at 22, a significant increase from the past. Note that these efforts have already resulted in an increase in the number of Ph.D. students graduating: six software engineering Ph.D.'s graduated in AY 2016-17 (three in Fall 2016, one in Spring 2017 and two in Summer 2017). The number of applications to the Software Engineering

Ph.D. program has also increased: more than double in 2017 Fall compared to the last few years. This increase has become possible due to hiring of new and distinguished faculty by the Computer Science Department in the last few years. These additions to our Software Engineering faculty have allowed us, and will continue to allow us, to increase the number of Ph.D. students in the program and thereby produce more Ph.D. graduates in software engineering. It should be noted that the U. T. Dallas Computer Science Department now ranks within top 10 in the nation for its research in software engineering (<http://csrankings.org>). The stature of the faculty and our increased ranking will help us attract many more Ph.D. students in the software engineering program.

2. New and Planned administrative changes: Administrative changes have also been made to streamline the program and to ensure that enrollment in the Software Engineering program is significantly increased:
 - a. Appointing a software engineering Ph.D. program coordinator: The head of the Computer Science department, Professor Gopal Gupta, served as the program head for both computer science and software engineering. To ensure continued health of the software engineering program, Dr. Andrian Marcus, Computer Science Department faculty member and an eminent researcher in software engineering has been appointed as the Program Coordinator for the software engineering Ph.D. program. Dr. Marcus is charged with ensuring robust health of the software engineering Ph.D. program. He will, of course, be assisted by Professor Gopal Gupta, Department Head, and Professor Shyam Karrah, Director of the Graduate Studies in the Computer Science Department.
 - b. Separate graduate admissions committee for the software engineering program: The graduate admissions committee for the software engineering program has been separated from the computer science admission committee (earlier they were both combined into one). This will result in more focused effort to increase the number of students in the program. This separation of admissions committees has been instituted since this Fall. Professor Andi Marcus is the chair of this committee.

The University of Texas at El Paso Low-Producing Programs Report

B.A. in Chicano Studies

The courses in the B.A. in Chicano Studies program address multicultural issues specific to the border region and the Hispanic population, a focus that makes the program unique within the U. T. System institutions, and throughout West Texas. Embedded in the multicultural focus is a significant contribution to the 60x30TX Higher Education Plan.

Although the number of degrees conferred under the program was low, it is consistently close to the required threshold. Several processes are in place, as well as some new ones, that are expected to increase this program's productivity. Additionally, it is important to note that this is an efficient, low-cost program. The courses included in the B.A. in Chicano Studies (CHIC) degree plan are not exclusive to this program; they are incorporated into degree plans across the University. These courses would continue to be offered even if the B.A. in Chicano Studies degree was not. Practically speaking, removing the B.A. in Chicano Studies would only provide a nominal cost savings.

The program continues to work with the El Paso Community College to recruit transfer students into this program, and now that the program is also offered online, enrollment for Fall 2017 is higher than Fall 2016. A registration issue has been identified that resulted in an inaccurate count of Chicano Studies majors. Students with double majors did not realize that the choice of which major is listed first and which second had repercussions. These students were contacted to clarify which major they wanted listed as their primary major, and five indicated the B.A. in Chicano Studies. The efforts indicated above have already increased enrollment.

Justification

Enrollment and Recruitment

The current enrollment provides a snapshot of a potential increase in graduation rates. For Fall 2017 there is a total of 20 students enrolled in the B.A. in Chicano Studies program: 14 in the face-to-face program and six in the online program. For Spring 2018 there are currently 36 students in this program: 16 in the online program, and 20 in the face-to-face program. A cohort of 40-45 is anticipated for Fall 2018. Local recruiting efforts include the establishment of a direct high school recruitment program and a proactive articulation with El Paso Community College's Chicana/Chicano Studies Program. Recruiting efforts for the new online program reach beyond the local community, focusing on the entire State of Texas.

Need and Quality

The B.A. in Chicano Studies is important to the El Paso region, providing an opportunity to incorporate cultural issues specific to the multicultural community as well as the region. U. T. El Paso's student body is 80% Hispanic with an additional 5% from Mexico. The institution reflects the demographic composition of this binational region, and this program specifically provides an educational base that combines culture and academics.

Enrollment in Chicano Studies courses is extremely high, as these courses fulfill college breadth requirements and are accessible to every major in Liberal Arts. To meet increasing demand and to strengthen the program's curriculum by providing breadth and depth, eight new Chicano Studies courses were created; these courses were added to the 2017-2018 degree plan. For the 2018-2019 academic year, 73 sections of Chicano Studies courses will be offered, highlighting the demand for courses in this program. This program also benefits students' post-graduation. While in the Chicano Studies program, students who are likely to see employment in the region and the Southwest acquire language and culture training.

To ensure the quality of educational and cultural components in this program, the Chicano Studies program has several committees in place:

- Curriculum and Instruction Committee
- Online Instruction Program Committee
- Hispanic Heritage Celebration (HHC) Committee
- Cesar Chavez Celebration Committee
- Research Fellows Committee

One role of the Curriculum and Instruction Committee is to assure alignment between the curriculum and learning outcomes of the B.A. In addition, both the Curriculum and Instruction Committee and the Online Instruction Program Committee work to assure appropriate courses are offered to meet the needs of students across every major in the College, who rely on these courses to meet critical breadth requirements for the B.A. degrees. The program recognizes and incorporates the importance of culture, providing an educational experience that encompasses more than the curriculum. This is highlighted by the promotion of Hispanic Heritage month, and through the work of the Cesar Chavez Celebration Committee and the Hispanic Heritage Celebration Committee. The attached Chicano Studies Committee Structure 2017-2018 provides additional information about the committee members and the focus of each committee.

Cost

Because these courses serve so many purposes throughout the undergraduate curriculum and because the demand for them is so high, U. T. El Paso would need

to continue the courses, even if the program were to be phased out. Thus, closing this program would not result in a significant savings for the University. Chicano Studies is one of the most effective academic programs at U. T. El Paso. Affiliate faculty offer approximately 50% of Chicano Studies courses in their discipline, e.g., Southwestern Border Politics, Mexican American History, and Chicana/a Literature. These courses are an integral part of the curriculum of the Political Science, History, and English Departments, respectively, but are not funded by Chicano Studies. Full- and part-time lecturers deliver the remaining 50% of the Chicano Studies curriculum, which consists mostly of interdisciplinary courses. Other units that use CHIC prefix courses via a cross-listing arrangement also provide faculty for teaching, saving Chicano Studies instructional expenses.

60x30 TX Higher Education Plan

The B.A. in Chicano Studies provides an important contribution for U. T. El Paso to the 60x30TX Higher Education Plan (60x30), which specifically targets Hispanics. Because the vast majority of our student population is Hispanic, incorporating Chicano Studies courses that relate to students' lived experiences will help these students to succeed. Understanding that they are entering higher education with a unique skillset that can be integrated into their education will boost self-confidence and make them aware that these are marketable skills. This asset-based approach to student success is an integral part of U. T. El Paso's new strategic initiative, the UTEP Edge (which serves as the Quality Enhancement Plan for accreditation purposes). Courses taught by nationally-known entrepreneurs at U. T. El Paso have enhanced student knowledge of practices outside of this region, promoting professional preparation for work and life. In particular, students enrolled in CHIC 3407, Hispanic Entrepreneurship, often form new or further develop small businesses in Texas, highlighting postgraduation opportunities for these students.

The Chicano Studies curriculum also contributes to 60x30 by helping to prepare well-qualified educators and increasing graduates in education. Educators who are culturally sensitive are invaluable in assisting students attain their goal of achieving a degree from an institution of higher learning. Additionally, U. T. El Paso is the only institution within over 300 miles that will offer teacher certification in Mexican American Studies, under the teaching field/endorsement recently approved by the State Board of Education. This offers graduates an exceptional employment opportunity. Because many U. T. El Paso graduates remain in the region, we can expect a large number of these educators to then promote and augment the education of the underserved Hispanic population in El Paso and the surrounding communities.

We believe the current high enrollment in program courses, in conjunction with an expected increase in program enrollment, minimal additional cost of the program, and the significance of this program to our community, demonstrate the need to continue offering the B.A. in Chicano Studies. We hope to continue providing this opportunity for current and future students.

M.A. in Education

This is a no-cost program that has been on the books for many years and is designed to provide an opportunity for the occasional student in education, who at the master's level wishes to pursue research.

The student completes coursework from the existing inventory of courses (already being offered as part of existing M.Ed. programs), on the advice of the graduate advisor in the particular area where the student has an interest.

The student works with a mentor to develop a research project and completes a thesis. This option permits select students who have an interest in research and might consider pursuing a Ph.D. degree to get in-depth research experience.

Eliminating the program would not result in any savings to the institution and would eliminate an important educational option to a small group of students, who might ultimately pursue research and academic careers.

**The University of Texas of the Permian Basin
Action Plans for Two (2) Low-Producing Programs**

**B.S. in Information System
B.A. in Leadership Studies**

B.S. in Information Systems

U. T. Permian Basin would like to maintain the Information Systems degree program. The Information Systems (ISYS) program provides a strong background in business and other marketable skills, including an emphasis on how information systems fit into modern business organization. The following table summarizes the number of graduates from Academic Years (AY) 2015 through 2017. Once implemented, the plan below is expected to result in an increase in the number of B.S. in Information Systems students and graduates.

Academic Year	AY15	AY16	AY17
# of Graduates	19	21	19

Action Plan

The following is an action plan to increase the number of Information Systems (ISYS) major students:

1. Attract more ISYS major students utilizing Texas Science Scholars (TSS) program, which provides students with a \$10,000 B.S. degree in one of five identified STEM majors. ISYS is one of them.

High performing applicants with a strong interest in career-readiness will find that skills acquired in the ISYS program translate well across a wide variety of careers. Therefore, marketing of the ISYS program will be combined with that for the TSS program. This strategy is particularly targeted toward first year and qualifying transfer students. This fits into the Computer Science Department's goal of improving the quality of both the overall student pool and the research underway.

2. Advertise the ISYS program to the local industries via Computer Science/ Information Systems alumni network.

The program will create partnerships with local businesses to improve chances of post-graduation employment. The department will reach out to local organizations for the purpose of establishing relationships that may result in internships, either paid or unpaid, and practical experience. These partnerships also provide experience solving real-world business problems. This practical experience increases the value of the ISYS program and therefore improves its marketability, especially with non-traditional students, for whom employability is often paramount.

3. Advertise our ISYS program through the Falcon Day events.

The program will increase participation by both ISYS faculty and the U. T. Permian Basin student chapter of the Association for Computing Machinery (ACM) at Falcon Day events. This strategy will increase awareness of the ISYS program among currently enrolled students. Particular targets for this strategy are undecided major students looking for a broadly applicable skill set.

4. Advertise our ISYS program through U. T. Permian Basin Computer Science/ Information Systems website.

The ISYS program section of the U. T. Permian Basin website will be rebuilt to emphasize the skills and usability of the degree. This will include an emphasis on the business applicability and an improved facility for communication with the department faculty. This can be implemented as a form field for submitting an email address, which sends a notification to the program head. This information can be used to initiate a dialog with potential applicants. This strategy is particularly valuable for turning initial inquiries into applications into enrollments. Developing a relationship with students before they enter the program will also assist with student retention to the program.

5. Work more closely with the College of Business to create synergies and enhanced relationships with Business faculty and students.
6. Emphasize ISYS student retention.

Identify current ISYS students who both need and want study assistance. Computer science lab assistants and/or computer science GA can be assigned to host study sessions. Current ISYS students should be encouraged to take part in local business partnerships as a path to improving both competence and confidence.

B.A. in Leadership Studies

U. T. Permian Basin wishes to maintain the Leadership Studies program. The development of servant leaders among our graduates, as well as skilled and employable graduates, are fundamental goals of U. T. Permian Basin (and other schools). These goals are fully in accord with the U. T. System's goal to engender in students (and staff) leadership qualities that can serve their communities and the nation as well as Texas Higher Education Coordinating Board's goal of infusing in all programs marketable/transferrable skills. The Leadership Studies program serves these goals. The following table summarizes the number of graduates from Academic Years (AY) 2015 through 2017. While it is true that the number of graduates has declined during the past three years, it is believed that the comprehensive reforms and initiatives discussed below will reignite interest in the program, among students and faculty, and will result in increased student enrollment.

Academic Year	AY15	AY16	AY17
# of Graduates	18	17	12

Action Plan

The following is an action plan to increase the number of Leadership Studies major students:

1. Reevaluate the Leadership Studies curriculum to ensure it remains relevant, truly interdisciplinary, and is led and offered by dedicated faculty members from multiple disciplines across the University.
2. Closely align the Leadership Studies program and its faculty with the John Ben Shepperd (J.B.S.) Public Leadership Institute, which itself will be brought more closely under Academic Affairs by making it an institute within the College of Arts and Sciences.
3. Build a stronger relationship between the Leadership Program and the U. T. Permian Basin Honors Program through jointly-sponsored activities and events.
4. Promote Leadership Studies at Falcon Days and other student recruitment events.
5. More effectively market the Leadership Studies major to both students and prospective employers by, among other means, articulating how Leadership Studies majors/graduates (like all U. T. Permian Basin graduates) will be/are equipped with transferable skills that employers value.
6. Promote the Leadership Program via an enhanced website that will clearly articulate to prospective students and employers the value (see item 5) of the Leadership Studies degree and the engaging courses and activities that are available to these majors.
7. Establish external partnerships with local businesses and organizations to help inform the Leadership Studies curriculum as well as to establish external connections that will result in internship and/or future employment opportunities for student/graduates.
8. Enhanced focus of student retention of Leadership Studies majors. Faculty committed to the Leadership Studies Program effectively will use the EAB Student Success Collaborative platform to track student progress and initiate any needed interventions to keep them on track toward graduation.

**The University of Texas at San Antonio
Annual Low-Producing Program Report**

Ph.D. in Information Technology – CIP 52.1201.00

Ph.D. – Information Technology

U. T. San Antonio would like to request continuation of the Information Technology program in the College of Business. The College's Ph.D. Program was approved in 2002, and the original proposal requested one Ph.D. degree in business administration, with areas of emphasis. The program was approved and assigned Classification of Instructional Programs (CIP) for both the Ph.D. program in business administration and for each emphasis area. Because each area of emphasis has a separate CIP code, the programs are evaluated by THECB as stand-alone degree programs. By way of comparison, among U. T. System schools, U. T. Austin is the only other institution that treats each Business School Ph.D. as a separate program. If graduation numbers across areas of emphasis were aggregated, the Ph.D. program would never be at risk of being a low-producing program (LPP). Nevertheless, measures have been taken to assure that the Ph.D. in Information Technology (and all other areas of emphasis) remain above the LPP threshold in the future.

By their very nature, areas of emphasis within the Ph.D. program in business produce relatively low numbers of graduates because we are training students for academic careers, rather than industry. The Information Technology area within the Ph.D. in Business did experience a few years with few graduates, and this resulted in the LPP status during the 2011-2016 period. However, with three graduates this past summer in the Information Technology emphasis, the number of graduates during the 2012-2017 the program now has 10 graduates in the past five years. In addition, two of the recent graduates were placed in excellent research universities in tenure track positions. Nevertheless, the College has put in place a plan to increase the productivity in all areas of the Ph.D. program.

Beginning in Academic Year 2017, the number of students funded in the Information Technology emphasis were increased, which should assure that the program stays at acceptable levels of productivity. The area of cybersecurity, which is a concentration within the Information Technology Ph.D. program, is growing rapidly at U. T. San Antonio and is increasing the emphasis on recruiting more Ph.D. students. The support for the Ph.D. program growth is in the form of additional fellowships to support more students each year and a significant growth in the number of research faculty, which increases the number of students who can be effectively mentored. The increase in funding comes from two sources. The first is an increase in the allocations the College is making to the program. These funds are generated through executive education programs the College operates. The second source is from increased grant activity in the department. In AY 2013 the College generated \$400,000 in external grants.

By AY 2017 this has grown to \$4,500,000. This grant funding is expected to increase even further as the department has hired four new faculty members in the past two recruiting cycles and three of these are senior hires who have significant track records of generating large grants that support Ph.D. students. This additional grant funding will enable the department to offer even more admissions each year, which will have the effect of increasing Ph.D. graduation numbers. The addition of these new faculty also significantly increases the department's ability to mentor doctoral students, which will increase the number of students who can be effectively mentored and improve placements from the program going forward. Considering our growth in the cybersecurity area, and our recent strategic faculty hires in this area, the doctoral program in Information Technology has tremendous opportunities to produce significantly more graduates capable of securing attractive tenure track positions at quality academic institutions.

Designation of U. T. Tyler Economics Program as Underperforming

Introduction

U. T. Tyler requests continuation of the Economic program because (a) the number of graduates in recent academic years reflect a trend upward, with five-year rolling averages exceeding 25 since 2016-17, (b) the current number of enrolled students also indicates an upward trend, and (c) there are plans to further grow the program as explained below.

Recent Graduation Numbers for U. T. Tyler Economics Program

The most recent university graduation numbers show the following:

Row Labels	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
ECON-B.A.					2		2		
ECON-B.S.	6	3	3	3	4	4	5	7	5
Rolling 5-yr Average			18	18	21	19	23	27	29*

*Note that these figures include the Fall 2017 graduation figures, and not Spring 2018. It is clear that the program was not underperforming in FY 2016-17 and will not be underperforming in FY 2017-18, even without the Spring 2018 graduation data. Currently 35 declared majors are in the pipeline; 12 are seniors and two (2) are post-baccalaureate students. If only 50% of seniors graduate in May 2018, the 5-year rolling average for the 2017-18 academic year will increase to 35, 40% above the threshold of low performing programs.

In FY 2013 the program did not admit any new students into the major, until new faculty could be hired. That had partial impact on the low performance of the program through 2015. In the three years that followed, economics graduates increased by 150% to eighteen.

In part, these increased numbers are due to (a) full staffing of the program and (b) the success of the growth plan for the program, which has been re-visited and enhanced.

Other Considerations

Central to the proposed strategic plan for U. T. Tyler is to attract higher level and creative students. Economics has an important role in this process. A vibrant and healthy Economics Program will attract and retain these creative and high achieving students.

Meetings in the fall semester of 2017 between representative of the Department of Social Sciences and the College of Business re-affirmed that the appropriate home department for Economics is the Department of Social Sciences. Business Economics is, of course, valuable to those in business professional schools. However, Economics

is a much broader field and, in Social Sciences, can be accessible to a broader range of students. However, to better support the College of Business, the committee agreed to formalize the opportunity for business – especially finance students – to double major in economics. A recent change to the U. T. Tyler catalog, influenced by economics faculty, reduced the number of hours for a dual degree from 150 to 120, thus paving the way for students who want to pursue both degrees.

ACTION PLAN TO INCREASE NUMBERS OF ECONOMICS MAJORS

Economics is perceived as being theoretical, math-oriented and difficult. It can be those things, but it is also a foundational way of thinking critically about the costs and benefits of decisions in all areas of society, work and life. A paradigm shift in the way economics is discussed, presented and perceived is required. *Economics is everywhere* must become the new mantra and focus of the program. This change in focus must be accompanied by meaningful changes in marketing, student recruitment, program design, course offerings, advising, career preparation and student success support. The most daunting aspect of increasing the numbers of students in the Economics major is to remove the fear barrier and create a familiarity with economics all around us. The program must not only target those students of higher qualifications, increasingly sought after by university recruiting, but must provide pathways to career opportunities for student who do not plan to go on to graduate school immediately. Accordingly, we propose to take the following actions.

Marketing

- Create a buzz
- Economics is everywhere
- Education is the ultimate economic multiplier
- Economics is the major of choice (pun)
- Connection with financial literacy movement

Program and Course Design

- 4-year path to success even with double majors and dual degrees
- Course scheduling for convenience of students
- Comprehensive advising – university, colleges, departments
- Redesigned core courses
- New and redesigned required courses
- New and redesigned elective courses

Recruitment and Retention of Students

- External
- Internal

Career Preparation and Student Success

- Undergraduate research
- Economics Society
- Speakers
- Field trips
- Study tours
- Returning alums
- Internships
- Course scheduling

Program Management and Evaluation of Faculty

- Interdisciplinary accountability
- Outreach
- Engagement
- Course minimum requirements
- Post tenure review