

**Faculty Senate Minutes**  
2 October 2024  
Student Government Chambers (UC 225)

**Senate Leadership in Attendance**

Andy Milson, Chair  
Rhonda Prisby, Chair Elect  
Adam Annaccone, Parliamentarian  
Whitney Russell, Treasurer  
Kathryn Warren, Secretary

**Senators in Attendance**, followed by the unit they represent  
(Department for TT, College or School for APT)

Ishfaq Ahmad	Computer Science and Engineering
George Alexandrakis	Bioengineering
David Arditi	Sociology and Anthropology
Amy Austin	College of Liberal Arts
Alan Bowling	Mechanical and Aerospace Engineering
Kim Breuer	College of Liberal Arts
Janet Burka	Libraries
Christopher Chambers-Ju	Political Science
Heather Charles	College of Science
Imre Demhardt	History
Thomas Dombrowsky	College of Nursing and Health Innovation
Carlos Donjuan	Art and Art History
Donna Firouzbakht	College of Architecture, Planning, and Public Affairs
Ceil Flores	College of Nursing and Health Innovation
Tom Graca	College of Business
Tom Hall	Accounting
Andy Hansz	Finance and Real Estate
Yaowu Hao	Materials Science and Engineering
Muhammad Huda	Physics
Darlene Hunter	School of Social Work
Joowon Im	Landscape Architecture
Penny Ingram	English
Theresa Jorgensen	Math
Carie Kapellusch	College of Liberal Arts
Vinayak Kaushal	College of Engineering
James Kelsay	Criminology and Criminal Justice
Cynthia Koomey	College of Nursing and Health Innovation
Andrzej Korzeniowski	Math
Laura Kunkel	College of Nursing and Health Innovation
Catherine LaBrenz	Social Work
Aera Leboulluec	College of Engineering

Joohi Lee	Teacher and Administrator Preparation
Stephen Mattingly	Civil Engineering
Fred MacDonnell	Chemistry
Rachael Mariboho	College of Liberal Arts
Jessica McClean	Libraries
Hyejin Moon	Mechanical and Aerospace Engineering
Joyce Myers	College of Education
Kaci O'Donnell	College of Liberal Arts
Mark Pellegrino	Biology
Cindy Plonien	College of Nursing and Health Innovation
Alejandro Rodriguez	Public Affairs and Planning
De'An Roper	School of Social Work
Ritesh Saini	Marketing
Phillip Schroeder	Theatre Arts
Don Schuman	School of Social Work
Whitney Tholen	College of Science
Dan Trott	Kinesiology
Regina Urban	Undergraduate Nursing
Jack Unzicker	Music
Nilakshi Veerabathina	College of Science
Rachel Voth Schrag	Social Work
Shouyi Wang	Industrial, Manufacturing, and Systems Engineering
Logan Watts	Psychology
David Wetz	Electrical Engineering
Richie White	College of Liberal Arts
Shelley Wigley	Communication
Naoko Witzel	Linguistics
Tim Wunder	College of Business
Xinbao Yu	Civil Engineering
Leaf Zhang	Educational Leadership and Policy Studies

**Senators Not in Attendance**, followed by the unit they represent  
(Department for TT, College or School for APT)

Manfred Cuntz	Physics
Andrew Hunt	Earth and Environmental Sciences
Aimée Israel-Pelletier	Modern Languages
Song Jiang	Computer Science Engineering
Liliana Pérez-Nordtvedt	Management
Cheryl Prachyl	College of Business
Eli Shupe	Philosophy
Aaron Smallwood	Economics
Gregory Turner	College of Engineering
Venu Varanasi	Graduate Nursing

### **Ex officio Members in Attendance**

Jennifer Cowley, UTA President

Tamara Brown, UTA Provost

Minerva Cordero, Vice Provost for Faculty Success

### **Guests**

Shanna Banda, Assistant Vice Provost for Faculty Success

Ann Hawkins, Associate Vice Provost for Faculty Success

Jayarajan Samuel, Information Systems and Operations Management, subbing for Jingguo Wang

Taylor Sansom, *Shorthorn* reporter

### **Meeting called to order by Faculty Senate Chair Andy Milson at 2:32 pm**

#### **Announcements and Updates**

- Chair introduces new Senators
- Senate Forum (first part of Senate meeting, devoted to discussion) begins
- Motion to go into executive session; seconded; motion carried; Senate entered executive session at 2:37 pm and resumed the open meeting at 3:03 pm

#### **Remarks from President Cowley**

- Preparing for legislative session, which convenes in January and runs until May
- Now is the time President Cowley and Jeff Jeter, our Vice President of Government Relations, meet with legislators, get to know them, and convey financial asks
- During this period legislative committees convene and start to consider issues, which will give us a sense of what bills we will start to see in January. Of 7000 bills filed, maybe 1000 make it through the process; key: if you hear something alarming, ask about it before reacting.
- President Cowley's financial asks
  - Texas has \$20 billion in surplus available for allocation; remains to be seen what will be a priority for the state
  - Priorities we always ask for
    - increases in our formula funding (what we get for student credit hour production)
    - increases in financial aid (Texas grant and other kinds of grant funding to support our students)
    - increases in research support (general core research funding that supports our day-to-day research activity)
  - Exceptional items, specific to University, and a building request
    - Fine and Performing Arts Complex renovation (not yet set whether there will be CCAPs [funding allocated for buildings] or not; usually decided at the end of the legislative session; for Life Sciences, the request took three cycles before it was approved)
    - \$60 million in one-time funding to support the UTA West campus expansion
    - \$16 million for the Institute for Biomanufacturing and Precision Medicine, which would allow us to expand our efforts in that area and focus on

- instrumentation; would provide some seed funding for a research park (received \$2 million last legislative cycle)
  - \$16 million to support a North Texas Water Institute
  - \$20 million to support Artificial Intelligence research and innovation; hopeful this will morph into a statewide request (anticipating statewide momentum)
- Please note: ideas and priorities presented at the beginning of the legislative session are not always what remain at the end; whether an ask is successful depends on getting traction with legislators
- Requests through other avenues related to other funding streams
  - Statewide request for mental healthcare workforce (CONHI working on that with Jeff Jeter to try to get more support to come to UTA)
  - Center for Mexican American Studies, another statewide ask
  - As topics begin to percolate, there might be other opportunities (e.g., Space Commission has \$150 million to allocate, but they know the requests will be larger, so they're hoping to make additional legislative requests to the state for funding; expectation every major university in the state will have space-specific curriculum and R&D requests; looking at opportunities to position ourselves to gain funding there)

**Senator:** Going off of the last legislative session and the impact of it, I and other colleagues have concerns about the wording of our compliance training with regard to SB 17. There's phrasing about "employees" not being able to engage in certain activities, but previously I understood it was "offices" that couldn't engage in those activities. I'm not sure if there's been clarification; I know research and teaching are exempt, but as faculty with areas of expertise that overlap with DEI, whether or not we are okay to attest to that, because officially I am an employee, and I will be doing those trainings as part of my expertise.

**President Cowley:** The advice is to speak with Shelby Boseman. He's the right person to ask and talk about your individual circumstances.

**Senator:** You mentioned the health disparities not falling under the current interests. I'm curious, with the requests being done, and whether something is of interest or not, has anyone UT-System wide looked at the economic impact of grants or training grants that we're no longer eligible to go after because we can't recruit students, for example, based on race or ethnicity, or because there's Children's Bureau Funding that requires racial equity to be a piece of it?

**President:** Senator West has made some public information requests to our university and others on a range of topics, but it's premature; not enough time has passed to have cumulative evidence of impact. But his office is quite curious about this and wants this information in advance of the legislative session.

#### **Remarks from Provost Brown**

- Update on search for Honors College Dean: a lot of interest, approaching 100 applicants, narrowed list down to 9 for first round interviews, which are taking place this week; campus interviews happening in November.

- Searching for an interim dean for the College of Ed, who has announced that he would like to step down by the end of this semester. Meeting with faculty to talk about future and direction of the college.
- Issue related to accommodations for students.
  - Data from SAR Center show that 10-20% of students have accommodations. There's a process by which those students can become known and letters sent to appropriate faculty with accommodations that fit the students' situations.
  - Issues with faculty not knowing how to make accommodations and therefore not doing it. We can't not accommodate students because it's inconvenient or hard.
  - So: start talking now in your departments about some of the more common accommodations and how you'd grant those if you were to have a student needing those accommodations.
  - Right now, burden is on student to make faculty aware, and there's not always a lot of time to think about how to make a modification. Not an option not to accommodate students.
  - Working through feedback from faculty about the challenges. Going to try to support faculty better.
  - Most common accommodations: extra time on assignments or tests; needing tests offered in distraction-free environments; flexibility on assignment deadlines.
  - Can be challenging in labs, in group projects, and when it comes to vendors faculty use (e.g., textbook publisher whose materials aren't accessible).

**Senator:** As a person who's had several neurodivergent people come to me, but they aren't able to get a diagnosis, can we do anything for these people?

**Provost Brown:** Our process is that it does have to go through that center and be verified; it can't just be self-reported. Some faculty have a greater degree of flexibility, and they can choose in that regard, but we don't have an alternative.

**President Cowley:** They don't have a diagnosis. There's nowhere on campus they can go to get a diagnosis.

**Provost Brown:** Let me make a note of that.

**Senator:** One other issue we recently faced with PhD students. The way you describe the process works well with undergrads and Master's students, but PhD students have expectations outside of class as well, and when this issue came up, nowhere in the process is anyone but the student's specific instructor made aware. But there are situations when perhaps the program director needs to become aware. Confidentiality might make that difficult.

**Provost Brown:** When students go through the SAR Center and get that notice, the onus is on the student to make faculty aware in the classes they want to experience that accommodation. There are students who decide they want to try to do the course without an accommodation. But there is no part of our process where we share that person's health information more broadly. It starts with the student.

**President Cowley:** Our process is very reactive. It's fine in most cases to have a little extra time in taking an exam, but we do have students with very serious limitations that impact how the curriculum is delivered, across multiple courses, so my hope would be that we could develop a process for identifying students who need more extensive accommodations and be able to work with the academic program so that they can think ahead and plan rather than finding out the day before class starts. It's ideal if our faculty are designing with universal design to start with. That's an opportunity for CRTLE and other groups on campus to support faculty in that way.

**Senator:** The PhD student who informed me through the SAR Center asked if it's appropriate for her to notify the graduate director in the department. I told her it was up to her whom to inform. But maybe when we're accepting students into programs we should ask them to self-identify then so we can be proactive.

**Provost Brown:** One of the concerns about divulging during the admissions process is that there might be blatant or inadvertent discrimination. One thing we could do is ask students if it's okay to communicate the information more broadly, but we can't voluntarily share a person's information beyond those with whom a student is taking a class.

**Senator:** It's really hard to get a place of employment to take you seriously when people know you're disabled. When we talk about accommodations and who wants to know, we keep it secret because society doesn't value the disabled population. There are faculty on campus who are afraid to get the accommodations we need out of fear about how they'll be treated. The bravery involved in asking for an accommodation is something we need to think about. It can be dangerous to share information with people who don't need to know.

**Senator:** If the SAR Center knows there are accommodations that are constantly popping up, could they create a resource for faculty for how to best put those accommodations into place?

**Provost Brown:** The letter does supply a list of options, but we've been told by faculty that they don't like the list of options.

**Senator:** On compliance training, there's exactly one question about it.

**Senator:** Last semester I got a letter from the SAR Center about a student requiring accommodations, but the student never contacted me to discuss it. Then, after the semester was over, in the written student feedback, I was told that I didn't give students the accommodations they need, but the student never came to me. The message should be made clear to students that it's their responsibility to communicate with their professors.

**Provost Brown:** Students are told that the onus is on them to inform their professors.

**Senator:** It seems the process has changed a little bit. Instructors are now required to fill out a testing agreement. I've been given all this information, and a student hasn't even approached me yet. I've been asked to develop a plan, but the student hasn't even come to me first. It seems like the student should come to me first. Maybe some clarity on the process is needed.

**Provost Brown:** All I can think of is that the desire there is, “I know someone’s in your class, and I want you to start thinking about it.” It’s a way of helping faculty plan in advance.

**Senator:** If that’s the case, then it may be, there’s someone in your class, and here are a list of potential accommodations, and then, if the faculty meets with the students, more detailed information can be provided.

**Senator:** At the start of my class, I tell students that I realize there are students with disabilities; if they want to use their accommodations, I ask them to set up a time to come and meet with me. I make it a safe space so that students feel comfortable approaching me.

**Senator:** I believe what’s happening is there’s two different things: accommodations and the alternate testing facility, and that letter gets generated when the student applies for the alternate testing, but not all students do that.

**Senator:** Shout out to the folks at SAR! When I get the email, I reach out to my students. Every time I’ve needed help from the SAR Center, they’ve been there.

**Senator:** I have a concern about if you’re teaching a large class with a TA or two; the letter also goes to the TA by email (but only to one). I’m concerned about TAs getting the email when they’re not the instructor of record.

**Senator:** What happens in an instance when an accommodation is sent through email, the student comes to the professor, and the professor decides not to accommodate?

**Provost Brown:** The student could complain to the department chair or through other avenues, like the Dean of Students. But, unfortunately, not all of them would complain and not have the support they need to do their best.

**Senator:** I was approached by two faculty regarding the merit raise. They are pleased there will be one, but the concern is that with the last round of merit, the unit leaders didn’t communicate how they apportioned the merit pool. In the phrase “merit raise” is the word “merit,” so there should be quantifiable reasons why people do or don’t get raises.

**President Cowley:** The decisions are delegated to the departments to make recommendations for merit raises. There should be a basis, based on the annual review process, for how that merit is distributed.

**Provost Brown:** Yes, those start in the departments and are reviewed by deans. Those are handled differently in different departments. There is no uniform system across the campus. They are supposed to be based on the annual evaluations.

**Senator:** I got the feedback that it was expressly *not* based on annual evaluation, but there were other reasons which drove the decision whether to give raises and what percentages.

**Provost Brown:** Then we should probably talk about that offline.

**Chair:** I've heard this concern as well, that some department chairs just decide, rather than calculating percentages, "everybody just gets \$500," and for some people that's 1.75% of their salary, and for others it's 0.5%. But it's not based on merit; it's based on everybody getting the same amount. Or that a dean might say, "I'm going to take 0.5% off the top, to do something else with," and then chairs are allocating it, so I think perhaps one way to put this question would be: what guidance and oversight is there for department chairs making decisions that really aren't about merit?

**President Cowley:** It is possible for a dean to shave off a portion to try to do some market adjustments or equity adjustments along the way, so that is something that would be allowable. When you have a 2% pool, it wouldn't make sense to do that because there's too little to work with to begin with. But in better years, if we had a 5% raise, then I could understand a dean saying, "I'm going to take half a percent and make some adjustments that need to happen."

**Senator:** The dean of COLA has taken 0.5%.

**Provost Brown:** That's not uncommon.

**Senator:** So the merit pool for COLA this time is 1.5% instead of 2%.

**Senator:** Didn't you just say that they weren't doing that this year since the pool is so small?

**President Cowley:** I said it would probably not be expected when you only have a 2% pool.

**Provost Brown:** But it's not inappropriate for a dean to do that.

**Senator:** The email we received about merit said some people might receive less than 1%, and some people might receive more than 2%. So, that is allowed?

**President Cowley:** Yes; people get different raises, based on annual review.

**Senator:** So it's based on the annual review.

**Senator:** So the dean receives a chunk of money, and the dean and chairs make decisions about how to distribute it?

**President Cowley:** Yes, the 2% pool is allocated out to units, and the units make decisions about how to use it based on annual reviews and perhaps making market adjustments. The department chairs make recommendations that go to the Dean and the Provost's office.

**Senator:** The two faculty who approached me (from different colleges) made it clear that the allocation was not based on the annual review. It was driven by other aims, and they were frustrated. Merit raises should be quantifiable to justify.



**Randall Piatkowski, Director of Disbursement, Accounts Payable, and Tri Nguyen, Manager of Disbursement**

**Presenting on Concur for Travel and Expense and ProCard Reconciliation**

(see appended slides for complete presentation)

- November 4: Concur for travel and expense processing goes live
- Travel and expense process in UT Share is disjointed; that is what prompted shift to Concur
- Can delegate to a staff member in Concur
- There's an app to take pictures and tracking expenses
- Reconciling of ProCards (can be delegated to another individual or faculty can do it themselves)
- Blackout period in processing in UT Share; October 12 the last day to request a travel card; October 21-November 3 are the UT Share blackout dates; October 18 the final day for the current booking system
- Need to do Canvas training for Concur to have access to the system
- Will still be reconciling ProCards in UT Share for the 10/4-11/3 statement; first one in Concur will be the 11/4-12/3 billing cycle
- Deadline for last UT Share statement is November 18

**Senator:** What happens if an already approved travel happens on the 18<sup>th</sup> of October? How should the reporting be done? And, for CTP (Collegiate Travel Planning), for flight bookings, it regularly happens that the online site can't deliver the results, so I have to call CTP to get it fixed. Will this option stay?

**Randall Piatkowski:** It's going to be very similar. If your travel is during or ends during that blackout period, you'd still give it to your admin, who will have to wait until November 4 to enter it into Concur. For the CTP stuff, the short answer is that you will still be able to call or email them. If you see something different in Concur versus what you're seeing on the website, they can help with that.

**Senator:** So I can still call them?

**Randall Piatkowski:** Yes. If you're doing complex travel, you can call them to find a better route.

**Senator:** For travel authorization request forms, we still submit the form as always, and this is a separate process?

**Randall Piatkowski:** That's a departmental form.

**Senator:** So this isn't integrated, so we can request travel all in one spot.

**Randall Piatkowski:** You could set it up that way. You can do it all yourself if you want.

**Senator:** When it comes to timelines, if there are faculty traveling at the beginning of 2025, do you recommend that they wait until November 4 to get in the process?

**Randall Piatkowski:** Yes. That way it's all in the new system. But if the pricing is volatile, please reach out to us.

**Chair:** Senators should all alert people to watch out for this and do the training.

### **Division of Faculty Success; Minerva Cordero, Ann Hawkins, Shanna Banda**

#### **Remarks from Ann Hawkins, Associate Vice Provost for Faculty Success**

- Tomorrow is the Faculty and Associates meeting, honoring emeritus faculty, pinning faculty who have received ACUE certificates, and acknowledging new faculty, so come and have food and drink in Rio Grande from 4-6pm to celebrate your colleagues
- In next few days, applications to the Leadership Academy (meeting Friday afternoons) will open for the spring, so if you want to nominate someone or yourself, please do; note was sent to department chairs to nominate people.

### **Vice President for Enrollment Management, Luisa Havens-Gerardo**

(see appended slides for complete presentation)

- Luisa Havens-Gerardo joined UTA in January 2024 after serving at VA Tech for 6 ½ years and Florida International University for 6 years
- Studied at the University of Idaho: three-time graduate, from three different colleges
- From Honduras originally
- Collaborative position, being able to create partnerships that are mutually beneficial
- Enrollment management: 1980s private colleges and universities (tuition-dependent institutions) started coming up in the literature
- Enrollment management an integral part of strategic planning
- Framework/practice that takes into account that enrollment management is contextually dependent
- The mission of the institution is the north star of strategic enrollment management
- Trying to achieve sustainable enrollment outcomes for the institution
- In the process of doing data analysis and thinking through within the context of the strategic plan about how to approach enrollment management here at UTA
- Working with several groups, visited with deans and enrollment teams
- Needed to agree what student populations to intentionally manage; agreement that we're not doing this for AP and AO students, but degree-seeking students in all modalities and all sites and all levels (UTA students not managed by a third party)
- Planning for five years (2025-30)
- Important to be clear and transparent about strategy; there is an overarching strategy of growth, in part because right now we still can grow; we are coming up on a time when growth, traditionally understood, will be much more difficult.
- There are student success gaps among current students, which we also need to work on (retention is part of enrollment management)
- Demographic shift coming; will force us to think about enrollment in a different way

- We are okay from now until 2030, but by 2036, over 200K fewer students will be graduating from high school nationwide; Texas not looking as grim; +17,090 in 2036 in Texas (so other states looking to recruit in Texas)
- 90-92% of our undergraduate students come from Dallas and Tarrant Counties, but that demographic is shifting; Dallas will be in decline, but there will be an increase from Collin County and Parker County
- Racial composition of our students changing; Texas is consistent with trends at national level
- Have been consistent with ratio of graduate and undergraduate students and overall numbers of students
- Mix of students and modalities has remained pretty consistent
- Ethnicities: white decreasing, others increasing
- Cost of tuition: average net price by income, lowest bracket paying out of pocket \$13,500; asking those who earn \$30,000 to pay half of what they earn to go to school here; we provide access but not opportunity
- Projection model (slide 16); if things remain the same and we do nothing different and neither do our competitors, then the blue line is what we should be expecting to see; status quo is safe, but we know that others are doing things differently, so we have to too.
- Transfer projection, looking at age 25 and under and what that share historically has been for us.
- We have a big opportunity at Master's level to capture more of market share, partly due to the immigration we've been experiencing in the area. Second fastest growing metropolitan area in the states. But the ages moving here not bringing college-age students right away.
- Creating machine-learning models and doing a models Olympics approach to do projections for enrollment. 20 years of enrollment data.
- Drawing on this for financial planning.
- Trend lines remain pretty consistent in terms of populations; model is predicting slow, sustained growth if nothing happens, which is good news, but the growth is so small that any shift in competition is going to affect our market share.
- Developing a third model that measures and tries to predict the effect of every \$1000 that reduces cost to students. We lose a lot of talented students; we have students still enrolled who began 10 years ago with us.
- We need to reset ourselves as an institution to become a student-ready university; we're going to put in the work required to do things differently
- This past year, 1700 students of all levels enrolling dropped their classes because it was so hard to enroll
- Completing the deployment of CRM to facilitate some processes for our students and for faculty
- Looking at different policies, like being able to drop all your classes without touching base with anybody.

**Senator:** Possibly being a devil's advocate, but from your slide, from the \$110,000 income we get \$20K and from the \$30K and lower it's just \$13,000, so from a money management standpoint, shouldn't UTA aim for the affluent students?

**Luisa Havens-Gerardo:** The average cost of attendance is almost \$30K a year. Those \$30K are divided by tuition and fees and the rest (living expenses). The majority of our students qualify for state and federal aid, and that's revenue for us. The \$30K income students get \$8K a year from the federal government and \$6K from the state, so if you actually looked at it, you'd be surprised, we're making about the same amount of money from everybody. The difference is that we're spending money on students who don't need money to come here. Work we're doing with financial aid will tell us exactly. We have bright students who happen to be poor. The \$22K isn't that they're paying more or less, because everyone is paying around \$29K.

**Senator:** I've heard this story before that it's so hard to get through the admission process here. Why can't it be fixed?

**Luisa Havens-Gerardo:** It can be fixed. There hasn't been an emphasis in understanding the requirements associated with student services that are right now sub-par. Right now, completing an application doesn't get a confirmation. Part of the reason is that when we acquired the CRM, we didn't deploy it correctly. Those are the expectations of service that students come to us with. This is my first term witnessing the onboarding process, and I was an international student myself. I have been appalled by some of the things I've seen.

September 4, 2024, minutes approved by acclamation.

**Meeting adjourned 5:05 pm**

**Next meeting: November 6, 2024**

# Travel, Expense and ProCard Powered by Concur

Faculty Senate

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**Randall Piatkowski**

10.2.2024



# About Concur

Concur is an application **coming November 4** that will allow UTA to automate, modernize and connect our travel and expense processes.

## **SAP Concur will allow UTA users to:**

- Request and book travel
- Submit travel and non-travel expense reports
- Complete reimbursement requests with live compliance alerts
- Upload receipt photos for travel and other business expenses
- Reconcile ProCard charges



## **Concur**

Travel and Expense at Your Fingertips

**UTA**  
Business Affairs

**Modernize.  
Automate.  
Unify.**

Learn more at  
[GO.UTA.EDU/CONCUR](https://go.uta.edu/concur)



# Change Overview

The following business processes will be moving from UT Share to Concur:

- Travel requests
- Cash Advance requests
- Travel Expense Report requests
- Non-Travel Expense Report requests
- Travel and airfare cards
- ProCard Reconciliation

# Preparing for Launch

Date	Action	Updated 10/2
October 12	Deadline to request a travel card. No Cash Advances will be processed from October 21 - November 3	
October 18	<b>Concur Online Booking Closes at 5:00pm</b> Final day to submit a 2024 travel request or expense report in UTShare.	
October 18	All 2024 travel requests and expense reports must be <b>approved</b> to Disbursements.	
October 21	Training Opens; Required Concur training course available in Canvas.	
October 21 – November 3	<b>Systems Blackout Period Begins – Concur and UTShare Travel &amp; Expense Module Unavailable</b>	
November 4	Full system access to expanded travel suite of SAP Concur available via MyApps	
November 5	The final file for travel card and ProCard transactions for billing cycle 10/4-11/3 will be loaded into UTShare.	
November 18	All ProCard transactions must be reconciled	
December 9	ProCard transactions will be reconciled in Concur moving forward, starting with 11/4-12/3 billing cycle	



# Training and Support

## Training

- Training will be required for access to the system
- You will be auto-enrolled in a Canvas course that will open October 21
- Optional: Attend a lab session after November 4, where you can troubleshoot with staff

## Support

- Join the ProCard Resource Center Team
- Join the Travel & Expense and AP Knowledge Center Team
- Attend the October 11 or October 29 info session
- Visit the project website for more information
- Questions and requests for departmental presentations can be submitted to the project email: [UTAConcur@uta.edu](mailto:UTAConcur@uta.edu)



# Strategic Enrollment Management

IN SUPPORT OF SHARED DREAMS, BRIGHT FUTURE  
UTA 2030

In professional literature, Enrollment Management emerged in the 1980s.

As a professional practice, Enrollment Management evolved in the mid-1990s.

In the new millennium, Enrollment Management has become a strategic component of institutional planning.

**Sustainable  
Enrollment  
Outcomes**

**Tactics**

**Strategies**

**Enrollment Infrastructure**

**Strategic Enrollment Goals**

**Data Collection and Analysis**

**Key Enrollment Indicators**

**Institutional Strategic Plan**

- **Consistently meeting goals over the long term**
- **Enabling more effective campus-wide planning**
- ***Achieving the institution's desired future***

# SEP's North Star

- Enrollment management starts with the institutional mission, and it ultimately succeeds or fails based on the strength of its links to academics and student success – (Bontrager, 2004)

## **Our Mission**

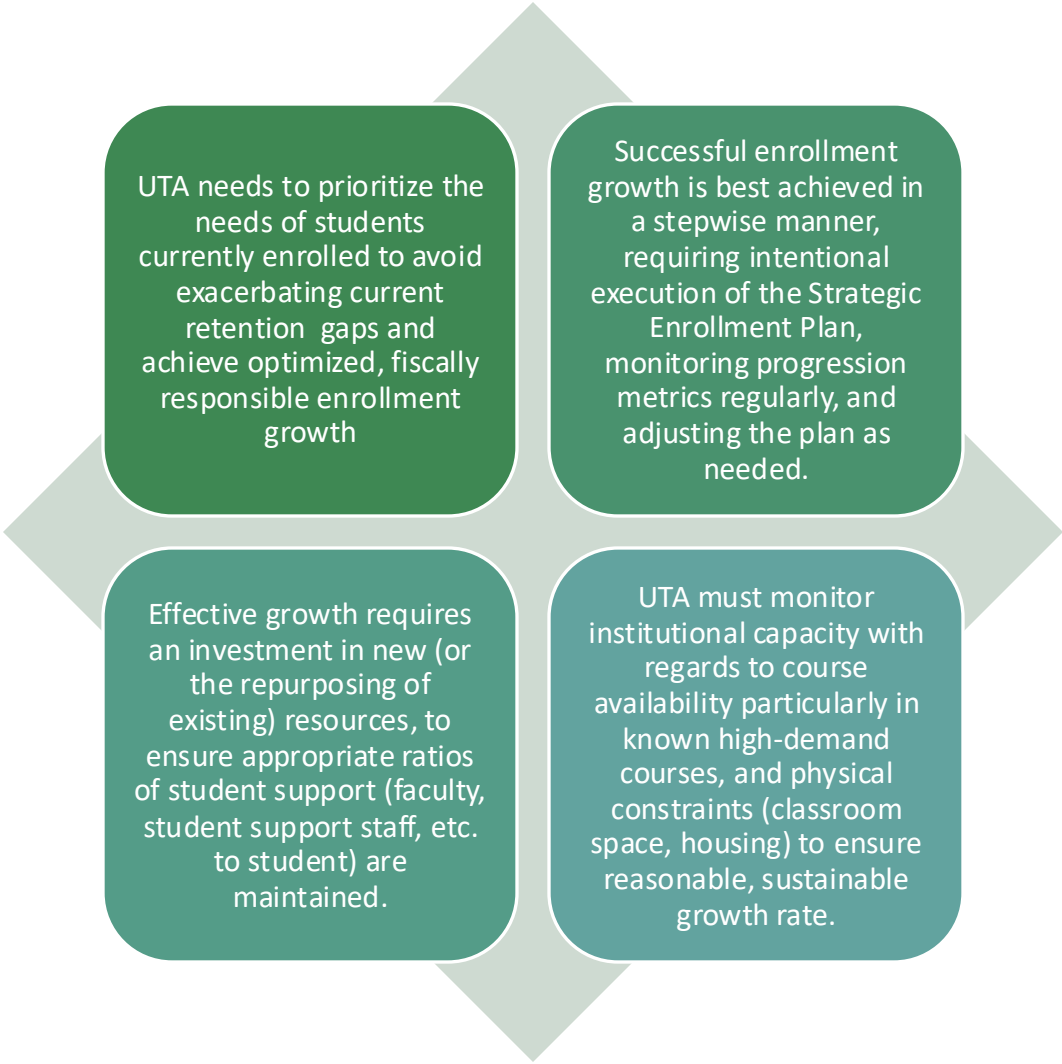
The University of Texas at Arlington is a comprehensive teaching, research, and public service institution dedicated to the advancement of knowledge through scholarship and creative work.

The University is committed to providing access and ensuring student success, and to a culture of innovation, entrepreneurship, and commercialization of discoveries by our community of scholars.

The University promotes lifelong learning through its academic, continuing education, and experiential learning programs. The faculty, staff, and student community shares diverse cultural values that foster inclusivity and cultivate mutual respect.

# Scope

- This plan focuses on the intentional and disciplined management of Non-AP, Degree seeking enrollments, all modalities and all sites
- The planning period encompasses 5 years, with yearly action planning and assessment to be conducted after each term's census day to determine whether any adjustments are needed and to add a year to the planning period in order to maintain 5-year planning cycles.
- Some action planning will be performed by existing or redeployed working groups or committees to ensure already achieved progress or successes are recognized and/or leveraged
- SEP taskforces may focus on discrete projects or initiatives that may include updating related policies and procedures through the appropriate governance processes



UTA needs to prioritize the needs of students currently enrolled to avoid exacerbating current retention gaps and achieve optimized, fiscally responsible enrollment growth

Successful enrollment growth is best achieved in a stepwise manner, requiring intentional execution of the Strategic Enrollment Plan, monitoring progression metrics regularly, and adjusting the plan as needed.

Effective growth requires an investment in new (or the repurposing of existing) resources, to ensure appropriate ratios of student support (faculty, student support staff, etc. to student) are maintained.

UTA must monitor institutional capacity with regards to course availability particularly in known high-demand courses, and physical constraints (classroom space, housing) to ensure reasonable, sustainable growth rate.

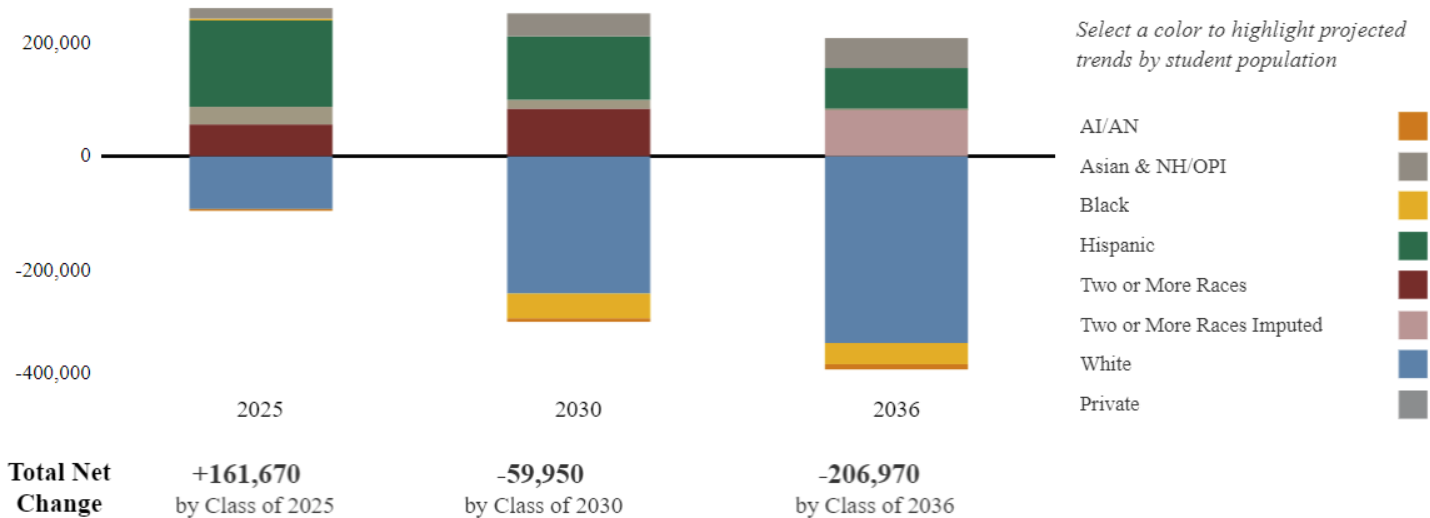
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## Growth as an Overarching Strategy : Considerations

# Context: US

Projected Changes in High School Graduates Compared to the Class of 2019

Cumulative Change in the Number of Graduates



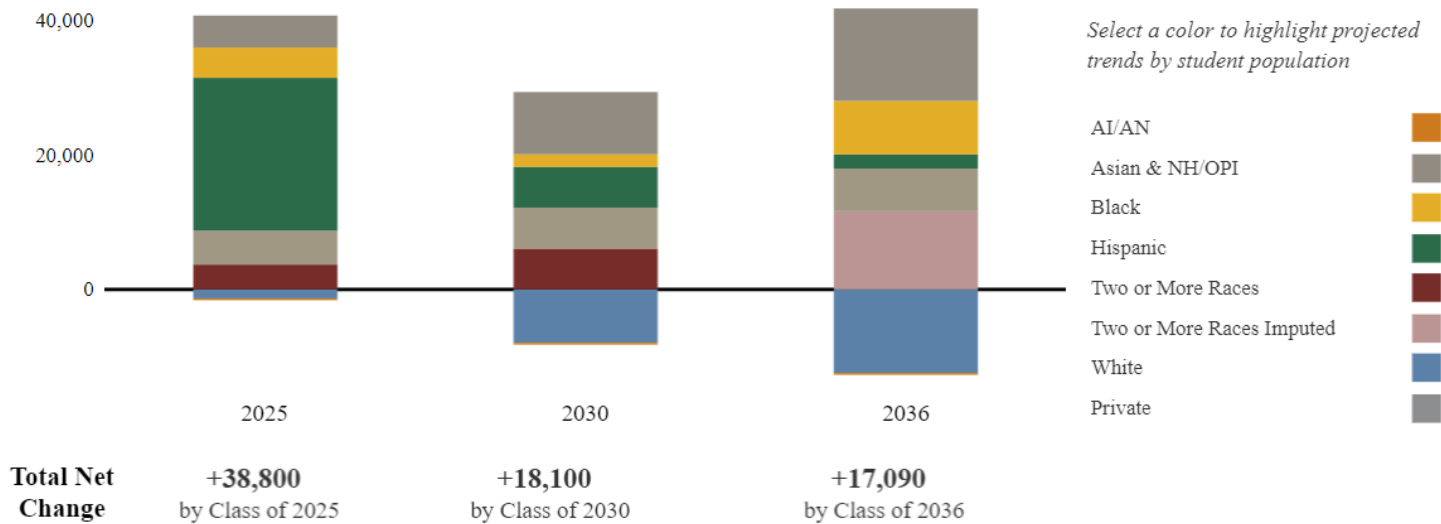
Source: WICHE <https://knocking.wiche.edu/dashboards-profiles/>



# Context: TX

## Projected Changes in High School Graduates Compared to the Class of 2019

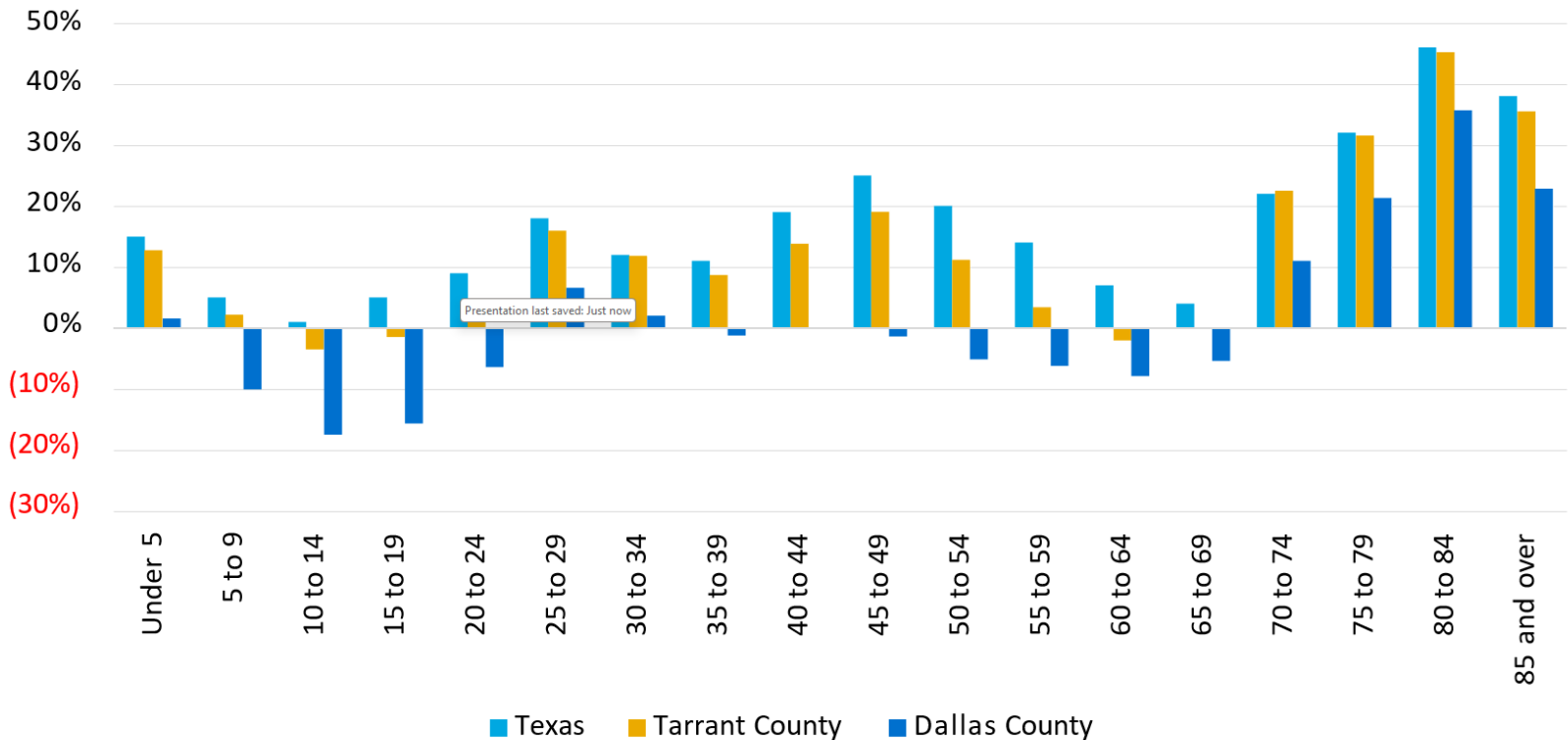
### Cumulative Change in the Number of Graduates



Source: WICHE <https://knocking.wiche.edu/dashboards-profiles/>

# Context: Tarrant and Dallas

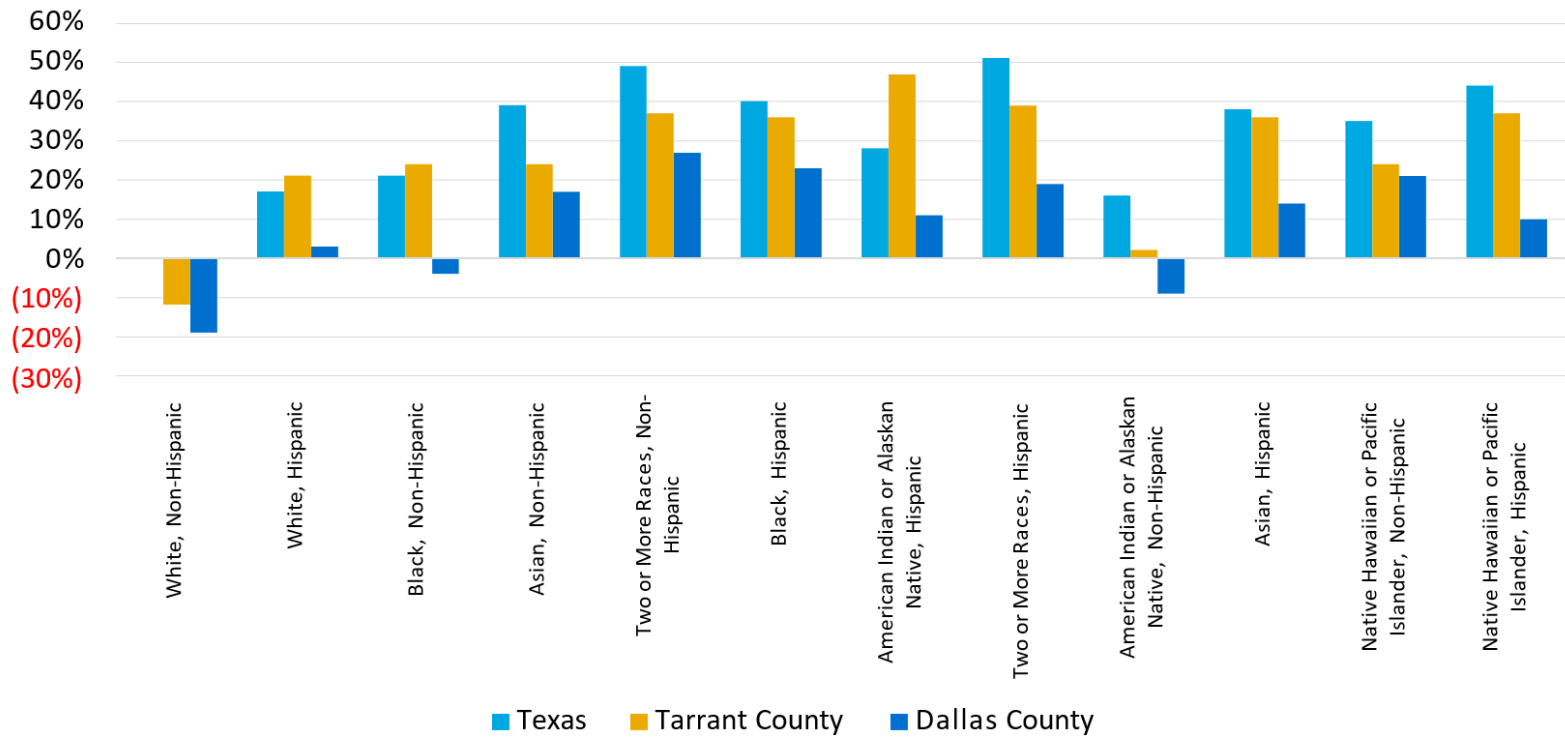
## Age Change Over Next 10 Years for Texas



Source: RNL-EPM deliberable

# Context: Tarrant and Dallas

## Race Ethnicity Change Over Next 10 Years for Texas

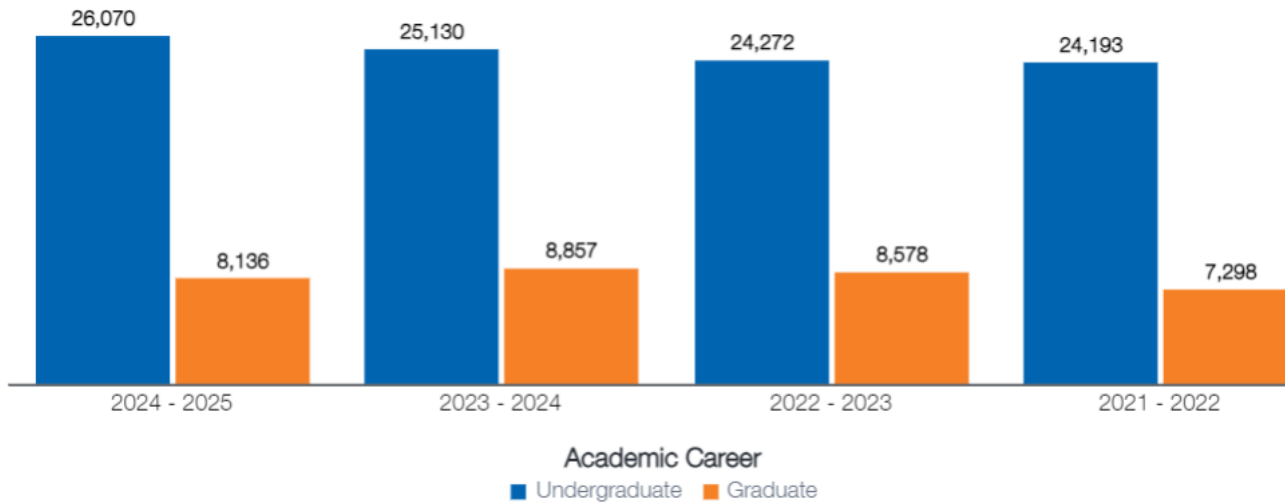


Source: RNL-EPM deliberable

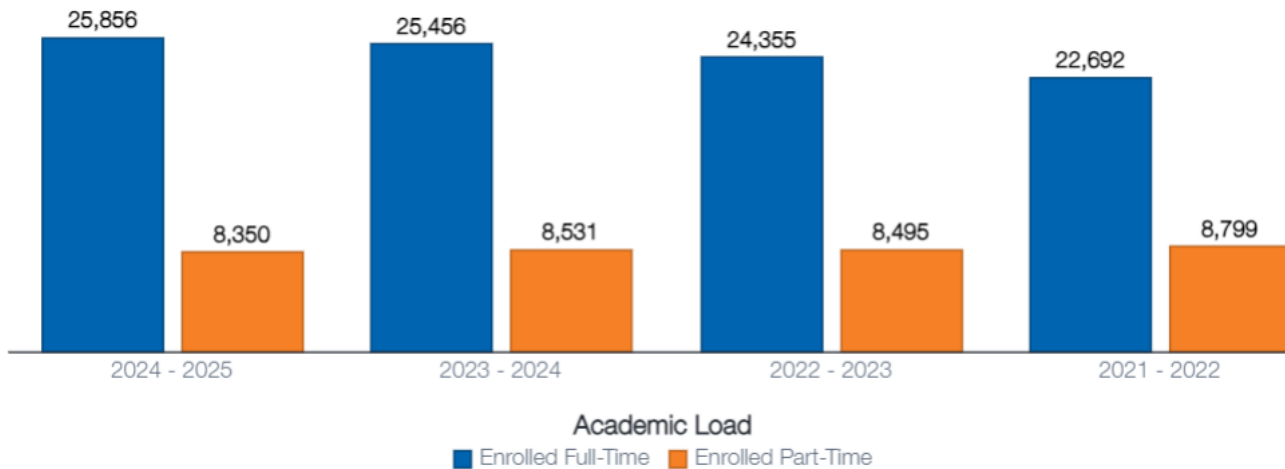


# Historical Trends

## Fall Terms - Enrollment Trend by Career



## Fall Terms - Academic Load by Academic Year



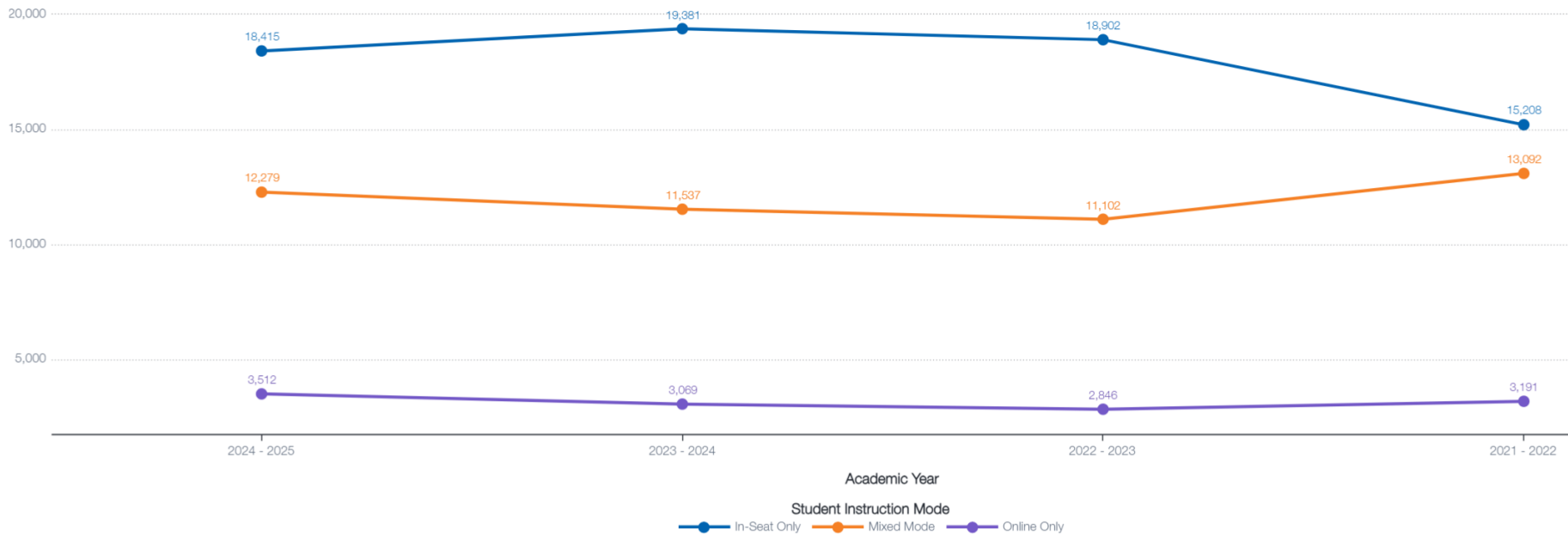
# Historical Trends

Year	Academic Career	Enrolled (Distinct Count)	
		Non-AP - degree seeking	%
2024	Undergraduate	25683	0.770868
2024	Graduate	7634	0.229132
2024	total	33317	
2023	Undergraduate	25,438	0.742585
2023	Graduate	8,818	0.257415
2023	total	34,256	
2022	Undergraduate	24,613	0.741802
2022	Graduate	8,567	0.258198
2022	total	33,180	
2021	Undergraduate	24,491	0.770812
2021	Graduate	7,282	0.229188
2021	total	31,773	

# Historical Trends

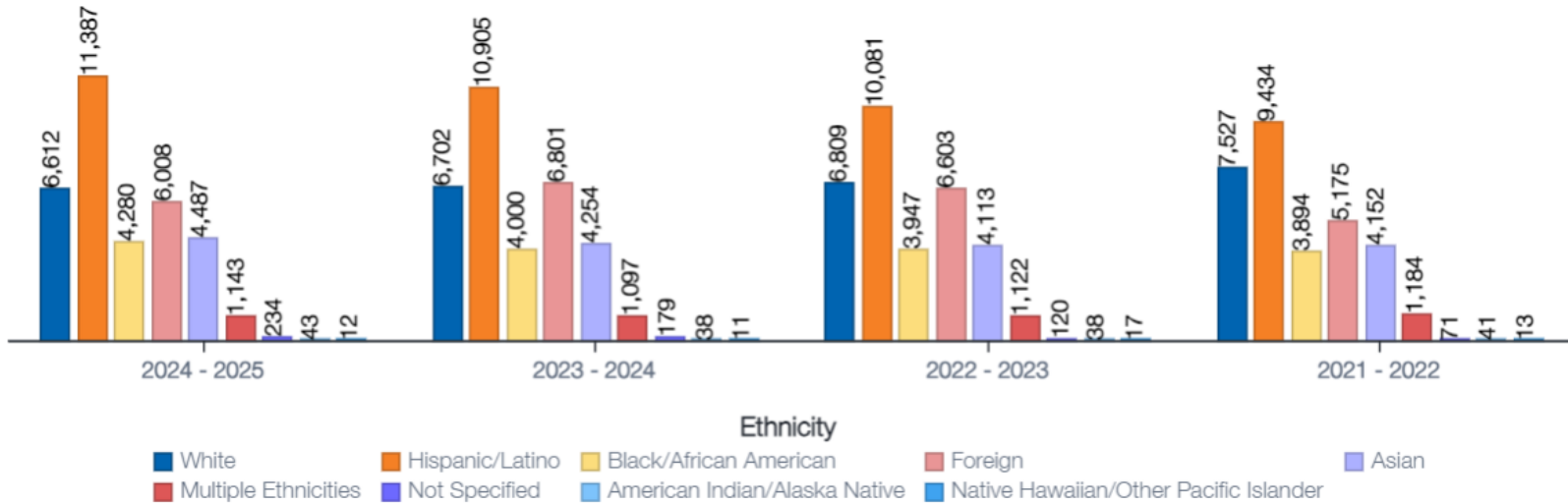
Enrolled (Distinct Count) by Academic Year grouped by Student Instruction Mode

Enrolled (Distinct Count)

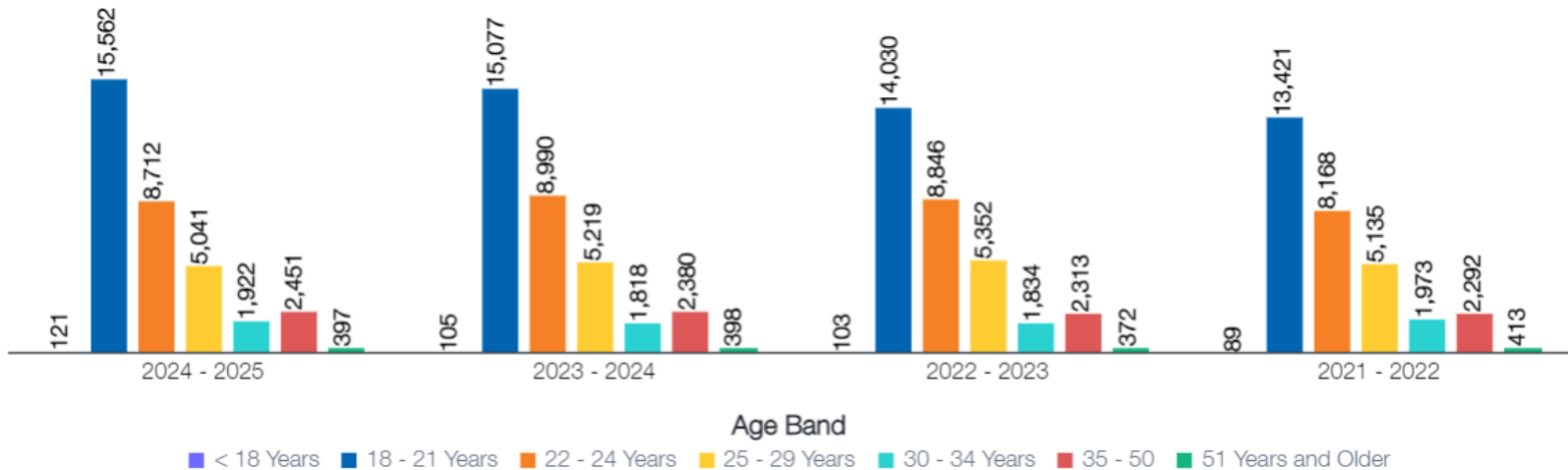


# Historical Trends

Fall Terms - Ethnicity by Academic Year



Fall Terms - Student Age Group by Academic Year



# Historical Trends

Full-time beginning undergraduate students who paid the in-state or in-district tuition rate and were awarded Title IV aid by income.

AVERAGE NET PRICE BY INCOME	2020-2021	2021-2022	2022-2023
\$0 – \$30,000	\$13,217	\$12,455	\$13,535
\$30,001 – \$48,000	\$14,011	\$12,597	\$13,225
\$48,001 – \$75,000	\$15,440	\$13,915	\$14,602
\$75,001 – \$110,000	\$20,232	\$18,843	\$20,025
\$110,001 and more	\$21,260	\$21,411	\$22,617

- Average net price is generated by subtracting the average amount of federal, state/local government, or institutional grant or scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees (lower of in-district or in-state), books and supplies, and the weighted average for Food and Housing and other expenses.

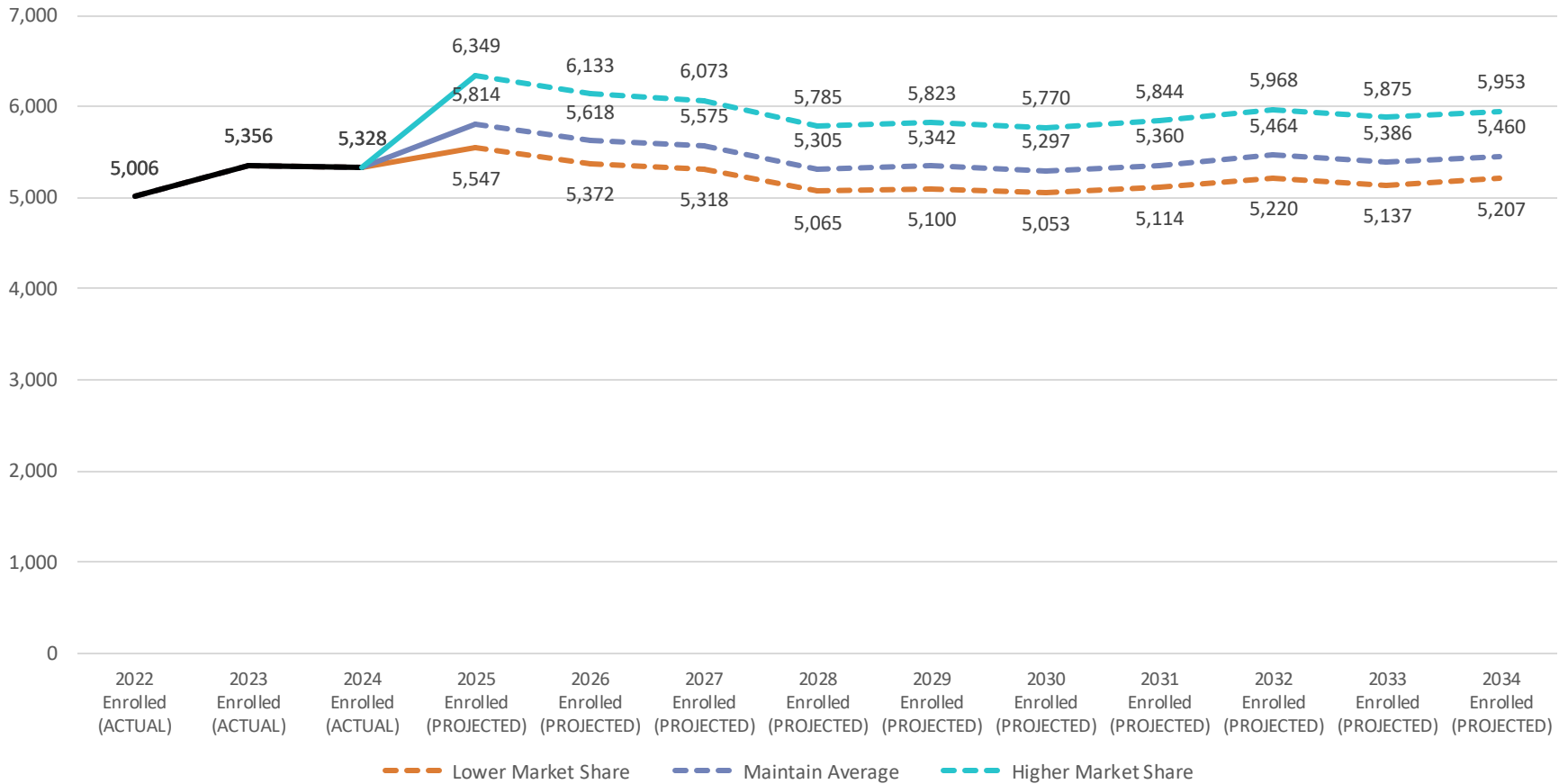
Source: NCES- [College Navigator](https://collegeboard.org/college-navigator/) - The University of Texas at Arlington ([ed.gov](https://ed.gov))





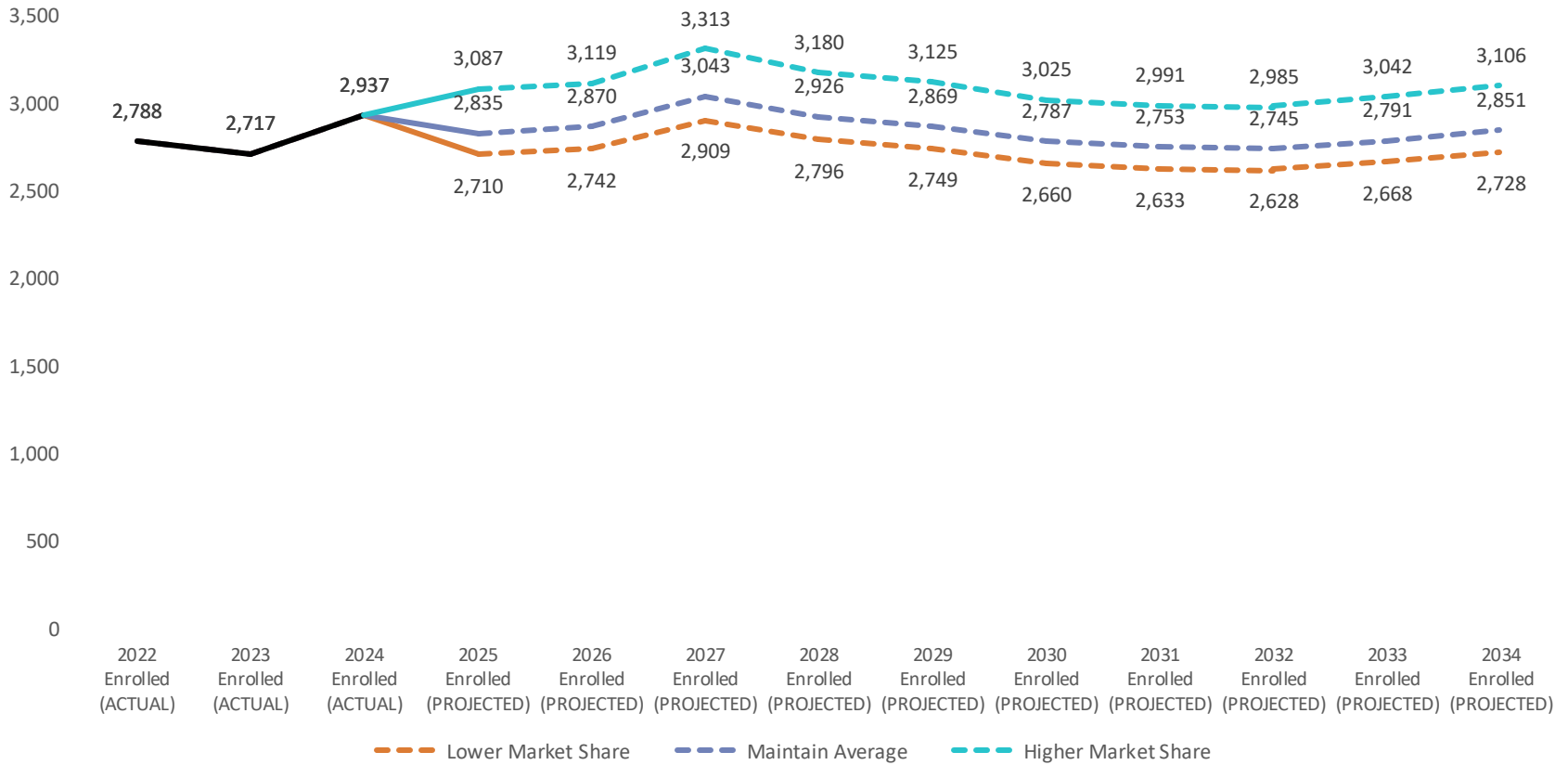
# Enrollment Projection Model (RNL)

Enrollment Projections: FTIC



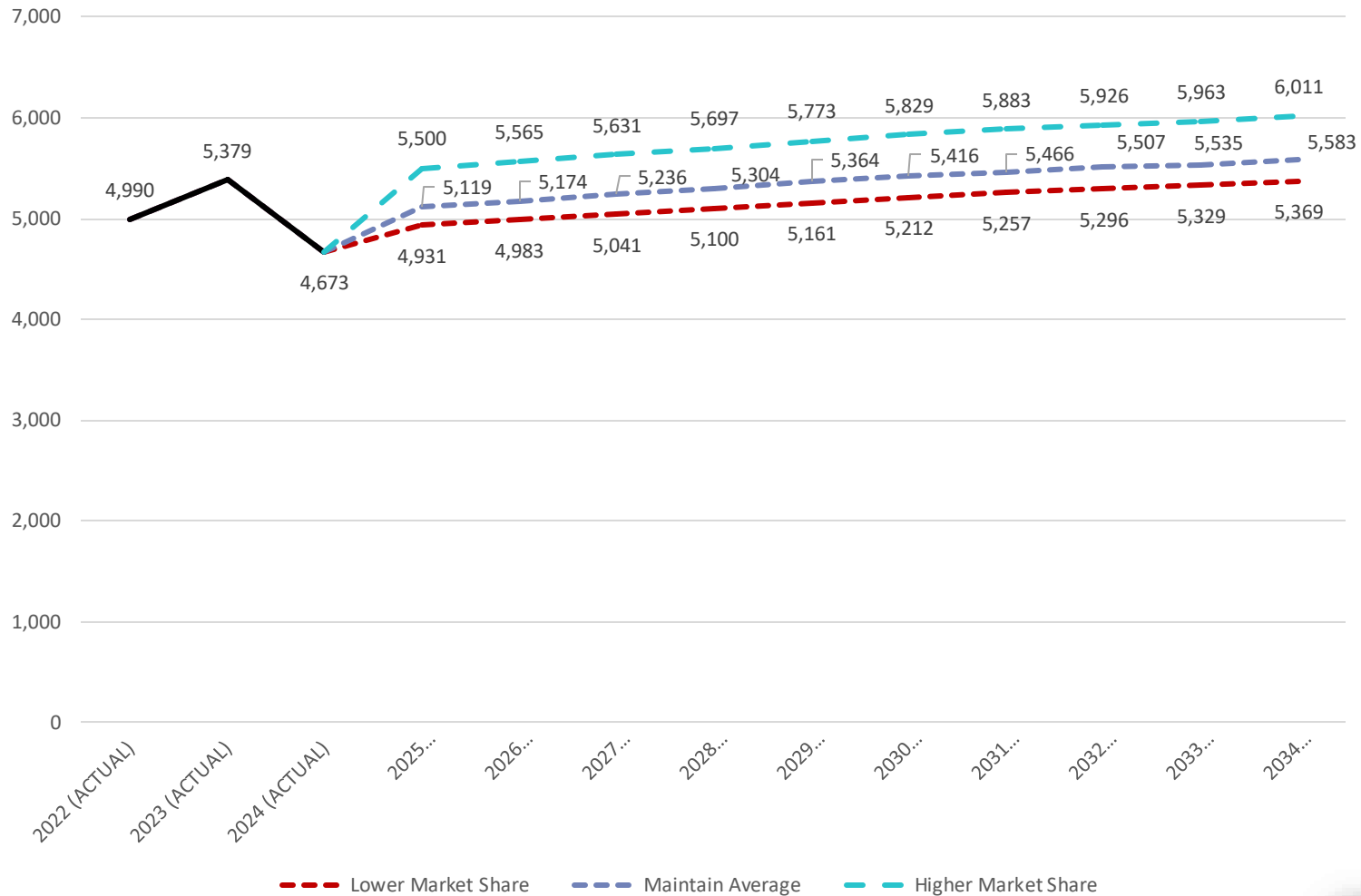
# Enrollment Projection Model (RNL)

## Enrollment Projections: Transfers



# Enrollment Projection Model (RNL)

## Enrollment Projections: Adults



# UTA Projections Models

- The following models were trained for this work:
  - SARIMA (i.e., Autoregressive Integrated Moving Average with seasonality)
  - Complex Exponential Smoothing (i.e., exponential smoothing, with complex-valued parameters)
  - Holt model
  - Holt-Winters model
  - Autoregression
  - Local-Global Trend
  - Damped Local Trend
- Total headcounts for all target populations (Non-AP, Degree Seeking enrollments) were used, for all semesters since Spring 2004. The models are trained on Spring, Fall, and Summer terms.
- The models are trained on a subset of the historical data, and asked to predict enrollment counts for the next few years, starting with the first semester after the final semester they were trained on (e.g.: train the model on data from 2004-2019, and generate predictions for 2020 and onward).

# UTA Projections Models

- After the training is performed, and all of the projections on the test sets are saved, we need to select the “best” version of each model for each population (e.g. the best SARIMA for Foreign Undergraduate FTIC, best Autoregression for Foreign Undergraduate FTIC, etc.).
- We split the selection into two steps: one for selecting short term (one- and two-year) models, and one for long-term (three-, four-, and five-year) models.
- All of the model projections for a single student subpopulation are averaged together for each future year. This serves to smooth out some of the variability in the projections due to differences in each individual model.

# UTA Projections Models

- First, and most critically: these models assume that all existing enrollment trends will continue. They estimate where we'll be if everything keeps going the way it's currently going.
- Second: short-term projections are generally far more reliable than long-term projections. Projections one year into the future, and to a lesser extent two years, are generally fairly strong indicators of actual enrollment (unless there is specific domain knowledge that provides reason to doubt this).
- Projections at three, four, and especially five years into the future should be taken as very rough estimates.

# UTA Projection Model

## University of Texas at Arlington Enrollment Projections and Goal Setting for future Fall Terms Census Enrollment Projections

Student Type	Residence	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
FTIC	Resident	3,526	3,852	4,067	4,361	4,228	4,268	4,311	4,375	4,421	4,477
	Out of State	109	116	107	116	91	100	98	105	104	105
	Foreign	171	199	246	313	425	449	461	418	419	423
	<b>Total</b>	<b>3,806</b>	<b>4,167</b>	<b>4,420</b>	<b>4,790</b>	<b>4,744</b>	<b>4,817</b>	<b>4,870</b>	<b>4,898</b>	<b>4,944</b>	<b>5,005</b>
Transfer	Resident	2,527	2,406	2,306	2,304	2,403	2,395	2,385	2,347	2,332	2,328
	Out of State	96	97	104	97	98	98	96	95	95	94
	Foreign	290	227	168	214	348	347	336	319	321	321
	<b>Total</b>	<b>2,913</b>	<b>2,730</b>	<b>2,578</b>	<b>2,615</b>	<b>2,849</b>	<b>2,840</b>	<b>2,817</b>	<b>2,761</b>	<b>2,748</b>	<b>2,743</b>
Continuing Student	Resident	15,553	15,128	15,300	15,890	16,591	16,929	17,164	17,296	17,474	17,652
	Out of State	318	336	351	351	333	329	326	332	331	333
	Foreign	1,501	1,309	1,154	1,078	1,167	1,222	1,247	1,283	1,307	1,330
	<b>Total</b>	<b>17,372</b>	<b>16,773</b>	<b>16,805</b>	<b>17,319</b>	<b>18,091</b>	<b>18,480</b>	<b>18,737</b>	<b>18,911</b>	<b>19,112</b>	<b>19,315</b>
Overall	Resident	21,606	21,386	21,673	22,555	23,222	23,592	23,860	24,018	24,227	24,457
	Out of State	523	549	562	564	522	527	520	532	530	532
	Foreign	1,962	1,735	1,568	1,605	1,940	2,018	2,044	2,020	2,047	2,074
	<b>Total</b>	<b>24,091</b>	<b>23,670</b>	<b>23,803</b>	<b>24,724</b>	<b>25,684</b>	<b>26,137</b>	<b>26,424</b>	<b>26,570</b>	<b>26,804</b>	<b>27,063</b>
Instate Percentage		89.68%	90.35%	91.05%	91.23%	90.41%	90.26%	90.30%	90.40%	90.39%	90.37%

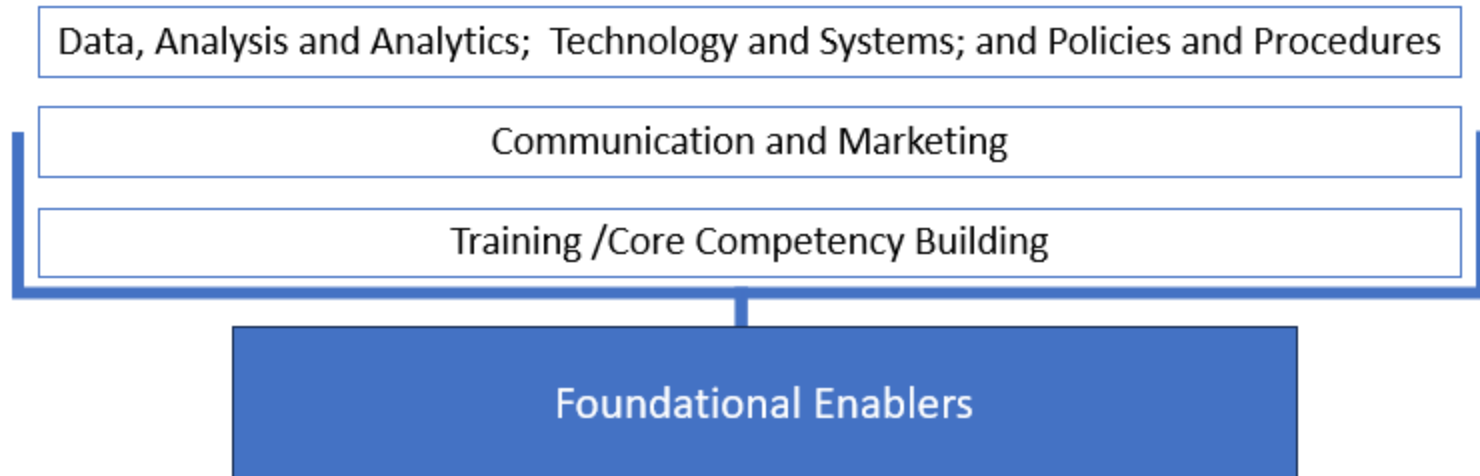
### Enrollment By Academic Career

Academic Career	CohortType	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Undergraduate	Freshman and Sophomore	6,296	6,187	6,449	6,589	6,670	6,747	6,940	7,179	7,607	8,343	10,669	9,270	9,682	10,039	9,804	10,010
	Junior and Senior	14,784	14,997	15,373	15,923	16,441	16,875	17,151	16,491	16,196	16,381	15,015	16,867	16,742	16,531	17,000	17,053
	<b>Total</b>	<b>21,080</b>	<b>21,184</b>	<b>21,822</b>	<b>22,512</b>	<b>23,111</b>	<b>23,622</b>	<b>24,091</b>	<b>23,670</b>	<b>23,803</b>	<b>24,724</b>	<b>25,684</b>	<b>26,137</b>	<b>26,424</b>	<b>26,570</b>	<b>26,804</b>	<b>27,063</b>
Graduate	New Student	2,478	2,643	2,629	2,469	2,401	2,105	1,550	2,730	2,654	2,673	2,066	2,183	2,238	2,108	2,106	2,108
	Continuing Student	5,051	5,588	5,684	5,364	4,833	4,815	4,712	4,091	5,409	5,633	5,568	5,556	5,572	5,531	5,551	5,598
	<b>Total</b>	<b>7,529</b>	<b>8,231</b>	<b>8,313</b>	<b>7,833</b>	<b>7,234</b>	<b>6,920</b>	<b>6,262</b>	<b>6,821</b>	<b>8,063</b>	<b>8,306</b>	<b>7,634</b>	<b>7,739</b>	<b>7,810</b>	<b>7,639</b>	<b>7,657</b>	<b>7,706</b>
<b>Total</b>	<b>Total</b>	<b>28,609</b>	<b>29,415</b>	<b>30,135</b>	<b>30,345</b>	<b>30,345</b>	<b>30,542</b>	<b>30,353</b>	<b>30,491</b>	<b>31,866</b>	<b>33,030</b>	<b>33,318</b>	<b>33,876</b>	<b>34,234</b>	<b>34,209</b>	<b>34,461</b>	<b>34,769</b>



# Foundational Enablers

- Items that are the foundation that support the success of the SEP strategies and achievement of enrollment and retention goals
- UTA must address optimizing these critical elements to ensure a successful execution and institutionalization of SEP





# Foundational Enablers

- The following needs for optimization have been identified:
  - Establish appropriate data governance to support data-informed decision-making
  - Complete deployment of CRM to enable integrated student communication and improve data collection to inform robust communication strategy
  - Establish training modules and require campus-wide adoption of technology/systems to improve student experience and success
  - Develop common data definitions and data quality controls
  - Identify policies, procedures and practices that act as, or create barriers to optimizing foundational enablers and to approved strategies or tactics



Q&A

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