

**Faculty Senate Minutes**  
6 November 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
Linda Barasch	College of Engineering
Mahmoud Bayat	Architecture
Kim Breuer	College of Liberal Arts
Christopher Chambers-Ju	Political Science
Manfred Cuntz	Physics
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
Darlene Hunter	School of Social Work
Penny Ingram	English
Aimée Israel-Pelletier	Modern Languages
Song Jiang	Computer Science Engineering
Theresa Jorgensen	Math
Carie Kapellusch	College of Liberal Arts
Vinayak Kaushal	College of Engineering
James Kelsay	Criminology and Criminal Justice
Andrzej Korzeniowski	Math
Laura Kunkel	College of Nursing and Health Innovation
Catherine LaBrenz	Social Work
Joohee 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
Patti Parker	College of Nursing and Health Innovation
Mark Pellegrino	Biology
Liliana Pérez-Nordtvedt	Management
Cindy Plonien	College of Nursing and Health Innovation
De'An Roper	School of Social Work
Ritesh Saini	Marketing
Phillip Schroeder	Theatre Arts
Eli Shupe	Philosophy
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
Richie White	College of Liberal Arts
Shelley Wigley	Communication
Naoko Witzel	Linguistics
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)

Alan Bowling	Mechanical and Aerospace Engineering
Janet Burka	Libraries
Heather Charles	College of Science
Imre Demhardt	History
Yaowu Hao	Materials Science and Engineering
Muhammad Huda	Physics
Andrew Hunt	Earth and Environmental Sciences
Joowon Im	Landscape Architecture
Cynthia Koomey	College of Nursing and Health Innovation
Aera Leboulluec	College of Engineering
Cheryl Prachyl	College of Business
Alejandro Rodriguez	Public Affairs and Planning
Don Schuman	School of Social Work
Aaron Smallwood	Economics
Whitney Tholen	College of Science
Gregory Turner	College of Engineering
Venu Varanasi	Graduate Nursing

David Wetz	Electrical Engineering
Tim Wunder	College of Business

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

Tamara Brown, UTA Provost

### **Guests**

Shanna Banda, Assistant Vice Provost for Faculty Success

Shelby Boseman, Chief Legal Officer

Lowell Davis, Vice President of Student Affairs

Jon Fagg, Director of Athletics

Jackie Fay, Chair of COACHE Survey

Vianka Gutierrez, Student Government

Ann Hawkins, Associate Vice Provost for Faculty Success

Effua Jordan, Student Government

Jessica Ledbetter, Assistant Dean of Students

Drew Miller, Senior Associate Vice President and Dean of Students

Alper Nakkas, Information Systems and Operations Management, subbing for Jingguo Wang

Michelle Willbanks, Director of Equal Opportunity Services and Title IX Coordinator

### **Meeting called to order by Faculty Senate Chair Andy Milson at 2:30 pm**

#### **Announcements and Updates**

- The Regents have revised a lot of UT System rules and policies having to do with faculty, much in response to developments in the last legislative session; these revisions have been sent to the Faculty Advisory Council (which Jackie Fay chairs); the revisions have been sent to each UT System campus, and Andy Milson has sent the revisions to the Tenure and Academic Freedom committee (which has representatives from every college) to send back comments and suggestions
- About \$18,000 left in Senate travel fund for the academic year
- Candidates coming to campus for Honors College dean visits; they'll be meeting with Senate officers, PAC members, or other senators (if interested)
- Ad hoc Senate committee to gather information on and suggest policies for executive recruitment and hiring practices; still looking for volunteers
- Whitney Russell, our treasurer, leaving UTA for another position, so we'll need to elect a new treasurer; Cindy Plonien elected by acclamation

#### **Senate Forum (discussion)**

- Academic calendar issues
  - Desire to make the drop date later, in Week 10, for example (this came up in various committees); resolution was that it's on the radar of the Calendaring and Registration Committee; there are potential financial aid repercussions
  - Problem with placement of Thanksgiving break (only one class after break)
  - Spring Break scheduling also an issue (lack of alignment with all area ISDs)
  - Dorm move-out complicated
  - Fall break: is it possible to have one? (having one would push things back)

- Texas legislative session and AAUP
  - We have a UTA chapter of AAUP that is working with Texas AAUP to organize and mobilize; there will be training to go to Austin
  - A priority of the legislative session in higher ed is to investigate faculty senates; curriculum may also be under discussion
  - Each of us can talk to our legislators as private citizens
  - What are the rights and responsibilities of the Faculty Senate when it comes to shared governance? Chair answers: “Shared governance” means that we have ongoing conversation and collaboration with the administration about matters that matter to the faculty. A powerful role and area where we have influence is in using our skills as researchers to study things and come up with reports and make recommendations.
  - Discussion ensued over the best approaches for faculty members, and the faculty senate as a body, to advocate for their views (as both private citizens and professionals with expertise in their fields) in the upcoming legislative session.
  - A senator suggests: one thing we can do is work with our accreditation agencies. That’s where we can put pressure as professionals within our disciplines.

October 2, 2024, minutes approved by acclamation.

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

- Faculty Development leave open now through December 6. Slight change to procedure. Process no longer in Mentis but in Digital Measures. To get access to the application portal, you need to fill out a form on the Faculty Success website and they open up the portal to apply.
- Faculty Success is sponsoring a 14-day writing challenge; contact Ann Hawkins; starts November 11
- Leadership Academy is accepting nominations and self-nominations now through November 14
- Mentors and mentees: 73 new faculty have been paired with mentors (asked to meet four times, to be a knowledgeable ear); not field-specific; about understanding UTA culture; some people hired after faculty orientation wanted mentors

#### **Shanna Banda, Assistant Vice Provost for Faculty Success**

- OIT meeting about AI and policies; reminder: we’re not supposed to be using AI detection tools because of all of the false positives; a lot going on in that space; meeting with CRTLE and the Libraries trying to get together to have a common voice.

**Senator:** There’s a lack of consistency in messaging and culture. UTA Libraries is holding a workshop on how to use AI in your research. It seems like an inappropriate choice of workshop.

**Shanna Banda:** That’s one of the reasons we’re getting all the players together. People are confused. Please bear with us. The effort isn’t centralized, but we’re trying to get it there.

**Senator:** One of the aspects which is confusing to me is that UTA Libraries has detection tools for plagiarism.

**Shanna Banda:** Yes, you can use the plagiarism detection tool, and we encourage that, but not the AI-specific detection tool. If you find plagiarism, we do encourage you to go to the Office of Community Standards. It's just the AI detection one we're asking you to stop using until we feel more confident about it.

**Senator:** I agree with you that AI detection is awful, so it's pointless to use. But I ran into an issue with academic integrity where a student clearly used AI, and I gave him a zero, but they ruled that he didn't do anything wrong because I didn't provide evidence like an AI detection tool. The student was found not responsible because there was no way to tell. If we have conflict between what faculty members are determining and what academic integrity is determining then we have a real problem if they're not supporting us.

### **Remarks from Provost Brown**

- There are some of us who are happy about yesterday's outcome, some of us not so happy, probably all of us wondering what this means for what we do in higher education. The first of the year, President Cowley is planning to have the opportunity to talk with us about our state policy agenda and any early indications about federal policy priorities. The answer is it's too soon to know. We hear what people say, but to know what's actually going to happen at the federal level is going to take months before we get real clarity about policy agenda or actions. Stay tuned. What we do know is that our focus right now remains on what is happening at the state level.
- A lot of questions that swirl about higher education, the value, the cost, the benefits that accrue when you look at institutional graduation rates and the actual numbers of students who graduate and who are able to find jobs that require the bachelor's degree that they've earned. Those questions continue to swirl no matter who is in the White House or who leads the state. We have to take them seriously. That's an area for our focus, in our wheelhouse. That's something we can do something about. Our strategic plan is a north star in that regard, but we have a lot of work to do and a lot of questions to start answering. What we do does make a difference.
- Canvas is our only approved learning management system, so we're going to be focused on making sure that we're all operating with that platform and not with other, unapproved platforms to support student learning. You'll be hearing more about that. There are ancillary materials and websites connected with textbooks, quizzing platforms and other exercises designed to help students master the material, and sometimes faculty use those instead of using Canvas. Grades should be posted in Canvas, not other learning management systems. Discussion of implementing a Canvas minimum presence policy, which says all courses taught here (with the exception of independent studies and small courses) ought to appear in Canvas, with minimum information: 1) the syllabus, with instructor and required material (not everyone is doing that now), 2) grades. If it's a part of the student's calculated grade in the course, it should be in the Canvas shell, and it should appear in a timely manner. Students should know that all of their classes are on Canvas, not different vendors for different classes. Doesn't mean that the graded assignment needs to be delivered through Canvas; faculty can still do grading on paper. But grades need to go in Canvas.

**Senator:** What about doing a curve?

**Provost:** Canvas has the capability to do a curve, to weight assignments, etc.

**Senator:** What about emergency situations? A few times we've had emergency situations, where students encounter flooding or weather events and they've requested things via email. Is there a policy on that? Do I need to get approval?

**Provost:** This policy wouldn't have any impact on those kinds of arrangements to support students in their learning when adverse circumstances are occurring. What it would mean is that the information still has to be in Canvas.

**Senator:** For posting the syllabus, what does the state say?

**Shanna Banda:** The state policy is that it has to be delivered by the seventh class day.

**Provost:** I'd recommend before the start of classes.

**Shanna Banda:** You mentioned textbook platforms; all of the heavy hitters all have LTI plugins that will feed that information directly into Canvas. Talking to the CDE team to embed that into your Canvas shell is the way to go.

**Provost:** Thank you. That helps us to comply with FERPA if we can do everything we need to do through Canvas.

[More from the Provost]

- Ad Astra Platinum Analytics: a tool that the Registrar is adding to our current menu supported by that vendor, which will add some additional functionality. When we're trying to predict seats for courses (sometimes asked to open up seats at the last minute), we're making estimated projections about the enrollment we expect in a given semester. Having the courses open (and you able to hire faculty), we try to make these predictions early and have you get started now so that as students are registering, the classes appear. That's a manual process we do right now, to make those predictions because our systems don't talk together in a way that allows us to automate that. The technology will enable us to build two years of courses at a time so that the students can know the courses for two years out, which will enable students to better plan.
- Civitas: will be fully implementing it. Civitas can help us do early alerts for student progress. Our systems don't talk together well enough to enable us to do that, yet we know that early alerts to students about their progress are so important for student success. Early alerts are important to marshal the resources to help students get on track. It will also help us to pre-build schedules for students. They see the schedule already built for them, and they just accept it or make minor modifications. Should help with retention and improve our four-year graduation rate. Currently the system is primarily used by advisors, but not all advisors are using the same system to keep notes. The system will feed into our new Maverick app, which will enable students to do everything they need to do from their cell phones.

- A lot of change coming to get us all on the same page, systems talking together, so that we can proactively help students rather than having students fill out a bunch of forms over and over or having students need to figure out for themselves where they need to go to.

**Senator:** What is the situation right now with the new grade forgiveness policy that was supposed to go into place this fall but didn't? The COE changed our catalog multiple places to reflect it.

**Provost:** The grade forgiveness policy couldn't go into place this fall because OIT had a much more urgent project that would consume its time. It's been working on a compliance issue that has to do with financial aid and our ability to give financial aid. The state financial aid auditors came, and the problem is still not fixed.

**Senator:** So we're not going to have the new grade replacement policy?

**Provost:** I can get back to you on that. What I'm saying is more general, which is that there were a number of things that came out of undergraduate assembly where faculty wanted the implementation to be this fall, and decisions were made to not prioritize some of those. I'll get back to you about that specific policy. But the financial aid situation is the most urgent issue to fix.

**Senator:** I have a question about Civitas and this four-year projection where students can know their degree plan. I serve as my department's faculty undergraduate advisor, so I work with our majors. I think that sounds great, but it gives me some hesitation that it could replace what advisors do, and it worries me that students are going to . . . I guess I'm curious if there was discussion with the advising unit about this. The conversations advisors have with students go beyond "this is your degree plan."

**Provost:** We're at the beginning stages of specking out the implementation, and the advising community is driving it. Those conversations will be happening with advisors driving. An important piece is that this will not render advising pointless or useless; it will free them up to spend more time for the weightier, discovery- and career-oriented conversations. I'm anticipating the tool will free you up to spend more quality time and get rid of the bottleneck at every registration time.

**Senator:** We just did a training with our advisors on this technology, and they found it really helpful. It allowed them to pull all sorts of reports on upcoming grads, for example.

**Provost:** Part of the issue is that advisors are using different systems. Having everyone on the same platform creates a community of practice. Right now advisors have to traverse well over five different systems and screens to help students because that's how fragmented our systems are. The other part is the visibility for students, about their degree plans—not visible. There's one system that presents degree plans for advisors (that's up to date), another for students (which is not as up to date), so that's why I'm saying it's going to dramatically improve things for advisors and students.

**Chair:** The Student Success Committee, chaired by Nila Veerabathina, is meeting with Ashley Purgason and Lowell Davis and the team, and these are the kinds of things that if you have other comments about advising or the use of Civitas, you can get that to me or Nila.

**Drew Miller, Senior Associate Vice President and Dean of Students** (see appended slides)

- Introduces Assistant Dean of Students Dr. Jessica Ledbetter, coming to us from TCU
- Reviewing processes associated with the office and making sure things are up to date and agile enough to meet needs of institution.
- Pieces related to Academic Integrity process that could use refinement. Have been beginning to work on them.
- Current code of conduct when it comes to academic integrity/academic misconduct references three main violations: 1) cheating, 2) plagiarism, and 3) collusion (thin descriptions). There are no specific references to AI. Need to focus on AI over the next year, so their office is focusing on it in terms of code of conduct. There is also no opportunity within the current structure of the code of conduct for faculty to register disagreement with the outcome of a disposition; this does exist in codes of conduct at other institutions.
- Talking to faculty, I've learned that some faculty have the perception that the Office of Community Standards tends to side with students in the academic integrity process; and then, when an appeal is raised by a student, questions about the integrity of that process, and the fear that whatever sanction was levied will be repealed.
- Database used to guide work has ability to run reports. (See slide 4.) For last five years, with cheating, the significant majority of times, the student was found responsible. There has been a decline in cheating (not sure why). Year to date, about 90 cases thus far.
- Plagiarism (slide 5): same kind of pattern. Majority of the time, students found/held responsible. For this year, no students have been found not responsible.
- Collusion (slide 6): Because of how the definition is written, harder case. Want to tighten up case. With collusion, students are found not responsible at higher rate than with the other two, but that outcome is still the minority.
- Appeals (slide 7): vast majority of times, finding/sanctions upheld. For example, in AY 2021 only 5% of 1700 cases were appealed, and of those, only about 5% were overturned (9 or 10 outcomes). Change in office around AY 23, which might be why there's been a decrease in appeals. There's now more scrutiny of the appeals, so not all have been forwarded on. This year, there have been 5 appeals, 0 outcomes overturned.
- So, the perception that the office finds often in the students' favor is not born out by data.
- The Code of Conduct: there has been a review of it with an eye toward updating it. Shelby Boseman has been guiding that process. That work is underway. It features an updating of the definitions of the three violations, to make them more clear.
- Looking forward to incorporating guidelines around the use of AI into the Code of Conduct. At a bit of a standstill because we need to see where the institution lands overall. There is some inconsistency currently. For example, some UTA websites and some courses are encouraging students to use Grammarly, but Grammarly now has an AI tool that is heavily featured, so the student could use a resource the university has told them they should use but somehow run afoul of an AI-based academic integrity violation, so that creates a weird tension. Ready and willing and wanting to include AI in this, but we need to get guidance from the institution so that we don't put students in a double bind.



- In the process of putting in a mechanism for faculty to appeal an outcome. (See slide 9.) Adding this language: “A student, or in the case of academic misconduct case, the instructor with the support of the department chair, may appeal a disciplinary action taken by the Office of Community Standards under section II.F.1.d.i or II.F.1.d.ii of this policy.”; “For instructor/departmental appeals, a faculty member from a different college will review the appeal in conjunction with the Appeal Official.”
- Currently, if an appeal is found valid, it is forwarded to a neutral person who has been trained as an appeal hearing officer to review the information.
- For academic integrity appeals brought by faculty or a department, that process will still happen (the Assistant Dean will review, make sure it meets the criteria, forward it on to an appeal-reviewer) and will also partner with a faculty from a different college to provide a recommendation.
- Intentional about reaching out and partnering with academic colleagues. In spring, academic integrity week runs from Feb 17-21. Will be hosting faculty breakfast on morning of February 19 in the Carlisle Suite to discuss these issues.
- Please let us hang out with you—would love to be invited to faculty meetings to talk about the office and these processes and get feedback and educate faculty on how office can support students. Not just a punitive office; Dean of Students also sort of like guidance counselor. Safety net.

**Senator:** I have a question about the implementation of the grade forgiveness policy; how will it work if there’s an academic dispute? Because confidentiality is important; how can we determine whether they should get grade forgiveness if it was the result of an academic integrity violation?

**Drew Miller:** I need to learn more about the policy before I can answer the question.

**Senator:** In my eyes, the term “student conduct” encompasses many things beyond that. We want to make sure they’re well trained with skills plus they’re produced as professionals with good behavior and conduct in society, and I’ve been seeing an increasing number of problems in recent years. I have 32 years experience in higher education and 22 years at UTA. There have been some disturbing statistics and numbers. In 15 years I think I’ve had one cheating case, but in the past four or five years, about five or six cases. There are also students misbehaving with hostility. The students complain; by default, the faculty are assumed to be guilty of mistreating students or something. I get that feeling. There are too many complaints about too many things to the Dean’s office, including students’ appeals. You give a lower grade to students, and get ready for hostility. As a senior faculty I feel differently. I feel there’s no need for faculty to reciprocate such things. We need to be kind, nice, and helpful. But junior professors feel differently. A lot of them have approached me as a senator to express their fear about complaints and lower evaluations, so they don’t speak out. I think there’s an Office of Student Behavior or something, but I don’t know if it’s very effective. Somehow I think we have to bring this issue as a problem, not as a nuisance for faculty, but related to our ability to produce better students.

**Drew Miller:** This is a real issue at institutions across the country. One of the things we’ve been talking about and one of the reasons we’d like to visit with different units is that there’s a need for our office to partner with you holistically around student behavior. Sometimes there does seem to be a cultural shift, with students not liking any negative or adverse feedback. Or there

are management issues around students who may be on the spectrum in increasing numbers and them not understanding the dynamics of the situation and responding in a way that feels appropriate to them, but for the rest of us, goes counter to norms. So there's education and some ways we can support and manage there. A whole host of different factors feed into that. That's a well-taken point.

**Senator:** I have also been studying the high school system, and I've seen too many reports of similar behavior that can lead to threats. There's a very small fraction of such students, but the numbers are becoming significant.

**Drew Miller:** What we see in high school we also see in college.

**Senator:** I would be glad to help.

**Michelle Willbanks, Director of Equal Opportunity Services and Title IX Coordinator,**  
with a Title IX Update (see appended slides)

Pregnancy and pregnancy-related issues

- Pregnancy is not a disability. Department of Education cannot discriminate against students for pregnancy, pregnancy-related, childbirth, termination of pregnancy, miscarriage, and recovery.
- Parenting is also specified under the law. Pregnancy/parenting rights apply to all individuals, employees and students.
- Title IX also guarantees the right to take necessary leave.
- No permission, no forms, no registration; a professor may not require a doctor's note from pregnant students unless their policy is to require a doctor's note from all students for any type of reason. But if not, can't ask for medical documentation. A student's self-confirmation of pregnancy is sufficient.
- If a student does have a situation that is a critical, life-threatening situation, then the SAR Center takes over, and they will likely require documentation, just as they would for any student requiring medical leave.
- A student might go to professors to ask for an adjustment, which is okay. Or sometimes a student will contact the Title IX office.
- When a student contacts the office, Michelle will reach out to the professor to explain the requested adjustments. Every pregnancy is different and may require a different response. We want to make sure it doesn't appear that we're punishing a student because of a pregnancy status.
- Examples of reasonable adjustments (the terminology of Title IX, not "accommodations," which is what the SAR Center uses):
  - Class attendance and participation
  - Excused, flexible absences
  - Eating, drinking needs in class
  - Restroom breaks
  - Extensions on coursework, rescheduling and ability to make up exams
  - Completing course instruction online
  - Breaks and easy access to campus lactation rooms (there are designated lactation rooms throughout the campus)

- Parking needs
- Easier elevator access
- Ability receive an I or withdraw from a class without penalty; when a student returns, have to be placed in same position that they were when they took that leave
- Recorded access to classes, independent study

**Senator:** How safe is it for a student to come to you or the SAR Center if they have a condition with their pregnancy that might require a certain procedure?

**Michelle Willbanks:** They don't usually tell us that. They just say they need an adjustment. They usually call or email me, and we talk through what they might need.

**Senator:** In my courses, if a student is ill or there's a medical issue, we have in the syllabus that they need to provide written documentation. Can we do that for pregnancy, or can we make it an exception?

**Michelle Willbanks:** If you expect that from other students, then you're okay to do it. But definitely put it in the syllabus.

**Senator:** You mentioned that parenting is also covered under this. Does this mean that a male student relays that their partner is pregnant, then they also get to have the same accommodations as a pregnant woman?

**Michelle Willbanks:** That's a case by case basis. Parenting, it's not an unlimited amount of time. It's dependent on each situation.

**Senator:** Are these benefits open to faculty and staff as well?

**Michelle Willbanks:** Yes. If a faculty or staff member is pregnant, they can request certain adjustments. The SAR Center is for students only, but Title IX applies to everyone.

**Senator:** Employees are included in this. Please make sure you're considering this when you plan retreats if you have a lactating parent. When I'm on a search I like to ask people if people are going to need breaks. As someone who was nursing, it was an awkward position to be in.

**Senator:** Is there any maternity leave guaranteed by UTA?

**Michelle Willbanks:** FMLA.

**Senator:** It's unpaid parental leave for 12 weeks; there's no paid parental leave.

**Senator:** I was shocked. My daughter at UC-Boulder gets four months of maternity leave.

**Chair Elect:** For activity classes, how do you handle it if a student signs up when they're already pregnant and know they're pregnant. But they can't participate.

**Michelle Willbanks:** It's their option to continue if they want to.

**Chair Elect:** But if they sign up for the course but then they can't do it.

**Michelle Willbanks:** Dependent on the situation, but they might be able to continue through with it, and then if they have to take time off, there might be other adjustments that can be made.

**Senator:** What would you do with a person with a disability?

**Chair Elect:** They can exercise in some form. But students who say they can't exercise.

**Shelby Boseman:** Generally when we get sued it's when we didn't attempt to offer any adjustments. The key is the dialogue to offer adjustments. I'd have a frank conversation with the student about what they can and cannot do and suggesting an Incomplete. The key is having the conversation.

**Jackie Fay, Chair of COACHE Survey**

- COACHE is a Faculty Job Satisfaction Survey that has achieved a lot at UTA
- Transparency of data: posted at COACHE website
- Structure created to analyze data
- Seven areas to study, formed subcommittees, 45 recommendations about improvements to faculty workplace in seven areas
- Communicated findings all over the place: COACHE website, leadership groups, constituency groups
- Each report generated an infographic
- Direct impact and cultural change:
  - Compensation, our #1 concern. There has now been \$2 million put into faculty compensation over the past two years.
  - Graduate student compensation
- Integration of COACHE into the Strategic Plan
- Senators should be ambassadors for the survey in February 2025

**Meeting adjourned 4:54 pm**

**Next meeting: December 4, 2024**

# Academic Integrity Update

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**Andrew Miller, Ph.D.**

Senior Associate Vice President for Student  
Affairs Dean of Students



# Current State of the Code of Conduct

SL-SC-PO-1

- Academic Misconduct policy focuses on three violations:
  - Cheating (2.a.i-viii)
  - Plagiarism (2.b)
  - Collusion (2.c)
- No specific references to Artificial Intelligence
- No opportunity for faculty to register disagreement with the outcome of a case disposition

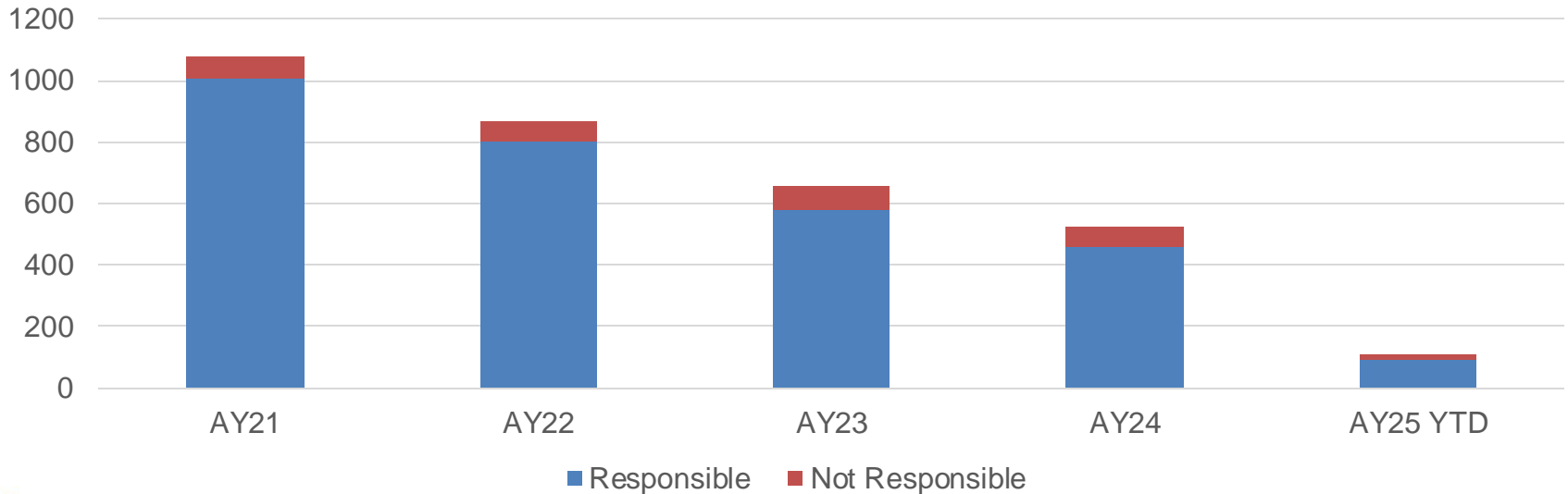


# Common Concerns

- Faculty have expressed a concern that the Office of Community Standards tends to side with the student in Academic Integrity cases
- Questions have been raised about the equity of the appeal process

# Academic Integrity Hearing Outcomes

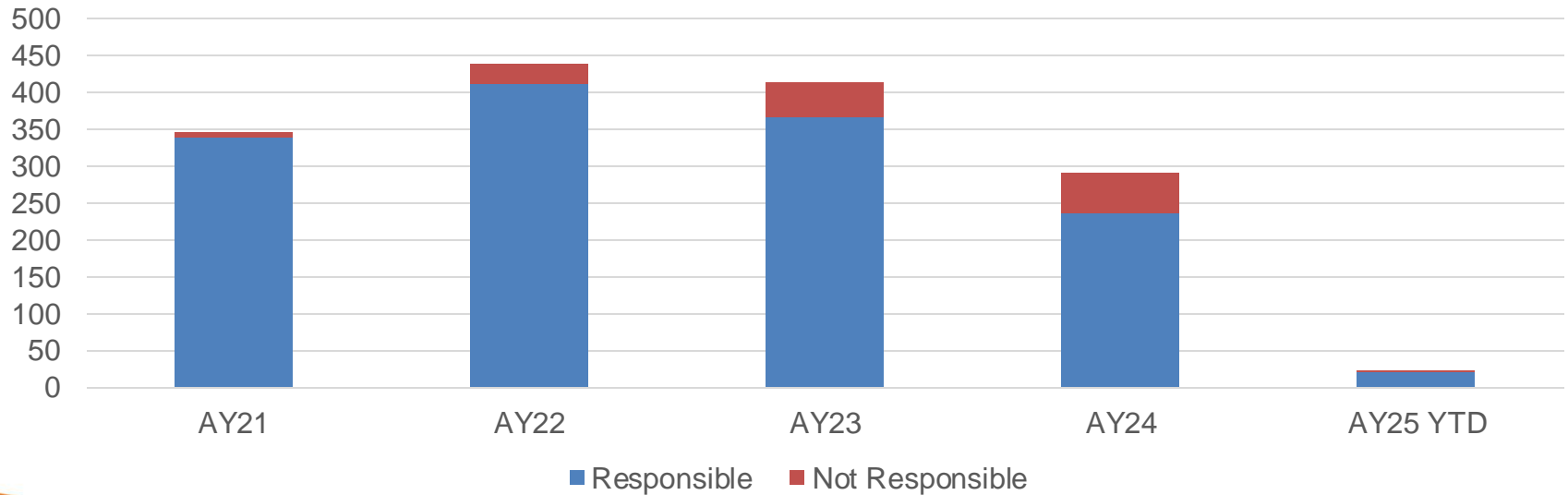
## Cheating





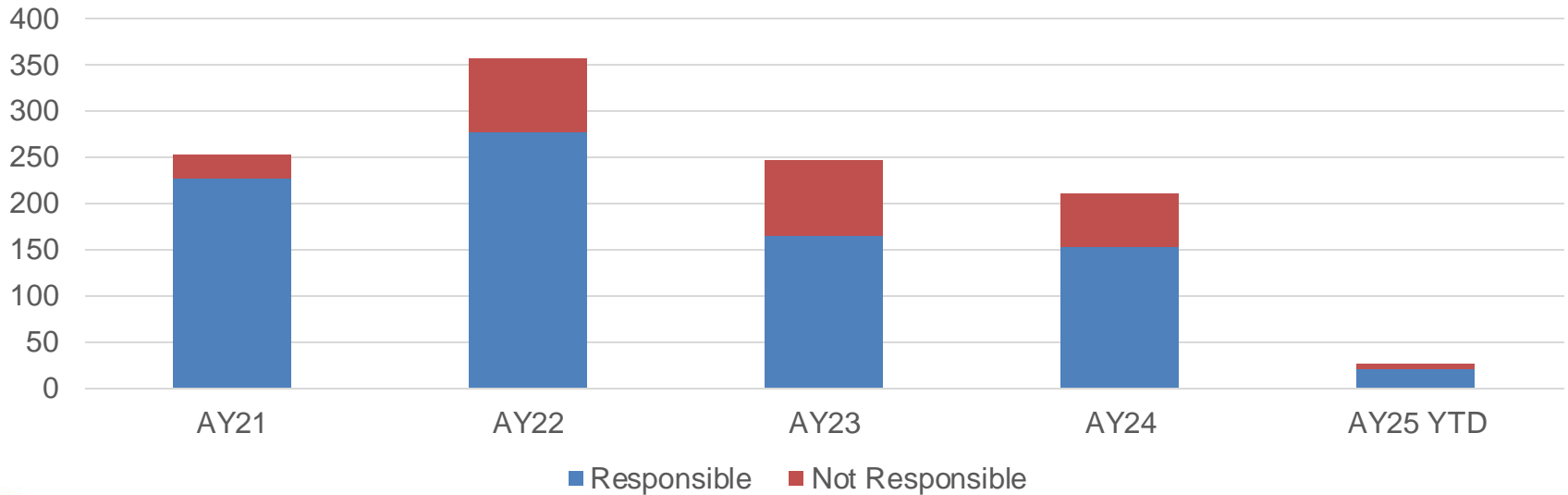
# Academic Integrity Hearing Outcomes

## Plagiarism



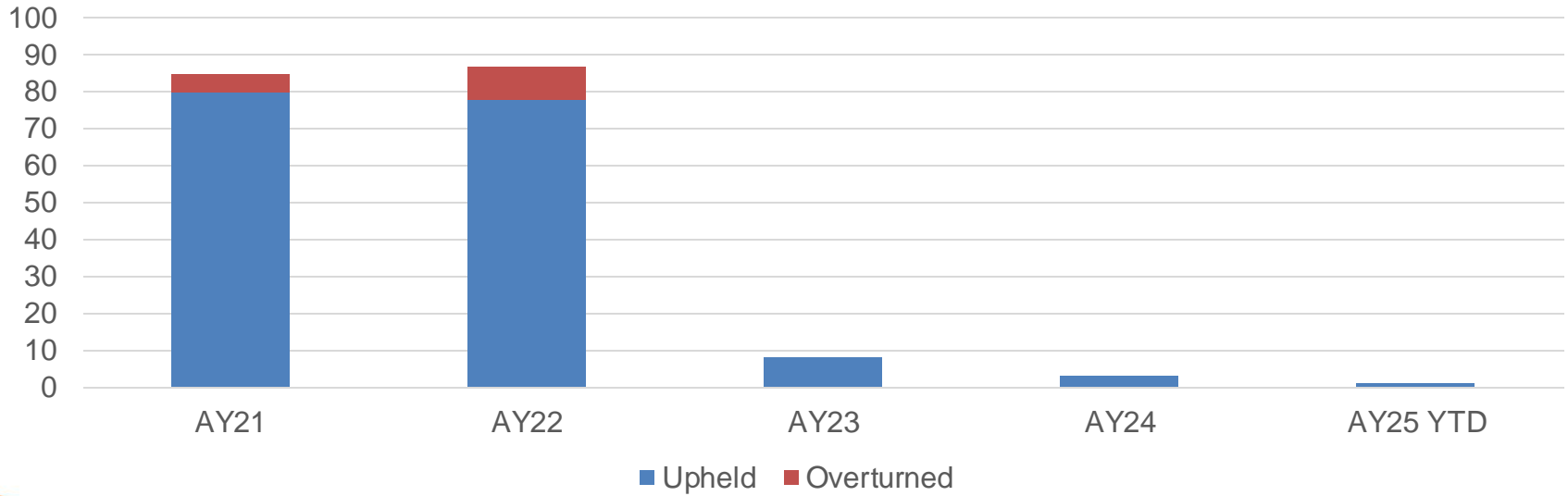
# Academic Integrity Hearing Outcomes

## Collusion



# Appeals

## Appeal Status



# Code of Conduct Update

- Current review/update of Code of Conduct
- Includes updates to definitions of cheating, plagiarism, and collusion
  - Opportunity to include use of Artificial Intelligence as UTA develops its framework for engaging with Artificial Intelligence in the curriculum
- Will include a mechanism for faculty to appeal an outcome of an Academic Integrity hearing

# Appeal Process Updates

- “A student, or in the case of academic misconduct case, the instructor with the support of the department chair, may appeal a disciplinary action taken by the Office of Community Standards under section II.F.1.d.i or II.F.1.d.ii of this policy.”
- “For instructor/departmental appeals, a faculty member from a different college will review the appeal in conjunction with the Appeal Official.”

# Opportunities for Collaboration

- Academic Integrity Week (February 17<sup>th</sup> – February 21<sup>st</sup>)
  - Wednesday, Feb. 19<sup>th</sup>, Faculty Breakfast
    - 9am – 11am, Carlisle Suite
- Listening Tour
  - Please invite us to your meetings!!!



Questions?

# TITLE IX

## PREGNANCY AND OTHER RELATED CONDITIONS

*“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance”*

*Title IX of the Educational Amendments of 1972*



# How Does Pregnancy, Parenting Fit In?



Pregnancy is not a disability

According to the U.S. Department of Education, an institution that receives federal funding shall not discriminate against any student or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy, miscarriage, or recovery therefrom.

Parenting is also specified.

Pregnancy and parenting rights apply to ALL individuals who are students or employees at UTA.

Title IX ensures the right to take medically necessary leave.

# How Does Pregnancy, Parenting Fit In?



Pregnancy is not a disability

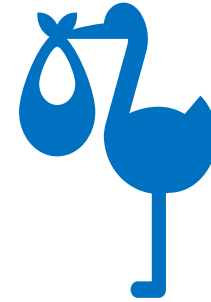
There is no permission required from the Title IX Office, registration, or other forms.

The University/college/department/instructor **may not require a doctor's note** for pregnant students seeking a pregnancy adjustment unless it requires a doctor's note from all students seeking a similar accommodation who have a physical or emotional condition requiring treatment by a doctor.

**A student's self-confirmation of pregnancy and their need for reasonable adjustments is sufficient.**

# Pregnancy, Parenting and Title IX

If a student's pregnancy involves a medical complication that impacts one or more major life functions, the student may be considered "temporarily disabled", and the student may be referred to the Student & Access Resource Center (SAR) for any necessary accommodations.



# Reasonable Adjustments Include:



- Class attendance & participation
- Excused, flexible absences, eating, drinking needs, restroom breaks without being penalized
- Extensions on coursework, rescheduling and ability to make up exams
- Completing online course instruction including posting assignments, notes, tests online
- Breaks and easy access to campus lactation rooms

# Lactation time and space



Reasonable Break Time



Appropriate lactation space

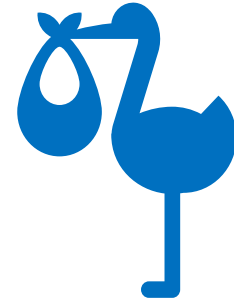
## UTA Lactation Rooms:

- **E.H. Hereford University Center**, Room 132 (behind Post Office)
- **Fine Arts Building**, Room 343A (Art Department section)
- **Maverick Activities Center**, Room 203A
- **Pickard Hall**, Room 222A (private lounge inside women's restroom)
- **Pickard Hall**, Room 663A
- **University Hall**, Room 216A (private lounge inside women's restroom)
- **SEIR** - Room 482
- **ARDC**, Fort Worth, Room 213
- **Trinity Hall**, Room 115

*The rooms are comfortable and tranquil, featuring a leather recliner, small table or countertop, clock, locking door, and a sink in the room or in the connecting women's restroom.*

# More Reasonable Adjustments

- Extracurricular activities, intercollegiate sports, scholarship status
- Parking needs, elevator access
- Bigger uniforms
- Ability to receive an incomplete and/or the opportunity to withdraw from a class without penalty (must be reinstated upon return at the same level when the withdrawal occurred)
- Recorded access to classes, remote access, independent study



# Questions?



# Contact Information

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