

UH System Accountability Task Force Report

In June 2009, the UH System Senior Vice Chancellor for Academic Affairs constituted a system-wide faculty-driven task force to address two issues: implementation of certain elements of Texas House Bill 2504 and analysis and reform of teaching awards at the University of Houston. This serves as the final report of that task force.

The task-force has been chaired by the UH Faculty Senate President-Elect and its membership includes the Chair of the UH Faculty Senate Educational Policies Committee, the Chair of the UH Undergraduate Council and additional faculty members drawn from the Faculty Senate Leadership of all four system campuses. Administrative support has been provided by the Office of Academic Affairs on the UH campus.

Task Force Membership

Mark Clarke, UH, Task Force Chair
 Wynne Chin, UH
 Beth Hentges, UHCL
 Catherine Horn, UH
 Dan Jaeckle, UHV
 Dave Mazella, UH
 Michelle Moosally, UHD
 Larry Williams, UH

Staff

Brian McKinney, Academic Affairs, UH
 Steve Webb, UH IT

The report has been constructed in four major sections. These are as follows:

1. Background and Purpose	<u>2</u>
2. Recommendations of the Taskforce	<u>3</u>
2.1.1 Posting of Syllabi	<u>3</u>
2.1.2 Posting of CV's	<u>6</u>
2.1.3 Tracking System	<u>8</u>
3. Teaching Awards	<u>9</u>
4. Challenges and Concerns	<u>11</u>
Appendices A - F	<u>13</u>

1. Background and Purpose

During the 2009 legislative session, the Texas Legislature passed a bill designated HB-2504 that mandates that all public institutions of higher learning in the State of Texas make available to the public certain information concerning **undergraduate** academic programs. This bill carries the caption “*Relating to requiring a public institution of higher education to establish uniform standards for publishing cost of attendance information, to conduct student course evaluations of faculty, and to make certain information available on the Internet.*”

This bill mandates that certain information, including class syllabi, instructor-of-record CVs and cost of attendance (if available) must be readily accessible on the institution’s website (specifically no more than three clicks from the main web-page and without password protection). A PDF of the final bill is provided in Appendix A of this report. The effective date to comply with certain requirements of the bill is April 2010 and with other requirements, the compliance date is August 2010 or December 2010. Responsibility for the implementation and oversight will fall under the auspices of the Texas Higher Education Coordinating Board (THECB). The rules from the THECB are included as Appendix B.

The UH System task force has met over the course of several months to review these mandates and propose strategies to address them with minimal disruption to faculty and staff work environments. We have shared our drafts with faculty on all four campuses for feedback.

We have focused on how to comply with the requirements of the statute with as little impact on faculty as possible. There are several requirements that by their nature will require the active participation of faculty in order to comply with the new regulations. The task force has developed a framework in order to comply with the terms of the statute that we believe makes the most efficient use of a faculty member’s time and efforts in complying with the statute.

2. Recommendations of the Task Force

In this section, we address the HB2504 requirements to post CVs and syllabi and then turn our attention to teaching awards in the next section.

2.1. House Bill 2504

While HB2504 requires website posting of a range of information, we focus exclusively on the elements that require compliance from the academic area: course syllabi and faculty CVs.

2.1.1. Syllabi

HB2504 requires the posting of syllabi that contain minimally the following information: course and instructor identifiers, learning objectives, major assignments, required and recommended reading, and a brief list/description of discussion topics. We offer a solution and rationale for the choices.

Proposed Solution

- The task force recommends a template that includes the following components (see Appendix C for sample):
 - a. Editable fields containing semester, year, course title, course number, section number, instructor-of- record name. These fields should be pre-populated with this information as drawn from the university course schedule.
 - b. The following text: *This information may not constitute all course policies; students are responsible for all course requirements established by their instructors during the semester and all institutional policies as established in the UH/UHD/UHCL/UHV student handbook.* [NOTE: or wherever the honesty policy, disability policy, etc. might be housed]
 - c. A blank text box under each of the following section headings:
 - Learning Objectives [in gray text inside box or popup: *should match objectives required by SACS*]
 - Major Assignments [in gray text inside box or popup: *all assignments worth at least 10% of course grade*]
 - Required Readings [in gray text inside box or popup: *title, author, edition/year*]
 - Recommended Readings [in gray text inside box or popup: *title, author, edition/year*]
 - Discussion/Lecture Topics [in gray text inside box or popup: *Include here all main lecture topics for the semester (dates optional).*]
 - d. The blank boxes should allow users to cut and paste text from any word-processed document with no character limit and no major formatting glitches.
- Faculty should be able to access this template and begin entering data at least 30 days before classes start each semester.
- The information for a given syllabi should be made available for public viewing no earlier than the first day of class of each semester. Once posted, they will remain accessible for two years.
- To the extent possible, these syllabi should be accessible from the class schedule for each semester. In addition, syllabi from the previous two years' classes should be available from a

“syllabus” page that is accessible within 3 clicks of the university home page, organized by year, prefix (e.g., BIOL) and course number.

- To the extent possible, these syllabi should appear to the public in a format that disallows potential for alteration, duplication, or extraction of the information from the university site (e.g., JPEG image).
- Syllabi must be searchable by keywords, including but not limited to, any words in the course title, instructor name, semester, department, course number fields.
- Each university should develop a policy that clearly articulates that the elements in these syllabi constitute an officially accepted syllabus for purposes of online posting, recognizing that in-class syllabi may contain additional information as determined by the instructor or external accrediting bodies.
- If there are multiple versions of the same course which use shared syllabi, the faculty teaching those sections should get a notice when they log in to enter syllabus information for the semester. The choice to use and post shared syllabi should rest with each department or discipline.
- As faculty will need to enter syllabus information every semester and may be teaching the same courses as in a previous semester, we recommend that the system allow faculty to see/use content from previous syllabi from previous semesters when they log in to update their work. [Note: updated syllabi should not replace earlier version, as all syllabi must be retained on the website for two years.]
- We strongly recommend that a beta test of this system be conducted at each university during Spring 2010 to allow sufficient time to address problems.

Rationale

Our primary goal is to comply with the requirements of HB2504 with minimal disruption to university functions and with maximal ease for faculty. Our choices for syllabi posting reflect the following reasoning:

- The statement regarding additional course requirements signals to students that full knowledge of a course, an instructor, or a semester plan cannot be entirely known via a single document that is primarily designed to raise public awareness of basic course content and goals. A critical part of good pedagogy and effective learning environments is adaptability to the specific contexts and individuals. Components such as deadlines, project details, discussion topics, and timing cannot be rigidly defined and maintained from a single point in time; faculty must be able to adapt during the semester to changing circumstances such as larger/smaller numbers of students, availability of materials, natural disasters, etc. Thus, we expect that faculty will have information for students who register and attend their classes in addition to the core components of the posted syllabus; it is therefore important to remind students that they share the responsibility for establishing common understandings about all elements of the course.
- A template that requires faculty to put data into pre-defined sections accomplishes several goals: 1) it presents the needed elements uniformly for all classes for the user (e.g., student/parent), 2) it ensures that faculty will include all required parts, 3) it allows more efficient compliance oversight by offering at least a basic check on whether all parts are filled in (though accurate content verification would obviously require additional effort), and 4) it protects faculty whose in-class syllabi may include extensive assignment details, graphic

elements, class materials, etc., containing proprietary information not appropriate for internet dissemination. [We considered allowing faculty to simply post their full course syllabi, but recommend against this strategy for reasons given above and due to possible electronic file size limitations.]

- We recommend public access no earlier than the first day of class for two reasons: 1) many of our classes are taught by adjuncts who do not join us until just before classes start – a first-class-day posting allows them time to post their information to match their full-time colleagues, and 2) we have considerable flux in new sections, sections that must be closed due to low enrollment, shifts in teaching assignments, and syllabus changes driven by availability of materials, new project ideas, etc. Posting syllabi prior to the first day runs the risk that students will select classes based on outdated syllabi that are no longer valid at the beginning of the semester, potentially leading to confusion and frustration. If students are using the syllabi to get a general sense of what to expect in a course, they can review the syllabi from previous semesters online, and they can also contact the instructor of record for more specifics.
- We strongly urge a posting format that disallows copying or alteration of these documents as well as a specific policy definition of syllabi for online environments in order to protect faculty and their original work product. The content of a “syllabus” varies widely—there are some common elements, but faculty may include in their syllabi full assignment details or possibly even reading content. We note that many faculty members present and publish innovative teaching materials. Thus, to require posting of all syllabi without definition and without protection may violate certain copyright/ownership/publication rights associated with class materials.

IMPLEMENTATION UPDATE: As of May 12th 2010, the ability to upload class syllabi for the fall 2010 semester by the instructor-of-record became available in the UH system. This function is managed through the Faculty Center located within the PeopleSoft system and allows an instructor-of-record to first download an electronic template for the syllabus (MSWord format – see Appendix C), complete the syllabus template with the relevant information and then to upload the syllabus so that it becomes attached to the PeopleSoft information identifying that particular class. The syllabus can be immediately viewed by the instructor-of-record to ensure accuracy of the information posted. The use of a downloadable template (MS Word format) for constructing the on-line syllabus, rather than directly populating PeopleSoft fields using a “cut and paste” approach as originally suggested by the Taskforce, was chosen due to the present version of PeopleSoft being unable to accept “cutting and pasting” of word-processor text directly into form fields. This process is managed slightly differently on the UH-Downtown campus where the BANNER system, rather than the PeopleSoft system is used to post academic/course offerings information. UH-Downtown faculty will be able to use the cut-and-paste function into the separate template sections for the on-line syllabus information, as UHD’s IT staff has found it possible to use WYSIWYG applications; UHD faculty will also have a history of previous syllabi content and have an option to select or edit earlier versions of syllabi within the banner application site. A memo from each Provost to all faculty/instructors-of record via Deans/Chairs requesting that the uploading of this information begin was circulated prior to the end of the spring 2010 semester along with detailed instructions (Appendix F).

One unforeseen issue has arisen concerning the process for public viewing of this information on the web. State law requires that the electronic file format chosen to display syllabus and CV

information be compatible with software allowing access to the visually impaired. We are presently working with UH IT to develop an approach that satisfies these requirements while addressing the concerns of the taskforce relative to inappropriate copying or altering of the posted material. The deadline for this task to be completed is the 7th day of class beginning in the fall 2010 semester.

2.1.2. CVs

According to HB2504, the online CV for each instructor of record for a particular class should include post-secondary education, teaching experience and significant professional publications, with the caveat that no personal information (such as home address or personal telephone number) be included in the document. We offer a solution and rationale.

Proposed Solution

- We again recommend a template approach to the CV. In this case, we have prepared a template based on the professional bio-sketch format used by NSF and NIH which includes the following fields (see Appendix D for sample):
 - a. Editable fields containing the faculty member's name (first, middle, last), title/position, work telephone number, work address, year tenured (this for internal use only). These fields should be pre-populated based on the university database. *Most importantly, if faculty make corrections in these fields, the system should send a message/notice to a single individual who will be responsible for checking and correcting the accuracy of the information online and in the university database.*
 - b. A blank text box under each of the following section headings:
 - Educational Background/Training [in gray text inside box or popup: *include every institution name, and degree*]
 - Relevant Teaching Experience [in gray text inside box or popup: *include institution name, position/title, and year(s)*]
 - Academic Scholarship/Research/Creative Endeavors [in gray text inside box or popup: *use the format and content appropriate for your discipline*]
 - c. The blank boxes should allow users to cut and paste text from any word-processed document with no character limit and no major formatting glitches.
 - d. A field that allows faculty to enter 3-5 keywords that will be tagged to their CVs. These keywords would not be visible to the end user as a field on the CV.
- Faculty should be able to access this template and begin entering data no later than August 1, 2010 and be able to edit/update the document anytime thereafter.
- Only one version of a faculty CV should be posted at any given time; changes to the CV content should replace already existing material.
- To the extent possible, these CVs should appear to the public in a format that disallows the possibility of alteration, duplication, or extraction of the information from the university site (e.g., JPEG image).
- CVs should be searchable by keywords, including basic ID fields and up to three to five faculty-selected keyword descriptors.
- We strongly recommend that a beta test of this system be conducted at each university during Spring 2010 to allow sufficient time to address problems.

Rationale

In general, faculty members already maintain various formats of CVs and bio-sketches as part of their professional portfolios. However, these documents vary widely in content, length, and format. Therefore, we believe that the template approach will ensure greater accessibility for the viewer and ensure that faculty will include all necessary elements.

We specifically note that the definition and presentation of “scholarship” or “creative activity” differs significantly depending on academic field/discipline. In order to capture these various representations of scholarship/research/creative activity, the exact format of this section of the CV should be left up to the discretion of the individual faculty member and be based on the norms for the academic discipline.

The CV template also provides an unexpected opportunity for verification and correction of database information on each faculty member. Corrections by faculty members to the name/title fields should be captured and reported so that the system can be updated.

IMPLEMENTATION UPDATE: As of May 12th 2010, the ability to upload CVs by the instructor-of-record became available in the UH system. This function is managed through the Faculty Center located within the PeopleSoft system and allows an instructor-of-record to first down-load an electronic template for the CV (MSWord format – see Appendix D), complete the CV template with the relevant information and then to upload the CV so that it becomes attached to the PeopleSoft information identifying that particular individual. The CV can be immediately viewed by the instructor-of-record to ensure accuracy of the information posted. The use of a down-loadable template (MS Word format) for constructing the CV, rather than directly populating PeopleSoft fields using a “cut and paste” approach as originally suggested by the Taskforce, was chosen due to the present version of PeopleSoft being unable to accept “cutting and pasting” of word-processor text directly into form fields. A memo from each Provost to all faculty/instructors-of record via Deans/Chairs requesting that the uploading of this information begin was circulated prior to the end of the spring 2010 semester along with detailed instructions (Appendix F).

In addition, although the present version of PeopleSoft and the MSWord template approach does not allow faculty members to modify potentially incorrect information contained in the PS database, the taskforce strongly suggests that the opportunity presented by faculty actively uploading information in this manner be taken advantage of in subsequent years after the planned PeopleSoft update in spring 2011. Namely, *“Editable fields containing the faculty member’s name (first, middle, last), title/position, work telephone number, work address, year tenured (this for internal use only). These fields should be pre-populated based on the university database. Most importantly, if faculty make any corrections in these fields, the system should send a message/notice to a single individual who will be responsible for checking and correcting the accuracy of the information online and in the university database”*.

One unforeseen issue that has arisen concerning the process for public viewing of this information on the web is that whichever electronic file format is chosen to display the information that is required by law to be compatible with software allowing access to the visually impaired. We are presently working with UH IT to develop an approach that satisfies these requirements while addressing the concerns of the taskforce relative to inappropriate

copying or altering of the posted material. The deadline for this task to be completed is the 7th day of class beginning in the fall 2010 semester.

2.1.3. Tracking System

As part of our compliance with HB2504, we strongly recommend that we attach an assessment component to the process. We would like to track how much this initiative costs and how much impact it is having. To that end, we suggest a mechanism to track the number, type, and timing of “hits” on each of these posted documents –how many people are using the documents? when are they being used?

We also recommend that the financial costs of implementation be calculated and recorded – which staff in which offices for how many hours? how many IT hours? This cost should not be simply absorbed into “general operations” without due effort to recognize the added burden to the university structure.

Gathering these data will allow a cost-benefit analysis that may help us refine our own compliance strategies and may allow us to offer feedback to the state regarding the efficacy of this legislation.

3. Teaching Awards

The task force was also charged with “a reappraisal of teaching awards” toward the development of a proposed set of new or revised teaching awards funded through the Provost’s office (total additional amount available per year: \$200,000). These awards are specifically targeted for use on the UH main campus and are intended to “make teaching awards effective and make a statement about the priority of teaching in the UH system.”

In meeting this charge, the task force focused its efforts on proposing a revised award structure that would support the Chancellor’s efforts to improve retention for undergraduates as well as to reinforce the importance of teaching, more broadly, to the efforts to move UH to Tier 1. To that end, we offer a solution and a rationale.

Proposed Solution

- 1) For each of the existing 9 teaching awards, a permanent \$5,000 increase to make each total award \$10,000 (total = \$45,000)
- 2) For each of the existing 2 graduate student teaching awards, a permanent \$2,500 increase to make each total award \$3,500 (total=\$5,000)
- 3) One \$40,000 award to go to a cluster (e.g., program, department) of faculty who have demonstrated teaching excellence longitudinally toward the end of improved student outcomes (e.g., retention, reduction in withdrawals, etc.) (total=\$40,000)
- 4) One \$40,000 award to go to a cluster of faculty demonstrating longitudinal teaching excellence in a core course (total=\$40,000)
- 5) Two additional individual teaching excellence awards for clinical faculty (total = \$20,000)
- 6) Two individual “innovation in teaching” awards (total = \$20,000)
- 7) Administrative support of the functions to facilitate the awarding of the existing and proposed awards, specifically for administrative support of the functions of the standing teaching award committee and the CTE when it becomes operational (total=\$30,000).

Rationale

- 1) Quality teaching is one of the cornerstones of the university mission, and rewarding those efforts in a manner reflecting its importance is critical. Raising the current awards to \$10,000 is indicative of such efforts.
- 2) Recognizing the teaching of the graduate assistants at a higher level signals that the institution values their work and that quality teaching of lower division courses is meaningful.
- 3) In an effort to increase graduation rates, it is important to understand the long-term contributions that courses may make toward student success. This award is intended to reward groups of faculty who have, through excellence in teaching across one or more courses, demonstrated such success.
- 4) Similarly, the committee felt that a particular focus needed to be to reward instruction in core courses that had a demonstrated excellence over time.
- 5) Because a preponderance of courses at UH are taught by non-tenure track faculty, the task force felt it particularly important to increase the number of awards directed toward those instructors. Such efforts reflect both a recognition of and reward for clinical faculty. (See Appendix E for distribution of instructors at UH.)

- 6) The committee also sought to use the revised teaching awards as a way of rewarding instructors who seek to innovatively provide educational opportunities for students on campus.
- 7) The task of reviewing materials of award nominees is already fairly labor-intensive. The proposed new awards will create additional work for the committee. The funding for staff support will enable committee members to focus their energy on considering the content and merits of the award applications.

4. Challenges and Concerns

The mandates in HB2504 raise some particular challenges and concerns for higher education. We recognize that much of the legislative agenda is motivated by a wish to increase and expand accountability of universities. We fully appreciate the value of sharing information and assessing the effectiveness of what we do, as that is our primary mission as educators. We also support the state in its goal of greater student success and greater efficiencies within our educational systems.

Effective accountability strategy must clearly identify what is being assessed, for what purpose, and whether the chosen measures are relevant for that purpose. However, in the case of HB2504, the faculty are still struggling to understand the intent of the bill and what public concerns it is trying to address. Furthermore, we see potentially serious consequences of posting some of the required information online.

We believe that the intent of this bill is to inform the public and potential students about some core components of our educational process. Underlying the bill seems to be an assumption that students need and will use syllabus information to make decisions about course selection and/or that non-students need to see the details of our course content.

Given this context, we offer some observations:

- There is a general description of every course available in the course catalog that is already posted online; we do not know whether students use even this information in making decisions, as course selection for many students is driven by factors other than specific course content, such as degree requirements, timing, availability, etc.
- When the course schedule is posted, students can identify instructors and contact them for greater detail about the course content and for answers to specific concerns/questions.
- We have no evidence that students would make different choices if more information were available on the internet, nor do we have evidence that the public can or would use this type of information. We worry that we are devoting thousands of dollars and hours to an effort that will not address the needs of the public, dollars and hours that could be better spent on endeavors such as retention, teaching innovation, or streamlined teaching technologies.
- The current bill requires that universities maintain syllabi for two years in a searchable format. It is not clear how this history of syllabi is relevant to students planning their schedules, nor is it clear why anyone else would need to have access to this information, other than our accrediting body to whom we already provide the information. Having multiple semesters of syllabi online simultaneously may lead to confusion if viewers fail to pay attention to the year, semester, and instructor. Students may inadvertently pull up a wrong semester version and make decisions based on outdated information.
- The requirement to give a “descriptions of topics” has generated much concern because, depending on interpretation, it could be inconsistent with best practices in pedagogy. Therefore, we will interpret this element fairly generally to ensure that we do not stifle the necessary ebb and flow of semester-long learning and teaching processes. Clearly a plan for moving through information in a semester is valuable to all participants as part of the agreed upon learning goals. But as important is flexibility. Many times, faculty shift

topics or address unplanned issues in response to student interest and queries, current events, or simple mistaken estimates about the time needed to fully address a topic.

- We remain concerned about who, other than students, will have access to this information and what liability that access may create with respect to intellectual property laws and academic freedom. These two key tenets of the faculty work environment allow faculty to continually innovate and contribute not only to the success of students in the classroom but also to the reputation of their universities and to community at large via research and service. Asking faculty to post publicly our original work product in the form of syllabi and our qualifications in the form of CVs would be parallel to asking other kinds of employees to post their daily work product and resumes for unrestricted review worldwide. Unfortunately, some of that information may be proprietary and some may expose employees to scrutiny without an opportunity to provide explanation or context.

We as faculty recognize that we are public employees with responsibility to conduct our work as openly and efficiently as possible. We also recognize that we have been hired for our expertise and understanding of essential components of a strong university educational experience. We therefore urge that future decisions about higher education in Texas and in the UH System allow faculty to offer their input to ensure that “accountability” is meaningful for all parties and does not simply create additional burdens.

5. Conclusion

The UH System Accountability Task Force has completed its work as per the charge from UH System Senior Vice Chancellor for Academic Affairs Antel regarding HB2504 implementation in the UH System and teaching awards at UH. Accountability figures prominently in the higher education landscape, clearly a growing trend. Faculty do not oppose accountability. We see benefits to our work and to our institutions. The key, of course, is to develop strategies that meet the needs of our students and the public within the bounds of available resources. We appreciate that the UH System has offered the faculty an opportunity to take a leadership role in addressing this particular set of state requirements. We hope this approach will serve as a model for future work and that our leadership will advocate on behalf of their faculty as discussions continue at the state level.

Appendix A: Final Version of Texas HB2504

H.B. No. 2504

AN ACT

relating to requiring a public institution of higher education to establish uniform standards for publishing cost of attendance information, to conduct student course evaluations of faculty, and to make certain information available on the Internet.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Subchapter Z, Chapter 51, Education Code, is amended by adding Section 51.974 to read as follows:

Sec. 51.974. INTERNET ACCESS TO COURSE INFORMATION. (a) Each institution of higher education, other than a medical and dental unit, as defined by Section 61.003, shall make available to the public on the institution's Internet website the following information for each undergraduate classroom course offered for credit by the institution:

(1) a syllabus that:

(A) satisfies any standards adopted by the institution;

(B) provides a brief description of each major course requirement, including each major assignment and examination;

(C) lists any required or recommended reading; and

(D) provides a general description of the subject matter of each lecture or discussion;

(2) a curriculum vitae of each regular instructor that lists the instructor's:

(A) postsecondary education;

(B) teaching experience; and

(C) significant professional publications; and

(3) if available, a departmental budget report of the department under which the course is offered, from the most recent semester or other academic term during which the institution offered the course.

(a-1) A curriculum vitae made available on the institution's Internet website under Subsection (a) may not include any personal information, including the instructor's home address or home telephone number.

(b) The information required by Subsection (a) must be:

(1) accessible from the institution's Internet website home page by use of not more than three links;

(2) searchable by keywords and phrases; and

(3) accessible to the public without requiring registration or use of a user name, a password, or another user identification.

(c) The institution shall make the information required by Subsection (a) available not later than the seventh day after the first day of classes for the semester or other academic term during which the course is offered. The institution shall continue to make the information available on the institution's Internet website until at least the second anniversary of the date on which the institution initially posted the information.

(d) The institution shall update the information required by Subsection (a) as soon as practicable after the information changes.

(e) The governing body of the institution shall designate an administrator to be responsible for ensuring implementation of this section. The administrator may assign duties under this section to one or more administrative employees.

(f) Not later than January 1 of each odd-numbered year, each institution of higher education shall submit a written report regarding the institution's compliance with this section to the governor, the lieutenant governor, the speaker of the house of representatives, and the presiding officer of each legislative standing committee with primary jurisdiction over higher education.

(g) The Texas Higher Education Coordinating Board may adopt rules necessary to administer this section.

(h) Institutions of higher education included in this section shall conduct end-of-course student evaluations of faculty and develop a plan to make evaluations available on the institution's website.

SECTION 2. Subchapter E, Chapter 56, Education Code, is amended by adding Section 56.080 to read as follows:

Sec. 56.080. ONLINE LIST OF WORK-STUDY EMPLOYMENT OPPORTUNITIES.

Each institution of higher education shall:

(1) establish and maintain an online list of work-study employment opportunities, sorted by department as appropriate, available to students on the institution's campus; and

(2) ensure that the list is easily accessible to the public through a clearly identifiable link that appears in a prominent place on the financial aid page of the institution's Internet website.

SECTION 3. Subchapter C, Chapter 61, Education Code, is amended by adding Section 61.0777 to read as follows:

Sec. 61.0777. UNIFORM STANDARDS FOR PUBLICATION OF COST OF ATTENDANCE INFORMATION. (a) The board shall prescribe uniform standards intended to ensure that information regarding the cost of attendance at institutions of higher education is

available to the public in a manner that is consumer-friendly and readily understandable to prospective students and their families. In developing the standards, the board shall examine common and recommended practices regarding the publication of such information and shall solicit recommendations and comments from institutions of higher education and interested private or independent institutions of higher education.

(b) The uniform standards must:

(1) address all of the elements that constitute the total cost of attendance, including tuition and fees, room and board costs, book and supply costs, transportation costs, and other personal expenses; and

(2) prescribe model language to be used to describe each element of the cost of attendance.

(c) Each institution of higher education that offers an undergraduate degree or certificate program shall:

(1) prominently display on the institution's Internet website in accordance with the uniform standards prescribed under this section information regarding the cost of attendance at the institution by a full-time entering first-year student; and

(2) conform to the uniform standards in any electronic or printed materials intended to provide to prospective undergraduate students information regarding the cost of attendance at the institution.

(d) Each institution of higher education shall consider the uniform standards prescribed under this section when providing information to the public or to prospective students regarding the cost of attendance at the institution by nonresident students, graduate students, or students enrolled in professional programs.

(e) The board shall prescribe requirements for an institution of higher education to provide on the institution's Internet website consumer-friendly and readily understandable information regarding student financial aid opportunities. The required information must be provided in connection with the information displayed under Subsection (c)(1) and must include a link to the primary federal student financial aid Internet website intended to assist persons applying for student financial aid.

(f) The board shall provide on the board's Internet website a program or similar tool that will compute for a person accessing the website the estimated net cost of attendance for a full-time entering first-year student attending an institution of higher education. The board shall require each institution to provide the board with the information the board requires to administer this subsection.

(g) The board shall prescribe the initial standards and requirements under this section not later than January 1, 2010. Institutions of higher education shall comply with the standards and requirements not later than April 1, 2010. This subsection expires January 1, 2011.

(h) The board shall encourage private or independent institutions of higher education approved under Subchapter F to participate in the tuition equalization grant program, to the greatest extent practicable, to prominently display the information described by Subsections (a) and (b) on their Internet websites in accordance with the standards established under those subsections, and to conform to those standards in electronic and printed materials intended to provide to prospective undergraduate students information regarding the cost of attendance at the institutions. The board shall also encourage those institutions to include on their Internet websites a link to the primary federal student financial aid Internet website intended to assist persons applying for student financial aid.

(i) The board shall make the program or tool described by Subsection (f) available to private or independent institutions of higher education described by Subsection (h), and those institutions shall make that program or tool, or another program or tool that complies with the requirements for the net price calculator required under Section 132(h)(3), Higher Education Act of 1965 (20 U.S.C. Section 1015a), available on their Internet websites not later than the date by which the institutions are required by Section 132(h)(3) to make the net price calculator publicly available on their Internet websites.

SECTION 4. Section 51.974, Education Code, as added by this Act, applies beginning with the 2010 fall semester.

SECTION 5. As soon as practicable after the effective date of this Act, each public institution of higher education shall establish an online list of work-study employment opportunities for students as required by Section 56.080, Education Code, as added by this Act.

SECTION 6. This Act takes effect immediately if it receives a vote of two-thirds of all the members elected to each house, as provided by Section 39, Article III, Texas Constitution. If this Act does not receive the vote necessary for immediate effect, this Act takes effect September 1, 2009.

President of the Senate

Speaker of the House

I certify that H.B. No. 2504 was passed by the House on May 8, 2009, by the following vote: Yeas 138, Nays 0, 2 present, not voting; and that the House concurred in Senate amendments to H.B. No. 2504 on May 29, 2009, by the following vote: Yeas 143, Nays 0, 1 present, not voting.

Chief Clerk of the House

I certify that H.B. No. 2504 was passed by the Senate, with amendments, on May 27, 2009, by the following vote: Yeas 31, Nays 0.

Secretary of the Senate

APPROVED: _____

Date

Governor

Appendix B: Texas Higher Education Coordinating Board Rules on HB2504

AGENDA ITEM VI-Q (5)

Page 1

10/09

Chapter 4

Rules Applying to All Public Institutions of Higher Education in Texas

Subchapter N

Public Access to Course Information

4.225 Purpose

4.226 Authority

4.227 Definitions

4.228 Internet Access to Course Information

4.229 Internet Access to Work-Study Information

4.225 Purpose

Each institution of higher education, other than a medical and dental unit, shall make available to the public on the institution's Internet website certain undergraduate course information, and information about available work-study opportunities.

4.226 Authority

Texas Education Code; Subchapter Z, Chapter 51, Section 51.974(g) authorizes the Texas Higher Education Coordinating Board to adopt rules necessary to administer this subchapter. The Texas Education Code, Section 61.051, describes the Board's role in the Texas system of higher education.

4.227 Definitions

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise:

- (1) Commissioner -- "The Commissioner of Higher Education" means the agency acting through its executive, and his or her designees, staff, or agents.
- (2) Curriculum Vitae -- A document that summarizes the career and qualifications of the instructor of record, including at least the following:
 - (A) all institutions of higher education attended, with the degree(s) earned;
 - (B) all previous teaching positions, including the names of the institutions, the position, beginning and ending dates; and
 - (C) a list of significant professional publications relevant to the academic positions held, including full citation data for each entry.
 - (D) The curriculum vitae may include the instructor's professional contact

AGENDA ITEM VI-Q (5)

Page 2

10/09

information, such as office telephone number, work address, and institutional email address. Vitae are not required to include personal information about the instructor, such as the home address or personal telephone number.

(3) Departmental Budget Report -- If a course is offered through a unit other than a department—such as a program, college, or institute—substitute the budget for that unit as

appropriate. If the institution posts general budget data on its website in which the information required by statute is reported, it may substitute a hyperlink to that data in place of a separate departmental budget report. The budget report shall include:

- (A) detail for the most recent academic year for which data are available;
- (B) income from all sources; and
- (C) a summary by functional categories such as salaries and wages, travel, etc. (as defined by the National Association of College and University Business Officers).
- (4) Institutions of Higher Education or Institution--Any public technical institute, public junior college, public senior college or university, medical or dental unit, other agency of higher education as defined in Texas Education Code, §61.003.
- (5) Instructor(s) of Record--The primary instructor or co-instructors of a course who are responsible for the course content and the assignment of final grades. This includes tenured and tenure-track faculty, lecturers, adjuncts, and graduate assistants (who are not working under the supervision of an instructor of record). It does not include guest lecturers or others who may be brought in to teach less than fifty percent of the class sessions.
- (6) Internet Website Home Page--The primary Internet web page that serves as the opening portal to the public for all of the other public web pages and Internet services hosted by the institution. It is commonly the web page with the uniform resource locator (URL) address that ends with the domain suffix ".edu".
- (7) Medical or Dental Unit--"Medical and dental unit" means Texas A&M University System Health Science Center, Texas Tech University Health Sciences Center, The University of Texas Health Science Center at Houston, The University of Texas Health Science Center at San Antonio, The University of Texas Health Science Center at Tyler, The University of Texas M.D. Anderson Cancer Center, The University of Texas Medical Branch at Galveston, The University of Texas Southwestern Medical Center at Dallas, University of North Texas Health Science Center at Fort Worth, and the Paul L. Foster School of Medicine at Texas Tech University Health Sciences Center at El Paso, and such other medical or dental schools as may be established by statute or as provided in chapter 61 of the Texas Education Code.
- (8) Significant Professional Publications--Discipline-related refereed papers/publications, books/book chapters, and juried creative performance accomplishments.
- (9) Syllabus--A document describing the course that satisfies any standards for syllabi adopted by the institution. The document shall include, at a minimum, the following:
AGENDA ITEM VI-Q (5)

Page 3

10/09

- (A) brief description of each major course requirement, including each major assignment and examination;
- (B) the learning objectives for the course;
- (C) a general description of the subject matter of each lecture or discussion; and
- (D) lists of any required or recommended readings.
- (10) Undergraduate Classroom Course--Any lower- or upper-division credit course offered to five or more students. This includes on-campus, off-campus, distance education, and dual-credit courses (including those taught on high school campuses). It excludes courses with highly variable subject content that are tailored specifically to individual students, such as Independent Study and Directed Reading courses. It excludes laboratory, practicum, or discussion sections that are intrinsic and required parts of larger lecture courses and are directly supervised by the same instructor(s) of record for those large courses.
- (11) Work-study employment opportunity--Includes all of the programs and opportunities in the Federal College Work-Study Program, the State of Texas Work-Study

Program, and any similar financial aid employment programs sponsored by the institution. For the purposes of this subchapter, work-study applies only to resident undergraduate students.

4.228 Internet Access to Course Information

(a) Each public institution of higher education, other than a medical and dental unit, shall make available to the public on the institution's Internet website the following information for each undergraduate classroom course offered for credit by the institution: a syllabus, a curriculum vitae for the instructor(s) of record, and (if available) a departmental operating budget from the most recent semester or other academic term during which the institution offered the course. Links to existing data that meet legislative requirements may suffice.

(b) If multiple sections of a course use an identical syllabus with identical assignments and readings, only one syllabus shall be posted. The curriculum vitae of each instructor(s) of record for each section shall be posted.

(c) All course information described in subsection (a) of this section must be:

(1) accessible from the institution's Internet website home page by use of not more than three links;

(2) searchable by keywords and phrases;

(3) accessible to the public without requiring registration or use of a user name, a password, or another user identification;

(4) available not later than the seventh day after the first day of classes for the semester or other academic term during which the course is offered; and

AGENDA ITEM VI-Q (5)

Page 4

(5) updated as soon as practicable after the information changes, at least once for every semester in which the course is offered.

(d) The institution shall continue to make the information available on the institution's Internet website until at least the second anniversary of the date on which the institution initially posted the information. An up-to-date curriculum vitae must be available for each instructor of each course for two years after the course is taught.

(e) Institutions shall conduct end-of-course student evaluations of faculty for each undergraduate classroom course as defined in section 4.227 (10), and develop a plan to make evaluations publicly available on the institution's website.

(f) The governing body of the institution shall designate an administrator to be responsible for ensuring implementation of this section. Not later than January 1 of each oddnumbered

year, each institution of higher education shall submit a written report regarding the institution's compliance with this section to the governor, the lieutenant governor, the speaker of the house of representatives, and the presiding officer of each legislative standing committee with primary jurisdiction over higher education.

(g) Institutions must begin compliance with these rules no later than August 15, 2010.

4.229 Internet Access to Work-Study Information

(a) Each institution of higher education shall establish and maintain an online list of work-study employment opportunities available to students on the institution's campus, sorted by department as appropriate. Information should be made available no later than April 1, 2010.

(b) Each institution of higher education shall ensure that the list is easily accessible to the public through a clearly identifiable link that appears in a prominent place on the financial aid page of the institution's Internet website. 10/09

Appendix C: Syllabus Template

YEAR COURSE OFFERED:

SEMESTER COURSE OFFERED:

DEPARTMENT:

COURSE NUMBER:

NAME OF COURSE:

NAME OF INSTRUCTOR:

The information contained in this class syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Learning Objectives

(Please remove blue text and insert description of the skill set that the student should demonstrate proficiency in after completion of the course)

Major Assignments/Exams

(Please remove blue text and insert all major course assignments and their weight in the final class grade for any assignments worth 10% or more)

Required Reading

(Please remove blue text and list the Title, Author, and Year of all required readings for the course)

Recommended Reading

(Please remove blue text and list the Title, Author, and Year of all recommended readings for the course)

List of discussion/lecture topics

(Please remove blue text and include here all main lecture topics for the semester - dates optional)

Appendix D: Instructor-of-Record CV Template

NAME:

POSITION/TITLE:

OFFICE ADDRESS:

OFFICE TELEPHONE:

WORK EMAIL:

EDUCATIONAL BACKGROUND/TRAINING

(Please remove [blue text](#) and insert educational background/training. Include every institution name, and degree attained for all post secondary education. Include any relevant training and source.)

RELEVANT TEACHING EXPERIENCE

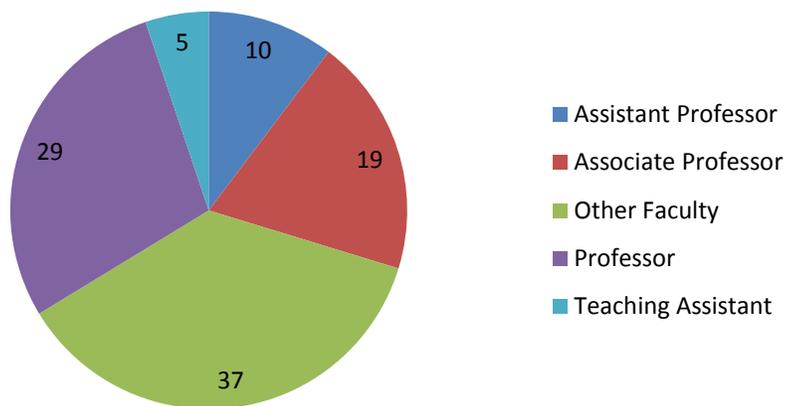
(Please remove [blue text](#) and insert institution name, position/title for all teaching positions held. *Please include year(s) if available*)

ACADEMIC SCHOLARSHIP/RESEARCH/CREATIVE ENDEAVORS

(Please remove [blue text](#) and using the format and content appropriate for your discipline insert academic scholarship/research/creative endeavors)

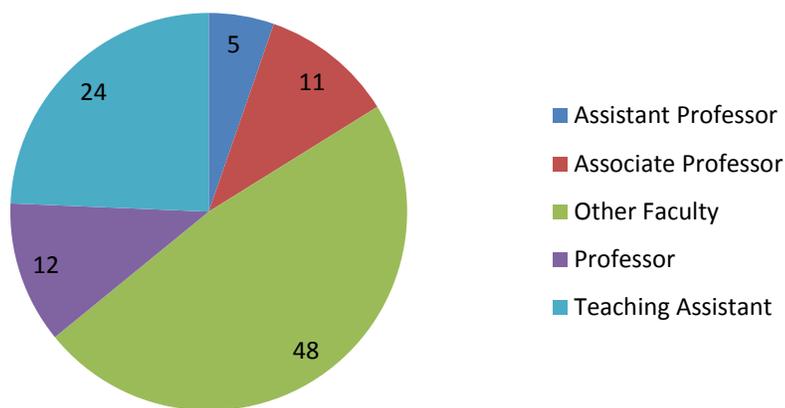
Appendix E: Distribution of Instructors

Distribution of Instructors, by Instructional Classification, for All University of Houston Courses (Undergraduate and Graduate) Taught in Fall 2009



N=5656 sections

Distribution of Instructors, by Instructional Classification, for All Undergraduate University of Houston Core Courses* Offered in Fall 2009



N=563 sections

*Undergraduate University core courses defined by courses identified at: <http://www.uh.edu/academics/corecurriculum/index.html>

Appendix F: Instructions to Faculty for Upload of CV and Syllabus Documentation

University of Houston

Instructions for Uploading Curriculum Vita and Syllabus

Instructor of Record/Undergraduate Courses

5/18/2010

Table of Contents

Known Issues:	2
Curriculum Vita (CV).....	3
To Download CV Template	3
To Upload your CV:	4
Syllabus	5
To Download Syllabus Template.....	5
To Upload your Syllabus.....	6
To Upload your Syllabus (Continued)	7
Contact Information.....	7

Known Issues:

Before you start, it may be useful to know about a couple of recurring issues that may occur when you go through the process. If these don't occur, then everything is working as it should. If they do, try the workarounds below.

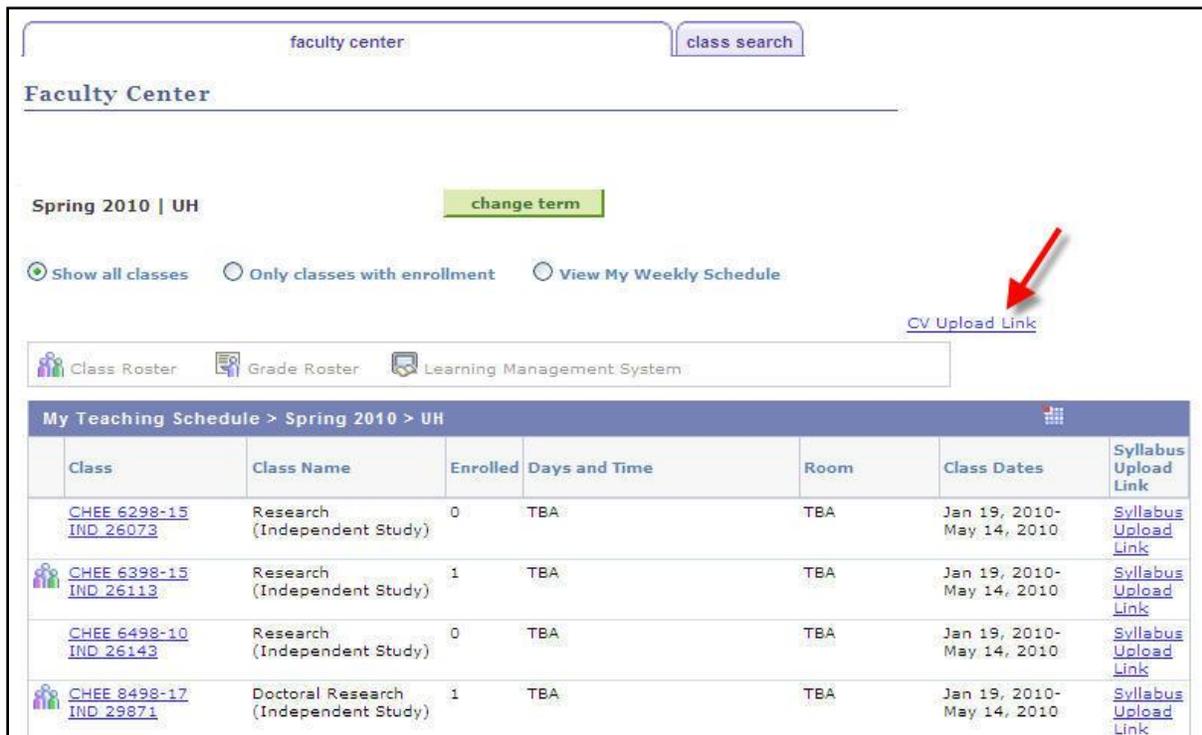
Internet Explorer & PeopleSoft 'View' attachments workarounds

1. Symptom: Clicking an attachment does nothing – no message bar or status bar alerts or warnings appear.
 - Resolution: Press and hold the <Ctrl> key while clicking on the attachment.
 - This issue usually occurs when Office 2007 is installed.
2. Symptom: Clicking an attachment opens a dialog box with a ZIP file reference.
 - Resolution #1: Select Tools > Compatibility View from the Internet Explorer menu.
 - Resolution #2: If Office 2003 is installed, insure that the Office 2007 Compatibility Pack has been applied. You can download it here
<http://www.microsoft.com/downloads/details.aspx?FamilyId=941B3470-3AE9-4AEE-8F43-C6BB74CD1466&displaylang=en>

Curriculum Vita (CV)

To Download CV Template

- Navigate to *Self Service > Faculty Center*
- Find the hyperlink "*CV Upload Link*" on the Faculty Center page (right above the Teaching schedule).
- Click on the hyperlink; this will take you to your respective CV upload page.



The screenshot shows the Faculty Center interface. At the top, there are tabs for "faculty center" and "class search". Below this is the "Faculty Center" header. The current term is "Spring 2010 | UH", with a "change term" button. There are three radio buttons: "Show all classes" (selected), "Only classes with enrollment", and "View My Weekly Schedule". A red arrow points to the "CV Upload Link" text, which is located to the right of the radio buttons. Below this is a navigation bar with icons for "Class Roster", "Grade Roster", and "Learning Management System". The main content area is titled "My Teaching Schedule > Spring 2010 > UH" and contains a table with the following data:

Class	Class Name	Enrolled	Days and Time	Room	Class Dates	Syllabus Upload Link
CHEE 6298-15 IND 26073	Research (Independent Study)	0	TBA	TBA	Jan 19, 2010- May 14, 2010	Syllabus Upload Link
 CHEE 6398-15 IND 26113	Research (Independent Study)	1	TBA	TBA	Jan 19, 2010- May 14, 2010	Syllabus Upload Link
CHEE 6498-10 IND 26143	Research (Independent Study)	0	TBA	TBA	Jan 19, 2010- May 14, 2010	Syllabus Upload Link
 CHEE 8498-17 IND 29871	Doctoral Research (Independent Study)	1	TBA	TBA	Jan 19, 2010- May 14, 2010	Syllabus Upload Link

Click on the “[Download CV Template Here](#)” link and this will show you a word document which you can save to your local workstation.

UHS Faculty CV Upload Page

Curriculum Vita

Name: [Redacted] Instructor Type: Professor

Building Code: [Redacted] Room: [Redacted]

Building Description: [Redacted]

Email Address: [Redacted]

Telephone: [Redacted]

Upload And Save CV Document View CV Document

 [Download CV Template Here](#)

To Upload your CV:

Note: the CV you upload becomes a “read only” Word document. It cannot be revised. In order to change it, you must make changes (corrections, updates) to the template you filled in on your computer and upload that version, which will replace the existing CV.

1. Click on the “[Upload CV Document](#)” button and this will show you a “[Browse](#)” button to select your CV from your local workstation directory.
2. Click [open](#) after selecting the CV document.
3. Click “[Upload](#)”. You will be returned to the original CV Upload page.
4. Click [Save](#).
5. If you wish to view your uploaded CV, then click “[View CV Document](#)”. Either the CV will display directly in your web browser, or a pop up window will appear and ask you to download then open your CV document. You may need to **Enable pop-ups** on your browser.

Syllabus

To Download Syllabus Template

- Navigate to [Self Service > Faculty Center](#)
- Find the hyperlink "[Syllabus Upload Link](#)" on the Faculty Center page (**the last column in "My Teaching schedule"**).
- Click on the hyperlink; this will take you to your class syllabus upload page.

The screenshot shows the Faculty Center interface. At the top, there are tabs for 'faculty center' and 'class search'. Below this, the page is titled 'Faculty Center' and shows the current term as 'Spring 2010 | UH' with a 'change term' button. There are three radio buttons for filtering: 'Show all classes' (selected), 'Only classes with enrollment', and 'View My Weekly Schedule'. A 'CV Upload Link' is visible on the right. Below these are icons for 'Class Roster', 'Grade Roster', and 'Learning Management System'. The main section is titled 'My Teaching Schedule > Spring 2010 > UH' and contains a table with the following data:

Class	Class Name	Enrolled	Days and Time	Room	Class Dates	Syllabus Upload Link
CHEE 6298-15 IND 26073	Research (Independent Study)	0	TBA	TBA	Jan 19, 2010- May 14, 2010	Syllabus Upload Link
CHEE 6398-15 IND 26113	Research (Independent Study)	1	TBA	TBA	Jan 19, 2010- May 14, 2010	Syllabus Upload Link
CHEE 6498-10 IND 26143	Research (Independent Study)	0	TBA	TBA	Jan 19, 2010- May 14, 2010	Syllabus Upload Link
CHEE 8498-17 IND 29871	Doctoral Research (Independent Study)	1	TBA	TBA	Jan 19, 2010- May 14, 2010	Syllabus Upload Link

A red arrow points to the 'Syllabus Upload Link' in the first row of the table.

Click on the “[Download Syllabus Template Here](#)” link and this will show you a word document which you can save to your local workstation.

UHS Class Syllabus

Course ID: [REDACTED] Course Offering Nbr: 1 [REDACTED]
UH
Term: Spring 2010 Graduate
Subject Area: [REDACTED]
Catalog Nbr: [REDACTED]

Class Syllabus

Session: 1 Regular Academic Session Class Nbr: [REDACTED]
Class Section: 15
Start Date: 01/19/2010 Course Component: [REDACTED]
Instructor ID: [REDACTED] [REDACTED]

Upload and Save Syllabus Document View Syllabus Document

Close  [Download Syllabus Template Here](#)

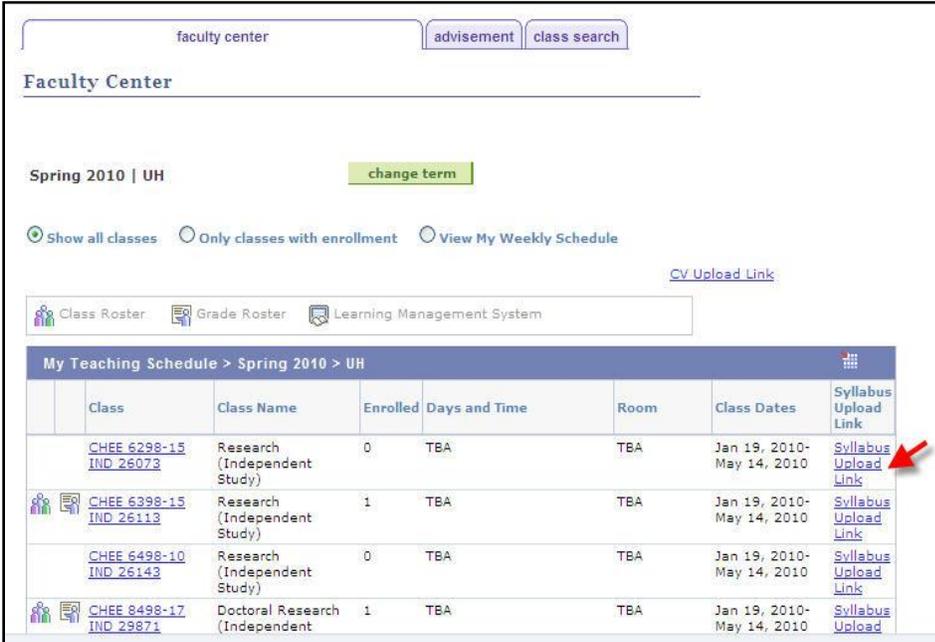
To Upload your Syllabus

Note: the Syllabus you upload becomes a “read only” Word document. It cannot be revised. In order to change it, you must make changes (corrections, updates) to the template you filled in on your computer and upload that version, which will replace the existing syllabus.

1. Navigate to [Self Service > Faculty Center](#). Find the hyperlink “[Syllabus Upload Link](#)” on the Faculty Center page (**the last column in “My Teaching schedule”**).
2. Click on the hyperlink; this will take you to the class syllabus upload link.

See Screenshot on following page:

To Upload your Syllabus (Continued)



The screenshot shows the Faculty Center interface. At the top, there are tabs for 'faculty center', 'advisement', and 'class search'. Below this, the 'Faculty Center' title is displayed. The current term is 'Spring 2010 | UH', with a 'change term' button. There are three radio buttons: 'Show all classes' (selected), 'Only classes with enrollment', and 'View My Weekly Schedule'. A 'CV Upload Link' is also visible. Below these are icons for 'Class Roster', 'Grade Roster', and 'Learning Management System'. The main section is titled 'My Teaching Schedule > Spring 2010 > UH'. It contains a table with the following data:

	Class	Class Name	Enrolled	Days and Time	Room	Class Dates	Syllabus Upload Link
	CHEE 6298-15 IND 26073	Research (Independent Study)	0	TBA	TBA	Jan 19, 2010- May 14, 2010	Syllabus Upload Link
	CHEE 6398-15 IND 26113	Research (Independent Study)	1	TBA	TBA	Jan 19, 2010- May 14, 2010	Syllabus Upload Link
	CHEE 6498-10 IND 26143	Research (Independent Study)	0	TBA	TBA	Jan 19, 2010- May 14, 2010	Syllabus Upload Link
	CHEE 8498-17 IND 29871	Doctoral Research (Independent)	1	TBA	TBA	Jan 19, 2010- May 14, 2010	Syllabus Upload Link

3. Please note that only the primary instructor of the class will be able to upload the syllabus document.
4. Click on the *“Upload and Save Syllabus Document”* button and this will show you a *“Browse”* button to select your class syllabus from your local workstation directory.
5. Click *open* after selecting the Syllabus document.
6. Click *“Upload”*. You will be returned to the original Syllabus Upload page.
7. If you wish to view your uploaded Syllabus, then click *“View Syllabus Document”*. Either the Syllabus will display directly in your web browser, or a pop up window will appear and ask you to download and then open your Syllabus document.
8. Click *“Close”* to return to the Faculty Center page
9. You can upload/update a syllabus for a different class number or logout if you are done.
10. The instructions above apply for all the classes under your Teaching schedule.

Contact Information

If you have questions or need assistance in this process, please contact dequiroz@uh.edu.