

DOCUMENTS OF THE GENERAL FACULTY

Following are the minutes of the regular Faculty Council meeting of February 15, 2016.



Hillary Hart, Secretary
General Faculty and Faculty Council

**MINUTES OF THE REGULAR FACULTY COUNCIL MEETING OF
FEBRUARY 15, 2016**

The sixth regular meeting of the Faculty Council for the academic year 2015-16 was held in the Main Building, Room 212 on Monday, February 15, 2016, at 2:15 PM.

ATTENDANCE.

Present: Gayle J. Acton, William Beckner, Chad J. Bennett, Carolyn M. Brown, James H. Cox, Stephanie W. Crouch, Elizabeth Cullingford, David J. Eaton, Gregory L. Fenves, Alan W. Friedman, Philip M. Gavenda, Sophia Gilmsen, Andrea C. Gore, Terrance L. Green, Lauren E. Gulbas, Barbara J. Harlow, Louis Harrison, Hillary Hart, Steven D. Hoelscher, Coleman Hutchison, Brent L. Iverson, Jody Jensen, Maria G. Juenger, Jonathan Kaplan, Harrison Keller, Kerry A. Kinney, Desiderio Kovar, David L. Leal, Naomi E. Lindstrom, Bradford R. Love, Julia Mickenberg, Julie A. Minich, Gordon S. Novak, Sheila M. Olmstead, Rachel A. Osterloh, Gage E. Paine, Na'ama Pat-El, Edward R. Pearsall, Nancy L. Roser, Cesar A. Salgado, David M. Schnyer, Christen Smith, Vincent S. (Shelby) Stanfield, Zachary B. Stone, Emanuel Tutuc, David A. Vanden Bout, Karin G. Wilkins, Hannah C. Wojciehowski, Cara Young, Edward T. Yu.

Absent: Meagan N. Abel (excused), Dean J. Almy, Jay M. Bernhardt, Lance Bertelsen (excused), Patricia L. Clubb, Lydia Maria Contreras, M. Lynn Crismon (excused), Ann Cvetkovich (excused), Arturo De Lozanne (excused), Douglas J. Dempster (excused), Randy L. Diehl, Andrew P. Dillon, Jonathan B. Dingwell, Catharine H. Echols (excused), David R. Engleman, Bradley G. Englert, Amy S. Enrione (excused), Veit F. Erlmann, Angela M. Evans, Ward Farnsworth, Conrad R. Fjetland (excused), Michelle Habeck (excused), Marvin L. Hackert, Lorraine J. Haricombe, Jay C. Hartzell, Susan S. Heinzelman (excused), Linda A. Hicke, Hans Hofmann (excused), Daniel T. Jaffe, S. Claiborne Johnston, Manuel Justiz, Susan L. Kearns (excused), Susan R. Klein, Mary Knight, Daniel F. Knopf (excused), Judith Langlois, John C. Lassiter (excused), Lauren A. Meyers, Jennifer Moon (excused), Sharon Mosher, Stephanie Mulder (excused), Donald P. Newman, Patricia C. Ohlendorf (excused), Dennis S. Passovoy (excused), Jonathan T. Pierce-Shimomura (excused), Jorge A. Prozzi, Soncia Reagins-Lilly (excused), Vance A. Roper (excused), Stanley J. Roux (excused), James C. Spindler, Rajashri Srinivasan (excused), Frederick R. Steiner (excused), Alexa Stuijbergen, Jessica R. Toste, Gregory J. Vincent, Kirk L Von Sternberg (excused), Jo Lynn Westbrook (excused), Brian Wilkey, Sharon L. Wood, Luis H. Zayas.

Voting Members:	43 present,	33 absent,	76 total.
Non-Voting Members:	7 present,	27 absent,	34 total.
Total Members:	50 present,	60 absent,	110 total.

I. REPORT OF THE SECRETARY (D 14878-14898).

Secretary Hillary Hart (distinguished senior lecturer, civil, architectural, and environmental engineering) welcomed two new members to the Faculty Council, Dr. Conrad R. Fjetland (chemistry) and Dean Jay C. Hartzell (McCombs School of Business). She then announced that memorial resolutions had been completed for Daniel S. Barker (geological sciences), Charles T. Clark (business administration), Fred P. Ellison (Spanish & Portuguese), Hafez Farmayan (Middle Eastern studies), Walter Firey (Middle Eastern studies), David L. Huff (geography and the environment), and for Peter W. M. John (mathematics), and that there were twenty memorial resolutions that were being prepared by committees. Regarding the status of legislation, the secretary reported that the update to the core curriculum course lists (D 13272-13277) was pending approval from the Texas Higher Education Coordinating Board. In addition, the BArch/BA Plan II Dual Degree Program in Architecture (D 13740-13746) had received final approval from UT System and that they were still reviewing ninety-four *Undergraduate Catalog* proposals; fifty-one were pending in the provost's office, and forty were pending approval by the Faculty Council, including no-protest items with protest deadlines of February 17, 18, and 24. She encouraged Faculty Council members to review the proposals that were posted on the Council's website.

II. APPROVAL OF MINUTES.

Secretary Hart announced that the minutes of the Faculty Council meeting of January 25, 2016, were postponed until the March meeting.

III. COMMUNICATION WITH THE PRESIDENT.

President Fenves said the Board of Regents had met the previous week. On its agenda was a proposal from UT Austin to increase tuition by 3% for 2016-17 and approximately the same amount for 2017-18. If approved, it would be the first tuition increase at UT Austin in four years. The president said the Chancellor McRaven and Executive Vice Chancellor for Academic Affairs Steve Leslie had presented the proposal along with proposals from seven other System institutions. He said most of the questions were not directed at UT Austin, for which he was very grateful. If approved, President Fenves said the funds generated by the increase would go toward student success programs and faculty enhancement—making sure faculty salaries are competitive. He said it would take time for the regents to consider the proposals, but a vote was expected within the next month. President Fenves said it would be “a very important decision for our campus.”

President Fenves mentioned Campus Carry saying that he had been thinking a lot about it, especially the resolution the Faculty Council passed on January 25. He said he would announce his decision within the week. He then asked if there were any questions.

Chair Andrea C. Gore (pharmacy) asked what the next steps would be for implementation of the recommendations? President Fenves said he was in the process of putting together a task force that would review and translate the recommendations into actual procedures and rules that would be used to update the *Handbook of Operating Procedures* and the Student Code of Conduct. He further explained that the task force would adjudicate policies and develop procedural steps needed to implement them under SB 11 by August 1 of this year. Later the task force would prepare an annual report to the legislators on the implementation of SB 11 at UT Austin.

Past Chair Bill Beckner (mathematics) stated that the regents had also discussed expanding the STARS Program to include younger faculty. He asked the president if he saw that benefiting UT Austin and asked if he thought it possible that those opportunities would be expanded beyond the laboratory programs in science and engineering? President Fenves explained that the STARS program had been established in 2004 to help with startup packages and had been primarily oriented to STEM fields. Because of its success, UT System expanded the program to recruit superstar entry-level faculty through the Rising STARS program using PUF proceeds, which, under the Constitution, could only be used for capital construction and equipment. Therefore, the program would be “most relevant for recruiting faculty that have laboratories that need to be part of their startup package.”

IV. REPORT OF THE CHAIR—None.

V. REPORT OF THE CHAIR ELECT.

Chair Elect Jensen reported on plans for the upcoming Joint Meeting with Texas A&M Faculty Senate at College Station on March 7. She said the chartered bus would leave UT Austin for College Station between 8:00 and 8:15AM. She added “If you’re new to the Council, and if you’re new to Texas, this is certainly a trip you don’t want to miss.” She encouraged Council members’ participation, as it would be “a conversation with Aggie and Longhorn faculty” with the theme being focused on diversity. She said a former EEOC chair would lead the first session on “Universities as Federal Contractors, Obligations, Challenges and Opportunities.” UT Austin’s Linda Millstone would help lead the second session on Title IX, which would focus on how to change the climate of culture rather than being primarily focused on compliance. And, the third session would be a conversation on climate and inclusion; Vice President Gregory Vincent (diversity and engagement) and Professor Yolanda Padilla (social work) would take part in leading that discussion. Chair Elect Jensen expected “a good day of conversation with colleagues” and hoped to see many members on the bus.

VI. UNFINISHED BUSINESS—None.

VII. REPORTS OF THE GENERAL FACULTY, COLLEGES, SCHOOLS, AND COMMITTEES—None.

VIII. NEW BUSINESS.

A. Educational Innovation at UT Austin in Context.

Chair Gore said that she had invited Dr. Harrison Keller (deputy to the president for strategy and policy and clinical professor, LBJ School) to speak to the Council about the future of UT Austin’s academic mission and the faculty’s role in Educational Innovation. Dr. Keller appreciated the opportunity to visit with the Faculty Council and explained that his job was to work with faculty members, academic leaders, the Faculty Council leadership, and policymakers to help specify and drive major priorities for the campus and to help formulate higher education policy issues at the state and national levels. He said his talk would be on the broader context of Educational Innovation and mentioned that Professor Jaime Pennebaker (executive director and special advisor to the provost, psychology) had officially taken charge of Project 2021, whose organization would include the Texas Learning Sciences—formerly the Center for Teaching and Learning—and the Texas Extended Campus. Dr. Keller said the project would provide an organizational platform for Educational Innovation work both on and off campus, particularly around two priority initiatives announced in the president’s State of the University Address: 1) developing a Faculty Innovation Center and 2) expanding the program-level academic transformation that was already underway in the Departments of English, Government, Economics, the College of Natural Sciences and the Center for Arts and Entertainment Technologies. In addition,

“Project 2021 has been charged to enable rigorous research and evaluation of our Educational Innovation efforts and to create new opportunities for greater interdisciplinary research around teaching and learning, and ideally to provide an integrated platform to take findings and different concepts into reality and course and program design.”

On a broader context, Dr. Keller said he anticipated a challenging legislative session next spring, especially with regard to the state budget and, depending on the outcome of the *Fisher* decision, an active discussion around admissions. He said if UT Austin were to lose the case, “We could be compelled to revert to the top 10% being automatically admitted to the University.” Looking at the current models, the deputy projected that if that were to happen, incoming freshmen classes could increase to 10,000 or 11,000 compared to 7,200 this past fall. Also, he suggested that the legislature would likely have discussions on affordability of and access to higher education.

Changing gears to the reaffirmation of UT Austin’s accreditation in 2018, he said the University needed to be attentive to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) standards and requirements and also to the current discussions about the

role of the accreditors and the ways in which their hands are tied by federal regulations. For example, he said Title I of the Higher Education Act “requires regular and substantive interaction between faculty members and students,” which had been written to distinguish correspondence courses from regular courses and was enforceable through the accreditors and by the Office of the Inspector General for the Department of Education. He said what that language would “mean in the context of the different modes of educational delivery that combine online and distance education is not clear.”

On the federal level, using the Secretary’s existing authority through the Department of Education, Dr. Keller said there had been a lot of interesting work over the past couple of years involving some relatively small, experimental sites related to competency-based education, facilitating and encouraging partnerships between colleges and universities and alternative providers like coding boot camps, and in extending eligibility for financial aid to students who are in dual enrollment programs in high schools. However, Dr. Keller pointed out that the Secretary does not currently have the ability to waive requirements that pertain to the regular substantive interaction provision in Title I that he previously referenced.

Also on the federal level, Dr. Keller reported that the Higher Education Act would be up for reauthorization this year, but the optimism that it would actually happen seemed to be dwindling. Nevertheless, he wanted to make the Council aware of a couple of related projects. On the policy context, he explained that the definition of semester credit hour actually referred to seat time and was one of the ways that federal financial aid was distributed and affected not only federal requirements and accreditation but also the way in which state financial aid was distributed. He said UT Austin was spearheading a project that urged other leading research institutions to engage more proactively in policy discussions. Dr. Keller reported that the University’s proposal had taken some of the insights and ideas coming out of the Campus Conversations and Project 2021, and from the University’s degree-modernization efforts, to identify potential points of friction and to pinpoint where more room for innovation might be needed, not in terms only of smaller experimental sites, but also demonstration projects. He cited work being done by the Departments of English and Government where they had been thinking about what kind of room for innovation ought to be in the accreditation or federal requirements. He opined that that kind of requirement “would be far better than where we are currently, which is more in monitoring and responding.” He said they would like to actively engage with the Faculty Council and in particular with faculty who are involved in these educational innovation efforts or similar issues that have to do with federal regulations “so that we can make the strongest possible case for needing more room to innovate.”

Dr. Keller highlighted the terrific work done last year by Professor Christine Julian (electrical and computer engineering and chair, C-14 Technology-Enhanced Education Oversight Committee) and her committee who, in consultation and collaboration with the provost’s office and legal affairs, developed strong recommendations around intellectual property that were considered pro-faculty and were recommended by then-Provost Fenves. The position scoped out was that faculty would own the intellectual property they created in digital course projects—MOOCs, courses, programs, etc.— and license them back to UT Austin, even when the University had invested in the development of those projects. That was a very different position than what was being taken by other universities such as Arizona State where the institution owned all of the IP created, particularly if it had invested in it, or at Purdue, Indiana, or the University of California Irvine where there is more of a joint ownership between the faculty member and the institution. Dr. Keller said the project team would be working closely with the C-14 committee and the Faculty Council to develop clear policies around intellectual property so there would be clarity upfront as the different design partners and units continue their work on educational innovations.

Dr. Keller ended his remarks saying the attempts presented were to “ensure that the University has the space for innovation and to help proactively shape some of the policy context in which we’re working.” He then opened the floor to questions.

Past Chair Beckner referred to Dr. Keller’s remarks on enrollment increasing from 7,200 to future possibilities of 11,000 or 12,000. He commented that he had heard talk that the freshman class in the fall might be closer to 9,000 and asked whether that was not in the “right ballpark.” Dr. Keller said that number was higher than the most recent projections but added, “We are bracing for 8,000 or more.” Hearing no more questions, Dr. Keller again thanked the Council for the opportunity to talk with them and said, “I’d be delighted to hear from you, especially if you are interested in participating in any of these projects or discussions.”

B. New Bachelor of Arts in Design Degree Program (D14047-14050).

Chair Gore welcomed and introduced Professor Carma Gorman (art and art history) who would present a proposal to create a new Bachelor of Arts in Design degree program. Dr. Gorman began her presentation by giving an overview of why the College of Fine Arts was proposing the new degree program. Professor Gorman pointed out that not only was there a demand by students for the new degree, there was also a “strong and steady need” in the job market for graduates with design skills—particularly as web developers—in the fields of business, computer science, and engineering. She briefly described what resources and facilities would be required for the new degree plan and the college’s plan for accreditation. Finally, she outlined the curriculum and gave enrollment projections. For details see Appendix A. After hearing a motion to approve the proposal, the Faculty Council unanimously approved it by voice vote.

C. New Bachelor of Science in Communication and Leadership Studies Degree Program (D 14181-14185b).

Professor Karin G. Wilkins (media studies) presented the Bachelor of Science in Communication and Leadership degree program proposed by the Moody College of Communication. Professor Wilkins said the development of the degree program was a collaborative effort and thanked the many faculty and staff members involved, particularly those in the School of Undergraduate Studies, the provost’s office, and the leadership in the Moody College of Communication. Professor Wilkins briefly described the degree as being “primarily focused on educating our students to be effective and ethical leaders with an emphasis on communication foundations.” She said students would learn strategic planning and intervention particularly through philanthropy, public service and civic advocacy. In addition, students would acquire good assessment and accountability skills with the understanding that social problems are very complicated and require interdisciplinary understanding of social challenges. Three main points summarized the justification for the new degree: 1) there is a need to educate students to be future leaders and to become actively engaged citizens in public service and civic movements, 2) it would support the University’s core mission—to educate students to be civically engaged in our world, and 3) there is an interest by faculty and students. Professor Wilkins outlined the degree requirements to include 1) UT Austin’s core curriculum, 2) Moody College requirements, and 3) major degree plan requirements, which would include thirty-six hours of which twelve would be in communication and leadership core courses; twelve in communication foundations; and twelve in interdisciplinary courses that explore critical social issues such as race or ethnicity, gender sexuality, poverty and class. For details, see Appendix B.

Having concluded her presentation, Professor Wilkins opened the floor for discussion and questions. Referring to the interdisciplinary courses, Professor Christen Smith (anthropology) asked if it might be possible to require that students take classes that cover all three areas—race, gender, and sexuality. She opined that, “When students focus on one at the expense of the others they invariably fail to understand the interconnections between the three.” Professor Smith said understanding these issues together would be important considering the focus on non-profit work. Professor Wilkins said she appreciated Dr. Smith’s comments and interest in those connections and suggested that in the “third track” the working faculty committee could encourage students to

take a variety of courses or perhaps in the required core courses, make sure professors engage everyone in those different pieces and talk about those “very critical intersections.” Professor Wilkins said she would be happy to take Professor Smith’s comments back to the faculty working committee, because, “It’s something that we do care about.” Hearing no further questions, there was a motion to approve the proposal. It too was unanimously approved by voice vote.

- D. New Bachelor of Arts in Human Dimensions of Organizations Degree Program (D 13970-13975). Professor Arthur B. Markman (psychology) thanked the Council members for the opportunity to speak and present the proposed new degree program in Human Dimensions of Organizations (HDO) that would be offered by the College of Liberal Arts. He explained the rationale behind the program was to teach students to become people experts as they enter the workforce. He said many students were looking for ways to make their liberal arts education be more effective in organizational settings such as business, government, and non-profits. He said the proposed degree program was a broad based attempt by the college to further that opportunity by focusing on the way it uses its liberal arts programs to help students be effective at understanding the human condition as it applies to their work later. Professor Markman referenced several business schools that have similar programs and explained that the proposed degree program would be different in that it would have more liberal arts. He said advantages of the program were that it would give students not admitted into business or engineering an alternative path and would diversify the set of job opportunities for liberal arts students. Another advantage was that it would complement the current graduate program in HDO. Professor Markman summarized the impact of implementing the program: 1) There would be no anticipated net increase for the college; 2) startup funding would be provided by the provost’s office; 3) there would be increased enrollment in liberal arts classes as approved by the departments; 4) space and equipment would already be in place because of the existing HDO graduate program; 5) there would be no net effect on the college’s budget. He said three courses would be developed for the program; one would be an introductory course that would be taught starting in fall 2016. Two additional upper-division courses were anticipated for the start of 2017, one in methodology and the other would provide connecting experiences to students. To summarize, Professor Markman explained that the new program received unanimous support from the Committee on Undergraduate Degree Program Review (CUDPR) and strong support from the college’s dean and from the provost as well as from core and affiliate faculty. He said the goal would be to offer an introductory HDO course in fall 2016 with a full launch of the degree program in fall 2017. He then asked for questions from the floor.

Professor Julia Mickenbrug (American studies) asked what kind of results they had with the HDO master’s program? Professor Markman explained that the master’s program was intended for working professionals and to date there had been ten to twenty students registered in each of the three cohorts and the college was currently recruiting for the fourth. He said many of the students were mid-career professionals students coming from a variety of backgrounds in the sectors of business, non-profits, and the military. Professor Markman said the program had been very effective in meeting the students’ expectation of becoming more expert in the people-side of business and that many had been promoted within their organizations. He reported that all of the students who came into the program without a job or looking for one were successful in that regard. Professor Markman said one of the most exciting things that the program had seen this year was that a prospective student had requested information because she had heard very insightful information coming from one of her colleagues who had completed the program.

Professor Jonathan Kaplan (Middle Eastern studies) asked if the complete list of courses could be made available? Professor Markman said yes, there was a complete list and it could be provided to anyone who wanted it after the schedule comes out.

There were no further questions or comments. The proposal was unanimously approved by voice vote. For more information on Professor Markman’s presentation, refer to Appendix C

E. New Bachelor of Arts in Sustainability Studies Degree Program (D 14058-14062).

Professor Sheryl L. Beach (geography and the environment) said the new degree program in Sustainability Studies had been a joint effort of many, many faculty members from across the University that began in 2012 at the urging of the provost's office to develop a program that would be innovative and provide an interdisciplinary experience that would appeal to incoming freshmen and could be completed within four years. Professor Beach said sustainability was a widely embraced theme in policy, business, and research and pointed out that studies from Arizona State and North Carolina showed students who earn a sustainability studies degree often go on to graduate school or to private sector employment. She remarked, "The job market appears to be very good." Professor Beach explained that the goal would be launch the program in fall 2016 and ramp up to 400 students in the next couple of years. She said because there were multiple options in required courses, "students would not run into bottlenecks. We find that a combination of this flexibility and programming combined with good advising will give students a clear pathway to a degree in four years." Professor Beach noted that the budget was already in place for instructional and advisory support. The program would be housed in the College of Liberal Arts but would be dependent upon courses in other colleges to maintain the interdisciplinary spirit. She said it was the college's hope that as the program grows, other colleges would develop more resources and their own themes in sustainability.

A sample program and schedule were presented that included thirty-nine hours in the major and 120 hours required for the Bachelor of Arts degree. There were three themes: 1) trajectory to sustainability, 2) sustainable choices in a diverse world, and 3) natural resources management. In the first year, students would begin with a very strong foundation in general education and in the liberal arts that included a gateway course and a number of other required courses in general education. In the second year, students would continue with a very strong general education foundation with core courses in economics, communication, conservation, special data analysis, British literature, government and constitution, American government, science and technologies. In the third year, students would focus on their theme and would also take a foreign language and an elective. In the fourth year, students would finish up with an experiential learning focus in an internship and a capstone course modeled after courses such as urban studies 370, which is a senior thesis. Refer to Appendix D, slides 5-8 for more detail. Professor Beach closed her remarks saying the college was very excited to begin working across disciplines giving students a pathway with strong core liberal arts and broad exposure to philosophies and methodologies across the University. And, she said, "It follows the theme of 'What starts here changes the world.' This gives students the opportunity to create a more just and sustainable world." She then asked if there were questions from the audience.

Professor Alan W. Friedman (English) asked why the English course specifically listed British literature when E 316L has three variants, one of which is American literature, which he thought might be more relevant. Professor Beach explained that British literature was listed as an example and was not a requirement. Professor Friedman then asked why the program would be housed in liberal arts and whether that was by choice or forced upon them, especially given that there was already an environmental studies program that cuts across liberal arts, natural sciences, and the geosciences. Professor Beach assured Professor Friedman that the program had not been forced upon them and that they had been working on its creation for quite a while. She explained that her department already had a track in geography and sustainability and was looking forward to working with other disciplines on the topic. She said as a result of the many iterations of its development over the years, the program had grown to be quite expensive, which had made it difficult to put forth a model with five different themes across different colleges. Consequently, the model was created in liberal arts with three themes to get it going as a pilot program with the hope that other colleges would develop resources and add their own themes to it. "We are happy to host it, but we are also very happy to share it." Hearing no further discussion or questions, there was a motion to approve the new degree. It was unanimously approved by voice vote.

IX. ANNOUNCEMENTS AND COMMENTS.

Chair Gore reminded members to RSVP to the Joint Meeting and reported that Coach Smart and Athletic Director Mike Perrin would be at the March 21 meeting. Before adjourning the meeting, she made the remaining announcements listed below.

- A. Deadlines to review new proposals to change the *Undergraduate Catalog, 2016-18* are February 17, 18, and 24.
- B. Joint Meeting of the Faculty Council with Texas A&M's Faculty Senate, March 7, at College Station. To register for the event, visit the following link: <http://dof.tamu.edu/Faculty-Resources/CURRENT-FACULTY/TAMU-UT-JOINT-MEETING>. Registration closes on Friday, February 19. *Note: if you plan to attend **any** part of the morning session, lunch, or evening session, please select that option when registering to help us provide the appropriate amount of food.
- C. RSVP to fc@austin.utexas.edu if you plan to ride the chartered minibus to College Station.
- D. Nominations for college representatives on the Faculty Council open February 15 through March 4.
- E. The next Faculty Council meeting will be held on March 21 at 2:15 PM in MAI 212.

X. QUESTIONS TO THE CHAIR—None.

XI. ADJOURNMENT.

The meeting adjourned at 3:19 PM.

BA Degree Program in Design



OVERVIEW

- Alternative to the existing pre-professional BFA in Design
- Customizable, cross-disciplinary course of study
- Students will take classes side-by-side with BFA students
 - Develop critical thinking, problem-solving, visualization, project development, and collaboration skills
- Feasible for transfer students and double majors to complete within four years

NEED: JOB MARKET

- BFA program is not enough to meet local employers' demands for graduates with skills in design
- Strong, steady market for design graduates as well as students in business, computer science, and engineering with design skills
- In particular, employment of web developers is projected to grow **27 percent** from 2014 to 2024 (Occupational Outlook Handbook)

NEED: STUDENT DEMAND

- Approximately 125-150 applications for only 20 BFA spots
- Huge enrollments in design programs at other local institutions such as ACC and TSU, as well as at high-priced, for-profit design institutions in Austin
- Expressed interest in design field from non-majors at UT
 - High enrollment of non-majors in current course, *DES 309: Introduction to Design*
 - Rapid growth in membership of UT student-run Facebook group about design

RESOURCES / FACILITIES

- Existing resources
 - **Art Building:** digital fabrication lab, production lab, publication studio, Rob Roy Kelly wood type collection
 - **University:** Fine Arts Library, Harry Ransom Center, Blanton Museum
- Planned facilities improvements to Fine Arts Library
 - **Third floor renovations:** *The Foundry* will provide an additional maker space
 - **Fourth floor renovations:** Additional classrooms and collaborative spaces
 - *Summer 2017:* renovations; *Fall 2017:* opening
 - Money allocated by Provost's office

ACCREDITATION

- The Southern Association of Colleges and Schools (SACS)
 - Five-year assessment plan
 - Conduct programmatic assessment annually
- National Association of Schools of Art and Design (NASAD)
 - BA follows guidelines for NASAD's "Liberal Arts Degree with a Major in Design Studies with a studio orientation"
 - NASAD reaccreditation site visit: late October/early November, 2016

CURRICULUM: DEGREE REQUIREMENTS

CATEGORY	SEMESTER CREDIT HOURS
General Education Core Curriculum	42
Required Courses	24
Prescribed Electives	18
Free Electives	18-24
Foreign Language	12-18
TOTAL	120

CURRICULUM: REQUIRED COURSES (24 CR)

PREFIX AND NUMBER	CATEGORY	SCH
DES 309	Introduction to Design	3
DES 374	Capstone Design Project	3
ART 301C	Core Studio I: Surface, Image, and Practice	3
ART 302C	Core Studio II: Line, Mark, and Observation	3
ART 303C	Core Studio III: Space, Time, and Process	3
ARH 303	Survey of Renaissance through Modern Art	3
ARH 304 OR DES 308	Issues in Visual Culture OR Introduction to Design Theory and Criticism	3
DES 336	History of Design	3

CURRICULUM: PRESCRIBED ELECTIVE COURSES

PREFIX AND NUMBER	CATEGORY	SCH
DES	<p>18 hours of design courses, of which at least 9 hours must be upper-division. DES 336 (History of Design) may not be counted.</p> <p>This includes, but is not limited to, courses such as:</p> <ul style="list-style-type: none"> DES 320: Design Theories and Methods DES 322: Design and the Social Environment DES 325: Typography I DES 326: Objects and Spaces DES 334: Introduction to Interaction Design DES 346: Project Studio (wkrm) 	18

ENROLLMENT PROJECTIONS

YEAR	1	2	3	4	5
Headcount	20	40	60	60	60
FTSE	20	40	60	60	60

Questions?

Appendix B



WHAT STARTS HERE CHANGES THE WORLD

Bachelor of Science (B.S.) Degree in Communication and Leadership

Moody College of Communication
University of Texas at Austin



WHAT STARTS HERE CHANGES THE WORLD

Communication and Leadership

- Ethical and effective leadership
- Communication foundations
- Interdisciplinary understanding of social challenges
- Strategic intervention
 - through philanthropy,
 - public service, and
 - civic advocacy

Justification

- Public service and civic engagement
- University of Texas core value
- Faculty and student interest

Degree requirements

- University of Texas at Austin Core Curriculum
- Moody College of Communication Requirements
- Major Degree plan:
 - 1) 12 hours of communication and leadership core courses,
 - 2) 12 hours of communication foundations, and
 - 3) 12 hours of interdisciplinary courses that explore critical social issues.

Communication and Leadership Core Courses

- COM 301L: Introduction to Communication and Leadership
- COM 320L: Upper-division Seminar on Communication and Leadership
- COM 351L: Internship in Communication and Leadership Course
- COM 370L: Capstone Course in Communication and Leadership



BA Degree Program in Human Dimensions of Organizations (HDO)



The University of Texas at Austin

Rationale

- Teaches undergraduates to explore, learn, and articulate the ways the liberal arts and social/behavioral sciences can address practical problems in organizational settings.
- Marks the College and University as cutting-edge in tying COLA subjects to everyday challenges students face during and after their undergraduate training.
- Meets student demand for more practical consideration of COLA fields.
- Not a professional degree, but one requiring majors to consider the core liberal arts disciplines and their applicability to their lives outside the University.

Similar Accredited Programs

- This is a new degree program; there are no other programs exactly like it.
- Undergraduate degrees encouraging the organizational practicality of the liberal arts/social sciences are offered by many accredited universities, including: Bentley University, Georgetown University, University of Michigan, New York University, St. Lawrence University, and the University of Southern California

Advantages

- Good for the college's appeal to entering undergraduates.
- Offers students not admitted to McCombs or Engineering a viable and appealing alternative.
- An in-depth complement to the Business Foundations Certificate.
- Will diversify job opportunities for COLA students.
- Will complement current graduate program in Human Dimensions of Organizations.

Implementation and Impact

- Net increase to COLA: None anticipated.
- Start up funding provided by Provost's Office.
- Increased enrollment in various COLA classes (as approved by departments).
- Space and equipment already in place due to HDO's graduate program.
- No net effect on College's budget.

Summary

- Unanimous support from CUDPR and CMC
- Strong support from COLA Dean's Office, Provost's Office, as well as core and affiliate faculty.
- Goal is to offer intro HDO course in 2016-17 with a full launch of the degree in Fall 2017.

Questions?

Sample Program

BA, Human Dimensions of Organizations

First Year

Fall

Spring

HDO 301 – Intro to HDO – Major	3 hrs	FR 601C – Core Curriculum	6 hrs
E 316L – Core Curriculum	3 hrs	GOV 310L – Core Curriculum	3 hrs
RHE 306 – Core Curriculum	3 hrs	SOC 302 – Core Curriculum	3 hrs
HIS 315K – Core Curriculum	6 hrs	UGS 302 – Core Curriculum	3 hrs
AST 301 – Core Curriculum	3 hrs		
	15 hrs		15 hrs

Second Year

Fall

Spring

FR 611C – Core Curriculum	6 hrs	C S 312 – Core Curriculum	3 hrs
AST 309G – Core Curriculum	3 hrs	GOV 312L – Core Curriculum	3 hrs
C S 302 – Core Curriculum	3 hrs	SDS 306 – Core Curriculum – Major	3 hrs
PSY 301 – Core Curriculum / Minor	3 hrs	HDO 320 – Methods – Major	3 hrs
		E 321L – Major	3 hrs
	15 hrs		15 hrs

Third Year

Fall

Spring

PSY 337 – Minor	3 hrs	PSY 364P – Minor	3 hrs
AFR 356D – Core Curriculum	3 hrs	SOC 322C – Major	3 hrs
PHL 325L – Major	3 hrs	HIS 350R – Core Curriculum	3 hrs
MAS 374 – Major	3 hrs	ANT 302	3 hrs
ANT 301 – Core Curriculum	3hrs	AMS 315	3 hrs
	15 hrs		15 hrs

Fourth Year

Fall

Spring

HDO 379 – Applying HDO – Major	3 hrs	ECO 304L	3 hrs
ECO 304K	3 hrs	SOC 321K – Major	3 hrs
HIS 329U – Core Curriculum	3 hrs	PHL 346K – Core Curriculum	3 hrs
RHE 328 – Major	3 hrs	RTF 307	3 hrs
PSY 341K – Minor	3 hrs	PSY 346K - Minor	3 hrs
	15 hrs		15 hrs

B.A. in Sustainability Studies

Geography and the Environment
College of Liberal Arts

Rationale

- Appeal to high school students – speeds time to graduation
- Sustainability has proven to be a widely embraced theme in policy, business, research
- Job market appears to be good (ASU, North Carolina)

Impact

- Ramp up to 400 majors
- Multiple options in required courses
- Space is available in key courses, more will be made available with existing funding

Timeline

- Geog and Env't. faculty voted to approve March 2015; approved by CoLA May 2015 and CUDPR January 2016
- Already budgeted: instructional and advisory support
- Goal is inclusion in 2016-2018 Undergraduate Catalog, Fall 2016 launch

Sample Program
 BA Sustainability Studies (major = 39 hours)
First Year

Fall

GRG 304E Env'tl Science	3 hrs
UGS 302 or 303 – First Year Sig Course	3 hrs
Vis and Perf Arts – Core Curriculum	3 hrs
Math – Core Curriculum	3 hrs
RHE 306 – Core Curriculum	3 hrs
	15 hrs

Spring

ANT 302 etc.	3 hrs
GRG 301C etc.	3 hrs
Statistics (2d NS core)	3 hrs
Science and Tech 1 – Core Curriculum	3 hrs
American History 1 – Core Curriculum	3 hrs
	15 hrs

Second Year

Fall

ECO 301 etc	3 hrs
CMS 306M etc	3 hrs
American History 2 – Core Curriculum	3 hrs
GOV 310L – Core Curriculum	3 hrs
Science and Tech 1 – Core Curriculum	3 hrs
	15 hrs

Spring

GRG 310C etc	3 hrs
GRG 306C etc	3 hrs
Addtl Natural Science Chem or Bio Core	3 hrs
E 316L – Core Curriculum	3 hrs
GOV 312L – Core Curriculum	3 hrs
	15 hrs

Third Year

Fall

Spring

Course in theme, eg ANT 324L	3 hrs	Course in theme, eg GOV 342N	3 hrs
Course in theme, eg E 360S	3 hrs	Course in theme, eg PHL 325C	3 hrs
Foreign Language 1	6 hrs	Foreign Language 2	6 hrs
Elective	3 hrs	Elective	3 hrs
	15 hrs		15 hrs

Fourth Year

Fall

Spring

Experiential Learning e.g. GRG 379L	3 hrs	Capstone, e.g. URB 370	3 hrs
Additional Social Science Core	3 hrs	Cultural Expression Core	3 hrs
Elective	3 hrs	Elective	3 hrs
Elective	3 hrs	Elective	3 hrs
Elective	3 hrs	Elective	3 hrs
	15 hrs		15 hrs