

## DOCUMENTS OF THE GENERAL FACULTY

Following are the minutes of the regular Faculty Council meeting of April 11, 2016.



Hillary Hart, Secretary  
General Faculty and Faculty Council

**MINUTES OF THE REGULAR FACULTY COUNCIL MEETING OF  
APRIL 11, 2016**

The eighth regular meeting of the Faculty Council for the academic year 2015-16 was held in the Main Building, Room 212 on Monday, April 11, 2016, at 2:15 PM.

**ATTENDANCE.**

**Present:** Gayle J. Acton, William Beckner, Carolyn M. Brown, Patricia L. Clubb, Lydia Maria Contreras, James H. Cox, M. Lynn Crismon, Elizabeth Cullingford, Ann Cvetkovich, Arturo De Lozanne, Jonathan B. Dingwell, Catharine H. Echols, Gregory L. Fenves, Conrad R. Fjetland, Alan W. Friedman, Philip M. Gavenda, Sophia Gilmsom, Andrea C. Gore, Lauren E. Gulbas, Michelle Habeck, Barbara J. Harlow, Louis Harrison, Hillary Hart, Susan S. Heinzelman, Steven D. Hoelscher, Coleman Hutchison, Brent L. Iverson, Jody Jensen, Susan L. Kearns, Kerry A. Kinney, Susan R. Klein, Mary Knight, Judith Langlois, Naomi E. Lindstrom, Bradford R. Love, Julia Mickenberg, Julie A. Minich, Stephannie Mulder, Donald P. Newman, Patricia C. Ohlendorf, Sheila M. Olmstead, Rachel A. Osterloh, Gage E. Paine, Dennis S. Passovoy, Na'ama Pat-El, Edward R. Pearsall, Nancy L. Roser, Stanley J. Roux, Cesar A. Salgado, David M. Schnyer, Vincent S. (Shelby) Stanfield, Zachary B. Stone, Emanuel Tutuc, Jo Lynn Westbrook, Edward T. Yu

**Absent:** Meagan N. Abel (excused), Dean J. Almy, Chad J. Bennett (excused), Jay M. Bernhardt, Lance Bertelsen (excused), Stephanie W. Crouch (excused), Douglas J. Dempster (excused), Randy L. Diehl, Andrew P. Dillon, David J. Eaton (excused), David R. Engleman, Bradley G. Englert (excused), Amy S. Enrione (excused), Veit F. Erlmann, Angela M. Evans (excused), Ward Farnsworth, Terrance L. Green (excused), Marvin L. Hackert, Lorraine J. Haricombe, Jay C. Hartzell, Linda A. Hicke, Hans Hofmann (excused), Daniel T. Jaffe, S. Claiborne Johnston, Maria G. Juenger (excused), Manuel Justiz, Jonathan Kaplan (excused), Harrison Keller, Daniel F. Knopf (excused), Desiderio Kovar, John C. Lassiter (excused), David L. Leal (excused), Lauren A. Meyers (excused), Jennifer Moon (excused), Sharon Mosher, Gordon S. Novak (excused), Jonathan T. Pierce-Shimomura (excused), Jorge A. Prozzi, Soncia Reagins-Lilly (excused), Vance A. Roper (excused), Christen Smith (excused), James C. Spindler, Rajashri Srinivasan (excused), Frederick R. Steiner, Alexa Stuijbergen, Jessica R. Toste (excused), David A. Vanden Bout (excused), Gregory J. Vincent, Kirk L. Von Sternberg (excused), Brian Wilkey, Karin G. Wilkins (excused), Hannah C. Wojciehowski (excused), Sharon L. Wood, Cara Young (excused), Luis H. Zayas

Voting Members:	44 present,	32 absent,	76 total.
Non-Voting Members:	11 present,	23 absent,	34 total.
Total Members:	55 present,	55 absent,	110 total.

**I. REPORT OF THE SECRETARY (D 14490-14499).**

Secretary Hillary Hart (distinguished senior lecturer, civil, architectural, and environmental engineering) reported that there were thirteen memorial resolutions pending completion and one received for Professor Richard Schott (LBJ School of Public Affairs). She announced that President Fenves appointed Professor John S. Dzienkowski (law) to the University Co-op Board of Directors and that the Texas Higher Education Coordinating Board granted final approval to three additional *Undergraduate Catalog* proposals.

**II. APPROVAL OF MINUTES.**

Secretary Hart asked for and received approval, with no objections or changes to the minutes of the regular meetings of the Faculty Council held March 21, 2016 (D 14503-14516).

**III. COMMUNICATION WITH THE PRESIDENT.****A. Comments by the President.**

President Gregory L. Fenves greeted everyone and acknowledged that the “unfathomable tragedy” of theatre and dance student Haruka Weiser the previous week had affected the entire University community, “The University community is our family and this was an attack on our home.” He expressed heartfelt condolences to Haruka’s family who had arrived on campus from Portland the previous Wednesday. He said her parents were “incredibly courageous and incredibly brave, gracious and grateful for the outpouring of support for their daughter.” The president mentioned that the theater and dance students’ *Body and Soul* performance piece had opened on Friday as planned and was dedicated in Haruka’s memory; her parents were in attendance. President Fenves said that he and his wife went to the performance Saturday night and, “If you want to just see the passion and the emotion, the talent, the artistic talent of the students in the dance program, I highly recommend you go. It’s just something to be in that performance that she had participated in as a member of the crew and see what those kids are able to do under these circumstances.” Even though Haruka had only been on this campus for a very brief time, he said, “She touched so many people.” President Fenves indicated that he would be working with the Department of Theatre and Dance to set up a memorial fund in her memory.

The president commended the UT Police Department for their handling of the missing person case and praised Austin Police Chief Art Acevedo and Assistant Chief Troy Gay for leading the homicide investigation. President Fenves noted the “incredible professionalism” and hard work of the local law enforcement agencies that ultimately led to the capture of the perpetrator. As a result of this terrible crime, President Fenves said he would be taking a serious look at campus safety and had asked the Department of Public Safety to do a comprehensive safety survey of the campus that would include assessment of environmental conditions such as lighting at night, video surveillance, building access control, patrols, etc. In addition, he said more systems would be provided such as the SureWalk program started by Student Government approximately thirty years ago. President Fenves emphasized how proud he was of the UT community whose supportive actions reflected the core values and heart of the University.

President Fenves briefly reported that he had been working on the next budget review and welcomed and introduced Senior Vice President and Chief Financial Officer Darrell Bazzell whose official start date would be April 18.

President Fenves then opened the floor to comments or questions.

Michelle Habeck (associate professor, theatre and dance) expressed her gratitude to President Fenves and to the University community for their support and sympathy during this very difficult time, especially for the students, faculty members, and staff in her department. She explained that in her department, classes were taught during the day while rehearsals and performances occurred in the evenings. She was very appreciative of the night busses that had been provided and for the increased police presence, which had been reassuring to a community that was badly shaken by this terrible tragedy. She hoped that the details of Haruka’s condition would never be released to our students since it would mean they would have to go through the grieving process again. She closed her remarks saying:

But I really want to thank you and anyone who has done anything; if you've given a hug, put a hand on a student's shoulder or allowed them to not be in class, or given them an extension on any kind of assignment, just thank you so, so much. They will come back and they appreciate everything, so thank you.

B. Questions to the President—None.

#### **IV. REPORT OF THE CHAIR.**

Chair Gore thanked Professor Habeck for her words. She added that she thought the faculty should keep having the conversation about what happened and what can be done to prevent it from happening again. She said Haruka's parents had been incredibly gracious and has stated that they hoped something good could come of this. Chair Gore opined "that should be our challenge as a faculty, to think about what can we do to make it safer.

I think maybe the best way to honor her memory is for us to become innovators or leaders in safety, to see if we can really lead the best practices and work with other communities to become innovators. That might be at least a little bit of a gift back to the family since that was what they were really asking for.

Chair Gore thanked student leaders Rachel Osterloh and Xavier Rotnofsky and others for organizing the "amazing gathering," with about 2,000 faculty, staff, and students in attendance, including President Fenves who greeted Haruka's family after the ceremony. The chair expressed how proud she was of our students who stepped forward and kept their cool and were able to get up and talk during a very emotional time. "So really I feel like we have this moral obligation now to respond in the best possible way. Hopefully we can start having a conversation about this as the entire faculty."

The chair then gave a brief report on the recent UT System Faculty Advisory Council meeting held the previous week. She informed members that they had worked on a report on best practices in faculty governance. She noted that UT Austin's faculty governance representatives were "the leaders" and that she had enjoyed being able to help other campuses from around the state to "empower their faculty governance bodies."

Lastly, Chair Gore mentioned that she had also attended the UT Brains Initiative and reported that they would be putting forth more initiatives to support research in the neurosciences.

Because members "trickle out" before the end of the meeting, Chair Gore reminded them that on May 2, the Council would elect next year's Faculty Council Executive Committee (FCEC) members. She encouraged continuing members to self-nominate or to nominate a colleague. She said the FCEC was a great group that worked closely with the president, provost, and other University leadership on behalf of the Faculty Council.

#### **V. REPORT OF THE CHAIR ELECT.**

Chair Elect Jody Jensen (professor, kinesiology and health education) reminded members to submit preferences for committee service for the upcoming year. She said members could send them to [fc@austin.utexas.edu](mailto:fc@austin.utexas.edu).

#### **VI. UNFINISHED BUSINESS—None.**

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

#### **VIII. NEW BUSINESS.**

##### **A. Meet Men's Basketball Coach Shaka Smart.**

Chair Gore welcomed Coach Shaka Smart. She said the Faculty Council wanted to hear about his first year as the men's basketball coach and to learn what the faculty members could do to improve the academic side of the experience for student athletes.

Coach Smart opened his remarks explaining that his mother was an educator and was always “throwing” books at him and his three brothers, which is what he planned to do with the Council. He said the first person to answer one of his questions correctly, would receive a book. His first question was “Does anybody know this year on our team who is defensive player of the year in the Big XII?” There were a few murmurs and guesses—finally Coach Smart announced that it was Prince Ibeh and presented a book written by UT Austin’s own baseball coach Augie Garrido, *Life is Yours to Win*, which is about life and the lessons he learned through baseball. Coach Smart remarked, “The questions actually get harder, so I’m a little worried.” He said the next book, *Self-Compassion*, was written by UT faculty member Kristin Neff (associate professor, educational psychology) and was a fabulous book. He said understanding self-compassion is a huge key to coaching student athletes, “Because, believe it or not, even though they look like big, strong, athletic grown men, they really go through some internal battles and deal with their inner critic.” He encouraged members to look up Professor Neff because of her groundbreaking research on the topic. The question asked was “Who was the last academic all-American in the men’s basketball program?” He gave a hint that the player is now in the NBA and is from New Orleans. Carolyn Brown answered correctly saying D. J. Augustin. The last book to be given away was written by Ryan Holiday, *The Obstacle is the Way*, which gives the stoics view of how to overcome obstacles and be successful. Instead of asking a question to win the book, Coach Smart gave it to Chair Gore because “It sounds like you deal with lots of obstacles.”

Coach Smart briefly described his upbringing. He was raised by a single mother who was an educator and who instilled in him the strong desire to do well in school. He said one of her few rules was “Don’t come home with a bad grade, and to her, a bad grade was a *B*.” Growing up, he was “infatuated” with sports and loved competing. After graduating from high school, he attended Kenyon College where he majored in history and had a “terrific academic experience.” After leaving college, he said he knew that he wanted to become a basketball coach.

Speaking about the UT Austin basketball program, Coach Smart said the program is about “transforming our guys’ lives by helping them to become the best version of themselves.” He explained that student athletes really have two full-time jobs, one as the athlete, which he said was very demanding, and the other was being successful academically. He said his basketball players have to balance between the two, which for an eighteen to twenty-two year old can be “a heck of a challenge.” Coach Smart said the players have to memorize definitions of the five core values that he uses to move his players forward: appreciation, enthusiasm, compassion, competitiveness—also called “teamship”—and accountability. He said, “My academic philosophy toward our guys is very simple, and that is they need to get as much as they possibly can out of their academic experience here, and if they are here four years, they need to get their degree.” He said most of his players come from socio-economic backgrounds very different than the average UT student. He said he stressed with his team how important it is to take advantage of the opportunity of being here at UT Austin on a full scholarship and to take the opportunity to interact with faculty members. He said it was important to recruit students who could be competitive in the sport but also be successful in the classroom. “Unfortunately the sport that I coach, most of the higher level players are not as academically prepared as maybe some of the other sports that UT sponsors like golf, or volleyball...so we really have to do a good job identifying the right guys.”

Coach Smart said his other big challenge had to do with how student athletes perceive themselves. Because of the feedback student athletes receive from the media, social media, family, and friends, they typically identify as, “I’m a basketball player.” He added, “The feedback that they’re getting hit with every day is very, very powerful.” Coach Smart said he works with the students to help them “break out” of that thinking “because they need to understand that they have a lot more going for them than that. There’s so much more to life than just the sport that they are playing.”

The coach commented that typically coaches are evaluated by whether or not they win or lose games. He remarked that the media does not report that the program’s purpose is to transform the players’ lives by helping them become the best version of themselves. “So that’s kind of the duality of my job. You’re looked at; you’re judged ... whether you win, whether you lose. But the part that we really want to focus on every single day is helping move our guys forward.”

Closing his remarks, Coach Smart thanked the Faculty Council for the opportunity to speak and said, "I definitely would love to meet as many of you as I can."

Chair Gore told Coach Smart that his presentation was probably the best the Council has heard all year. She then asked, "If you had to ask the faculty for one or two things that we could do or perhaps that we could do differently that would be the most helpful to you, what would those one or two things be?" Coach Smart replied, "Well, first one is we got to get you guys to all of our games. I heard there was a little bit of a snafu with our last athletic director with tickets." On the academic side, he asked faculty members to encourage and help the student athletes find ways to "step out of the average path... I think between us as coaches and you as faculty, that really can help build these guys the right way."

B. Election of Voting Faculty Members to the Undergraduate Studies Advisory Committee (D 14477-14478).

Chair Gore explained that the Council would vote to elect two faculty members to serve on the Undergraduate Studies Advisory Committee and that they must be from different colleges or schools. She then invited candidates who were present, Elizabeth Cullingford (professor, English) and Bradford Love (associate professor, advertising and public relations), to say a few words about why they were interested in serving on the committee. Afterwards, Chair Gore and Secretary Hillary Hart read statements from the candidates who were unable to attend: Michael T. Sanders (lecturer, kinesiology and health education), Martha G. Newman (associate professor, history and religious studies), Jennifer Moon (senior lecturer, biology), and Patricia A. Carter (associate professor, nursing). Following a tally of the votes, and a comment about the closeness of the results, Chair Gore announced the new representatives to be Professor Cullingford and Dr. Moon.

C. Report of the Committee to Nominate Faculty Members for Appointment to the Intercollegiate Athletics Councils for Men and for Women (D 14479-14480).

Moving the meeting forward, Chair Gore said the Council would vote to approve or disapprove a panel names that, if approved, would be forwarded to the president. The president would then appoint an individual to who would serve on the committee for a four-year term.

Professor Susan S. Heinzelman (English and Center for Women's and Gender Studies) remarked that it appeared that the current chairs of the two councils had been serving for an extended period of time and questioned why the positions were not up for election. Since Chair Gore didn't know the answer, she asked Past Chair William Beckner (professor, mathematics) if he could answer it? Professor Beckner said the Intercollegiate Athletics Councils report directly to the president in an advisory capacity. He recalled that there had been a proposal to reexamine how chairs of these two councils were appointed, but he didn't think the issue was looked at. He noted that in the 90s, a task force had recommended that chairs have fixed terms. Professor Heinzelman thought it was time to revisit the question and volunteered to take it up. Chair Gore thanked her. The Faculty Council unanimously approved the panels for both Intercollegiate Athletics Councils by voice vote.

D. Report of the Committee to Nominate Faculty Members for Appointment to the University of Texas at Austin Police Oversight Committee (D 14481).

Chair Gore read the panel of names that would be considered for appointment to the University of Texas Police Oversight Committee and opined that everyone "can appreciate how important this is in light of the all of the things that are going on in the campus." The panel was unanimously approved by voice vote.

E. Resolution from Standing Committee C-10 Recruitment and Retention Regarding Recruitment and Retention of Minority Students (D 14473).

Madeline M. Maxwell (committee chair and professor, communication studies) explained that the Recruitment and Retention Committee had put forth a resolution that contained three clauses supporting the recruitment and retention of minority students and encouraging their success at UT Austin. Professor Maxwell said that clause #1 related to Student Success Initiatives, which were

administrative efforts by the provost and colleges aimed at helping students succeed and graduate in four years.

The Faculty endorse administrative efforts to increase student success. In order for the Faculty to participate fully in efforts to increase the recruitment and retention of minority students, faculty should be kept informed regularly of current administrative efforts and progress in supporting student academic success.

The second clause related to the student racial and ethnic makeup in the State of Texas and urged UT Austin to provide more admission resources so that the student body would better represent the state's population.

The Faculty note that the student population does not reflect the racial/ethnic population of Texas and urges the application of greater resources to recruit students who would expand the student body to better represent the population of this great state, especially at Texas Advanced Partner Schools (TAP Schools).

Professor Maxwell said the third clause encouraged faculty to become involved in the recruitment process.

Furthermore, the Faculty endorse and offer their greater involvement in recruitment of students by faculty.

Professor Maxwell then gave data collected from 2010 to the present that showed the racial and ethnic population at UT Austin as compared to Texas A&M University and a prediction of what that would look like in 2020. For details, refer to the PowerPoint Presentation in Appendix B. Professor Maxwell acknowledged that the numbers were improving but more needed to be done, and faculty needed to stay informed on a regular basis and to help in the effort. She then opened the floor for discussion and questions.

Dr. Dennis Passovoy (lecturer, management) commented that he was very much in favor of increasing the number of minority students on campus but opined that it was important "to find a way to help these students succeed and actually graduate so they can go on to promising careers; it's not just a matter of getting them here." Professor Maxwell agreed and said that was the intention of clause #2 and of the retention programs referenced in Appendix A.

Vice President for Legal Affairs Patti Ohlendorf said that she would like to work with the committee on rewording clause #2 because the courts would have an issue with the current language since trying to match admission numbers with the population of the state would be an impermissible quota as evidenced in the *Fisher* case. After further discussion and suggestions for change and/or deletion of the clause, the Faculty Council voted to return the resolution to the committee. Professor Maxwell said the committee would work with Vice President Ohlendorf on revising clause #2 and have it reconsidered by the Faculty Council at its meeting on May 2.

Secretary Hart commended the committee for its hard work. Because many programs on campus already deal with minority students, the secretary said the committee had struggled in recent years to feel relevant and to discover their purpose. She remarked that the committee had found a way to help faculty members stay informed on current statistics about the makeup of the University's student body and to make faculty aware of the recruitment and retention programs on campus.

F. Educational Policy Committee Proposal to Change the Retroactive Withdrawal Policy in the *General Information Catalog* (D 14474-14476).

Randy Bomer (committee chair and professor, curriculum and instruction) explained that a retroactive withdrawal occurs when a student withdraws from the University after the end of a semester and after grades have been submitted and that it is a rare event that is the result of something serious happening in a student's life. He said the current policy language for retroactive withdrawal states "Requests to withdraw after the last class day are considered only if the student was somehow unable to withdraw by that day." Professor Bomer said that sentence had been interpreted by some to mean that the student had to be physically unable to accomplish a withdrawal. He said the deans who decide the outcome of retroactive withdrawal requests had

found the policy to be too restrictive and had asked for more flexibility in its implementation. As a result, the Educational Policy Committee proposed striking the referenced text and replacing it with “Requests to withdraw after the last class day are considered only if there were compelling circumstances that reasonably prevented the student from withdrawing by that day.” In addition, the committee proposed striking the next sentence in the policy, which was also considered to stringent, “For example, students who were hospitalized or incarcerated, called away at the end of the semester because of a family crisis, asked to perform military service, or seriously debilitated by mental illness may be unable to withdraw by the last class day of the semester in which they are enrolled.” The committee recommended replacing it with

Students considered under this standard may include, but are not limited to, students who were hospitalized or incarcerated, called away at the end of the semester because of a family crisis, asked to perform military service, or experienced a mental or physical health problem, documented by an appropriate healthcare professional, that seriously inhibited their mental or physical functioning.

Professor Bomer explained that the new language would require students to provide deans with appropriate documentation for extenuating circumstances related to their retroactive withdrawal request. Chair Gore opened the floor for comments and questions.

Professor Carolyn Brown (pharmacy) commented that she had expertise on this subject matter in terms of validation of illness. She expressed concern with the language “documented by an appropriate healthcare professional” since the student could be under the care of someone other than a healthcare provider such as a spiritual leader or a curandera. Professor Bomer understood Professor Brown’s concern but was not sure how to make the language inclusive enough. Associate Vice President for Student Affairs Chris Brownson opined that the clause was meant to apply only to situations where somebody had experienced mental or physical problems. He said the deans would have the latitude to use his or her discretion for circumstances that were separate from a medical or mental health issue. Professor Brown clarified that a student could see alternative providers such as a spiritual leader for mental and physical health and that documentation should not be limited to healthcare professionals. Dr. Brownson acknowledged her point but thought other language in the policy would give deans the discretion to make that determination even if it were a physical health or a mental health issue that had been treated by someone other than a healthcare professional. Professor Brown was unconvinced and put forth an amendment that would strike the word “healthcare.” Professor Beckner stated that he was not comfortable omitting “healthcare” because he wouldn’t know “what a professional is without that language.”

After much discussion and multiple suggested amendments to the amendment from Professor Habeck, Jonathan Dingwell (professor, kinesiology and health education), Arturo De Lozanne (associate professor, molecular biosciences), Ann Cvetkovich (professor, English), Conrad Fjetlan (lecturer, chemistry), Dr. Passovoy, Professor Jensen, and Coleman Hutchison (associate professor, English), Secretary Hart reminded members that the amendment on the floor was to vote on deleting the word “healthcare.” She called the question, which was seconded. The amendment to omit the word “healthcare” was defeated.

Professor Dingwell put forth an amendment that would strike “documented by an appropriate healthcare professional” and add “appropriately documented” to the committee’s newly proposed second sentence. The amended language would read:

Retroactive withdrawal. A student who wishes to leave the University for nonacademic reasons is expected to withdraw by the last class day of the current semester as described above. ~~Requests to withdraw after the last class day are considered only if the student was somehow unable to withdraw by that day.~~ Requests to withdraw after the last class day are considered only if there were appropriately documented compelling circumstances that reasonably prevented the student from withdrawing by that day. ~~For example, students who were hospitalized or incarcerated, called away at the end of the semester because of a family crisis, asked to perform military service, or seriously debilitated by mental~~

~~illness may be unable to withdraw by the last class day of the semester in which they are enrolled. Students considered under this standard may include, but are not limited to, students who were hospitalized or incarcerated, called away at the end of the semester because of a family crisis, asked to perform military service, or experienced a mental or physical health problem, documented by an appropriate healthcare professional, that seriously inhibited their mental or physical functioning.~~

M. Lynn Crismon (dean, pharmacy) said that from his experience, when multiple amendments have been made by a body such as this and haven't been passed, the result is usually bad. He suggested that the Faculty Council send the proposal back to committee for revision. Secretary Hart reminded the Council that there was an amendment on the floor that needed to be acted on.

Professor Edward Yu (electrical and computer engineering) asked for clarification on whether the language was asking for documentation stating that something had happened to the student or if a statement about the severity of the circumstance was required? Professor Yu shared an experience that he felt was germane to the discussion. In the previous semester, a student had requested that his final exam be postponed because of health reasons but was unable to provide supporting documentation. Professor Yu contacted the University Health Services (UHS) requesting documentation but was told that UHS could only give visit verification with date and time but not medical excuses that would include information about whether the student had been able to study or whether the exam should be postponed. In response to Professor Yu's remarks, Dr. Brownson stated that UHS would provide documentation requested as it pertains to the "appropriate healthcare professional" clause. However, he explained that they would not provide the details of a medical visit. He explained that for the purposes of a retroactive withdrawal healthcare providers use a behavioral checklist to document a student's medical or mental health condition and how it impacts their functioning. He said that checklist is what deans use to help them in making their decisions.

Dr. Brownson then provided historical information that he thought the Council members ought to be aware of before making their decision. He said ten to fifteen years ago, the perception was that retroactive withdrawals had been given out too frequently and the policy language was changed to tighten down how many could be granted. Now, the pendulum appeared to be swinging in the other direction with people saying the standards were too stringent. He said it was up to the Council to determine how permissive the policy should be. He opined that removing the language "appropriately documented" would loosen it to where "it's pretty permissive." He said unlike withdrawal requests resulting from incarceration, hospitalization, or military service -- events that are easy to substantiate -- mental health issues were "the tough ones" that deans struggle with. He asked the members to be aware that removing the language would make the policy more lenient than was probably intended by the committee.

Professor Beckner agreed with Dean Crismon saying the proposal should be returned to the committee, "When there is hesitation, these resolutions should go back to committee." Chair Gore asked if there was a timeline or deadline related to the proposal. Vice Provost and Registrar Shelby Stanfield said that if the proposed changes were to be included in the next edition of the *General Information* catalog, the proposal would need to receive final approval no later than June. Chair Gore called for a vote on the amendment on the floor. It was defeated. It was agreed that the proposed policy changes should be returned to the committee for modification and brought back to the Council at the May 2 meeting.

- G. Update on the University Faculty Gender Equity Council.  
Because of the late hour, the presentation that would have been given by Janet Dukerich (senior vice provost for faculty affairs) was postponed until May 2.

## **IX. ANNOUNCEMENTS AND COMMENTS.**

- A. Suggestions for candidates for the 2016-17 Faculty Council officers due by noon on April 14.
- B. Faculty Council Standing Committee preferences due April due at noon on April 14.



- C. Annual Reports of the General Faculty Standing Committee due May 2.
- D. The next Faculty Council meeting will be held on May 2 immediately following the special meeting of the 2016-17 Faculty Council that will be held at 2:15 pm in MAI 212.

**X. QUESTIONS TO THE CHAIR—None.**

**XI. ADJOURNMENT.**

The meeting adjourned at 3:58 PM.

## Appendix A

**Student Success Initiatives 2016**

<b>PROGRAM</b>	<b>LOCATION</b>	<b>DESCRIPTION</b>
<b>Discovery Scholars</b>	<b>SCHOOL OF UNDERGRADUATE STUDIES</b>	The mission of the Discovery Scholars Program is to provide support for college transitions, connect students to campus resources, and encourage responsibility for students' individual educational journeys. During their time in the program, Discovery Scholars will acquire skills to help them to succeed in both their majors and in life after UT Austin. <a href="https://www.utexas.edu/ugs/dsp">https://www.utexas.edu/ugs/dsp</a>
<b>Equal Opportunity in Engineering (EOE)</b>	<b>COCKRELL SCHOOL OF ENGINEERING</b>	Equal Opportunity in Engineering promotes the recruitment and academic development of African American, Hispanic, and Native American students interested in pursuing careers in engineering. Since that time, EOE has expanded its goals and now seeks to increase the diversity of its student body by supporting students who come from historically underrepresented population groups in Texas or students who have backgrounds or experiences that will contribute to the overall diversity of the Cockrell School of Engineering. <a href="http://www.engr.utexas.edu/eoe/about">http://www.engr.utexas.edu/eoe/about</a>
<b>Foundation Scholars</b>	<b>COLLEGE OF LIBERAL ARTS</b>	The Foundation Scholars Program (FSP) is an academic transition program for highly motivated first-year students. The Foundation Scholars are a diverse body of Liberal Arts students with varying career interests and academic majors. They bring a demonstrated record of academic achievement and are strongly motivated to maintain a tradition of academic excellence at The University of Texas at Austin. <a href="https://www.utexas.edu/cola/student-affairs/student-programs/Foundation-Scholars-Program/">https://www.utexas.edu/cola/student-affairs/student-programs/Foundation-Scholars-Program/</a>
<b>Gateway Scholars (GWS)</b>	<b>DIVISION OF DIVERSITY AND COMMUNITY ENGAGEMENT</b>	Gateway is one of the largest student success programs at the University of Texas, designed to facilitate and enhance students' transition to and through college. Gateway supports its students to: 1) be successful at UT, and 2) be top-notch competitors in the global economy after graduation in whatever industry they are passionate about entering. The Gateway Scholars Program prides itself in interdisciplinary learning and is one of a few programs on campus that engages students from all 10 undergraduate schools and colleges. <a href="http://ddce.utexas.edu/academiccenter/gateway-scholars">http://ddce.utexas.edu/academiccenter/gateway-scholars</a>

<b>Longhorn Link (LLP)</b>	<b>DIVISION OF DIVERSITY AND COMMUNITY ENGAGEMENT</b>	Longhorn Link -A Student Support Service— is a federally funded TRiO program. This program is funded under Title IV of the Higher Education Act of 1965. The University of Texas at Austin was awarded initial funding in the fall of 2001. <a href="http://ddce.utexas.edu/academiccenter/llp">http://ddce.utexas.edu/academiccenter/llp</a>
<b>TEXAS INTERDISCIPLINARY PLAN (TIP)</b>	<b>COLLEGE OF NATURAL SCIENCES</b>	TIP Scholars, while a large program, focuses on creating a small college experience for first-year students admitted to the College of Natural Sciences at the University of Texas at Austin. The overall objective is to provide a supportive but challenging environment where successful high school students can continue their excellence as successful college students. <a href="https://cns.utexas.edu/tip-scholars">https://cns.utexas.edu/tip-scholars</a>
<b>UNIVERSITY LEADERSHIP NETWORK (ULN)</b>	<b>OFFICE OF THE EXECUTIVE VICE PRESIDENT AND PROVOST</b>	The University Leadership Network is a program designed to help students develop leadership skills while achieving academic success consistent with graduating in four years. ULN includes a comprehensive four-year plan that involves training, experiential learning opportunities, community and university service, as well as the chance to engage in self-reflection regarding leadership development. <a href="https://provost.utexas.edu/academics/student-success/programs/uln">https://provost.utexas.edu/academics/student-success/programs/uln</a>
<b>Women in Engineering (WEP)</b>	<b>COCKRELL SCHOOL OF ENGINEERING</b>	The Women in Engineering Program (WEP) is a college student service for all engineering women, creating a network of engineering peers and professionals by providing academic, career and leadership opportunities. <a href="http://www.engr.utexas.edu/wep/about">http://www.engr.utexas.edu/wep/about</a>
<b>ALL 360 CONNECTIONS</b>	<b>OFFICE OF THE EXECUTIVE VICE PRESIDENT AND PROVOST</b>	360 Connections are groups designed to help first-year students integrate socially, academically and developmentally to ensure successful retention and on-time graduation. By participating in a 360 Connection, students receive a holistic, 360° view of life as a Longhorn. <a href="http://provost.utexas.edu/academics/student-success/approach/360-connections">http://provost.utexas.edu/academics/student-success/approach/360-connections</a>
<b>MCCOMBS EMERGING SCHOLARS ACADEMY</b>	<b>MCCOMBS SCHOOL OF BUSINESS</b>	The McCombs Emerging Scholars Academy is a two year academic transition program for highly motivated first year students. Participants represent a diverse body of students within McCombs who bring a demonstrated record of academic achievement. During the two year program the curriculum will give participants the opportunity to take eight of their core courses with the same cohort of students, with additional programming focused on leadership development, career discovery, and social networking. <a href="https://my.mcombs.utexas.edu/My/BBA/Advising">https://my.mcombs.utexas.edu/My/BBA/Advising</a>

<b>RAMSHORN SCHOLARS PROGRAM</b>	<b>COCKRELL SCHOOL OF ENGINEERING</b>	The Ramshorn Scholars Program is a first-year and second-year retention program in the Cockrell School of Engineering that is dedicated to helping engineering undergraduates transition to college. The Ramshorn Scholars Program advising team is committed to supporting students to be successful in their academics as well as building community within engineering. <a href="http://www.engr.utexas.edu/">http://www.engr.utexas.edu/</a>
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## Appendix B

C10 Recruitment and Retention Committee  
PowerPoint Presentation

# **STANDING COMMITTEE C-10 RECRUITMENT AND RETENTION**

## Resolution

Be it resolved (3 clauses):

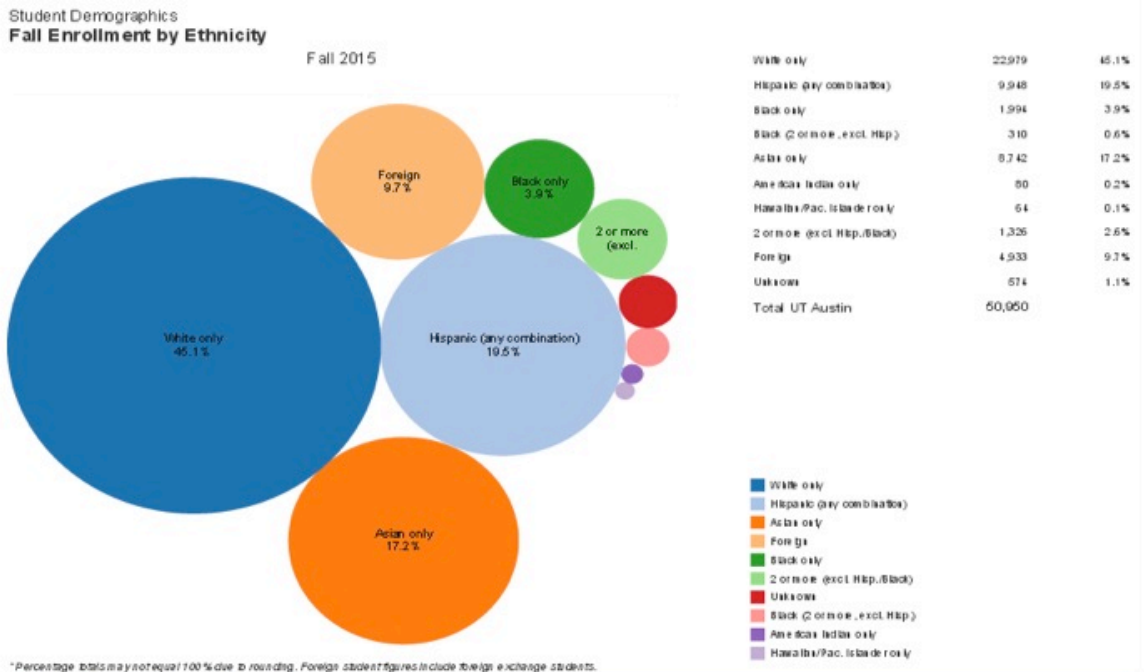
1. The Faculty endorse the Provost's and other administrative efforts to increase student success. In order for the Faculty to participate fully in efforts to increase the recruitment and retention of minority students, Faculty should be kept informed regularly of current administrative efforts and progress in supporting student academic success.

Be it resolved:

2. The Faculty note that the student population does not reflect the racial/ethnic population of Texas and urges the application of greater resources to recruit students who would expand the student body to better represent the population of this great state, especially at Texas Advanced Partner Schools (TAP Schools).

Be it resolved:

3. Furthermore, the Faculty endorse and offer their greater involvement in recruitment of students by faculty.



## Student Body (Fall 2015/14)

Students:	2015%	2014%	A&M 2015%
Gender			
– Women:	51.1	50.8	47.7
– Men:	48.9	49.2	52.3
Ethnicity/Race			
– White:	45.1	46.9	59.5
– Hispanic:	19.5	19.2	19.4
– Asian:	17.2	16.2	5.6
– Foreign:	9.7	9.5	2.5
– Black:	3.9	3.8	3.7
– 2+(excl. Hispanic/Black):	2.6	2.5	
– Black (2+, excl. Hispanic):	.6	.6	
– American Indian:	.2	.2	
– Hawaiian/Pac. Islander:	.1	.1	
Retention:	94		
Automatic admissions	75.2		

## Changes in Population

2010 first time majority of freshmen not white  
(47.6% White)

2015 5.3% of Freshmen black

2020 projection for Texas population:

37.6% Anglo (white), 45.2% Hispanic, 11.2% black

## Retention Programs

Student Success Programming began in 2013 to increase 4-year graduation. Retention Programs: Cockrell School of Engineering, College of Liberal Arts, College of Natural Sciences, Division of Diversity and Community Engagement, McCombs School of Business, Office of the Executive Vice President and Provost, School of Undergraduate Studies (See handout)



## Admissions Outreach

- 4 offices: the Office of Admissions, DDCE, the Office of Financial Aid, and the Graduate School
- UT Austin's Division of Diversity and Community Engagement (DDCE) serves 63 Texas high schools through University Outreach Centers providing services to 4,015 students.
- DDCE programs helped 414 students to enroll at UT Austin in 2015.
- Pre-College Academic Readiness Programs and Advise Texas assist others.

## Texas Advance Initiative

Enroll and provide scholarships to  
underrepresented demographics: 945 in 2015  
95% automatic admission  
46% Hispanic students  
12% African American