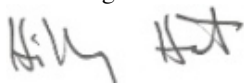


## DOCUMENTS OF THE GENERAL FACULTY

Following are the minutes of the regular Faculty Council meeting of May 2, 2016.



Hillary Hart, Secretary  
General Faculty and Faculty Council

**MINUTES OF THE REGULAR FACULTY COUNCIL MEETING OF  
MAY 2, 2016**

The ninth regular meeting of the Faculty Council for the academic year 2015-16 was held in the Main Building, Room 212 on Monday, May 2, 2016, immediately following the special meeting of the 2016-17 Faculty Council.

**ATTENDANCE.**

**Present:** Darrell L. Bazzell, William Beckner, Carolyn M. Brown, Stephanie W. Crouch, Elizabeth Cullingford, Ann Cvetkovich, Arturo De Lozanne, Jonathan B. Dingwell, Conrad R. Fjetland, Alan W. Friedman, Andrea C. Gore, Lauren E. Gulbas, Michelle Habeck, Marvin L. Hackert, Louis Harrison, Hillary Hart, Susan S. Heinzelman, Steven D. Hoelscher, Coleman Hutchison, Brent L. Iverson, Jody Jensen, Maria G. Juenger, Jonathan Kaplan, Susan L. Kearns, Harrison Keller, Kerry A. Kinney, Susan R. Klein, Desiderio Kovar, Judith Langlois, John C. Lassiter, Naomi E. Lindstrom, Bradford R. Love, Julia Mickenberg, Julie A. Minich, Jennifer Moon, Stephannie Mulder, Donald P. Newman, Gordon S. Novak, Sheila M. Olmstead, Gage E. Paine, Dennis S. Passovoy, Na'ama Pat-El, Soncia Reagins-Lilly, Nancy L. Roser, Stanley J. Roux, Cesar A. Salgado, David M. Schnyer, Vincent S. (Shelby) Stanfield, Zachary B. Stone, Jessica R. Toste, Kirk L Von Sternberg, Jo Lynn Westbrook, Brian Wilkey, Karin G. Wilkins, Cara Young, Edward T. Yu.

**Absent:** Meagan N. Abel, Gayle J. Acton (excused), Dean J. Almy, Chad J. Bennett, Jay M. Bernhardt, Lance Bertelsen (excused), Patricia L. Clubb, Lydia Maria Contreras, James H. Cox, M. Lynn Crismon (excused), Douglas J. Dempster (excused), Randy L. Diehl, Andrew P. Dillon, David J. Eaton, Catharine H. Echols (excused), David R. Engleman, Bradley G. Englert, Amy S. Enrione, Veit F. Erlmann, Angela M. Evans, Ward Farnsworth, Gregory L. Fenves (excused), Philip M. Gavenda (excused), Sophia Gilmsom (excused), Terrance L. Green, Lorraine J. Haricombe, Barbara J. Harlow, Jay C. Hartzell, Linda A. Hicke, Hans Hofmann (excused), Daniel T. Jaffe, S. Claiborne Johnston, Manuel Justiz, Daniel F. Knopf (excused), David L. Leal (excused), Lauren A. Meyers, Sharon Mosher, Patricia C. Ohlendorf (excused), Rachel A. Osterloh, Edward R. Pearsall (excused), Jonathan T. Pierce-Shimomura (excused), Jorge A. Prozzi, Vance A. Roper, Christen Smith (excused), James C. Spindler, Rajashri Srinivasan (excused), Frederick R. Steiner, Alexa Stuijbergen, Emanuel Tutuc (excused), David A. Vanden Bout (excused), Gregory J. Vincent, Hannah C. Wojciehowski (excused), Sharon L. Wood, Luis H. Zayas.

Voting Members:	46 present,	30 absent,	76 total.
Non-Voting Members:	10 present,	24 absent,	34 total.
Total Members:	56 present,	54 absent,	110 total.

Chair Andrea C. Gore (professor, pharmacy) welcomed everyone to the final meeting of the academic year. She stated that Chair Elect Jody L. Jensen would announce the winners of the 2016-17 Faculty Council Executive Committee elections during her report. Chair Gore invited the incoming class of the Faculty Council members to stay for as much of the meeting as they liked.

**I. REPORT OF THE SECRETARY.**

Secretary Hillary Hart (distinguished senior lecturer, civil, architectural, and environmental engineering) reported that there were fourteen memorial resolutions pending completion by committee and one received for Professor Emeritus John Christopher Middleton (Germanic studies). The secretary announced that there were no protests to the proposed changes to the Health and Society degree plan, which would be transmitted to the provost for consideration. In addition, Secretary Hart said thirty-three proposals to change the *Undergraduate Catalog* had received final approval from UT System. Concluding her report (D 14532-14543), she mentioned that UT System had recently informed the provost's office that non-substantive changes to the *Undergraduate Catalog* would no longer require their approval. The chair applauded UT System for their decision since it would make the approval process much more efficient.

**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 April 11, 2016 (D 14544-14552).

**III. COMMUNICATION WITH THE PRESIDENT.**

President Fenves was unable to attend.

**IV. REPORT OF THE CHAIR.**

Chair Gore extended President Fenves' regrets for being absent from the final meeting of the academic year and noted that Interim Vice President and Provost Judith Langlois would make remarks on his behalf following the chair and chair-elect reports.

This being Chair Gore's last meeting serving as chair, she expressed that it had been "a genuine honor to be able to serve the University in this capacity." She commented that when she had agreed to run for chair the previous spring, she had no idea what she was getting into but was happy to say she had no regrets and hoped that the meetings had afforded members "the opportunity to have an open and honest exchange of ideas," especially since the past two years had been "quite extraordinary for our campus." Chair Gore recalled the July 4<sup>th</sup> coup when the UT System chancellor had threatened to fire President Powers. That was the first summer after she had been elected as chair elect. She said working with then Chair Hillary Hart and Chair Elect Bill Beckner had been an "exhilarating experience, partly because we were right and won, but also because I realized what a powerful force the faculty such as our can be when we join together to fight a common cause." Chair Gore also acknowledged what a privilege it had been to be the first Faculty Council chair to work with President Fenves.

Regarding Campus Carry, the chair stated that it had dominated the Council's conversations over the past year and "stirred our emotions and passions." She reminded members "that our job as faculty representatives is not done. It is essential that the Faculty Council remains attentive during the implementation process that is happening right now through August 1<sup>st</sup>." She pointed out that only two of the twenty-five members on the Implementation Committee had primary faculty appointments. She opined that "as knowledgeable as these two individuals are, they simply cannot have the expertise to cover all of the twenty-five points that are delineated in the *Handbook of Operating Procedures* document that the University is in the process of implementing." The chair then cited two topics that were of concern to her—policy #13 and #14, which had to do with laboratory safety and use of animals in laboratories. Chair Gore opined that the decisions being made about these "are being made in the complete absence of input from the very people on the campus who have the most expertise—namely the research faculty." She said that she and her scientific colleagues had drafted a letter to the committee chair to ask them to redress the concern that the faculty voice may not be adequately engaged in the decision-making process and was hopeful that "we'll be invited to the table to participate in these decisions."

On another point, Chair Gore said she had heard many faculty members express regrets for not having testified on SB 11 when it was first under deliberation by the Senate. She observed that “Regret is what happens when we make assumptions that either somebody else is taking care of something or that the worst-case scenario could not possibly happen.” She encouraged the members to look at the twenty-five points made by the Implementation Committee and to contact them with concerns, to make sure the faculty voice is heard. Chair Gore stressed that “Time is of the essence because even though implementation happens on August 1<sup>st</sup>, the decisions are being made literally this week in the case of some of these committees, so please do not be complacent about this.”

Chair Gore closed her report by thanking everyone who had diligently attended all of the long meetings and stayed until the “bitter end.” She expressed appreciation to her “friends and my teammates on the Faculty Council Executive Committee for your wisdom, your staunch support and especially the ability to disagree, to negotiate, to comprise and to reach common ground on difficult topics.” The chair stated that the Faculty Council would find Chair Elect Jensen “to be an absolutely wonderful chair.” She again thanked the members for the honor of having served them and for putting their trust in her.

Secretary Hart then expressed what she believed everyone in the room was thinking,  
 You have been a wonderful chair, a fantastic chair of the Faculty Council this year,  
 through very difficult, probably the most difficult set of issues. You are thoughtful; you  
 have been energetic and passionate about preserving faculty, shared faculty governance,  
 and I thank you from the bottom of my heart.

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

Chair Elect Jensen said her report would basically consist of saying thank you to Chair Gore for her leadership and to ask Provost Langlois to step up and offer a few comments to Professor Gore as she makes her “graceful exit into past chair.”

Provost Langlois remarked that it had been a pleasure “and dare I say the word fun” to serve with Chair Gore. She acknowledged the enormous amount of time and energy Chair Gore had given leading the Council. Aside from serving as chair of the Council, Provost Langlois pointed out a different aspect of Chair Gore’s academic life:

For starters she’s an internationally recognized expert in her field, she’s authored four books and 140 papers by my count, seventeen in 2015 alone. She has over 4,000 citations to her work and in recent years her work has averaged 500 citations a year. That is truly an impressive academic record. In addition, in her spare time, Andrea is a dedicated teacher. She’s taught almost 100 classes since coming to UT and she served on over fifty graduate students thesis and dissertations. Wow! In her spare time, she is also the editor in chief of the major journal in her field and the chronology—how you have time to do all this I don’t know. But on top of that, she’s a great mentor to junior faculty. One of those faculty members had this to say about Andrea, “When I first arrived at UT, she offered to take me to lunch and provided helpful advice a number of times. I know that she did this with a number of the other faculty members. She wasn’t our assigned mentor or even in our department. So she went above and beyond to help us in my opinion.” This is the kind of faculty member that is just the best. And what a great role model you are. So Andrea on behalf of President Fenves and myself, thank you for your tireless contributions to the University and please stay in touch. Thank you.

Following a hardy round of applause, Chair Elect Jensen presented an engraved gift to the out-going chair for her service, her patience, and mentoring.

Chair Gore thanked Chair Elect Jensen and Provost Langlois for their kind words and for the lovely gift. She then announced that Secretary Hart had taken the new administrative position as director of the Faculty Innovation Center and therefore would be stepping down as secretary in October. She said

that a new secretary would be elected on October 10 at the annual meeting of the General Faculty. Chair Gore commented on the hard work the secretary does in making sure the meetings are run properly and that rules of order are followed. The chair acknowledged “the amazing job that you [Dr. Hart] have done in this capacity,” and added that “Hillary has an amazing and deep knowledge of this University, how things work, why we do things the way we do. And also very importantly, why we shouldn’t be doing things that way anymore, and when it’s important to make those kinds of changes.” In tribute to her “tremendous service to the University in this capacity,” and on behalf of the Faculty Council, Chair Elect Jensen presented Secretary Hart with an engraved gift that read “Madame Secretary Hillary.” Secretary Hart responded saying, “Thank you, thank you both so much. It’s been my great pleasure to serve. I really don’t particularly want to stop, but it’s just too exciting an opportunity to direct the Faculty Innovation Center, to try to implement some of the fantastic ideas that came out of the Campus Conversations.”

Lastly, Chair Jensen announced the results of the 2016-17 Faculty Council officer elections that were held just prior to this meeting. The elected members were Christine L. Julien (associate professor, electrical and computer engineering), Dr. Jennifer Moon (senior lecturer, biology), and Martha G. Newman (associate professor, religious studies).

## **VI. UNFINISHED BUSINESS.**

### **A. Update on the University Faculty Gender Equity Council.**

Janet Dukerich (senior vice provost for faculty affairs) thanked Chair Gore for inviting her to give an update on the University Faculty Gender Equity Council (UGEC) and encouraged members to visit the council’s website that would have regularly updated posts on the what the group was doing, <http://provost.utexas.edu/faculty-affairs/gender-equity-council>. Senior Vice Provost Dukerich then described the three UGEC sub-committees, their focus, and a summary of each committee’s work.

Senior Vice Provost Dukerich said the Committee on Employment Issues had been focused on evaluating gender equity by collecting and analyzing data in terms of faculty salaries, promotions, and endowments. She said the committee had found trends that showed women faculty across ranks over a ten-year period had steadily increased, but improvement was still needed since the percentage of assistant and associate professors were still higher than full professors. Regarding salaries, the committee found that 11% of the campus had received strategic FII raises, which broke down to 12.8% women and 9.9% men. In terms of actual amount, the senior vice provost clarified that the amount of the percentage of raise was 26% for women and 27% for men. Senior Vice Provost Dukerich explained that she and the provost had been reminding the deans to pay attention to gender when submitting their recommendations for FII raises, and the data showed that they had been listening. However, she again noted that there was more work to be done. She said that she and the provost had been meeting with each of the deans and presenting their respective college data for percentage of women faculty, salary data, and time to promotion for all ranks by gender and asking the question, “How does this look to you?” She stated that by next fall, the deans had been charged with developing an action plan to give to the new provost on what they have been doing well, what they need to work on, and how they plan to get there. She acknowledged that this would not solve the gender equity problem, but added that the data confirmed that progress had been made even though there was still a lot more work to do.

The Committee on Data Analysis focused on comparing data from last year’s Climate Survey with one that was conducted in 2008. The committee identified issues and trends common to both surveys and sorted the responses by gender. For tenure and tenure track faculty, the committee analyzed course loads, committee work, perceptions of departmental culture, satisfaction with salary and workload, and evaluation of work-family policies and programs. Senior Vice Provost Dukerich again encouraged members to visit the UGEC Web pages where one could download a PowerPoint presentation to see the committee’s preliminary analysis.

Senior Vice Provost Dukerich reported that the Committee on Climate and Family Health had been reviewing preliminary findings from the Climate Survey to understand, in a qualitative way,

the differences in perceptions across the ranks and genders toward mentoring, experience, departmental culture, etc. She said the committee had been conducting a series of focus groups to try to make sense of the data concentrating on problematic issues such as mentoring and family friendly policies. Senior Vice Provost Dukerich pointed out something else of importance that had come out of the survey, which was that UT Austin had a large number of non-tenure track faculty who reported feeling like second-class citizens, and who felt that they had no way to become fully invested in the University. She stressed, "This population needs attention," and tenure and tenure track faculty ought to ask themselves, "How do we potentially contribute to this?" The senior vice provost said that in the coming years, focus would be given to the issues faced by non-tenured faculty.

Reporting on a related but separated committee, the senior vice provost said that the Council for Racial and Ethnic Equity and Diversity (CREED) would soon have a website that would have resources especially helpful for faculty recruiting of underrepresented minorities. She explained that another set of analysis that included data not only on the hiring of women but also for underrepresented minorities for each of the colleges would be reported to incoming Provost Maurie McInnis in the fall.

Senior Vice Provost Dukerich concluded her report announcing that her office, using a third party vendor, had begun conducting exit interviews with faculty who had voluntarily left the University. She explained that it was too early to have anything to report yet, but after several years of collecting data, her hope was that she would be able to come back and report on trends and on aspects of the University that had made faculty members want to leave.

Key findings of the each of the UGEC sub-committees can be viewed in Appendix A and more in-depth reporting can be found on the UGEC website: <http://provost.utexas.edu/faculty-affairs/gender-equity-council>. For additional background and to follow the work of CREED, visit <http://provost.utexas.edu/faculty-affairs/council-racial-and-ethnic-equity-and-diversity>.

Referring to the findings of the Committee on Employment Issues, Na'ama Pat-El (associate professor, Middle Eastern studies) questioned if the senior vice provost could provide the actual number of women from the different colleges who received raises. Senior Vice Provost Dukerich responded that she didn't have that information but that it was approximately 10% from each college. Professor Pat-El asked for clarification, "That was all the people who received raises, not women?" Dr. Dukerich explained that 11% of the total faculty received F11 raises and that each college had been instructed to choose about 10% to receive a raise. Professor Pat-El stated that she wanted to know the percentage of women from the list of all faculty members who got raises. Dr. Dukerich responded that it was 12.8% and explained that one had to look at the percentage of total women on campus who were eligible, which was 37.3% compared to 65% of men and that one had to look at the denominator in terms of the percentage of women who were eligible, which was approximately 30%. Still unsatisfied, Professor Pat-El questioned if the list was supposed to reflect the numerical relationship between men and women faculty? She opined that it had nothing to do with how many women were on campus, but instead how many women the faculty thought should receive raises and that "it did not necessarily reflect one and one. The resolve is that only one third of the women got a raise." She thought that to be "a problematic figure" particularly considering how it affected the College of Liberal Arts. Dr. Dukerich noted that proportionally, more women than men in the College of Liberal Arts received FII raises. Again, Dr. Pat-El asked for the college numbers. Dr. Dukerich said that she did have the numbers but they had yet to be analyzed, but she said, "eyeballing it," there were more women than men in the College of Liberal Arts who received raises.

Chair Gore asked if non-tenure track faculty were included in the exit interviews since there tended to be more turnover with that group. Senior Vice Provost Dukerich said they were not included at this point but that she would consider adding them in the future.

Returning briefly to the question about the strategic salary raises, Past Chair Bill Beckner (professor, mathematics) thought it was good that a bigger percentage of salary raises went to women than to men. However, he noted that it was important to keep in mind that 90% of faculty members don't fall within the top 10% and the result is salary compression, which hits both men and women very hard. Citing the recent retention cases of senior women faculty in highly desired pools within their fields, he wondered if there was some sense of whether the data were "slightly disturbed?" He opined that it was something for the provost's office to keep in mind. He also noted that in the STEM fields, one would like to see higher percentages of women in the faculty, but he said the available data showed fluctuations from year-to-year. Senior Vice Provost Dukerich concurred and added that in the smaller departments, one person leaving or getting a counter offer could have a huge impact, which is why it was important to look at the data over a long period of time to see the trends. Past Chair Beckner remarked, "I think we are really fortunate to have you directing this effort from the provost's office." Hearing no more questions or comments from the floor, Dr. Dukerich thanked the Council for the opportunity to speak and encourage them to send ideas, suggestions her way.

Chair Gore seconded Past Chair Beckner's opinion of Senior Vice Provost Dukerich and commended her for "taking on these faculty issues and being the buzzing bee, the stinging bee." She then introduced Professor Randy Bomer noting that the agenda items were being switched around.

B. Educational Policy Committee's Revised Proposal to Change the Retroactive Withdrawal Policy in the *General Information Catalog* (D 14525-14527).

Randy Bomer (committee chair and professor, curriculum and instruction) began his presentation by explaining that a student can request retroactive withdrawal from a course after grades have been submitted and the semester has ended. He said this might occur in situations where the student had been ill or had a personal or family crisis that would have prevented him or her from withdrawing through the regular process prior to the end of the semester. A few years ago, he said the policy had been revised because there had been a lack of consistency across the University on how retroactive withdrawals were granted. However, the revision "essentially shut down giving retroactive withdrawals, which was not the intent." To address this, Registrar Shelby Stanfield and the Policy Implementation Group had proposed language that would maintain a strict policy while having more flexibility and adaptability than the previous one and that would be clearer to the faculty, the deans' offices, and the supporting people who actually make the decision for each request. Following the April 11 Faculty Council meeting (reference D 14544-14552), Professor Bomer met with the Policy Implementation Group and the Educational Policy Committee to discuss the Council's comments about the proposal (D 14475-14476). To add clarity, the group revised the original proposal by adding the word "documented" to "compelling circumstances" and by omitting a comma between "a mental or physical health problem" and "documented by an appropriate healthcare professional".

Excerpt from the original proposal (D 14475-14476):

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. 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.

Excerpt from the revised proposal (D 14525-14527):

Requests to withdraw after the last class day are considered only if there were compelling documented 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.

Chair Gore stated that at the last meeting, the Council spent a lot of time discussing, wordsmithing, and presenting amendments to the proposal, which were all rejected. This time around, she said the Faculty Council would vote to approve or disapprove the revised proposal as written. She then opened the floor to comments and questions. Hearing none, the proposal was approved by voice vote with one dissenting vote and one abstention. For PowerPoint text, see [Appendix B](#).

C. Revised Resolution from Standing Committee C-10 Recruitment and Retention Regarding Recruitment and Retention of Minority Students (D 14531).

Madeline M. Maxwell (committee chair and professor, communication studies) reminded members that at the Faculty Council meeting held on April 11, 2016, Vice President Patti Ohlendorf (legal affairs) raised concerns about the resolution's language and that the Council had subsequently voted to return it to the committee for revisions. Since that time, Professor Maxwell said the committee had worked with legal affairs to revise the resolution language, which applied only to students and consisted of three clauses. The first clause related to administrative efforts to help students who were automatically admitted to the University succeed. She said the committee hoped that the Faculty Council would endorse administrative efforts to increase recruitment and retention of underrepresented students and to keep faculty members informed of their efforts and progress in supporting student academic success. Professor Maxwell then explained that the committee's function was "To address the matter of recruitment and retention of minority students and to advise the Faculty Council and the president on constructive solutions to alleviate the problems of recruitment and retention." She remarked, "The committee does not have oversight, the committee is charged with knowing things." Therefore, clause 2 asks the Faculty Council to support the continued application of resources to recruit and enroll automatically admitted students and to get more of them to come to UT Austin, "to enhance the ability of all of our students to receive the full educational benefits of diversity." Regarding clause 3, Professor Maxwell said the committee had looked for but couldn't find a statement that said "The University of Texas Faculty Council is committed to diversity inclusion and a welcoming environment at UT Austin," and they thought it would be good to have that statement on record.

Professor Maxwell concluded her presentation by providing statistics on racial and gender demographics as of 2015 as well as statistics on changes in population, retention programs, and Admissions/Enrollment Outreach programs. For details, refer to the PowerPoint text, in Appendix C. She then opened the floor to questions and discussion. Hearing none, Chair Gore called for a vote on the resolution, which was unanimously endorsed by voice vote.

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

**VIII. NEW BUSINESS.**

A. Resolution from the Responsibilities, Rights, and Welfare of Graduate Student Academic Employees Committee to Endorse Graduate Student Rights and Responsibilities Document (D 14522-14524).

Allan H. Cole (committee chair and professor, social work) explained that two weeks prior, the Graduate Student Assembly (GSA) had submitted a document to the Responsibilities, Rights, and Welfare of Graduate Student Academic Employees Committee (C12 committee) for endorsement.

After reviewing the document, the committee endorsed the document in spirit, but because there were a number of items that the committee felt were beyond its charge, they encouraged the GSA to make revisions and to get input from the Graduate Assembly. He said that last week the Graduate Assembly endorsed the document, and in turn, so did the C12 committee. Professor Cole then invited Margaret Clark (graduate student, classics) to speak to the document. Speaking on behalf of the Graduate Student Assembly, Ms. Clark thanked Professor Cole and Secretary Hart for having provided feedback on the earlier version of the document, which she said had been a long time in the making, changing and morphing over the past three years. She clarified that what was being presented was not a policy document or a manifesto. Instead, it was a statement of principles that would guide graduate experiences here at UT Austin. She said the GSA was asking for endorsement from the Faculty Council of the principles so that it could then move forward to negotiate specific policy changes, which they felt were quite minor.

Ms. Clark explained that in general, the document “seeks to assure a clear voice for graduate students, so we can feel heard and take ownership and responsibility over our lives and careers here at the University.” She acknowledged that many of the principles were already observed at the University and some were “enshrined” in policy. She said the GSA wanted to bring them all together so that they could be codified in one place that would be easily accessible to all concerned parties. She then briefly commented on each of the seven items listed in the document, which can be viewed in Appendix D.

Professor Pat-El asked what GSA could do about point II, “The right to the university continuing to maintain its interest in students achieving a basic standard of living?” Ms. Clark stated that they could not address anything with regard to funding and asked if she had a more specific question. Chair Gore asked if she might address the comment. She noted that several years ago, the Graduate Assembly and the Faculty Council had endorsed a similar statement in support of a living wage for all UT Austin graduate students. Even though they knew they did not have the power to implement the resolution, it received unanimous support, and by doing so, the faculty voiced its opinion that a living wage for the graduate students is fundamental to what they do and their importance to the University. She explained that by having the conversation, it would “hopefully be discussed by people who actually change things, to redress those graduate students who are not the problems for those students who are not earning a living wage. So we are endorsing the spirit of this, not necessarily the practice.” Professor Pat-El opined that this was a “massive problem.” She stated that not adequately funding graduate students also created problems for faculty members and that the issue needed to be addressed, though she acknowledged she wasn’t sure how to go about it. Ms. Clark agreed wholeheartedly, but clarified, “That is unfortunately not what this document seeks to or can do.” She pointed out that funding differs widely across campus and that there were a large number of graduate students that a living wage would not be applicable to because they are not making money working here.” She cited examples from the resolution’s footnotes that pertained to item II that referenced the new student housing being built in east Austin, which she said was a modest way to address the sky-rocketing cost of living and the housing crisis. Also cited from the footnotes were participation in finding transportation solutions for commuters and information provided online for by the University regarding funding jobs and other resources.

Chair Gore opined, “These resolutions and endorsements are vanishing into oblivion.” She said that in all of the conversations that she had had with the dean of the Graduate School, there had been strong support for not only the living wage, but also all of the other aspects of the graduate students rights. She commented on the importance of faculty from different colleges having these conversations because every discipline has different standards for what is appropriate for supporting their graduate students. Chair Gore said she had seen tremendous change in the STEM fields, especially in the biomedical science fields. She stated that across all of the departments, there was now a standard of paying graduate students a stipend between \$28,000 and \$30,000 per year as compared to when she first came to UT Austin when no stipend amount was specified.



Because of these conversations, Chair Gore said there had been a cultural change that had led to some improvements for the graduate students, and “hopefully the pressure will continue to be on for the programs that are not doing that.”

Hearing no further discussion on the resolution, Chair Gore called for a vote. The resolution was unanimously approved by voice vote.

**IX. ANNOUNCEMENTS AND COMMENTS.**

- A. Summer meetings cancelled.
- B. 2016-17 Faculty Council Schedule posted under Spotlights and Events.
- C. Annual Reports of the General Faculty Standing Committee due May 2.

**X. QUESTIONS TO THE CHAIR—None.**

**XI. ADJOURNMENT.**

The meeting adjourned at 3:55 PM.

## Appendix A

**Update on the University Faculty Gender Equity Council**  
(PowerPoint Text)

**University Faculty Gender Equity Council**

- Advises the Provost on matters related to gender issues
- Makes recommendations for changes to ensure an equitable and inclusive environment for all faculty
- Website: <http://provost.utexas.edu/faculty-affairs/gender-equity-council>

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**University Faculty Gender Equity Council**

**Committee on Employment**

Tasha Beretvas co-chair  
 Laura Starks co-chair  
 Lynn Baker  
 Jane Champion  
 Sue Cox  
 Shelley Payne  
 Andrea Gore<sup>1</sup>  
 Marvin Hackert<sup>1</sup>  
 Sue Heinzelman<sup>1</sup>  
 Raji Srinivasan<sup>1</sup>

**Committee on Data Analysis**

Jennifer Glass chair  
 Phil Bennett  
 Tasha Beretvas  
 Sue Cox  
 Catherine Cubbin  
 Janet Dukerich<sup>1</sup>

**Committee on Climate & Family/Health**

Hillary Hart chair  
 Carolyn Brown  
 Martha Hilley  
 Maggie Rivas-Rodriguez  
 Victoria Rodriguez  
 Nichole Weidemann  
 Lynn Westbrook  
 Lee Ann Kahlor<sup>1</sup>

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**Committee on Employment Issues**

The Committee on Employment Issues focused on evaluating gender equity in salary data for tenured/tenure-track faculty. They compiled and analyzed relevant datasets for examining composition and compensation issues from 2004-15.

➤ **Composition Key Findings**

- The percentage of tenure and tenure track female professors **increased campus-wide from 27.7% to 32.9%** from 2004-2015.
- The **percentages of female associate and assistant professors is much higher than full professors**, due largely to the representation of women earning advanced degrees has increased and the university has hired more female professors.

➤ **Salary Key Findings**

- Several important factors impact salary, including **experience, rank and years in rank**.
- In 2008 Final Report of the Gender Equity Task Force, a significant difference was found between male and female professors.
- Since 2004, the gap in salary has decreased from -6.5% to -4.6%. Progress has been made, but more work needs to be done.

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### **Committee on Data Analysis**

The Data Analysis Committee's analysis focused efforts in the 2015 fall semester on taking as much repeated information as possible from both the 2007 and the 2015 Climate Surveys to compare responses by gender over time. The primary focus was given to tenure and tenure-track faculty, and analyzed:

- Course loads
- Committee work
- Perceptions of departmental culture
- Satisfaction with salary and workload
- Evaluation of work-family policies and programs

They also began analysis by college and/or disciplinary groupings to look at changes over time and variability in 2015 responses across groups.

View the presentation on the Faculty Affairs website on issues and trends identified in the climate survey.

\*\*\*\*\*

### **Committee on Climate & Family/Health Issues**

Following on the Gender Equity Council's spring 2015 survey of faculty satisfaction, the Climate Committee has been working to tease out the reasons for statistically significant differences in men's and women's responses to particular questions on that survey, especially on these issues:

- Mentoring
- Service demands
- Experience with family-friendly policies.
- Satisfaction with work-life balance
- UT's efforts in recruiting students and faculty

In order to collect qualitative data to add to the quantitative analysis of that survey, the Committee held four 2-hour focus groups in fall 2015. We talked with 16 associate professors and 5 full professors, who represented 11 of the 16 UT colleges and schools. These sessions allowed us to discuss and delve more deeply into the source of certain perceived inequities brought to light by the survey.

In spring 2016, we spoke with assistant professors and non-tenure-track faculty in another series of three focus groups. Results of the qualitative analysis of these talks will be made available by end of spring 2016.

## Appendix B

**Educational Policy Committee's Revised Proposal to Change the Retroactive Withdrawal Policy in the  
General Information Catalog  
(PowerPoint Text)**

**Retroactive withdrawal considerations**

- Consistency across the university
- Support deans' offices in using them when appropriate
- Support for professional discretion

\*\*\*\*\*

**Policy Implementation Group**

- Shelby Stanfield
- Mark Bernstein
- Richard Hogeda
- Marc Musick
- Vicki Packheiser
- Mary Rose
- Brenda Schumann

\*\*\*\*\*

**Educational Policy Committee**

Members, 2015-16:

<b>Agarwala, Seema</b>	2013-2016	associate professor, biological sciences
<b>Arledge, Jane</b>	2013-2016	lecturer, mathematics
<b>Bomer, Randy</b>	2014-2017	professor, curriculum and instruction
<b>Buskirk, Ruth E.</b>	2015-2018	distinguished senior lecturer, biology instructional office
<b>Ebbeler, Jennifer V.</b>	2014-2017	associate professor, classics
<b>Glavan, James J.</b>	2013-2016	professor, theatre and dance
<b>Hutchison, Coleman</b>	2014-2017	associate professor, English
<b>Jensen, Jody</b>	2015-2018	professor, kinesiology and health education
<b>Williams, Robert O. (Bill)</b>	2015-2018	associate professor, pharmacy

Faculty Council Appointees:

<b>Contreras, Lydia M.</b>	2015-2016	assistant professor, chemical engineering
<b>Roser, Nancy L.</b>	2015-2016	professor, curriculum and instruction

Four Students:

<b>Casso, Christopher M.</b>	2015-2016	Senate of College Councils representative
<b>Cavazos, Sergio E.</b>	2015-2016	Senate of College Councils representative
<b>Long, Zachary M.</b>	2015-2016	Senate of College Councils representative
<b>Williams, Kyle</b>	2015-2016	Graduate Student Assembly representative

Administrative Advisors (without vote):

<b>Iverson, Brent L.</b>	<i>ex officio</i>	dean, undergraduate studies
<b>Keller, Harrison</b>	<i>ex officio</i>	vice provost and executive director, Center for Teaching and Learning
<b>Long, Phillip D.</b>	<i>ex officio</i>	associate vice provost, Center for Teaching and Learning
<i>pending acceptance</i>		
<b>Stanfield, Shelby</b>	<i>ex officio</i>	associate vice president and registrar

\*\*\*\*\*

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 compelling, documented 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.

\*\*\*\*\*

**Changes to the Retroactive Withdrawal Policy cont.  
REVISED**

**Retroactive Withdrawal (revised language is double underlined in red below)**

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 there were compelling documented circumstances that reasonably prevented the student from withdrawing by that day. 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.

Appendix C

**Revised Resolution from Standing Committee C-10 Recruitment and Retention Regarding Recruitment and Retention of Minority Students**  
*(PowerPoint Text)*

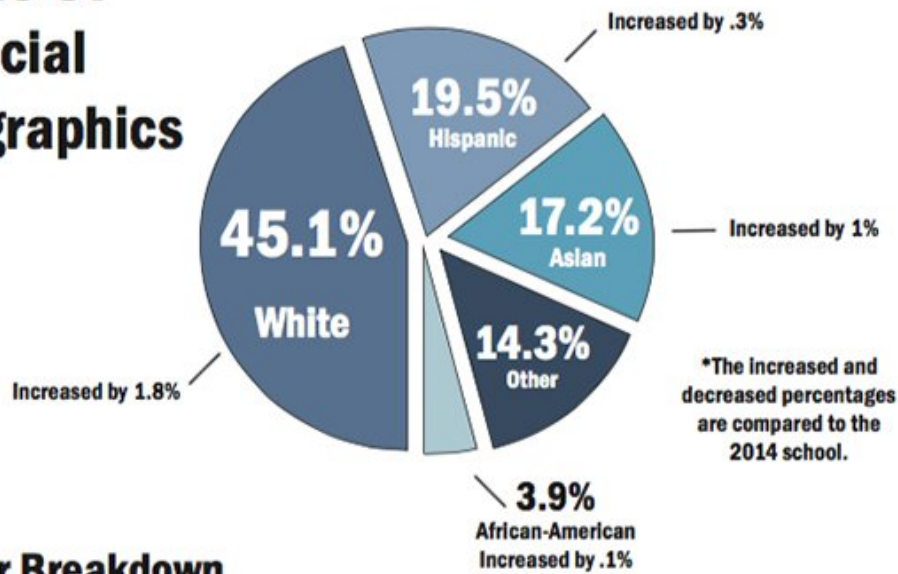
**STANDING COMMITTEE C-10 RECRUITMENT AND RETENTION**  
 Resolution

Be it resolved (3 clauses):

1. The Faculty Council endorses 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 under-represented students, the faculty should be kept informed regularly of current administrative efforts and progress in supporting student academic success.
2. The Faculty supports the continued application of resources to recruit and enroll students from those already admitted through the admissions process, which enhances the ability of all of our students to receive the full educational benefits of diversity.
3. The Faculty Council is committed to diversity, inclusion, and a welcoming environment at UT Austin.

\*\*\*\*\*

**2015 UT  
 Racial  
 Demographics**



**Gender Breakdown**



From 2014 to 2015, female population increased by 0.3 percent while male population increased by 0.7 percent.

\*\*\*\*\*

**Student Body (Fall 2015/14)**

<b>Students:</b>	<b>2015%</b>	<b>2014%</b>
Gender		
– Women:	51.1	50.8
– Men:	48.9	49.2
Ethnicity/Race		
– White:	45.1	46.9
– Hispanic:	19.5	19.2
– Asian:	17.2	16.2
– Foreign:	9.7	9.5
– Black:	3.9	3.8
– 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 black freshmen 5.3% (all classes 3.9%)

\*\*\*\*\*

**Retention Programs**

Student Success Programming is designed to increase 4-year graduation.

Retention Programs (See handout):

- 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

\*\*\*\*\*

**Admissions/Enrollment Outreach**

- 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 also assist.

## Appendix D

**Resolution from the Responsibilities, Rights, and Welfare of Graduate Student Academic Employees  
Committee to Endorse Graduate Student Rights and Responsibilities Document**  
(PowerPoint Text)

**Graduate Student Rights and Responsibilities Document**

- I. Right to graduate under requirements specified by the graduate catalog at time of acceptance;<sup>1</sup>  
Responsibility to proactively fulfill program requirements;<sup>2</sup>
- II. The right to the university continuing to maintain its interest in students achieving a basic standard of living;<sup>3</sup>  
The responsibility to be good stewards of our resources afforded to graduate students;
- III. Right to periodic reviews of performance pertaining to academic standing and/or employment status;<sup>4\*</sup>  
Responsibility to act upon feedback and recommendations in order to maintain good standing with the university;
- IV. Right to transparent grievance processes that can include some form of graduate student peer support, without fear of reprisal;<sup>5\*</sup>  
Responsibility to voice concerns and participate in grievance process;
- V. Right to nondiscrimination by the university in academic and employment matters;<sup>6\*</sup>  
Responsibility to not discriminate against any student, faculty, or staff member;

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\* is defined as where adoption of the Graduate Student Rights and Responsibilities would entail an amendment to current policy

<sup>1</sup> University Catalogs: The University of Texas at Austin, Graduate Catalog 2015-2017: Degree Requirements: Graduation: Graduation under a Particular Catalog.

URL: <http://catalog.utexas.edu/graduate/degree-requirements/graduation/>

<sup>2</sup> University Catalogs: The University of Texas at Austin, Graduate Catalog 2015-2017: Graduate Study: Student Responsibility.

URL: <http://catalog.utexas.edu/graduate/graduate-study/student-responsibility>

<sup>3</sup> Examples of this include the new graduate student housing being built in East Austin, participation in finding transportation solutions for commuters, and information provided online by the university and colleges regarding funding, jobs, and other resources.

<sup>4\*</sup> The Milestones Agreement provides a feasible model for a system that could be expanded and implemented university-wide, to be accessible to all graduate students.

The University of Texas at Austin, Graduate School, Milestones Agreement.

URL: <http://gradschool.utexas.edu/advisers-and-coordinators/milestones-information>

Current Policy: University Catalogs: The University of Texas at Austin, General Information Catalog 2015-2016: Academic Policies and Procedures: Academic Advising

URL: <http://catalog.utexas.edu/general-information/academic-policies-and-procedures/>

<sup>5\*</sup> The BoRR committee suggests an amendment to existing policy such that departmental grievance processes provide an opportunity for graduate student representation, to be determined by each Graduate Studies Committee (GSC).

Current policy: Handbook of Operating Procedures 9-1240, Section D. The University of Texas at Austin, The Graduate School, Executive Sponsor: Vice Provost and Dean of Graduate Studies. February 15, 2005.

URL: <http://www.policies.utexas.edu/policies/graduate-school>

The BoRR committee also recommends that the Graduate Student Assembly (GSA) support the selection and training of graduate student peer advocates who can act as liaisons and provide support to graduate students throughout various grievance processes.

<sup>6\*</sup> The University of Texas at Austin, General Information Catalog, Appendix I: Non-Discrimination Policy.

URL: <http://catalog.utexas.edu/general-information/appendices/appendix-i/>

This policy currently refers to discrimination, including harassment, on the basis of race, color, religion, national origin, gender, including sexual harassment, age, disability, citizenship, and veteran status, and on the basis of sexual orientation, gender identity, and gender expression; the BoRR committee proposes adding pregnancy and family status to this list.



- VI. Right to be treated respectfully and professionally by university administration and faculty;  
Responsibility to conduct oneself according to the University of Texas Honor Code<sup>7</sup> and represent the University in an appropriate professional manner;
- VII. Right to representation in and shared governance of the college and university, along with inclusion in formal conversations about policy changes that impact graduate students;<sup>8</sup>  
Responsibility to participate in shared governance.

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<sup>7</sup> Standards of Conduct. The University of Texas at Austin, Student Judicial Services, Office of the Dean of Students.

URL: <http://deanofstudents.utexas.edu/sjs/conduct.php>

<sup>8</sup> Handbook of Operating Procedures 9-1240, Section C. The University of Texas at Austin, The Graduate School, Executive Sponsor: Vice Provost and Dean of Graduate Studies. February 15, 2005.

URL: <http://www.policies.utexas.edu/policies/graduate-school>