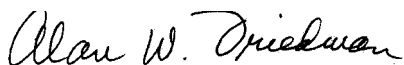


## DOCUMENTS OF THE GENERAL FACULTY

Following are the minutes of the regular Faculty Council meeting of November 14, 2016.



Alan W. Friedman, Secretary of the General Faculty and Faculty Council  
The University of Texas at Austin  
Arthur J. Thaman and Wilhelmina Doré Thaman Professor of English and Comparative Literature

**MINUTES OF THE REGULAR FACULTY COUNCIL MEETING OF  
NOVEMBER 14, 2016**

The third regular meeting of the Faculty Council for the academic year 2016-17 was held in the Main Building, Room 212 on Monday, November 14, 2016, at 2:15 PM.

**ATTENDANCE.**

**Present:** Ronald J. Angel, Simon D. Atkinson, Christina Bain, Carolyn M. Brown, Christopher P. Brown, Barry Brummett, Francesca L. Cicero, Allan H. Cole, Juan J. Colomina-Alminana, Elizabeth Cullingford, Ann Cvetkovich, David J. Eaton, Gregory L. Fenves, Alan W. Friedman, Philip M. Gavenda, Linda L. Golden, Laura I. Gonzalez, Lauren E. Gulbas, Marvin L. Hackert, Lorraine J. Haricombe, Tracie C. Harrison, Kevin S. Helgren, Maya L. Henry, Martha F. Hilley, Steven D. Hoelscher, Coleman Hutchison, Brent L. Iverson, Daniel T. Jaffe, Jody L. Jensen, Christine L. Julien, Jonathan Kaplan, Binna Kim, Prabhudev C. Konana, John C. Lassiter, Blinda E. McClelland, Maurie D. McInnis, Jennifer Moon, Richard A. Morrisett, Martha G. Newman, David A. Nielsen, Robert A. Olwell, Dennis S. Passovoy, Na'ama Pat-El, Edward R. Pearsall, Soncia Reagins-Lilly, Lorie Roy, Jonathan L. Sessler, Christen Smith, D. Max Snodderly, Pauline T. Strong, James W. Tunnell, Jason P. Urban, Lauren J. Webb, Jennifer M. Wilks.

**Absent:** Alexandra W. Albright (excused), Lucinda Jane Atkinson (excused), Blake R. Atwood (excused), Darrell L. Bazzell, David I Beaver, Chad J. Bennett (excused), Jay M. Bernhardt, Mark L. Bradshaw (excused), William "Wills" Kerby Brown (excused), Jorge Canizares (excused), Cindy I. Carlson (excused), Benjamin H. Carrington, Sergio M. Cavazos (excused), Patricia L. Clubb, M. Lynn Crismon (excused), Elizabeth A. Danze, Janet M. Davis (excused), Douglas J. Dempster, Randy L. Diehl, Andrew P. Dillon, Jonathan B. Dingwell, Glenn P. Downing, Bradley G. Englert, Angela M. Evans, Ward Farnsworth, Benny D. Freeman (excused), Christian S. Glakas, Andrea C. Gore (excused), Terrance L. Green, Jay C. Hartzell, Linda A. Hicke, D. Eric Hirst (excused), Vishwanath R. Iyer, S. Claiborne Johnston, Peniel E. Joseph (excused), Manuel Justiz, Susan L. Kearns (excused), Harrison Keller, Jack C. Lee (excused), Sanford V. Levinson, Alexandra Loukas (excused), Lauren A. Meyers (excused), Julie A. Minich (excused), Sharon Mosher, Patricia C. Ohlendorf (excused), Scott A. Rabenold, Pengyu Ren, Austin B. Reynolds (excused), Vincent S. (Shelby) Stanfield (excused), Alexa M. Stuijbergen (excused), Jessica R. Toste (excused), Gregory J. Vincent, Sharon L. Wood, Cara Young (excused), Luis H. Zayas.

Voting Members:	46 present,	29 absent,	75 total.
Non-Voting Members:	8 present,	26 absent,	34 total.
Total Members:	54 present,	55 absent,	109 total.

## I. APPROVAL OF MINUTES.

Opening remarks from Secretary Alan W. Friedman (Professor, Department of English) encouraged Faculty Council members to read the minutes of the meetings:

In the *Importance of Being Earnest*, Oscar Wilde has his heroine say, “I never travel without my diary. One should always have something sensational to read on the train.” I don’t promise to make the minutes of the Faculty Council sensational or salacious, but since I’ve raised the possibility, maybe that will encourage people—beyond Martha—to look at them to see whether or not I have done anything to fulfill the implicit thread in my comment.

Secretary Friedman asked members who wished to make comments to go to the microphone and state their name and affiliation “so that the risk of misidentification is minimized when it comes to dealing with the minutes.” He reminded members that the comments spoken into the microphone were recorded, transcribed, and then annotated, “So, please be helpful to us, and we will treat you fairly.” The Secretary noted that he would follow the precedent of former Secretary Dr. Hillary Hart (Distinguished Senior Lecturer, Department of Civil, Architectural, and Environmental Engineering and Director of the Faculty Innovation Center), asking if there were any corrections or emendations to the minutes; if there were none, the minutes would be presumed to be approved. He then asked Professor Martha F. Hilley (Butler School of Music) if she had any corrections. She said that she had seen a double period earlier but was unable to locate it. Secretary Friedman assured her that the correction would be made. Hearing no other comments or corrections, the minutes of the regular Faculty Council meeting of October 10, 2016 (D 14854-14879) were considered approved.

## II. REPORT OF THE SECRETARY (D 14850-14853).

Secretary Friedman announced that he had inherited pending memorial resolutions for some two dozen former members of this faculty and stated:

I would hope that those who are charged with responsibilities of drafting those memorial resolutions, which go back to July of 2013, will do them expeditiously. I think they are important. I think it’s a way of honoring and valuing colleagues who are no longer with us, and I will take it upon myself to make this known widely throughout the General Faculty and to the people who have been charged with this task so that we can move on them in the near future.

Before moving to the next agenda item, Communication with the President, Chair Jensen noted that the Texas Higher Education Coordinating Board (THECB) had granted final approval to two degree plans in the Cockrell School of Engineering, one in Environmental Engineering and the other in Computational Engineering. However, changes to the Mexican American Studies degree program were still pending the Board’s approval.

## III. COMMUNICATION WITH THE PRESIDENT.

### A. Comments by the President.

President Fenves began his comments with a statement about the recent presidential election and the University’s efforts to work with its students, faculty, and staff members of all political affiliations who had reacted to the election in a range of ways. His comments were captured in a message that was sent to the entire University community following the meeting and can be referenced in Appendix A. Following his comments, President Fenves opened the floor to questions.

Instead of a question to the President, Professor Jonathan L. Sessler (Department of Chemistry) made the following request: “I would like to call on all members of the faculty who are here to promote, robust, intellectually stimulating debate, but never for a minute forget that you are a professor at the great University of Texas for all Texas.”

Professor Simon D. Atkinson (School of Architecture) commented that faculty at his University of are in a “very privileged position of educating many fine students who do not meet the legal requirements of residency in the United States of America.” He cited an example of an

undocumented student, currently on a temporary visa, who entered the U.S. from the Lower Rio Grande Valley where she received a university scholarship and subsequently came to UT Austin with full honors and now holds two Master's degrees and is currently in the final stages of completing a doctorate. He stated, "I would like to think that this presidency and our faculty will give every recognition to these outstanding scholars in our midst who are in an extremely tenuous situation because of what happened in the election."

President Fenves said that he was well aware of the students here at UT Austin who have undocumented status and that most were here because of DACA (Deferred Action for Childhood Arrivals). He said that DACA had been established by Executive Order and that the University would be watching the issue very carefully since we have to comply with the federal law. Professor Christen Smith asked if the University administration would follow the example of other campuses and consider making UT Austin a sanctuary campus—a space that would require immigration officials to give notice before trying to remove undocumented students. President Fenves said it was something he was aware of but that he was not sure that the University had the legal authority to do that. He said the Legislature had considered sanctuary cities in previous sessions and that he expected them to revisit the issue in the upcoming session.

Hearing no further comments or questions on his remarks, President Fenves moved on to two questions that had been submitted by members of the Faculty Council.

B. Questions to the President.

1. Professor Snodderly asked President Fenves to respond to the amended resolution from the Committee on Financial Aid on unmet student need (D 14832-14835), which was unanimously approved by the Faculty Council at its meeting on October 10, 2016. President Fenves said that, in addition to the federal Pell Grant program, UT Austin currently spends about \$60 million each year in merit based and need based scholarships. He explained that eligibility requirements for Pell Grants was complicated but that approximately 27% of undergraduates at UT Austin were eligible, which he said was probably one of the highest percentages of major public flagship universities. The President added that this population received a total of \$120 million in financial aid, which averaged \$12,000 per year per student. He said UT Austin's tuition is a little over \$10,000 per year, so the Pell Grant covers the tuition with a little left over for living expenses. He said that unmet financial need just for the Pell Grant eligible students is \$137 million per year. Some of the unmet need is covered by federal student loans or through the Work Study Program or by students working part-time or in the summer months.

President Fenves remarked that "We as a University, especially over the past five years, have done a remarkable job—you the faculty have done a remarkable job retaining and graduating students, particularly from low-income families." He said that we have seen the biggest gains and persistence from students coming from low-income families, particularly families making \$40,000 a year or less. As he reported in his State of the University Address in September, President Fenves reminded Faculty Council members that he had committed \$7.5 million per year for two year in financial aid for students on the edge of Pell Grant eligibility, or at a somewhat higher income, to meet their unmet financial needs. In addition, the President said that the Texas Grants Program provides about \$28 million each year. President Fenves said that he had been working with the THECB and the Legislature on fully funding Texas Grants to keep up with the needs of the state. He said philanthropy was also important and that Vice President for Development Scott Rabenhold would be working to reach out to donors who are interested in accessibility to quality education in our state and our country for all students but particularly those who have the ability and ambition to succeed and are from low-income families.

Professor Snodderly noted a second component of the resolution that recommended the establishment of a task force to look at the issue of unmet student financial need in more detail with the goal of not putting students in debt. President Fenves said that he would work with Provost Maurie McInnis on putting a task force together. However, he said that UT Austin was very responsible with the cost of tuition. After five years of no tuition increases, the president said tuition was up by \$300 this year. He noted that, compared to other leading public research universities whose undergraduate in-state tuition ranged from \$15,000 to \$20,000, UT Austin's was at the bottom at only \$10,000.

Professor Snodderly remarked that many students graduate with an average debt of \$25,000 and that did not include debt they would incur if they were to attend graduate school. Rather than looking at how we stand relative to other institutions, he asked, "Why can't we be a little more idealistic about it and say 'what's the right way to finance education and it's not on the backs of the students?'" He opined that a task force could look at how students earn money and ways that that could be done without interfering with their education. The President responded by saying that he would work on putting a task force together, but reiterated that the half of our students who graduate with debt average \$20,000, which is below the national average. He agreed that it was certainly a burden, but for many students, it was also an investment. He pointed out that student debt was more likely to affect those who accumulate student debt but then do not complete their education, which limits their future career and earning potential, making the debt more difficult to pay off. Professor Snodderly agreed and said that he would look forward to the task force being formed.

2. Professor Na'ama Pat-El (Department of Middle Eastern Studies) submitted the following question:

The president has indicated his interest in forging bonds with international institutions, and has designated someone in his office to work on doing so. This has been an interest of my department, and I suspect other area studies departments (and COLA departments generally), for a very long time. So far we haven't been able to form any official bonds through the International Office despite repeated attempts by UT faculty and by international institutions interested in collaboration. I would like the President to clarify how he sees such connections forming and what sort of connections he encourages. Is it a concerted effort to expand enrollment of foreign students or is exchange of research and faculty part of it as well?

Responding to the question, President Fenves said that when he came to UT Austin eight years ago, international engagement was primarily focused on the Student Exchange and Study Abroad programs, which he said are very important to the education of our students, and he saw a lot of faculty members doing individual collaborations with colleagues at universities abroad. However, he said there was no strategy on how to engage as a University around the globe. When he became President, one of his goals was to improve upon this because The University of Texas at Austin is well known around the world. He charged Vice President for Research Daniel T. Jaffee with strengthening research collaborations and, where it makes sense, developing joint degree programs. To get this started, President Fenves said that he traveled with a UT Austin delegation of faculty, deans, and center directors to Mexico, Europe—primarily London and Paris—and to Asia—Beijing, Shanghai, Seoul, and Singapore. The President said, "I was truly amazed in all of those locations by the interest of top universities in those areas in collaborating with The University of Texas." Since then, he has been working with the deans in many of the colleges to create an inventory of current and ongoing activities and to determine what their future goals are. In addition, the President said that he had appointed Maria Arrellaga to be the Executive Director of Global Engagement, charging her to work with the Provost's Office on developing international programs. In addition to internal planning, President Fenves said that Ms. Arrellaga was in the process of

setting up an international board of advisers that would include key alumni from around the world to help the University think through and develop strategies and prioritize our engagements around the world.

President Fenves said he did not view this as increased student recruiting to UT Austin since the departments and colleges do a very good job of that in ways that vary from one college to another. He said, "I do see exchange as being important, again, because of the educational opportunities and the importance for our students to go abroad, and also to bring some of those students into our classes so our students can interact with them." He added that research collaboration was also very important. As an example, President Fenves said that the University is working with CONACyT in Mexico—the equivalent of NSF and NIH combined—and in collaboration with UT System to bring Mexican graduate students into our programs with funding from CONACyT. President Fenves said, "Part of our strategy is to figure out where we have the biggest opportunities for getting that kind of support for students and for joint research taking place between faculty and students at UT and other countries.

Professor Pat-El asked how people in the departments could become engaged and provide ideas and start programs? She said she understood that the deans were involved, but many of them had multiple departments under their care and may not know what their specific needs are. She added that her department had developed a program and would like to see how it could be expanded internationally. President Fenves said her department could reach out to Ms. Arrellaga, but that it was important for the deans to be included in the coordination of activities going forward.

Professor Sessler said that he is a member of the International Programs and Studies Committee, which had met just prior to this meeting. He encouraged President Fenves to put faculty members to work. Professor Sessler said that he does extensive traveling, so much so that his permanent home address is now American Airlines seat 12J. With a little bit of work and social engagement with alumni, he said, faculty members who are their former teachers would develop good will and, in an informal way, help to create a higher international footprint for UT Austin; "So, put us to work coach." President Fenves said he would do that. Regarding the alumni and potential members of the board of advisers, President Fenves said that he was surprised that our database of 400 to 500 thousand alumni was never designated for international addresses. Consequently, he said, we are having to manually track down tens of thousands of alumni with international addresses. We subsequently had a fantastic reception in Mexico City of over 300 alumni and a similar one in Shanghai.

Closing his remarks, President Fenves said that, domestically, the University had rebranded what used to be called "UT in a Day"; now called "Texas Edge," it showcases what faculty are doing. He said there had recently been great presentations by faculty in New York and in Houston, and there's one coming up in San Antonio. He added, "We need to be doing that internationally also."

Chair Jensen asked if there were any other questions to the President? Mr. Kevin Helgren (President of Student Government) said that in light of students' reactions to last week's Presidential election, Student Government had been working with Dean Lilly to provide a "Therapy Wall," which would be located on the first floor of the Student Activity Center across from the Starbucks on Wednesday, November 16. He said students would be given the opportunity to express their feelings about the election by posting sticky notes on the wall. Mr. Helgren said that Student Government would have a banner that would ask a few open-ended questions, such as "How do you feel about your future?" He stressed that it did not matter "which side of the political aisle you fall on"; all thoughts would be welcomed. He invited faculty members to share this information with their students.

#### IV. REPORT OF THE CHAIR.

Chair Jody L. Jensen (Professor, Department of Kinesiology and Health Education) thanked President Fenves for being available to talk with the Faculty Council. She also thanked the faculty members who submitted questions. The Chair encouraged everyone to take the information they heard back to their colleagues to make them aware that the Faculty Council has a direct path to speak to the President about concerns and to encourage them to take advantage of that pathway.

Chair Jensen said that the Faculty Council Executive Committee (FCEC) pledged to continue the dialogue concerning unmet student financial need and assured the members of the Committee on Financial Aid to Students that they would be kept apprised of the developments regarding the creation of the task force.

Chair Jensen reminded members that last month, she had reported on the Chancellor's Nine Quantum Leaps and that Chair Elect Steven D. Hoelscher (Professor, Department of American Studies and Department of Geography and the Environment) had reported on the three UT System Shared Governance documents that are posted on the Faculty Council's website. She noted that Past Chair Andrea C. Gore (Professor, College of Pharmacy) had served diligently on the UT System Faculty Advisory Council (SYSFAC) Governance Committee for several years and was instrumental in the preparation of *Shared Governance at the University of Texas System Institutions: A White Paper*. Chair Jensen reported that Associate Vice Chancellor Tony Cucolo will visit each UT System campus discuss how well faculty governance is working. She said that one of the agenda items for the FCEC would be to begin the conversation about how well we are fulfilling the goals of the Chancellor in terms of faculty governance. She encouraged Faculty Council members to please communicate questions and/or concerns to the Executive Committee.

Regarding the Chancellor's Nine Quantum Leaps, Chair Jensen reported that the SYSFAC Academic Affairs and Faculty Equality Committee would be addressing one of the Chancellor's initiatives concerning dual credit, which is college credit earned by students through advanced placement classes and other courses taken during their high school years. The Chair noted that there would be a several focus groups held on campus the following day to discuss how well this population of students is doing at UT Austin and whether or not they received enough preparation in those AP and dual credit classes. She remarked that Dean Iverson is especially interested in this topic and its impact on incoming freshmen in the School of Undergraduate Studies and their success at UT Austin. She added that the Faculty Council would hear more about this in the near future and asked members to "please talk to your colleagues about participating in focus groups" and if interested, to contact the Office of the General Faculty.

Lastly regarding SYSFAC, Chair Jensen reported that the Health Affairs Committee, comprised of the health institutions in the UT System, was developing a white paper on academic medicine that would be "looking at clinical and academic time across the UT System programs."

Reporting on the Texas Council of Faculty Senates (TCFS) meeting this fall, Chair Jensen said the emphasis had been on revenue and what's happening to education in the funding models. Related to that, she said TCFS members watched *Starving the Beast*, a documentary that premiered at the 2016 SXSW that addresses the reframing of education as a value proposition rather than as a public good. The chair opined:

It is time that we do more than act as armchair activists. We may not use our position at UT as faculty members to lobby. But we are citizens of the state, and if you don't like what's happening, then we need you to speak to our local politicians. Think globally, act locally. The conversation continues on all fronts. Let's be good citizens for our students, and let's open our hearts to them. Let's not just think about the content that we must deliver; we are in charge of developing the next generation of citizens.

As part of the FCEC’s efforts to be more proactive, Chair Jensen then reported that Chair Elect Hoelscher had been working on organizing a group of faculty members to participate in Orange and Maroon Legislative Day on February 15<sup>th</sup> to engage in discussions with our legislators. She said the Faculty Council would hear more on that at the January 23<sup>rd</sup> Faculty Council meeting.

**V. REPORT OF THE CHAIR ELECT—None.**

**VI. UNFINISHED BUSINESS—None.**

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

**VIII. NEW BUSINESS.**

**A. Mental Health Update.**

Introducing Dr. Chris Brownson (Director of the Counseling and Mental Health Center), Chair Jensen noted that faculty members were concerned with the best ways to structure education but that it was also important that they “not forget the person who is recipient of that education.” She said for that reason, she had asked Dr. Brownson to give an update on the mental health of our students.

Dr. Brownson opened his remarks with a joke from the *New Yorker*, which he said probably reflected hallway conversations of students who had visited him at the Counseling Center. He then said that he would be talking about the mental health issues of our students, specifically about issues addressed at the Counseling and Mental Health Center (CMHC). He welcomed questions and/or comments during his presentation.



Dr. Brownson said that every year, CHMC conducts a survey of the students related to health and wellness issues. An example of the kinds of questions asked were “What have you experienced in the past twelve months?” He said that anxiety and depression issues were most often reported by the students. The results of the past survey are below.

**Felt very sad**

	Percent (%)	Male	Female	Total
No, never	22.6	9.9	15.6	
No, not last 12 months	23.6	15.1	18.7	
Yes, last 2 weeks	18.9	31.8	26.3	
Yes, last 30 days	10.0	13.6	11.6	
Yes, in last 12 months	24.9	29.6	27.7	
<b>Any time within the last 12 months</b>	<b>53.8</b>	<b>75.0</b>	<b>65.6</b>	

**Felt so depressed that it was difficult to function**

	Percent (%)	Male	Female	Total
No, never	47.0	34.1	39.5	
No, not last 12 months	24.7	25.5	25.5	
Yes, last 2 weeks	9.7	12.5	11.4	
Yes, last 30 days	4.2	5.1	4.6	
Yes, in last 12 months	14.4	22.9	19.0	
<b>Any time within the last 12 months</b>	<b>28.3</b>	<b>40.4</b>	<b>35.0</b>	

Four times as many students have felt anxiety than have been diagnosed (15%)

**Felt overwhelming anxiety**

	Percent (%)	Male	Female	Total
No, never	36.5	20.7	27.8	
No, not last 12 months	20.2	11.0	15.2	
Yes, last 2 weeks	12.1	26.8	20.1	
Yes, last 30 days	8.1	11.0	9.8	
Yes, in last 12 months	23.1	30.5	27.1	
<b>Any time within the last 12 months</b>	<b>43.3</b>	<b>68.4</b>	<b>57.0</b>	

**Felt overwhelming anger**

	Percent (%)	Male	Female	Total
No, never	45.3	37.4	40.4	
No, not last 12 months	27.6	27.7	27.5	
Yes, last 2 weeks	6.8	10.8	9.2	
Yes, last 30 days	4.7	5.3	5.0	
Yes, in last 12 months	15.5	18.9	18.0	
<b>Any time within the last 12 months</b>	<b>27.1</b>	<b>34.9</b>	<b>32.2</b>	

Nearly three times the rate of those with a formal diagnosis (13%)

**Seriously considered suicide**

	Percent (%)	Male	Female	Total
No, never	78.2	74.7	75.3	
No, not last 12 months	14.7	15.0	15.6	
Yes, last 2 weeks	2.4	2.4	2.3	
Yes, last 30 days	1.0	2.2	1.6	
Yes, in last 12 months	3.7	5.7	5.3	
<b>Any time within the last 12 months</b>	<b>7.1</b>	<b>10.4</b>	<b>9.2</b>	

**Attempted suicide**

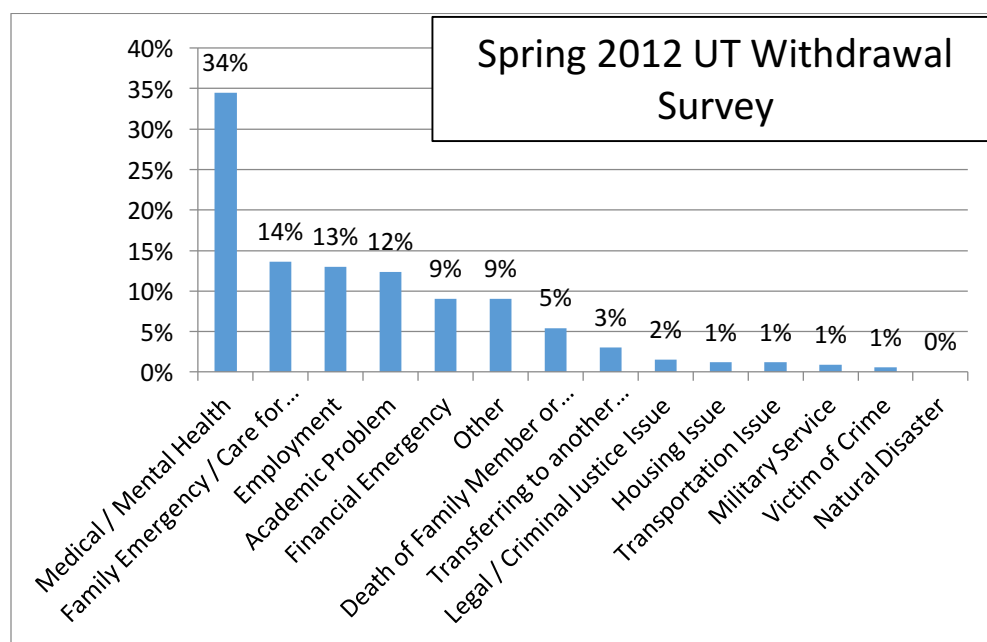
	Percent (%)	Male	Female	Total
No, never	90.5	92.5	91.1	
No, not last 12 months	7.9	5.5	7.1	
Yes, last 2 weeks	0.8	0.7	0.8	
Yes, last 30 days	0.0	0.0	0.0	
Yes, in last 12 months	0.8	1.3	1.0	
<b>Any time within the last 12 months</b>	<b>1.6</b>	<b>2.0</b>	<b>1.8</b>	

The Director said that students reported the following top six factors that negatively impacted their academic performance in the past twelve months:

Factor	% of UT students	% of National Sample
Stress	34	30
Anxiety	25	22
Sleep Problems	21	20
Internet Use/Computer Games	16	11
Cold/flu/sore throat	15	15
Depression	15	14

From the National Collegiate Health Assessment, 2013

Wanting to know why students were withdrawing from the University, Dr. Brownson reported that, in 2012, he did a survey with the cooperation of the Deans' offices that found one third were withdrawing for medical and mental health reasons. He said that if he were to do the study again, he would separate out the medical from mental health. Having reviewed the data from University Health Services (UHS), he found that about two thirds of medical withdrawals were mental health related; therefore, he guessed that about 22% of the withdrawals were mental health related and 11 to 12% were medical.



Turning to his area of research, Dr. Brownson said that suicide is an important issue on campus and one in which CHMC has invested a lot of time, resources, energy and thought. He then presented National College Suicide Statistics taken between 2009 and 2011:

- 2<sup>nd</sup> leading cause of death on college campuses
- National college student suicide rates range from 6.5 -7.5 per 100K per year
  - Compared to 16 per 100K in age-matched peers
- 5% of undergraduates and 8% of graduate students report having attempted suicide at least once
- 18% of undergraduates and 15% of graduate students report having seriously considered attempting suicide
- 6% have seriously considered suicide in the past 12 months.
- Only 25% of students who die by suicide were counseling center clients



Dr. Brownson emphasized that the death rate for the same age range of individuals not in college was twice that of those enrolled in college. He said that was a good indicator that there is a huge protective factor for being in college because students have access to counseling. He also pointed out that the most people who died by suicide used firearms, which typically are not allowed on college campuses. In addition, college students have the support of faculty members, administrators, and their peers who are trained to look for these kinds of issues. The Director said that of those that die by suicide, only one quarter sought help, which was a serious concern of the Counseling Center. He said the students who reach out and seek help have invested in living and figuring out how to get better. He said, "I carry a lot of anxiety about the students who aren't seeing us... the ones who are struggling and suffering and have not yet come to receive services."

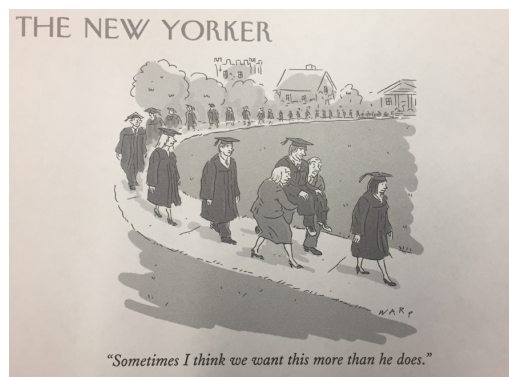
The Director presented statistics about the causes of student deaths at UT that had been collected by the Office of the Vice President for Student Affairs since 1982 and that showed death by suicide was lower than the national average. Dr. Brownson said the data had been broken down into five-year increments and that the larger numbers for 2014-15 to 2015-16 period did not indicate that suicides were on the rise but that the data was incomplete for that five-year period, which would run through 2019. He said, "Suicides are relatively infrequently occurring event. We've had nine over those last two years, but there is no reason to believe that the figures are trending up. In fact, there has been a pretty flat line for many, many, many years now."

#### UT Deaths by Suicide: 1982-2014

Years	# Suicides	# Years	Suicides Per Year
1982-83 thru 1987-88	22	6	3.67
1991-92 thru 1995-96	17	5	3.40
1999-00 thru 2003-04	10	5	2.00
2004-05 thru 2008-09	15	5	3.00
2009-10 thru 2013-14	15	5	3.00
2014-15 thru 2015-16	9	2	4.50
Total	88	28	3.14

Dr. Brownson said that, after he presented this data to then-President William Powers, the President asked, "Are we causing this in our students? Are we doing something as an academic institution that is making things so stressful that they are thinking about suicide?" The Director immediately thought "no," but then followed up with a study that asked students, "When did you first consider attempting suicide?" The data showed that 80% who had thoughts of suicide first began thinking about it before coming to the University and only 18% began thinking about it after having arrived at UT Austin. He said, "Obviously, the implication here is that we need to do early identification in high school; we even see it in middle school."

Dr. Brownson reported that the Counseling Center had seen a 53% increase of discrete student clients over a seven-year period; just over 6,000 students were seen last year. He said the number of appointments had also grown substantially—an 81% increase over seven years—but had



reached a plateau point because of staffing limits. As a result, the Counseling Center had had to be creative in terms of how it handles the increased demand by students, described later in these minutes. Students sought help from CMHC because of issues related to stress (70%), anxiety (70%), depression (59%), academics (37%), romantic relationships (29%), family (21%), eating disorders (14%), health concerns (10%), alcohol and drugs (7%), other (7%), gender/sexual orientation (3%), and violence (2%). The Director said that even though the numbers for alcohol and drugs, gender/sexual

orientation, and violence were relatively small, CHMC invested a lot of time and resources in them because often they result in issues that are very significant to the student. Finally, he said that CHMC also sees students for motivational issues.

The director presented the following table of Standardized Data Set (SDS), which is an instrument used for all students visiting the Counseling Centers and includes items of interest to the CHMC.

<b>SDS Items of Interest</b>		
	<b>2013-14</b>	<b>2014-15</b>
Taken prescribed medication for mental health concerns?	33.3%	36.5%
Hospitalized for mental health concerns?	7.4%	8.2%
Purposefully injured yourself without suicidal intent (e.g. cutting, hitting, burning)?	21.0%	25.7%
Seriously considered attempting suicide?	27.0%	32.8%
Made a suicide attempt?	7.7%	9.4%
Someone had sexual contact with you without consent?	17.3%	21.6%
Experienced harassing, controlling, and/or abusive behavior from another person?	29.0%	33.6%
Experienced a traumatic event that caused you to feel intense fear, helplessness, or horror?	35.8%	38.7%

Dr. Brownson talked briefly about the different programs in the CMHC, which provides mainly short-term individual counseling for students. However, other resources available to students include group counseling, psychiatric consultation, and medication management, 24/7 Crisis Line, referral coordination, prevention programs such as suicide prevention, and sexual assault/relationship violence prevention. The message the Director wanted to give to the Faculty Council members and have them share with their colleagues and students was “All a student needs to do is call us or walk in and we’ll take it from there.” He encouraged faculty members to walk students over and said, “We love it when faculty do that. It’s so great to be able to hear from you, what’s going on.”

The Director said he had an “evolving philosophy of a ‘No Wrong Door’ approach.” He said that the main offices of CMHC are on the fifth floor of the Student Services Building (SBS), but because students were located all over campus, he wanted to make access to CMHC as easy as possible. So, new programs were created to reach out to students no matter where they were on campus. In addition to CHMC and UHS, there is the Counselors in Academic Residence (CARE program),<sup>1</sup> which, thanks to the support of the Provost’s Office, is in its third year and has counselors in place in most of the colleges and schools on campus, often in the deans’ offices and/or advisers’ offices, where they take referrals from advisers, staff and faculty. He said that the counselors were employed by the Counseling Center, but are integrated into the academic units to learn their culture and to learn what issues students are having in the colleges. He said the counselors were “working in partnering with you and other faculty and administrators to really be helpful to that college environment.” He noted that, through the CARE program, they are seeing more students of color, more men, and, unsurprisingly, more students with academic concerns as reflected in the tables. He also pointed out that they are seeing more issues through the CARE program than

<b>Student Race/Ethnicity</b>	<b>CARE</b>	<b>CMHC</b>
Hispanic	30%	20%
Asian American	19%	15%
Black/African American	5%	5%
Native Hawaiian	.2%	.1%
White	39%	52%
Multi-Ethnic	6%	6%

<b>Student Gender</b>	<b>CARE</b>	<b>CMHC</b>
Female	52%	61%
Male	47%	36%
Transgender	0	.5%
Non-conforming	1%	2%

<sup>1</sup> <https://cmhc.utexas.edu/CARE.html>

they see at the Counseling Center as represented in the tables below.

Presenting Concern	CARE	CMHC
<b>Academic Success Concerns</b>	<b>51%</b>	<b>34%</b>
Anxiety	72%	72%
Depression	61%	63%
Addiction/Dependence	3%	7%
<b>Family Issues</b>	<b>24%</b>	<b>19%</b>
<b>Stress</b>	<b>76%</b>	<b>67%</b>
Social Relationship issues	19%	28%

GPA	CARE	CMHC
<b>0.00 to 1.99</b>	<b>10%</b>	<b>3%</b>
<b>2.00 to 2.49</b>	<b>14%</b>	<b>7%</b>
2.50 to 2.99	20%	15 %
3.00 to 4.0	55%	75%

Dr. Brownson briefly talked about support for students of color and other marginalized student groups such as LGBTQ students. He said the following data “gives you a taste of why that is, but, it is just the tip of the iceberg.” In an analysis of LGBTQ students who came to the CHMC during one year and were compared to non-LGBTQ students, 174% were more likely to attempt suicide; half of them were more likely to be on medication for some mental health issue; half were more likely to be hospitalized for mental health concerns; 30% were more likely to experience financial distress; and 20% were more likely to experience physical health concerns. He said, “So, you can see from these statistics that that is a vulnerable population.”

In 2014, Dr. Brownson said CMHC did a study that looked at the help-seeking behavior of students during a suicidal crisis. In the table below, the second column represents the percentage of students who, after having told someone they were suicidal, were advised to seek help. African American students who were suicidal and decided to tell somebody were advised to seek help only 28% of the time compared to white students who were advised to seek help 63% of the time. Dr. Brownson said, “That’s a huge problem. If we’re not even willing to make the recommendation to seek help for certain student groups, that’s a real problem and something that we’re spending a lot of time on and thinking about in terms of how to get people educated about doing that.”

**TABLE 3**  
**Help-Seeking Behavior During a Suicidal Crisis**

Demographic	Group		
	1	2 <sup>a</sup>	3 <sup>a</sup>
African American/Black	.47	.28	.50
Alaska Native/American Indian	.49	.22	— <sup>b</sup>
Asian American	.35	.40	.76
Caucasian/White	.47	.63**	.67
Hispanic American/Latino	.42	.41	.73
International/foreign students	.27	.43	.75
Multiple races, ethnicities, or international student statuses	.32	.63	.33
Groups' mean	.40	.42	.63

Dr. Brownson said the third column represents the percent likelihood that individuals, once advised to seek help, followed through and sought help. For African American or Black students, 28% were advised to seek help, and of those so advised, half followed through. He said, “You can again see those differences across the different ethnic and racial groups.”

As a result of the findings above, Dr. Brownson said the Diversity Coordinator Program<sup>2</sup> was created about ten years ago. It is a group of CMHC counselors who were hired specifically to work as liaisons to marginalized student populations who underutilize traditional mental health

<sup>2</sup> <https://cmhc.utexas.edu/diversitycoordinators.html>

care. He said these counselors work with student groups, faculty and staff associations, and others such as the Multicultural Engagement Center (MEC)<sup>3</sup> and the Gender and Sexuality Center<sup>4</sup> who oftentimes see students before they seek counseling and in spaces that may be more convenient and comfortable for students. Professor Brownson said the Diversity Coordinator Program was “an evolving team that had been paying particular attention to making sure the needs of our marginalized students are being met.”

### 10 Year Snapshot of Diversity Statistics for Student Clients Counseling & Mental Health Center

	CMHC Clients 2004-05 <sup>1</sup>	CMHC Clients 2014-15 <sup>2</sup>	CMHC % Change in Clients between 04-05 to 14-15	UT % Change in Student Enrollment 04-05 to 14-15 <sup>3</sup>
African-American	1.80%	4.30%	139%	23%
Asian/Asian-American	5.60%	16.50%	195%	13%
Hispanic	6.60%	20.30%	208%	43%
International	3.70%	7.30%	97%	8%
Native-American	0.10%	0.20%	100%	-50%
White	80%	50.70%	-37%	-20%
<sup>1</sup> CMHC 2004-05 Annual Report				
<sup>2</sup> CMHC 2014-15 SDS Analysis				
<sup>3</sup> Calculated from UT Statistical Handbooks				

Next, Dr. Brownson presented the data above that gives a glimpse of the success of the Diversity Coordinator Program over the past ten years. He said that CMHC had been doing a wonderful job reaching out to different student groups and making sure that counseling services are available to all students. He said, “I am proud of this and also know that we have a lot more to do.”

Closing his remarks, Dr. Brownson returned to the “No Wrong Door” analogy, saying that CMHC works with many partners on campus that provide for mental healthcare. Those partners include Student Emergency Services (SES)<sup>5</sup>, Housing and Food Services, UT Police Department, and Student Conduct and Academic Integrity.<sup>6</sup> He added that faculty members are also important partners in taking care of the mental health needs of students. He said, “It is amazing how just taking a moment of your time to check in with a student who might be struggling can really make a lifesaving difference.” He cited an example of a staff member who had recently attended a training session and came upon a student who was crying. Following what had been learned in training, the staff member approached the student and learned that the person was actively contemplating suicide within the hour. Consequently, the staff member called UTPD, and the student received help. Dr. Brownson emphasized to the faculty members that “the things that you can do in your classes every day, in your conversations with students can really make a difference for them too. We are here to support you; let us know what we can do to help.”

Chair Jensen thanked Dr. Brownson for his report and asked if there were any questions.

Professor Martha G. Newman (Department of Religious Studies and Department of History) noted

<sup>3</sup> <http://diversity.utexas.edu/multiculturalengagement/>

<sup>4</sup> <http://diversity.utexas.edu/genderandsexuality/>

<sup>5</sup> <http://deanofstudents.utexas.edu/emergency/>

<sup>6</sup> <http://deanofstudents.utexas.edu/conduct/>

that when she came to the University two decades ago, the community was not notified about student suicides because it was thought that it would create copycat behavior. She asked if that was still the case? Professor Brownson responded that things had changed in two major ways. One is social media where everyone knows what's happening as it happens. However, when suicides occur, out of respect for the parents and family members who may want to control how their child's death is conveyed, it is current practice not to send notifications. Regarding copycat behavior, Dr. Brownson said, "Our understanding of copycats and how disseminating that information operates... it's complicated." Clarifying his remark, he said telling a group of people that someone has died by suicide will not put the idea in someone's mind to do the same. However, he said, what they do worry about are vulnerable individuals who are thinking about suicide and see the outpouring of support and attention received in response to the death of a student, which might be a trigger for themselves. He said, "We've seen on this campus, over the past ten years, poorly handled messaging about suicides that have occurred that have actually led to significant copycat situations that have lasted for multiple years."

Dr. Jennifer Moon (Senior Lecturer, Biology Instructional Office) said that she had used the Behavior Concerns Advice Line (BCAL) on multiple occasions with great success and that "I've had incredibly positive experiences with them every time." She thanked Dr. Brownson for all the things that he is offering the University. She then said she was interested in learning best practices for dealing with students who act out in class. She asked if there was a place where she could learn about this? Dr. Brownson said that CMHC has a workshop in partnership with Student Emergency Services on recognizing students in distress and how to intervene. He suggested that Dr. Moon contact them since other faculty members may also be having issues with that student or students who may be struggling or suffering in some way and need help. He also said that the Employee Assistance Program<sup>7</sup> is a good resource as they offer coaching to faculty members on how to deal with difficult students.

- B. 2015-2016 Annual Report of the Technology-Enhanced Education Oversight Committee. Professor Robert Crosnoe (2015-16 Committee Chair, Department of Sociology) first introduced his committee Co-chair, Jen Moon (Senior Lecturer, Biology Instructional Office) and then gave a brief description of what the Technology-Enhanced Education Oversight Committee (C-14 Committee) had worked on over the past couple of years that included two issues concerning polling technologies used in classrooms and educational content.

Regarding polling technologies, which are also known as classroom response systems or clickers, Professor Crosnoe said the two primary issues had to do with security and financial concerns. While the use of polling devices is widespread on campus, he said currently the University's IT infrastructure had vetted only a few polling technology devices for ISO security and FERPA compliance. Complicating matters even more, students are often required to have multiple polling technologies, which may include the use of their cell phones as a clicker. The financial concern is that students are not supposed to be charged a fee to cover the device for their classes. Professor Crosnoe suggested that one possible response to this issue would be to purchase the license for the devices that have met security clearance and thus eliminate the cost of the device for the students. He said the drawback to this idea is that it would limit the choice of devices that faculty members could use. Alternatively, he said the polling technologies should be included in the category of "other course materials" over which faculty have discretion according to Section 6.1: Choice of Materials of UT System *Regents' Rule 31004: Rights and Responsibilities of Faculty Member*.

The policy of the Board of Regents concerning textbooks and other materials prescribed for the use of students is as follows: Individual faculty members or the department should have discretion in the choice of materials to be used in the courses offered by the department.

In addition, to including the polling technologies in the category of other course materials, he

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<sup>7</sup> <https://hr.utexas.edu/eap/>

suggested that any polling device used in the classroom must be approved by the University after having been vetted for FERPA compliance and ISO security clearance. Professor Crosnoe said that given the widespread use of polling technology on campus, the C-14 Committee recommended that the Faculty Council and UT Learning Sciences partner in an information campaign to clarify rules about polling technologies and to alert faculty members about which ones were approved by the University's Information Security Office.

Professor Crosnoe raised the question of who owns educational content and technology, the faculty member who developed it or the University? He said the Committee reviewed IT policies from other universities and found that they were "fairly restrictive with their granting of rights to faculty." He said here at UT Austin, the issue falls under the UT System's definition of intellectual property, of which there are two basic kinds: 1) IP with potential for commercialization, and 2) IP as other kinds of scholarship. Professor Crosnoe gave the Committee's definition of educational content as:

Course content and digital software developed by UT professors, lecturers, and instructors for their classes with any university investment, broadly conceived—will be treated as scholarly or educational materials as opposed to discovery commercialization, as defined by UT System Regents' *Rule 90101: Intellectual Property: Preamble, Scope, Authority*.

He then presented the following three principles:

1. As author of the educational materials, the faculty member has ownership of them and retains copyright protections;
2. The university has the right to use the educational materials for non-commercial academic purposes while the faculty member is a UT employee plus one year (or as negotiated); and
3.
  - a) If the university wants to use the educational materials for commercial purposes (defined as selling it into a new market for a fee), it must negotiate an agreement with the faculty member using the Educational Content License Agreement for Faculty and Instructors.
  - b) The faculty member may use the educational materials for commercial purposes but must formally disclose any affiliation with the business entity involved in the commercial transaction with the University.

Closing his remarks, Professor Crosnoe said that in the future, the Committee would be looking at conflict of interest issues and open source licensing of textbooks. Professor Moon said the Committee was hopeful that open source licensing of textbooks or exploring licenses with major publishers will reduce the cost of textbooks, particularly for freshmen at UT Austin.

Chair Jensen asked for comments or questions from the floor.

Dr. Dennis S. Passovoy (Lecturer, Department of Management) asked if the Committee would consider expanding the language to include products other than polling technologies, such as homework aggregation tools and theses software? Professor Crosnoe said that he agreed that there are other technologies being used by faculty members, but that the Committee considered these recommendations as the "first wave." He added that other technologies would have to be researched and given due diligence, but that it ought to be easier since the ground work will have been laid.

Dr. Lorraine J. Haricombe (Vice Provost and Director of UT Libraries) asked if the Committee's focus was only on textbooks or would it include other types educational resources? Having mentioned publishers, she wondered if the committee was aware of what Rice University had done in terms of textbooks? Professor Crosnoe said that in collaboration with the student governing bodies, the Committee would work to negotiate for textbooks and other learning materials through publishers like other universities who had been successful in negotiating all materials for introductory courses and charging a flat fee to the student.

- C. Update to the Core Curriculum Course Lists for the 2017-2018 General Information Catalog (D 14841-14846).

Brent Iverson (Dean, School of Undergraduate Studies) reminded Faculty Council members that the Core Curriculum Course List in the *General Information Catalog* is updated each year, allowing UT Austin to be more responsive to the changing needs of faculty and students by increasing variety and choice providing gateway courses to departmental disciplines, and clarifying ways in which students can satisfy the core requirements. It is also an opportunity to remove courses that are no longer offered from the core list. Dean Iverson pointed out that there are forty-two hours in the core curriculum at UT Austin that includes:

- Signature course (6 hrs.)
- English Composition and Writing Flag courses (6 hrs.)
- Humanities coursework (3 hrs.)
- Mathematics (3 hrs.)
- U.S. and Texas Government (6 hrs.)
- U.S. History (6 hrs.)
- Social and Behavioral Sciences (3 hrs.)
- Natural Sciences and Technology (9 hrs.)
- Visual and Performing Arts (3 hrs.)

Dean Iverson said that UT Austin was unique in how it has addressed the core curriculum; while other universities may offer one version of every course in the core that every student must take, UT Austin offers 400 different courses.

Dean Iverson then introduced new courses in U.S. History, Mathematics, Social and Behavioral Sciences, and the Visual and Performing Arts. He noted that Mathematics 316 will be removed since it will no longer be offered by the Department of Mathematics and will be replaced by SDS 301. For a complete listing of the new courses, refer to D 14841-14846.

- D. Green Offices Program Presentation.

Ms. Juhi Amodwala (Green Offices Project Leader, Campus Environmental Center and Senior majoring in Supply Chain Management and Government) said that the Green Offices was the student off-shoot of the Office of Sustainability whose focus was getting faculty and staff involved in sustainability on campus through a certification program where an office or group of offices of more than two staff members commits to being a “Sustainability Champion.” The certification process takes place over a two-month period each semester that requires the implementation of a rigorous checklist, which includes the following six categories: Awareness, Transportation, Wellness, Energy and Water, Waste and Recycling, and Purchasing. There are four levels of certification: bronze, silver, gold, and platinum based on the number of items that are completed on the checklist; the certification is valid for two years. UT Austin’s Green Office Program’s goal is to meet and surpass Harvard’s program, which has over 200 offices certified. Ms. Amodwala said UT Austin’s program, which was started last spring, has certified 20 offices to date with the first platinum certification being granted this month. She closed her presentation by encouraging faculty members to get involved and to visit the Green Offices website<sup>8</sup> for more information and to contact them with questions or concerns.

## IX. ANNOUNCEMENTS AND COMMENTS.

- A. Civitatis Award nominations due in the Office of the General Faculty by October 15.
- B. The next Faculty Council meeting will be on November 14 in MAI 212 at 2:15 PM.

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<sup>8</sup> <http://greenofficeprogram.wixsite.com/greenofficesprogram>

**X. QUESTIONS TO THE CHAIR**—None.

**XI. ADJOURNMENT.**

The meeting adjourned at 4:00 PM.



## Appendix A

**A Message from President Gregory L. Fenves  
November 14, 2016**

Dear UT Community,

I would like to address a topic I know is on everyone's minds — last week's election, and the university's efforts to support students, faculty and staff members of all political affiliations who are reacting to the election in a range of ways. Since the election, my leadership team has had extensive discussions about our efforts as a campus community.

The results of the election took many across the country, including on campus, by surprise. While many are celebrating the outcome, others are profoundly disturbed by it. Some heard the rhetoric of the campaign and fear they could be targeted because of their race, ethnicity, national origin, religion, gender, disability or sexual orientation.

Several hundred students joined with others to protest the results last week on campus before heading to the Capitol and downtown, as happened in a number of cities across the country. Many more are quietly concerned about how they fit in and where they belong in our diverse university.

The Campus Climate Response team received multiple complaints about allegedly threatening signs and comments. We take these reports seriously and are responding to them.

We are also watching the national events closely — including allegations of students at other universities being targeted. Such actions are intolerable, and we will do everything we can as a university to support any members of the UT community who feel they are being targeted.

The university is already developing new policies to respond to bias incidents, and we will have a proposal to share with the campus for feedback soon. Already this year the university has taken several initial steps to facilitate a faster institutional response to bias incidents.

As we develop these policies, we remain firmly committed to promoting free speech and academic freedom. Our policies and responses will not be aimed at the words people use, but the actions they may take. We also recognize, though, that some speech is hurtful, and that recognition needs to inform us as we pursue our educational mission and our commitment to diversity and inclusion.

As a rule, the president of UT should never comment on candidates or election results. As a state institution, we must stay out of politics. And as a campus that encourages the exchange of ideas, administrators should never suggest one political party or candidate is right and others wrong. UT has great supporters both at the state Capitol and in Washington, D.C., who come from all political views.

But I do have a responsibility to reach out to our community when so many members are hurting and feel threatened.

So I want to reiterate that one of our prime responsibilities at UT is to foster an inclusive campus culture in which all voices are heard and valued and where we treat different ideas and different people with respect. This is true for those who may feel threatened because of campaign rhetoric — and is also true for those who are uncomfortable because they supported a candidate who is unpopular with others on campus.

To that end, Dr. Soncia Reagins-Lilly, the vice president for student affairs, will be extending her office hours, and she is coordinating with student leaders and faculty partners to host a wall at the Student Activity Center on which community members can share their emotions by posting notes. All are welcome, beginning Wednesday morning.

Provost Maurie McInnis and I are listening to and learning from faculty members about the conversations occurring in classrooms and how they are responding.

The university is also taking the usual steps we would take to prepare for a transition in the federal government: analyzing the higher education priorities of the incoming administration and what it might mean for financial aid, research funding, Title IX, immigration and other issues.

As educators, university faculty members have an important role at moments such as this — moments of great national significance. The faculty are teaching and working with our students every day, guiding discussion and debate in a responsible and respectful manner in which all points of view are considered and the educational environment supports our students.

I ask that you all work with me in setting this tone; in showing respect for one another; and letting our students, staff and faculty members know about the **resources and counseling** available for anyone who feels vulnerable.

Sincerely,

Gregory L. Fenves  
President