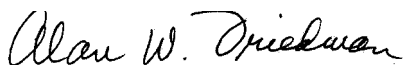


## DOCUMENTS OF THE GENERAL FACULTY

Following are the minutes of the regular Faculty Council meeting of April 10, 2017.



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  
APRIL 10, 2017**

The eighth regular meeting of the Faculty Council for the academic year 2016-17 was held in the Main Building, Room 212 on Monday, April 10, 2017, at 2:15 PM.

**ATTENDANCE.**

**Present:** Simon D. Atkinson, Chad J. Bennett, Mark L. Bradshaw, Carolyn M. Brown, Christopher P. Brown, Barry Brummett, Cindy I. Carlson, Benjamin H. Carrington, Juan J. Colomina-Alminana, Austin Cooney, Elizabeth Cullingford, Ann Cvetkovich, Glenn P. Downing, Brian L. Evans, Gregory L. Fenves, Alan W. Friedman, Linda L. Golden, Laura I. Gonzalez, Andrea C. Gore, Marvin L. Hackert, Maya L. Henry, Martha F. Hilley, Steven D. Hoelscher, Brent L. Iverson, Vishwanath R. Iyer, Jody L. Jensen, Christine L. Julien, Jonathan Kaplan, Susan L. Kearns, Harrison Keller, Prabhudev C. Konana, John C. Lassiter, Alexandra Loukas, Blinda E. McClelland, Julie A. Minich, Martha G. Newman, Na'ama Pat-El, Edward R. Pearsall, Soncia Reagins-Lilly, Pengyu Ren, Austin B. Reynolds, David W. Robertson, Jonathan L. Sessler, D. Max Snodderly, Vincent S. (Shelby) Stanfield, Pauline T. Strong, Rabun Taylor, Jessica R. Toste, James W. Tunnell, Jennifer M. Wilks, Cara Young.

**Absent:** Darrell L. Bazzell, Jay M. Bernhardt, Sergio M. Cavazos, Allan H. Cole, Charles Michael Cunningham, Elizabeth A. Danze, Douglas J. Dempster, Randy L. Diehl, Andrew P. Dillon, Jonathan B. Dingwell, Angela M. Evans, Ward Farnsworth, Christian S. Glakas, Lorraine J. Haricombe, Tracie C. Harrison, Jay C. Hartzell, Linda A. Hicke, Daniel T. Jaffe, S. Claiborne Johnston, Peniel E. Joseph, Binna Kim, Sanford V. Levinson, Lauren A. Meyers, Sharon Mosher, David A. Nielsen, Scott A. Rabenold, Alexa M. Stuijbergen, Gregory J. Vincent, Lauren J. Webb, Sharon L. Wood, Manuel Justiz, Ronald J. Angel (excused), Lucinda Jane Atkinson (excused), Blake R. Atwood (excused), Christina Bain (excused), William "Wills" Kerby Brown (excused), Jorge Canizares (excused), Francesca L. Cicero (excused), M. Lynn Crismon (excused), Janet M. Davis (excused), David J. Eaton (excused), Benny D. Freeman (excused), Philip M. Gavenda (excused), Terrance L. Green (excused), Lauren E. Gulbas (excused), Kevin S. Helgren (excused), D. Eric Hirst (excused), Coleman Hutchison (excused), Maurie D. McInnis (excused), Jennifer Moon (excused), Richard A. Morrisett (excused), Patricia C. Ohlendorf (excused), Robert A. Olwell (excused), Dennis S. Passovoy (excused), Lorie Roy (excused), Christen Smith (excused), Jason P. Urban (excused), Steven Warach (excused), Luis H. Zayas (excused).

Voting Members:	44 present,	33 absent,	77 total
Non-Voting Members:	7 present,	26 absent,	33 total
Total Members:	51 present,	59 absent,	110 total.

**I. REPORT OF THE SECRETARY (D 15059-15063).**

Secretary Alan Friedman (Professor, English) reported that President Gregory Fenves had appointed a memorial Resolution Committee for Lawrence C. Shipley, Associate Professor Emeritus of Physics. He announced that the election results for the Faculty Council and General Faculty Standing Committees were posted and available on the Faculty Council website and that the final tally of votes “was kind of disappointing. There were probably a little under 300 people who voted in the elections.”

Secretary Friedman reported that the update to the University’s mission statement (D 14994) and the resolution in support of the undocumented and DACA students (D 14995) had been transmitted to the President for his information and that the appointments to the Intercollegiate Athletics Councils (D 14989-14990) and to the UTPD Oversight Committee (D 14991) were awaiting his consideration. Other items pending the President’s approval were updates to the *Undergraduate Catalog, 2018-2020* from the Cockrell School of Engineering and the Moody College of Communication. The Secretary reported that the Texas Higher Education Coordinating Board had yet to approve the Core Curriculum Course List (D 14841-14846) that had been approved by the Faculty Council in November. He noted that the proposal to create policies on polling technologies and copyright ownership of educational content (D 14903-14905) from the Technology Enhanced Education Oversight Committee was being revised as a result of a suggestion from Patti Ohlendorf to add a provision that would allow for exceptions if the faculty member was paid by the University to create educational content with the expectation that the technology could then be freely used by the institution. The Secretary pointed out that the proposal would not have to be reconsidered by the Faculty Council but would go directly to the President for final approval.

**II. APPROVAL OF MINUTES**

Secretary Friedman said the minutes for the March 6<sup>th</sup> Faculty Council meeting had been posted (D 15037-15045) and asked if there were any other corrections, additions, or comments? Hearing none, he assumed the minutes to be approved as submitted.

**III. COMMUNICATION WITH THE PRESIDENT**

**A. Comments by the President**

President Gregory Fenves remarked that he felt “a little bit guilty” having heard the long list of items pending his consideration. He said, “I should be upstairs reviewing them,” which elicited laughter from the audience.

President Fenves said that he had spent the previous day at the McDonald Observatory for a rededication ceremony of the Hobby-Eberly Telescope, which he said is “a magnificent example of the research that The University of Texas at Austin does.” He said he was confident that a Nobel Prize would come from the science that is being done at that facility.

In Provost Maurie McInnis’ absence, President Fenves acknowledged the “incredible job” that she was doing building the leadership in the Provost’s Office with long-time members of the faculty and the recent appointment of Rachelle Hernandez as the Senior Vice Provost for Enrollment Management. He said Dr. Hernandez is nationally recognized as an expert in the field having led some very innovative enrollment management and integrated missions at the University of Minnesota. President Fenves announced that Mark J. T. Smith from Purdue University would be joining the Longhorn family as the Dean of the Graduate School and Senior Vice Provost for Academic Affairs. He acknowledged and thanked Marvin Hackert for his outstanding leadership as Interim Dean of the Graduate School for the past two years, “just one of the many things you’ve done for UT in your career.”

President Fenves commented on some of the issues being dealt with at the State Capitol during this legislative session. He said the big issue is the budget and that the House of Representatives had passed their version with a very strong vote the week prior and that the Senate would soon be meeting to determine theirs. The House version of the higher education budget is friendlier than what was expected from the Senate mainly because the Senate used a very different methodology.

He said the expectation was that there would be a reduction in general funding given the economic conditions and policy decisions already made and that it would be a matter of how much is allocated through the budget process. He said he would continue working with lawmakers in both chambers to come up with a final budget that will be the best that we can get given the current situation. President Fenves said that he had been working with Darrell Bazzell (Senior Vice President and Chief Financial Officer) and the Provost to begin thinking about what the budget implications might be for UT Austin, although no decisions will be made until after the final budget is passed.

The other big issue discussed during this legislative session was admissions. Senator Kel Seliger, Chairman of the Senate Higher Education Committee, was spearheading a bill to eliminate automatic admission at public universities in Texas. The President noted that the Top Ten Percent Rule came into effect in 1997 after The University of Texas at Austin lost the *Hopwood* case. During his testimony on the bill the week prior, President Fenves said he did not take a position on the bill but instead talked about how the Top Ten law and its modification in 2009 have worked at UT Austin. He said some things about it have worked very well, while others have not. Related to geographic diversity, the President pointed out that UT Austin admits students from 240 counties in Texas, while the other fourteen counties either have no students or have a very small number. He said one of the benefits resulting from automatic admissions is that UT Austin currently recruits from 62% of Texas high schools; before the Top Ten law, it was closer to 40%. He said one of the problems with the law had to do with the non-automatic admission pool: UT Austin offers 3,300 non-automatic admissions out of 20,000 applications and that number is growing, along with automatic admissions. In deciding upon the 3,300 non-automatic admissions, he said the University must consider how it is filling majors by looking at specific skills of the applicants, e.g., musicians, and account for diversity.

President Fenves laid out principles followed in the admission process and the goals for admission, which were successfully litigated in the Supreme Court over an eight-year period: 1) to have a diverse class by geography, race and ethnicity, and socioeconomic status; 2) to recognize the talent and potential of students and the different ways they demonstrate them; and 3) to look for students who have some special aspect, e.g. having to overcome hardships, being the first in their family to go to college, or having to work full-time to help support their siblings. President Fenves said these students may not have done as well academically as students who did not face such “tremendous challenges, but “These are the kind of future leaders that we want to be able to admit to The University of Texas at Austin.” President Fenves said the University would continue to follow these principles in our non-automatic holistic admission pool, and if the State of Texas ends automatic admission, then the process would extend to the entire freshman class.

President Fenves then gave the Faculty Council a “homework assignment,” which was to read the CLASE report about the prevalence of sexual misconduct and assault at The University of Texas at Austin and twelve other UT System institutions. He said, “It’s one of the most comprehensive surveys ever done on this terrible problem that society has and is reflected in our microcosm of society in the University.” He noted that Professor Noel Busch-Armendariz had been scheduled to present the results of the report to the Faculty Council at this meeting, but her report was postponed until the May 1<sup>st</sup> meeting. President Fenves said he found the high prevalence of sexual harassment and misconduct by faculty totally unacceptable and that it was a serious problem. He said, “We simply have to pay attention to this and solve this problem.” He closed his remarks by noting that further discussion on the topic would occur on May 1<sup>st</sup> and asked members to read the report before then. He then opened the floor to questions and comments.

Max Snodderly (Professor, Neuroscience) said he was surprised to see the Brackenridge Field Lab back in the news this past week and asked President Fenves why it was being brought up again? President Fenves said that they were starting to think again about the future of the 300 acre Brackenridge tract that includes the golf course, two housing tracts, and the Brackenridge Field Lab. He said it is getting a lot of attention because of the golf course and that it is a very complicated situation. He said that when the Board of Regents made the Brackenridge gift to the

University over a century ago, they made it clear that it was to serve the entire University and its students, and that they were continuing to look at the best use of the property. Professor Snodderly said it was “disheartening to read it in the newspaper and have no discussion prior to that with the University.” President Fenves said the focus so far had been on the golf course and negotiations with the city. He said he had had discussions with Dean Linda A. Hicke (Natural Sciences) about the Field lab and that discussions would involve the faculty at some point in the future. Professor Snodderly commented that real estate brokers would love to get their hands on the field lab, “so as soon you open that as a possibility, there’s going to be tremendous pressure.” He said when that happens the University will need to have a strong, clear response. He asked the president to come to the faculty to start that process. President Fenves said, “We certainly will when the time is right as we are sequencing through these decisions on the Brackenridge tract.” Professor Snodderly remarked that there is no educational use of the golf course and that it is not in the same category as the field lab. President Fenves concurred.

Simon Atkinson (Professor, Architecture) suggested that the University could use this as an opportunity to develop the tract to attract the best graduate students and support faculty and staff with affordable housing as well as amenities similar to what Cambridge University has done. Brian Evans (Professor, Electrical and Computer Engineering) pointed out that several years ago an ad hoc committee lead by David Hillis (Professor, Integrative Biology) developed a comprehensive report on the future of the Brackenridge Tract.<sup>1</sup> He asked if the task force report could be used and if an ad hoc committee that included faculty could be formed to help guide the President through the difficult set of decisions. President Fenves said that he was very familiar with the report of the task force, but emphasized that he was currently focusing on negotiations with the city on the golf course portion of the tract.

Jonathan Sessler (Professor, Chemistry) brought the conversation back to the CLASE report and the President’s assignment. He stated that, from the allegations and discussions that he had heard, this is a very serious problem and that he thought the best solution would be: “to obviate it, militate against it right from the start.” He expressed concern for the victims and wanted to make sure that as part of the solution opportunities and policies were put in place to help those who have been harmed both physically and emotionally to rebuild, not just their academic careers but also to heal. He asked what opportunities were being considered to help the victims? President Fenves called on Dr. LaToya Smith (Associate Vice President and Title IX Coordinator) to address that point. Dr. Smith said that she chairs the task force that will implement the initiatives that came out of the data. She said that they have developed not only victim-centered policies but also policies that create academic accommodations for the student and the counseling they need. She said, “Our first obligation is to our students who are survivors.”

There were no further comments or questions.

B. Questions to the President—No further ones were asked.

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

Chair Jody Jensen (Professor, Kinesiology and Health Education) said that she and Chair Elect Steven Hoelscher (Professor, American Studies and Government and the Environment) would be attending the UT System Faculty Advisory Committee meeting Thursday and Friday of this week and would report on that on May 1<sup>st</sup>.

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

**VI. UNFINISHED BUSINESS—None.**

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<sup>1</sup> Brackenridge Task Force Report, October 12, 2007  
([https://wikis.utexas.edu/download/attachments/141739715/Brackenridge\\_Tract\\_Task\\_Force\\_Report.pdf?api=v2](https://wikis.utexas.edu/download/attachments/141739715/Brackenridge_Tract_Task_Force_Report.pdf?api=v2))

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

**VIII. NEW BUSINESS.**

A. Report on the annual meeting of the Coalition on Intercollegiate Athletics (COIA).

Ben Carrington (UT Austin COIA Representative and Associate Professor, Sociology) reported on the Fourteenth Annual Meeting of the Coalition on Intercollegiate Athletics held February 17-19 of this year. His full report and PowerPoint slides can be found in Appendix A and Appendix B, respectively. Professor Carrington presented the following recommendations, while noting that he did not expect them to be taken up or implemented since his predecessors, Professors Ted Gordon (2013 COIA representative) and Louis Harrison (2016 COIA representative), had also made these suggestions to no avail.

1. The position of Faculty Athletics Representative (FAR) needs to be enhanced.
2. The existing Men's and Women's Athletics Councils should be radically reformed to serve a serious oversight role rather than merely an advisory role as currently constituted.
3. UT Austin should adopt the COIA recommendations regarding the establishment of an Academic Integrity Group (AIG).
4. UT Austin should conduct a systematic and holistic overview of Athletics similar to University of North Carolina's Wainstein report and produce a transparent, detailed, and accessible website documenting goals achieved, or not

Professor Carrington closed his remarks saying,

Given this track record of inaction by the University, whether that be the Faculty Council's failure to put forward these suggestions or the President and Provost's failure to implement them, I expect nothing to change this year, and that next year's COIA rep will make the same plea on behalf of faculty with the same effect. But I sincerely hope I am wrong.

Professor Evans asked if a motion could be made on the recommendations, not necessarily at this meeting, but in the future? Chair Jensen responded affirmatively, but said that, since it was the first time the Executive Committee had heard the recommendations and because Professor Carrington would be meeting with the Executive Committee and the President, she wanted to wait to move forward with the recommendations until after that meeting.

B. Proposed modification of HOP 2-2230: Abandonment or Reduction of Academic Programs or Positions for Academic Reasons or Financial Exigency.

Andrea Gore (Faculty Rules and Governance Committee Chair and Professor, Pharmacy) said the Faculty Rules and Governance Committee had been working to update the *Handbook of Operating Procedures 2-2230 Threatened Faculty Retrenchment* policy with the goal of outlining the procedures to be followed in the event of financial exigency that may affect academic programs, tenured faculty members, and faculty with other academic appointments. She said the policy had been created to complement *Regents' Rules 31003* and *40101* that deal with the abandonment of academic positions or programs giving faculty a major role in academic policies and welfare and defining the role of the faculty governance organization. In reviewing the current HOP policy, the committee identified the following problems: 1) The policy as written conflates exigency and educational reasons for program (and faculty) reduction, but these situations and the roles of the faculty governance organization differ; 2) procedures for determining these situations and consulting faculty are unclear; 3) there is a lack of transparency; and 4) timelines are not specified. Professor Gore said the committee's intention was not to change the spirit of the original policy, which already gave the faculty governance organization the right to play a role in this process; instead, the proposed changes would clarify and ensure appropriate faculty consultation, especially in educational matters. The committee recommends adding the underlined language in the text below:

To outline the procedures to be followed in the event of: 1) proposed elimination of an academic unit or program for academic reasons, or 2) institutional financial exigency

that may affect academic programs, tenured faculty members, and other faculty with current academic appointments.

The committee also recommends changing the title from “Threatened Faculty Retrenchment” to “Abandonment or Reduction of Academic Programs or Positions for Academic Reasons or Financial Exigency” and adding the following definitions:

**Financial exigency:** “a demonstrably bona fide financial crisis that adversely affects an institution as a whole and that, after considering other cost-reducing measures, including ways to cut faculty costs, requires consideration of terminating appointments held by tenured faculty” as per Regents’ Rule 31003. Such exigency must fundamentally compromise the academic integrity of the institution as a whole in a manner that cannot be alleviated by less drastic means.

**Governance organization:** the elected body representative of the faculty and charged with developing academic policy in the areas designated in Regents’ Rule 40101.

**Abandonment or reduction of academic positions or programs:** Discontinuance of a program or department for educational reasons not mandated by financial exigency. Includes, but is not limited to: changes in academic priorities in a college, school, department, or program; substantial programmatic reorganization that affects faculty positions; and/or significant reduction of student enrollment to the point where the program is unsustainable.

Summarizing the proposal, Professor Gore said the revisions were intended to distinguish clearly between academic reasons and financial reasons. Under the academic reasons, she said that the faculty governance organization, in partnership with the President, plays a key role in the decision-making process. Under financial reasons, the proposed changes clarify that faculty play a consultative role in determining exigency and in making subsequent recommendations to the President. She said the revised policy will ensure that there is appropriate faculty input in balancing the academic interests of University students, units, and individual faculty, delineates best practices for transparency and communications, and provides timelines. She emphasized that the revisions do not change the role of the President in either of these situations, but clarifies the relationship between the faculty and the President.

Professor Gore then detailed the revised flow for both processes below.

Academic and Educational Reasons:

- The President shall consult with the Faculty Council (FC) and affected units to determine a course of action.
- A review committee comprising faculty members and administrators is convened, the majority of which is faculty members, including the Chair of the FC. The Faculty Council Executive Committee (FCEC) selects the faculty members
- All materials and information relevant to the decision will be provided to the committee, and the decision shall be based upon considerations and judgments about the long-term educational mission of the institution.
- Affected faculty must be notified at least one year in advance and are afforded a substantial role in the review process.
- Every effort will be made to find alternative employment for affected individuals.
- The President makes the final determination.

Financial Exigency:

- The President shall inform the FC and affected units of possible exigency.
- A review committee comprising faculty members and administrators is convened. The majority shall be tenured faculty members, at least half of whom are appointed by the President from recommendations submitted by the FCEC.
- All materials and information relevant to the decision will be provided to the committee.
- The committee will review and assess the academic programs of the institution and identify those academic positions that may be eliminated with minimum effect upon the degree

programs that should be continued and upon other critical components of the institution's mission.

- Procedures for position elimination are specified.
- The President makes the final determination.

Before opening the floor to questions and comments, Professor Gore said the next step would be to finalize the language with the Office of Legal Affairs, then send it to the General Faculty for a vote, and finally, upon approval by the President, send the legislation to the Policy Office for production.

Professor Evans asked what happens to tenured faculty under the current HOP or with any of the changes? Professor Gore said that, according to the *Regents' Rules*, tenured faculty are typically prioritized over non-tenured faculty if something is going to be eliminated; every effort is made to preserve and protect the rights of tenured faculty. She said the reason the policy was originally created was to protect tenured and non-tenure track faculty by reducing the likelihood of arbitrary decisions being made regarding the elimination of positions. Professor Evans commented that the policy was created following the hurricane that hit Galveston several years ago that resulted in 147 faculty being laid off from the UT Medical Branch, most without due process.

There were no further questions or comments.

C. Annual report from Educational Policy Committee.

Seema Agarwala (Committee Chair and Associate Professor, Molecular Biosciences) reported on the business of the Educational Policy Committee (EPC) that included review of five proposals: 1) Proposal submitted by the School of Undergraduate Studies to change the policy for accepting transfer core coursework; 2) Proposal from the Cockrell School of Engineering to create a grade policy for semester exchange (Study Abroad) students; 3) Proposal to revise the descriptions of transcript-recognized Minors and Certificates; 4) Proposal from TEXAS Extended Campus to allow non-degree seeking students enrolled in the Extended Campus to receive transcript recognition for completing an undergraduate certificate; and 5) Proposal from TEXAS Extended Campus to allow high school students to take focused credits involving at least two AP credits and at least two UT Austin courses resulting in a "micromajor" that would appear on the students' University transcript.

Professor Agarwala said the first proposal would prohibit degree-seeking students at UT Austin from transferring credit for core curriculum courses of less than three-weeks duration taken at another institution. The rationale was that any course that satisfies the core curriculum requirement must count for at least three credit hours. The policy would prevent transfer of courses that award more than one credit hour per week, which is consistent with the guidelines described in the Texas Administrative Code. Professor Agarwala said the EPC approved the proposal but had to withdraw it because the Registrar's Office lacked resources to implement it since there is only one person who reviews credit transfer requests. She said, on average, around 54,000 requests are received each year and that it was physically impossible to implement the policy at present.

Professor Agarwala said the proposal submitted by the Cockrell School of Engineering would encourage students to include an international experience in their undergraduate program of study by allowing them to accept the equivalent UT Austin letter grade earned for the course at a foreign university or choose to convert the letter grade to a credit/no-credit grade. Initially, the EPC thought it would be wise to have a campus-wide policy since the McCombs School of Business had already implemented a similar policy. But after meeting with Gerald Speitel (Associate Dean for Academic Affairs, Cockrell School of Engineering), Janet Ellzey (Vice Provost for International Programs), and David Platt (Associate Dean for Undergraduate Programs, McCombs School of Business), it was determined that a campus-wide policy was not possible because colleges and schools were entrenched in the way they handled credit earned through Study Abroad programs. Being sympathetic to the proposal from Engineering, the committee sent the proposal to the Committee on Undergraduate Degree Program Review (CUDPR) for further consideration.

The proposal to revise the descriptions of transcript-recognized Minors and Certificates, Professor Agarwala would allow undergraduate students to declare a minor and/or a certificate program before having declared a major and then allow them to convert the minor to a major. The EPC unanimously endorsed the proposal.

Professor Agarwala said the proposal to allow non-degree seeking students enrolled in the TEXAS Extended Campus to earn transcript-recognized certificates was also endorsed by the EPC. She noted that Dr. Stephen M. Walls (Deputy Director for Business Development for the TEXAS Extended Campus and Senior Lecturer, Marketing Administration) and Maria Ann Stroth (Program Coordinator for Assessment and Improvement) would present the proposal to the Faculty Council later in this meeting.

The final proposal, which was developed by the TEXAS Extended Campus in partnership with high schools was intended to help high school students become better prepared for success at leading universities and allow them to earn a TEXAS MicroMajor. Credit earned by completing at least four courses from an approved UT Austin list would appear on students' college transcripts. Professor Agarwala said the EPC was still considering the proposal because it was concerned that completing four courses was not equivalent to a major and that students were not acquiring any particular competency associated with the micromajor. She said the objection was not to the program, but with the UT certificate.

Professor Agarwala then opened the floor to questions.

Past Chair Andrea Gore (Professor, Pharmacy) asked for clarification on the first proposal about the three-week minimum requirement and asked what the Registrar was unable to handle? Professor Agarwala said that the law says the University has to accept course credit earned from courses that were taught in a period of three weeks or more. She said that Midland College has offered courses during their winter term that spanned sixteen days total that included weekends and holidays. She said the proposal's intent was to tighten what three-weeks means. Professor Gore expressed frustration over the Registrar's inability to support a change that would distinguish between a real course and one that is not and whether it should count toward the student's education here at UT Austin. Professor Agarwala agreed with her comments and said the Registrar's Office would have to fix the implementation problem before the proposal can be considered. She said, "Unfortunately, this is the tail wagging the dog. So, we're having to let implementation dictate policy."

Na'ama Pat-El (Associate Professor, Middle Eastern Studies) asked why the cap was placed on time and not quality. She asked why count weeks instead of what the course teaches? She remarked that UT Austin faculty could testify whether a specific course offered at another university is equivalent to what is taught here. Professor Agarwala responded that she didn't have an answer, but that the courses referred to were a mix of online and real facetime classes. She said that Midland College was not the only culprit. She opined that mandating no credit be earned for transfer courses under three weeks seemed like a no-brainer. Chair Jensen, also a member of EPC, clarified that the courses being transferred in had already been taken by the student and were being set up to be added to the UT Austin transcript. Professor Pat-El agreed that that was a problem.

Hillary Hart (Director, Faculty Innovation Center and Distinguished Senior Lecturer, Civil, Architectural, and Environmental Engineering) who is not a Faculty Council member was granted permission to address the Council. She said that she agreed Professor Pat-El in that the length of a course did not pre-determine its quality. She said that as the Director of the Faculty Innovation Center, she was interested in innovating and possibly developing intensive courses that might be three weeks or less that might do very well in a curriculum. Chair Jensen clarified that the proposal is looking at courses being transferred in, not those offered at UT Austin that might be three weeks or less. She reminded Council members that a University of Texas System committee was investigating the issue of AP and dual credit courses. She said they were collecting data and



interviewing faculty and students who have submitted requests for transfer credit. She said she would learn more about the matter at the UT System Faculty Advisory Council meeting the following week.

Linda Golden (Professor, Marketing Administration) pointed out that 54,000 requests for transfer credit is greater than the number of students at UT Austin. She said there must be some percentage of our students who are multiple requesters. She thought it would be interesting and useful to see an analysis and more details on the matter. She said she understood that this is not within the scope of the EPC, but that it might be an opportunity for multiple committees and perhaps the Executive Committee in conjunction with the administration to look at it in more detail and work together with the colleges and individual professors to find out what exactly is the job of the person processing 54,000 requests. She said, "It seems like an opportunity for collaboration across the campus." Professor Agarwala said that Brent Iverson (Dean, School of Undergraduate Studies) was working on the issue and would get it to the point where the proposal could be implemented. At that time, she said the EPC will look at the proposal again and, eventually, it will come to the Faculty Council for consideration.

Chair Jensen thanked Professor Agarwala for presenting her report and updating the Faculty Council members on the issues.

- D. Proposal to Change the Policy for Transcript-Recognized Certificate Programs in the *Undergraduate Catalog* to Include the Texas Extended Campus as Approved by the Educational Policy Committee (D 15068-15072).

Stephen Walls said that he was very pleased to hear Professor Agarwala say that the proposal to allow Extended Campus student to earn transcript-recognized certificates had made it out of the EPC. He then introduced Ms. Stroth, who heads up the accreditation policy work in the TEXAS Extended Campus and makes sure policies are aligned with all UT Austin campus and college policies as well as with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the Coordinating Board. Dr. Walls said his unit, which had been known by several names over the years, had been renamed two years ago from Continuing Innovative Education to TEXAS Extended Campus (TEC). He said, "Our mission is to make sure we can increase access to very high quality educational programs for students in the region and around the state and sometimes globally who are not seeking a degree from The University of Texas." Dr. Walls described some of the programs offered in his unit that are listed in Appendix C.

The Director then turned the podium over to Ms. Stroth, who expounded on what the TEC does and its academic credit portfolio. She said the TEC offers academic credit courses to both UT students and TEC students. TEC students are not enrolled in a UT Austin degree program, but are enrolled in academic credit courses through TEC or another extension unit. She said the primary goals for the academic credit portfolio were to increase access to high quality educational opportunities by extending the resources of the University to students outside the traditional University population as well as partnering with schools and colleges to help those students achieve their goals. The academic courses offered through TEC are approved through the regular curriculum process and come from the University's course inventory, which are transcriptable on the University transcript under a special section for TEC. In addition, Ms. Stroth said TEC instructors are approved under the same standards as any other UT Austin instructor through the colleges and schools and through the normal University process.

While coursework taken by students enrolled in the TEC is transcriptable, certificates are not currently recognized on transcripts even though students have completed the necessary coursework. At the same time, certificates completed by degree-seeking students appear on their transcripts. She said the proposed policy change would allow TEC students to get that same notation and would help to increase access to high quality educational programs offered through UT Austin and TEC. The proposal does not recommend any changes to the way certificate programs or courses are approved or the number of credit hours required. The proposed language specifies where policy language does not apply to TEC students (typically, language specific to a

student enrolled in a degree program that isn't applicable to TEC students), and it describes the transcript recognition process for TEC students. That is, TEC students apply for transcript recognition at the time of certificate completion, and transcript recognition is awarded at that time. Ms. Stroth then opened the floor to discussion and questions.

Dr. Hart clarified that degree-seeking students must complete their undergraduate degree before being formally awarded the certificate, whereas TEC students would get the recognition of the certificate upon completion of all required coursework.

Martha Newman (Associate Professor, Religious Studies) asked why degree-seeking students were required to fulfill at least half the required coursework in the certificate in residence while all required coursework for TEC students had to be UT Austin credit? Ms. Stroth explained that, because TEC courses by definition are not considered in residence, they had to have language that specifically stated that the coursework had to be from UT Austin.

Prabhudev Konana (Professor, Information, Risk, and Operations Management) asked if all courses offered by TEC were taught by UT Faculty or were they from outside the University? Dr. Walls responded that all of their instructors that teach courses for academic credit have to meet the standards of UT Austin faculty. He said that sometimes instructors are UT Austin faculty and sometimes they are brought in from outside, in which case they must meet the same standards as the UT instructors for that program. Professor Konana referenced analytics program courses offered online through TEC without the McCombs School of Business faculty having been informed. He said it led to confusion among degree seeking students with regard to the quality of the course and who was teaching it. He said there should be a process for validating the quality of the course and the instructor. Dr. Walls agreed but noted that students in that particular program could not earn academic credit. He said he would be happy to talk more about coordinating on those kinds of programs.

There were no further questions or comments.

E. Report on Project 2021.

James Pennebaker (Executive Director, Project 2021 and Educational Innovation and Professor, Psychology) said that he had been working on Project 2021 for one year and three months and in that time, his biggest insight had been how extremely complex UT Austin is. He noted that Project 2021 is a five-year program “to really rethink and begin to transform the future of undergraduate education with the underlying idea that the world is changing and changing profoundly.” He noted that several of the presentations given at this meeting suggested that “things are really changing substantially.”

Professor Pennebaker said he wanted to give the Faculty Council an overview of the directions Project 2021 has taken since his last report one year ago. He said that he had inherited a number of preexisting programs including the TEXAS Extended Campus and Learning Sciences; the latter had split into two groups: the Faculty Innovation Center (FIC) under the leadership of Dr. Hillary Hart and the Research and Measurement group (RAM) lead by Dr. Jane Huk.

Dr. Pennebaker said the FIC, which is located in the Sanchez Building, Room 420, had recently been dedicated, and he encouraged faculty and graduate students to visit the Center and work with staff on new ideas and innovations. He then announced that on March 30, Project 2021 and FIC had hosted the Changing Education Symposium<sup>2</sup> to explore new approaches to redesigning undergraduate education. He said guest speakers were brought in from all around the country and that the all-day symposium was well attended with more than 150 guests, half of whom were UT Austin faculty.

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<sup>2</sup> Read more about the symposium online at <https://facultyinnovate.utexas.edu/opportunities/changing-education>.

Dr. Pennebaker said the RAM group was working on analyzing data to determine what works and what doesn't with regard to curriculum redesign. Relevant to previous discussions today, he said RAM had been working with the Department of Electrical and Computer Engineering to see how students who transferred in credit for courses taken at other institutions, such as first semester calculus or physics, compared to students who took the courses in residence. He found it surprising that the analysis so far showed students who transferred in credits did not do as well in their next semester as freshmen who took the courses here at UT Austin. He also noted that the students who transferred in credit were most often from upper-middle class families. Dr. Pennebaker said RAM would continue to research the data from UT System since it wasn't yet clear if those students who transfer in AP course credit and dual-credit were at a disadvantage. He said that RAM was also looking to see which new teaching methods are working and which ones are not.

Next, Dr. Pennebaker talked about the Development Studio, which is a partnership between Project 2021 and the College of Liberal Arts Instructional Technology Services. He said the group is putting forth new technologies, including large and small online classes. And, in collaboration with the International Office and other departments, it is developing ways of conducting international seminars in multiple languages that will allow broadcasting and two-way interaction between UT Austin and institutions in other countries.

Professor Pennebaker said another focus of Project 2021 and a major issue with President Fenves is curricular reform within departments, colleges, and schools. Requirements mandated by the state, the University, the colleges, and the departments can pose obstacles that prevent possible reduction in the number of requirements students must take. He said by working with the deans, Project 2021 had identified ten to fifteen departments that would benefit most from redesigning and rethinking their curricula. He explained the first step in working with the departments involved an analysis of data received from the Texas Workforce Commission and from the National Student Clearinghouse to determine what happens to UT Austin students once they graduate. In the Department of Psychology, they found, only 4% of students went on to get a PhD, not just in Psychology, but in any field. He said this information helped the Department faculty realize that, instead of training students to be psychologists, they needed to focus on training students to be critical thinkers and good writers, and to think psychologically. He said the information helped faculty to better teach what students need. Additionally, he said it encouraged alternative approaches to teaching and learning and to taking advantage of new technologies. For faculty and graduate students interested in these technologies, Professor Pennebaker said, FIC had recently released a series of "How To" tutorials on making videos, using clickers, the use of YouTube, and other alternative approaches. He said that an email informing the faculty of the site would be sent in the next week or two.

Professor Pennebaker said that other alternative ways of educating included experiential programs such as practica and internships. Many departments already benefit from these kinds of programs; the Government Department, for example, places its students in internship programs in the State Legislatur;, the Psychology Department places students in businesses' Human Resources departments. His point was that it was important to develop and provide alternative ways for students to earn credit through experience.

Lastly, Professor Pennebaker said Project 2021 teams had been working with the Registrars' Office and the Administration on "Infrastructure building." As illustrated in Professor Agarwala's report, proposed changes that would allow innovation are often prevented by an old computer system, by the lack of necessary resources, or because state and/or federal rules and regulations are prohibitive. Professor Pennebaker said they had been looking at ways to give faculty more flexibility in terms of variable credit and the calendar. For example, the Registrar and the Project 2021 team is researching how to enable faculty to teach a one hour or one-half hour course at any time during the year or to be able to teach a course or a portion of a course from March 2<sup>nd</sup> to July 3<sup>rd</sup>. He said to implement such ideas would require "a tremendous amount of work."

Professor Pennebaker then opened the floor to questions and comments.

Steven D. Hoelscher (Faculty Council Chair Elect and Professor, American Studies) said that his department was a beneficiary of Project 2021 and complimented them on the “wonderful alumni survey, which was used to help create a new curriculum for our major.” Professor Hoelscher said one of the things that came out of the survey was that, while students were satisfied with the education they received, they had no sense of what to do with it; in particular there were no internships. Since receiving the report, he said that with the help of Liberal Arts Career Services, an internship program had been created and added to the curriculum. He said he had been unaware that Project 2021 was working on developing internships and asked how to connect this all up?

Professor Pennebaker said that this was one of the things that Project 2021 had just started working on and asked Dr. Hart to respond to the question. Dr. Hart said that FIC was partnering with the departments to provide whatever services were unavailable through college and school Career Services. She said FIC could help set up a database of possible sites for internships and jobs and that FIC staff could go to the departments, colleges, and schools to help with course design, curriculum redesign, creating more experiential learning programs, and bending or building infrastructure. Professor Hoelscher asked if FIC had already reached out to the Liberal Arts Career Services. Professor Pennebaker said they had had preliminary discussions but had not moved into anything formal yet.

Professor Gore complimented the work of Project 2021 and asked if they had been able to bend the infrastructure yet given that they are dealing with a thirty-year old computer system and not enough staffing in the Registrar’s Office? Professor Pennebaker said they have made a small bend in the infrastructure, but changes to the calendar, for example, depended not only on the computer system, but also on multiple committees on campus, the Texas Coordinating Board, the Department of Defense and various federal agencies associated with financial aid, and the NCAA. Despite the complexity, he said, they were starting to deal with the issues and problems associated with making these kinds of changes. For example, the University now has the ability to enroll 1,000 students in online classes rather than just 999. He said it took two years to bring about this change.

Chair Jensen asked if individual faculty members could interface with Project 2021? Professor Pennebaker said yes, any faculty member could reach out to the Faculty Innovation Center, which could provide small grants to help promote experimentation to try new approaches.

Chair Jensen thanked Professor Pennebaker and all of the speakers who attended the meeting.

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

Chair Jensen noted the announcements below and gave Council members a second homework assignment, which was to submit preferences for service on the General Faculty Standing Committees and nominations for the School of Undergraduate Studies Flag Committees.

- A. Faculty Council Standing Committees preferences are due in the Office of the General Faculty.
- B. The special meeting of the 2017-18 Faculty Council will be on May 1<sup>st</sup> in MAI 212 at 2:15 PM.
- C. The regular meeting of the 2016-17 Faculty Council will immediately follow the special meeting.
- D. Annual Reports of the General Faculty Standing Committees are due May 1<sup>st</sup>.

#### **X. QUESTIONS TO THE CHAIR—None**

#### **XI. ADJOURNMENT**

Hearing no announcements or further questions from the floor, Chair Jensen adjourned the meeting at 3:56 PM.



## Appendix A

**COIA Report and Presentation to the UT Faculty Council**  
**Ben Carrington**  
**April 10<sup>th</sup>, 2017**

“The Coalition on Intercollegiate Athletics (COIA) is an alliance of faculty senates from NCAA Football Bowl Subdivision (FBS) schools. COIA’s mission is to provide a national faculty voice on intercollegiate sports issues. Areas of concern include academic integrity and quality, student-athlete welfare, campus governance of intercollegiate athletics, commercialization, and fiscal responsibility.” <http://blogs.comm.psu.edu/thecoia/>

I attended the 14<sup>th</sup> annual meeting of the Coalition on Intercollegiate Athletics held on Feb 17-19, 2017, Wake Forest, NC, my first as UT’s COIA rep

It should be noted that COIA itself is going through a restructuring with Mike Bowen, the Chair, stepping down this year. At the meeting, much of the discussion focused on the need to clarify its vision and to have an organizational structure to meet its goals and a steering committee to drive COIA’s agenda forward.

A key part of the weekend was taken up by presentations by UNC Chapel Hill faculty Erienne Weight and Bob Malekoff as well as Deborah Clarke from UNC’s Office of the Executive Vice Chancellor and Provost

As you may know, since 2010 UNC has been subject to accusations of academic fraud and dishonesty and a series of media reports emerged from 2011 through 2014 of various forms of misconduct related to their athletic programs. In 2012 a UNC commissioned report found that there had been widespread academic misconduct. In the fall of 2013 UNC decided to comprehensively document and assess all academic processes that affected student-athletes from recruitment through graduation and established the Student-Athlete Academic Initiative Working Group. As the online description, notes “We needed a clear and comprehensive understanding of academics for student-athletes in order to move forward. The Chancellor charged the Working Group to look holistically at academic processes for student-athletes and improve student-athletes’ experience at Carolina. The Working Group met at least once per month between November 2013 and March 2015. By the summer of 2015, the Working Group had documented a comprehensive set of 21 academic processes for student-athletes, from the time they are recruited until after they graduate”.

In February 2014, UNC hired Kenneth Wainstein to conduct a further root and branch investigation to find out not only what had happened and why but more proactively to suggest policy recommendations to prevent such things from happening in the future. Among other findings the Wainstein report, as it became known, discovered that for 18 years, at least 3,100 students took “nonexistent” classes, with a disproportionate number of these being student athletes, deliberately funneled into classes to keep them eligible and playing. The fall out of this scandal actually continues today

One of the key take-aways from the presentation was the need for transparency. To this end UNC has produced an impressive website called “Academic Processes for Student Athletes” that clearly outlines all the policies that affect student-athletes together with detailed statistical information about everything from admissions and recruitment to graduation rates. See: <http://apsa.unc.edu/>

Briefly, some interesting points for us to consider. At UNC now if 20% or more student athletes are taking a course it is automatically flagged and examined. From a survey on student athlete time demands it was found that 54% lacked ample study time; 71% lacked enough sleep; 73% complained about the voluntary time for training was actually mandatory time; and 66% said they were effectively prohibited from extracurricular activities.

One of the other discussion points included the need to do more than pass new regulations and implement new rules, what matters most is a change in the culture of athletics towards prioritizing academics at every level. A related issue at the meeting was that there was too much focus on graduation rates as the sole marker of success. This was a concern for two reasons. The first is that whilst we should, of course, celebrate graduating students

this should be a minimal expectation. And second that it can obscure more fundamental questions regarding the actual quality of student athletes' experiences at university.

Other key issues that came up included the need to better integrate the life of student athletes with the wider student population and for student athletes to be treated fairly by faculty; the clustering of student athletes around particular majors continues to be a national problem as does athlete segregation from the wider life of the campus, student athletes being prevented from taking Study Abroad courses being just one example; there was a concern that faculty on many campuses take too little interest in Athletics until there's a scandal and, related, that Faculty Councils should take a more proactive role in overseeing Athletics and ensuring the academic missions of institutions and the related educational values are aligned with the practices and policies of Athletics Departments; there was a discussion concerning the Faculty Athletics Representatives (FARs) and the extent to which their appointment by Presidents and not faculty, often with input from Athletics Directors, compromises their independence to really hold Athletics Departments to account; the need to have the faculty that are on Athletics Councils to be engaged and not passive; the need to shift the discussion from an important but narrow and often legalistic focus on academic *integrity* towards promoting an academic *culture of excellence* within athletics.

In summation, from the meeting it became apparent that COIA remains an important organization for faculty to voice their concerns and to help ensure that student athletes, really are students first and athletes second. Head coaches, Athletics Directors and Presidents all have difficult tasks in trying to square the circle of winning games and national championships on the hand, and fundraising, increasing revenue streams and dealing with wealthy donors on the other, whilst *also* striving for academic excellence. In this context, it is clear that faculty are necessary champions of and for the academic well-being of student athletes and ensuring that the commercial pressures to bring in more money each year whilst expecting more from student athletes on the field, does not come at the expense of what really matters in the classroom.

If, as many Athletics Directors and increasingly now Presidents, like to say, that athletics is the front porch of the university, then it is vital for the front porch of an *academic* institution to have meaningful faculty *oversight*. As we have seen from the example of UNC Chapel Hill, and in a different but related context, the ongoing fallout of Baylor University's failures as regards overseeing its sports programs in relation to sexual assault, the consequences for not being proactive can be extremely damaging to a university's academic reputation. To continue the analogy, if the front porch catches fire, there's a good chance the entire house may burn down. With this in mind I would like to make four specific recommendations to the Faculty Council based on my role as COIA rep, my four years on the men's Athletics Council, and my two decades of experience as a sociologist and scholar studying sports cultures and institutions

Specifically:

- 1) **The position of Faculty Athletics Representative (FAR) needs to be enhanced.** The size and complexity of UT's athletics enterprise makes it practically impossible for any one person to carry out all of the important duties of the FAR. It is also important that the position be a rotating one so that no one person serves a term in perpetuity. The Faculty Council, in consultation with relevant parties, should determine the role and remit of the FAR and the support needed. My suggestion would be six year terms with three persons serving; one as Incoming FAR, another as FAR, and the third Immediate Past FAR under the leadership of the FAR. The FAR should be an ex officio member of the UT Faculty Council
- 2) **The existing Men's and Women's athletics councils should be radically reformed to serve a serious oversight role rather than merely an advisory role as currently constituted.** At the moment, there is no meaningful oversight of Athletics at UT. The fact that we have not as yet had a scandal of the nature and size of Baylor or UNC does not mean that UT is somehow immune from the same financial forces and pressures to win as these peer institutions. The Chair of the two athletics councils should be elected every other year from among the faculty members of each Athletics Council
- 3) **UT should adopt the COIA recommendations regarding the establishment of an Academic Integrity Group (AIG),** which would be chaired by a tenured faculty member, the Council Athletic Representative (CAR), appointed by the Faculty Council. "The charge of the AIG would be to set new policy concerning athletics matters that bear on academic integrity, to monitor the campus implementation of all such

policies, to report on a regular basis to the [Faculty Council], and to provide the NCAA with an annual report confirming the due diligence of the AIG and its ability to perform its assigned role. Faculty members of the AIG could be the faculty members of the Men's and Women's Athletic Councils. The CAR should be an ex officio member of the UT Faculty Council"

- 4) **UT should conduct a similar, systematic and holistic overview of Athletics, similar to UNC's Wainstein report and produce a transparent, detailed and accessible website from this report,** clearly detailing the ongoing steps ensuring that in every aspect student athletes are students first and athletes second, and that an academic culture of excellence is promoted at every stage from recruitment, through course selection and majors, graduation and post-graduate employment. The seven-month review conducted by Gene Marsh was a useful but insufficient first step as its focus was largely on questions of academic integrity and NCAA misconduct, not on the wider question of enhancing and embedding a culture of academic excellence which is what UT should be striving for

I should conclude my report with the observation that I fully expect none of these recommendations to be taken up or implemented. As careful observers will have no doubt have noted, three of my four recommendations are ones that Professor Ted Gordon made back in 2013, and in each subsequent year that he was COIA Rep and that were suggested by last year's COIA rep, Professor Louis Harrison. Given this track record of inaction by the university, whether that be by the Faculty Council to put forward these suggestions or the President and Provost to implement them, I would expect nothing to change this year, and for next year's COIA rep to make the same plea on behalf of faculty with the same effect.

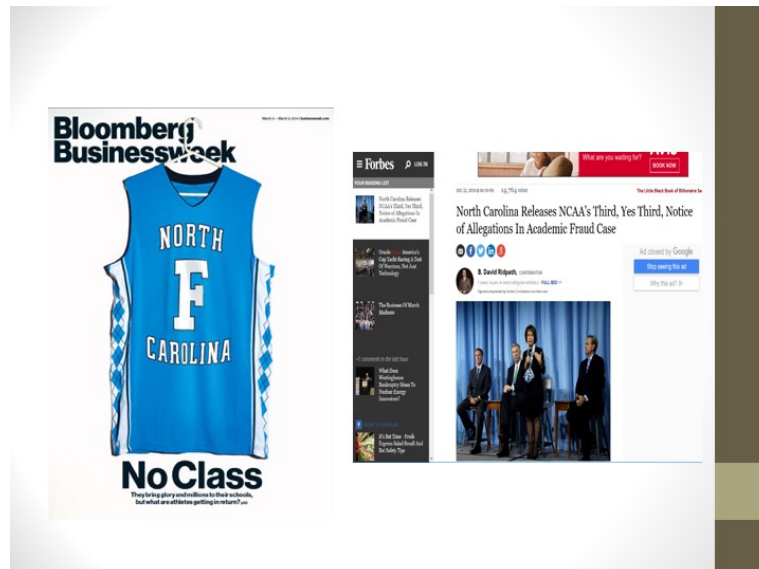
But, I sincerely hope I am wrong.



## Appendix B

## COIA Report and Presentation to the UT Faculty Council Ben Carrington April 10th 2017

“The Coalition on Intercollegiate Athletics (COIA) is an alliance of faculty senates from NCAA Football Bowl Subdivision (FBS) schools. COIA’s mission is to provide a national faculty voice on intercollegiate sports issues. Areas of concern include academic integrity and quality, student-athlete welfare, campus governance of intercollegiate athletics, commercialization, and fiscal responsibility.”



THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

1.0 Recruiting 2.0 Admissions 3.0 Financial Aid 4.0 Orientation & Summer Bridge 5.0 Enrollment & Advising 6.0 Registration

## Academic Processes for Student-Athletes

from the Student Athlete Academic Initiative Working Group

In Fall 2013, Provost James W. Dean, Jr. and Director of Athletics Subba Cunningham brought together a 10-person team of campus leaders to do something that we believe no other University had done before: comprehensively document and assess all academic processes that affect student athletes from the time that they are recruited until after they graduate. [Read more.](#)

7.0 Academic Support for Student Athletes 8.0 Faculty Relations & Governance 9.0 Class Attendance & Travel 10.0 Resources for Student Athletes with Disabilities 11.0 Eligibility & Compliance 12.0 Academic Performance Monitoring

<http://apsa.unc.edu/>

## Student Athlete Survey Findings: TIME DEMANDS

- \*54 % - lack of ample study time
- \*71 % - lack of sleep
- \*73 % - “voluntary” = “mandatory”
- \*66 % - effectively prohibited from extracurriculars

## Four recommendations:

1. The position of Faculty Athletics Representative (FAR) needs to be enhanced.
2. The existing Men's and Women's athletics councils should be radically reformed to serve a serious oversight role rather than merely an advisory role as currently constituted.
3. UT should adopt the COIA recommendations regarding the establishment of an Academic Integrity Group (AIG).
4. UT should conduct a similar, systematic and holistic overview of Athletics, similar to UNC's Wainstein report and produce a transparent, detailed and accessible website documenting goals achieved, or not.

## Appendix C

### TEXAS Extended Campus PowerPoint Presentation Text

#### Mission

Create learning experiences that unlock opportunities for students from high school age to lifelong learners across the state, country, and the world so they can achieve their next academic, professional, & personal goals

UT High School	Informal Classes
University Extension	Road Scholar
Center for Professional Education	Osher Lifelong Learning Institute
Health Informatics & Health IT	Testing & Evaluation Services
Petroleum Extension	Thompson Conference Center

#### TEXAS Extended Campus (TEC)

- TEC offers UT Austin academic credit coursework to Extended Campus students
- Extended Campus students are students who are not enrolled in a UT Austin degree program and who enroll in courses through TEC or another extension unit
- Primary goals for academic credit portfolio
  - Increase access to high-quality educational opportunities, by extending UT Austin's world-class resources and offerings beyond the university
  - Help the schools & colleges achieve their goals and/or address their challenges

#### Maintaining UT Austin Quality

- Work in partnership with academic units on all courses, including course planning & approvals and faculty appointments to courses
- Ensure courses meet UT Austin rigor and quality standards so that credit granted for residential and Extended Campus students is equivalent

#### Transcript-Recognized Coursework

- Undergraduate academic credit coursework taken through an extension unit appears on the student's official transcript under a special heading for the TEXAS Extended Campus

#### Certificate Programs

- Extended Campus students do not receive transcript recognition for completing an undergraduate certificate, even if they complete all of the required coursework for an approved UT Austin certificate program
- Why? Because the current policy on undergraduate transcript-recognized certificates is focused exclusively on degree-seeking students and only allows students to receive transcriptable credit for certificate programs after they receive their degree

#### Proposed Policy Revision

- To allow Extended Campus students the opportunity to receive transcript recognition for completing the requirements of a UT Austin undergraduate certificate program

#### Key Benefits

- Provide the same credential for all students (degree-seeking and Extended Campus) who complete the same certificate program
- Increase access to high-quality postsecondary credentials in the state of Texas

#### What we are not proposing...

- Not proposing any changes to the way certificate programs or courses are approved or the required length of certificate programs
- Not proposing any changes to the way certificate programs are recognized for degree-seeking students

#### Policy Language

- Added language to specify where policy language does not apply to Extended Campus students (typically language specific to a student enrolled in a degree program that isn't applicable to Extended Campus students)
- Added language to describe the transcript recognition process for Extended Campus students:
  - Extended Campus students apply for transcript recognition at the time of certificate completion and transcript recognition is awarded at that time.