

DOCUMENTS OF THE GENERAL FACULTY  
**ANNUAL REPORTS OF THE STANDING COMMITTEES  
 OF THE GENERAL FACULTY FOR 2013-2014**

The annual reports of the standing committees of the General Faculty for 2013-14 received to date are reproduced below.



Dean Neikirk, Secretary  
 General Faculty and Faculty Council

**A. FACULTY AFFAIRS COMMITTEES**

**A-1 Committee of Counsel on Academic Freedom and Responsibility**

Committee members:

Dana Cloud, Chair	Linda Reichl
Hannah Wocjehowski	Trish Roberts-Miller
Desmond Lawler	Sonia Seeman
David Hillis	Jody Jensen
David Sokolow	

**INTRODUCTION**

Faculty members are engaged in fostering critical thinking and developing and disseminating new knowledge. Having academic freedom in teaching, research, and expression enables a faculty member to critique accepted truths and search for new knowledge, even when it disrupts the status quo. Academic freedom safeguards of tenure, due process, and faculty governance allow faculty members to serve the common good without being controlled by public opinion.

The Committee of Counsel on Academic Freedom and Responsibility (CCAFR) advises the president and provost on procedures for due process for faculty members, including procedures in tenure, promotion, faculty annual evaluation, and comprehensive post-tenure review (CPTR) cases, as well as safeguards for academic freedom, including those in teaching, research, and expression. CCAFR also investigates claims by faculty members who allege violations of due process or academic freedom principles, especially in their tenure, promotion, faculty annual evaluation, or CPTR cases. Please refer to provost's guidelines regarding promotion and tenure cases. Claims of academic freedom violations are not limited to tenure, promotion, faculty annual evaluations, or post-tenure review cases. In 2013-14, the work of CCAFR has been divided into three separate subjects, and each subject is described in a separate section in this document:

1. Conclusion of the investigation of a 2013 claim of procedural irregularities in a post-tenure review;
2. Seven investigations of claims of procedural irregularities and academic freedom violations in tenure and promotion cases, and
3. Suggestions for revision of University guidelines for faculty annual evaluations and comprehensive post-tenure review.

The three sections are next, followed by discussions of additional recommendations and concerns.

**1. Subcommittee Report on Claim of Procedural Violations in a Post-Tenure Review Case**

Last year there were substantial changes in the rules for annual evaluations and post-tenure review including the enforcement of written annual evaluations and the implementation of a four-category

evaluation system in which faculty members evaluated to be “Unsatisfactory” in their performance are subject to discipline.

In June 2013, Professor A received a rare “Unsatisfactory” rating in their post-tenure review under the 2012-2013 Guidelines for Comprehensive Periodic Review of Tenured Faculty. In particular, Professor A contended that there were no written guidelines in their department or school at the time that their CPTR was conducted. The candidate argued that the term “Unsatisfactory” was misused, as the candidate had not met the strict criteria for that category (disregard of previous correction, professional misconduct, dereliction of duty, and/or incompetence). Additionally, the “Unsatisfactory” result was not a true aggregate (as the rules require) of teaching (meets expectations), service (meets expectations), and research (unsatisfactory) scores. Furthermore, Professor A contended that the candidate was not notified of the dean’s preliminary report before it was shared with the provost, the department/school executive committee was not accurately charged, the evaluation had no clear basis in institutional policy, and the resulting review was neither fair nor thorough.

The CCAFR subcommittee appointed to this case found merit in Professor A’s claim that the evaluation provided inadequate rationale. The subcommittee confirmed the absence of written evaluations in the college in question, and the failure of its dean to direct Professor A to appropriate avenues of appeal. The CPTR was the first *written* evaluation that Professor A received after being promoted to associate professor. The subcommittee found that the “Unsatisfactory” rating was not justified as required by guidelines §4.a and 5.g, the rating did not appear to be an aggregate as required by guidelines §4.b, and the CPTR committee inappropriately proceeded as if Professor A was being reconsidered for tenure. The committee recommended that Professor A’s rating be revised to “Does not meet expectations.” It recommended that the college process be revised to include annual written reports, signed and dated. It recommended that the provost introduce language clarifying the meaning of “aggregate” in the language of Guideline §4.b.

Professor A’s dean filed a document disagreeing with the subcommittee’s report and the matter is now closed. According to Janet Dukerich, senior vice provost for academic affairs, “CCAFR cases for comprehensive periodic reviews are submitted to the dean in the respective college for final disposition. The subcommittee submitted its report to Dean XXXX in the fall and he responded.” A question arises: What recourse does the candidate have for appeal beyond this point? Given that the dean is an implicated party in the dispute, shouldn’t the final decision rest with the higher administration?

## **2. Investigations of Claims of Procedural Irregularities in Tenure and Promotion Cases**

Professor B came to CCAFR with claims that the dean failed to subtract two years of health leave from the tenure clock, evaluating the candidate on the basis of seven years in rank rather than five. Slower productivity during the leave years was held against the candidate, the candidate argued. The CCAFR subcommittee assigned investigated and reported that the Promotion and Tenure (P&T) process in this case violated Guideline A3b. The committee found that the dean’s letter was explicit in assessing the candidate’s productivity over the entire seven years. We believe that this statement constituted a procedural violation and recommended reconsideration for tenure without prejudice. The president disagreed, indicating that the coming year will be this faculty member’s terminal year.

Professor C filed a case with CCAFR alleging that lack of guidance and feedback during dossier preparation was a procedural violation in their case. The candidate was explicitly discouraged in writing from reviewing the dossier as the case moved up. In addition, Professor C claimed that there were also academic freedom violations, namely that the chair’s letter used the decreasing viability of the subfield for which Professor C was hired as a rationale for denial of promotion; and that their department delayed the startup of their lab for two years, thus cutting short the scholar’s research trajectory. The subcommittee assigned to this case agreed that the explicit discouragement of access to the file and the startup delay constituted serious violations. In its report, the committee recommended that Professor C receive reconsideration without prejudice. The president disagreed that these errors had an impact on the case, indicating that 2014-15 will be the faculty member’s terminal year.

Professor D approached CCAFR with a claim that there were procedural and academic freedom irregularities in their case. At issue here were problems of mentoring and guidance, along with mistakes in the promotion process. Specifically, Professor D alleged that they received no meaningful feedback or guidance in the preparation of their dossier. More importantly, the candidate argued that during the P&T process, significant new information appeared that would have affected its outcome. However, despite an appeal from the candidate, the process moved forward and Professor D was denied tenure. CCAFR has recommended in the past that in such cases, the process should be paused and the candidate should have access to the file and opportunity to update and correct it before moving forward. These recommendations were not followed in Professor D's case. Moreover, Professor D was discouraged from reviewing their dossier at all. As for the corrections requested by Professor D, the dean stated that they were presented orally to the provost although they were not present in the physical file. The subcommittee concluded that there was a significant error in not allowing the file to be amended and corrected by the candidate, and recommended reconsideration without prejudice. The president disagreed and indicated that 2014-15 would be the faculty member's terminal year.

Professor E appealed to CCAFR regarding two instances of what the candidate regarded to be procedural and academic freedom violations. The first of the procedural violations was listed as denial of access to the dossier. A second procedural claim was the alleged failure of the internal promotion process to take into account two years of approved leave when evaluating scholarly productivity. External letter writers indicated that they were evaluating the candidate on an eight-year time frame and had not been instructed otherwise.

The claim of violation of academic freedom was based on denial of access to data. The candidate had been invited to review and publish institutional data. Following submission of a manuscript based on these data, the candidate was denied further data access to address journal reviewer requests for revisions.

The CCAFR subcommittee assigned to this case concluded that there were significant violations both of procedure and principles of academic freedom. The subcommittee recommended reconsideration without prejudice. The president acknowledged irregularities but did not find them to have had a negative effect on the candidate's case. The committee's recommendation was rejected, and the president indicated that 2014-15 would be the candidate's terminal year.

The subcommittee wishes to highlight the point about the extension of the probationary period. This year, there were two faculty members for whom the extensions of the probationary period were ignored and they were penalized with regard to expectations of productivity.

Professor F submitted a letter to CCAFR arguing that the procedure in their promotion and tenure case violated §B.1.b-c of the provost's guidelines. The candidate was discouraged from accessing their dossier. Their chair withheld information about departmental and college votes, which the candidate had requested directly. With regard to a possible violation of academic freedom, the candidate stated that the candidate was evaluated by standards that emerged only after their hiring. These standards devalued the sub-area in which the candidate was hired to research and teach. The CCAFR subcommittee assigned to the case acknowledged one of these violations, the right to have access to department and college votes, and recommended reconsideration without prejudice. The president agreed, and Professor F will be reconsidered in 2014-15.

Professor G came to CCAFR with claims that their tenure and promotion case was marred by procedural violations, namely denial of access to their dossier and a delay in startup funding that seriously affected their ability to get research into the pipeline in a timely way. During the subcommittee's investigation, The University reversed its original decision, and Professor G was granted tenure.

Professor H submitted a review request describing the inclusion of incorrect information in their dossier and a failure by their chair to alert the candidate to the inclusion of some potentially incorrect and damaging information in the chair's letter. The information in question involved charges about issues of academic integrity and the involvement of an ad hoc ethics committee. The timeline of the

case was complex. However, after very careful consideration, the CCAFR subcommittee assigned to the case found that Professor H's claims had no basis according to the guidelines. The president agreed. See recommendation 3c, below, for further discussion.

### 3. Recommended Revisions to the Provost's Guidelines

Even when the subcommittee does not recommend, and/or when the president does not favor, granting candidates for promotion and tenure reconsideration, CCAFR regards these troubling cases as opportunities for clarifying the provost's guidelines on the P&T process. This year, we identified three areas where the guidelines could be amended. First, several of the cases indicated that deans and chairs sometimes discourage the candidate from viewing their dossier. While the president argued that such advice (in either oral or written form) does not constitute a denial of access, we disagree. Junior faculty may feel compelled to accept this advice for fear of endangering their case. Access to the information in the files could have headed off a number of complaints this year. A second common issue was the assessment of a candidate without taking care to acknowledge any extensions to the probationary period. External reviewers should receive instructions (in the invitation to write a letter about a candidate) that explicitly point out any extensions and direct the reviewer to consider productivity only during the time that the faculty member was on the clock. The third issue regards cases where there are questions of academic integrity.

We respectfully recommend the following additions to the guidelines:

- a) In guidelines §B.1.b, language could be added to the effect of, "Under no circumstances should any administrator discourage a candidate from viewing any parts or all of their promotion dossier at any stage in the tenure and promotion process. No one should penalize a candidate who asks to view their file, and candidates' access to their files should not be a rationale for undervaluing strong letters."
- b) In guidelines §B.2.b, language could be added to the effect of, "When soliciting referees, the chair should point out any special circumstances that should be taken into account by the reviewer. These circumstances include instances where the candidate has received extensions of the probationary period. External reviewers must be instructed on UT policies for tenure-clock extensions and that UT policy mandates that such extensions, when given, must be considered without negative consequence for the candidate."
- c) In a unique case this year, a faculty member's academic integrity was called into question and this discussion became part of the promotion and tenure process. Investigation of the accusation became embroiled in the discussions regarding consideration for promotion and tenure. The relevant sections of the General Guidelines for Promotion and Tenure of All Faculty Ranks (<http://www.utexas.edu/provost/policies/evaluation/tenure/TTT+NTT.Guidelines.Fall2013.final.pdf>) are §B.1.c and B.1.d. In this case, the chair's letter raised a concern about the candidate's academic integrity, thus inserting the issue into the P&T discussion. Pursuant to guidelines §B.1.c, the candidate claimed that the information presented by the chair was subject to the requirement to notify the candidate. This claim was supported by a portion of §B.1.c: "When such information is added to the promotion dossier after the department chair has asked the candidate to check the materials in the promotion dossier, it shall be date stamped and placed in a separate folder labeled Additional Statements ... The candidate shall be informed of its inclusion and permitted an opportunity to place a statement in the file addressing this addition."

The CCAFR subcommittee found no procedural error in the specifics of this case. However, there was consensus that accusations of academic integrity should be removed to the fullest extent possible from the promotion and tenure process. Current language in the guidelines allows for a decision to separate the processes or continue as stipulated in the guidelines. As §B.1.d states, "*The chair or dean, in consultation with the provost and president, may delay the tenure and promotion process until the matter is resolved by an appropriate body separate from the tenure and promotion process.*" Because the guidelines allow the choice to delay or proceed with the P&T discussion, the CCAFR subcommittee found no procedural error. In practice, however, it is difficult to see how the P&T evaluation could proceed untainted by the accusation of academic integrity.



It is our recommendation that the language of the guidelines §B.1.d be modified to mandate a cessation of P&T review until investigation and resolution of issues beyond the scope of the P&T process are resolved. Further, any charges regarding academic integrity should be directed from the chair to the dean for appropriate disposition. Only after full resolution of the accusation has been reached should the P&T process be initiated.

#### **4. Other Recommendations**

This year's CCAFR subcommittees have offered a number of other recommendations.

- a) Based on the experience of Professor E, members suggest that the Office of Information Management and Analysis publish criteria and procedures for gaining access to institutional data. All parties involved in this case acknowledge that the restriction of access to data occurred as UT reviewed internal policies regarding data protection. To date, the candidate has not received any information regarding what information or stipulations must be met to continue working with the original dataset. For this candidate and all future faculty members who may become involved with institutional data, assurances must be put in place that allow closure of scholarly projects in a timely manner.
- b) We recommend that deans and chairs across the University be reminded each year of the guidelines' instructions regarding access to materials. Departments, colleges, and schools should be monitored for compliance with policy regarding annual written reviews, third-year reviews, and post-tenure reviews.
- c) It would be helpful if each person coming up for promotion discuss the provost's guidelines with their chair and/or dean (or a representative) and sign off on them.
- d) We recommend that all departments and schools across the campus develop and implement explicit mentoring plans for all assistant professors, with attention to specific obstacles facing some women and faculty of color.
- e) In cases of faculty research requiring laboratories, the probationary period should be extended by the number of semesters of delay if the laboratory is not available for use for more than one semester after the arrival of the faculty member.
- f) We are concerned about the president's response in more than one case that corrections to a candidate's record occurred orally during a dean's presentation of the case to the provost, and that their being absent from the written file was of little or no consequence. The oral presentations are not recorded or transcribed, their participants are not accountable to the candidate or other decision-makers, and the candidate can never know whether their concerns were relayed faithfully. All corrections and supplements requested by the candidate to their dossier should be added in writing and confirmed to be present in the file before the case proceeds. Otherwise, the absence of information used as a basis for evaluation should be recognized as an instance of procedural violation.

#### **5. Discussion of Other Concerns:**

We would like to explore the definition and implications of academic freedom. Tenure protects academic freedom in general by providing a condition of economic security and latitude in research, writing, and teaching. (Please see <http://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure> for the basics.) Some instances of violations of academic freedom are straightforward. But what about less obvious cases? For example, we argued in the case of Professor E that being denied access to necessary data constituted a violation of academic freedom. Here is the AAUP's defining statement: "Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties." The University should not pose a barrier to full freedom to conduct research and publication. Denial of access to data is such a barrier.

In his letters responding to our reports, the president does not recognize these instances as violations of the principle of academic freedom. We believe that the committee's work would be aided by further conversation with the president and provost's office on this matter.

Dana L. Cloud, chair

### **A-2 Faculty Advisory Committee on Budgets**

The Faculty Advisory Committee on Budgets (FACB) met a total of seven times in 2013-14. We began with a combined meeting of the FCECs from 2012-13 and 2013-14 plus the FACB and administration (Provost Steve Leslie, CFO Kevin Hegarty, Assoc. Vice President Mary Knight and Sr. Vice Provost Dan Slesnick). This first meeting was scheduled for August 6 and came about as a result of a conversation held at the July 8 FCEC+ meeting. The purpose of the meeting was to have a dialogue about the present budget issues and the budget "forecast."

This initial meeting was a wake-up call for many on the committees and, as a result, subsequent meetings on the budget were set for August 13 and a follow-up for September 20. At the latter, the topic of Shared Services came up. This called for two more meetings with Mary Knight and Kevin Hegarty. These meetings on October 14 and November 6 were no longer with the expanded committee including previous members of FCEC or FACB. I wish to thank both Hegarty and Knight for giving so freely of their time to keep the FACB abreast of developments with the proposed Shared Services program.

The sixth meeting of the FACB was called primarily to discuss the appointment of a vice chair (Janet M. Davis graciously accepted) and to hear suggestions for a chair for the 2014-2015 FACB (Brian Evans agreed to accept the unanimous nomination).

Our final meeting of the year was a meeting with President Powers and Provost Fenves. I have included the questions submitted for this meeting. Both the president and provost commented on how helpful the dialogue was to them and that this type of communication should continue.

1. This question is about the 2 percent of the departmental budgets that are to be set aside as a contingency reserve. Could you please clarify the current process by which those funds are sequestered and later distributed? Are the deans in charge of monitoring departmental compliance with the set aside guidelines? Who makes the decision about whether the funds are returned to the department or instead swept back into the general University funding? What are the consequences of non-compliance? (Marilla Svinicki, College of Education)
2. What administrative purpose does the new Faculty Annual Report (FAR) serve in terms of assessing faculty using a "one-size-fits-all" system of "Exceeds Expectations," "Meets Expectations," etc.? I ask because specific faculty labor is often quite variable across departments. Moreover, it seems that teaching and service possess less value on such reports than the sheer quantity (what about quality?) of published research each year. (Janet Davis, College of Liberal Arts)
3. How are the president and provost working to ensure that The University of Texas at Austin remains a public university—aside from enacting cost-cutting measures within the University? In other words, how are key UT Austin leaders working with the Legislature to preserve/maintain the state's financial commitment to excellence in public higher education? (Janet Davis, College of Liberal Arts)
4. The medical school and biomedical researchers already on the "main" campus are going to interact deeply in many areas, including teaching, faculty appointments, graduate training, and research. However, med schools work very differently from undergraduate campuses in countless ways. My question is, what is the University going to do to facilitate the ability to conduct research, teach, and train graduate students in the most effective manner that ensures a win-win situation for all? I want to know what leaders on our current campus are going to do. I've already talked to the Dean of the Med school so I don't want to hear about him. (Andrea Gore, College of Pharmacy)

Examples (more so you know where I'm coming from):

- Graduate training and stipends: Typically much higher at a university with a medical school; this will create a ripple on the rest of campus where our grad students are typically underpaid. (I want their stipends to go up, but who pays attention and makes it happen?).
  - Sponsored research and compliance: shared or autonomous? (e.g. OSP, IACUC, IRB, are already backed up with current regulatory burdens).
  - Teaching TLUs (a completely different formula for undergraduate campuses and med schools).
  - Research and appointments: Our appointments are typically 9-month. A med school appointment is typically 12-month. Will that change?
5. I've noticed two things about how the administration deals with promotions and salaries over the forty

- plus years I have taught here. The first is that there has been a gradual increase in standards over the years, particularly in the areas of research and publication, part of a push to make this truly a world-class university. I don't have much of a problem with this, although I do think that there are problems with trying to apply a single model to all our different disciplines. For instance, some disciplines, we know, are article-disciplines, and others, book-disciplines. Some disciplines involve snagging multi-million-dollar grants, while others involve, at most, coming up with a fellowship that pays one's salary for a year. There is also what I find to be a certain invidiousness about insisting on the "peer-reviewed" model of publication. I support that idea in many ways, but I have read many an essay by a smart and/or distinguished scholar in a collection that may not have been peer-reviewed and that turned out to be a singular contribution to its field. In short, while I support the idea of asking faculty to meet high standards, I worry that any desire to impose those standards uniformly may do a disservice to people who do excellent work that does not fit into the "approved" categories. (Wayne Reborn, College of Liberal Arts)
6. The second thing I'm concerned about is what I would call the erratic nature of the application of standards. This actually would seem to contradict what I have just said in the previous paragraph about the gradual increase in standards—and I think it may well be. What I mean in this case is that we seem to have different standards for salary raises (promotions suffer less from this) almost from year to year. Last year, for instance, my department was allowed to distribute raise money as it saw fit, and it finally opted to give raises to about 80 percent of the faculty, motivated to reward such a large number of people in part by the fact that for the past several years, many of them had had no raises at all. This year, by contrast, there is talk of restricting raises to a much smaller percentage of the faculty, something that may or may not finally happen. While I have trouble with a "one-size-fits-all" model for judging research and publication, I do think that it would be nice if the University had a consistent policy about salary raises. If we all knew, for example, that only one third of the faculty could get raises in a given year, and we could plan on that in some sort of consistent way, then we could reward someone who did not get a raise in a given year because he or she did not have much in the way of publications or other scholarly-research accomplishments that year (Annual Reviews suffer from terrible myopia!), by giving that person a sizable raise in another year when he or she had more substantial accomplishments. To some extent, we do that now. But since the percentage of faculty who are entitled to raises in any given year varies, that makes it much harder to apply a consistent policy at the departmental level. So, I wonder if it wouldn't make sense to have a University-wide policy specifying that only a certain percentage of the faculty could get raises in a given year (exceptions could be made for a few cases that could always be presented to the deans). In my own opinion, I would say that restricting raises to as few as one third of the faculty strikes me as a bad policy. It doesn't just demoralize the under-achievers, who may deserve to be demoralized by some standards, but it demoralizes lots of people who are quite productive, but whose productivity is not steady from year-to-year. (Wayne Reborn, College of Liberal Arts)

It is the suggestion of this committee that they immediately arrange at least two meetings with the president and provost, preferably one each semester. A further suggestion would be to have at least one meeting with Hegarty and Knight in order to be updated on the status of the Shared Services program.

Respectfully submitted,

Martha F. Hilley, chair

### **A-3 Faculty Committee on Committees**

1. Nominated members to the University Academic Calendar Committee to fill mid-term vacancies.
2. Nominated eight faculty persons to serve the Information Technology Committee (C-13), which recently received final approval to increase its faculty membership to include faculty members serving on college IT committees.
3. Endorsed the composition and function of Technology Enhanced Education Oversight committee (TEE, C-14).
4. The committee reviewed nominations by the general faculty for standing committee membership with attention to representation from all colleges and schools and to issues of gender and racial diversity. Identified faculty members were recommended to the president to serve on twenty-one standing

committees.

5. Jill Marshall was selected as chair elect for 2014-15.

The Committee wishes to thank Ms. Debbie Roberts and Ms. Victoria Cervantes for their help in organizing meetings, and for providing information on University regulations, by-laws etc. We could not have functioned without them.

Seema Agarwala, chair

#### **A-4 Faculty Grievance Committee**

The Faculty Grievance Committee had an inactive year. Faculty filed no grievances for the entire year. In May 2014, a graduate student submitted one grievance by under the *Handbook of Operating Procedures* provisions pertaining to the Grievance Procedure for Teaching Assistants. At this writing, that grievance is in process.

Professor Paul Bolin was elected chair of the committee for AY 2014-2015.

The committee met with the faculty ombuds in April 2014 in order to review the basic functions of the Ombuds office and its relationships to the Faculty Grievance Committee. This was helpful and informative, and it should be a routine component of the committee's yearly operations.

Sharon Stover, chair

#### **A-5 Faculty Welfare Committee**

The University of Texas at Austin Faculty Welfare Committee met each long semester and discussed several proposals, which are waiting for approval from President Powers, that resulted in the administration addressing faculty concerns or are currently under study. Our goal was to suggest changes or improvements to faculty welfare that apply to the largest number of faculty at little or no cost to the University.

Extending the educational benefits currently enjoyed by UT staff members to Faculty members was one of the first initiatives. The Faculty Educational Benefit Proposal from the Faculty Welfare Committee ([D 11169-11170](#)) was presented and unanimously approved on January 27, 2014. It currently awaits President Powers' signature.

At the December 9, 2013, Faculty Council meeting, Dr. Blinda McClelland, chair of the Faculty Welfare Committee, expressed concern that copyrighted, intellectual property from UT faculty members was being uploaded by students and sold by commercial web entities. Over the course of several months, the UT Administration compiled an information WIKI to assist faculty members in managing course materials. The website is available from the Faculty Council home page and is entitled: Copyright Management of Course Materials Home  
<<https://wikis.utexas.edu/display/coursematerials/Copyright+Management+of+Course+Materials+Home>>.

It was noted that the benefits afforded to retired faculty listed in the *Handbook of Operating Procedures* (HOP 2-2430 C. Retired faculty < <http://www.policies.utexas.edu/policies/emeritus-titles-perquisites-and-privileges-emeritus-faculty-emeritus-administrative>>) had not been revised since August 1, 1992, and did not reflect the current list of benefits provided by Human Resource Services <<http://www.utexas.edu/hr/retiree/services/privileges.html>>. In a recent meeting (May 5, 2014) it was decided that in the short term, the HOP will be amended to extend benefits to all retired faculty, regardless of rank, and that the list of benefits links to the human resources website. When implemented, this will resolve the discrepancy between the HOP and human resources.

Other subjects that were discussed by the Faculty Welfare Committee and are currently under consideration include the extension of benefits to domestic partners of UT faculty members, a review and update of the 2002 Final Report of the president's *ad hoc* Committee on Non-Tenure-Track Teaching Faculty (D 2488-2493 < <http://www.utexas.edu/faculty/council/2002-2003/reports/CNTTTFFINAL.html>>, chair, Judith Langlois) and the November 4, 2005, Implementation Committee on the Status of Non-Tenure-Track

Faculty report by Dr. Hillary Hart (civil engineering and committee chair). The advantage of a Walk-In Clinic for UT Faculty and Staff was also discussed as a potential benefit of the new UT Austin Medical School.

Blinda E. McClelland chair

#### **A-6 General Faculty Rules and Governance Committee**

The Faculty Rules and Governance Committee met a total of seven times in 2013-14.

Our first meeting (9/9/13) was a recap of the efforts of the Committee during 2012-13. The issue of voting rights was at the top of the list followed by questions regarding quorums for General Faculty called meetings.

AT our 10/18 meeting members of the Committee reported on their individual findings about peer institutions and the voting rights policies of their clinical faculty. The peer institutions included UCLA, University of Wisconsin-Madison, University of Washington and the University of Michigan. To quote one of the committee members, "...it is darned difficult to get meaningful and specific info." Our next meeting on 12/06 consisted mainly of talking about the issue of quorum. No decisions were reached.

The final meeting for the year was 04/21 and the agenda was 1) determine any change to quorum policy, 2) voting rights for faculty and 3) Chair for 2014-15. The following suggestions were made regarding quorums:

#### **HANDBOOK OF OPERATING PROCEDURES 2-1010**

##### **GENERAL FACULTY**

##### **F. Rules of Procedure.**

2. At a regular meeting a quorum shall consist of 5% of the total number of voting members of the General Faculty, and at a called meeting a quorum shall consist of 15% of that number. A quorum is assumed to be present at meetings of the General Faculty unless its absence is suggested by a duly recognized voting member. Upon such a suggestion, a count will immediately take place to determine if a quorum exists. In the absence of a quorum at a regular meeting, business that would otherwise have been conducted at that meeting shall be discussed nonetheless but no official votes shall be taken. Within twenty working days after the meeting, that business, together with the minutes of its discussion, shall be submitted to the General Faculty by email ballot, and at least two weeks shall be allowed for receipt of returned ballots. If a quorum is not present to consider action of the Faculty Council that has been protested (a called meeting of the General Faculty), the legislation shall be returned to the Faculty Council for action (see Policy Memorandum 2-1120-PM, 5.b (4) (d)).

For FC itself we could add the same thing:

#### **HANDBOOK OF OPERATING PROCEDURES 2-1110 - FACULTY COUNCIL**

##### **G. Rules of Procedure.**

2. A quorum shall be a majority of the voting members of the Council. A quorum is assumed to be present unless its absence is suggested by a duly recognized voting member. Upon such a suggestion, a count will immediately take place to determine if a quorum exists.

The Committee's final discussion regarding voting rights has been put on hold after a close comparison of the changes submitted by the Committee versus the voting rights as presented by the University Policy Office. It was decided that this legislation would, once more, be tabled until the differences could be reconciled.

Hillary Hart has agreed to chair the Faculty and Governance Committee for the 2014-15 academic year and has been duly elected.

Martha F. Hilley, chair

### **A-7 University of Texas Press Advisory Committee**

The University of Texas Press is an integral part of The University of Texas at Austin's mission to advance and disseminate knowledge through its publications. The committee met monthly during the two long semesters in 2013-14 (the committee will meet two times during the summer of 2014). Key UT Press staff members and editors meet with the faculty committee. Editors present projects for consideration based on readers' reports that have been circulated in advance to the committee along with the table of contents and a description of the manuscript. The members of the faculty committee carefully review the materials prior to meetings. Committee members ask questions of the editor, and there is a general discussion pertaining to the approval of the project. The committee then votes. It is rare for a proposal to be rejected by the committee since the proposals under consideration have undergone extensive review by in-house editors and outside reviewers. The committee members can and do occasionally make recommendations for additional revisions and/or stipulated conditions for approval. There is a good working relationship with the UT Press staff. The committee has no legislation to propose to the Faculty Council.

During the academic year of 2013-14, the UT Press published over 100 book titles as well as eleven journals. The press received over thirty awards during this time period. Accolades accorded the UT Press over the past six months include:

#### **Recent Awards**

##### **Summerfield G. Roberts Award for Work of Creative Writing, sponsored by the Sons of the Texas Republic:**

James Kearney's translation of F. A. Strubberg, *Friedrichsburg*

##### **2013 NACCS Book Award, sponsored by the National Association for Chicana and Chicano Studies:**

Martha Menchaca, *Naturalizing Mexican Immigrants: A Texas History*

##### **2013 Southwest Book Award, sponsored by the Border Regional Library Association:**

Elaine Hampton, *Anay's Will to Learn*

##### **Association of American University Presses Book Show, Trade Illustrated category:**

*Arnold Newman: At Work* by Roy Flukinger; designed by Derek George

*Color: American Photography Transformed* by the Amon Carter Museum; designed by Lindsay Starr

*Two Prospectors: The Letters of Sam Shepard and Johnny Dark* by Sam Shepard and Johnny Dark, and edited by Chad Hammett; designed by Lindsay Starr

*Waltercio Caldas* by the Blanton Museum of Art; designed by Derek George

##### **Coral Horton Tullis Memorial Prize for Best Book on Texas History, sponsored by the Texas State Historical Association:**

Jason Mellard, *Progressive Country*

##### **Al Lowman Memorial Prize for Best Book on County or Local History, sponsored by the Texas State Historical Association:**

Ignacio Garcia, *When Mexicans Could Play Ball*

##### **Gourmand Magazine Book Prize, Wine and Beverage Cookbook Section:**

Lucinda Hutson, *Viva Tequila*

##### **Fred Whitehead Award for Best Design of a Trade Book, sponsored by the Texas Institute of Letters:**

*Two Prospectors: The Letters of Sam Shepard and Johnny Dark* by Sam Shepard and Johnny Dark, and edited by Chad Hammett; designed by Lindsay Starr

Blinda E. McClelland, chair

## B. STUDENT SERVICES AND ACTIVITIES COMMITTEES

### **B-1 Committee on Financial Aid to Students**

During the 2013-14 academic year, the B-1 committee discussed several University financial aid priorities and provided corresponding input and feedback to various stakeholders across the University. Victor Saenz (chair) and Circe Sturm (vice chair) served as the leadership for this committee.

The Committee on Student Financial Aid met nine times during the 2013-14 academic year on the following dates: September 10, October 1, November 5, December 10, January 16, February 13, March 20, and April 10, and May 8. The official charge for this Standing Committee of the General Faculty is to initiate and review policies and procedures related to financial aid for students and to hear appeals from decisions of the Office of Student Financial Services (OSFS). At our first meeting in September 2013, the committee was provided an overview of the role of OSFS, we discussed the committee's prior year's work, and we adopted the following topics of interest for the new-year:

1. Overview of financial aid policies and data (UT Austin).
2. The feasibility of financial aid programs and financial aid availability for transfer students.
3. An explanation of why students get bars that cause mid-semester interruptions of financial aid and keep them from registering for the next semester.
4. Information on the factors affecting the disbursement of financial aid for study-abroad students.
5. Information regarding communication online and via paper available to non-English speaking constituencies, especially parents.
6. Centralizing information about scholarship opportunities at the University.
7. Eight Consecutive Semester Limit on Discretionary Gift Aid.
8. PACE program, financial aid for students.
9. Impact of four-year graduation "mandate" on financial aid for students.
10. Use of Dashboard to administer financial aid resources to students.

Our committee membership is made up of faculty, staff, and students. In addition we have three *ex officio* members: Dr. Tom Melecki, Dr. Marvin Hackert, and Jaden Felix. The guidance and support provided by Dr. Melecki and his OSFS staff was especially helpful in facilitating behind-the-scenes work of the committee throughout the academic year.

Following is a list of activities that the committee engaged in throughout the 2013-14 academic year:

1. The committee had early conversations (Fall 2013) about the overall process of financial aid administration at UT-Austin (led by Dr. Tom Melecki)
2. The committee appointed a sub-committee of three members to review an appeals case submitted by a student who had been denied financial aid by OSFS. The sub-committee ultimately upheld the OSFS decision to deny the appeal.
3. The committee met with Dr. David Laude of the provost's office (December 2013) to discuss his vision for enrollment management for the University as it relates to financial aid administration, four-year graduation rates, and the use of the Dashboard to award financial resources to students.
4. We discussed, on an ongoing basis, the impact of the four-year graduation rate policies on financial aid and related issues.
5. Committee Chair Victor Saenz met privately with Dr. Laude on two occasions to discuss the committee's ongoing role as a potential advisory body to his office on matters related to financial aid policy and administration. Dr. Saenz also met with UT Faculty Council Chair Hillary Hart to discuss these issues.
6. The committee discussed the Dashboard that has been used for student financial aid award decisions, and we agreed that more discussions are needed. One tangible outgrowth of these discussions was a "question to the president" that was submitted for the final faculty council meeting of the 2013-14. The question was drafted and approved by a majority of the committee membership. Question is attached as Appendix 1.
7. The Ronald M. and Marilou D. Brown Endowed Scholarship applications were reviewed by staff in

the Office of Student Financial Services. Staff recommendations for scholarship recipients were then presented to the committee for approval. The scholarship stipends for each of the top ten awardees was \$1,000.

8. Dr. Circe Sturm (Associate Professor, Anthropology) was elected as the committee chair for the academic year 2014-15.

For the 2014-15 committee, we urge you to continue your due diligence in examining the administration of all financial aid policies and programs at UT Austin. This would include the continued scrutiny of the Dashboard framework, the ongoing tracking of financial aid awards received by low-income students, and maintaining an ongoing dialogue with Dr. Laude and the provost's office.

Victor B. Saenz, chair

### **B-2 Recreational Sports Committee**

The committee was comprised of the following members:

Thomas W. Dison	<i>ex officio</i> , senior associate vice president and director, recreational sports
Gregory G. Hodges	Recreational Sports Intramural Council Representative, senior, finance
Xiaofen Keating	Faculty Council Member, associate professor, curriculum and instruction
Sarfraz Khurshid,	Faculty Council Member, associate professor, electrical and computer engineering
Kathleen M. Mabley	Staff member, director of brand initiatives
Jane E. Moore	Staff member, senior administrative associate, legal affairs
Hitoshi Morikawa	Faculty Council member, associate professor, biological sciences
Keryn E. Pasch	Faculty Council member, associate professor, kinesiology and health education
Glenn A. Peers	<i>chair</i> , Faculty Council Appointee, professor, art and art history
David D. Player	Student Government Representative, school of law
Deborah H. Roberts	Staff member, executive assistant, general faculty and faculty council
Erika V. Salada	Student Government Representative, senior, English
Snehal A. Shingavi	<i>vice chair</i> , General Faculty member, assistant professor, English
Gayle M. Timmerman	Faculty Council Member, associate professor, nursing
Barbara H. Williamson	Recreational Sports Sport Club Council Representative, senior, geography
Charters S. Wynn	Faculty Council Appointee, associate professor, history

### **September 4, 2013 – Election of Vice-Chair**

Introductions were made and the election for vice chair took place. Two staff members were nominated or expressed interest in being considered – Dr. Snehal Shengavi, and Dr. Xiaofen Keating. Votes were cast by ballot and Shengavi was elected vice-chair.

### ***Committee Overview***

Tom Dison, *ex officio*, provided an overview of Recreational Sports and the role of the Recreational Sports Committee along with a sampling of divisional highlights from 2012-13. The committee watched a PowerPoint presentation, which provided a synopsis of the programs, services and facilities that Recreational Sports offers, as well as a list of its divisional objectives for 2013-14. Packets of divisional publications and related materials were distributed, including a list of divisional highlights for 2012-13.

### **October 22, 2013 – Membership and Facility Usage Fees**

The committee reviewed and supported Recreational Sports' proposed 2014-15 membership and facility use fee schedules. RecSports is requesting no changes in membership or towel service fees and a modest increase in monthly locker fees for those opting to purchase on a monthly basis. A flat 2.33 percent increase in the facility use fee was also proposed. The increase is intended to compensate for escalating



maintenance and utility costs and is based on the average Consumer Price Index (CPI) over the past three years.

**November 22, 2013 - Updates**

This meeting did not achieve a quorum. No official business was conducted.

**February 11, 2014 – Whitaker Fields Update**

Dison gave a PowerPoint presentation that offered the most current information pertaining to the Whitaker Fields and Tennis Complex renovation project, including the project's history, scope, process and anticipated timeline. Formal fund-raising efforts for the project have begun, and naming opportunities are being discussed.

**March 27, 2014 – Election of Chair/Updates**

The meeting did not achieve a quorum, so no official business was conducted.

The purpose of this meeting was to have been the election of a chair of the 2014-15 academic year. Glenn Peers announced that he would accept nominations and conduct the ballot vote via email. Two nominations were received – Xiaofen Keating and Snehal Shingavi. Snehal Shingavi was elected by majority vote.

**April 29, 2014 – Updates and Wrap-up**

*Miscellaneous Updates*

Glenn Peers announced the chair elect for 2014-15, Snehal Shingavi.

Dison provided various miscellaneous updates, including a list of recent and upcoming events, organizational changes, and projects in which RecSports is involved, and thanked the committee for its support and efforts.

**Committee Activities/Meeting Topics for the 2014-15**

- Introductions and committee overview
- Election of vice-chair
- Review of divisional accomplishments from 2013-14 and goals for upcoming year
- Recreational Sports' budget updates for 2015-16
- Membership and Facility Usage Fees for 2015-16
- Updates and Announcements
- Special Topics as needed

Glenn A. Peers, chair

**B-3 Student Life and Activities Committee**

During the 2013-14 academic year, the B-3 Student Life and Activities Committee met six times (twice in the fall semester, three times as the full committee and once as a subgroup in the spring.)

The committee investigated ways it could better serve students. The committee members discussed the idea that organizations and offices already exist on campus that also have the charge of addressing student life and activities in terms of academics. The committee considered if regular meetings with student representatives would help to coordinate with existing campus offices and organizations. In an effort to find out what are the most pertinent issues to student life and activities and find better ways to coordinate activities, the committee invited representatives from various groups and organization on campus to meet at several of its meeting. We want to express our appreciation to the four visitors/guests who attended our meetings and shared their knowledge and experience about student concerns.

The committee investigated ways it could best meet its dual function/charge of looking “at issues concerning student life and activities from an academic perspective; to gauge whether student activities are beneficial to students’ education; to review and report to the Faculty Council annually about the status of intercollegiate athletics programs.” The committee questioned if the issues related to student athletes are sufficiently distinct from the issues of students in general to merit two separate committees, especially in the area of academics. The committee concluded that these two distinct areas of student life and activities need to be addressed separately even though there may be some overlap on certain issues.

**Student life and activities from an academic perspective and of benefit to education  
(in general / non athletics related)**

On November 26, 2013, Associate Vice Provost Carolyn Connerat spoke to the committee about activities that are taking place on campus in relation to the four-year graduation rate goal of 70 percent. These activities include initiatives such as 360 Connections; College Readiness; Degree Modernization; Data-Drive Success; Guiding Policy; and Investing in Students and programs such as Summer Bridge; University Leadership Network; PACE (Path to Admission through Co-Enrollment); Expansion of Success Programs, and Additional Scholarships, as well as a Help Desk has been created to answer student questions relating to enrollment and graduation. She distributed a brochure that describes the activities taking place under the guidance of Senior Vice Provost of Enrollment and Graduation Management David Laude.

Also at that meeting, the committee discussed ways to promote academic integrity (reducing plagiarism, etc.) for students on campus. Wynne Davis, the Senate of College Councils representative, discussed some of the activities already being done on campus in relation to the honor code (<http://utsenate.org/integrityut/honorcode/>). Some of the existing activities include: adding a statement on syllabi, having students click a button on Blackboard or Canvas when submitting work, posting the honor code on the wall in certain buildings on campus. The idea is to minimize gray areas in this area. (November 26, 2013)

On April 14, 2014, the committee invited Columbia Mishra, outgoing president of the Graduate Student Assembly (GSA) to the meeting to discuss graduate student concerns. The concerns discussed by the committee include:

- Graduate students feeling isolated from other students.
- Lack of affordable and accessible graduate student housing. A resolution was passed to have more affordable housing nearer to campus. Shuttle to Pickle Research Center will be shutting down.
- Recruitment of quality graduate students.
- Student stipends too low in relation to the cost of living. In 2010, the Faculty Council passed a resolution in support of graduate student stipends: [https://www.utexas.edu/faculty/council/2009-2010/legislation/grad\\_salaries.html](https://www.utexas.edu/faculty/council/2009-2010/legislation/grad_salaries.html).
- Short history (twenty years) of graduate student representation on campus.
- Graduate Student Bill of Rights and Responsibilities that is currently being written.
- Austin (the city) as one of the attractions that brings students to the University of Texas.
- Grievance procedures for TAs and IAs, especially in relation to advising, academic dismissals, and gender issues. TAs and IAs have had same process as for faculty. UT recently approved a new Graduate Student Grievance Policy: <http://www.policies.utexas.edu/policies/teaching-assistant-and-assistant-instructor-grievance-procedures>.
- Four year versus five-year graduate requirement: Longer time to graduation allows students to expand horizons (take coursework in other academic areas, participate in leadership, etc.).

Columbia Mishra gave the committee contact information for the upcoming representatives to the GSA.

Mario Gonzalez, committee member and Student Government representative also discussed issues related to undergraduate students. Some of the issues the committee discussed in terms of undergraduate students include:

- Need for meal plan on campus for students who live off campus.
- Transportation issues off campus (to grocery store).

- Need for more study space late at night on campus. Only Perry Castaneda Library (PCL) is available now, hope to have more locations such as Flawn Academic Center (FAC) also available.
- Graduation rates and the push to have students graduate within four years.

**Athletics (to review and report to the Faculty Council annually about the status of intercollegiate athletics programs)**

In its meeting on October 7, 2013, the committee discussed its role in regard to intercollegiate athletics. After the meeting, the committee reviewed the following two Coalition on Intercollegiate Athletics (COIA) recommendations in regard to intercollegiate athletics and student academic issues: *(Principles and Proposals Concerning NCAA Division I Restructuring* (October 2013) and *Increasing Faculty Engagement in a Deregulated Athletics Context* (February 2013).

On March 31, 2014, the committee met with Kevin Foster and Louis Harrison from the Athletics Council (AC) to discuss the role of the Student Life and Activities Committee (SLAC) in relation to college athletics. Committee members Ted Gordon and Michael Clement are the committee's representatives for athletics. Together the committee and guests discussed the following issues relating to college athletics include:

- Student athletes' heavy travel schedules.
- Student athletes' heavy practice schedules in season.
- Student athletes' health and especially mental issues.
- Guidelines to protect student athletes.
- Missing class day policy.
- Incentives to improve academic standards and conditions that allow for student success.
- Admission standards.
- Possible need for an external review of academics in college athletics at UT.

The committee continued the discussion on athletics and academics on April 14, 2014. Some of the topics the committee discussed include:

- Academic advisement to football.
- Focus on increasing graduate rates and GPAs. Both graduate rates and GPAs vary by sport.
- Need for better communication between athletics and the rest of campus.
- Role (and number) of the FAR (Faculty Athletics Representative) in relation to other Big 12 schools.
- Commercialization of college athletics (especially football and basketball).

On April 29, 2014, four members of the committee met to draft a proposal to submit to the Faculty Executive Council in regard to the future charge/mission of the committee and the possibility of splitting it into two separate committee at a future date. This was proposed to the Faculty Executive Council in June 2014.

Chandra L. Muller, chair

**C. INSTITUTIONAL POLICY OR GOVERNANCE COMMITTEES**

**C-1 Admissions and Registration Committee**

The committee met several times throughout the year—fall and spring semesters. Meetings were held in the Belo Center for New Media as well as at the office of Dr. David Laude, senior vice provost for enrollment and graduation management.

The committee was not charged with a directive from the Faculty Council, and thus, the committee worked with the senior vice provost for enrollment and graduation management on issues facing University during the upcoming year.

During the first meeting, the agenda was to discuss any directives by the Faculty Council and to elect a new "chair elect." Dr. Linda Ferreira-Buckley was voted the "chair elect" for 2014-15. There were no directives afforded by the Council Faculty.

At the second meeting of the year, Dr. Laude presented the committee with a timely issue facing his office. Specifically, we discussed the enrollment of students who have a parent serving in the military. The primary discussion was how to better accommodate military families within the current University policy. A follow-up meeting to discuss this issue was held in November 2013 in Main Building, Room 201. Vice Provost and Director of Admissions Kedra Ishop joined the group to provide further insight regarding the admissions process. At the conclusion of the meeting, Dr. Laude proposed the Admissions and Registration Committee meet on a regular basis with his office to continue discussions on a range of issues facing UT Austin.

In March 2014 at the final meeting of the year, the committee met in Main Building Room 201. The committee concluded its yearly business (old issues as well as new discussions) with Dr. Laude and made plans to meet this summer or early next fall to establish a closer relationship with the Office of Enrollment and Graduation Management.

Matthew S. Eastin, chair

### **C-2 University Academic Calendar Committee**

In 2013-14, the main activities of the University Academic Calendar Committee centered again on efforts to introduce a fall break in some form. In an attempt to achieve this goal, the committee finalized and put forward to Faculty Council legislation for extending the Thanksgiving Holiday break by giving the Wednesday before the holiday off. To avoid losing any instructional days, the proposal also included adding one instructional day at the end of fall semester by reducing the number of dead days before final exams. The legislation passed by a vote of twenty-three to fourteen in the Faculty Council meeting of May 5, 2014. Because the legislation was major legislation, it required a no-protest vote of the general faculty, which went out by email in May 6, 2014. A meeting of the general faculty to vote on this legislation is required, if twenty-five or more protest votes are received, amounting to 1 percent or more of the general faculty. The Office of the Faculty Council received forty-nine such protest votes, representing 2 percent of the general faculty; thus, a general faculty meeting will be held in the fall of 2014.

#### **Background**

The suggestion for a fall break originally came from an undergraduate student government resolution passed in February 2012, and a graduate student resolution passed in April 2012. The students favored a break that would provide them with an opportunity to rest in the middle of the fall semester, similar to the opportunity they have in the middle of the spring semester. They argued that the break would be particularly beneficial for freshmen adjusting to the workload and pace of college, and that a break might bolster freshman retention rates and decrease demand on student health services.

During the academic year 2012-2013, the committee put forward major legislation to introduce such a fall break during the ninth week of classes. The legislation was approved by Faculty Council but rejected by a majority of the General Faculty in a meeting held in spring of 2013. The legislation failed due in large part to resistance from faculty in Natural Sciences and Engineering, where a fall break would have resulted in a reduction of instruction of laboratory courses by one week. However, Faculty Council and the committee remained sympathetic to the students' concerns and also received encouragement from President Powers to continue the search for a generally acceptable solution.

Given the constraints of the academic calendar as spelled out in the Principles for the Development of the Academic Calendar, particularly the requirement to have at least 70 days of instruction and the constraint on when the last day of the semester can occur, the committee considered several options. It was found that starting the fall semester early, while legally allowed and logistically feasible, was undesirable as it would considerably shorten the duration of intersession between summer and fall terms, which would adversely affect instructors and students who teach/take summer classes. After much consideration within the committee and discussion on the Faculty Council, the above legislation was put forward. The pending legislation would

Make the Wednesday before Thanksgiving part of the Thanksgiving Break, thereby extending it by one day. Such a change would to some extent formalize what has become for many instructors a de facto off day as many students already do not attend classes on this day and instead use this day as travel day. Extend instruction by one day (a Monday) at the end of the semester, thus maintaining the 70 days of instruction as prescribed in the Principles.

Shorten the number dead days before final exam period.

Extend the deadline for submitting grades by six hours, from currently 10am to 5pm, on the last day of the final exam period. The Registrar's Office concurred that this would not create any undue challenges on their part.

On April 14, 2014, the proposal was presented to the Faculty Council and discussion was invited. While there was much agreement, concerns were raised about classes that meet only on Wednesdays, as they in fact would lose one day of instruction. On May 5, 2014, a vote was held by the Faculty Council and the legislation passed by twenty-three to fourteen votes. Because forty-nine protest votes were received from the General Faculty, a meeting of the General Faculty will be convened in the fall of 2014, followed by a vote on the pending legislation.

#### Other Committee Activities

The committee also discussed the merits of having a standing University Academic Calendar Committee and tentatively concluded that, upon disposition of any pending major legislation, it should propose to the Faculty Council that the committee be dissolved as a standing committee. Instead, issues pertaining to the University Academic Calendar should in the future be handled by an ad hoc committee.

The committee voted for Hans Hofmann to continue as chair for the 2014-15 academic year.

Johann "Hans" Hofmann, chair

#### **C-4 Educational Policy Committee**

##### Committee Membership:

Agarwala, Seema	2013 – 2016	associate professor, biological sciences
Arledge, Jane	2013 – 2016	lecturer, mathematics
Cummings, Molly	2012-2015	associate professor, integrative biology
Delgado, Cesar	2012-2014	assistant professor, curriculum and instruction
De Lissovoy, Noah	2012-2015	assistant professor, curriculum and instruction
Glavan, James J.	2011-2013	professor, theatre and dance
Roberts-Miller, Patricia	2012 -2014	professor, rhetoric and writing
Rose, Mary	2011-2015	associate professor, sociology
White, Stephen	2012-2014	professor, classics

##### Faculty Council Appointees:

Julien, Christine	2013-2014	associate professor, electrical and computer engineering
Martinez, Alberto	2013 – 2014	associate professor, history

##### Four Students:

Belanger, Robert	2013 – 2014	Senate of College Councils representative
Herrejon, Juan	2013 – 2014	Senate of College Councils representative
Sridhar, Siddharth	2013 – 2014	Senate of College Councils representative
Mishra, Columbia	2013 – 2014	Graduate Student Assembly representative

##### Administrative Advisors:

Abraham, Larry	<i>ex officio</i>	associate dean, undergraduate studies
Keller, Harrison	<i>ex officio</i>	vice provost and executive director, Center for Teaching and Learning
Fenves, Gregory	<i>ex officio</i>	provost
Stanfield, Shelby	<i>ex officio</i>	associate vice president and registrar
Consultants:		
Carpenter, Linda .	<i>ex officio</i>	chair, Student Deans' Committee, associate dean, communication
Poyner, Robert	<i>ex officio</i>	president, Academic Counselors Association, academic advising coordinator

The Educational Policy Committee (EPC) had a very productive and successful year. We began by outlining our accomplishments, all of which have appeared in our monthly minutes; the report closes with a description of issues likely to emerge next year.

*\*Consistency in Foreign Language Pre-Requisite.* As with last year, we scheduled our September meeting ahead of time so that we could begin the year right away attending to any new business. Associate Dean Larry Abraham (undergraduate studies) notified EPC that he was working with the admissions office on trying to more consistently enforce the rule that students must have taken a foreign language before entering UT. Undergraduate students who have not met the pre-requisite would have to take courses at UT to meet the requirement, but those hours may not count toward their degree. Although few in number, students who have not met this pre-requisite may not be treated consistently across colleges and schools because only a small number of bodies audit for it. When foreign language is required for a degree, it is conceivable that some students could apply the hours earned to make up for the foreign language deficiency toward their degree, despite the language of the rule. There was no proposed legislation at the time, but EPC unanimously passed a “sense of EPC” resolution supporting efforts to consistently enforce the requirement across campus. This resolution was supposed to come before Faculty Council at the May meeting to get full Faculty Council support. However, there was not time at that meeting to get the body’s support, and Professor Abraham was hoping to have a similar resolution passed by the Faculty Council Executive Committee so that the Office of Admissions would have faculty support in this effort.

*\*Course evaluations.* At the October meeting, we began work on the mandate from UT System to revise course evaluation forms to bring them into compliance with the items System now requires to appear as the first five items on all forms. Discussion of what should appear on the basic form (the most commonly used form) consumed four meetings (October, November, December, and January), with final discussions taking place over email. Our aim was to preserve as much of the current form as possible but also to use the opportunity to revise any confusing language and to drop items that we felt were not working well in practice (or that were now redundant with UT System’s items). We also were able to incorporate requests from students to rate the usefulness of supplemental materials and assigned texts (see last year’s annual report for more information on this). We presented EPC’s proposed form to Faculty Council as a report at their March meeting; that body offered a few suggestions, and the basic form was approved in April. A subcommittee consisting primarily of Professors Cesar Delgado, Noah De Lissovoy, and Mary Rose worked on a proposed extended form incorporating the approved items from the basic form, existing items, and any ideas from best practices in measurement. EPC discussed and approved this proposed form over email, and it was presented to Faculty Council as a report in April with a final vote taken in May. In addition to changes in language, both forms will now include instructions that clarify that “neutral” should not be used to indicate “not applicable.”

*\*Q-drop rules altered.* EPC received notice from Professor Mihran Aroian (McCombs) that last year’s removal of the faculty signature on Q-drop forms resulted in some students being able to Q-drop a course in which a professor has accused them of some form of academic dishonesty. Professor Aroian requested that EPC align the Q-drop language with that of the One Time Exception policy (which contains a prohibition against using the OTE to avoid a charge of dishonesty). One challenge in proceeding with the request was that drops associated with cases of non-adjudicated charges of academic dishonesty could not be held up. Student Judicial Services (SJS) investigates and rules on such cases and needs clear power to retroactively

change a *Q*-drop back to a letter grade in cases where the charge is eventually supported. The committee worked across two meetings to develop language that would empower SJS in this way. This was presented as a report at the April Faculty Council meeting, with final approval coming in May.

*\*Vice Provost Subcommittee (Policy Implementation Group)/last 24-of-30 rule.* The EPC chair served on the ad hoc committee created by David Laude that had arisen from the Task Force on Graduation Rates report to assess which policies could be implemented quickly and might have an impact on four-year graduation rates. The ad hoc committee has since transformed into a committee that looks more generally at ways to improve the *General Information* catalog (GIC). This body recommended that EPC submit a proposal to eliminate the so-called “24-of-30” rule, which predates a University-wide sixty hour in-residence rule. Prior to the sixty-hour rule, the logic for requiring twenty-four of the last thirty semester hours counted toward the degree be completed in residence ensured that the degree was earned from courses taken at UT Austin, particularly for major courses, which many students complete at the end of their time at the University. However, the sixty-hour rule requires that a substantial portion of one’s degree be earned from UT Austin coursework. In addition, colleges, schools, and departments have been free to create their own in-major requirements, and all colleges, except (currently) the College of Education, have some minimum residency requirements. With the latter in place along with the sixty-hour rule, the “24-of-30” rule had less justification and limited the semesters in which students could study abroad or take courses at other institutions closer to their homes. (UT Austin would accept such transfer credit, subject to existing limitations, if it were done, e.g., a year prior). After discussion at the December and March meetings, the EPC supported the change. The proposed elimination of the “24-of-30” rule was presented to the Faculty Council as a report in April with a final vote occurring in May. The secretary of the Faculty Council, Dean Neikirk, classified the proposal as major legislation, which meant the legislation had to be presented on a no-protest basis to voting members of the General Faculty. Since only four protests emerged, on May 22, the legislation—with some minor editorial changes identified from a faculty member during the no-protest period—was transmitted to the president for consideration.

*\*Unfinished/future business.* As we had a busy year, particularly due to the need to revise the evaluation forms, there were several items that we were discussed but not finalized into proposed legislation for Faculty Council. They are as follows:

- -Clarification is needed for the rule governing when students may apply for a refund when they withdraw for a semester. Currently, there does not appear to be a time limit on when someone can request a refund if they retroactively withdraw many years after a semester (which can occur under very limited circumstances). It is onerous for the University to maintain all necessary accounting records for all students to make such a hypothetical refund possible. The registrar supports a rule that would set a limit on when refunds can be granted (e.g., ten years). In December we discussed possible language to create this limitation, but it was never finalized.
- EPC would like to add a line to the GIC section on dropping courses that encourages students to discuss their circumstances with a faculty member before dropping a course. Given that we have eliminated the signature requirement, we need other means for conversations to occur between students and faculty because sometimes a student can be counseled into staying in a course and not waste the time/money associated with a drop. Although we had language approved for this purpose, the May Faculty Council meeting ran long, and we did not have time to have a final vote on it. Because it is expected to be highly uncontroversial language, it was postponed until fall, where it can be taken up quickly.
- The Policy Implementation Group also asked that rules for the one-time exception policy more closely resemble those for the *Q*-drop. In particular, it is proposed that the faculty signature requirement be removed; in addition, two-tiered rules for students who have versus have not completed two long semesters would be removed (currently there are different rules for freshman versus others); and there would be no grade restrictions on who can drop (currently a non-first-year student can drop only if they have a *D* or *F* in the course). EPC approved these changes. However, before presenting this to the Faculty Council, we identified one problem with the new rule, which is the need to verify that a final grade has not been assigned in the course. As of now, we do not know another way to confirm this without a faculty signature. Until that issue is addressed, the proposed change is on hold.
- *Appropriate ways to respond to struggling students.* For our February meeting, EPC invited Senior Vice Provost David Laude to come to our meeting and describe a new program offered in the College of

Natural Sciences. The program, “Major Switch,” was designed to assist students who are failing two or more courses in natural sciences in a given semester. Students failing at least two of these courses (typically introductory courses in chemistry, biology, and calculus) are identified about six weeks into the term and invited to come in for advising. As part of that meeting, they are told that they can switch out of those courses into ones taught largely in the evenings and online. The alternative courses are designed to be similar to the non-major versions of such courses in these fields. If the students pass these alternative courses, they get credit for the first six weeks in the original course, which allows the course to meet minimal contact hours, and they are assigned whatever grade they earned in the alternative course. In this way, the student’s GPA is not shattered by two or more *F*’s and they retain the credit, which will not, in theory, slow time to graduation. As a condition of switching, they cannot major in the natural sciences. Of 120 students who came in for advising in fall 2013, forty-five took the offer, and 90 percent went on to pass the alternative courses. EPC discussed the program for several reasons. First, it is permitted by a footnote in the GIC that allows drops or adds after the deadline for “programmatic needs.” (This footnote allows, for example, for someone who auditions late in the semester for a play and earns a role to be retroactively added to any credit-granting mechanism associated with that time commitment.) Major Switch is a quite expansive use of that footnote, although Shelby noted during the meeting that (a) he personally knew of designs for the program when the footnote was initially written and approved by EPC; and (b) not any “programmatic need” would be allowed to support a late drop or a late add. EPC would like to see the boundaries of “programmatic needs” formalized so that subsequent registrars understand such limits. As for the Major Switch program itself, it has been particularly useful for the subset of struggling students who have abilities but are simply in majors they do not like – hence the issue is motivation rather than skills (e.g., their parents expect them to major in a scientific field, but they do not like it). It is harder to identify such students earlier in a term (e.g., they may score well on aptitude tests). However, some EPC members expressed concerns that (a) the program benefits only some struggling students (e.g., someone who is struggling in another discipline would not have this option), (b) it is challenging to make an alternative course truly equivalent when it commences so late in the semester, and (c) how students are encouraged to join the program must be monitored carefully, to avoid an appearance of coercion. In general, this is the type of academic program over which Faculty Council should have input, and as far as we know, we have not seen that type of oversight yet. There is no current or pending legislation on Major Switch (and the chair had not seen the latest figures on any enrollments from the Spring), but Faculty Council and EPC should be made aware of how such a program operates on campus.

- *Student proposals to clarify rules governing multiple finals.* At our final meeting in late April, student members submitted proposals that would address the issue of students’ having three or more final exams on a single day. Currently, students in this situation can request an alternative time from a professor, but no rule determines which professor has to shift the day/time of the exam. Because it was too late for any proposals to go before Faculty Council, EPC discussed the issue and identified challenges to crafting a rule, particularly when some professors are adamant about not giving alternative exams for reasons of test security and other factors. This issue will likely return to the EPC in the fall for more discussion/specification.

The Chair wishes to formally thank all committee members for their hard work and diligence this year. In addition, we are grateful to the College of Liberal Arts, School of Undergraduate Studies, and the provost’s office for allowing us to use their meeting spaces. Dr. Rose will continue as the EPC chair in fall 2014.

Mary Rose, chair

### **C-5 Faculty Building Advisory Committee**

The Faculty Building Advisory Committee met twice during the 2013-14 academic year, once for a briefing on the Dell Medical School and to review a Landmarks proposal for public art associated with the Norman Hackerman Building (NHB), and once for an assessment of the future mission of the Committee.

The need for the mission review was necessitated by the commissioning of the Campus Master Plan Committee (CMPC), a governance body called for in the 2012 Campus Master Plan, whose mission overlaps some aspects of that of the FBAC. The review resulted in a recommendation that the FBAC propose a new mission to the Faculty Council Executive Committee that favors the addressing of strategic,



campus-wide facility issues over building-specific technical reviews.

Recommendations for a new mission statement were presented to the Faculty Council Executive Committee and are pending approval by 2014-15 Faculty Council.

Brian E. Roberts, chair

#### **C-6 International Programs and Studies Committee**

Our committee considered five matters this academic year:

- Diversity and cultural awareness of undergraduate international students.
- Development and implementation of a Survey of Faculty Directors of Study Abroad Programs.
- Unchanging stipends for meal and incidentals for study abroad programs.
- Duplication of insurance coverage for students and faculty on study abroad.
- Compromised ISOS evacuation insurance.

The summarization of the decisions and findings regarding these matters are below:

Agenda item #1: Diversity and cultural awareness of undergraduate international students

Summary: The International Office provided an International Student and Scholar Population Statistical Report Fall 2013. Below, we append the report from Teri Albrecht (Appendix A). Of 3653 applications, 281 were enrolled. Numerous programs exist to build diversity and cultural awareness for these students, including PALS and Language Circles, Friendship Program, International Floor in Whitis Court, International Fellowships Program, Young African Leaders Initiative and Longhorn Dreamers Project.

Agenda item #2: Survey of Faculty Directors of Study Abroad Programs

Summary: The Study Abroad Office developed a survey in conjunction with the International Programs and Studies Committee and the International Crisis Advisory Team to investigate preparedness and issues of faculty directors of Study Abroad. Below, we append the report of this survey from Heather Thompson (Appendix B). In sum, almost all faculty directors attended a Health and Safety workshop and felt adequately prepared; students were given extensive information prior to departure; additional resources were requested by faculty; and common challenges faced while abroad were identified.

Agenda item#3: Unchanging stipends for meals and incidentals for study abroad programs

Summary: Stipends for meals and incidentals for study abroad programs have not changed in many years such that the faculty director must provide personal funds. The problem relates to the concomitant lack of change in the University per diem and is unlikely to improve in the future.

Agenda item#4: Duplication of insurance coverage for students and faculty on study abroad.

Summary: Insurance coverage is required by study abroad affiliates, regardless of existing University coverage. It is unlikely that this problem can be solved.

Agenda item#5: Compromised ISOS evacuation insurance

Summary: The data of the ISOS evacuation insurance required for study abroad was compromised. An amount of \$2 million and one year of surveillance has been offered to University faculty.

Jeanne Freeland-Graves, chair

#### **C-7 University of Texas Libraries Committee**

The committee had a busy year: we met four times in the fall semester and five times in the spring. We

greatly appreciate the help of UT Libraries staff in support of our work.

One of the key topics that the committee discussed throughout the year was the libraries budget. A new directive from the Board of Regents calling for the University to develop a five-year projection that showed a balanced budget with all recurring expenses met by recurring funds proved to be a challenge, as earlier libraries budget planning had expected to draw on non-recurring funds to meet some expenses. Furthermore, meeting the continuing rise in the cost of periodical and database subscriptions (a 5.75% annual inflation rate is projected) in a period of tight budgets throughout the University also will be difficult. At present, the provost's office plans no new allocation of funds for libraries from the central administration for at least three years: this means that, given the projected increase in subscription costs, the libraries budget will have fallen short by \$1.5 million of the amount needed to maintain its current level of service by the end of the 2016-17 fiscal year and an additional \$645,000 will be required the following year to restore the budget to account for the inflation index. If there are no new allocations over the entire five-year period, the budget will have effectively shrunk by 28.5%. There will inevitably be an impact on all libraries' functions – collections, public services, and support operations – and upon teaching and research. The committee informed itself on these matters and will need to continue to monitor the situation and to discuss how the libraries can best absorb the impact of fiscal constraints while maintaining the level of excellence that we all expect.

A second important topic that the committee concerned itself with during the fall semester was Open Access and the University's policy concerning the electronic deposit of theses and dissertations (ETDs). These matters are a concern as the libraries manage the UT Digital Repository, which provides open, on-line access to the products of the University's research and scholarship. We learned that a number of research universities have adopted policies supportive of Open Access, with some providing funds to cover author fees that are sometimes charged by open access journals. This might prove to be a saving response to the cost inflation of academic journals, though here at UT faculty are, in general, not well-informed regarding these issues. On the other hand, electronic deposit of theses and dissertations is a requirement at the University, with the option of requesting an embargo on a case-by-case basis. Policies regarding embargo practices for ETDs have raised a great deal of concern throughout the academic community in recent years, and a number of scholarly organizations have issued statements on the matter. From our discussions, it became clear that the ramifications of these matters are complicated and vary substantially across academic disciplines. While the UT Libraries do not set policy here, it is important that they understand and follow University policies and include as part of the digital repository a clear statement of what those policies are. Without doubt, these are matters to which the committee will return in future.

At our December meeting, Fred Heath, the vice provost and director of UT Libraries, informed the committee of his plans to retire, effective 31 August 2014. One of the express responsibilities of the committee is "to advise the president in the event it becomes necessary to appoint a new librarian," and this became the committee's primary concern during the spring semester. In January, we met with the provost, Gregory Fenves, to discuss the search process and the qualifications for the new libraries director, and in subsequent meetings we addressed the make-up of the search committee, the search schedule, and the profile of an ideal candidate for the position. Additionally, the chair of the committee met separately with senior library administrative staff, representatives of the Libraries Staff Council, and the Library Advisory Council to discuss the search and to inform himself on challenges facing the new libraries director. The search is ongoing, and the UT Libraries Committee is represented on the search committee by Michael Winship and Loriene Roy (current & incoming chairs), as well as David Leal and Warren Hunt (former chairs).

The primary charge of the committee is "to become well informed concerning the functions of the University of Texas Libraries, including the branch libraries," and over the course of the year we did this in many ways. We held meetings in the Life Sciences Library (MAI 220) and Architecture & Planning Library (Battle Hall) in order to learn more about them. We also heard presentations on the plans for establishing a new Collaborative Learning Commons in PCL, the University Libraries Poetry Center, the Human Rights Documentation Initiative managed by the libraries, the libraries' digital curation of the Mappa Mundi project, and current plans for UT Libraries development. We also gathered and reviewed information on current plans for providing library services for the new Dell Medical School.

Michael Winship, chair

### **C-8 Parking and Traffic Appeals Panel**

The Parking and Traffic Appeals Committee reviews the second level of appeals for fines arising from enforcement of the University's parking regulations. A person receiving a parking citation can first appeal to the Parking and Traffic Services staff, and if not satisfied with the result, can appeal to the Committee to consider their case for reduction or dismissal of the fine.

The Committee is divided into six review panels, each with six or seven members, and a mix of faculty, staff, and students. Each review panel considers a group of appeals, five to ten at a time, over a 2-3-week period. The individual panelists use their UTEID and password to access the web-based site to review the cases. Each case consists of evidence presented by the Parking and Traffic Services Administration and the appellant. After reviewing the case, the panelist enters a vote to Uphold, Reduce or Dismiss the fine. The Chairperson of the Committee reviews the panelists' votes and comments and makes the final decision on the appeal. There is no further avenue for appeal beyond this Committee. Generally, about three quarters of the Committee's membership responds when asked to review appeals, and this produces 4-6 responses per appeal, enough to gain a collective sense of how each appeal is viewed by the Committee members.

To date, the Committee has considered 167 cases. Of the 167 cases reviewed, the following percentages recognize the Committee's overall panel review outcomes.

- Denied – Citation upheld            49.15%
- Fine reduced                            27.11%
- Warning                                 13.01%
- Upheld – Citation dismissed        10.73%

The Committee elected Michelle Habeck as Chairperson of the Committee for the 2014-2015 academic year.

The Committee Chairperson extends deep appreciation to the Committee members for their timely and thoughtful reviews of the cases this year. She is also very grateful for the support of Parking and Traffic Services staff, in particular Margaret Rogers, Matthew Enos, Paul Muscato, and Amanda Harkrider in the operation of the Committee.

Michelle Habeck, chair

### **C-9 Transportation Policies Committee**

The C-9 Transportation Policies Committee had a quiet year during 2013-14. A copy of the minutes of our April 25 meeting is attached in Appendix .

We do not officially have a chair elect. No faculty members volunteered to serve as chair for 2014-15. I could serve again as chair, but I may have reached term limits on this committee.<sup>1</sup> Bruce Spector, who is staff representative, would be willing to serve as chair if that is acceptable. I think that Bruce Spector would make a good chair: he has been a member of the committee for a long time, and he has been diligent in attending meetings and attending to the business of the committee. I therefore recommend that he be named chair elect.

One thing the committee tried to do (but failed) was to encourage Parking and Transportation Services

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<sup>1</sup> Professor Novak would be eligible to serve as the committee chair in 2014-15.

(PTS) to provide charging facilities for electric cars in University garages. PTS had little enthusiasm for this idea.

Austin is ranked fourth in the nation for number of electric cars (behind San Francisco, Seattle, and San Diego). National Instruments in Austin provides twelve parking spaces with chargers for its employees; the University, much larger, has zero.

Because charging an electric car takes considerable time, it is not possible to "fill up" an electric car as it is for a gasoline car. Because electric cars have limited range, University faculty and staff who live in surrounding towns such as Georgetown, Bastrop, or San Marcos might not have enough range to drive to UT and back. Charging while the employee is parked at the University would be ideal, would be a natural part of UT parking, and would not compete with the private sector. Use of electric cars would reduce pollution and provide resiliency in case of an oil shortage.

In addition to the reluctance of PTS, providing charging at the University seems to be stuck in a legal limbo. UT Austin cannot legally give away electricity (charging an electric car would typically use about \$1 of electricity per day at retail rates). However, State law prohibits the University from selling electricity.

If the president pushed, there might be some way to overcome the legal difficulties (e.g. by charging for enhanced parking services rather than considering it to be selling electricity). Without such a push from the administration, PTS does not seem inclined to do much about this issue. Perhaps the Faculty Council could try to get some action on this next year.

Gordon Novak, chair

#### **C-10 Recruitment and Retention Committee**

**EXISTING FUNCTION:** To address the matter of recruitment and retention of minority students and to advise the Faculty Council and the president on constructive solutions to alleviate the problems of recruitment and retention

**PROPOSED NEW FUNCTION:** To review University activities, programs, and initiatives, which affect recruitment and retention of minority and disadvantaged students, and to advise the Faculty Council and the president of significant findings and of any actionable items.

**Concerning the EXISTING FUNCTION:** This committee was formed some thirty years ago when this University was beginning to value diversity as an integral part of a university education. Over the ensuing decades, external restraints on University actions, such as reverse discrimination judgments, the "10-percent" rule, or enrollment pressures, have forced this institution to adapt. Various outreach, financial aid, and on-campus-integration programs have been created. Examples include Gateway Scholars, Longhorn Scholars, Sanger Learning Center, and UTurn—even leading up to the Division of Diversity and Community Engagement at the University vice president level. The professionals running these programs deal with "the matter of recruitment and retention of minority students" continuously, they have good ideas and some resources carry them out. Of late, especially under President Powers, the central administration has gone to great lengths and considerable expense to defend academic diversity. It would seem that a volunteer standing committee would have very little chance of offering new constructive solutions. In short, this committee has outlived the circumstances that led up to its creation. In its present form, Standing Committee C 10 Recruitment and Retention should cease to exist.

**Concerning the proposed new function.** We believe that there is still value in *academic* faculty input into recruitment and retention programs aimed at minority and disadvantaged students. Many of these programs operate semi-autonomously, answering only to the administrative structure of the University. In most cases, they do excellent work, and recruitment and retention programs would not be what they are if faculty members were micromanaging. Nevertheless, occasional consultation with representatives of the general faculty, accompanied by appointed staff and upper-level students, should be a good thing.

In the last few years, graduation rate pressures and enrollment management initiatives have led to the creation of the School of Undergraduate Studies and such things as special financial aid packages and summer orientation programs. These programs have consequences for students at all levels, but most are designed for disadvantaged students, many of whom are minorities. It should also be within the purview of a committee of *academic* faculty to review these.

C 10 Recruitment and Retention should be reconfigured to this role.

**Vision:** Acting under the proposed new function, this committee would select a small number of these programs, enrollment management initiatives, or specific operations of the School of Undergraduate Studies for review and consultation each semester. A subcommittee of at least two faculty members, along with appropriate staff and students, would survey the normal operations of its assigned program. In interviews with the professional staff, they would review the program, its success and its weaknesses and give an academic perspective. In rare cases, it would be incumbent on the overall committee to take appropriate action, but on a case-by-case basis. The committee should also be available to review formation, combination, or elimination of these programs.

The intent of these reviews would be to foster consideration of disadvantaged and minority students. The attitude of the review should be encouraging and formative, rather than excessively quantitative and judgmental. Program professionals would be encouraged to think of the reviews as opportunities to share the work they do for disadvantaged and minority students. They should expect to receive constructive advice from an informed, impartial, panel of reviewers.

The constitution for the committee should be rebalanced to stress academic faculty.

**Conclusion:** The original function of the Recruitment and Retention Committee is very proactive in that it says, “advise...on constructive solutions”. Over the years, this committee lapsed into a moribund state, proposing few novel solutions and being ignored when it did. The proposed new function would elevate the committee from moribund to oversight status and, infrequently, to a reactive status. The committee may again be a useful component of faculty governance.

Llewellyn K. Rabenberg, chair

### **C-11 Research Policy Committee**

The Research Policy Committee (RPC) held four meetings this academic year: 9/9/13; 10/28/13; 12/2/13; and 3/17/14. The meetings were convened by Elizabeth Gershoff, Chair of the committee. The meetings were well-attended, with between 10 and 15 members at each meeting.

The initial meeting of the RPC on 9/9/13 was dedicated to identifying issues to address in the coming year. The main topics generated were authorship issues with graduate students and how faculty can meet pending federal requirements for open-sourcing data. We also had a discussion about promoting interdisciplinary research. Financial incentives were cited as good means of facilitating such collaborations.

On 10/28/13, the RPC meet with Mary Steinhardt, the Faculty Ombuds, to discuss authorship conflicts between faculty and graduate students or post-docs. Mary noted that conflicts over authorship often come down to the relationship between the faculty and student, and that when she meets with faculty she often advises them to really think about the interests of the student. She also noted that there are different standards across different departments and fields about what warrants authorship and in what order. Ideally, these issues are decided on before the writing begins. Mary recommended the 1993 article in *American Psychologist* by Fine and Kurdek that discusses these issues.

The RPC decided to gather guidance on these issues from various disciplines and departments and to think about developing a set of guidelines that could be applicable across departments. The RPC was not able to return to this issue in the spring semester, and thus this remains as a task for the 2014-2015 RPC.

On 12/2/13, the RPC met with Colleen Lyon, digital repository librarian from PCL, and Maria Esteva, data archivist at the Texas Advanced Computing Center, to discuss data archiving and data sharing and how the university can assist faculty in doing both. Colleen described the UT Digital Repository which is meant to store scholarly works by UT faculty and students. The Repository can store datasets if they can be accessible to the public and if they do not have any files larger than 1 GB. Maria then described the capabilities of TACC, which she noted can house large databases and can store them in a way that could allow others to access and use the data. She noted that all faculty can store data in the TACC systems, but that few know about the service. The committee encouraged her to publicize the TACC data storage systems to faculty, which she did a few weeks later.

At its March 17<sup>th</sup> meeting, the RPC met with Rebecca Wilcox, Senior Program Coordinator in the Office of Undergraduate Research, and Kyle Ford, from the Undergraduate Research Committee of the Senate of College Councils, to discuss the Eureka database and how it might be enhanced for student use. Rebecca noted that there is high demand from undergraduates for this service who are interested in doing research. The main problems noted with the current database are that it does not draw down data from faculty websites and that it is not updated by individual faculty, problems that combine to make Eureka out-of-date. Currently, Eureka is only able to be updated by hand. Committee members suggested linking faculty CVs that are submitted every year to the University to the Eureka site and adding a functionality that allows faculty to list current research opportunities and whether students must be in the same School or not as well as faculty willingness to supervise independent study. The committee also suggested that Rebecca contact the Associate Deans for Research within each college and ask them to ask faculty to update their Eureka profiles.

Elizabeth Gershoff, chair

#### **C-12 Responsibilities, Rights and Welfare of Graduate Student Academic Employees Committee**

**Summary:** 2013-14 was a very quiet year for the Responsibilities, Rights and Welfare of Graduate Student Academic Employees Committee. No major issues were brought forward to the committee to evaluate or discuss.

The one issue brought to the committee, in which the committee served in more of an advisory role, was a draft version of a bill of rights for graduate students. On November 21, 2013, the Graduate Student Assembly (GSA) passed a resolution requesting that the Graduate School adopt the bill of rights once approved by the GSA.

On March 5, 2014, GSA representatives Columbia Mishra, GSA president, and Omar Al-Hinai presented the draft bill of rights to the committee for discussion and feedback. All committee members were present except one, and Dr. Terry Kahn, associate dean of graduate studies, was present representing the Graduate School. A very lively discussion took place and committee members provided a plethora of suggestions and recommendations for the GSA. Overall, the committee endorsed the idea of having a Graduate Student Bill of Rights, but revisions were necessary. Since this was the first draft and major revisions were encouraged, it will not be part of the record and thus is not attached.

On March 5, 2014, the final action of the committee was the election of Dr. Sheldon Ekland-Olson as 2014-15 committee chair.

Marv Shepherd, chair

#### **C-13 Information Technology Committee**

During the 2013-14 academic year, the C-13 committee provided input and feedback related to a number of University information technology initiatives and issues. Chang Liu (Moody College of Communication) served as chair of the committee and Gordon Novak (College of Natural Sciences) was vice chair.

The committee met throughout the academic year to discuss University IT needs, initiatives, and policies and to provide feedback and recommendations to the chief information officer and the Faculty Council. The committee met on the following dates: September 9 and 18, October 16, November 18, February 25, March 25, and April 22. During the initial meeting, Brad Englert, UT chief information officer, provided an overview of the IT governance structure and discussed the increasingly important role of the committee in the structure. The major issues and recommendations made by the committee are summarized as follows:

**Transition to Canvas.** The committee had multiple briefings on the status of the Transition to Canvas, the Learning Management System. Committee members who had used Canvas indicated they, as well as their colleagues, were very pleased with the affordances and usability of the Canvas and gave very positive evaluation of Canvas. It appeared that the transition to Canvas had been conducted well, (e.g., 29% of the UT courses were using Canvas, exceeding the 25% goal for the Spring semester of 2014, while the goal of Fall 2014 is to reach 50% and then 100% for next year). BlackBoard will be phased out on August 31, 2015. In addition, the committee also provided several suggestions to smoothen the transition to Canvas and to improve the function of Canvas. For example, provide the Canvas training by different approaches such as having regular training sessions for faculty and going to the colleges and departments to train faculty; let faculty informed of the transition timeline (this may need several inputs to faculty by different channels). Some technical suggestions were also provided such as including a plagiarism tool and faculty's teaching/research website that were or would be constructed.

**UT Shared Services.** In the October monthly meeting, Kevin Hegarty, Vice President and Chief Financial Officer, gave a presentation on the UT shared services and discussed concerns and issues with the committee. Due to the change of funding climates (e.g., relative low tuitions and continually reduced state funding), the current support of administrative services is hard to be sustained. Shared services, the consolidation of business operations that are used by multiple units of the same organization, may offer UT Austin the ability to maintain its quality of service, improve career opportunities for staff, and create savings that can be reinvested into the university's mission of teaching and research. A set of recommendations are submitted by the Shared Services Executive Steering Committee (Executive Steering Committee) and are initially expected to yield a net saving of \$30-40 M and a gross total savings over 12 years of \$280-320 M. A more gradual approach is being taken toward implementation with an examination of pilot projects in place for the coming year. Moreover, additional faculty members were added to the Shared Services Executive Steering Committee. Over the coming years, the UT shared services are to address funding constraints by focusing on three imperatives: maintain and/or improve services, create new career opportunities for staff, and reduce costs. The committee expressed and discussed some concerns with Kevin, e.g., the need for transparency and more frequent Shared Services, and how the centralized Shared Services fit to the administrative needs of individual units. Open dialogs and discussion on the Shared Services were being conducted across the campus and would continue until the end of fall semester.

**Student Bandwidth Strategy and Syllabus Bandwidth Notice.** William Green, the Director of Networking and Telecommunication in the ITS, presented the student bandwidth strategy and syllabus bandwidth notice to the committee and discussed the issue with the committee. First, for the new Student Bandwidth Strategy, students are required to purchase the bandwidth if they wish to use internet on campus and they will no longer receive minimum allocations that have been adopted for recent years. The strategy is to provide students the freedom to pursue their interests and be individually responsible, to ensure adequate bandwidth resources available, and to have the university protected from liability. This new strategy will be implemented as soon as Fall of 2014, but no later than Fall of 2015. For the academic year 2014-15, students will continue to receive 500MB per week at no additional cost. More bandwidth (4 tiers) is available at the announced lower rates (starting at \$3.00 per semester). Faculty, staff, and graduate teaching/research assistants will receive an allocation, depending on their appointment. One suggestion for the proposed bandwidth strategy is that some free wireless internet connect can be served in libraries for the students who do not want to purchase the bandwidth. Second, for the Syllabus Bandwidth Notice, all course syllabi with a technology component are recommended to include campus network bandwidth recommendations that are appropriate to fit the course needs. Two samples are provided for course syllabi. Additional syllabus languages are also recommended for courses using wireless connection in the specially equipped large auditoriums.

UT Streaming Media Task Force recommendations report. Kamran Zai, from the College of Pharmacy, introduced the current charge of the task force that included: evaluation and recommendation for central streaming media service, determination of funding sources for a centralized streaming media service, and evaluation of streaming media storage options. A report of the survey on the Streaming Media Service at UT conducted in Fall of 2012 was handed to the committee. In summary, the report indicates that there is a strong need for streaming media technology at UT that is used widely for both live and archived content. The problem was the inconsistency, duplication of effort, and the difficulty of accessibility in the Streaming Media Service, likely due to the diversity of technologies in use across the campus. A shared offering would be highly needed to diverse constituents working with the streaming media. In the spring semester of 2014, the task force has decided short-, medium-, and long-term goals. The short-term goal is to develop resources providing information on the current available streaming media services (e.g., Echo 360 and Mediasite for departmental lectures; ITS services including UStream for large university events). The medium-term goal is to propose a central Wowza streaming service with UT libraries as the hub and provide this service to campus. The long-term goal is to provide approaches to fit the need of UT's future online education and presence. During the presentation, the committee discussed related issues such as the copyright of faculty's lecturing video/audio and when considering to centralize the streaming media service, how to integrate resources and fit needs at different levels (e.g., colleges and departments), especially for those UT units that are heavily streaming media users.

The UT Web Infrastructure Project. Jenn Coast and David Moss from the ITS gave a presentation and discussed with the committee on the UT Web Infrastructure Project. Overall, the UT Web Infrastructure project is to replace Web Central and launch a new, panel-based shared web hosting platform. A timetable of the Web Infrastructure project is provided with details as follows. The detailed design was completed in 2013, while the work is underway on two proof-of-concept phases for the academic year 2013-14. To date, the project team has met with nearly a dozen colleges, schools and units across the UT campus to review the project's progress and upcoming timeline and answer questions. During the presentation, the committee had a discussion on several issues such as the effect of faculty's research website migration and the relationship between the Web Infrastructure project and the centralized data storage. In general, the Web Infrastructure project is only for www.utexas.edu and there is no effect on the faculty's website at this moment. Faculty's research data can be moved to the centralized data center, but this is an individual decision, up to the faculty.

The Web Redesign Project. Julienne VanDerZiel from the ITS provided the committee with the Web Project Design update. Overall, university communications and ITS are working together to plan, design, and build the next generation digital experience for the UT community. In 2012-13, a new mobile strategy for UT was defined and approved by the Mobile Strategy Task Force and the IT governance committees and funded by Budget Council and SITAB. Now this project has been referred to the Digital Experience Program and a number of projects are being simultaneously conducted to meet the strategic goals. Moreover, several issues related to faculty teaching and research are discussed. These issues included the availability and flexibility of the Web services team to colleges and departments, security and transmission of research data, support to faculty's research website design (e.g., whether it is free depends on the nature of the research work), and online submission and digital storage/copy of faculty annual report.

The UT online Learning Infrastructure. In the April monthly meeting, Joseph Tenbarge from the College of Liberal Arts, and Emily Cichini from the Moody College of Communication, introduced the UT Online Learning infrastructure RFP (request for proposal) through the Center for Teaching and Learning (CTL). The RFP is to integrate multiple resources to assess online learning productivity and capability more efficiently and comprehensively for teaching, learning and research purposes. The proposed online learning infrastructure will be composed of four main parts: data management and computation, administration, instruction, and analysis. The proposed online learning infrastructure will cover a number of aspects of online learning at UT including online research and library, Edx courses, education data access management and analysis, and etc.

IT Governance Structure. A new standing committee of the General Faculty has been approved by the President: C-14 Technology-Enhanced Educational Oversight Committee. The function of the C-14 committee includes: 1. evaluate and formulate policy on technology-enhanced education and make



recommendations on such matters to the Faculty Council and to the University's Steering and Strategic Policy Committees on Technology-Enhanced Education; 2. ensure that initiatives in technology-enhanced education further the University's mission to be a university of the first rank.

Election of C-13 IT Committee faculty chair for 2014-15. Dr. Betsy Greenberg was elected unanimously by the Committee to serve as the Chair of the C-13 IT Committee for the academic year of 2014-15.

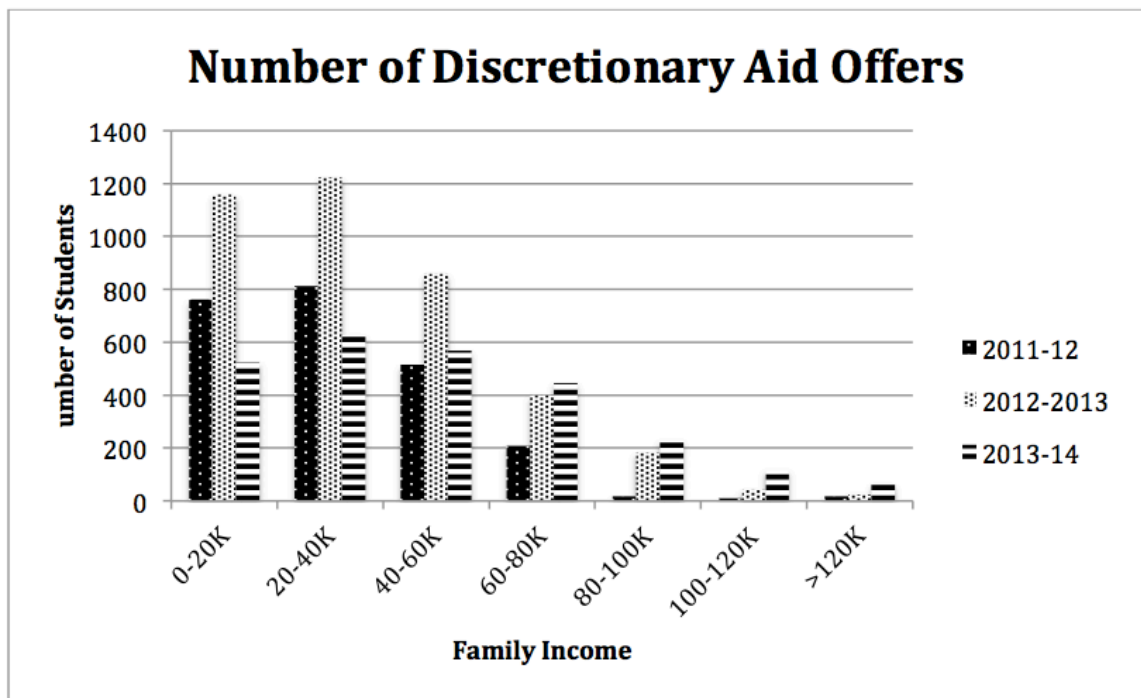
Overall, the C-13 committee have discussed and made recommendations on major IT needs and issues at UT in the past year. Some changes have been made to the various proposals presented to the committee, reflecting the feedbacks and suggestions from the committee and other IT-related committees across the campus.

Chang Liu, chair

Appendix 1—Committee on Financial Aid to Students  
 Question Submitted to president Bill Powers  
 UT Austin Faculty Council Meeting (May 5, 2014)

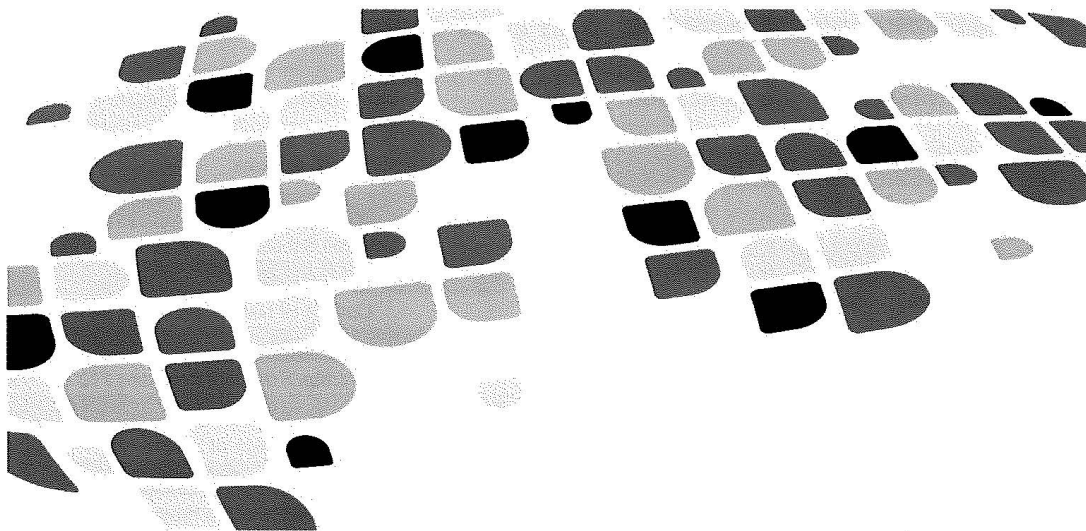
Dear President Powers,

In an attempt to increase four-year graduation rates, in 2012, U.T. Austin began to use the software program “Dashboard” as a basis for awarding discretionary financial aid to all incoming freshman students for the academic year 2013-14. Since then, data from the Office of Student Financial Services (see the graph below) indicates there has been a significant decrease in the number of students from low-income families that received offers of discretionary aid and an increase in the number of discretionary aid offers to students from higher-income families. Can you explain the decrease in the number of students from low-income families that receive discretionary financial aid offers from UT Austin since the implementation of Dashboard?



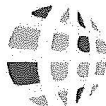
The above chart shows the number of discretionary financial aid offers to incoming freshmen as a function of their family income. The median family income in Texas is \$51,000. For the academic year 2011-12 Dashboard was not used to determine discretionary aid offers and, of the 2342 offers made, 89 percent went to students whose family income was less than \$60,000. For the academic year 2012-13, Dashboard was used to determine discretionary aid offers for a small fraction of the students (less than 5 percent). Of the 3888 offers made, 83 percent went to students whose family income was less than \$60,000. For the academic year 2013-2014, Dashboard was used to determine all 2576 discretionary aid offers, and only 67% of the aid offers when to students with family income less than \$60,000.

Appendix A – C6 International Programs and Studies Committee



**International Student and Scholar Population  
Statistical Report  
Fall 2013**

**The University of Texas at Austin**

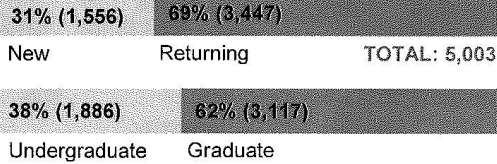


**INTERNATIONAL OFFICE**  
THE UNIVERSITY OF TEXAS AT AUSTIN

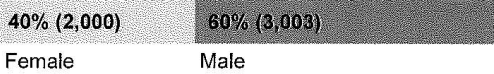
# INTERNATIONAL STUDENT DISTRIBUTION

Fall 2013

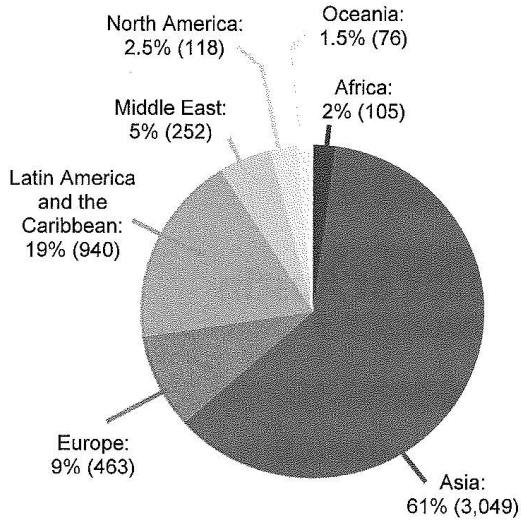
## Distribution by Classification



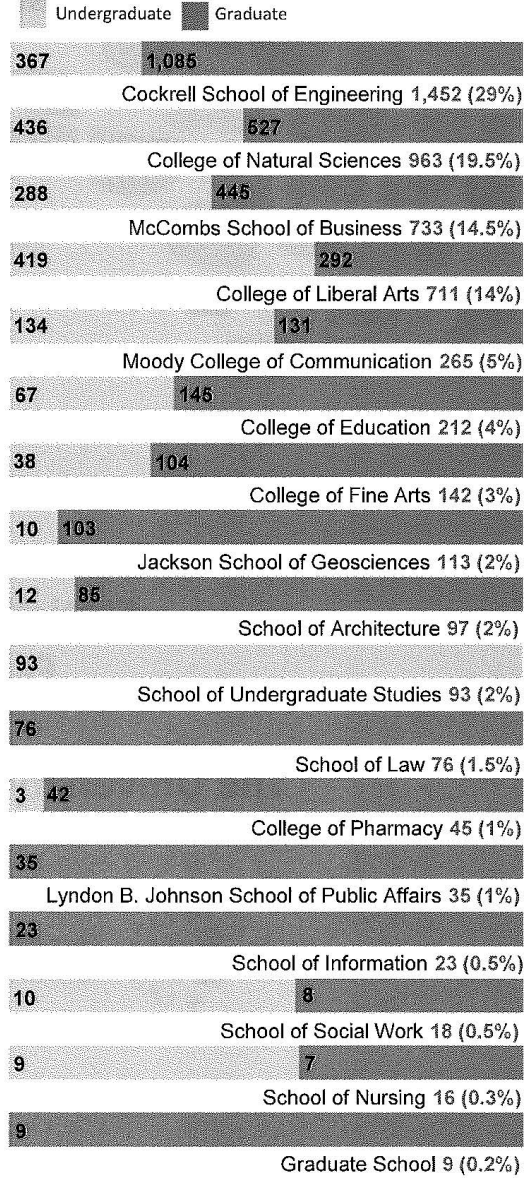
## Distribution by Gender

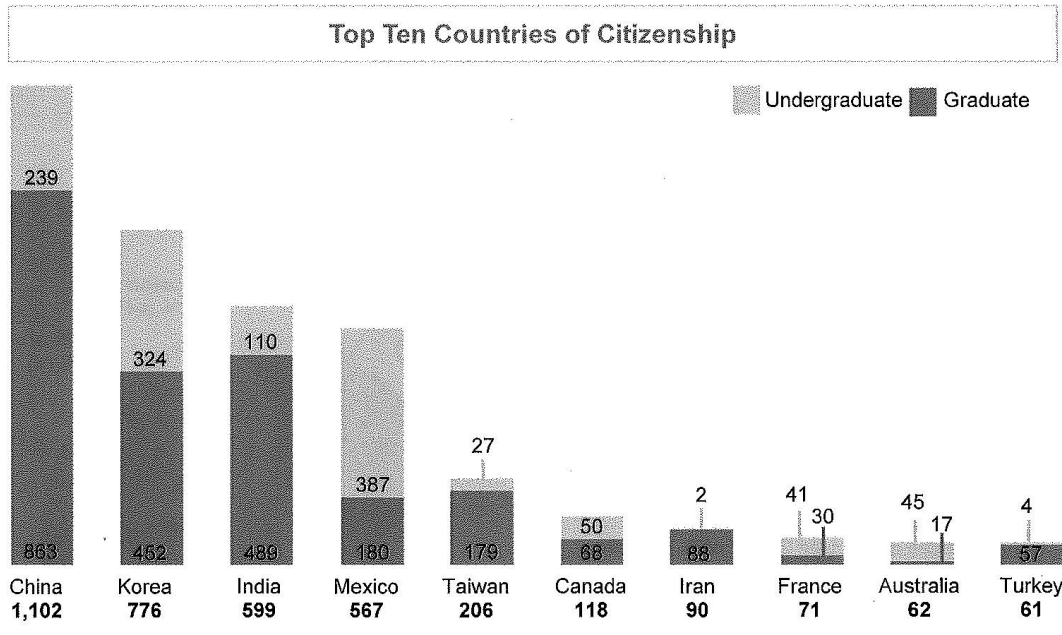


## Distribution by World Region



## Distribution by College

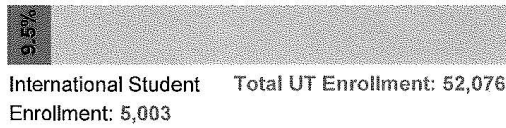




## COMPARISON TO TOTAL UT ENROLLMENT

**Fall 2013**

### International Student Representation



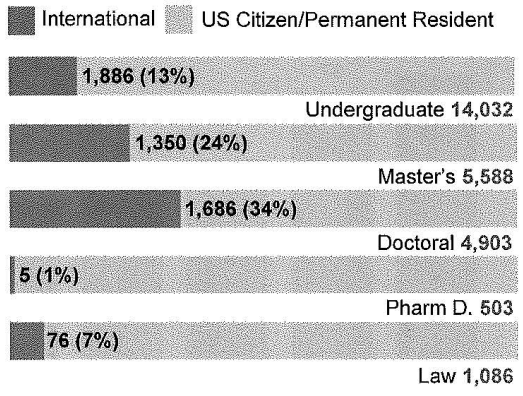
**INTERNATIONAL STUDENT  
 NET CONTRIBUTION TO  
 THE TEXAS ECONOMY**

**\$1.38 BILLION**

Estimated International Student  
 Expenditure in Texas 2012-2013

(source: <http://www.iie.org/Research-and-Publications/Open-Doors>)

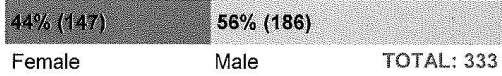
### Comparison by Classification



# EXCHANGE STUDENT DISTRIBUTION

Fall 2013

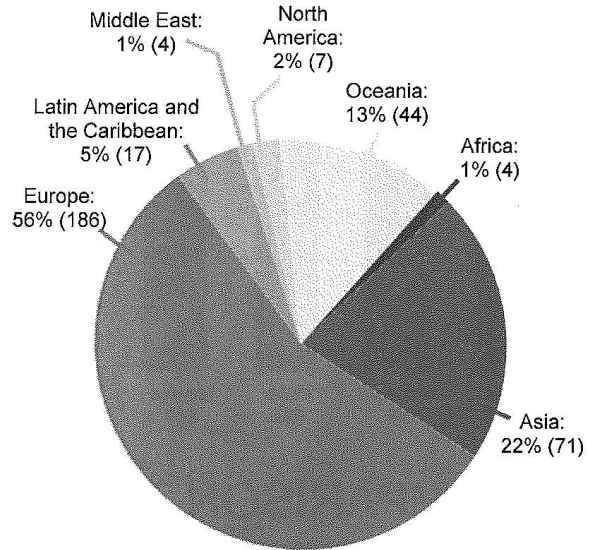
## Distribution by Gender



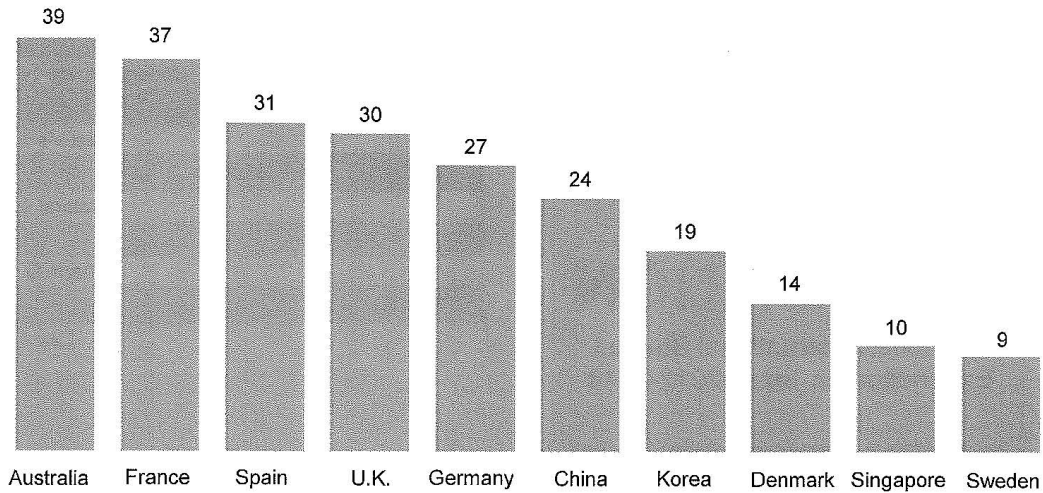
## Distribution by College

- 121 McCombs School of Business
- 87 College of Liberal Arts
- 41 Cockrell School of Engineering
- 33 College of Natural Sciences
- 22 School of Law
- 17 Moody College of Communication
- 5 College of Education
- 2 Lyndon B. Johnson School of Public Affairs
- 2 School of Architecture
- 1 College of Pharmacy
- 1 Jackson School of Geosciences
- 1 College of Fine Arts

## Distribution by World Region



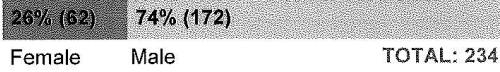
## Top 10 Countries of Citizenship



# SPONSORED STUDENT DISTRIBUTION

Fall 2013

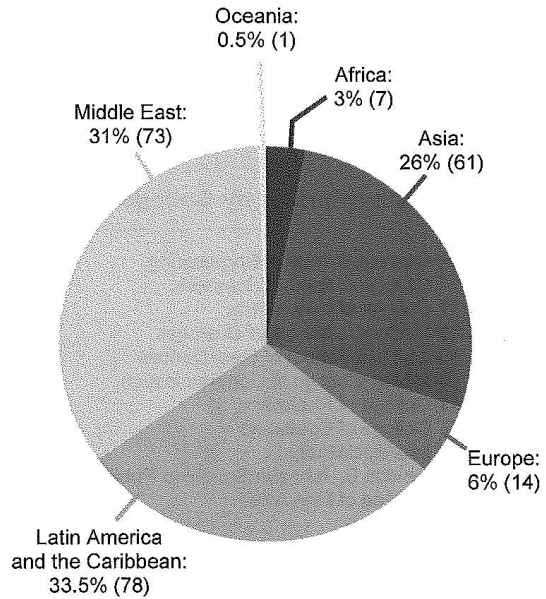
## Distribution by Gender



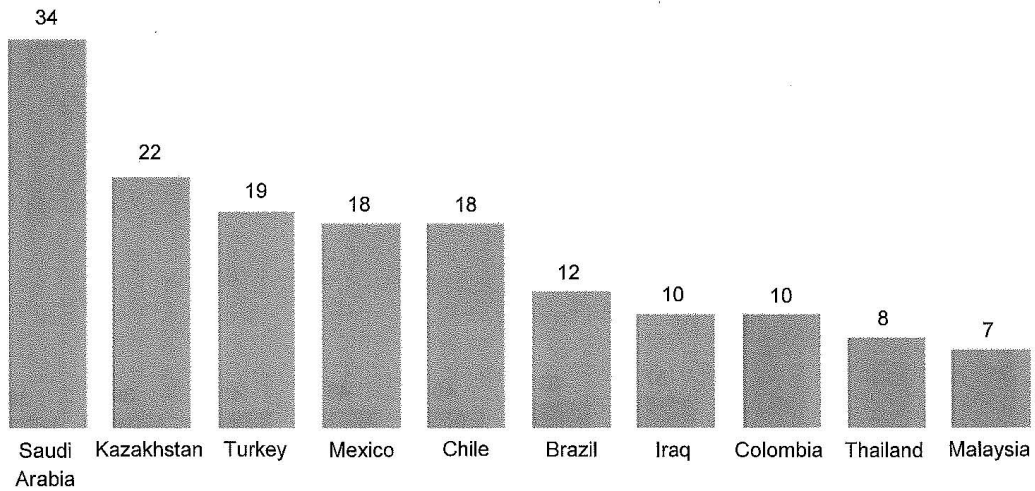
## Distribution by College

- 101 Cockrell School of Engineering
- 25 College of Liberal Arts
- 25 Jackson School of Geosciences
- 16 College of Natural Sciences
- 14 McCombs School of Business
- 10 Moody College of Communication
- 9 College of Education
- 7 School of Pharmacy
- 6 School of Architecture
- 6 School of Law
- 6 Lyndon B. Johnson School of Public Affairs
- 6 College of Fine Arts
- 2 School of Undergraduate Studies
- 1 School of Social Work

## Distribution by World Region



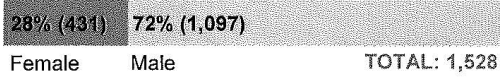
## Top 10 Countries of Citizenship



# INTERNATIONAL FACULTY, SCHOLAR AND RESEARCHER DISTRIBUTION

Fall 2013

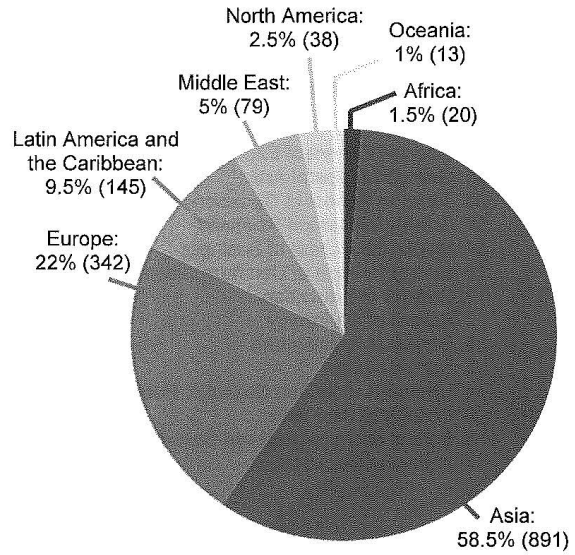
## Distribution by Gender



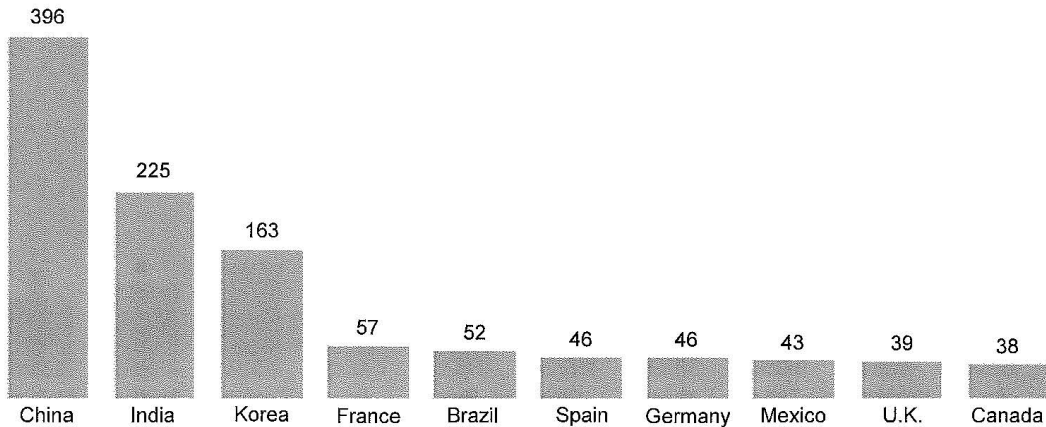
## Distribution by College

- 440 Cockrell School of Engineering
- 414 College of Natural Sciences
- 232 College of Liberal Arts
- 208 McCombs School of Business
- 46 Jackson School of Geosciences
- 45 Moody College of Communication
- 41 College of Pharmacy
- 35 College of Education
- 13 Interdisciplinary
- 11 Lyndon B. Johnson School of Public Affairs
- 11 College of Fine Arts
- 10 Unknown
- 8 School of Architecture
- 7 School of Law
- 3 School of Information
- 2 School of Nursing
- 2 School of Social Work

## Distribution by World Region



## Top 10 Countries of Citizenship





# INTERNATIONAL STUDENTS AND SCHOLARS BY GEOGRAPHICAL REGION

**Fall 2013**

## AFRICA

	STUDENTS			SCHOLARS			GRAND TOTAL	
	Undergrad	Grad	TOTAL	J-1 Visa	H-1 Visa	Other		TOTAL
BENIN	1		1				1	
CAMEROON	2		2				2	
COTE D'IVOIRE	3		3				3	
EGYPT	4	13	17	1	5	1	7	24
ETHIOPIA		1	1		1		1	2
GABON REPUBLIC						1	1	1
GHANA		5	5	2			2	7
KENYA	4	1	5		1		1	6
LIBYA	1		1					1
MALAWI	1		1					1
MOROCCO	3	2	5		1		1	6
NIGERIA	22	28	50		2		2	52
RWANDA		1	1					1
SENEGAL	1		1		1		1	2
SOUTH AFRICA	5	2	7	1	1		2	9
SUDAN		1	1					1
TANZANIA		2	2					2
TUNISIA	1	1	2		2		2	4
<b>GRAND TOTAL</b>	<b>48</b>	<b>57</b>	<b>105</b>	<b>4</b>	<b>14</b>	<b>2</b>	<b>20</b>	<b>125</b>

ASIA
------

	STUDENTS			SCHOLARS				GRAND TOTAL
	Undergrad	Grad	TOTAL	J-1 Visa	H-1 Visa	Other	TOTAL	
AFGHANISTAN		1	1					1
BANGLADESH	2	17	19	3	2		5	24
CAMBODIA		1	1	1			1	2
CHINA	239	863	1,102	116	276	4	396	1,498
HONG KONG	19	13	32	2			2	34
INDIA	110	489	599	71	152	2	225	824
INDONESIA	38	13	51		2		2	53
JAPAN	12	20	32	6	26	1	33	65
KAZAKHSTAN	21	3	24		3		3	27
KOREA (SOUTH)	324	451	776	31	130	2	163	938
MACAO	3		3					3
MALAYSIA	18	6	24					24
MONGOLIA	2		2					2
MYANMAR	1		1					1
NEPAL	3	9	12	4			4	16
PAKISTAN	25	30	55	1	8		9	64
PHILIPPINES	10	3	13	1	3		4	17
SINGAPORE	19	6	25	1	3		4	29
SRI LANKA	2	5	7	8	1		9	16
TAIWAN	27	179	206	11	12		23	229
THAILAND	9	22	31		3		3	34
VIETNAM	20	13	33	2	3		5	38
<b>GRAND TOTAL</b>	<b>904</b>	<b>2,144</b>	<b>3,049</b>	<b>258</b>	<b>624</b>	<b>9</b>	<b>891</b>	<b>3,940</b>

## EUROPE

	STUDENTS			SCHOLARS			GRAND TOTAL
	Undergrad	Grad	TOTAL	J-1 Visa	H-1 Visa	Other	
ALBANIA	1	2	3				3
ARMENIA		1	1	1	1		3
AUSTRIA	4	2	6	3	4		13
AZERBAIJAN	1		1				1
BELARUS		2	2				2
BELGIUM	5	1	6	1	1		8
BULGARIA	1	4	5	2	1		8
CROATIA	2	5	7	1	1	1	10
CZECH REPUBLIC	2	3	5		3		8
DENMARK	16	2	18		5		23
ESTONIA		2	2				2
FINLAND	5	1	6		6		12
FRANCE	41	30	71	8	48	1	128
GEORGIA		3	3	1	1		5
GERMANY	28	30	58	15	31		104
GREECE	1	23	24	2	6	1	33
HUNGARY	2	3	5		1		6
ICELAND		2	2				2
IRELAND	3	2	5	2	1	1	9
ITALY	10	19	29	6	17		52
LATVIA		1	1		1		2
LITHUANIA	2	2	4				4
MACEDONIA		2	2				2
MOLDOVA		2	2		1		3
MONACO					1		1
NETHERLANDS	4	7	11	2	9	1	23
NORWAY	10	3	13		7	1	21
POLAND	2		2	2	5	1	10
PORTUGAL		6	6	3	16		25
ROMANIA		8	8	7	2		17
RUSSIA	5	12	17	3	3		23
SERBIA		1	1	2			3
SLOVAKIA	1	1	2		1		3
SLOVENIA		1	1		1		2
SPAIN	35	13	48	4	41	1	94
SWEDEN	9	3	12	2	1	1	16
SWITZERLAND	2	7	9	1	5		15
UKRAINE	2	5	7	3			10
UNITED KINGDOM	38	20	58	13	28		99
<b>GRAND TOTAL</b>	<b>232</b>	<b>231</b>	<b>463</b>	<b>84</b>	<b>249</b>	<b>9</b>	<b>805</b>

<b>LATIN AMERICAN AND THE CARIBBEAN</b>
---

	STUDENTS			SCHOLARS				GRAND TOTAL
	Undergrad	Grad	TOTAL	J-1 Visa	H-1 Visa	Other	TOTAL	
ARGENTINA	4	14	18	2	7		9	27
BELIZE	1		1					1
BARBADOS				1			1	1
BOLIVIA	4	2	6					6
BRAZIL	26	35	61	2	48	2	52	113
CHILE	3	25	28		7	1	8	36
COLOMBIA	19	38	57	2	11		13	70
COSTA RICA	8	11	19					19
CUBA					1		1	1
DOMINICAN REPUBLIC		1	1					1
ECUADOR	11	7	18		1		1	19
EL SALVADOR	21	3	24					24
GUATEMALA	10	10	20		2		2	22
GUYANA	1		1					1
HONDURAS	17	3	20					20
JAMAICA	3	2	5					5
MEXICO	387	180	567	8	34	1	43	610
NICARAGUA	3		3	1			1	4
PANAMA	10	4	14					14
PERU	13	22	35	2	3		5	40
ST. LUCIA	1		1					1
TRINIDAD AND TOBAGO	3	4	7		1		1	8
URUGUAY	1	2	3					3
VENEZUELA	15	16	31	4	4		8	39
<b>GRAND TOTAL</b>	<b>561</b>	<b>379</b>	<b>940</b>	<b>22</b>	<b>119</b>	<b>4</b>	<b>145</b>	<b>1,085</b>

**MIDDLE EAST**

	STUDENTS			SCHOLARS			GRAND TOTAL
	Undergrad	Grad	TOTAL	J-1 Visa	H-1 Visa	Other	
BAHRAIN	5		5				5
CYPRUS	2	5	7	1			8
IRAN	2	88	90	16	10		116
IRAQ	2	9	11				11
ISRAEL	3	11	14	8	13		35
JORDAN		4	4				4
KUWAIT	1	4	5		1		6
LEBANON	1	15	16		8		24
OMAN	1		1				1
SAUDI ARABIA	19	18	37				37
SYRIA		1	1		1		2
TURKEY	4	57	60	4	17		82
<b>GRAND TOTAL</b>	<b>40</b>	<b>212</b>	<b>252</b>	<b>29</b>	<b>50</b>	<b>0</b>	<b>331</b>

**NORTH AMERICA**

	STUDENTS			SCHOLARS			GRAND TOTAL	
	Undergrad	Grad	TOTAL	J-1 Visa	H-1 Visa	Other		TOTAL
CANADA	50	68	118	14	18	6	38	156
<b>GRAND TOTAL</b>	<b>50</b>	<b>68</b>	<b>118</b>	<b>14</b>	<b>18</b>	<b>6</b>	<b>38</b>	<b>156</b>

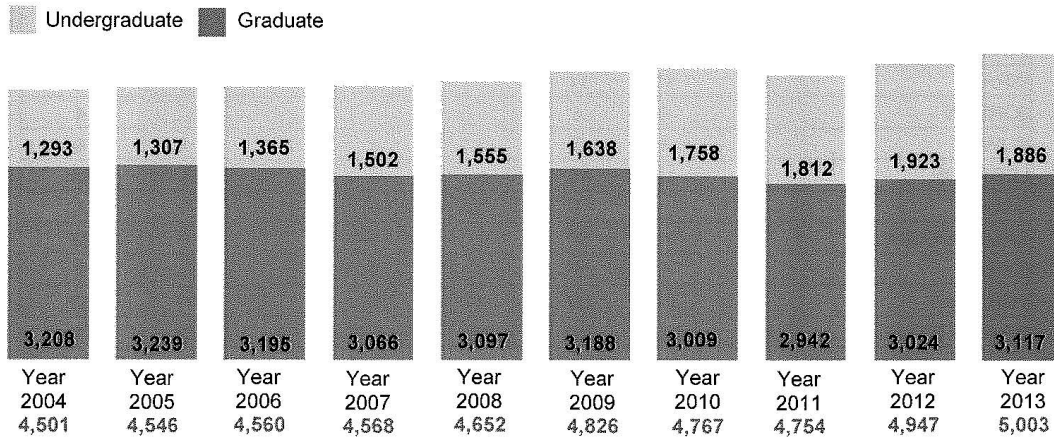
**OCEANIA**

	STUDENTS			SCHOLARS			GRAND	
	Undergrad	Grad	TOTAL	J-1 Visa	H-1 Visa	Other		TOTAL
AUSTRALIA	45	17	62	2	7		9	71
NEW ZEALAND	6	8	14	1	3		4	18
<b>GRAND TOTAL</b>	<b>51</b>	<b>25</b>	<b>76</b>	<b>3</b>	<b>10</b>		<b>13</b>	<b>89</b>

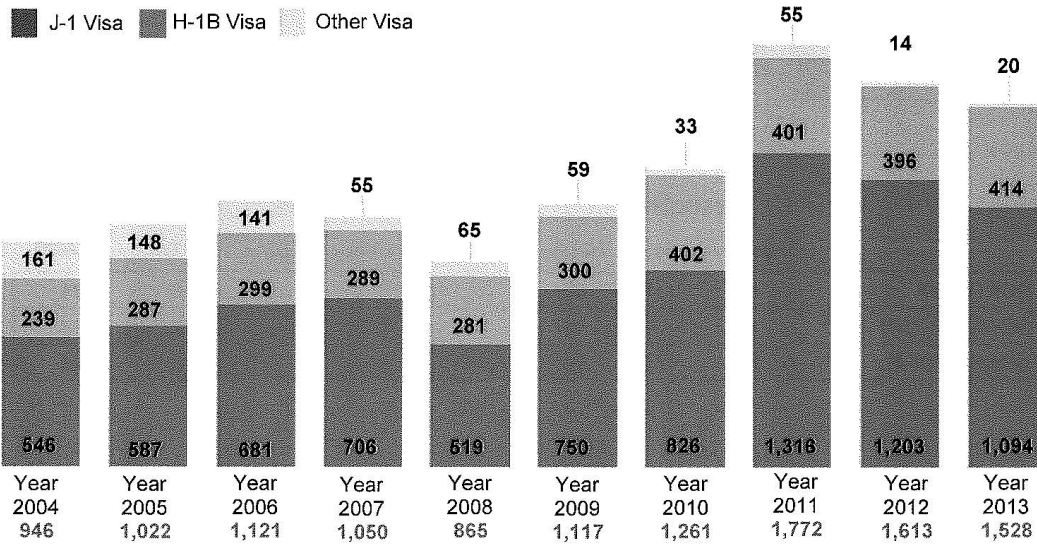
# ENROLLMENT TRENDS

Fall 2013

## 10 Year International Student Enrollment Trend



## 10 Year International Faculty, Scholar & Researcher Enrollment Trend





**INTERNATIONAL OFFICE**  
THE UNIVERSITY OF TEXAS AT AUSTIN

**International Studies Committee Meeting**

**March 3, 2014**

**Dr. Teri Albrecht**

**Director, International Student & Scholar Services**

**Email: [teri@austin.utexas.edu](mailto:teri@austin.utexas.edu)**

**TOPICS:**

**1. International student enrollment at UT Austin**

- Fall 2013 Statistical Report
- Undergraduate Freshman Admissions

	Applications	Admitted	Enrolled
Fall 2013	3653	326	281
Fall 2012	3177	424	339

- Utilizing summer sessions for international student enrollment
  - Cockrell School of Engineering
  - College of Liberal Arts

**2. Conditional acceptances of visas for international students (not done at present)**

**3. Building diversity and cultural awareness**

- Programs administered by the International Office
  - PALS and Language Circles
  - Friendship Program
  - International Floor in Whitis Court - Fall 2014
  - International orientation assistants modeled after Dean of Students office
- Scholarships to diversify student population
  - Ex. International Fellowships Program (IFP) – Ford Foundation
  - Sponsoring agencies
- Short-term programs
  - Young African Leaders Initiative: <http://world.utexas.edu/iss/intercultural/yali>
  - Fulbright enrichment programs
- Awareness of undocumented student population
  - Longhorn Dreamers Project: <http://world.utexas.edu/iss/students/dreamers>

**4. Increasing involvement of international students with current studies  
(creation of a buddy system)**





**YOUNG AFRICAN LEADERS INITIATIVE**

Support young African leaders as they spur growth and prosperity, strengthen democratic governance, and enhance peace and security across Africa.

THE UNIVERSITY OF TEXAS AT AUSTIN INTERNATIONAL OFFICE

**CONNECT.  
INVEST.  
EMPOWER.**

The next generation of global leaders needs your help.

The University of Texas at Austin is partnering with the White House Administration's Young African Leaders Initiative to bring emerging entrepreneurs from Sub-Saharan Africa to the Forty Acres. Here, the young scholars will further develop the skills they need to shape the future of their continent—and the world. But they need your help to get here.

By joining forces with UT's International Office, sponsors of the Young African Leaders Initiative will have the opportunity to:

- Connect with the members of this talented group and hear their stories.
- Invest in the next generation of leaders who are changing communities through sustainable development.
- Empower budding entrepreneurs to transform an idea into a marketable business plan.

**LEARN MORE:**

**If you are an individual or small business, please contact:**

Darcy McGillicuddy, Director of External Relations, International Office  
The University of Texas at Austin  
(512) 232-6241 • darcyh@austin.utexas.edu

**If you are interested in corporation/foundation partnership, please contact:**

Mark Francois, Associate Director, Corporate and Foundation Relations,  
The University of Texas at Austin  
(512) 232-7822 • mfrancois@austin.utexas.edu



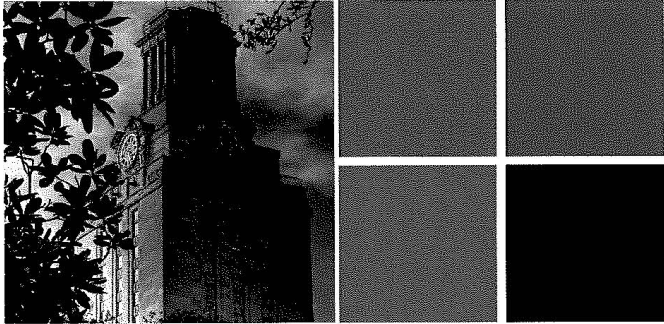
**INTERNATIONAL OFFICE**  
THE UNIVERSITY OF TEXAS AT AUSTIN

<http://world.utexas.edu/iss/intercultural/yali>




Appendix A – C6 International Programs and Studies Committee

3/18/2014



Faculty Survey Results March 2014  
Pre-departure Orientation

Presented by:  
Heather Thompson  
Interim Director, Study Abroad



INTERNATIONAL OFFICE  
THE UNIVERSITY OF TEXAS AT AUSTIN

**Overview**

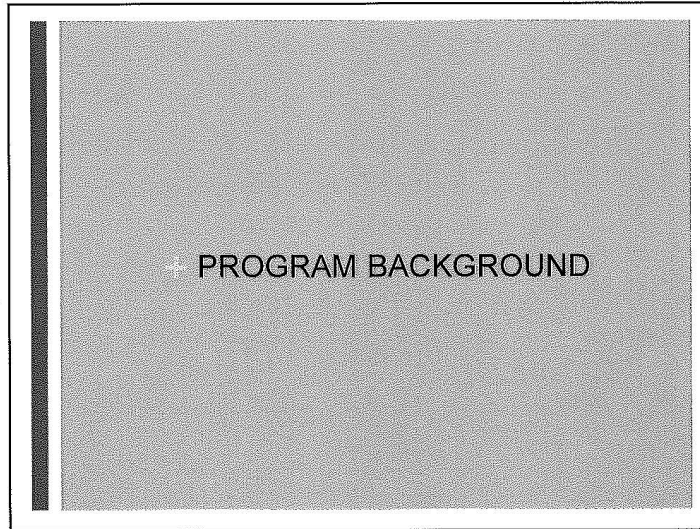
**Survey Sponsors:**  
The Faculty Council International Studies and Programs Committee in collaboration with Study Abroad in the International Office at the request of the International Crisis Advisory Team

**Purpose:**  
To assess faculty preparedness as relates to leading a group of students abroad *AND* to determine if resources or additional guidance is desired and/or warranted to assist with preparing students to go abroad.

**Response Rate:** (*anonymous*)

- 135 faculty invited to participate in the survey
- 27 faculty members responded (20%)

Engineering:	1
Education:	1
Fine Arts:	2
Liberal Arts:	9
Natural Sciences:	3
LBJ:	2
McCombs:	2
Communication:	2
Architecture:	3
Nursing:	1
Social Work:	1

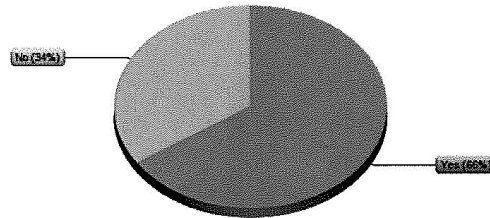


#### ✦ General and Background Information

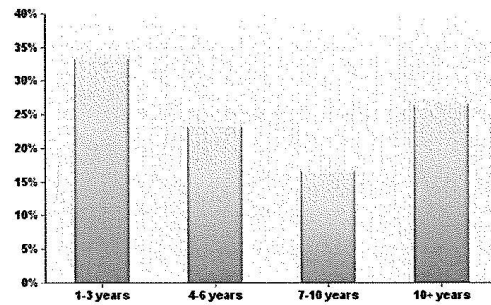
- Study Abroad coordinates 45% of the respondents' programs.
- Most respondents' departments (66%) had primary responsibility for administering their program.
- Almost half of the respondents had more than 7 years of experience taking students abroad. Almost a third of the respondents had only 1-3 years experience.
- Most respondents had some support or shared responsibility for their program in country; less 25% had sole responsibility.

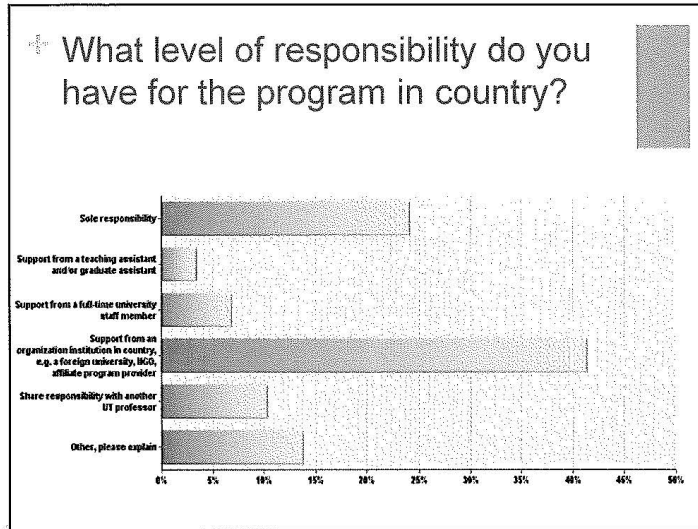
3/18/2014

✦ Do individuals in your department have primary responsibility for administering your program?



✦ How many years have you been taking groups of university students abroad?





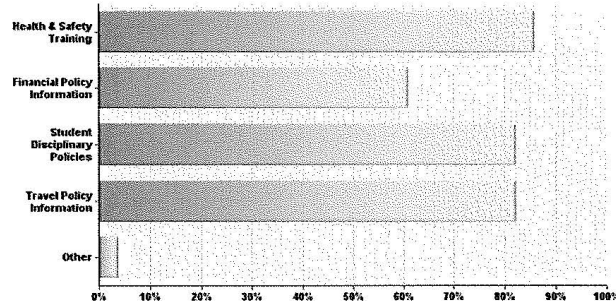
FACULTY PREPAREDNESS

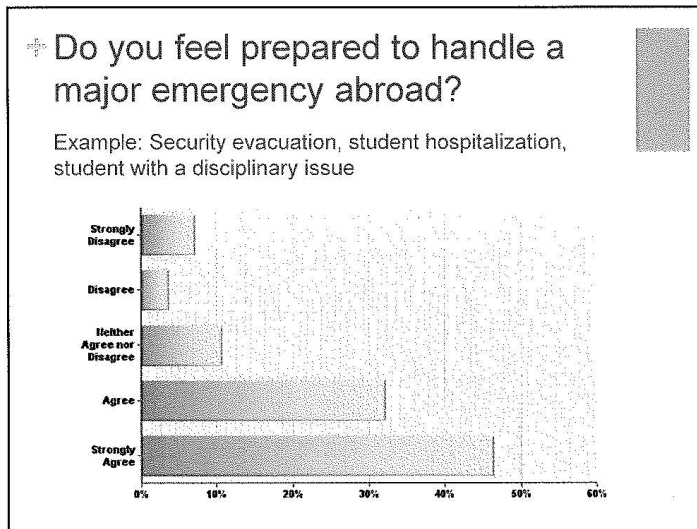
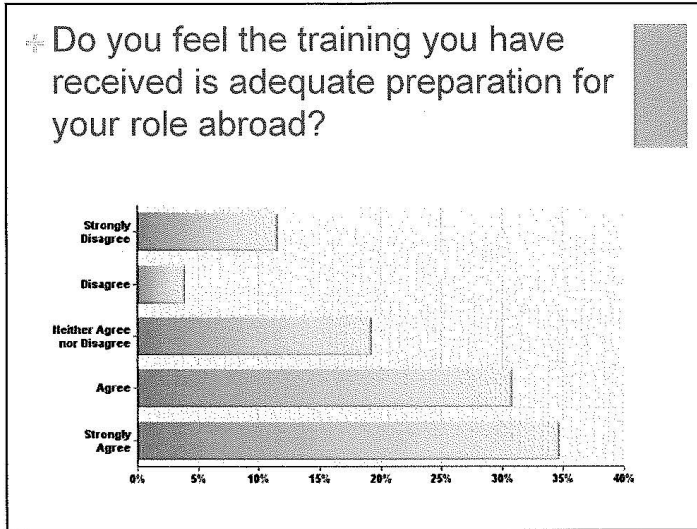
3/18/2014

## Preparedness

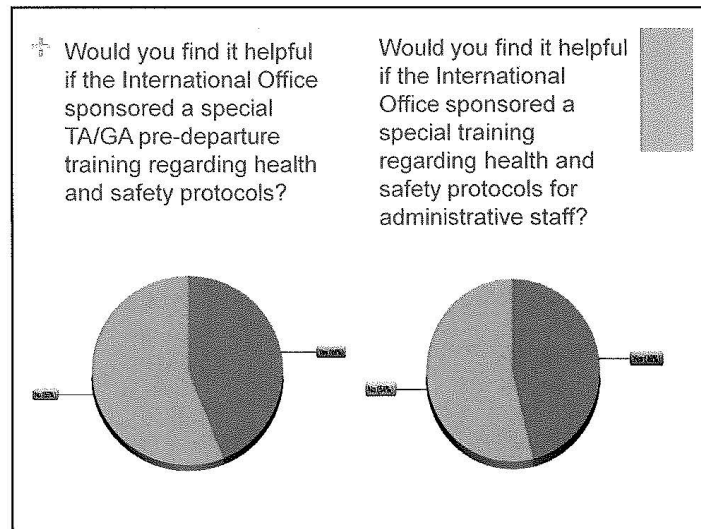
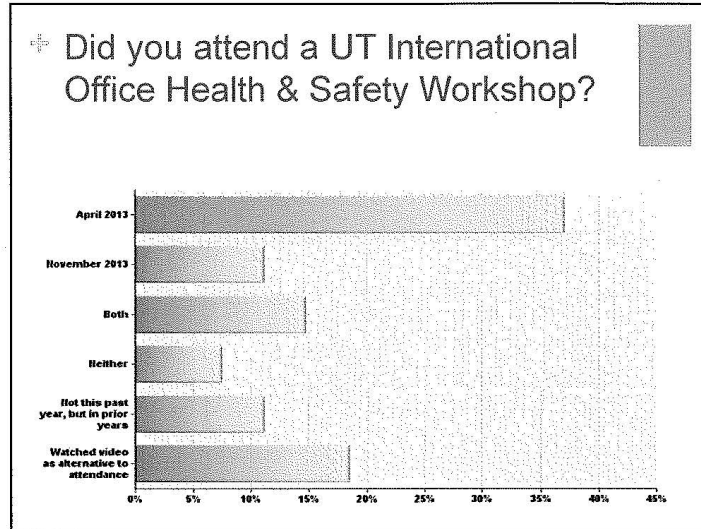
- Almost all respondents received Health & Safety Training, Student Disciplinary Policies, and Travel Policy Information before abroad. Only 60% received Financial Policy Information.
- Most respondents strongly agreed or agreed that they had received adequate preparation for Abroad. Almost 20% neither agreed nor disagreed. About 15% did not feel adequately prepared.
- Most respondents feel prepared to handle a major emergency abroad. 10% neither agreed nor disagreed. About 10% does not feel prepared to handle an emergency.
- Almost all respondents attended a UT IO Health & Safety Workshop or watched a video. Less than 10% did not attend.
- Desire for a special TA/GA pre-departure training regarding health and safety protocols is roughly split, with a slight preference against.
- Desire for a special training for health and safety protocols for administrative staff is roughly split, with a slight preference against.
- 77% of respondents personally interviewed students prior to acceptance.

## What type of guidance have you received to prepare you to lead a group of students abroad?





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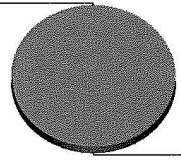
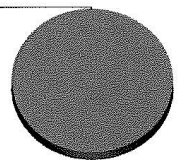
STUDENT PREPARATION

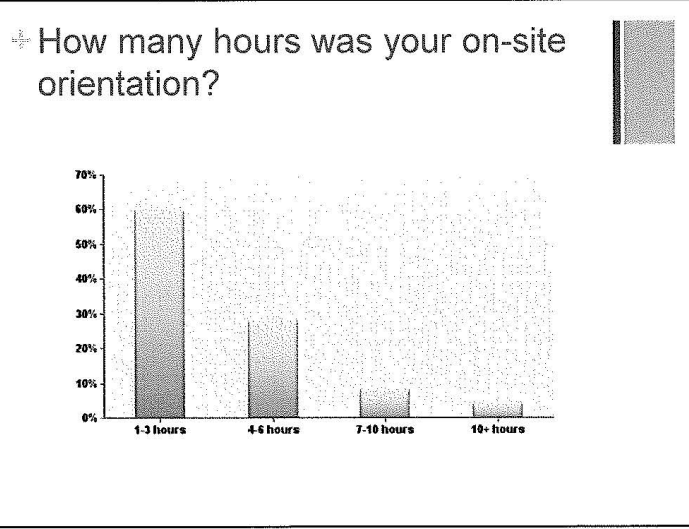
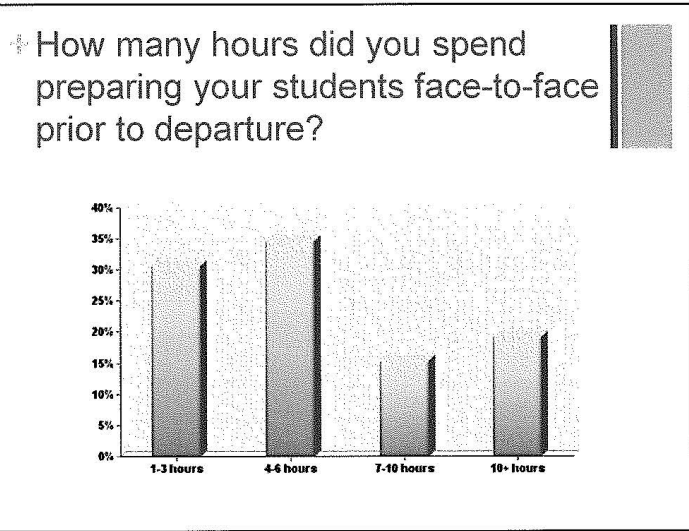


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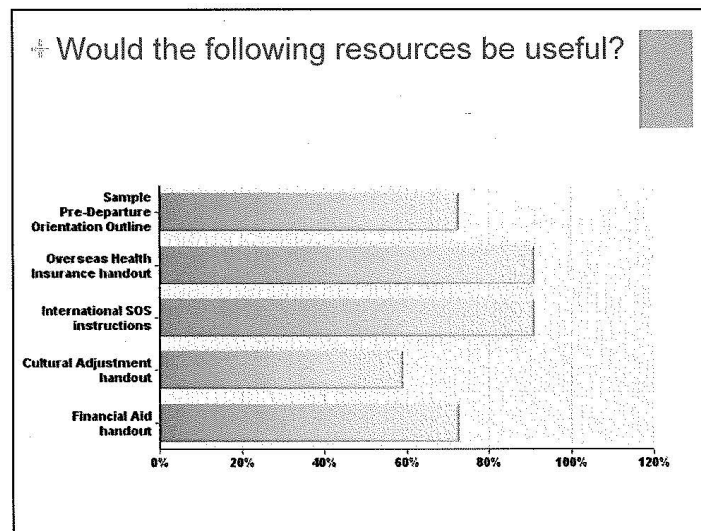
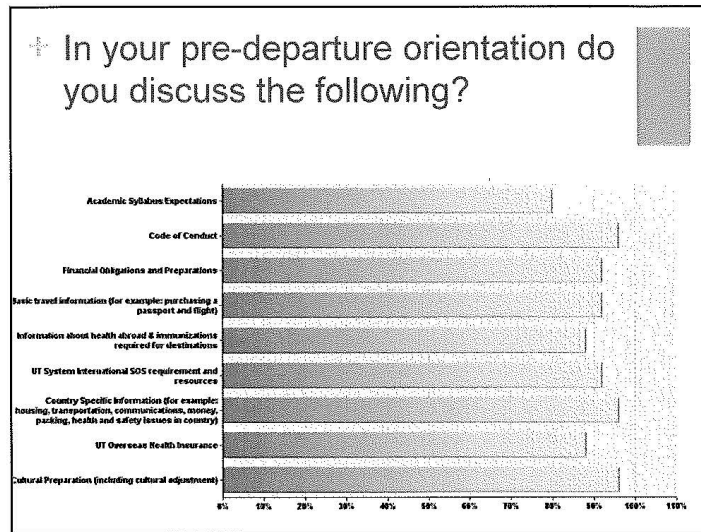
### Student Preparation

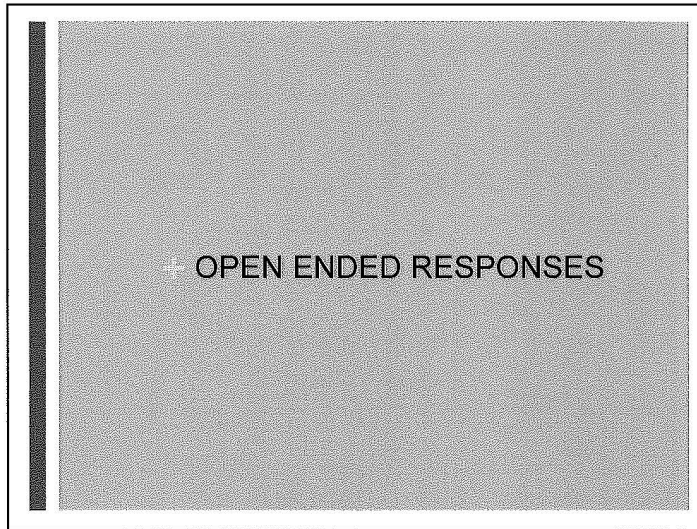
- All respondents had an in-person pre-departure orientation for their group.
- 30% of respondents spent less than 3 hours preparing with students face-to-face. 35% spent 4-6 hours.
- All programs included an on-site orientation.
- 60% of respondents' on-site orientation was less than 3 hours. Almost 30% was between 4-6 hours.
- The majority of all respondents discussed with students: academic expectations, code of conduct, financial obligations and preparation, basic travel information, information about health abroad and required immunizations, UT System International SOS requirement and resources, country specific information, UT Overseas Health Information, and cultural preparation.
- Most respondents indicated that a sample pre-departure orientation outline, overseas health insurance handout, international SOS instructions, cultural adjustment handout, and financial aid handout would be useful resources.

<p>Do you have an in-person pre-departure orientation for your group?</p>	<p>Did your program include an on-site orientation?</p>
	



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+ What challenge(s) did you face before departure?

- "Simply getting the students to finish their paperwork in a timely fashion."
- "Administrative challenges."
- "Meeting with the students prior to departure."
- "Parents worried about their children."
- "Issues and policies relating to financial aid. Those become challenges because they are challenges to students."
- "Completing the University requirements. There is not a realization of how much work goes into running successful field work, so this extra burden is unwarranted."

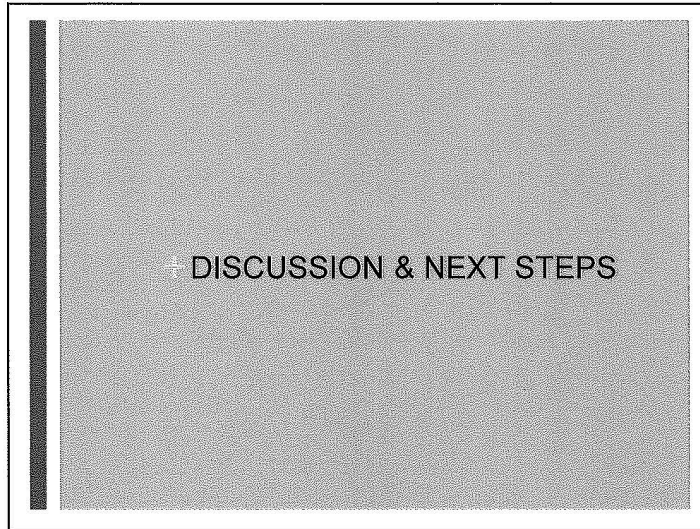
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✦ What challenge(s) did you face while abroad?

- "Dealing with the silly housing fire code regulations."
- "Getting students to behave safely and helping them adjust to very different living conditions and cultural contexts. Also, many students suffered minor illnesses."
- "Routine ailments (stomach, occasional flu); difficulty for students to communicate with friends and family at home."
- "At times, students' drinking issue."

✦ Are there topics for which you would like better preparation, guidance, or information?

- "How to deal with students who face personal issues while abroad."
- "Calendar of upcoming deadlines."
- "The financial paperwork is confusing."
- "Guidance on appropriate responses when graduate students disregard code of conduct (verbal abuse, intimidating conduct); two years ago we had an incident reported in a post-program evaluation that did not impact the academic work, but did damage the the UT relationship with in-country hosts."



## Appendix A— C-9 Transportation Policy Committee

## Minutes:

The Transportation Policies Committee met on Friday, April 25, 2014.

We still need a chair elect for next year. If any faculty are willing to serve as chair, please let me know. Failing that, Bruce Spector is willing to serve as chair elect.

PTS is planning two bike lanes:

1. A short bike lane on Speedway northbound at Dean Keeton to improve the routing of bikes and cars at this intersection.
2. A bike lane from LittleField and Red River to Dedman to connect UT to a City bike lane on Manor Road.

UT Safety officers are concerned about bikes going the wrong way on Inner Campus Drive. (This also is currently allowed on Trinity from 23rd to Dedman.) The committee decided that signs will be reviewed and modified so that signage does not approve of bikes going the wrong way, but will caution auto drivers in case they do.

Electric charging stations in campus garages are stalled in a legal limbo. UT cannot give away electricity, but State law prohibits UT from selling it. A few UT garages use Austin Energy power, but most use UT power.