

DOCUMENTS OF THE GENERAL FACULTY
**ANNUAL REPORTS OF THE STANDING COMMITTEES
 OF THE GENERAL FACULTY FOR 2008-2009**

The annual reports of the standing committees of the General Faculty for 2008-09 received to date are reproduced below.

Sue Alexander Greninger, Secretary
 The Faculty Council

A. FACULTY AFFAIRS COMMITTEES

A-1 Committee of Counsel on Academic Freedom and Responsibility

The function of the Committee of Counsel on Academic Freedom and Responsibility (CCAFR) is to study and advise on problems or issues related to academic freedom and responsibility. This academic year CCAFR has focused on three areas related to this charge: (a) promotion and tenure; (b) post-tenure review; and (c) academic freedom.

Promotion and Tenure

One of CCAFR's primary roles is to investigate faculty claims that the University failed to adhere to appropriate policies and procedures in evaluating them for tenure and promotion. CCAFR subcommittees conduct the investigations and report their findings to the president and the candidate "*General Guidelines for the Preparation of Supporting Materials and the Management of Tenured And Tenure-Track Candidate Promotion Files*" Addendum, §6, fall 2007; (http://www.utexas.edu/provost/policies/evaluation/tenure/promote_tenure.html). The CCAFR chair informally reviewed the concerns raised by one faculty member regarding the promotion and tenure process; no formal complaint was filed.

Post-Tenure Review (PTR)

The CCAFR monitors the PTR process, receives reports of faculty problems and/or concerns, and recommends changes in PTR policies, as appropriate. CCAFR has recommended substantive revisions to the University's PTR policy and these are now under review by Provost Steve Leslie. The following is a summary of key aspects of the proposed revisions:

Purposes of Post-Tenure Review. Language should be incorporated in the PTR policy to reinforce the intent of post-tenure reviews. According to the Board of Regents (*Regents' Rules and Regulations*, Series 31102, Evaluation of Tenured Faculty [§3]), periodic evaluation is to *provide guidance for continuing and meaningful faculty development; to assist faculty to enhance professional skills and goals; to refocus academic and professional efforts, when appropriate; and to assure that tenured faculty members are meeting their responsibilities to the University and the State of Texas.* According to the Texas Education Code (§51.942c.3), the PTR process should be *directed toward the professional development of the faculty member.*

Unsatisfactory Performance. The basic standard for an unsatisfactory PTR appraisal should be that the performance of the faculty member under review is clearly and demonstrably below the level of performance appropriately associated with his or her position. The focus of the review should be on the specific professional responsibilities the faculty member has been assigned.

Written Evaluation Reports: Written reports of PTR evaluations should include, at a minimum, clear statements of: (a) the standards and criteria used to assess performance, (b) the findings and evidence relied on in arriving

at these conclusions, and (c) the conclusions and determinations supporting the evaluation outcome(s).

Independent Review Committee. This committee would consider complaints involving unsatisfactory evaluations. The committee would be composed of five members, three appointed by the CCAFR chair and two by the respective dean in consultation with the faculty member under review. Requests for independent reviews may be initiated by the faculty member, department chair [or equivalent], or the dean. Requests for review may occur when the faculty member is notified that the post-tenure review resulted in an unsatisfactory evaluation or after the faculty member is informed about the professional development plan.

Professional Development Plans. When a faculty member's performance is judged as unsatisfactory, professional development plans are to be designed by the department chair [or equivalent], in consultation with the faculty member under review. These plans should demonstrably advance the Board of Regents' purposes for PTR. The department chair [or equivalent] will report to the executive vice president and provost on the implementation of professional development plans resulting from unsatisfactory evaluations, including the date of the initiation of the plan and whether the recommendations have been met or are ongoing. The executive vice president and provost shall oversee and report to CCAFR the outcome of follow-up reviews of all PTR professional development.

Academic Freedom

At the request of the CCAFR, President Bill Powers agreed to review University policies to determine whether the following CCAFR issues can be resolved within the existing policies and procedures:

1. UT Austin's academic freedom policies are not consistent with the American Association of University Professors' 1915 Declaration of Principles of Academic Freedom or with those of comparable institutions.
2. Jurisdiction in internal investigations of violations of academic freedom must be clarified. CCAFR believes that the initial determination of whether a faculty member has an academic freedom complaint should be made through a peer-review process.
3. The CCAFR should be given authority to review cases of denial of promotion/tenure in cases involving a faculty claim of infringement of academic freedom.
4. While the HOP 3.18 Faculty Grievance Procedures allow grievances related to academic freedom (Regents' *Rules and Regulations*, Series 31008; Section II.A.1), the policy does not specifically include academic freedom matters in Section II.A.4. The CCAFR has asked for clarification of these policies (text below):

II. Issues Subject to Grievance Procedures

A. These procedures are established to process grievances of faculty members to the extent that they do not conflict and are in accordance with Regents' *Rules and Regulations*, Series 31008. Such grievances include, but are not limited to:

1. any issue bearing upon the academic freedom of an individual faculty member;
4. administrative actions which the individual faculty member deems to be a violation of contractual rights or an infringement upon the exercise of rights guaranteed by the laws or constitution of this state or the United States. These include the:
 - a. non-renewal of a non-tenured faculty member. Decisions not to grant tenure and/or reappointment of tenure-track faculty members are to be appealed in accordance with Regents' *Rules and Regulations*, Series 31008, Sec. 6; and
 - b. withholding of any substantial right, attribute, or perquisite such as, but not limited to, salary, promotion, or teaching or research award.

CCAFR Vice Chair

The CCAFR members selected David Rabban (professor, School of Law) to serve as chair of the committee for the 2009-10 academic year.

Respectfully submitted by Alba A. Ortiz, chair

On behalf of the CCAFR members:

Brian L Evans, electrical and computer engineering

Cynthia Franklin, social work

Alan W. Friedman, English

Tessie Jo Moon, mechanical engineering

Edward T. (Ted) Odell, mathematics

Thomas G. Palaima, classics

Randall M. Parker, special education

David M. Rabban, law

Janet Staiger, radio-television-film

Alba Ortiz, chair

A-2 Faculty Advisory Committee on Budgets

During the 2008-09 academic year the Faculty Advisory Committee on Budgets (FACB) met four times in full session.

A brief meeting of the FACB was held on Monday, September 8, 2008, to discuss the meeting schedule for the coming year and to elect a vice chair. Dr. Pauline Strong (anthropology) was elected vice chair.

On October 15, 2008, Executive Vice Provost Steve Monti led a discussion for the committee on the budget process at UT. This meeting was entirely informational and the committee did not consider any other business.

On December 9, 2008, the FACB was joined by Drs. J. Strother Moore (computer sciences) and Gretchen Ritter (government) who presented the results of the Gender Equity Task Force. Their presentation and the ensuing discussion took the entire meeting time.

For its meeting on February 24, 2009, the FACB invited Vice Provost Judith Langlois to discuss the 2008 Gender Equity Task Force report compiled by Drs. Gretchen Ritter and J. Strother Moore. Dr. Langlois was invited to meet with the FACB since she has been charged by the provost with the implementation of new measures to address some of the problems revealed by the report.

In the conversation with Dr. Langlois, it was quickly apparent that President Powers, Provost Leslie, and other members of the UT administration took the findings of the Gender Equity Task Force seriously and were moving quickly to evaluate and address many of the issues raised by the report. Dr. Langlois explained that progress was already being made in many areas. A specific effort, she and Provost Leslie explained, is now being made to encourage senior women hires—particularly in departments and colleges in which the number of senior women was disproportionately low. Dr. Langlois also explained that discussions were underway about how faculty merit was calculated in different colleges across campus with an eye to determining if faculty merit procedures negatively impacted women and thus affected retention of female faculty members.

The committee discussed at considerable length the impact that job loyalty had on salary compression for female *and* male faculty members who did not continually place themselves on the job market and seek outside offers as a way to raise their salaries. Provost Leslie observed that he hoped that an effect of the Gender Equity Task Force report would be a move to a better set of practices for merit review across the University that could involve some sort of rolling average of faculty productivity.

After a lengthy and spirited discussion, committee member Michael Granof (accounting), observed that there appeared to be three major issues identified by the Gender Equity Task Force Report that he felt the FACB should particularly encourage the administration to support through new ameliorative measures:

1. The need to hire more women in general, and particularly senior women in certain departments and

colleges;

2. The need to find means to involve women more fully in leadership positions on the campus;
3. The need to address the lower salaries of women—and male—faculty members who in many instances had not had their salary raised over the years because they did not seek outside job offers.

Professor Granof's observation formed the basis for the following resolution, which was drafted after the meeting and circulated to the members of the FACB for electronic vote. Three drafts of the resolution were circulated to the FACB before all agreed to the language below, which was officially passed on May 15, 2009.

The FACB urges the administration to ensure equity in the compensation of women, especially those hired at the senior level. It further urges the administration to work toward new best practices for merit and tenure for both female and male faculty members that takes into consideration salary compression resulting from a long tenure at the University and/or an unwillingness to seek outside job offers as a mechanism for salary advancement. The committee specifically encourages administrative action designed to remedy the widening inequities of salary inversion among tenure track faculty.

Jan Todd, chair

A-3 Faculty Committee on Committees

The Faculty Committee on Committees (CoC) held an organizational meeting on Monday, September 8, 2008, in Main 212. In attendance: Itty Abraham, Sue Greninger, Nancy Kwallek, Dominic Lasorsa, Stephen Martin, Glenn Masada, Alba Ortiz, Marilla Swinicki, Robert Wilson, Kenneth Ralls. Marilla Swinicki was elected vice chair of the committee.

The second meeting of the CoC was held on Friday, January 23, 2009, 12-2 p.m. in WMB 2.102. In attendance: Sue Greninger, Nancy Kwallek, Dominic Lasorsa, Glenn Masada, Elizabeth Richmond-Garza, Kenneth Ralls, Janet Staiger, and Vice Provost Terri Givens.

The committee continued a dialogue started by last year's chair, Ken Ralls (mechanical engineering), with Vice Provost Terri Givens on the handling of committee appointments. The committee discussed a number of promising proposals regarding management of committee appointments, improvement of faculty participation on committees and making the nomination process more efficient.

The following issues were raised and addressed: (1) whether clinical professors should be eligible to serve on committees; (2) how to make committees have more impact; (3) how to find the best candidates for committee membership.

1. Whether clinical professors should be eligible to serve on committees. One concern is that faculty who have voting rights and who then change their title to clinical professor should be made aware of the loss of their voting power. Sue Greninger (human development and family sciences) informed the committee that the Faculty Rules Committee is addressing this question. Chair Lasorsa (journalism) asked Faculty Rules Committee Chair Hillary Hart to keep the committee informed of her committee's progress. Dr. Hart said her committee is preparing a survey to be given to chairs to find out what non-tenure-track faculty titles they use. Last year, the Faculty Rules and Governance Committee considered the question of extending voting rights to clinical professors but decided not to propose any changes. Then-chair Philip Varghese (aerospace engineering) said one major concern was the disparity across departments in the number of clinical professors (e.g., pharmacy, 165; nursing, 78). Dr. Hart agreed to keep the CoC posted of what the committee does this year regarding this issue.
2. How to make committees have more impact. It was pointed out that too often the University creates an ad hoc committee to address a problem that could be handled by one of the existing committees. For example, the Faculty Welfare Committee could have handled the gender equity issue. It was noted that the representativeness of the existing committees is sometimes an issue. It was suggested that when the representativeness of an existing committee is an issue that a special committee could be forged that would consist of the existing committee supplemented as necessary to achieve the desired membership. It was recommended that the Faculty Council Executive Committee and the CoC interact more closely with the provost's office so that the provost is more likely to use the committee structure to get things done. It was proposed that there be more linkage between the provost and the committees generally. It was suggested that each committee annually needs a clear project to handle. It was recommended that

- the Faculty Council chair tell each committee chair annually what tasks the committee should consider tackling. It was asked whether there are some committees to which we need to give more responsibility. It was proposed that committees should get annual reports from those campus entities to which they are related so that the committees will be more familiar with the issues that concern them. It was suggested that we might call them “boards” instead of “committees.” It was recommended that the committee chairs have an annual orientation and that this could be handled by the CoC; it would cover how to get support from the Office of the General Faculty and the Faculty Council, scheduling help, etc. It was suggested that we have a follow-up meeting with Vice Provost Givens to review the number of committees and their sizes. It was proposed that we might have a hierarchy of committees to groom faculty to move up the committee ladder. It was recommended that we have ex-chairs serve as ex officio members of important committees, as a consulting group.
3. How to find the best candidates for committee membership. It was suggested that faculty need to hear from the administration that committee work is important. It was suggested that the CoC go to the department chairs (or deans where no chair) annually and ask them to nominate faculty. It was suggested that the CoC should receive feedback annually from committee chairs on attendance and participation of members, which we could use to help select committee members. It was suggested that we ask the provost to tell the deans how important committee work is. It was observed that when faculty do not take a strong interest in committee work then staff members can take control of a committee. It was proposed that each Faculty Council member be asked to nominate four or five faculty for committee memberships. It was recommended that one way to increase diversity on the committees would be for the CoC to approach the various specialized centers on campus and ask them to nominate faculty. It was asked if the CoC could identify ways to convince the deans of the importance of having their faculty serve on committees. It was suggested that the committee chair and the Faculty Council chair jointly meet with the provost to request that he go to the deans to get their support for encouraging their faculty to serve on committees. It was suggested that each department annually give an award for outstanding service to the University, with some monetary award and public celebration. It was recommended that we ask the Faculty Council chair to send a letter to the chairs and deans to put into committee members’ files. It was proposed that we ask department chairs, budget councils, and deans to give more weight to serving on University committees when evaluating a faculty member’s service. It was recommended that the CoC ask the University Co-op to give an annual faculty service award and reception, as it does for research and teaching.

The third meeting of the CoC was held on Friday, February 6, 2009, 12-2 p.m., in WMB 2.102. In attendance: Sue Greninger, Nancy Kwallek, Dominic Lasorsa, Glenn Masada, Kenneth Ralls, Elizabeth Richmond-Garza, Janet Staiger, and Kevin Carney, assistant to Vice Provost Terri Givens.

It was announced that the Faculty Council Executive Committee was planning to change the mission of the Faculty Rules Committee (A6) to include governance.

It was decided that the committee chair would draft a letter to department chairs to solicit their recommendations for committee appointments. Faculty Council Executive Assistant Debbie Roberts offered to assist.

Kevin Carney, assistant to Vice Provost Terri Givens, provided the committee with an overview of the process employed by the vice provost’s office in selecting faculty members for committee appointments. He suggested that additional helpful information that we might provide the vice provost would be data on the performance of existing committee members eligible for committee reappointment. It was suggested that the CoC could solicit these data from the current chairs of the various standing committees. It was suggested that committee chairs be encouraged to keep meeting attendance records which could be shared with the CoC which, in turn, could use it to help nominate faculty members for committee membership.

Ms. Roberts provided a timeline for the process of selecting standing committee members and members of the Information Technology Advisory Committee.

On February 7, 2009, nominations were solicited via email for electing next year’s chair. Nominations were to be sent by February 13 to Ken Ralls, Sue Greninger and Nick Lasorsa. Nick Lasorsa was nominated and

elected.

The fourth meeting of the CoC was held on Friday, March 6, 2009, 12-2 p.m., in WMB 2.102. In attendance: Nancy Kwallek, Dominic Lasorsa, Kenneth Ralls, Elizabeth Richmond-Garza, and Janet Staiger.

The CoC identified faculty members to nominate to 17 of the 20 Standing Committees of the General Faculty needing appointees. Following the meeting, the chair prepared a nomination ballot which was distributed via email and that each committee member used to nominate faculty members to the remaining three standing committees needing appointees, to the Information Technology Advisory Committee, and also to rank-order the nominees to all 21 committees that needed appointees.

On April 7, 2009, the CoC chair submitted to Vice Provost Terri Givens the CoC's recommendations for appointment of faculty members to the Standing Committees of the General Faculty and to the Information Technology Advisory Committee.

The CoC thanks Debbie Roberts and Jen Morgan for their dedication and help in many ways, including keeping the committee chair informed about everything that is pertinent to the CoC and preparing the lists of nominees for the various committees.

Nick Lasorsa, chair

A-4 Faculty Grievance Committee

The 2008-09 Faculty Grievance Committee (FGC) members are: Pascale Bos, Sharon Brown, Ray Chen, Richard Crawford, Alan Friedman, Julius Getman, Linda Golden (vice chair), Kurt O. Heinzelman, Susan Heinzelman (chair), Richard Meier, Tessie Jo Moon, John H. Murphy, Alba A. Ortiz, Yolanda C. Padilla, Janet Staiger, Allucquere (Sandy) Stone, Rose Taylor, Richard E. Wilcox, and Robert H. Wilson.

1. Three grievance cases came before the chair this year—two are still pending and may yet be filed as formal grievances by August 31, 2009.
2. One case, the result of an unsatisfactory PTR first recorded in 2004, went to a hearing panel. The panel declined to send it forward to a full hearing but recommended speedier resolutions to such cases.
3. The committee had a relatively small number of complaints and formal grievances compared to those received last time I chaired this committee (five years ago), largely thanks to the mediation skills of Mary Steinhardt, faculty ombudsperson.
4. We elected Linda Golden as vice chair and chair elect of the FGC.

Susan Heinzelman, chair

A-5 Faculty Welfare Committee

The Faculty Welfare Committee met six times during the academic year: September 8, 2008, October 24, 2008, December 15, 2008, January 14, 2009, February 24, 2009, and April 16, 2009. The Gender Equity Task Force report was the focus of the year. In the September and October meetings the members discussed a possible faculty survey to determine UT faculty awareness of benefits offered at UT for their behalf. It was decided to wait until the Gender Equity Task Force report was publically released to avoid duplication of work already done. Once the report was released, most of the committee's efforts were based on that report.

The following summarizes the Faculty Welfare Committee's efforts for the 2008-09 year.

- Faye Godwin (manager of retirement programs for The University of Texas System, Office of Employee Benefits) reviewed the retirement benefits for UT faculty. She responded to committee members' questions about the plan.
- Dr. Gretchen Ritter (government and co-chair of the Gender Equity Task Force) presented a summary of the report released in November 2008. The primary focus dealt with section five, Climate and Work-Family Issues.
- Sandy Briley (director of the University Child Development Center (UTCDC)) explained the center's history, expansion, enrollment policy, and tuition policy. The center has initiated a new work-life program to assist UT Austin employees with childcare needs.
- Dr. Judith Langlois (vice provost) reported on the current and future initiatives to implement the recommendations in the Gender Equity Task Force report.

- Dr. Karrol Kitt (human development and family sciences) gave a report on the Domestic Partners Benefits Workshop at the Texas Equity Conference she attended.
- Dr. Steven Friesen (religious studies) reported on the UT Gender Equity Forum held by the UT Administration.
- Dr. Dorothy Lambdin (kinesiology and health education) was the liaison with the provost's office and kept the committee informed about the redesign of the UT homepage to create a link to display faculty welfare issues in a visible, easy-to-find manner.
- Dr. Elmira Popova (mechanical engineering) was elected as the 2009-10 chair of the Faculty Welfare Committee.
- Drs. Friesen and Kitt reported progress on the ad hoc Committee on Salary Compression. It will be presented to the provost's office in May 2009.
- Dr. Popova reviewed the fall 2008 Promotion and Tenure Guidelines and will propose modifications be made in the "Leave of Absence Statement" to reflect a yes or no answer, but require no explanation for a "yes" answer.

Karrol Kitt, chair

A-6 Faculty Rules and Governance Committee Committee Members

John R. Allison (business)
Jonathan Bard (mechanical engineering)
John Dzienkowski (law)
Sue Greninger (Faculty Council secretary)
Hillary Hart (civil architecture and environmental engineering) chair

Faculty Council Appointees

Lawrence Abraham (curriculum and instruction)
Neal Burns (advertising)

The full committee met four times during the 2008-09 year. The major product of this committee was a survey of non-tenure-track titles in use at UT Austin—the report is attached. The Faculty Council voted in February 2009 to change the name of this committee to General Faculty Rules and Governance Committee. Here is an excerpt of the expanded scope of the committee:

A-6 General Faculty Rules and Governance Committee FUNCTION: To propose changes in the rules of procedure and governance structure of the General Faculty and the Faculty Council, to study all other proposed changes in and additions to the rules of procedure of the General Faculty and the Faculty Council and to submit recommendations to the General Faculty; to make the final ruling in any election dispute or on any election matter not covered by the rules; to handle questions of interpretation of rules; to determine questions of jurisdiction arising between the Faculty Council and the General Faculty.

Jonathan Bard served as vice chair and Hillary Hart was asked to chair the committee in the 2009-10 year.

*Presented by Hillary Hart, chair
Faculty Rules and Governance Committee
July 2009*

A Report on the use of Non-Tenure-Track Faculty titles at UT Austin Faculty Rules Committee, Spring 2009

In order to carry forward the Faculty Council's (and President Powers') request for greater campus-wide uniformity in the use and understanding of non-tenure-track (N-T-T) faculty titles and positions, the Faculty Rules Committee designed a survey beginning in early February 2009. The purpose of the survey was to discover which N-T-T titles are in use across campus, what responsibilities these faculty have in their units, and what percentage of the total faculty these N-T-T faculty represent. It was hoped that these data would help the University establish clearer policies on which titles are most appropriate for which positions and what governance rights various titles do or should carry.

The committee identified relevant questions to ask of UT unit heads and framed the survey questions using the online survey tool, Survey Station, provided by UT Austin. The first round was a pilot survey sent out to a selected set of faculty in order to test usability as well as receive feedback on the survey questions. With the received responses, the questions were modified and feedback was incorporated to the survey, which was posted in late March. The final survey questions can be found in [Appendix A](#).

Participation was solicited via an email to all UT Austin faculty from then-Faculty Council Chair David Hillis (integrative biology). The survey was open almost three weeks and then reopened for another week to accommodate more responses. In all, 20 departments/units/centers responded. The data received are presented and analyzed in this report.

Table 1 below lists the units responding to the questions about non-tenure-track (N-T-T) titles. While those units do not constitute close to a majority of campus academic units, they do represent a fairly good cross-section of the University, from the Colleges of Liberal Arts and Natural Sciences to Engineering, Pharmacy, Business, and Communication. All of the N-T-T titles listed in question 4 (Q 4) are represented, with a few "other" titles thrown into the mix: visiting professor, visiting associate (in accounting), and instructor of clinical pharmacy.

Results and Discussion

[Appendix B](#), the *Survey Results Overview*, aggregates responses to questions 4 (about titles used) and 6-12 (on roles and responsibilities of faculty holding the various titles). As the bar chart for Q 4 shows, the N-T-T title used most frequently is lecturer: 95 percent of the survey respondents listed at least one of the lecturer titles (lecturer, sr. lecturer, distinguished sr. lecturer) as a title in use in their unit.

Survey results reveal great variation in the numbers, responsibilities, and job security of N-T-T faculty on campus. As Figure 1 shows, the percentage of fulltime-equivalent (FTE) faculty positions (including tenure-track and non-tenure-track) represented by N-T-T faculty varies widely across the University. Two of the responding units—Division of Physical Education and School of Biological Sciences—have all tenure-track faculty, while the Center for Computational Biology and Bioinformatics has no N-T-T faculty and both Departments of History and Physics have fewer than 5 percent.

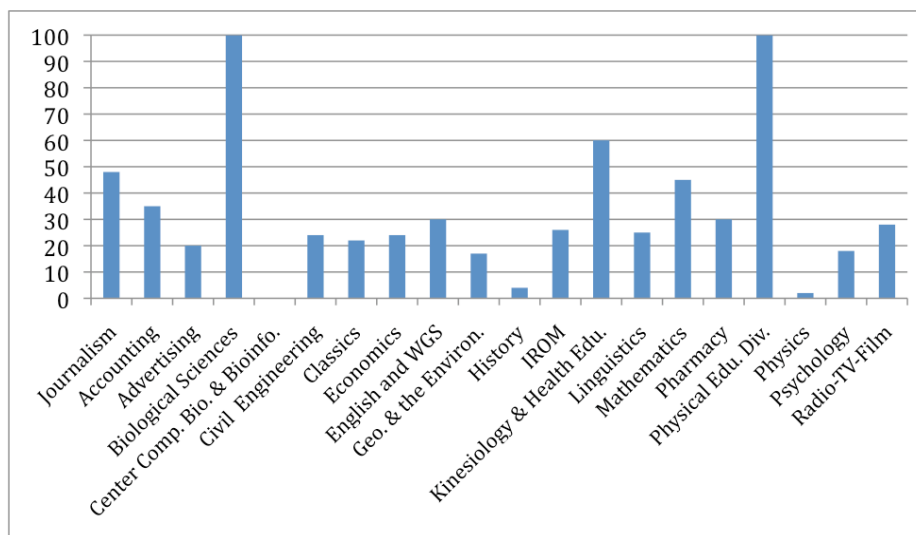


Figure 1. Non-Tenure-Track faculty as a percent of total FTE's in each responding academic unit

Table 1 reveals that the School of Biological Sciences (BS) has the largest number of N-T-T faculty, followed closely by the Department of Mathematics and the College of Pharmacy. In these three departments, the roles and responsibilities of N-T-T faculty seem to vary widely. In BS, the three classes of titles used – lecturer track, specialist, and adjunct faculty (AF) – perform only teaching duties, and only some of the lecturers (26 percent) have multi-year contracts. Mathematics uses instructor, lecturer, clinical, and research faculty titles. The number of responsibilities vary from teaching/research only for the Instructors to teaching/field supervision/academic supervision/committee work/administrative work for the clinical faculty. The department awards fifteen multi-year contracts, fourteen of which go to instructors. In fact, the professor filling out the survey for Mathematics would like to see the Instructor title become research instructor in mathematics. In pharmacy, all titles except specialist are used and the N-T-T faculty perform most of the duties listed on the questionnaire, with three titles – lecturers, research faculty (RF) and AF – doing administrative work as well. Twenty-four of the forty-eight N-T-T pharmacy faculty have multi-year contracts, with 88 percent of those contracts going to clinical faculty. This variety in and multiplicity of duties among N-T-T faculty is reflected in many of the other responding units as well.

Table 1. Number of N-T-T faculty in each responding academic unit

Dept./Unit	No. of N-T-T fac.	Dept./Unit	No. of N-T-T fac.
Accounting	20	IROM	19
Advertising	8	Journalism	22
Biological Sciences	54	Kinesiology & Health Edu.	22
Center Comp. Bio. & Bioinfo.	0	Linguistics	7
Civil Engineering	19	Mathematics	51
Classics	5	Pharmacy	48
Economics	10	Physical Edu. Div.	16
English and WGS	35	Physics	1
Geo. & the Environ.	5	Psychology	38
History	3	Radio-TV-Film	15

The committee would like to discover why and to whom departments award multi-year contracts; some units are using them and some are not. As Figure 2 shows, the largest percentage of these contracts goes to lecturers, followed by clinical faculty. This finding seems consistent with anecdotal and other evidence collected in a 2005 Faculty Council report—*Recommendations of the Implementation Committee on the Status of Non-Tenure-Track Faculty* ([D 4277-4281](#))—that many long-term lecturers at UT Austin have qualified for greater job security and perks (lecturers are the only N-T-T faculty, for instance, to be eligible for a Faculty Travel Grant). This conclusion may need to be balanced by a closer look at the rights and responsibilities of other

N-T-T faculty, especially clinical faculty, who may warrant the option of greater participation in governance at UT Austin. As it stands now, clinical faculty do not have the right to vote in University elections.

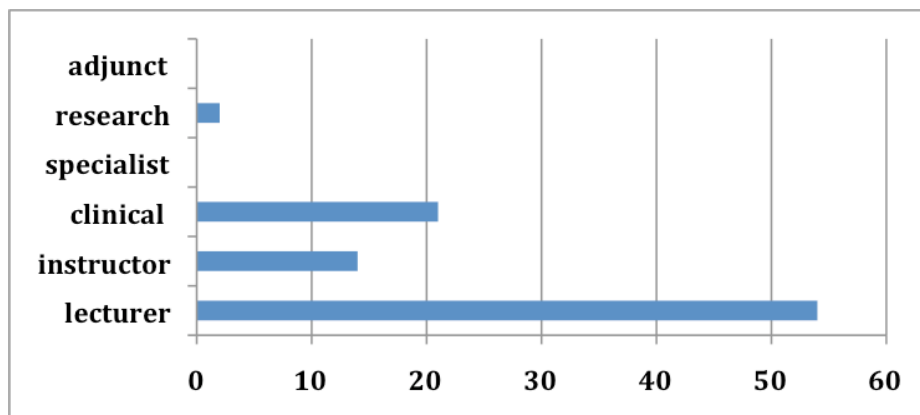


Figure 2. Numbers of N-T-T faculty with multi-year appointments, by title

Future Work

The findings of this survey should be buttressed by additional data-gathering, especially in those units with clinical faculty. Focus groups conducted in these units would be helpful in fleshing out the picture of what these faculty do, how involved they would like to be with governance, and how independent some of them may be with regard to involvement in the life of the University. We should leave ourselves open to the possibility that the title clinical as it is currently defined may not fit all UT Austin faculty carrying that title. And perhaps other N-T-T titles may also be mismatched.

Hillary Hart, chair

A-7 University of Texas Press Advisory Committee

The charge to The University of Texas Press Advisory Committee is to approve publications that bear the imprint of the press and to advise the president should it become necessary to appoint a new director. The committee consists of eight voting members of the General Faculty appointed by the president and two members appointed by the Faculty Council. The committee has met six times so far this academic year, with an additional meeting scheduled for May 13, 2009, and two or three planned for the summer. To date, the committee has approved 59 publications (58 books and one journal), including three books approved by the executive committee (Ferreira-Buckley, MacKay, McClelland). These publications are largely from the humanities, social sciences, visual arts, film and media studies, and Texana.

Key members of the staff meet with the advisory committee and the director to hear house editors from primary areas present projects for committee action. Written summaries, descriptions of projects, and outside evaluators' comments are conscientiously reviewed by the committee prior to the meeting, when a general discussion and questions are followed by a committee vote. When appropriate, the committee recommends conditions for approval. It is rare for a proposal to be rejected at this point in the process since those proposals recommended to the committee have undergone extensive review by house editors and outside reviewers. Committee members, however, have made recommendations for additional revisions and/or stipulated conditions for approval.

To ensure that the committee can best meet its advisory charge, the committee should be composed of faculty from a range of disciplines, especially disciplines in which the press frequently publishes: anthropology, archaeology, architecture, art, classics and the ancient world, environmental studies, film and media studies, geography, Latin American and Latino studies, Middle Eastern studies, and women's and gender studies. It would be helpful if the Faculty Council Executive Committee appointed its representatives with this criterion in view.

The press, which publishes approximately 100 books a year, has been recognized with significant honors again this year. Honors granted include:

- The ALLA Prize for Best Book on Latina/o Anthropology (co-winner)
- The Antoinette Forrester Downing Award from the Society of Architectural Historians
- The Leeds Honor Book in Urban Anthropology from the Society for Urban, National, and Transnational/Global Anthropology (part of the American Anthropological Association)
- The Peter C. Rollins Book Award from the Southwest Texas Popular/American Culture Association for the best book in popular culture studies and/or American culture studies
- Three Southwest Book Awards from the Border Regional Library Association (BRLA)
- Two books included in the 2009 Association of American University Presses Book, Jacket, and Journals show
- The Susan Koppelman Award for Best Anthology, Multi-Authored, or Edited Book in Feminist Studies from the Popular and American Culture Associations
- The University Co-op's annual Hamilton Book Awards (Grand Prize)

See [Appendix A7](#) for approved publications.

The Press remains an integral part of The University of Texas at Austin's mission to advance and disseminate knowledge through its publications.

Linda Ferreira-Buckley, chair;
Carol MacKay, vice chair

B. STUDENT SERVICES AND ACTIVITIES COMMITTEES

B-1 Committee on Financial Aid to Students

The committee (CFAS) met six times during the 2008-09 academic year. The new director of the Office of Student Financial Services (OSFS) asked for the committee's advice on a number of issues:

1. Reaching faculty, especially about scholarship awards and the concept of a "static aid amount" (also called "gift aid") award policy.
2. Developing a mission statement and strategic plan for the office.
3. Surveying student satisfaction with the OSFS.
4. Hearing appeals of financial aid awards and reviewing applications for Ron Brown scholarships.

The latter two issues deserve further discussion.

As part of the overall assessment plan for the Division of Student Services, the OSFS has commissioned a student satisfaction survey by an outside team of evaluators. The team is led by the committee chair Pat Somers, who has experience in financial aid research, and four doctoral students. The team is currently conducting focus groups with undergraduate students and writing a report.

The second issue is the subcommittee on financial aid appeals. The subcommittee considered two appeals this year, which involved complex issues and were very time consuming. The committee is currently drafting a revised process for appeals and supplementary information for students on negotiating the appeals process. The committee will continue to discuss the four issues above in the year to come. The committee interest and participation is at an all-time high and we look forward to an ongoing dialog about financial aid, which is so important to recruiting and retaining our students.

Patricia Somers, chair

B-2 Recreational Sports Committee

September 3, 2008—Election of Vice Chair

Introductions were made and the election for vice chair took place. Professor Cullingford, chair, nominated James Deitrick (accounting) who was unanimously elected.

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 2007-08. The committee watched a Recreational Sports PowerPoint presentation. Divisional publications were distributed, including the Recreational Sports 2007-08 Annual Report. Dison also outlined the divisional goals and challenges for the current year.

September 19, 2008—Recreational Sports' 2009-10 Budget Presentation

The committee was given an overview of the concepts and philosophy upon which the Division of Recreational Sports approaches budget issues, and an explanation of how the budget process works relative to the Student Services Budget Committee (SSBC). Dison explained the proposed 2009-10 budget requests that would be submitted to the SSBC. The Recreational Sports Committee reviewed and discussed the information provided and unanimously supported the proposed budget requests.

October 24, 2008—Recreational Sports' Resource Development Initiative Presentation

Tom Dison introduced the Division of Recreational Sports' new fundraising initiative. He explained its purpose, structure and application within the division. The committee provided feedback on the idea of pursuing corporate sponsorship opportunities.

December 1, 2008—Budget Updates

The committee was given an update on the status of the 2009-10-budget process. Due to budgetary shortfalls facing the University at large, the Division of Recreational Sports is exploring additional ways to reduce expenditures, or explore new revenue streams. Dison presented two ways in which the division might accomplish this – decreased usage of the Texas Swim Center; and continued use of the Recreational Sports Center (RSC) fee once the RSC bond is paid-off. Both items were tabled for further discussion in the spring.

Miscellaneous Updates

A list of topics for the spring semester was presented to the committee. This list included membership and facility usage fees, Recreational Sports budget items, 2010-11 and 2011-12 budget proposals, and a faculty/staff-matching program. The committee was given updates on current and future Recreational Sports events.

January 28, 2009—Membership and Facility Usage Fees

The committee reviewed and supported the Recreational Sports 2009-10 membership and facility use fee schedule. Recreational Sports proposed a 2 percent increase in faculty/staff membership fees; an increase in fees for faculty/staff spouse and senior child, which would bring these fees into parity with the primary membership; and modest increases in locker and towel service fees. A flat 3.9 percent increase in the facility use fee was also proposed.

The committee offered feedback to the Division of Recreational Sports concerning the reduction in use of the Texas Swim Center and a University-supported, faculty-matching program.

February 4, 2009—Recreational Sports' 2010-11 and 2011-12 Budget Requests

Dison presented the Recreational Sports' 2010-11 and 2011-12 budget requests for the committee to review. The committee unanimously supported the proposed budget requests, which will be forwarded to the Student Services Budget Committee. The committee also discussed and supported Recreational Sports' proposal for continued use of the Recreational Sports Center (RSC) fee after the RSC bond is paid-off.

March 26, 2009—Outdoor Leadership Development Center Presentation

The committee viewed a PowerPoint presentation that offered the most current information pertaining to the proposed Outdoor Leadership Development Center project, including the project's history and forecast for the future. Dison also provided updates on ongoing projects.

April 17, 2009—Chair Election:

Professor James Deitrick was elected chair of the 2009-10 Recreational Sports Committee.

The committee discussed a correspondence from a Recreational Sports member questioning the music policy at Gregory Gym (GRE). The group agreed that the division should continue to play music in the common areas (i.e. lobbies, corridors, restrooms). Dison agreed that the division would conduct a survey to determine the general consensus as to whether music should be played in the GRE weight rooms and at the GRE running track.

Committee Activities/Meeting Topics for the 2009-10:

- Introductions and committee overview
- Election of vice-chair
- Review of divisional accomplishments from 2008-09 and goals for upcoming year
- Recreational Sports' budget updates for 2010-11 and 2011-12
- Membership and Facility Usage Fees for 2010-11
- Updates and Announcements
- Special Topics as needed

Elizabeth Cullingford, chair

C. INSTITUTIONAL POLICY OR GOVERNANCE COMMITTEES**C-1 Admissions and Registration Committee**

The committee met periodically through the 2008-09 academic year, and discussed:

1. The impact of the migration of application for admission deadline (from February 1 to January 15 for 2009 and January 1 for 2010) on individual college/school units (CSU), particularly the Butler School of Music.

The Butler School holds national auditions in February. The Office of Admissions has agreed to work with the Butler School so that February auditions may take place as always; the Butler School should advise the admissions office of the results of the auditions within one week. Similar issues arise in CSUs that require a portfolio for some types of admission (e.g. architecture, fine arts). The admissions office will continue to work closely with high school counselors to communicate all necessary information about the new deadlines and their impact for certain majors.

2. The report from the admissions office regarding admissions for fall 2008 (numbers, demographics) and prospects for fall 2009.

Of note: The overall yield dropped 3 percent from the expected rate (to 52 percent). The drop in yield was seen mostly in applicants from families earning less than \$60,000 per year. The committee discussed various possible reasons, including rising tuition and late award notices from the Office of Student Financial Services. The recent administrative reorganization at OSFS is expected to correct the latter factor in the future. It is not clear how the worsening national economy will affect yields for 2009.

If the top 10 percent rule is modified in the next legislative session, it will not affect applicants for fall 2009. President Powers has advocated lowering substantially the proportion of the freshman class made up of top 10 percent students. It is worth noting that statistically, our retention rate has actually increased since the top 10 percent law went into effect.

We also discussed whether UT Austin is considering a plan to guarantee that students whose families make less than some benchmark figure will not have to take out loans to finance their education. The University is working on a similar plan offering “free” tuition for students with family income below some level (\$40,000 was mentioned). This has not yet been approved.

3. Management of the new “six academic drop” rule, in particular how transfer students’ records are being handled. It appears that there have been no difficulties with this system thus far.
4. Transcript recognition for academic minors, similar to legislation passed last year regarding certificate programs.

A subcommittee was established to examine the idea of transcriptable minors. The committee chair arranged for collaboration with the Educational Policy Committee, if actionable recommendations emerge from the subcommittee’s work.

The subcommittee developed a proposal recommending transcript recognition of minors that was approved by the full Admissions and Registration Committee. The proposal was forwarded to the Educational Policy Committee in the spring and discussions with that committee ensued. A revised proposal was submitted to educational policy early in May 2009, for further consideration and possible legislative action (perhaps to take place in the fall).

5. Faculty role in admissions decision-making.

At the request of the Faculty Council Executive Committee, in April we began discussions of the role the Faculty plays in setting academic and other standards for admissions at UT Austin. What are the mechanisms for handling this, if any, in particular with regard to the so-called “exception” admissions (non-top 10 percent)? The committee will continue work on this issue in the fall.

In the interim it appears that the two primary avenues for faculty input are (a) The Admissions and Registration Committee of the Faculty Council; and (b) Regular consultations with the deans and faculty of the CSUs (annual meetings and other discussions as necessary).

It was suggested that the Admissions and Registration Committee sponsor informational sessions for the Faculty Council on the way admissions are handled.

6. Senate of College Councils’ (SoCC) proposal regarding Course-Instructor Survey (CIS) results. In November committee discussed the SoCC proposal to incorporate CIS data in the online course schedule.

While the technological issues associated with this are not intractable, the committee recommended to the FCEC that more information be gathered before any further consideration is given to this proposal. There were numerous questions regarding the scope and intent of the proposal. While students’ desire for easy-to-access information about courses during the registration period is easy to understand, we were unable to determine whether to recommend endorsement of this proposal. In addition, the nature of the issues raised by the proposal suggested that it needs to be examined by Faculty Council committees other than admissions and registration. The question was referred back to the FCEC.

7. Mark Bernstein (communication) has agreed to chair the committee for 2009-10.

Recommendations for committee discussion/action for 2009-10:

1. Work with the Educational Policy Committee regarding transcriptable minors.
2. Faculty input on admissions policies; organizing information sessions.
3. Impact of 2009 Texas Legislature action on admissions.
4. Report of the University’s Enrollment Management Task Force/Committee.
5. Ways in which Office of the Registrar and CSU forms and documents might be moved to electronic routing.

Mark Bernstein, chair

C-2 University Academic Calendar Committee

Prior to the first meeting of the University Academic Calendar Committee, Michael Allen (associate registrar and administrative adviser to the committee) prepared a packet containing the following:

1. Calendar Committee Description & Function, Members of the 2008-09 Calendar Committee
Source: 2008-09 Standing Committees of the General Faculty, University Academic Calendar Committee <http://www.utexas.edu/faculty/council/2008-2009/standcom/C-2.html>
2. Principles for the Development of the Academic Calendar (old version, as amended by the University Council in April 1992)
3. Composition of the Academic Calendar
4. Coordinating Board Regulations Concerning the Common Calendar (including Current Common Calendar dates)
5. Academic Calendars, Long Session 2008-09, and Summer Session 2009; and Academic Calendars, Long Session 2009-2010 (final approval by provost 8/14/08), and Summer Session 2010 (final approval by provost 8/14/08)

6. Projected Academic Calendar, 2010-11 (Long Session 2010-11, and Summer Session 2011)
7. Vertical Calendars from calendar year 1998 through summer 2010
8. Public School Start and End Dates Spreadsheet

The first meeting of the committee was held in the registrar's conference room on October 22, 2008. Mike Allen distributed copies of the packet that he prepared. He briefly discussed each item.

Ken Ralls (mechanical engineering and committee chair) distributed copies of the following to committee members:

1. A printout of the web page for the Calendar Committee, 2006-07, chaired by Ken Ralls, <http://www.utexas.edu/faculty/council/2006-2007/standcom/C-2.html> and a printout of the web page for the committee's annual report <http://www.utexas.edu/faculty/council/2006-2007/reports/standcom/c2.html>.
2. A printout of the web page for the University Academic Calendar Committee, 2007-08, chaired by John Allison, <http://www.utexas.edu/faculty/council/2007-2008/standcom/C-2.html> and a printout of the web page for the committee's annual report <http://www.utexas.edu/faculty/council/2007-2008/reports/standcom/c2.html>.
3. A printout of the web page for the University Academic Calendar Committee, 2008-09, chaired by Ken Ralls <http://www.utexas.edu/faculty/council/2008-2009/standcom/C-2.html> (this is an updated version of what Mike Allen's item #1).
4. The Principle for the Development of the Academic Calendar (current version, as amended by the Faculty Council in April 2007). This version was submitted to the Faculty Council by the 2006-07 Calendar Committee.

Ken Ralls discussed that handouts briefly and encouraged the committee members to read them. He also pointed out that the committee must review the Principles for the Development of the Academic Calendar and decide if any changes are needed. In addition, the committee needed to approve the projected academic calendar, 2010-11, Mike Allen's item number six. The latter was approved. The final task at this meeting was the unanimous election of Jon Olson (petroleum engineering) as vice chair of the committee for 2008-09.

Although the committee chair had intended to hold a follow-up meeting for committee members who were unable to attend the first meeting, circumstances precluded this.

Members in attendance: Elizabeth C. Pomeroy, Kenneth M. Ralls, Karrol A. Kitt, Edward W. (Ted) Odell, Evelyn L. Meisell, Nathan V. Bunch, Scott Fulford (for Garrett Fair), and Michael D. Allen.

The second and final meeting of the committee was held in Mike Allen's office on May 1, 2009. This meeting was delayed as a result of Ken Ralls's back problems that began at the beginning of February.

Another copy of the Principles for the Development of the Academic Calendar was distributed by Chair Ken Ralls. Committee members reaffirmed that this document remains accurate and does not need to be changed. Ken Ralls asked Mike Allen to summarize a request from the McCombs School of Business to alter the fall academic calendar for students in their Master of Business Administration (MBA) program.

- The initial request involved starting fall semester classes for the MBA program on Monday, August 24, 2009, rather than on the official first class day of Wednesday, August 26, 2009, in order "to effectively split the semester in half and offer a series of two credit hour courses in the first and second halves of the fall semester." This would facilitate implementation of a new curriculum for the MBA program. Eric Hirst, associate dean in the McCombs School of Business, submitted this request.
- The subsequent and rather late request involved starting fall semester classes for the MBA program on Monday, August 17, 2009, with three class days during the fall being cancelled. Daniel Garza, assistant dean in the McCombs School of Business, submitted this request.

Registrar Shelby Stanfield contacted Daniel Garza in order to find out if the provost had approved the requested calendar change. The answer was, no. Consequently, the University Academic Calendar Committee decided that the two requests are moot.

Ken Ralls asked members of the committee if the University Academic Calendar Committee should remain as a stand-alone standing committee of the General Faculty or if it should be merged with another standing

committee. Committee members discussed this and unanimously decided that the University Academic Calendar Committee should remain a separate committee.

Jon Olson was unanimously selected as the chair elect; he will serve as committee chair during 2009-10. Members in attendance: Jon E. Olson, Elizabeth C. Pomeroy, Kenneth M. Ralls, Holly A. Williams, Karrol A. Kitt, Edward W. (Ted) Odell, and Michael D. Allen.

The current chair thanks committee members who were able to devote time to attend meetings and Mike Allen for his input and contributions to the committee.

The committee approved including the following statement as an addendum to the annual report.

Statement of the 2008-09 University Academic Calendar Committee
Reiterating the Impossibility of a Fall Break

The following is taken from the committee's 2006-07 annual report.

The possibility of adding a Fall Break was discussed extensively. Keshav Rajagopalan had previously sent a document called "Fall Break-Summary" to committee members. This summary, prepared by Grant Rauscher, member of Student Government, contained fall calendar information for some peer institutions. The committee chair (Ken Ralls) had checked academic calendars for several peer institutions and found that a few do have a Fall Break of one day or more but most do not.

The chair expressed concerns about the effect of a Fall Break on laboratory courses in engineering and natural sciences, which are already difficult to schedule in the fall because of the Labor Day and Thanksgiving holidays. The chair also pointed out that two examples of universities that have a Fall Break (according to Mr. Rauscher's report) are Indiana University and the University of North Carolina-Chapel Hill, neither of which has a college (or school) of engineering.

Because the fall semester is already four class days shorter than the spring semester, and because laboratory courses would be adversely affected by removing even one additional class day, it was decided that a Fall Break is so impractical as to be impossible. (The fall semester has 70 class days — 42 on MWF and 28 on TTh; the spring semester has 74 class days — 44 on MWF and 30 on TTh.) Only if additional class days were added to the fall semester would a Fall Break become feasible, but this is impossible because of constraints on the beginning of the semester and on the end of final examinations.

The committee's 2007-08 annual report, written by Chair John Allison, includes an expanded version of the above three paragraphs and ends with the following statement: "The committee restates its position that a Fall Break at The University of Texas at Austin is simply impossible to accomplish."

The 2008-09 University Academic Calendar Committee also restates the position that a Fall Break at The University of Texas at Austin is simply impossible to accomplish.

Ken Ralls, chair

C-3 Commencement and Academic Ceremonies Committee

FUNCTION: To advise the Faculty Council, the president, and academic deans on policy matters, including selection of speakers, in planning graduation, Honors Day, and other formal academic ceremonies.

The Commencement and Academic Ceremonies Committee met once and conducted business via email during the academic year to discuss the organization and planning of formal academic ceremonies.

In the fall semester, the committee focused mainly on one piece of business: the 2009 University-wide commencement speaker. The committee forwarded suggestions of commencement speakers to the president's office, which were added to the existing list maintained by the Office of Relationship Management and University Events.

Committee business in the spring semester was conducted via email communication. The following issues were addressed:

Commencement.

- *Commencement Theme.* The theme for the May 2009 Commencement is “The Eyes of Texas Are Upon You” as noted in President Powers’ commencement message ([Appendix C-3](#)).
- *University-wide Speaker.* Robert Rodriguez, writer, director, producer, and co-owner and president of Troublemaker Studios, will be the commencement speaker.
- *Marshal.* Dr. Yolanda C. Padilla (social work and chair of the Commencement and Academic Ceremonies Committee) will serve as University Marshal and will preside at the University-wide academic 2009 ceremonies.

Electing a New Chair. Dr. Padilla polled the committee via e-mail, and Dr. Cynthia S. Salinas (curriculum and instruction) was elected chair for the 2009-10 year.

Honors Day. The 61st annual Honors Day celebration recognizing College Scholars and Distinguished College Scholars was held on April 4, 2009, at the Bass Concert Hall. This year, 5,011 students were given the honorary title of College Scholar and 1,579 were recognized as Distinguished College Scholars. Two University-wide ceremonies were held to accommodate the large number of student honorees and their guests who attend annually. Colleges and schools also host complementary activities to recognize their scholars individually.

Terri E. Givens (vice provost for undergraduate studies and international programs) delivered the Convocation address at both ceremonies.

Dr. Padilla and Dr. Terry Givens served as University Marshals for the ceremony.

Yolanda Padilla, chair

C-4 Educational Policy Committee

The Educational Policy Committee met seven times over the course of the 2008-09 academic year: October 5, November 6, December 11, March 9, April 6, April 17, and May 6. Average attendance of the 20 official members was 13. Registrar Shelby Stanfield was invited to attend as well, given the significant involvement of his office with many of the issues considered by the committee. At the April meeting the committee elected Professor Alan Friedman (English) to serve as chair elect.

Using Credit by Exam Coursework to Fulfill Course Prerequisites

In response to a question from the registrar and the Division of Instructional Innovation and Assessment (DIIA), the committee approved the use of pending course credits, such as those earned through credit-by-exam or advanced placement but not added to a student’s official transcript, to fulfill prerequisites for registration for advanced courses.

Proposal to Improve Course Availability for Undergraduates

By request from the provost’s office, the committee reviewed disapproved portions of 2005 Faculty Council legislation ([D 3835-3837](#)), which had been only partially approved by the president.

Original item 1, creating a new symbol “N” to be assigned when a student drops a class for a documented non-academic reason, and original item 5, which would limit the number of “Q” drops for a student, were felt to be unnecessary in light of SB 1231 (2007), which limits number of courses which can be dropped.

Original item 2, which proposed to shorten the add-drop period, was not approved, since data examined showed that adds and drops were unlikely to be exerting major effects on course availability.

Original item 4, establishing a University-wide policy on the number of times a course can be repeated, was not supported. The majority of the committee felt that this type of restriction should be enacted by individual colleges and schools rather than on a University-wide basis.

Recommended Addendum to Course Syllabi Addressing Plagiarism

The committee considered a proposal from the Senate of College Councils to require detailed information about plagiarism in syllabi for courses in which students are graded on written work. While the committee shared the concern motivating the proposal, the motion to approve was defeated largely because of a desire for course syllabi to be kept brief and specifically focused on the course, rather than conveying as well general University-wide policies and recommendations.

Proposal to Approve One and Two-Hour Courses to Carry Flags

The committee received a proposal from the School of Undergraduate Studies recommending a change in policy to allow courses of fewer than three semester credit hours to carry flags. The proposal would allow courses to carry a writing, global cultures, cultural diversity, ethics and leadership, or independent inquiry flag if that component constituted one-third of the course grade for three credit courses, one-half of the course grade for two credit courses, and all of the course grade for one credit courses. For the quantitative reasoning flag this component would have to constitute one-half of the course grade for a three-credit course and three-quarters of the grade for a two-credit course. This proposal was presented to the Faculty Council at its April meeting ([D 6967-6968](#)).

Core Curriculum Student Competencies

At the request of the provost's office and the School of Undergraduate Studies, the committee reviewed the current catalog description of core curriculum student competencies and the current list of courses approved to fulfill these general education requirements. These competencies are of critical importance with respect to University accreditation by the Southern Association of Colleges and Schools' Commission on Colleges (SACS-COC), in terms of regular review of academic programs by the Texas Higher Education Coordinating Board (THECB), as well as in guiding core curriculum reform.

Communication (Core Component 010) – the committee felt both speaking and writing should be demonstrated and assessed. Including an “institutionally designated option” writing component course in this section was identified as an issue requiring further study, since it is not in full compliance with THECB guidelines.

Mathematics (Core Component 020) – the committee discussed the importance of involving the Department of Mathematics in the selection of qualifying courses and the value of considering qualifying courses that may not be offered by the Department of Mathematics.

Science and Technology (Core Components 030 and 031) – the committee discussed the importance of adding engineering courses to fully include technology in these sections.

Humanities (Core Component 040) – the committee discussed constraints and advantages of the current specification that all students must fulfill this requirement by taking E 316K. This course is currently well designed and delivered for this purpose. Problems include issues of transfer and dual enrollment coursework, as well as the impact of change on already tightly constrained degree plans. The committee recommended that a subcommittee explore this issue in greater depth.

Visual and Performing Arts (Core Component 050) – the committee saw no problems with the current description and implementation of this requirement.

Social and Behavioral Sciences (Core Component 080) – the committee saw no problems with the current description and implementation of this requirement, though some concern was expressed about the legislative requirement for history and government constituting such a large portion of the required core.

First Year Signature Course (institutionally designated option) – the committee felt no changes were needed with this component.

Changes to Criteria for University Honors Day Participation

In response to a request from the School of Undergraduate Studies, the committee reviewed a proposal to change the criteria for participation in Honors Day ceremonies. The primary rationale for this proposal was to

reduce the number of participants, making invitation more of a special honor, and to simplify the calculations needed to determine eligibility. The committee approved a slightly modified version which would establish minimum qualifying characteristics of (a) current registration as an undergraduate student; (b) no prior undergraduate degree; (c) completion of at least 30 semester credit hours (SCH) of coursework at the University, excluding credit by exam, and at least 60 SCH of college coursework, including transfer credit and credit by exam; and (d) an in-residence University cumulative grade point average (GPA) of at least 3.50. Additionally, criteria were approved for the two levels of recognition: Distinguished College Scholars must rank in the top 4 percent of their class, in each college or school in which they are pursuing a major, based on in-residence cumulative GPA; College Scholars must rank in the top 20 percent of their class, in each college or school in which they are pursuing a major, based on in-residence cumulative GPA.

Proposal for Recognizing Academic Minors on Official Transcripts

The committee received a report from the Admissions and Registration Committee recommending standards for recognizing academic minors on official undergraduate transcripts, similar to the proposal approved last year for recognizing certain certificate programs on transcripts. Discussion of this proposal included a number of issues, including the amount of overlap allowed among core, major, and minor courses; how students would be officially admitted into academic minors; which academic units would establish the content of academic minors; how this policy would affect or be affected by course availability; whether this policy would encourage students to take additional courses and delay graduation; and whether interdisciplinary minors should be included in this practice. The committee recommended that this proposal be forwarded to the colleges and schools for discussion, perhaps by the academic associate deans, with a request for feedback that could inform further discussion by the committee in the coming academic year.

Recommendation for Adding the Registrar as an Ex Officio Member of the Educational Policy Committee

Because the registrar is uniquely positioned to offer advice on many matters of educational policy, including historical perspective, implementation feasibility, and administrative constraints, and because this year the regular participation of Registrar Shelby Stanfield was very helpful, the committee voted to request the addition of the registrar to the list of regular committee members. This request is being forwarded to the Faculty Rules and Governance Committee for further review and action.

Lawrence Abraham, chair

C-5 Faculty Building Advisory Committee

Committee Membership:

Faculty:

Charles, Michael Ray	art and art history
Cline, Alan K.	computer sciences
Diller, Kenneth R.	biomedical engineering
Freeland-Graves, Jeanne H.	human ecology
Kwallek, Nancy P.	architecture
Speck, Lawrence W.	architecture
Warnow, Tandy	computer sciences
Wilson, Samuel M.	professor, anthropology
Wood, Sharon L.	civil, architectural, and environmental engineering

Faculty Council Appointees:

Gilbert, Robert B.	civil, architectural and environmental engineering
Steinhardt, Mary A.	kinesiology and health education

Staff:

Garcia, Manuel A.	program manager, Construction Industry Institute
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Three Students:

Adams, Doug	Student Government representative
Herndon, Anne	Student Government representative
Vaughan, Brenda S.	Graduate Student Assembly representative

Administrative Advisers:

Clubb, Patricia L.	vice president for employee and campus services
Dixon, David R.	executive director of program management, UT System, facilities planning and construction
Rea, David L.	director, campus planning and facilities management

The Faculty Building Advisory Committee (FBAC) met eight times during the academic year. All members of the committee are gratefully acknowledged for their commitment of time and energy to the activities of the committee during the year.

Committee Activities:Landmarks (Campus Public Art) Program

The committee was briefed on a number of occasions by Andrée Bober who directs the campus public art program (Landmarks program). The committee enthusiastically recommended that the University pursue the Metropolitan Museum of Art loan and recommended extension of the program to other locations such as the West Pickle Research Building (formerly named the MCC Building) and the Pickle Research Campus. The committee felt that the acquisition of this collection would clearly indicate the campus's commitment to excellence in all areas. It was also felt that moving on this loan would likely initiate other important art acquisition and positively impact the public art program.

Campus Master Plan

Over the 2008-09 academic year there was a good deal of discussion of updating the Campus Master Plan. It was last updated in 1995 and adopted by the Board of Regents in 1996. Now we feel most of the objectives of that document have been realized, and that we face new challenges and opportunities. The committee noted that the Campus Master Plan should be updated to consider other important University priorities such as sustainable architecture and building for accessibility. Given that the current master plan document is about ten years old, the committee felt that it is appropriate for the campus to review and critique the document and its implementation. The committee is sensitive to the fact that the campus must be proactive in communicating with the University regents on initiatives related to updating of the master plan.

Statues

The committee discussed the campus's lack of rigorous evaluation in permitting statues, particularly figurative bronzes, on campus. FBAC recommended a moratorium on permitting statues (human or animal) until further evaluation. The committee is considering guidelines for permitting statues on campus public spaces.

Election

Sam Wilson is the chair elect of FBAC.

Construction Projects

The committee provided oversight on planning for a number of campus construction projects. These include Dell Computer Science Hall, Student Activity Center, Hogg Auditorium, Student Union Courtyard, Texas Union East Exterior, Barbara Jordan Statue, and other smaller projects.

- Student Activity Center: The committee reviewed the design and development details of the Student Activity Center. The design team highlighted the strong support by various stakeholders in the planning process. Student input was sought in a variety of ways and the design team incorporated student recommendations into the design. Several workshops were held for student input. Issues raised by the students included the need for performance, "hang-out", and outdoor spaces. Students also contributed to the general layout and overall site utilization. There is an interesting public art component to the project called a *Reflection Space* by James Turrell. There was initial concern from some in FBAC about the loss of faculty parking spots in F11. Upon discussion it was learned that a plan exists and faculty have been notified about the loss of spots. There was discussion on the need for continuity in the landscaping and paving. There has been continued discussion on this topic within FBAC for a number of meetings. The committee was generally very supportive of the Student Activity Center planning process and final designs.

- Hogg Auditorium, Student Union Courtyard, Texas Union East Exterior, Barbara Jordan Statue: The committee reviewed presentations from three architectural firms working on projects stretching from the Battle Oaks area past Hogg Auditorium to the Student Union's east courtyard. The architects presented designs for the Hogg auditorium renovations, the Student Union outdoor courtyard area, and the Barbara Jordan statue site plan. Campus Planning and Facilities Management and FBAC brought the firms together so that they could see each other's designs with the hope that the designs could be more seamlessly woven together. FBAC recommended that Campus Master Plan guidelines on the use of paving to tie the campus together visually should be better adhered to. Issues arose on what extent of coordination is required for adjacent spaces in a campus neighborhood.
- Dell Computer Science Hall: The committee reviewed design and development details of the Dell Computer Science Hall. The design team identified accessibility features of the building that are consistent with the directions that FBAC has advocated for the campus. In addition to more typical accessibility features, the project is planned to have a comfort room and private bathroom. The project is on goal to meet the LEED Silver rating and is aligned with our campus-wide goals towards more sustainable architectural design and building operation. The instructional space allocation for the building meets the Faculty Council (FC) fifteen percent (legislated) target. However, some of the rooms applied to this target value may not be consistent with the FC legislated percentages. The committee recommended that we seek clarification on what types of rooms should be applied towards the FC legislated percentage.

Samuel M. Wilson, chair

C-6 International Programs and Studies Committee

The committee met four times during the course of the year: on September 19, 2008; November 7, 2008; February 21, 2009; and March 30, 2009.

The main items of business at the first meeting on September 19, 2008, were to elect a chair and co-chair, and to set a schedule and agenda for the upcoming year. Ten members (Abraham, Belgum, Birkholz, Deussner, Hale, Hamir, Hansen, Lujan, Serice and Straubhaar) attended the meeting. The committee elected Professor Patricia Hansen (law) as chair, and Professor Joseph Straubhaar (radio-television-film) as co-chair. After discussing the committee's report from the prior year, the committee determined that its primary focus should be on ways to strengthen international programs across the University, including encouraging participation, ensuring diversity, addressing imbalances, identifying "best practices," and increasing funding opportunities and links with organizations outside the University. The committee agreed that it was essential to learn more about the new international programs initiatives taking place under the leadership of Vice Provost Givens, and to invite her to discuss this at the next meeting. In addition, it agreed to discuss for ways to work with the new International Opportunities group that had recently been established by the Student Government. There was also interest in learning more about the "global cultures flag" of the new School of Undergraduate Studies.

At the second meeting on November 7, 2008, the committee met with Vice Provost Givens to discuss international programs initiatives taking place in the Provost's Cross-College Council on International Study (P3CIS). In addition to Dr. Givens, eight other members attended the meeting (Belgum, Birkholz, Deussner, Gerber, Hamir, Hansen, Lujan, and Serice). Dr. Givens discussed efforts to promote synergies in international programs across the University. P3CIS is working to identify ways to achieve greater visibility and broader participation for international programs across the University. However, funding has proven a significant obstacle to these efforts. Committee members stressed the importance of looking at the ways in which peer institutions outside the University, as well as colleges within the University, were addressing these challenges. It was agreed that members of the committee would be given access to materials gathered by P3CIS, and invited to future P3CIS meetings. The committee also agreed to invite a representative from the University Development Office to meet with it to discuss the role of international programs in the University's new capital campaign.

At the third meeting, on February 20, 2009, the committee voted to name Professor Ken Hale (fine arts) as chair elect for the upcoming year. The committee also met with Associate Vice President David Onion and Executive Director Nick Ferrara of the University Development Office. Five committee members (Birkholz, Gerber, Hale, Hansen, and Lujan) attended the meeting. Mr. Onion and Mr. Ferrara discussed the progress of the current capital campaign, which was launched in September 2008 and is set to end in 2014. They explained that, following the recommendations in the report of the Commission of 125, fundraising priorities and activities are

generally established by individual units within the University. The primary role of the development office is to provide centralized support to these efforts. When development office representatives meet with donors, they attempt to identify the donor's specific interests and to match the donor with a specific University college or department. Individual colleges and departments have each published their own brochures setting out their fundraising priorities for the current capital campaign. The committee noted that there is no separate brochure targeting international programs generally. This omission seemed odd, given that the capital campaign focuses on helping UT "change the world." Moreover, a number of donors might have a special interest in funding cross-disciplinary efforts in this area. Finally, smaller departments often find it quite difficult to pursue international programs, or to fund these efforts, on their own. It was agreed that it would be useful for the development office to know more about the different kinds of international programs that could benefit from centralized fundraising, as well as individuals or organizations that might have a specific interest in funding these areas. The committee agreed to provide the development office with examples of the types of international programs available across campus that might be of interest to donors with international interests.

At the fourth and final meeting, on March 30, 2009, the committee met to discuss how to follow-up on the information gathered at its prior meetings. Seven members (Aghaie, Belgum, Birkholz, Hamir, Hale, Hansen, and Straubhaar) were in attendance. The committee discussed fundraising efforts for international programs at other universities. For example, Stanford University has special reunion gatherings for alumnae that participated in a study abroad program while they were students. Many alumnae consider these programs to be among their most important educational experiences. The committee also discussed the difficulties faced by faculty members trying to create international programs within specific departments. For example, faculty often find it difficult to secure departmental support for international programs that attract significant interest from students outside the department. The committee developed a list of five major categories of international programs available at this and other universities: (1) Sending UT faculty to speak, teach and/or conduct research abroad; (2) Bringing foreign scholars (and leading international authorities outside the academy) to speak, teach and/or conduct research at UT; (3) Sending UT students to study and/or conduct research abroad; (4) Bringing foreign students to study and/or conduct research at UT; and (5) Using technology (such as videoconferencing) to bring together scholars, students, and from different countries). The committee agreed to send this list, along with an illustrative list of programs in each category, to the development office. The committee also agreed that it was important to continue to look for ways to increase support for international programs, and to promote synergies in international programs available across campus in conjunction with the P3CIS.

As a result of its work over the course of this year, the committee concluded that individual departments face significant constraints in creating, developing, and supporting international programs on their own. This is in part because of the significant financial and administrative burdens associated with the programs, but also because international programs often generate benefits that cut across departmental lines. We recommend that next year's committee continue to look at these issues, keeping in mind that any resolution would probably need to be submitted to the Faculty Council fairly early in the academic year.

Patricia Isela Hansen, chair

C-7 University of Texas Libraries Committee

The faculty committee met three times in fall 2008 and twice in spring 2009. A key component of all meetings was the bi-directional exchange of information between the UT Libraries' administrative staff and faculty members. In addition, over the course of several meetings the administrative staff explained the distribution of the budget and described the University's efforts to cope with the continuously escalating cost of research collections.

A key initiative of the UT Libraries is the University of Texas Digital Repository (UTDR), a new digital storage-and-retrieval system that can be used by University faculty and administration to store, catalog and preserve digital information. As an example, in the future, UT Austin dissertations will be "published" by submitting them to this digital repository. The repository has been in development for several years, and it is now "live" at <http://repositories.lib.utexas.edu/>. The library staff presented the system to the computer sciences department staff, both to make faculty aware of this initiative and to get feedback on the computer science aspects of such a system. We hope this initiative continues to grow.

Faculty at Massachusetts Institute of Technology (MIT) and Harvard have instituted policies that require the

posting of the author's final version of a scholarly article in the institution's local digital repository. These articles will then be made freely available over the web and will be findable through Google and other search engines. Both MIT and Harvard use DSpace as their repository platform and are currently developing procedures by which these articles will be deposited and made available to the world via their local DSpace implementations. The library's UT Digital Repository is also based on DSpace and can be used for similar purposes. The committee noted the benefits of a local repository for preservation and access, along with concerns about issues such as publisher restrictions, impact on small non-profit publishers, and faculty workloads, and encouraged the libraries to stay abreast of the evolving discussion.

Other key initiatives involve continued development of library collections and ongoing work to adapt library facilities to the changing needs of student researchers. Library committee meetings were held in several branch libraries to familiarize committee members with the varied aspects of libraries collections and facilities. At the Fine Arts Library, for example, committee members learned about the tremendous breadth and depth of UT's media collection and the University's ability to record and store all types of audio/visual material. In addition, the library staff explained some of their projects to preserve receding languages and war-crime trials through digital archives. Librarians for the Benson Latin American Collection exhibited some of the unique materials that make the Benson Collection an international destination for researchers and described the myriad ways in which the collection facilitates research on Latin America at the University and around the world.

The UT Textbook Advisory Committee (TAC) is chaired by Provost Steven Leslie and Vice President Kevin Hegarty. TAC is looking into ways to alleviate the increasing cost of course materials for students. In addition to the e-book initiative that the University is piloting this spring as well as a new centralized booklist system, Keshav Rajagopalan (2008-09 Student Government president) has begun a dialogue with the faculty about the increasing cost of course materials so that they are more cognizant of the issue. Legislation proposed during the last Texas State Legislative session may inhibit teaching effectiveness. Some of this legislation called for a mandatory three-year use period for books, or even worse, a state-wide book for certain courses. Mr. Rajagopalan is hoping that UT as an institution, can be proactive in stemming the increasing cost of course materials and prevent restrictive legislation from gaining ground.

Faculty members are very impressed with the UT Library management and staff. In every meeting, the staff showed an in-depth understanding of the library and its critical function to the University. The library touches every faculty member's life in one way or another. We believe the UT Library System should enjoy the full support of the administration as its attempts to offer first-tier service with declining (in constant dollars) revenue.

Warren A. Hunt, Jr., chair

C-8 Parking and Traffic Appeals Panel

Report to be included in next year's bound volume.

Thomas E. Milner, chair

C-9 Parking and Traffic Policies Committee

The major issues the committee dealt with this year included:

1. Traffic congestion and hazards to pedestrians at the intersection of 24th and Speedway. After numerous emails, meetings, discussions, and a study by Walker Parking Consultants, UT Parking is working on a solution to this problem that will restrict traffic on 24th and re-route people who park in this area. These actions will greatly reduce traffic in that intersection.
2. A bicycle resolution was introduced by Gordon Novak (computer sciences) to request that UT adopt bicycle-friendly policies. Versions of this resolution were passed unanimously by the UT Bicycle Committee, Parking and Traffic Policies Committee, Faculty Council ([D 6889](#)), Staff Council, and Student Government.

Gordon S. Novak, chair

C-10 Recruitment and Retention Committee

Report to be included in next year's bound volume.

Lisa Bedore, chair

C-11 Research Policy Committee

The Research Policy Committee (RPC) set out to strengthen the ethical research core of the University community by developing and proposing a set of written standards and guidelines that emphasize ethical research while respecting differences across colleges, departments, units, and disciplines.

The RPC took on this task because it was felt that more emphasis needed to be placed on ethical research standards for faculty, administrators, staff, and students. As part of the process of developing and writing the ethical research standards, RPC members researched their departments and associations, discussed violations of ethical research reported in the news, and listened to presentations by Vice President for Research Juan Sanchez and past RPC chair and anthropology professor John Kappelman. After researching their departments and associations, many committee members learned there were no written department or association-level guidelines for conducting ethical research.

The April 24, 2009, meeting with Dr. Sanchez and Dr. Kappelman was extremely important to developing a set of written ethical research standards. To learn more about ethical research issues discussed at the meeting, minutes have been attached to [Appendix C-11](#) of this report.

After meetings and discussions, the following document, RPC's Recommended Standards of Ethical Research at The University of Texas at Austin was produced. Recognizing that producing a written document was only the first step, Professor Paula Poindexter (journalism) asked Dr. Juan Sanchez for suggestions on how to get the document incorporated into the research culture at the University. Dr. Sanchez recommended a presentation to the Deans' Council and the Faculty Council. A presentation to the Deans' Council is planned for August, and a request will be made to the incoming chair of the Faculty Council for a fall semester presentation.

Research Policy Committee's Recommended Standards of Ethical Research at The University of Texas at Austin¹

I. Preamble.

Because integrity is the foundation of research excellence, faculty, staff, students, and administrators at The University of Texas at Austin are expected to adhere to the highest ethical standards during every phase of the research process and in every research role, including researcher, reviewer, editor, evaluator, supervisor, collaborator, and research assistant. The University community is required to comply with research policies regarding approvals, safety, and training, and faculty, staff, students, and administrators are expected to follow ethical research guidelines adopted by their professional associations and departments. The following standards as proposed by the Research Policy Committee will serve as an ethical research core and underscore a fundamental principle: research excellence at The University of Texas at Austin can only be achieved when the foundation is built on integrity and transparency.

II. Acknowledge the source of text, images, and ideas.

Using the wording, images, or ideas of others without crediting the source of the material is plagiarism, a violation of ethical research conduct. Plagiarism, according to The University of Texas at Austin, "occurs if you represent *as your own work* any material that was obtained from another source, regardless of how or where you acquired it."²

¹ In 2008-09, the RPC, chaired by Paula Poindexter, School of Journalism, set out to strengthen the ethical research core of the University community by developing and proposing a set of guidelines that emphasize ethical research while respecting differences across colleges, departments, units, and disciplines. The RPC encourages incorporating these ethical research standards in department and unit activities. Members of the 2008-09 RPC are listed at <http://www.utexas.edu/faculty/council/2008-2009/standcom/C-11.html>. Special thanks is extended to the following individuals for sharing their ideas about ethical research standards for the University community: Juan Sanchez, vice president for research; John Kappelman, professor of anthropology and past chair of the RPC.

² The Dean of Students' definition of plagiarism is at http://deanofstudents.utexas.edu/sjs/scholdis_plagiarism.php.

III. Avoid conflicts of interest in the design, execution, and reporting of research.

If any aspect of the research process is compromised or the research is influenced by financial, professional, or personal interests that may bias the outcome of the research, there is a conflict of interest. Be alert to potential or perceived conflicts of interest; ensure the integrity of the research process and the validity of the research results by complying with University policy on conflicts of interest.³

IV. Respect human research participants and their rights; comply with University policies on human subjects.

Ethical research stipulates that human participation is voluntary, confidentiality is safeguarded, human participants are not harmed, and consent is informed. Comply with University Institutional Review Board (IRB) policy on human subjects research.⁴

V. Comply with University policies on non-human research.

Non-human research includes vertebrate animals and biological materials and recombinant DNA. Comply with Institutional Animal Care and Use Committee (IACUC) policy on vertebrate animal research.⁵ Research on “infectious agents, toxins, human cells/blood/tissue or recombinant DNA or other bio-hazardous agents” must be approved by the Institutional Biosafety Committee (IBD).⁶

VI. Gather, analyze, and report data honestly.

Manufacturing, falsifying, concealing, and skewing data to generate research or produce specific outcomes is unethical. Every aspect of data collection, analysis, and reporting must be handled with the utmost integrity. Data should be made available to the researcher’s community per community standards.

VII. Assign author credit according to author contributions in the context of the discipline’s publishing standards and practices.

An author’s contribution should dictate authorship and authorship should accurately represent an author’s contribution. The order that authors are listed should have meaning in terms of author agreements, workload, and discipline practices.

VIII. Submit original—not previously published—research for publication and adhere to discipline’s rules on simultaneous submissions.

It is unethical to represent previously published studies as original. Acknowledge previous research that a publication is based on. Failing to comply with the rules of one’s discipline regarding simultaneous submissions is a breach of research ethics.

IX. Teach, supervise, and mentor the research process with integrity and transparency.

As supervisors and mentors, faculty are responsible for ensuring that students and junior faculty design and conduct research with integrity and transparency. As supervisors and mentors, faculty have responsibility for making certain that students and junior faculty follow ethical research standards and comply with University research policies. Furthermore, as supervisors and mentors, faculty must be careful not to pressure students or junior faculty for unearned author credit or take advantage of them in any way.

X. Annually read and acknowledge the policy document “Required Responsibilities for Researchers at The University of Texas at Austin” from the Office of the Vice President for Research.⁷

This document from the Vice President for Research emphasizes the responsibility of “fostering an

³ Guidelines for Conflict of Interest are at <http://www.utexas.edu/research/resources/policies/coi/>.

⁴ The Human Subjects policy is at <http://www.utexas.edu/research/rsc/humansubjects/>.

⁵ University of Texas at Austin Institutional Animal Care and Use Committee (IACUC) policy is at <http://www.utexas.edu/research/rsc/iacuc/>.

⁶ The Institutional Biosafety Committee policy is at <http://www.utexas.edu/research/rsc/ibc/>.

⁷ The Office of the Vice President’s “Required Responsibilities for Researchers” document can be found at <https://utdirect.utexas.edu/cts/index.WBX>.

environment that enables the highest level of academic inquiry while simultaneously complying rigorously with all Federal, State, and University regulations, requirements and policies related to the conduct of research.”

**Report on Competitiveness in Graduate Student Recruiting
Submitted by Steve Keckler**

The committee began a basic examination into the University’s ability to compete with peer institutions in attracting and recruiting top students into the graduate programs. As a part of this process, we examined the November 2007 report “Policy and Planning Advisory Council Study of the Characteristics of Great Universities,” (PPAC report) produced by the University’s Office of Information Management and Analysis. We also met with Graduate School Associate Deans Marvin Hackert and Darlene Grant to discuss graduate school fellowships and recruiting efforts. While our examination is admittedly superficial, we believe that there are a number of areas of concern that deserve further investigation and attention.

1. Teaching Assistant (TA) and Research Assistant (RA) compensation: The PPAC report indicates that average RA and TA stipends at UT Austin are at or very near the bottom relative to the three private and two public peer institutions analyzed in the report (institution names were anonymized). At the outset, this fact does not bode well for competitiveness. Because stipends vary widely across the University, the average data reveals little about the competitiveness of compensation at the department or unit level. A comprehensive competitive analysis would require obtaining data at a finer granularity, which we recognize as a daunting task. Nonetheless, if the University seeks to understand this aspect of competitiveness to determine where and how to allocate financial resources, acquiring this type of data will be necessary.
2. The committee also expressed concern that the TA and RA compensation packages in some departments may be below minimum living standards and may be placing a significant financial burden on the affected graduate students. The consequence may be poor retention of graduate students in those programs. Determining whether this is a chronic problem affecting the competitiveness of the University will require further study.
3. Assessment of Outcomes: Assessing the success of graduate recruiting can be difficult, as the ultimate measure of a recruiting class may not be known until its members graduate and take their first post-grad positions. The sole metrics currently available are average statistics about the test scores/GPAs of the incoming students and acceptance/yield rates of the incoming class. We recommend that each department/unit endeavor to make a blunt assessment of each year’s recruiting process from the perspective of competitiveness. Questions to address could include: Where did admitted students choose to go instead of UT Austin? Why did they elect to go elsewhere (financial, reputation, geography, etc.)? For the students who accepted admission, where else were they accepted? Further, the deans of the colleges should include these assessments as a part of their regular evaluations of the state of their departments. The Graduate School has begun to collect some of this information via surveys given to admitted students. Departments should be encouraged to take advantage of the data being collected on their behalf and to have input into the type of data that would help drive their decisions on recruiting efforts.
4. Support to Departments: The Graduate School is in a willing and able position to assist departments and units in the strategic aspects of recruiting. We recommend that the Graduate School complete and publish a “best practices” document that includes both concepts and case studies of recruiting practices on campus and the types of assistance available to departments from the Graduate School. The Graduate School already has some materials in this vein that have been generated from Graduate School sponsored workshops. Topics of interest would include methods to increase the size of the qualified applicant pool, establishing pipelines from other institutions into UT Austin, making the most of Graduate School managed fellowships, packaging of multi-year financial aid offers (including TA support), on-site visits for top admitted students, and post-process assessment. Note that we are not recommending a uniform process to be applied by all departments, as competitive recruiting can vary across disciplines. Instead, a “best practices” document would serve as a resource for departments that includes ideas that may not have been considered in each department and encourages departments to think beyond traditional standard operating procedures.
5. Communication: The principal connections between a department and the Graduate School are the

- graduate advisor, the graduate coordinator, and the minority liaison. However, successful graduate recruiting may involve commitment of resources (such as TA positions or departmental endowments) that are not directly controlled by any of these people. For example, department or even faculty resources can be used to augment fellowships managed by the Graduate School. TA positions can be combined with department or Graduate School resources to provide a multi-year financial package to prospective students. While the support ultimately provided to a student may be no different than today, attractive packaging of the financial offer can make its appearance to a prospective student better match its reality. While these aspects may be embodied in a best practices document, we also recommend outreach from the Graduate School to department chairs to advise departments on how to coordinate such resources.
6. Further examination: The reputation of a university depends on the accomplishments of its graduates, which in turn is influenced by the quality of the students it can attract to the program. Attracting excellent students is among the most critical activities of the UT Austin and its constituent departments and units. The competition for top talent is increasing both domestically and internationally, with the rise of quality research institutions in many countries. We recommend further examination by the University, the colleges, and the departments into means of improving graduate recruiting efforts and to focus limited financial resources in areas that provide the greatest return. Graduate recruiting and competitive graduate student financial support should be a part of the University's strategic investment in any department or unit. Finally, we recommend that next year's RPC investigate graduate recruiting competitiveness more deeply, perhaps by performing case studies of the recruiting processes and outcomes of two or three departments.

Paula M. Poindexter, chair

C-12 Responsibilities, Rights, and Welfare of Graduate Student Academic Employee Committee Scope

"To advise the Faculty Council and the president on matters pertaining to the responsibilities, rights, and welfare of graduate student academic employees."

Graduate student academic employees include graders, teaching assistants (TAs), assistant instructors (AIs), and graduate research assistants (GRAs). The University employs about 2,000 half-time TAs and AIs each fall or spring semester.

The C-12 committee met three times in 2008-09, and the key issues discussed in the committee meetings are summarized below.

Salary

From last year's report: Salary levels for teaching assistants (TAs) and assistant instructors (AIs) are critical for both recruiting newly admitted graduate students and retaining current graduate students. For both purposes, it is essential that half-time TAs and half-time AIs make at least enough salary to meet basic living expenses.

Based on internal salary data and Housing and Urban Development (HUD) living expense estimates for Austin, 40 percent of the nine-month TA/AI salaries in 2006-07 did not meet living expenses. The average TA/AI salary for a half time (20 hours/week), nine-month appointment per college ranged from a high of \$16,002 to a low of \$8,714 across the 15 colleges/schools at UT Austin.

Here are the figures for net half-time TA/AI salary minus expenses arranged in four tiers:

- Tier 4: -\$4,794 (5 colleges)
- Tier 3: -\$2,494 (2 colleges)
- Tier 2: -\$1,901 (4 colleges)
- Tier 1: +\$1,825 (4 colleges)

U.S. citizens, permanent residents, and international students (who have been in the U.S. for five or more years) qualify for a learning credit on the 1040 tax form. The amount of deduction is adjusted based on income. Adjusting for the learning credit, the figures for net salary minus expenses arranged in four tiers become the following:

- Tier 4: -\$4,173 (5 colleges)
- Tier 3: -\$1,604 (2 colleges)
- Tier 2: -\$841 (4 colleges)
- Tier 1: +\$3,087 (4 colleges)

If only the minimum TA/AI salary were raised and there were no allocation of new recurring funds to pay for the salary increases, then the result would be loss of TA/AI jobs. A more appropriate approach would be to raise the minimum TA/AI salary and allocate enough recurring funds to pay for the salary increases so that all TA/AI positions are retained.

In November 2007, this committee submitted a proposal to the Faculty Council Executive Committee that proposed the following to redress the deficit in TA/AI salaries:

- (a) A raise in the minimum nine-month TA/AI salary to \$10,948 and an allocation of an additional \$0.6 million in TA/AI salary funds to the affected TA slots would reduce the annual net living expenses for the 303 lowest paid half-time TAs from a loss of \$4,173 to a loss of \$1,604.
OR
- (b) A raise in the minimum nine-month TA/AI salary to \$12,083 and an allocation of an additional \$1 million in TA/AI salary funds to the affected TA slots would reduce the annual net living expenses for 303 half-time TAs in the lowest pay tier from a loss of \$4,173 to a loss of \$841, and for 97 half-time TAs in second lowest pay tier from a loss of \$1,604 to a loss of \$841.
OR
- (c) A raise in the minimum nine-month TA/AI salary to \$12,924 and an allocation of an additional \$1.7 million in TA/AI salary funds to the affected TA slots would allow all 859 TAs/AIs not currently meeting living expenses to match current cost-of-living estimates.

The executive committee did not bring the proposal to the floor of the Faculty Council.

Our committee continues to believe that the issue of equity among graduate student TA and AI salary is an important topic for further consideration. Toward that, we have identified key areas that should be addressed in a revised proposal.

Updated salary information. We were unable to obtain updated salary figures for the most recent academic year. Salary information should include a breakdown by college of the following information:

- Number of students
- Average 9-month stipend
- Tuition benefit
- Insurance benefit
- Any other benefits that might be considered income
- Income taxes
- Net income after taxes
- Tuition expenses for 9 months
- Book expenses for 9 months
- Living expenses for 9 months
- Net income minus expenses
- Lifetime Learning Credit
- Net income minus expenses using Life Learning Credit

Accurate living expenses. A itemized listing of what is included in the living expenses calculated by the Office of Student Financial Services (OSFS) is necessary to justify the proposal. Without this component, questions might be raised as to whether the estimate is reasonable. Half-time TAs and AIs receive health insurance benefits, and thus, expenditures for health insurance should not be included in estimates of living expenses.

Include insurance as a benefit. The University of Texas provides half-time TAs and RAs with health insurance.

Although not calculated as income, it nevertheless is an important benefit that Graduate Student Academic Employees receive. The cost of this benefit should be apparent in any proposal for added funds.

Separate estimates for TA and AI salaries. The previous proposal did not distinguish between TA and AI salaries, which are different, and depend on whether the course taught is a service course.

Ensure that any increases in the minimum salary does not affect the number of positions. Because TA appointments are handled at the department level, there was concern expressed that requiring minimum salary levels will affect the number of positions being offered.

Urge the provost to increase funds for TAs and AIs. Currently colleges have to search for extra funds. This committee would like to see a reform of the current system.

Encourage AI appointments to be consistently for 20-hour appointments. AIs in some colleges are appointed for 10-hour positions and therefore get no health insurance benefits.

Identify how colleges are supporting TAs. The committee should obtain information on the mix of college and provost funds used to support TAs. If, for some colleges, 75 percent of their TA support is coming from college funds rather than the provost's office, then they are investing more than the college that obtains 50 percent of their TA funds from college sources.

Fringe benefits

The committee continues to support the notion/idea that all TAs and AIs must be appointed on a half-time basis (20 hours per week) for 4.5 months in fall or spring, or for three months in the summer. Such appointments are eligible for health insurance.

Family and Medical Leave

Family and medical leave is a common concern for graduate student academic employees and their supervisors. Specific examples include maternity/paternity leave and hospitalization. Hospitalization might include labor/delivery or recovery from surgery or treatment for a severe illness.

Faculty and classified staff benefit from the Family and Medical Leave Act (FMLA) of 1993. According to Lisa Milne, Human Resources Manager at UT Austin, "FMLA provides coverage for employees who are employed with the state for twelve months and who work 1250 hours in the twelve months preceding the date of the need for the leave." Also according to Lisa Milne, the definition of "employee" for FMLA is the same as under the Fair Labor Standards Act (FLSA). Under the FLSA, graduate students in positions that require student status for employment, such as TAs, AIs, and RAs, are not considered "employees" for the provisions of that Act.

Since graduate student academic employees are not eligible for FMLA coverage, they must rely on the benevolence of their employing program to help. In the worst case, a graduate student academic employee who needs extended hospitalization in the middle of a semester could lose his/her position and fringe benefits to cover the hospitalization.

The Dean of Students administers a Student Emergency Fund for any student enrolled at the University: "This fund is for limited financial assistance when students are unable to meet immediate, essential expenses because of temporary hardship related to an emergency situation." The amount of funds available would not be able to offset any significant part of a hospital stay.

Grievance Process for Employment Matters

The grievance process for graduate student academic employees with respect to their employers should come through the Faculty Council. Grievance on employment matters is different from grievance on academic matters.

There are two different issues with respect to the grievance process. In one case is the student who has problems with treatment by the faculty supervisor, such as unreasonable workload, being mistreated, and so forth. In this case, the grievance process works fairly well. It is not clear in the alternative case when the student employee

fails to perform the job adequately what the process would be, or what rights the student has in this case.

Motion to Modify Membership on the Committee

The C-12 committee will submit a proposal to the Faculty Council to change the composition of the three graduate student academic employees on the committee so that one is an AI, one is a TA, and one is an RA.

Edward Anderson, Chair

C-13 Information Technology Committee

The committee met eight times throughout the academic year. The committee had several active discussions on topics including the Digital Measures system, the possibility of establishing a University-wide laptop policy, providing input to the Strategic IT Advisory Committee (SITAC), and possible alternatives to Blackboard.

The committee intensively discussed the development and deployment of Digital Measures system. Digital Measures is intended to be used by all University schools and departments for collecting and managing the Faculty Annual Reports. Associate Vice President Renee Wallace attended several committee meetings in order to inform the committee about the system and to obtain feedback from end-users. The system provides several advantages for collecting, quantifying, and analyzing data about the Faculty Annual Reports. The primary concern from the faculty point of view is the time and effort required for data input might prove considerably higher than the current paper based system.

Throughout the year, the committee discussed the issue of establishing a University-wide laptop policy. The committee reviewed studies in other institutions, considered several alternatives, and discussed their implications and effects. Rather than establishing a University-wide laptop policy, the committee created the following recommendations:

- All incoming students have a laptop.
- If a program makes laptops a requirement, students might be eligible for financial assistance/aid.
- That students and program directors be made aware of this.
- That the University provides clarity of aid options and clarity of process for which students might apply for technology based financial assistance/aid.
- That the University develops a plan to address the need for access to power in classrooms and lecture halls, particularly in older buildings where access to power is most limited.

The committee discussed software alternatives to Blackboard including Studeous. The committee agreed that Blackboard remains a better alternative than the other currently available options.

Luis Francisco-Revilla, chair

Appendix A6-A

Questions for Survey of Non-tenure-Track Faculty Titles

The UT Faculty Rules Committee has been charged with evaluating and clarifying the rights and responsibilities of all faculty on the Austin campus. One area of confusion stems from the inconsistent use of non-tenure-track titles. There is currently little agreement about which titles should be used when for which faculty or research jobs. We appreciate your help in bringing greater clarity to the non-tenure-track appointment process by filling out this survey. We will use the data to get an accurate picture of how these titles currently map to faculty responsibilities across campus, not to call attention to any particular unit's use of the titles. Ultimately, we believe that consistent definitions of these titles will aid the non-tenure-track hiring process for administrative heads at UT.

1. What is the name of your UT department or unit?
2. How many non-tenure-track (n-t-t) faculty appointments (fulltime and part-time) are there in your dept./unit?
3. What percentage of your unit's total FTEs do these n-t-t faculty represent?
4. Which of the following n-t-t titles are currently in use in your department or unit? Please check all that apply.
 - Instructor
 - Lecturer/Sr. Lecturer/Distinguished Sr. Lecturer
 - Clinical Assistant/Associate/full Professor
 - Specialist
 - Research Faculty Affiliated
 - Adjunct Faculty
 - Other, please specify
5. How many n-t-t faculty have multi-year appointments?
6. Please indicate the duties and responsibilities of **Instructors** in your unit. Check all that apply.
 - Teaching
 - Research
 - Field Supervision of students
 - Academic supervision of students
 - Administrative work
 - Committee work
 - Other
 - Other, please specify
7. Please indicate the duties and responsibilities of **Lecturers** in your unit. Check all that apply.
 - Teaching
 - Research
 - Field Supervision of students
 - Academic supervision of students
 - Administrative work
 - Committee work
 - Other
 - Other, please specify

8. Please indicate the duties and responsibilities of Clinical faculty in your unit. Check all that apply.

Teaching
Research
Field Supervision of students
Academic supervision of students
Administrative work
Committee work
Other
Other, please specify

9. Please indicate the duties and responsibilities of Specialists in your unit. Check all that apply.

Teaching
Research
Field Supervision of students
Academic supervision of students
Administrative work
Committee work
Other
Other, please specify

10. Please indicate the duties and responsibilities of Research faculty in your unit. Check all that apply.

Teaching
Research
Field Supervision of students
Academic supervision of students
Administrative work
Committee work
Other
Other, please specify

11. Please indicate the duties and responsibilities of Adjunct faculty in your unit. Check all that apply.

Teaching
Research
Field Supervision of students
Academic supervision of students
Administrative work
Committee work
Other
Other, please specify

12. Please indicate the duties and responsibilities of any other n-t-t faculty in your unit. Check all that apply.

Teaching
Research
Field Supervision of students
Academic supervision of students
Administrative work
Committee work
Other
Other, please specify

13. Is there any title *not* currently in use at UT Austin that you would like to see adopted? If so, please name it.

Appendix A6-B

Appendix B
Survey Results -- Overview

Yes

Print Overview

Export Data

Individual Responses

Non-tenure-Track Faculty Titles

1. What is the name of your UT department or unit?








[View responses to this question](#) [view](#)
Total Respondents 20

2. No of N-T-T

[View responses to this question](#) [view](#)
Total Respondents 20

3. Representation in percentage of n-t-t

[View responses to this question](#) [view](#)
Total Respondents 18
(skipped this question) 2

4. which titles in use			
		Response Total	Response Percent
Instructor		6	32%
Lecturer/Sr. Lecturer/Distinguished Sr. Lecturer		18	95%
Clinical Assistant/Associate/full Professor		5	26%
Specialist		3	16%
Research Faculty Affiliated		3	16%
Adjunct Faculty		5	26%
Other (please name)		3	16%
Other, please specify view		4	21%
		Total Respondents	19
		(skipped this question)	
			1
5. No. of multi -year appointments.			
		Response Total	Response Total
view Instructor			4
view Lecturer/Sr. Lecturer/Distinguished Sr. Lecturer			17
view Clinical Assistant/Associate/ full Professor			6
view Specialist			4
view Research Faculty affiliated			3

view	Adjunct Faculty	3
view	Other	3
Total Respondents		18

6. responsibilities

	Response Total	Response Percent
Teaching	11	92%
Research	3	25%
Field Supervision of students	2	17%
Academic supervision of students	4	33%
Administrative work	1	8%
Committee work	3	25%
Other	0	0%
Other, please specify view	2	17%
Total Respondents	12	
(skipped this question)		8

7. lecturer duties		
	Response Total	Response Percent
Teaching	15	100%
Research	2	13%
Field Supervision of Students	5	33%
Academic Supervision of Students	6	40%
Committee Work	9	60%
Administrative Work	6	40%
Other, please specify view	2	13%
Total Respondents	15	
	(skipped this question)	5
8. clinical duties		
	Response Total	Response Percent
Teaching	6	100%
Research	3	50%
Field Supervision of Students	5	83%
Academic Supervision of Students	6	100%
Committee Work	5	83%
Administrative Work	5	83%
Other, please specify view	1	17%
Total Respondents	6	
	(skipped this question)	14

11. adjunct faculty duties

	Response Total	Response Percent
Teaching	4	100%
Research	2	50%
Field Supervision of Students	2	50%
Academic Supervision of Students	2	50%
Committee Work	3	75%
Administrative Work	2	50%
Other, please specify	0	0%
Total Respondents	4	4
(skipped this question)		
		16

11. adjunct faculty duties

	Response Total	Response Percent
Teaching	4	100%
Research	2	50%
Field Supervision of Students	2	50%
Academic Supervision of Students	2	50%
Committee Work	3	75%
Administrative Work	2	50%
Other, please specify	0	0%
Total Respondents	4	4
(skipped this question)		
		16

12. other's duties

	Response Total	Response Percent
Teaching	3	100%
Research	3	100%
Field Supervision of Students	1	33%
Academic Supervision of Students	2	67%
Committee Work	2	67%
Administrative Work	0	0%
Other, please specify	0	0%
Total Respondents	3	
(skipped this question)		
	17	

13. New title

View responses to this question view	
Total Respondents	6
(skipped this question)	
	14

Appendix C3

2009 Commencement Message from the President

The Eyes of Texas Are Upon You

I invite you to join us for the 126th Spring Commencement at The University of Texas at Austin. Our Commencement ceremony is one of the most uplifting and enjoyable events I have ever experienced. In a festive evening of music, tradition and spectacular fireworks, our graduating students unite with classmates, family and friends to celebrate the remarkable achievements of the class of 2009.

When people think of The University of Texas at Austin, they recognize it is a unique place. They know that the “Eyes of Texas” – and the world – are upon each and every one here.

For 126 years, UT has represented this state’s greatest aspirations and noblest dreams. The University has inspired generations of outstanding students to pursue their ambitions and to make valuable contributions to their communities and to our state, our nation, and beyond.

I congratulate the graduates of 2009 and offer my sincere appreciation to parents, friends and family members for their roles in shaping the lives of these extraordinary students.

William Powers, Jr., President
The University of Texas at Austin

<http://www.utexas.edu/commencement/2009/welcome.html>

Appendix C-11

Meeting Minutes: April 24, 2009

Attending: Paula Poindexter, Stan Zimic, Renita Coleman, Peter Riley, Mary Velasquez, and Steve Keckler.

Guests: Juan Sanchez and John Kappelman

Dr. Juan Sanchez, vice president for research, at UT, spoke on responsibilities for researchers. He said there are national guidelines to follow should allegations of plagiarism or research misconduct be made. There also is a deadline for following up on it. The process is, first, an inquiry to see if there is a basis for the allegation. 90% of the cases turn out to be professional disputes, a disagreement, not really misconduct. In some cases, there is plagiarism. If there is some evidence the plagiarism allegation is true, a painful, well-documented investigation begins. It has to be reported to the provost and the Office of Research Integrity (ORI). If misconduct is found, the ORI will probably take punitive action. Dr. Sanchez qualified that, strictly speaking, the requirement is for federally funded research.

Steve Keckler asked how many allegations there were. Dr. Sanchez said very few, but they come in waves. Most common was the treatment of students, staff, junior faculty, and post docs. A typical case is a faculty person agrees to write a paper with a student, but the post doc leaves without doing it, so the faculty member does a paper and doesn't put the post-doc's name on it.

People in positions of authority need to be aware. We need some program to put faculty in a mentorship position.

Dr. Sanchez explained that authorship order is very dependent on the discipline, and it is difficult for anyone to try to change customs and history in disciplines. What is important is that students be advised of what is the common practice. Part of the mentorship process is for faculty to train students in the culture. He said he doubted anyone would be able to come up with a uniform rule for that.

Stan Zimic asked what the University was doing about having others evaluate research who are enemies or adversaries of the author and cannot judge the work objectively. He clarified that he meant for peer review, promotion, internal awards, etc. He said administration has been made aware but no one responds. Dr. Sanchez said most selection processes have an opportunity for an appeal such as the process in place at the National Science Foundation (NSF). Dr. Zimic wanted to know if it is an internal selection, with a dean's committee or department. Dr. Zimic proposed that this issue be examined very carefully. He said people have been victimized, lost their jobs, been denied raises, their work has not even been looked at.

Dr. Sanchez said this is not necessarily a research issue. It may surface at the departmental or college level, and isn't something that he feels he can address. He is on the president's T&P committee, and he sees every case. There is a well-established appeals process. Research may be a piece of it, but it needs to be discussed outside the research process, at the departmental level. He said this was an issue that spills over into human nature. Why is it that we have professional tensions that rise to this level?

Dr. Kappelman said he thinks we need to add in the idea of transparency, where everybody tries to do their best to know what is happening. That goes for data too, which prevents people from making up data. The data are to be made available. The NSF requires this. Also, if you have a post doc, you need a mentoring plan. Everything is up front and transparent. With conflicts of interest and business ties, those have to be presented up front too. Students need to know this for when they become professors.

Dr. Kappelman said that with NSF, if you believe someone should not be able to review your grant, you are allowed to explain why and request that they not be allowed to review your proposal. That's accepted within the community now. The best contracts are the ones that spell out those relationships.

Dr. Kappelman said he doesn't think it's just a question of the faculty. The division between faculty, post docs, and students is artificial. We have to have the same standard regardless of who we are. He said it doesn't matter if it is a senior honors thesis. Level the playing field and make things transparent. Everybody should be working at the same level and not have this hierarchical tier. Dr. Sanchez said general statements are good but very passive tools.

Dr. Sanchez said conflict of interest is a more frequent topic than research integrity. People are very conscious that you can't fabricate or steal data. You'll be caught. You have to recognize the pressure to publish or perish, go up for tenure or out in six years. This seems to allow certain people to justify their conflict of interest. Conflict of interest is more urgent because of the way universities are changing. Faculty are now more active as consultants to business. Federal regulations require we provide objectivity. Dr. Sanchez said that every time the University can identify a significant financial interest with an entity that is going to fund research, significant is \$10,000 or 5% equity in the company, then we have to eliminate the conflict or develop a management plan. It is very time consuming, but he thinks it is working. Management plans dedicate oversight to the departments and colleges. You can't eliminate conflict of interest; all you can do is manage it, he said. To try to eliminate it would bring to a standstill the research of many faculty. We do it on a case-by-case basis.

Dr. Sanchez said we don't know of all the cases of conflict of interest, but we know of those with a contractual relationship, licensing of technology. He gave an example of a case at Cornell recently of a faculty speaking on behalf of a pharmaceutical company who made 250K a year just talking, and had National Institutes of Health (NIH) grants. NIH requires assurances that research is objective. It may be, but 250K a year has a potential for conflict.

Dr. Sanchez talked about a case of a university researcher being on the board of a company that is funding research. He recommends stepping off the board to eliminate the conflict. He has two rules when the University creates a company – don't serve on the board, and if it goes public, sell the equity. There is an institutional conflict of interest policy that is more complex than the individual policy. It is restricted to human subjects only. Dr. Sanchez said we have to have zero tolerance when dealing with humans. It is very difficult to execute policy. Investigators may not know who is on the board or owns stock.

Dr. Kappelman said you have to be in the field to know what the authorship rules are. However, some journals say at the end of the paper who did what. So who cares what the authorship order was? Who did data collection, whose idea, etc. That means that everybody agrees on the order. A little tag at the end of who did what would be so helpful. And it's honest, that is asking what is your contribution.

Steve Keckler asked where Dr. Sanchez thought UT was weak. He said it was in awareness of the guidelines. He said he's always walking a thin line between informing and spamming people. In many cases, it would be extremely helpful to have a signed version of the memo saying you read it. We want an acknowledgement that it's been read, he said.

Paula Poindexter observed that she accidentally discovered the document while updating her compliance training profile. Prior to this accidental discovery, she was not aware of this document, which is more comprehensive than the document that the RPC will produce. Dr. Sanchez indicated that he sent the document to deans to distribute in their colleges. (The document can be found under the Compliance Training Profile at <https://utdirect.utexas.edu/cts/index.WBX>.)

Steve Keckler asks where a document produced by this committee would get used, if at all. Dr. Sanchez said compliance is different from ethics. UT is doing the best it can with compliance. Ethics is the bigger issue. Another way of framing it is the responsible conduct of research. The process is typically for NSF to issue guidelines. He recommended this committee be ready to comment on those guidelines. Down the line, NSF will make following the guidelines a requirement for NSF funding.

Dr. Kappelman said some funding agencies are requiring that publications be posted as pdf's on a web site. Some journals have data repositories. He asked about having the University be a central clearinghouse for all papers published and have a repository for data. Dr. Sanchez said creating a data depository would cost the University and asked, "what would be the return on investment?" It would also be a copyright nightmare to publish on a web site papers that are copyrighted by journals. Dr. Sanchez said we need to get input from faculty before taking our report to the Faculty Council.

Paula Poindexter suggested sending it to the deans to distribute to faculty and Dr. Sanchez agreed. With regards to being passive, "if the Faculty Council approves it, it will have the weight of law," he said.

Dr. Sanchez said there are general principles under all these that intersect with personal issues, academic freedom, etc. These need to be addressed. We have addressed things from a compliance point of view, but not the broad ethical point of view because you can't enforce that. Dr. Sanchez said we need to make sure it's not just a document out there, but that people teach it to faculty and students.

The meeting adjourned at 12 p.m.

Minutes submitted by Renita Coleman, vice chair.