DOCUMENTS OF THE GENERAL FACULTY

ANNUAL REPORTS OF THE STANDING COMMITTEES
OF THE GENERAL FACULTY FOR 2010-2011

The annual reports of the standing committees of the General Faculty for 2010-11 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
Report submitted late. See Appendix E (A-1).

Brian Evans, chair

A-2 Faculty Advisory Committee on Budgets
The Faculty Advisory Committee on Budgets (FACB) met eight times over the course of the 2010-11 academic year, including three meetings during the summer. The committee met once with the president (on June 23) and five times with the provost (on September 29, March 21, April 11, June 23, and June 30).

There were three main items of business:
(1) The committee took significant steps in ensuring a more meaningful role for the FACB in deliberations about university budget policies and priorities. This has been a longstanding concern of the committee, which has found it difficult to obtain the necessary information within a time frame that allows it to fulfill its advisory role. The committee has always benefitted from meeting regularly with the provost; in the future the committee will meet with the president as well. Additionally, the president has agreed to appoint a member of the faculty to the University Budget Council, where critical strategic decisions are made. The president has elected not to appoint the FACB chair to that position, and it remains to be determined how the FACB will coordinate its role with the appointed faculty member. Such coordination is critical to the advisory role of the FACB.
(2) At the president's request, the FACB advised the president on proposed faculty merit raises. The committee elected to address the proposed merit salary raises from the standpoint of existing Faculty Council legislation and advised the president that it was the consensus of the committee that no staff or faculty should be terminated in order to free up money to pay for faculty raises; that equity remains a concern and should be taken into account along with merit in any raise policy; and that decisions about a merit raise pool should be made at the college or school levels, in consultation with that unit's faculty budget advisory committees (which should be constituted immediately if they do not already exist).
(3) The committee continued to monitor the implementation of the gender equity report and the recommendations on gender equity, salary compression, and salary inversion in the FACB resolution of May, 2009. Due to the tight budget, this primarily took the form of raising equity as a concern in discussions of the proposed faculty merit raise.

Additionally, the chair of the committee served as a liaison between the faculty and the Tuition Policy Advisory Committee, a committee primarily formed of students. Next year, when TPAC issues a recommendation, this role will be more significant.

Other items of discussion included: ensuring participation of faculty in budgetary decisions at the departmental and college levels; and the University's strategies for revenue generation and efficiency (enhancing federal funding of research; increasing the use of technology in classrooms). These are likely to be of concern to the committee in 2011-12.

The incoming chair of the committee is Dr. Hillary Hart, who was elected after President Powers approved a Faculty Council proposal changing the chair of the Faculty Advisory Committee on Budgets from an appointed position to an elected position.

<div align="right">Pauline Turner Strong, chair</div>

A-3   Faculty Committee on Committees

FUNCTION: To advise the president on personnel for standing committees of the General Faculty and the uses to be made of the committee system; to make recommendations to the Faculty Council regarding changes in composition, functions, and responsibilities of standing committees, including term limits and voting rights of committee members.

1. Concerned to encourage faculty participation in faculty governance and to ensure that faculty governance represents the diversity of the University faculty, committee members contacted select faculty to ask for nomination suggestions and asked department chairs to encourage participation of their faculty.
2. At two meetings in April 2011, the committee reviewed the many nominations by faculty for committee membership. With attention to representation from all colleges and schools and to issues of gender and racial diversity, the committee identified faculty members to recommend to the president to be new committee members on the twenty-one standing committees.
3. The committee continued work begun in the previous year on eight proposals regarding committee term membership, term limits for committee chairs, selection of chair elect and vice chair, and selection of the chair of the Faculty Advisory Committee on Budgets. The provost had reviewed these proposals in summer 2010 and had approved, disapproved, or partially approved them. Acting chair Megan Seaholm met with Vice-Provost Gretchen Ritter in January 2011 to discuss the proposals. After making revisions to some of the proposals and with confidence that other proposals would receive the president's approval, the committee submitted the proposals D8664, D8665.
4. Nancy Kwallek was selected as chair elect for 2011-12.

<div align="right">Megan Seaholm, acting chair</div>

A-4   Faculty Grievance Committee

The committee was convened on Monday, September 13, 2010. At this meeting, Karen Rascati agreed to serve as vice chair for the 2010-11 session. Desmond Lawler was elected and has agreed to serve as chair of the committee for the 2011-12 academic year. A follow-up meeting was called for Monday, September 27, and Mary Steinhardt, faculty ombudsperson, was invited to attend and talk about the relationship of her office and the faculty grievance procedure.

As chair of the Faculty Grievance Committee, I have met with six faculty members regarding a variety of grievance issues. Of these six, one faculty member has filed a formal grievance. A hearing has been scheduled for early December. It should be noted in this formal report that the help of the faculty ombudsperson has been critical in supporting the responsibilities of the faculty grievance committee chair. It is suggested that the 2011-2012 Faculty Grievance Committee look carefully at the Faculty Grievance Procedure as it is proposed. This document is, as of today, at the UT System for consideration. It is critical that this revised procedure be approved and placed into effect as soon as possible.

<div align="right">Martha F. Hilley, chair</div>

A-5   Faculty Welfare Committee

The Faculty Welfare Committee (FWC) met six times during the academic year: September 13, October 11, November 18, March 1, April 5, and May 3. All six meetings were chaired by Professor Bagchi. The 2010-11 FWC started the year by considering faculty health benefits and wellness initiatives and revisited the topic throughout the year. As a way of marking continuity with the 2009-2010 FWC, the 2010-11 FWC considered UT's response to the gender equity task force report. The FWC also considered what its proper role should be in safeguarding and promoting faculty welfare, as the so-called faculty information/management system is designed and implemented by the administration.

The following summarizes the FWC's efforts for the 2010-11 year:

- At the September 13 meeting (attended by Professors Almen, Bagchi, McCray, Perry, Rawlins, Warner, and Worthy), Professor Worthy was elected vice chair of the FWC. The FWC reviewed the 2009-2011 FWC annual report and decided to set priorities for 2010-11 at its next meeting.
- At the October 11 meeting (attended by Professors Almen, Bagchi, Heinzelman, McCray, Perry, Rawlins, Warner, Worthy, and Ying), Kelly Lomasney (assistant director, Human Resource Services Center) gave an update on health benefits and wellness initiatives. The FWC agreed on the following priorities for discussion and consideration in 2010-11:
    - o Potential changes in UT benefits for employees and retirees
    - o Increased teaching load for faculty
    - o Monitoring the rights of lecturers and other non-tenure-track faculty

The third priority is a recommendation from the 2009-10 FWC, but the first two priorities concern what are likely to have the biggest impact on faculty welfare at UT. These priorities were communicated to the Faculty Council. The FWC felt strongly that in the matter of these two priorities, the voice of the UT faculty needs to be heard loud and clear, and the Faculty Council needs to be that voice.

- At the November 8 meeting (attended by Professors Bagchi, Heinzelman, McCray, Perry, Warner, and Worthy), Vice Provost Langlois gave an update on actions taken by the University in response to the gender equity (GE) task force report:
    - o Family Friendly Policies (new brochure, website)
    - o Graduate Student Climate Survey (in progress)
    - o Best Practices (in progress)
    - o Dual Career Assistance (done)
    - o Report on Promotion/Tenure Results (done)
    - o Mentoring (part of Leadership Academy)
    - o Salary Gap (will require multi-year effort given current budget)
    - o The establishment of a senior administrative position to oversee GE.
    - o Colleges/Schools (GE plan; college-wide GE councils)
    - o Institutional Oversight (GE council)
    - o GE Report Card (aggregate report card at end of each year)

Vice Provost Langlois also expressed concern about some reported instances of bullying of faculty by faculty.

- At the March 1 meeting (attended by Professors Almen, Bagchi, Perry, and Warner), Professor Worthy was elected chair elect for the 2011-12 FWC. Kelly Lomasney (assistant director, Human Resource Services Center) gave an update on what changes in health benefits may be in store for 2011-12.
- At the April 5 meeting (attended by Professors Almen, Bagchi, Perry, Rawlins, Warner, Worthy, and Ying), Laura Chambers (director, Office of Employment Benefits, UT System) gave an update on the legislative process pertaining to employee benefits. Also attending was Kelly Lomasney (assistant director, Human Resource Services Center).

Professor Worthy reported on a meeting she had on April 1 with Linda Millstone (associate VP for institutional equity and ADA coordinator) and Judith Langlois (vice provost). The issue was: tenured faculty whose disabling medical conditions are precluding them from performing their jobs. Professor Worthy made the following points:
    - o The issue is worsening because people are retiring later.
    - o Departments have different ways of dealing with the issue, which can be problematic.
    - o Currently, the University's only recourse is to terminate or reduce salary.
    - o University policies that could help the affected faculty are not widely known.
    - o The goal is to develop a University-wide procedure that addresses the issue in a respectful way. Could the FWC help in developing this procedure?

The FWC recommended that the issue be addressed by the 2011-12 FWC in consultation with the Committee for Academic Freedom and Responsibility.

- At the May 3 meeting (attended by Professors Almen, Bagchi, McCray, Perry, Rawlins, and Worthy), the FWC received a written update on employee benefits from Laura Chambers (director of the UT System Office of Employee Benefits). The update made the following points:
    - o Health insurance is going to cost more in 2011-12. The scope of coverage is unlikely to shrink, but a mix of higher premiums and higher deductibles and/or copayments will be called

for. The only question is how much of the additional cost will be due to higher premiums and how much due to higher deductibles and copayments.
- o The Affordable Care Act will mean coverage for dependent children to age 26 and 100% coverage for a wide variety of preventive care.
- o UT Flex medical maximum is going to drop to $2,500.

Professor Dean Neikirk, the Faculty Council chair, attended the May 3 meeting to participate in a conversation on what challenges confront faculty welfare and how the FWC can help promote faculty welfare. The conversation touched on benefits, the recommendations of the Commission of 125, curriculum reform, operational efficiency, faculty workload, and design and implementation of faculty information/management system(s).

- One concern about benefits is that no mechanism exists for the faculty to express its preferences (e.g., higher premiums vs. higher deductibles) early enough to influence decisions. By the time the faculty is informed, there is little that can be done. Could we find a way to solicit more faculty input early on?
- A big concern is the rationale, relevance, and accuracy of any information/management system(s) and the inevitable impact on faculty welfare. At what levels are decisions going to be made and to what extent will faculty be able to access, correct, and challenge the information used in making these decisions? It appears that major changes are afoot regarding teaching loads. There are even rumors about "lists" circulating. Are we moving to a two-tiered system of tenured (tenure-track) faculty? If so, is this appropriate? If teaching loads are to vary, what are the criteria? Who determines them? Deans? Department chairs? Executive committees? How can a faculty member challenge the categorization? Should it be retrospective or only prospective?
- There is a sense that some profound changes may be in the offing that will significantly impact faculty welfare. And there is consequently a deep-seated anxiety attending these changes. The roots of the anxiety are again concerns about fairness and the University's commitment to faculty governance. The FWC felt that it should do what it can, in concert with the Faculty Council and the University administration, to defend and promote faculty welfare.
- For the 2011-12 FWC, the current FWC recommends the following:
  - o In consultation with the Committee for Academic Freedom and Responsibility, address the issue of tenured faculty unable to do their job because of a disabling medical condition.
  - o In consultation with the Faculty Council, set priorities that make sense for what is very likely to be a difficult time for faculty welfare.

Rayan Bagchi, chair

A-6   Rules Committee of the General Faculty

The Faculty Rules and Governance Committee (FR&G) met three times during the 2010-11 year (September 13, October 15, and November 12) and communicated through email. The committee developed seven proposals that were presented to the Faculty Council as follows:

1. November 15, 2010: Proposed Revisions to the Departmental Budget Council Constitution and Authority in the *Handbook of Operating Procedures* (D 8456-8458).
   Rationale: To update rules and clarify language.
2. November 15, 2010: Proposed Change to the *Handbook of Operating Procedures* Regarding the Systems Faculty Advisory Council Representatives from UT Austin (D 8459).
   Rationale: To change the rules for Systems faculty representatives to the chair and chair elect of the Faculty Council to improve communications between the two groups.
3. November 15, 2010: Resolution from the Faculty Rules and Governance Committee Regarding Conferral of Degrees (D 8460).
   Rationale: To authorize the conferral of degrees for 2010-11.
4. December 6, 2010: Proposed Changes to the Attendance Policy for the Faculty Council in the *Handbook of Operating Procedures* (D 8484).
   Rationale: To change the attendance rules to declare a vacancy if a voting member of the General Faculty misses two meetings without an excuse in an academic year.
5. December 6, 2010: Proposed Changes to the Description of the Parliamentarian of the General Faculty in the *Handbook of Operating Procedures* (D 8485-8486).
   Rationale: To change the rules to the annual appointment of a parliamentarian to be nominated by the Faculty Council Executive Committee.

6. December 6, 2010: Proposed Changes to the Description of the Secretary of the General Faculty in the *Handbook of Operating Procedures* (D 8487).
   Rationale: To elect the secretary prior to the start of the academic year for the year.
7. January 24, 2011: Proposed Changes to the Voting Rights of the General Faculty in the *Handbook of Operating Procedures* (D 8512-8513).
   Rationale: To clarify voting rights and to maintain equity in the voting rights for all non-tenure-track faculty who meet the criteria described in the original *HOP* for instructors and lecturers.

In spring 2011, the committee elected Dean Neikirk as chair elect to serve as chair during 2011-12.

Janet Staiger, chair

A-7   University of Texas Press Advisory Committee

The University of Texas Press remains an integral part of The University of Texas at Austin's mission to advance and disseminate knowledge through its publications. The committee met seven times to date during the academic year 2010-11; the committee will meet two or three times during the summer. The basic format for meetings is the presence of the key staff members of the UT Press along with the committee. Editors present projects for consideration based on reader's reports that have been circulated in advance to the committee along with the table of contents and a description of the manuscript. Questions are asked of the editor by committee members, and there is a general discussion as appropriate for the project. The committee then votes. 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. As a general rule, the members of the committee are conscientious and carefully review the materials prior to the meetings. There is a good working relationship with the UT Press staff. The committee has no legislation to propose to the Faculty Council.

According to the charge to the committee on the Faculty Council website, the committee is to be consulted when a vacancy occurs in the director's position. The director's retirement took place in February. To date, the committee has not been consulted.

Michael J. Churgin, chair

B.   STUDENT SERVICES AND ACTIVITIES COMMITTEES

B-1   Committee on Financial Aid to Students

The Committee on Financial Aid to Students met six times during the 2010-11 academic year and addressed the following issues:

1. We received briefings about the entire financial aid process – Financial Aid 101, if you will – from the OSFS staff, so that we can more intelligently address concerns.
2. There was a suggestion to move the FAFSA priority deadline from April 1 to March 1. After a full discussion of the pros and cons of various deadlines, and with substantial input from the student members of the committee, we recommended that the deadline not be set any earlier than Spring Break, so that students would have time to meet with their parents. OFSF director Tom Melecki accepted our advice, as well as the advice of others, and set the new deadline at March 15.
3. We discussed ways to help publicize and promote the Bevonomics program, which teaches financial literacy to students in a variety of creative ways.
4. We were briefed on the likely effects of changing state and federal aid. The cuts are severe, and many scholarship programs have been closed to incoming students. Depending on what Congress and the State Legislature do, we may see financial aid reductions of as much as a third.
5. A subcommittee of three faculty members on the committee is conducting a review and ranking of scholarship candidates for the Ronald M. and Marilou D. Brown Scholarships, awarded to dependents of UT employees.
6. We elected Michael Domjan to be vice chair and chair elect.
7. To our great relief, we were not called upon to adjudicate any appeals of decisions regarding individual financial aid.

Lorenzo Sadun, chair

B-2   Recreational Sports Committee
September 9, 2010 – Election of Vice Chair
Introductions were made and the election for vice chair took place. Margaret Syverson nominated David Birdsong, who was unanimously elected.

Committee Overview
Tom Dison, *ex officio*, provided an overview of Recreational Sports (RecSports) and the role of the RecSports Committee along with a sampling of divisional highlights from 2009-10. The committee watched a PowerPoint presentation, which provided a synopsis of the programs, services, and facilities that RecSports offers as well as a list of its divisional objectives for 2010-11. Packets of divisional publications and related materials were distributed, including a list of divisional highlights for 2009-10.

October 21, 2010 – Membership and Facility Usage Fees
The committee reviewed and supported the RecSports 2011-12 membership and facility usage fee schedules. RecSports did not request an increase in faculty/staff membership fees, but did recommend various ways to simplify the fee structure. A flat 1.67 percent increase in the facility usage fee was also proposed. The increase is intended to compensate for escalating maintenance and utility costs and is based on the average Consumer Price Index (CPI) over the past three years.

Update on Student Organization Bank Closure
The University's Student Organization Bank closure will have an impact on RecSports operations. This bank monitored and processed all financial transactions for the University's student organizations. RecSports sponsors forty-two student organizations on campus through its Sport Club program. After the bank closes, all transactions of sponsored groups will need to be handled, approved, and reconciled by the sponsoring department. As a result, this decision will have a financial impact on the division, requiring RecSports to absorb an additional workload to ensure that all Sport Club funds are deposited and spent according to University cash-handling rules.

November 18, 2010 – Recreational Sports 2011-12, 2012-13 Budget Review
The committee was given an overview of the concepts and philosophy upon which the Division of Recreational Sports approaches the use and expenditure of funds, along with an overview of how the budget process works relative to the Student Services Budget Committee (SSBC). In previous years, RecSports requested support for proposed growth items. Last year, RecSports participated in the University-wide reduction process and began a period of contraction with cuts totaling 6.8 percent of its fee-based operating budgets. This year, due to the poor economic climate and continuing state-mandated budget reductions, the SSBC again has no new funds to distribute to student services. In addition, RecSports is being asked to find a way to cut an additional 4.8 percent of its fee-based operating budgets for the 2011-12, 2012-13 biennium. The committee discussed the information provided, including RecSports' specific recommendations on how to reduce expenditures and generate additional revenue to meet these obligations for 2011-12, 2012-13 and voted unanimously in support of the division's approach.

February 15, 2011 – Budget Updates
The Division of Recreational Sports' 2011-12 and 2012-13 budget reduction proposals, which the committee reviewed and unanimously supported at the November 2010 meeting, were forwarded to the vice president for student affairs in December. Soon after the proposal was submitted, a new set of instructions was delivered by the administration.

The new budget reduction instructions asked each unit to develop a five-year plan, spanning the fiscal years 2010-11 through 2014-15. This new approach aligned the administrative units with the academic departments and was to include an amount equal to two percent of salaries for each of these five years. For RecSports, the total amount of reductions, when combined with the funds previously identified by the division, equals $659,000.

Dison briefly reviewed the budget reduction items that RecSports had identified. He reminded the committee of some of the division's guiding principles in the decision-making process, including minimizing negative effects to the end user, taking a balanced approach, preserving core programs and services, and maintaining quality.

The committee was supportive of RecSports' plan to manage its budget reductions primarily because of the willingness to look internally for solutions with the lowest impact to students and users.

Clark Field Project Update
The Clark Field renovation project has been approved to move into design. The majority of funding for this project will come from donors. The renovation will include synthetic turf, a new track, new lighting, a support facility, and a footbridge across Waller Creek to the RecSports Center. The project is scheduled for completion in fall 2011.

Recreational Sports Center Bond Update
The RecSports Center bond will be paid off in August 2011. The division is working toward a plan to reinvest the funds previously marked for debt service toward maintenance and repair of aging RecSports facilities. The division is confident that university administration will agree to the plan, which will extend the life of existing buildings and circumvent the inordinate expense of having to replace them.

March 25, 2011 – RecSports Updates
Clark Field Project Update
Dison gave the committee a brief overview of the Clark Field renovation project, including proposed improvements, estimated budget, and tentative construction timeline. The project is in the design phase and is scheduled for completion in fall 2011.

Faculty/Staff Wellness
Dison reviewed for the committee some of RecSports' current wellness initiatives. The Division of Recreational Sports has long played a role in promoting faculty/staff wellness with classes, programs, outreach, and collaboration with other agencies. RecSports will continue to work in tandem with other campus entities to encourage a well work force.

April 25, 2011 – Chair Election
An election was held for chair of the 2011-12 Recreational Sports Committee. Ronald Anderson nominated David Birdsong, who was unanimously elected.

Clark Field Update
Tom Dison presented conceptual design images of the proposed Clark Field renovation project and explained each of the proposed improvements. The majority of funding for this project will come from donors, and the project is slated for completion in the fall. Dison explained RecSports' plans for keeping the project on track and on schedule. The committee was supportive of RecSports' plans.

Development Update
The Division of Recreational Sports has partnered with Nike on two events this semester. Both events received an overwhelmingly positive response from student participants. Nike has expressed interest in working with RecSports on other events, including the next Longhorn Run. Conversations continue between Nike and RecSports' development staff to further define the parameters of a potential long-term relationship.

Committee Activities/Meeting Topics for 2011-12
- Introductions and committee overview
- Election of vice chair
- Review of divisional accomplishments from 2010-11 and goals for upcoming year
- Recreational Sports budget updates for 2012-13
- Membership and facility usage fees for 2012-13
- Updates and announcements
- Special topics as needed

Ronald Anderson, chair

B-3   Student Life and Activities Committee
The Student Life and Activities Committee (SLAC), newly created by the Faculty Council in January 2010, met

three times during the 2010-11 academic year. Alexandra Wettlaufer was elected chair of the committee and Richard Reddick was vice chair in 2010-11 and chair elect for 2011-12. Members of the committee were as follows:

At the first SLAC meeting, the group considered how to best focus its attentions in the course of the year. Given the broad spectrum of responsibilities for this newly constituted committee, which includes "to look at issues concerning student life and activities from an academic perspective," "to gauge whether student activities are beneficial to students' education," and "to review and report to the Faculty Council annually about the status of the intercollegiate athletics programs," the consensus was that the majority of the committee members did not have the expertise or background to review the status of the intercollegiate sports programs and come to any kind of meaningful evaluation. Moreover, many felt that the student athletes already received a disproportionate amount of attention and that the rest of the student body could benefit from the committee's consideration of ways to improve campus life and activities. The student SLAC members also felt that it would be good to have a committee focused on the various aspects of student life at UT beyond athletics. (It is worth noting that an ad hoc Committee on Athletics was constituted, chaired by Alba Ortiz, to address the area not covered by SLAC this year. Alexandra Wettlaufer and Lyn Wiltshire were members of this second committee as well as SLAC.)

Ultimately, after extensive discussion, we decided that undergraduate student life at UT could be improved by the implementation of a variety of activities that would build a stronger sense of academic/intellectual community, both among the students themselves and between students and faculty. The size of UT's student body (more than 50,000 students), with the vast majority living off campus, combined with our relatively high undergraduate student/faculty ratio (34:1), makes it difficult for many students to get to know their professors outside of the classroom in more casual settings. This issue was brought up by many students we spoke with in preparation for our report who generally felt quite distant from the faculty. It was also concluded that sophomores and juniors would benefit most from more attention in these areas.

SLAC came up with the following recommendations to increase student/faculty interactions outside of the classroom and to build a better sense of academic and intellectual community at The University of Texas at Austin:

- Introduce a summer reading program where everyone on campus reads a single book—students, faculty, administration, and staff. In the fall, a variety of activities could be organized for group discussions in different formats and venues that would allow students and faculty to interact in a low-key way, while discussing ideas and responses to literature.
- Borrowing Plan II's "Voltaire's Coffee" concept, faculty members could select a book or film (that may or may not be related to their own field of research) and host a discussion for 20-30 students either at their homes or in a casual space such as the Student Activity Center (SAC). Students would sign up to attend; coffee and dessert could be served. These could take place throughout the year.
- A variation on this idea is a "Faculty Fireside," where students sign up to come to a professor's house for dessert and conversation on a contemporary issue.
- Reinstate Faculty Fellows in all of the dorms and eating halls. Here, a faculty member is a mentor for a hallway or section of a dorm and dines on a regular basis (weekly, bi-weekly, monthly) with the students. These casual lunches and dinners would allow informal conversation and discussion between students and professors to take place over the course of the academic year and relationships to develop outside of the classroom setting.
- Establish/reserve community tables in Jester, Dobie, and the SAC, where students and faculty could meet on a regular basis to discuss certain topics over lunch. For example, each Tuesday a certain table in Jester Commons could be designated for current events (or economics, problems in engineering, contemporary film, etc.) and students and faculty could meet for a casual exchange of ideas.

This list is by no means exhaustive and simply represents some of the general ideas we would advocate to improve undergraduate student life at The University of Texas at Austin.

At our final meeting, we had hoped to have a member of the Student Government confer with us on what students considered important ways in which student life at UT could be improved. Although none of the officers were ultimately able to attend the meeting, they did send us a list of concerns, most of which were

economic, including financial aid cuts, budget cuts and their effect on academic programs, and textbook costs. While the first two concerns are outside of our committee's purview, we do recommend that the faculty consider moving toward e-books in their courses, whenever possible, to keep student expenses down and relieve some of the increasing economic pressure on students at this point in time. We further recommend that next year's SLAC meet with elected officials from the Student Government to receive further input.

<div align="right">Alexandra K. Wettlaufer, chair</div>

C. INSTITUTIONAL POLICY OR GOVERNANCE COMMITTEES

C-1 Admissions and Registration Committee

The committee met periodically throughout the 2010-11 academic year. During the first meeting of the year, Kedra Ishop, director of admissions, conducted a presentation for the full Admissions and Registration Committee describing the structure and process of admissions and the role of the faculty. The presentation explained the impact of HB 588 on admissions, the CAP program, out-of-state admissions, and the expansion of the field offices. Associate Vice President Shelby Stanfield gave a quick overview of the various roles of the Registrar's Office.

Pursuant to directions from the Faculty Council, we identified three areas for priority discussion during the academic year. These were:

- **Ways to increase the yield from admitted top prospect students**. At the moment, there is a disconcerting gap between the number of the very best students that are admitted to the University and those who choose to actually enroll. There are obviously many elements in a student's decision on which college or university to attend about which the committee can do nothing, e.g., financial aid packages, size of school, geographical situation. However, our discussions did result in the following suggestions for ways in which to increase faculty involvement in the process of attracting these premier students. The following are our recommendations for identifying suitable faculty:
  - o Department chairs should be involved in the faculty nomination process. At the moment, faculty members are chosen to participate in the process on the suggestion of the college advisors. Advisers have the advantage of wide-based student input, but chairs are probably in the best position to identify the strengths of all of the faculty members in their departments.
  - o Deans' offices should consult lists of nominees for various teaching awards, as well as the winners, when compiling a list of appropriate faculty members.
  - o Service organizations and FIG organizers should be asked who made a particularly successful connection with the students.
  - o Faculty advisors who are accustomed to discussing the value of their particular program with prospective majors should be invited to address a wider audience.

  Faculty so identified could be encouraged to participate in the following ways:

  Attend the more general recruitment events, which are the first exposure top prospective students have to the University as an academic entity. We should not assume from the outset that the best students are going to be attracted to or attend UT and wait until they have applied to engage with them.

  After the top prospective students have been admitted, the faculty members who have been selected to contact the students should do so via e-mail or postcard to personally offer advice and information regarding the program of interest to the student.

  The committee will send a letter to the deans of the various colleges and schools requesting that they help implement and coordinate efforts in this area within their own college or school.

- **Academic criteria for the admission of students gifted in the arts**. The College of Fine Arts requires portfolios of its applicants and the School of Music, and the Department of Theatre & Dance auditions, which are good screening devices for identifying talent, but occasionally some truly talented students have not been admitted because their academic credentials fell just below the threshold for admission.

The situation was compared to athletics where the problem is addressed by awarding an outstanding athlete a scholarship, which allows for a slight expansion of the academic threshold in a holistic review of their application. Their potential to succeed academically at the University is weighed in light of the tutoring support, etc., they will receive while in the athletics program. The College of Fine Arts, the School of Music, and the Department of Theatre & Dance do have some scholarships, but not a sufficient number to fill all their needs, nor do they have the tutoring support in place, though it was pointed out that some students who fell just below the academic threshold for admission and for whose admission the College of Fine Arts, the School of Music, and the Department of Theatre & Dance had advocated have gone on to do well at UT.

The College of Fine Arts, the School of Music, and the Department of Theatre & Dance have begun identifying gifted artists early in their high school career and explaining the importance of also doing their best academically if they are hoping to be admitted to UT.

It was recognized that many truly gifted students with no academic leanings would be better served by a conservatory. It was also recognized that the committee was not the body to devise the actual numerical formula that could be applied to portfolios and auditions.

At this stage, the College of Fine Arts, the School of Music, and the Department of Theatre & Dance were interested in starting the conversation with the admissions office about keeping artistically gifted students who fell just below the academic threshold for admission in the pool of students whose application could be considered holistically and felt that on that score things were going well.

At the end of the year, it was reported that the College of Fine Arts had had 100 percent success in attracting the students they had identified as particularly gifted artists.

- **The admission of children of faculty members**. HB 588 has in some cases led to faculty having to work closely with students who arrive at UT under-prepared for the work in their courses. If their own children, who are high achievers but fall outside the top 10 percent at local high schools, are denied admission it can lead to a lowering of faculty morale and sense of loyalty to the University.

The number of students who would likely be admitted under these circumstances is very small. Of UT's ~2000 faculty members in any given year not that many will have seniors in high school. Some faculty children will fall in the top 10 percent at their schools anyway, while others will prefer to go outside Austin for their undergraduate degree. And it is not suggested that faculty children should be admitted if they are not clearly capable of performing well at UT.

On the other hand, there are groups that make a clear contribution to the success of UT's mission and many would balk at an advantage in admission being extended to faculty children but not to children of staff and alumni, which would mean a very high number of students would be eligible.

Of twenty-three peer institutions that were surveyed, only one gave preferential status to the children of faculty. Two institutions asked a direct question about faculty parentage on the application form but gave the status no special consideration, three other institutions said they tracked the applications of faculty children but again gave them no special consideration. Other institutions gave faculty children access to a senior counselor or held information sessions and receptions for faculty to explain the application process. One school waived the application fee and deposit for faculty children and another offered small scholarships to this group.

It was agreed that there should be no "points" awarded in the admissions formula for being a child of a faculty member.

It was agreed that there should be no direct question about faculty parentage on the application form but that, in the prompt for the third essay where applicants are given the opportunity to supply "Other Information," language should be added asking them, e.g., what familiarity they have with UT and

why they think they would be successful here. Students could include information of their familiarity with UT through their parents (faculty, staff, or alumni) that could be taken into consideration in a holistic review of their dossier.

It was agreed that it would be a good idea to hold information sessions for faculty whose children were considering applying to UT and in those sessions to point out the opportunity for applicants to identify themselves as children of faculty members in the third essay on the application form.

The chair elect for 2011-12 is Lesley Dean-Jones.

Lesley Dean-Jones, chair

C-2   University Academic Calendar Committee
The Calendar Committee met once for the year 2010-11 on September 13. No major business was brought to the committee, and the committee initiated no new business for this academic year. There was some e-mail discussion of the possibility of a fall break, but no proposal was made.

Diane Bailey was voted chair-elect for the 2011-12 academic year.

Jon E. Olson, chair

C-4   Educational Policy Committee
The principal topic of consideration over the past year was Course Instructor Surveys and especially the question of movement to a default system that used eCIS (electronic survey format). The committee was divided on this point with a variety of issues being raised:
1) Degree of response; that is, there is a heavier response with paper surveys than with electronic surveys. Comparison evaluation of surveys at other institutions tends to show little variation in the reviews that an individual instructor might obtain either in written or electronic surveys.
2) Quality of written comments and corresponding privacy issues; paper response tends to draw more detailed comments, plus there is concern about "freedom of information" requests from external sources, either commercial "pick a prof" ratings or agencies that are now critical of University teaching.
3) Economic costs for maintaining written surveys are evident – mainly due to collection and compiling, but it is possible to find ways to reduce such costs.
4) It would be difficult to generally characterize different stakeholders in this discussion, but on the whole students seem most amenable to a switch in the default system. Whichever choice is made, there would always be an option to choose the alternative method.
5) Additional points raised included statistical studies showing bias in student evaluations and the importance of student evaluations for faculty teaching awards. Toward the end of the year, one also saw proposals made outside the University for merit raises for instructional faculty to be based entirely on student evaluations.
6) Finally, there was the question of a possible evaluation and review in terms of the format and nature of the actual questions used in the survey. The current design appears to come from the period 1990-95, and it would seem reasonable to re-examine the current form, especially in light of possible external pressure, either at the UT-System level or more broadly in the state higher education system, to have a uniform "student evaluation" used across all state institutions.

At the conclusion of the academic year, a small subcommittee met with Chair Elect Janet Staiger and elected not to take action on any of these issues at this time.

The main action of the EPC was to propose a revision of the One-Time-Exception Policy (D 8666-8667) to provide a universally uniform policy across all colleges/schools for students to receive one free class drop after the normal deadline to drop due to academic reasons with certain specified provisions. This proposal was initiated in its final form by the Student Deans Committee and was subsequently endorsed by the Faculty Council at its May 9 meeting. At the registrar's request, the EPC also addressed several issues related to

clarification of catalogue language related to undergraduate drops, withdrawals, and in absentia registration (D 8668, D 8669, D 8670), which were reviewed in the May 9 Faculty Council meeting.

Finally, in the upcoming year, it is expected that issues related to the "undergraduate core curriculum" will require review by the Educational Policy Committee both in response to proposals from the Higher Education Coordinating Board and the School of Undergraduate Studies. This topic was briefly examined by an EPC sub-committee, but the recommendation was to defer study until the fall term.

<div align="right">William Beckner, chair</div>

C-5   Faculty Building Advisory Committee

The Faculty Building Advisory Committee (FBAC) provided input on several projects this year, including the Campus Master Plan, Liberal Arts Phase II building, Geology extension, Student Union North End renovation, and art piece for the Bill & Melinda Gates Computer Science Complex and Dell Computer Science Hall.

The Committee has argued strongly for the need for having a new Campus Master Plan and the University Budget Council has recently agreed to fund this.

The Liberal Arts Phase II building has been before the committee several times, but the final plans for the building received enthusiastic approval by the FBAC.

With the completion of the Student Activity Center, Liberal Arts Phase II, and the eventual replacement of the East Mall landscaping and fountain, the East Mall will have a much improved character. One part of this is the renovation of the south façade on the east end of the Geology building. McKinney York Architects has a plan that opens up the first floor of the building in a very inviting way and creates a seating area on the edge of the East Mall, very much in the character of other East Mall buildings. The FBAC was in favor of moving ahead with these plans.

The FBAC continues to promote three priorities:
- The completion of a new Campus Master Plan. We note that a strong plan will save the campus money in the long run and ensure an integrated architectural environment.
- The FBAC also remains focused on buildings that are sustainable and efficient. Rather than simply seeking a LEED rating of silver or better for all new construction, our aim is buildings that cost less to run over the long term.
- The FBAC continues to be very focused on increasing the inventory of general purpose classrooms and has struggled to make sure that projects include >15 percent classrooms.

These issues will remain priorities for 2011-12.

<div align="right">Samuel Wilson, chair</div>

C-6   International Programs and Studies Committee

No report submitted.

<div align="right">Joseph Straubhaar, chair</div>

C-7   University of Texas Libraries Committee

The committee met twice in the fall of 2010 and twice in the spring of 2011. A focus of all meetings was the exchange of information between the UT Libraries administrative staff and faculty members. Over the course of several meetings, the administrative staff described the difficult budget situation facing the University and the libraries, presented plans for addressing immediate challenges, and reviewed strategic plans the staff have initiated in order to position the libraries to cope with demands expected over the next five years.

Budget matters were among the foremost issues addressed with the committee. Vice Provost and Director of Libraries Fred Heath provided several updates on the libraries' budget outlook, describing long-term planning and restructuring efforts that were begun in 2009, the reductions that will be required to meet the recent and projected rescissions in state funding, and the University's forecast of a flat budget through 2015. The identification of $3.5 million in cuts was accomplished by reduction of library services and the elimination of

sixty staff positions. Those efforts, combined with direct budgetary support from the University administration to help meet the inflationary costs of scholarly publications, allowed the University libraries to maintain their traditional core strengths in support of the University's mission.

Annual increases in the cost of materials, especially electronic subscriptions, present a continuing financial challenge. Associate Director for Research Dennis Dillon provided an overview description of the libraries' serials subscriptions, and explained that for the past two decades, the cost of these subscriptions has increased approximately seven percent annually. This has an enormous impact on a collection of the size UT maintains. The support provided by the University administration in this and recent years was essential for the continued health of our libraries. In April, the committee sent a letter to President Powers acknowledging its appreciation of the administration's move to meet the inflationary costs of scholarly publications and expressing a renewed commitment to work with libraries to maximize efficiency and effectiveness in the coming years. The UT libraries' administration and staff have initiated a long-term strategic planning process designed to address critical issues facing the libraries over the next five years. The committee members expressed their desire to work with the libraries' administration in the implementation of the strategic plan.

Christopher J. Bell, chair

C-8   Parking and Traffic Appeals Panel

The purpose of this committee is to review appeals for fines arising from enforcement by the Parking and Traffic Services administration of the University's parking and traffic regulations. A person receiving a fine can appeal first to the Parking and Traffic Services staff and, if not satisfied with the result, can appeal further to the committee to consider their case for reduction or dismissal of the fine.

The committee is divided into six review panels, each with six or seven members. Each review panel considers a group of appeals, generally five at a time over a two-week period. The individual panel members electronically review the evidence presented by the Parking and Traffic Services administration and the counter arguments presented by the appellant and vote either to uphold, reduce, or dismiss the fine. The chair of the committee reviews the votes of the panel members on each case and makes the final decision on the appeal. There is no further avenue for appeal beyond this committee. Generally, about three-quarters of the committee's membership responds when asked to review appeals and this produces four to six responses per appeal, enough to gain a collective sense of how each appeal is viewed by the committee members.

To date, the committee has considered 113 cases, none of which were held over. This compares to 132 cases from the previous academic year. The committee is currently considering forty-one new appeals and will continue to do so during the summer as appeals come in.

The committee has elected Alexandra Garcia as its chair elect, and she will become the chair of the committee at the beginning of the 2011-12 academic year.

The committee chair wishes to record his appreciation for the timely and thorough manner in which the committee members have performed their duties during this year and for the considerable help that he has received from Parking and Traffic Services staff, Jeri Baker, Margaret Rogers and Shola Esho, in the operation of the committee.

George Sylvie, chair

C-9   Parking and Traffic Policies Committee

The committee met in September, November, March, April, and May and considered the following issues:
- **PRC Proposal** – A proposal from the Ideas of Texas suggested that employees at the Pickle Research Campus (PRC) were unfairly subsidizing the parking costs on the main campus. The committee considered this and voted to leave the prices unchanged. The reasons for this is first of all that parking operates as a system and costs are shared. If not, permits in newer garages would cost more than those in older garages, and both would be significantly more expensive than surface parking. The second reason is that, according to estimates developed by the Parking and Transportation Services staff, parking at PRC actually costs more to operate ($143,583) than the money collected from A permits held by PRC employees (estimated to be about $139,000).
- **F98 Permit Costs** – Holders of this permit are allowed to park in multiple locations. The current price

for the F98 is the same as for other F permits and lower than the F+ permit that allows parking in two locations. The committee passed a motion to increase the permit fee by an extra $12/month. Effective 9/1/2011, the price for the permit will be $608/year. The committee was later asked to reconsider this decision and decided not to take additional action.

- **Increase in Parking Fines** – The committee voted to support parking-fine increases proposed by Parking and Transportation Services staff (see Appendix A). Currently, parking fines generate about $1.2 million, which is all spent on parking enforcement. The proposed increase is projected to raise an additional $230,000, and no additional expenditures for enforcement are planned. The additional revenue will be used to deal with increasing costs without increasing parking fees.
- **RV Parking in Centennial Park During Football Games** – The committee was informed that Parking and Transportation Services has been asked to handle this lot. The proposal would be to charge $55/game. The committee voted to send this issue to the UT legal department for consideration.
- **Scooters and Skateboards** – Students presented proposals allowing for students to use scooters (such as Razors) and skateboards for transportation on campus. These are currently not allowed anywhere on campus. These are efficient modes of transportation that require no parking space. However, there are concerns about safety and property damage caused by skateboards. The committee voted to send this issue to the UT legal department and Risk Management for advice. It is expected that the committee will consider this issue during the 2011-12 year.
- **Shared Pathway on Speedway** – The committee reviewed the proposed bicycle and shared-pathway signs that will be considered by the UT sign committee (see Appendix B). The most difficult issue in the proposal concerns bicycles using sidewalks near the Blanton Museum. The museum was constructed with the understanding the bicycles would not be permitted in the area. However, the space between the museum and the Smith Building provides a direct route from Speedway to MLK Blvd. The University wants to support alternative means of transportation, including bicycles, and finds itself in a position where cyclists will use a convenient route whether it is allowed or not. Rather than policing the area 24/7, it makes sense for the University to change its policy and provide safe routes for both pedestrians and cyclists. Therefore, the C-9 committee passed a motion to create a shared pathway for bicycles and pedestrians between the end of Speedway and MLK with the requirement that solutions be examined to improve the safety for both pedestrians and cyclists in the area between the Blanton Museum and the Smith Building. Specifically, the University should consider widening the sidewalk outside the portico of the Smith Building so that bicycles can share the sidewalk, removing the planters to restore the full width of the existing sidewalk, installing an additional path, adding signs that suggest alternate pathways, and using signs, pavement color, and/or texture to delineate bike routes, alert pedestrians to expect bicycle traffic in the area, and remind cyclists that pedestrians have the right of way.

Betsy Greenberg, chair

C-10 Recruitment and Retention Committee
FUNCTION: To address the matter of recruitment and retention of minority students and to advise the Faculty Council and the president on constructive solutions to alleviate the problems of recruitment and retention.

COMPOSITION: Four members of the General Faculty, one departmental faculty minority liaison officer (appointed by the president), two University staff members (at least one of whom shall be an academic advisor or graduate coordinator), four students (student members shall be appointed by the president in the fall from a panel of names submitted by the Student Government and the Graduate Student Assembly and shall include at least one graduate student), coordinator of the Sanger Learning and Career Center[1], and three members of the administration. In addition, every year the chair of the Faculty Council shall appoint two members of the Faculty Council for one-year terms as members of the committee. The vice president for community and school relations, the vice provost for inclusion and cross cultural effectiveness, a representative from the Black Alumni Association, and a representative from the Hispanic Alumni Association will serve as *ex officio* members without votes. The committee shall elect its own chair and vice chair who shall be members of the General Faculty.

OVERVIEW: In September, the committee met and decided two things: First, Charles Ramirez Berg (professor of communications) was selected as chair elect. Second, undergraduate retention and recruitment would be the

focus for the academic year.

In our November 2010 meeting, the committee met with Vice Provost Gretchen Ritter and Associate Vice Provost for Information Management Analysis Kristi Fisher and discussed first-year attrition rates and first-year retention rates in addition to the graduation rates among first-time-in-college (FTIC) students. The information provided during this meeting is the basis for this year's report and how The University of Texas at Austin can better serve the needs of its underrepresented student population, which includes but is not limited to first generation students, low-income students, minority students, and students from regional areas.

PROGRAMS: As underrepresented students are admitted to the University, there are a variety of programs to assist them in being successful while enrolled at UT. These programs include:
- Division of Diversity and Community Engagement
- Equal Opportunity in Engineering
- Freshmen Interest Groups
- Gateway Scholars Program
- Intercollegiate Athletics, Student Academic Services
- Joint Admissions Medical Program
- Longhorn Link Program
- Longhorn Scholar Program
- Texas Interdisciplinary Program
- Texas Undergraduate Leadership Program
- UTurn Program
- Women in Engineering
- Office of Student Financial Services
- Sanger Career and Learning Center
- Undergraduate Writing Center

Although these programs cater to these groups, some students are still left underserved, while others are being served by more than one of these programs. Colleges are not using these programs in the same manner, such as partnering with each of these programs to share information about these students' successes and shortcomings. In addition, most faculty members are not connected to lower-division students, which makes it harder for FTIC students to adapt during their first few semesters at UT. There are also no data structures to link the programs together. These issues can lead to retention and recruitment difficulties for the University.

DATA: Below are some of the data shared with the committee by Kristi Fisher. These helpful data display information on FTIC students and retention rates by college and cohort. The databases used to gather this information are available online through Information Management and Analysis. Access can be granted through this office to view PROJECT IQ with the "Cognos Viewer." Successful use of these tools can be particularly helpful in identifying specific sub-groups and trends in snapshot data.
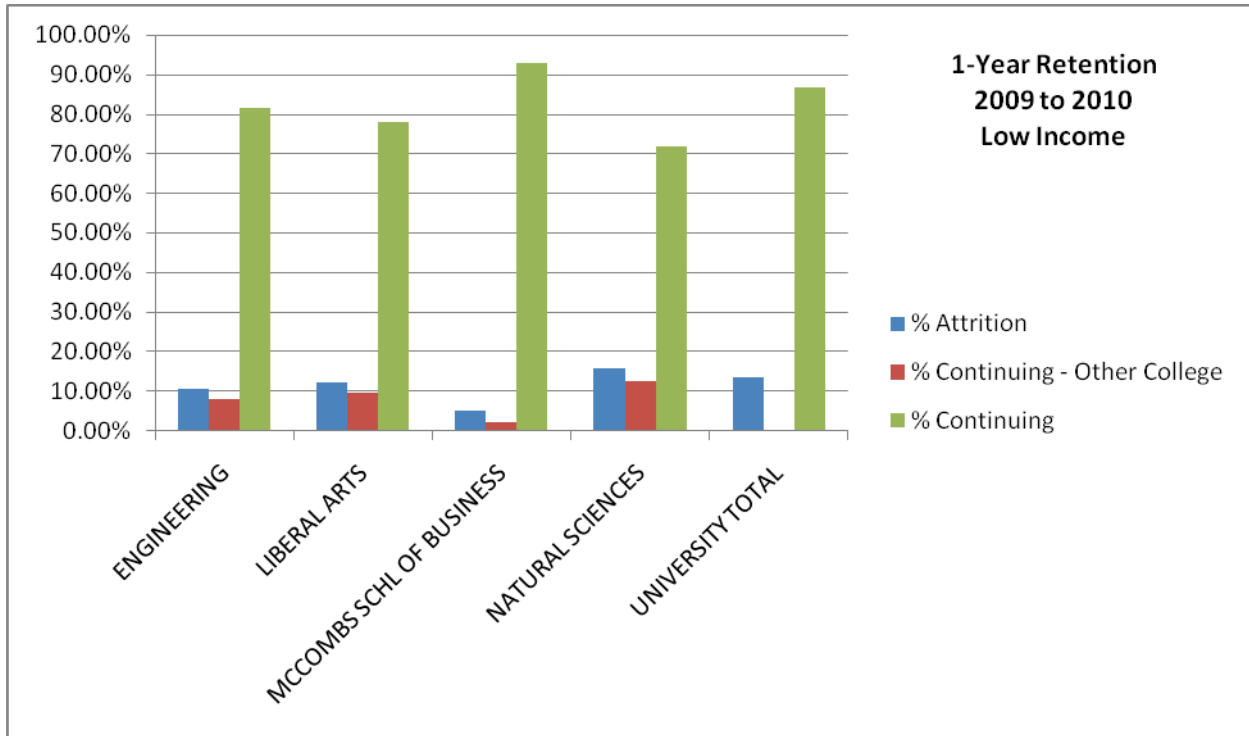
**1-Year Retention
2009 to 2010
Low Income**

- % Attrition
- % Continuing - Other College
- % Continuing

Table 1

**1-Year Retention
2009 to 2010
First Generation
(FAFSA)**

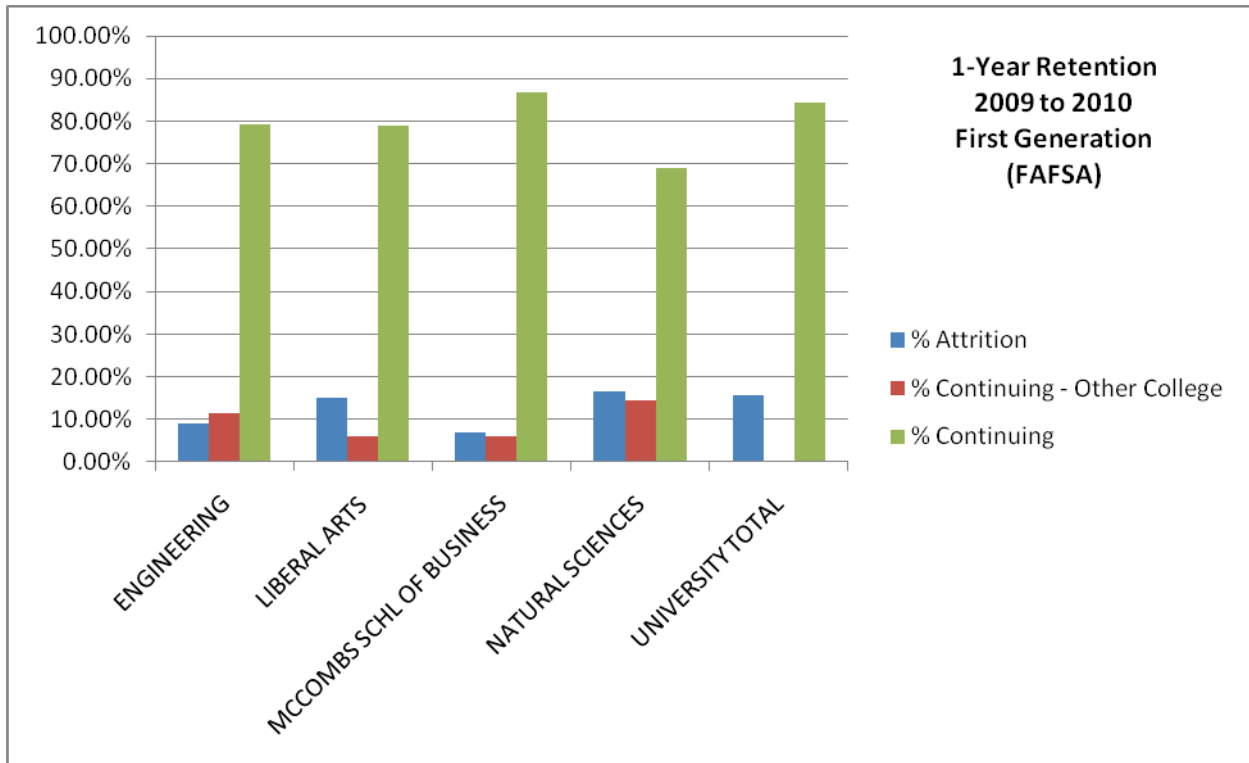- % Attrition
- % Continuing - Other College
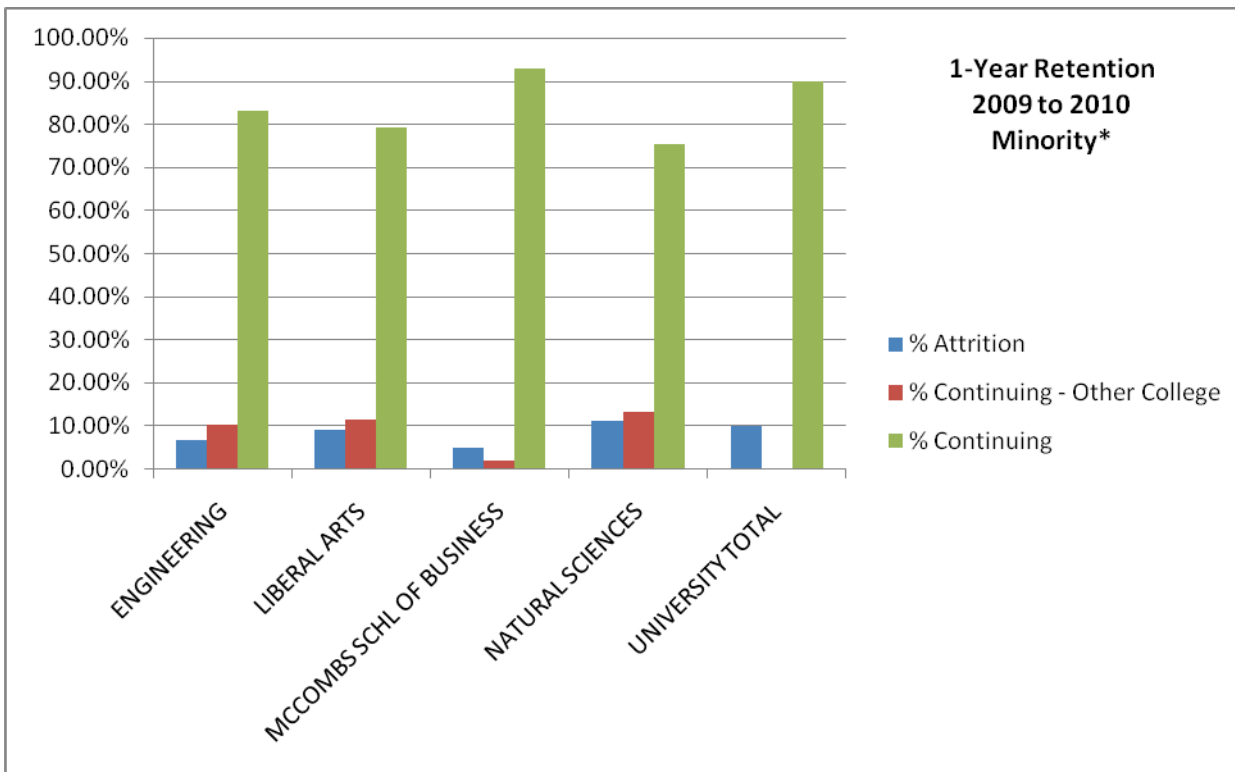- % Continuing

Table 2

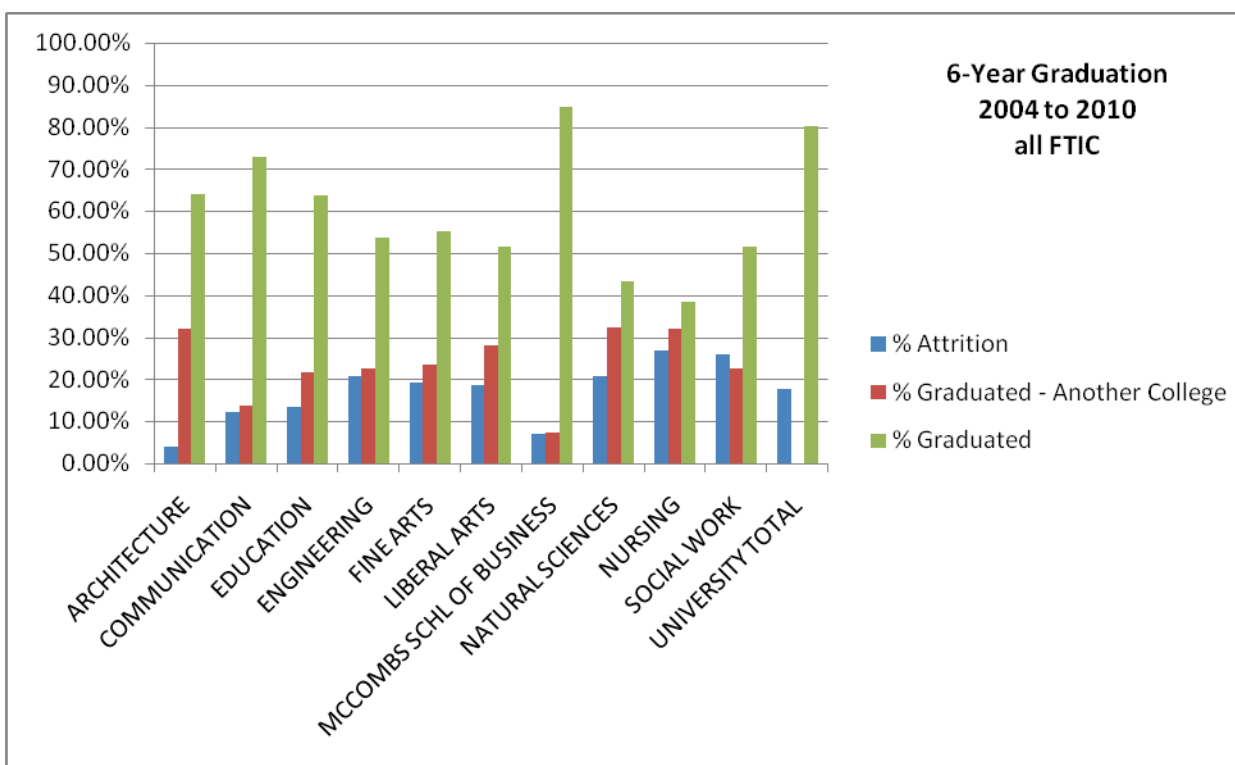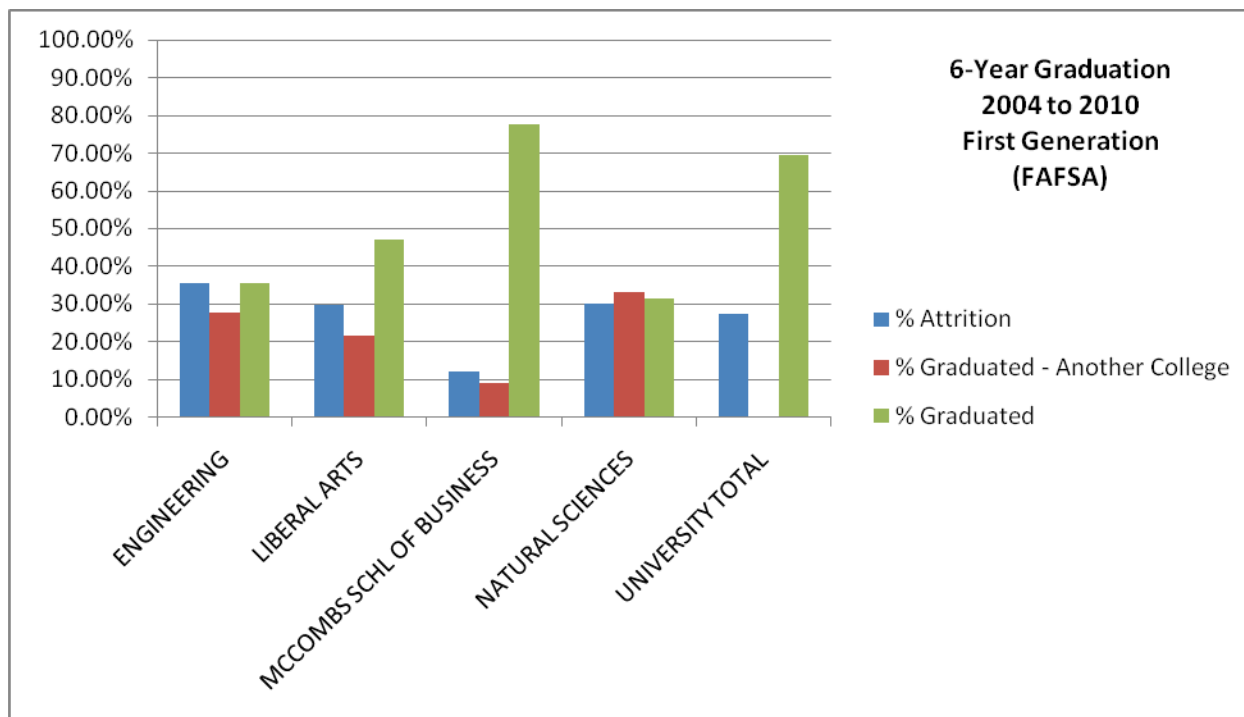Table 3: *Minority excludes foreign, white-only, and unknown race categories

Table 4

Table 5

Tables 1-3 break down the different student populations in terms of attrition rates, students who are continuing their education in the college that they were initially admitted to and students who decided to remain at UT but switch colleges within their first year at UT in the school year 2009-10.

Table 4 shows graduation rates for all FTIC students from 2004-10, whereas Table 5 displays the rates for students who are first-generation students, as tagged by the Free Application for Federal Student Aid (FAFSA). When looking at the first tables alone, it seems as if UT students are doing well with remaining here at the University. However, when you compare Tables 4 and 5 you see the almost ten percent difference in students graduating from UT, with first-generation students having a 69.59 percent graduation rate compared to the 80.15 percent rate of all FTIC students.

This information is startling because from the data you can interpret that first-generation students are not doing as well as their counterparts. Dr. Ritter noted during the November meeting that we have a higher percentage of first-generation students who are unprepared than some of our peers institutions, such as Virginia and Michigan. In addition, compared to other state flagship institutions, UT is within, but on the lower end of, the range of retention rates. Dr. Ritter suggested that this is, in part, due to Texas demographics and the high number of first-generation college students applying to UT.

SOLUTIONS: What does all this mean? It means that for underrepresented students to succeed we have to evaluate what programs are working and not working and how we can improve them.

We need to know which students are enrolling and declining to be in the programs listed above and why. This will help us reach out to students who are at risk and need assistance. As mentioned before, there is also need for a consistent, institutional data stream for tracking student participation in academic support programs and their performance histories inside and outside of those programs. This could be vital in determining if the academic assistance programs in their current form are actually beneficial to underrepresented students.

FINAL RECOMMENDATIONS: The Council of Academic Support Programs (CASP) was created on May 10, 2010, to support collaboration among academic support programs by sharing information about best practices, promoting increased coordination in participant selection and programming, developing common standards for

program assessment, as well as reviewing recent research findings on academic development and success.

The committee suggests that a Faculty Council member of the Standing Committee for Recruitment and Retention should be included in this council. In addition to this suggestion, the Faculty Council should consider the following ideas:

- Helping students create (and maintain) academic identities early in their college career.
- Connecting students in academic success programs with faculty.
- Facilitating communication between academic success programs.
- Course transformation programs – making large introductory courses accessible and "student-centered" to encourage participation and success in students' first few years of college.
- Linking admissions→financial aid→registrar data on student academic progress could be very beneficial for monitoring student success and retention rates.

By considering all of this information, the Faculty Council can aid in increasing the retention and graduation rates of students who are currently enrolled in the University, which translates to a solid recruitment mechanism for students from underrepresented populations because they will see that they can enroll at UT and actually be successful.

Cherise Smith, chair

C-11   Research Policy Committee

The Research Policy Committee addressed the majority of its 2010-11 initiatives:

- Continue to increase awareness of ethical research standards and make Ethical Research Awareness Day an annual event.
- Explore potential conflicts of interest in sponsored research as they relate to publishing and doctoral dissertations.
- Identify ways to provide support to the University's undergraduate research initiative.
- Identify tools for promoting ethical research.
- Address need for increased fellowships for graduate students.

The 2010-11 chair of the Research Policy Committee was Paula Poindexter of journalism; vice chair was Eileen Fowles of nursing. Rebecca Bigler of psychology was unanimously elected chair for 2011-12.

The Research Policy Committee held six meetings, plus sponsored the first Ethical Research Awareness Day, a University-wide program devoted to increasing awareness of ethical research. As minutes in Appendix A describe, guest speakers at committee meetings included: Dean Neikirk, chair of the Faculty Council, who discussed sponsored research and potential conflicts of interest issues; Paul Woodruff, dean of the undergraduate school, who discussed his vision for undergraduate research, and Alyx Stevens, chair of the senate's undergraduate research committee, who discussed the state of undergraduate research report; Susan Wyatt Sedwick, associate vice president for research and director of the Office of Sponsored Projects, and Amy Always, project director on the Research Management System (RMS), discussed the Research Management System replacement project.

In addition to guest speakers, one meeting was devoted to online survey software programs, which are used for increasingly popular web-based surveys. At that meeting, Research Policy Committee member Sean Banks made a presentation about REDCap, the online survey software developed by Vanderbilt University and used by the Population Research Center.

The highlight of 2010-11 Research Policy Committee activities was the first Ethical Research Awareness Day, held Wednesday, September 29, 2010. Ethical Research Awareness Day was conceived of by the 2009-10 Research Policy Committee as a way to increase awareness of ethical research, including the new standards of ethical research developed and refined by the two previous Research Policy Committees. As the program in Appendix B shows, the Ethical Research Awareness Day program was organized around three panels: consequences of scientific misconduct, case studies, and student perspectives. Panelists included administrators, faculty, and graduate and undergraduate students, including Dean of Graduate Studies Victoria Rodriguez and Vice President for Research Juan Sanchez. The panels were very engaging, the feedback was overwhelmingly

positive, and news coverage was generous. In addition to articles in *The Daily Texan* and *On Campus*, stories were posted on the website of the Office of the Vice President for Research http://www.utexas.edu/opa/blogs/research/2010/10/04/being-aware-of-ethical-research/ and the School of Journalism.

The final Research Policy Committee meeting of the year addressed proposing resolutions and the Ethical Research Awareness Day for next year. It was decided not to put forward any resolutions. However, the committee agreed to sponsor a second Ethical Research Awareness Day to be held in the early fall.

Following the last committee meeting, there was one more piece of business. Vice President for Research Juan Sanchez asked the committee to give its opinion on revisions to the Board of Regents' intellectual property policy. Paula Poindexter requested e-mail input from the committee and received responses from two members, which she reported to Dr. Sanchez. One committee member approved the proposed revisions and the other committee member indicated that these changes should have broader faculty discussion because the changes seemed to benefit only the Board of Regents and disregard faculty and student intellect and creativity that produced the intellectual property in the first place. Dr. Sanchez welcomed suggestions for bringing these proposed revisions before the faculty. (Please see proposed revisions in Appendix D.)

Concerns and Recommendations by Outgoing Chair. The chair who has served on the Research Policy Committee for two terms completes her term with concerns and recommendations. The biggest concern is lack of participation by members. Some of this is due to conflicts with meeting times but some may be due to apathy or perceived lack of importance. Perhaps the process of selecting committee members should be reviewed and discussed and members should be selected based on their interest and availability to attend meetings and contribute to the committee's work.

The Faculty Council might also consider adding a third office to the committees: that of secretary who would be responsible for organizing meetings and taking minutes. This would help share the committee work and involve more committee members.

The 2010-11 chair also recommends that the Ethical Research Awareness Day be institutionalized so that it will be a regular fall event at The University of Texas at Austin. Activities beyond a half-day program need to be developed to increase awareness of ethical research, including the ethical research standards listed in Appendix C, and expand involvement by departments and graduate programs. It is hoped that in the future a resolution to continue the Ethical Research Awareness Day will be proposed by the committee and endorsed by the Faculty Council.

This was the first year that effort was directed toward being more engaged with undergraduate research, a major initiative on campus. It is recommended that the Research Policy Committee continue to be involved with the undergraduate research initiative.

Paula Poindexter, chair

C-12   Responsibilities, Rights, and Welfare of Graduate Student Academic Employees Committee
Following on the C-12 resolution accepted by the Faculty Council in spring 2010 (Resolution to Raise Minimum Student Academic Employee Salaries to a Standard Consistent with a Living Wage for Austin, Texas), the committee had two goals for the 2010-11 year, which were pursued by two subcommittees.

The goal of the first subcommittee, chaired by Terry Kahn, was to assist with a working group convened by Vice Provost Gretchen Ritter to address the need to clarify policies related to undergraduate research appointments.

The goal of the second subcommittee, chaired by Andrea Gore, was to meet with Vice Provost and Dean of Graduate Studies Victoria Rodriguez to discuss issues related to graduate student employee benefits. The committee also reaffirmed its support for policy number 12.C.2, which allows assistant instructors to be reappointed as teaching assistants without having to process an "exception" request through the vice provost/graduate studies office.

Subcommittee 1)   C-12 members Beth Bukowski and Terry Kahn have been attending meetings with this working group, "Undergraduate Academic Titles," whose members include Gretchen Ritter, vice provost; Soncia Reagins-Lily, dean of students; Amy Greenspan, student employment coordinator; Mark Bernstein, associate dean, communications; and Sarah Simmons, assistant dean, Natural Sciences. Among the issues discussed in these meetings are the need for clarification on policies related to summer employment, enrollment requirements for employment, academic standing standards, and cause for termination. This group will continue its work into next semester and will continue its involvement based on language in the UT *HOP*, which places undergraduate research titles under the purview of the C-12 committee.

Subcommittee 2)   Andrea Gore, C-12 member, arranged for a meeting with Victoria Rodriguez and members of the C-12 (Connie Steel, graduate student representative; Jim Holcombe; Sheldon Ekland-Olson; and Reid Long) on April 14, 2011, to discuss the following related to graduate student employees: where things stand with the state legislature on the issue of benefits; what the University can and cannot do to fill gaps in benefits, particularly for fellowship recipients; and how we can make smoother transitions for our students when they move between different appointment types from one semester to another (fellowship, TA, GRA, etc.). This meeting led to a commitment by Rodriguez to look into how the University might address some of the concerns raised.

LeeAnn Kahlor, chair

C-13   Information Technology Committee

During the 2010-11 academic year, the C-13 committee played an active role in providing input for the ongoing information technology (IT) programs that were being reviewed by the Information Technology Program as outlined in the 2009 Strategic Information Technology Advisory Committee (SITAC) report. Dr. David Neubert, School of Music, served as chair of the committee and Dr. Betsy Greenberg, McCombs School of Business, was elected vice chair.

The committee met monthly during the year to consider and develop ideas that would address the IT needs of faculty and students. The committee met on the following dates: September 9, October 4, November 5, December 3, January 14, February 4, March 4, April 1, and May 6. One goal of the committee was to have meetings that were open and transparent to the faculty. Detailed minutes of each meeting were prepared and made publicly available.

Brad Englert, *ex officio* member of the committee and chief information officer for the University, provided comprehensive updates as to the progress of IT programs and actions being taken. Liz Aebersold, IT assistant, provided additional input when Brad Englert was unavailable so the committee was always well informed throughout the year.

In addition, special presentations were invited to help the committee understand the current issues, trends, and context of IT at the University. Some of these presentation and discussion topics included:

Harrison Keller, vice provost for higher education policy and research, acting director, Center for Teaching and Learning, discussed the current Learning Management System (LMS) program, *Blackboard*, becoming the primary system over the now unsupported grading program, *e-Gradebook*.

Mario Guerro, information technology specialist, Center for Teaching and Learning, demonstrated and reviewed some of the important grading features and upgrades that will soon be available using *Blackboard*, currently the University standard LMS. This prompted the need to explore a more efficient, cost-effective LMS.

Michael Cunningham, director of the University data center, offered a tour of the new, state-of-the-art data center. This provided a major resource for addressing a secure, centralized server platform for the entire University. New installations were ongoing throughout the year as we move more towards an open-source system. Additional secured faculty data storage was also made available.

Implementation of the digital measures initiative included mandatory encryption of all portable laptop devices. This is being done throughout the University for enhanced security of important data. *Google* has been chosen as the new student email system providing considerable support and options. This committee provided both student and faculty input during the selection phase.

Betsy Greenberg, vice chair, McCombs School of Business, brought up the issue of available wireless bandwidth during busy class periods. Several other committee members agreed with this issue, and it has been directed to the Architecture and Infrastructure Technology Committee to resolve.

Darlene Wiley, music, brought up the need for maintaining minimum classroom computing and presentation standards across campus. There seems to be a lot of disparity between colleges. This has also been redirected to the Research and Education Technology Committee. The new IT governance structure is apparently working very well.

David Neubert, IT director for Butler School of Music and chair of this committee, provided a demonstration of a free cloud computing program (called *TokBox*) for doing multi-video chat sessions. *TokBox* supports up to twenty webcam users, and a five-way chat session was shown to demonstrate live orchestral instruments to various public school classrooms. This particular educational program has been supported by the Austin Symphony and a grant from the Dell Corporation. Dr. Neubert also demonstrated an open-source lecture capture system (called *Panopto*) to both this committee and the Research and Education Technology Committee that has prompted further investigation. *Panopto* is one of several such programs that supports other LMS systems and uses less expensive cloud computing technology.

David Moss and Jennifer Jobst, ITS projects team, opened the discussion on the current LMS (*Blackboard*) – pros and cons. This has lead to five programs that were presented and are currently being reviewed. Input is now University-wide, including faculty, staff and students. This is an example of how the 2009 subcommittees' recommendations to enhance the effectiveness of the new governance structure are working.

The new IT governance structure provides for the C-13 chair to serve as a member of the Strategic IT Accountability Board (SITAB). David Neubert attended the SITAB meetings and found them to be quite informative. This also provided a platform for further input from the committee and a means to interrelate directly with the other IT governance committees.

The composition of the C-13 committee was due to be increased in size and scope during this past academic year. This change, legislation proposal (D 8074-8075), had been approved by President Powers in September 2010. Three additional members for the C-13 committee would be chairs of college and school faculty IT committees. During the review process of new programs and learning management systems, additional input is essential to accommodate the vast array of divergent programs offered at the University.

During the May meeting, the committee elected Dr. Betsy Greenberg as chair elect. She will begin her term as chair at the beginning of the 2011-12 academic year. The issues that are suggested for the committee to consider next year include a final review of the five learning management systems, including *Blackboard, Moodle, Desire2Learn, Canvas,* and *Sakai*; open education resources, including lecture capture, to support instruction; VoIP (voice/video over internet protocol) development for enhanced communication; the support of mobile device technology and related technologies for faculty and student use; and meeting the ever demanding needs for campus wireless networking and off campus bandwidth capacities.

In summary, the C-13 committee has had a productive year. It has provided an effective means to articulate the needs and views of faculty and to offer recommendations to help ensure that the new governance structure will meet the needs of faculty, staff, and students.

<div align="right">David Neubert, chair</div>

This document was posted on the Faculty Council website, www.utexas.edu/faculty/council/ on August 09, 2011.

Appendix A (C-9)

Driving and Parking Offenses		Current	Proposed
Section	Violation Description	Penalty	Penalty
V	Unauthorized parking in an "AT ALL TIMES" space	$50	$75
V	Improper method of parking	$25	$35
V	Disabled vehicle**	$50	$75
V	Unauthorized special event parking	$25	$75
V	Parking overtime at a meter	$15	$20
V	Improper use of a controlled access area or a key card	$25	$75
V	Unauthorized parking in a space designated for persons with disabilities	$150*	$200*
V	Moped/motorcycle/motor scooter parked in a space designated for four-wheeled vehicles	$25	$25
V	Bicycle parking in areas other than those designated for bicycles**	$10*	$25*
V	Violating temporary parking restrictions	$25	$35
V	Parked in violation of set time parameters	$25	$35
V	Idling at air intake louvers**	$25	$35
VI	Failure to display proper permit on a registered vehicle (3 warning tickets per academic year then $10 per incident)	warning/$10	warning/$15
VI	The unauthorized sale, distribution, possession, counterfeiting, or alteration of a university parking permit and/or the possession of an illegally purchased, distributed, counterfeited, or altered permit (plus cost of the permit)	$150 + permit cost*	$250 + permit cost*
IV	Obstruction to vehicular or pedestrian traffic**	$25	$35
V	Parking at a fire lane, fire hydrant, red or yellow-curb**	$50	$75
V	Parking or driving on sidewalks, grass or shrubbery (plus the actual cost of repairs)	$25 + cost	$35 + cost
IV	Improper passenger pick-up and drop-off	$25	$35
IV	Exceeding 15 miles per hour speed limit or other posted speed limits on campus	$25	$75
IV	Violation of an official traffic control device (e.g. "Stop" or "Yield" sign)	$50	$75
IV	Moving violation of the Texas Motor Vehicle Laws not otherwise specified in these regulations	$50	$75
V	Moving a barricade or parking within any barricaded area or moving a vehicle without permission of owner/operator**	$25	$35
IV	Failure to stop and heed instructions given by a university police officer or guard	$25	$75
V	Other non-moving violation of Texas Motor Vehicle Laws	$25	$75
VIII	Parking or operating a motor vehicle while privileges are suspended**	$150*	$200*
IV	Roller-skating, skateboarding, or operating a scooter on campus	$15	$15
IV	Having a vehicle of any type within a university building (except parking facilities)	$15	$20
V, VI	Parking without authorized valid permit	$25	$35
V	Unauthorized parking in Thompson Conference Center/ LBJ lots	$25	$35

V	Improper exit from a university parking garage (plus maximum daily fee due)	$50 + fee*	$75 + fee*
VIII	Theft of property or damaging property by either unauthorized boot removal or tampering/attempted removal of the boot (plus replacement cost of damaged property)	$150 + cost	$250 + cost
VI	Unregistered bicycle	$10	$15
V	Inhabiting a vehicle of any kind on university property without authorization	$50	$75
VII	Vehicle relocation and/or towing	$100	$125

NOTE: PTS reserves the right to refer any violators to the Dean of Students or Departmental Dean or Director

*Penalty doubles upon second offense and all subsequent violations are subject to immobilization or impound.

** Offense subject to citation and vehicle impound.

Automobile Boot Fee — $35

Bicycle Impound Fee — $10

Appendix B (C-9)

BICYCLE GENERAL
REGULATORY SIGN

**BICYCLES ON
UT CAMPUS
MUST USE
ROADWAY OR
SHARED PATHWAYS**

VIOLATORS SUBJECT TO CITATION

PROPOSED
BICYCLE &
SHARED
PATHWAY
SIGNS

02 --> bicycle general regulatory signs
04 --> shared pathway/roadway signs
17 --> benchmarking

PROPOSED
SHARED
PATHWAY/
ROADWAY SIGN
LOCATIONS

SHARED ROADWAY

**YIELD
TO
PEDESTRIANS**

SHARED PATHWAY

YIELD TO
PEDESTRIANS

PEDESTRIAN
PATHWAY ONLY

ALL
BIKES

SHARED PATHWAY
KEEP

LEFT   RIGHT

YIELD TO
PEDESTRIANS

PROPOSED BICYCLE
GENERAL REGULATORY
SIGN LOCATIONS

PROPOSED BICYCLE DETOUR SIGN
North of Blanton heading towards MLK - faces north

PEDESTRIAN PATHWAY ONLY

ALL BIKES

7

PROPOSED SHARED PATHWAY SIGN
Southeast corner of Edgar A. Smith Bldg heading towards Speedway - faces south

SHARED PATHWAY
KEEP
LEFT   RIGHT
YIELD TO PEDESTRIANS

5

PROPOSED SHARED PATHWAY SIGN
End of Speedway heading towards MLK - faces north

SHARED PATHWAY

YIELD TO PEDESTRIANS

8

PROPOSED SHARED PATHWAY SIGN
Northeast corner of Edgar A. Smith Bldg heading towards MLK - faces north

SHARED PATHWAY
KEEP
LEFT   RIGHT
YIELD TO PEDESTRIANS

4
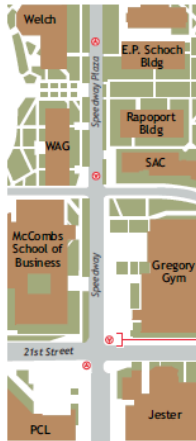
PROPOSED SHARED ROADWAY SIGN
Northeast corner of 21st and Speedway - faces south

SHARED ROADWAY

YIELD
TO
PEDESTRIANS
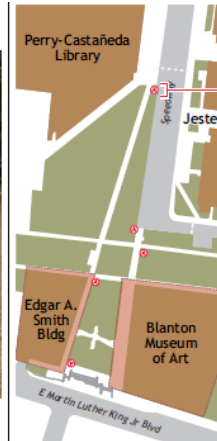
PROPOSED SHARED PATHWAY SIGN
Perry-Castañeda Library heading towards MLK - faces north
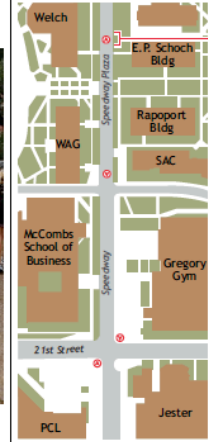
SHARED PATHWAY

YIELD TO
PEDESTRIANS

PROPOSED SHARED PATHWAY SIGN
South side of Speedway Plaza - faces south

SHARED PATHWAY
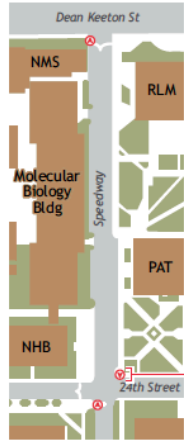
YIELD TO
PEDESTRIANS
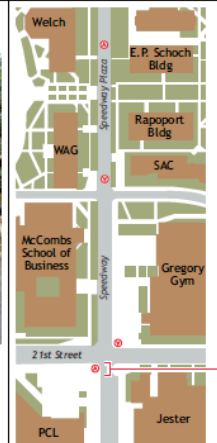
PROPOSED SHARED ROADWAY SIGN
Southwest corner of 21st and Speedway - faces north

SHARED ROADWAY

YIELD
TO
PEDESTRIANS

PROPOSED SHARED ROADWAY SIGN
Northeast corner of Speedway and 24th - faces south
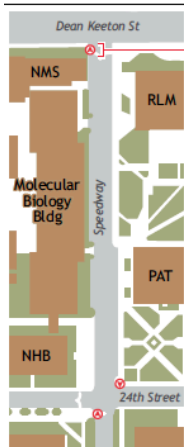
SHARED ROADWAY

YIELD
TO
PEDESTRIANS

15

PROPOSED SHARED PATHWAY SIGN
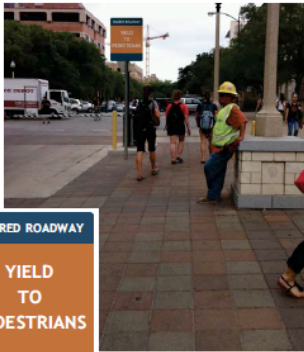North side of Speedway Plaza - faces north

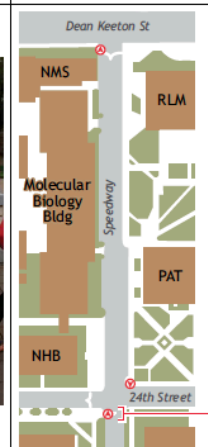SHARED PATHWAY

YIELD TO
PEDESTRIANS

13

PROPOSED SHARED ROADWAY SIGN
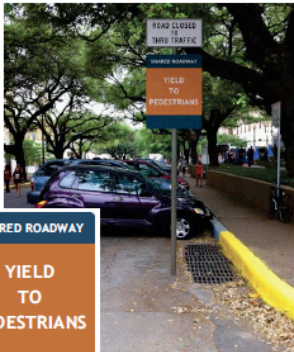Southwest corner of Speedway and Dean Keeton - faces north

SHARED ROADWAY

YIELD
TO
PEDESTRIANS

16

PROPOSED SHARED ROADWAY SIGN
Southwest corner of Speedway and 24th - faces north

SHARED ROADWAY

YIELD
TO
PEDESTRIANS

14

BENCHMARKING

University of Central Florida

Safety Laws

- Obey all traffic signs, signals, and laws
- Ride with traffic flow and as far right as practical
- Use bike lane if available
- Ride single file on roadways
- Use hand signals to communicate your intentions
- Do not impede traffic
- Keep at least one hand on the handlebars
- Yield to traffic when entering the roadway
- Use lights at night
- Don't drink and ride—if you are not in a position to legally drive a motor vehicle, then you are not in a position to legally drive a bicycle
- Ride slowly on sidewalks—pedestrians have the right-of-way and you must give audible warning when you pass (voice, bell or horn)
- Do not carry more persons than bicycle is equipped or designed to carry. (Adults may carry a child securely attached to their person in a backpack or sling)

University of Southern California

Bicycle Operation

1. All bicycles and skateboard must be walked in and around the following: Trousdale Parkway, Childs Way, and all construction areas at all times for the continued safety of pedestrians and bicyclists.
2. Bicycles may not be operated at a speed that exceeds the university speed limit for vehicles (15 miles per hour on streets and 5 miles per hour on campus grounds).
3. Bicycles may be operated on the streets and pedestrian malls on campus; however, bicycles are to be walked on sidewalks in designated areas delineated by signage.
4. Bicycles must always yield to pedestrians anywhere on the pedestrian malls. Bicycles must be walked in crosswalks since they are many times filled with pedestrians.
5. When operating a bicycle, bicyclists must remain to the far right of the street or paved area.

Arizona State University

Bicycles

Bicycles should be operated in accordance with the regulations established by the NPTC, which include, but are not limited to, the following:

1. No person shall operate, or park on the campus, a bicycle that is in an unsafe condition or that is not equipped with a rear wheel brake and lighting equipment as required by the NPTC.
2. Every person operating a bicycle shall obey traffic control devices, rules of the road applicable to motor vehicles under Arizona state laws, and the regulations included in the NPTC.
3. Bicycles may be operated on a vehicular travel-way, in other areas where automobiles are permitted, and on bicycle paths. No bicycle may be operated in areas designated as restricted to pedestrians. Whenever an authorized bicycle route crosses a pathway used for pedestrian travel, the operator of a bicycle shall yield the right-of-way to any pedestrian using the pathway.
4. No bicycle shall be used to carry more persons at one time

than the number for which it is designed and equipped.

5. A person operating a bicycle shall do so only in single file with other bicycles, except on a bicycle path marked for two lanes of bicycle traffic in the same direction.
6. Bicycles shall be parked on campus only in bicycle parking racks, in an upright position, and secured to the bicycle rack with a locking device.
7. Any person whose actions with a bicycle result in a violation of the NPTC, for which another penalty is not provided by the code, shall be fined for the violation.

University of Minnesota

Campus Rules

- Always ride as far right as serves your destination.
- Never ride on campus sidewalks (unless designated as a bike lane with pavement markings).
- Obey all traffic signs, signals and laws.
- Yield to pedestrians in crosswalks.
- Most campus bike lanes are oneway only. Bikers must ride in the direction of traffic.

17

- Watch for designated areas to dismount and walk your bike.
- Always lock your bike (follow theft prevention tips).
- Don't lock bikes to handrails, trees, fences, bus shelters or anything other than bike racks. Illegally parked bikes will be tagged and removed. To reclaim your bike, contact the PTS office.
- Headlights and reflectors are required by Minnesota law for night riding.

Berkeley

Bicycle Information

You can ride everywhere on campus roadways, paths and courtyards except the Dismount Zone (Sproul and Dwinelle Plazas, during peak period, 8am-6pm). The City of Berkeley makes bicycle commuting easy with its system of "Bicycle Boulevards" and other marked bicycle routes and paths. AC Transit and BearTransit have bicycle racks on the vehicles.

University of California-Santa Cruz

Ride Wisely. Learn and Follow the Rules of the Road. If you choose to ride on a sidewalk, take extra caution at driveways and other intersections.

18

Appendix A (C-11): Minutes

Research Policy Committee Meeting Minutes
September 13, 2010

Paula Poindexter chaired the first meeting for 2010-11 at 2:15 p.m. in MA 212. After introductions, Paula informed everyone of the upcoming Ethical Research Awareness Day, and she asked for volunteers for the student panel. She also asked everyone to bring ideas for the October meeting. Plus, she said the vice chair would need to be elected at the next meeting.

The meeting was then adjourned.

Minutes submitted by Paula Poindexter, Chair, Research Policy Committee.

Research Policy Committee Meeting Minutes
October 18, 2010

The second meeting of the Research Policy Committee was held at 2:00 p.m. in CMA 4.28 (Burson Conference Room). The following committee members were present: Sean Banks, Abishai Pinto representing Carisa Nietsche, Anne Brnham, Jeffrey Easley, Eileen Fowles, Tamer S. Kaoud, and Paula Poindexter (chair).

After the minutes from September 10, 2010, were approved, Paula Poindexter gave a brief report on the first Ethical Research Awareness Day. (See Appendix B for program.) She said the panels were very engaging, the feedback was overwhelmingly positive, and news coverage was generous. In addition to stories in *The Daily Texan* and *On Campus*, stories were posted on the website of the Office of the Vice President of Research <http://www.utexas.edu/opa/blogs/research/2010/10/04/being-aware-of-ethical-research/> and the School of Journalism <http://journalism.utexas.edu/news/PROD75_033590.html>. Paula also indicated that the planning committee would post segments on YouTube after the editing of the video. Based on the importance of ethical research, Paula recommended that Ethical Research Awareness Day become an annual event.

Following the update on Ethical Research Awareness Day, the Chair of the Faculty Council Dean Neikirk addressed one of the issues he had discussed at the Ethical Research Awareness Day--sponsored research and potential conflicts of interest issues. After discussion, it was suggested that one area to be explored might be how conflicts of interest are addressed in publishing.

Before adjournment, the committee decided to try to schedule the next meeting at 8 a.m. in order to lessen time conflicts. Furthermore, the committee proposed the following issues to address during 2010-11:
1. Continue to increase awareness of ethical research standards and make Ethical Research Awareness Day an annual event.
2. Explore potential conflicts of interest in sponsored research as they relate to publishing and doctoral dissertations.
3. Identify ways to provide support to the University's undergraduate research initiative.
4. Identify tools for promoting ethical research.
5. Address need for increased fellowships for graduate students.

Minutes submitted by Paula Poindexter, chair, Research Policy Committee.

Research Policy Committee Meeting Minutes
November 17, 2010

The third meeting of the Research Policy Committee was held at 8:00 a.m. in CMA 4.28 (Burson Conference Room). The following committee members were present: Eileen Fowles, Svetlana Boyarchenko, John Ekerdt, Sean Banks, Abishai Pinto representing Carisa Nietsche, and Paula Poindexter (chair).

After the minutes from October 18, 2010, were approved, invited guest Dean Paul Woodruff shared his vision for undergraduate research at the University. Essentially, it is to connect students with research opportunities from the first day of their freshman year. Dean Woodruff said that the College of Natural Sciences has a very successful research initiative and the College of Liberal Arts is launching an initiative. Dean Woodruff believes the new independent inquiry flag will facilitate undergraduate engagement with research. Further, the Office of Undergraduate Research will have a call for proposals from departments to do something inventive, something clever, to get all undergraduate students involved with research.

Alyx Stevens, chair of the senate's undergraduate research committee, presented the report, "The State of Undergraduate Research."

Eileen Fowles was selected as vice chair of the Research Policy Committee, 2010-11.

Minutes submitted by Paula Poindexter, chair, Research Policy Committee.

For information on research week: http://www.utexas.edu/ugs/researchweek/about.php

<div align="center">

Research Policy Committee Meeting Minutes
February 21, 2011

</div>

The February 21, 2011, Research Policy Committee meeting was held at 8:00 a.m. in CMA 7.208. The following committee members were present: Sean Banks, John Ekerdt, Svetlana Boyarchenko, Jason Abrevaya, and Paula Poindexter (chair).

After the November 17, 2010, minutes were approved, invited guests Susan Wyatt Sedwick, associate vice president for research and director of the Office of Sponsored Projects, and Amy Always, Research Management System (RMS) project director, made a presentation on the RMS replacement project. In addition to providing background on the current system, which is more than twelve years old and does not accommodate research proposal needs, they discussed advantages and disadvantages of the new systems being considered. The goal is to improve and not lose functions of the current system, which is a workflow management tool. Last year, 3,500 proposals flowed through the current system. The attached handout outlines these key points.

Minutes submitted by Paula Poindexter, chair, Research Policy Committee.

<div align="center">

Research Policy Committee Meeting Minutes
March 28, 2011

</div>

The March 28, 2011, Research Policy Committee meeting was held at 8:00 in CMA 7.208. The following committee members were present: Sean Banks, Rebecca Bigler, Eileen Fowles, Ryan Hirsch (representing the senate), Tamer Kaoud, and Paula Poindexter (chair).

After the minutes were approved, Sean Banks made a presentation on software used to conduct web-based surveys. Specifically, Sean discussed REDCap, which is the online survey software developed by Vanderbilt University and used by the Population Research Center. Benefits of the software include that it is free, user friendly, and provides tutorials. Also, you control your own data rather that it being managed by another institution. The one drawback is that REDCap does not handle matrix questions.

Sean said faculty, staff, and students not associated with the Population Research Center can conduct a survey with the REDCap software through the center, which provides survey administration services, and the cost is $150. (For more information, please see https://REDCap.prc.utexas.edu/REDCap/index.php).

During discussion among committee members, it was determined that information about REDCap and other online software packages (Qualtrics: http://www.qualtrics.com/, Surveymonkey: http://www.surveymonkey.com/, etc., should be posted on relevant campus webpages such as IRB so that

faculty and doctoral students are aware of the range of choices for conducting their own research. Sean agreed to follow up on this recommendation.

Before adjournment, subcommittees for possible resolutions and the 2011 Ethical Research Awareness Day were briefly discussed.

Minutes submitted by Paula Poindexter, chair, Research Policy Committee.

Research Policy Committee Meeting Minutes
April 18, 2011

The April 18, 2011 Research Policy Committee meeting was held at 10 a.m. in CMA 7.208. The following members were present: Rebecca Bigler, Svetlana Boyarchenko, John Ekerdt, Eileen Fowles, and Paula Poindexter (chair).

After the minutes were approved, the committee reviewed three pending initiatives: greater involvement with Undergraduate Research Week, resolutions, and Ethical Research Awareness Day 2011. Sean Banks had been scheduled to give a report on the Undergraduate Research Week activities, but was unable to attend the meeting because of an emergency.

Resolutions were discussed, and it was decided that no resolutions would be submitted.

It was decided that Ethical Research Awareness Day 2011 would focus exclusively on conflict of interest. Members who agreed to help organize Ethical Research Awareness Day included John Ekerdt, Rebecca Bigler, Eileen Fowles, and Paula Poindexter.

Rebecca Bigler was unanimously elected chair of the Research Policy Committee for 2011-12.

Minutes submitted by Paula Poindexter, chair, Research Policy Committee.

Appendix B (C-11)

First Ethical Research Awareness Day
The University of Texas at Austin
September 29, 2010
10 a.m. to 12 noon
Texas Union 2.102 Eastwoods Room

Ethical Research Awareness Day is an event organized by past and current members of the Faculty Council's Research Policy Committee to strengthen the ethical research core of the University by calling attention to integrity in research and making ethical research standards more visible.

Panel 1

10:00 – 10:45: Introduction of *New* Ethical Research Standards; Why ethical research matters; Consequences of scientific misconduct.

Moderator: Paula Poindexter, Chair, Research Policy Committee
Panelists: Dean Neikirk, Chair, Faculty Council
Victoria Rodriguez, Vice Provost and Dean of Graduate Studies
Juan M. Sanchez, Vice President for Research

Panel 2

10:45 – 11:15: Case Studies

Moderator: Steven Biegalski, Mechanical Engineering
Panelists: Steven Nichols, Mechanical Engineering
Terry Kahn, Associate Dean, Office of Graduate Studies
David Crews, Professor, Zoology and Psychology

Panel 3

11:15 – 11:45: Student Perspectives
Moderator: Alexandra Loukas, Kinesiology and Health Education
Panelists: Ingrid Bachmann, Journalism
Alexandra Stone, LBJ School of Public Affairs
Jeffrey Easley, Chemical Engineering
Jonathan Dau, Biology

Panel 4

11:45 – 12:00: Q&A with Ethical Research Awareness Day Organizers
Panelists: Paula Poindexter, Journalism
Alexandra Loukas, Kinesiology and Health Education
Steven Biegalski, Mechanical Engineering

Appendix C (C-11)

Ethical Research Standards at The University of Texas at Austin[1]

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 following standards 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 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]

III. Avoid conflicts of interest in the design, execution, and reporting of research.
If any aspect of the research process is compromised or if financial, professional, or personal interests may bias the outcome of the research, a conflict of interest exists. Ensure the integrity of the research process and the validity of the research results by being alert to potential or perceived conflicts of interest.

IV. Respect human research participants and their rights.
Ethical research stipulates that human participation is voluntary, confidentiality is safeguarded, human participants are not harmed, and consent is informed.

V. 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.

VI. Assign author credit according to author's contributions.
An author's contribution to a study should dictate authorship; the order in which authors are listed should reflect discipline practices and have meaning in terms of author agreements and responsibilities during the research process.

VII. 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 and follow discipline practices regarding simultaneous submissions.

VIII. Teach, supervise, and mentor the research process with integrity and transparency.
As supervisors and mentors, faculty members are responsible for ensuring that students and junior faculty design and conduct research with integrity and transparency. As supervisors and mentors, faculty members have responsibility for making certain that students and junior faculty follow ethical research standards and university research policies. Furthermore, as supervisors and mentors, faculty members must not pressure students or junior faculty for unearned author credit or take advantage of them in any way.

Notes:

1. In 2008-09, the Faculty Council's Research Policy Committee, chaired by Paula Poindexter 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 Research Policy Committee encourages incorporating these ethical research standards in department and unit activities. Special thanks are 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, anthropology, and past chair of the Research Policy Committee. At the start of the 2009-10 academic year, Paula Poindexter presented the recommended ethical research standards to the provost and to the deans' council. Additionally, the ethical research standards were submitted to Janet Staiger, chair of the Faculty Council, for consideration of adoption. The present version of the ethical research standards includes input from the 2009-10 Faculty Council Executive Committee and the 2009-10 Research Policy Committee chaired by Alexandra Loukas, kinesiology and health education.

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

Distributed through the Faculty Council website on January 20, 2010,
http://www.utexas.edu/faculty/council/2009-2010/minutes/min012510/VIII.B.html .

Appendix D (C-11)

Proposed Revisions to Series 90000 re: Intellectual Property (OGC # 121685)

Sec. 2   Individuals Subject to this Rule. This intellectual property Rule applies (a) to all persons employed by the U. T. System or any of its member institutions including, but not limited to, full and part-time faculty and staff and visiting faculty members and researchers, and (b) to anyone using the facilities or resources of the U. T. System or any of its member institutions, including, but not limited to, students enrolled at a U. T. System institution such as in an undergraduate or graduate degree program, a certificate program, and postdoctoral and predoctoral fellows. The Board of Regents automatically owns the intellectual property created by individuals subject to this Rule that is described in Sections 3, 5 and 6 below and in Rule 90102, Sections 2 and 3. Accordingly, all individuals subject to this Rule must assign and do hereby assign their rights in such intellectual property to the Board of Regents. Moreover, individuals subject to this Rule who create such intellectual property (creators) shall promptly execute and deliver all documents and other instruments as are reasonably necessary to reflect the Board of Regents' ownership of such intellectual property. A creator of intellectual property owned by the Board of Regents has no independent right or authority to convey, assign, encumber, or license such intellectual property to any entity other than the Board of Regents.

Sec. 10   Limited License to Institution. Notwithstanding Section 4 above, and as reasonably required for the limited purpose of continuing an institution's scheduled course offering, the Board of Regents retains for one year following the loss of an instructor's services, a fully paid-up, royalty-free, nonexclusive worldwide license to use, copy, distribute, display, perform and create derivative works of materials prepared by the instructor for use in teaching a course (including lectures, lecture notes, syllabi, study guides, bibliographies, visual aids, images, diagrams, multimedia presentations, examinations, web-ready content and educational software).

2.5   Reimbursement of Licensing Costs and Allocation of Income. In those instances where the U. T. System or any of its member institutions licenses rights in intellectual property to third parties, and other than with regard to elections under Section 2.2 above, the costs of licensing, including, but not limited to, the costs to operate and support a technology transfer office and the costs of obtaining a patent or other protection for the property on behalf of the Board of Regents must first be recaptured from any royalties or other license payments received by the U. T. System or any of its member institutions. The remainder of any such income (including but not limited to license fees, prepaid royalties, minimum royalties, running royalties, milestone payments, and sublicense payments) shall be divided as follows:

50% to creator(s)
50% to U.T. System,

provided, however, that a creator may disclaim his/her interest in such income, in which case the institution shall receive the creator's share and shall decide, in its sole discretion, if, how and when to disburse such income.

With the prior approval of the Board and after review by the U.T. System Vice Chancellor and General Counsel, and the appropriate Executive Vice Chancellor, an institution may adjust the allocation of royalties set forth herein for a creator.

Appendix E (A-1)

A-1   Committee of Counsel on Academic Freedom and Responsibility
Faculty members are engaged in fostering critical thinking and developing and disseminating new knowledge. Having academic freedom in teaching, research, and expression enables a faculty member to critique accepted truths and search for new knowledge, even when it disrupts the status quo. Academic freedom safeguards of tenure, due process, and faculty governance allow faculty members to serve the common good without being controlled by public opinion.

The Committee of Counsel on Academic Freedom and Responsibility (CCAFR) advises the president and provost on procedures for due process for faculty members, including procedures for tenure, promotion, and post-tenure review, as well as on safeguards for academic freedom, including those for teaching, research, and expression. CCAFR also investigates claims by faculty members (of any rank) who allege violations of due process, especially in their tenure, promotion, or post-tenure review cases. Please refer to Appendix E-a. CCAFR also investigates allegations of violations of academic freedom by faculty members. Claims of academic freedom violations are not limited to tenure, promotion, or post-tenure review cases. Please refer to Appendix E-b.

In 2010-11, the work of the CCAFR can be divided into three separate subjects: (1) revision of University guidelines for tenure and promotion; (2) four subcommittee reports and recommendations involving claims of procedural irregularities in tenure and promotion cases; and (3) one subcommittee report concerning a claim of an academic freedom violation in a post-tenure review case.

1. Revision of University Guidelines Involving Claimed Violations of Academic Freedom
The University of Texas at Austin had been a longstanding outlier among major research universities in not providing internal review of claims that violations of academic freedom tainted promotion and tenure decisions. CCAFR has for many years attempted to change the University's internal regulations to provide for such review. Following substantial progress made in discussions with the administration in 2008-09 and 2009-10, review of academic freedom claims were explicitly incorporated into the University's fall 2010 "General Guidelines for the Preparation of Supporting Materials and the Management of Tenured and Tenure-Track Candidate Promotion Files." The wording was further strengthened in the fall 2011 guidelines: http://www.utexas.edu/provost/policies/evaluation/tenure/2011/ttt/TTT_Guidelines_Fall2011.pdf. Some of these changes, and their impact on filing requests with CCAFR concerning allegations of procedural and/or academic freedom violations, are discussed in Appendix E-a.

2. Subcommittee Reports on Claims of Procedural Violations in Tenure/Promotion Cases
Four faculty members claimed procedural violations concerning tenure and promotion cases. In addition, one of the four faculty members also alleged violations of academic freedom.

Faculty members A and B had been informed of denial of tenure and promotion in December 2010. In January 2011, both alleged procedural violations. Professor A also alleged violations of academic freedom. In each case, the CCAFR subcommittee believed that the tenure and promotion decision was not affected negatively by procedural irregularities. In addition, the CCAFR subcommittee for Professor A did not find any violations of academic freedom, but did recommend that the department chair institute regular peer reviews of teaching for all tenure-track faculty members. President Powers concurred with all subcommittee recommendations.

Faculty members Y and Z had been informed of denial of tenure and promotion in December 2009. Professor Y had filed a complaint with CCAFR in January 2010, alleging procedural violations in his/her tenure and promotion case. After investigating the allegations, the CCAFR subcommittee concurred with the allegations, believed that the severity of the procedural violations had tainted the tenure and promotion case, and recommended that the faculty member be allowed to apply in August 2010 for reconsideration for tenure and promotion from scratch (*de novo*). President Powers concurred with the recommendations. Professor Y applied for tenure and promotion in August 2010, was denied tenure and promotion again, and filed another complaint with CCAFR in January 2011, alleging that he/she was not afforded a *de novo* process. The CCAFR subcommittee did not agree with the allegations. At the same time, the CCAFR subcommittee recommended that the University clarify the guidelines for a *de novo* promotion process. In particular, the department

appropriately sought complete new references for the reconsideration case. As a result, the new references did not have the same depth of knowledge in the field, which in turn, caused the department to view the reconsideration case negatively.

Professor Z filed a complaint with CCAFR in January 2011, after he/she was denied reconsideration for tenure and promotion in August 2010 by his/her department. The CCAFR subcommittee believed that the tenure and promotion decision for Professor Z was not affected negatively by procedural irregularities. The CCAFR subcommittee, however, made recommendations for the department, college, and University to adopt to avoid the identified procedural irregularities from happening in future cases involving reconsideration of tenure and promotion.

3. Subcommittee Report on Claim of Academic Freedom Violations in Post-Tenure Review
Professor X received an unsatisfactory departmental post-tenure review in February 2011. In May, he/she filed a complaint with CCAFR, alleging that academic freedom violations had negatively affected the post-tenure review. In July 2011, the CCAFR subcommittee agreed with the allegations and recommended that Professor X be granted the opportunity to appeal the decision, at the college level, to an impartial group of faculty, as provided by the University's post-tenure review guidelines under "College-level peer review of an unsatisfactory departmental evaluation."

Brian Evans, chair

Appendix E-a (A-1)

Guidelines for Filing a Procedural Claim About a Promotion Case
The deadline to file a request for a review of your promotion case to the Committee of Counsel on Academic Freedom and Faculty Responsibility (CCAFR) for compliance with University procedures and commonly accepted professional standards has been made more flexible effective fall 2011. The deadline is the later of January 31 or six weeks after the faculty was officially notified of denial of promotion. Commonly accepted professional standards include those adopted by the American Association of University Professors (www.aaup.org). The 1940 AAUP tenets of academic freedom are given in Appendix A-b.

Here are the *Guidelines* for tenure and promotion from the provost's office:
http://www.utexas.edu/provost/policies/evaluation/tenure/promote_tenure.html
In the fall 2011 version of the *Guidelines*, whose official title is "General Guidelines for the Preparation of Supporting Materials and the Management of Tenured and Tenure-Track Candidate Promotion Files," we highlight several sections to help a faculty member file a claim of procedural and/or academic freedom violations in a promotion case:

- "Based on the May 20 list of promotion candidates to be submitted by each dean" (Page 5)
  Comment: Any candidate being considered (or reconsidered) for tenure or promotion should have been communicated to the provost's office by May 20, which means that the department should have communicated its list to the dean some time period before May 14. Each dean's office has until July 18 to amend the list according to the president's memo on the above website.
- "Upon request, a faculty member may inspect any material in his/her promotion dossier at any time during the promotion process" (Page 10)
- "If the candidate ... wishes to obtain photocopies of any materials in the file, the candidate must make a **formal** Open Records request in writing to the Office of the Vice President and Chief Financial Officer." (Page 10)
- "The candidate or the president may also request a review of the case by the Committee of Counsel on Academic Freedom and Responsibility (CCAFR). Such a review is limited to one or both of the following: 1) to determine whether, in its judgment, the procedures followed accorded with both the University's and commonly accepted professional standards for promotion and tenure; *and 2) whether the decision was based upon a violation of the faculty member's academic freedom*. (see Addendum 6). A request to the chair of CCAFR should describe the procedural irregularity being asserted *and/or the alleged violation of academic freedom being asserted and how it impacted the decision. Candidates have six (6) weeks (counting calendar days) from the date of being notified or Tuesday, January 31, 2012, whichever is later* to submit a request for review to CCAFR (Office of the General Faculty, WMB 2.102, F9500) and provide a copy to the provost (MAI 201, G1000). The provost will distribute copies of the request to the dean and department chair." (Page 11)
- "Before the departmental committee considers a case, the chair or dean shall ask the candidate to check the materials in the promotion dossier except for the internal and external peer reviews of teaching, scholarship, and service. If the candidate believes that the file is incomplete or includes inappropriate material, or if the candidate has any other objection to the process, the chair, dean, or their designee shall either correct the problem or include a statement in the file about the problem and why it was not addressed as the candidate requested." (Addendum 2, Page 12)
  Comment: You would be able to see the list of references requested to write letters and the status of the receipt of those letters before your case is considered by departmental committee. Such a list appears in the Supplemental Materials Summary of the Letters of Recommendation section (section 7) of the promotion dossier. See Page 9 for more information.
- "CCAFR shall report to the president, with a copy to the candidate, by **February 29, 2012**." (Addendum 6, Page 13)

The *Handbook of Operating Procedures* (*HOP*) Sec. 3.17 says the following:
"Responsibility for submitting Annual Reports and for keeping their personnel files up-to-date with any new material concerning teaching activities, research, scholarship, publications or public service rests with the individual faculty members. The annual evaluation of each faculty member shall include an assessment of these documents... The final results of the annual evaluation shall be communicated to each faculty member by the

department chair. This communication shall be written and it shall advise the faculty member of any areas that need improvement."

Comment: An annual evaluation in writing would help the faculty member know what needs improvement in teaching, research and/or service. This is particularly helpful during the tenure probationary process. In addition, having written annual evaluations is very helpful when there is a change in department chairs during a faculty member's tenure or promotion period.

Appendix E-b (A-1)

1940 Statement of Principles of Academic Freedom and Tenure by AAUP

Tenets of academic freedom from the American Association of University Professors (AAUP) from its *1940 Statement of Principles on Academic Freedom and Tenure* are

1. "Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution."
2. "Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitation on academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment."
3. "College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak and write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institutions by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution."

Note: "The word 'teacher' as used in this document is understood to [also] include the investigator who is attached to an academic institution without teaching duties." The word 'teacher' as used above also includes adjunct faculty, research faculty, and lecturers.