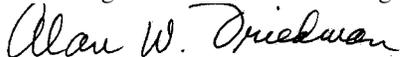


## DOCUMENTS OF THE GENERAL FACULTY

Following are the minutes of the regular Faculty Council meeting of October 16, 2017.



Alan W. Friedman, Secretary of the General Faculty and Faculty Council  
The University of Texas at Austin

Arthur J. Thaman and Wilhelmina Doré Thaman Professor of English and Comparative Literature

**MINUTES OF THE REGULAR FACULTY COUNCIL MEETING OF  
OCTOBER 16, 2017**

The second regular meeting of the Faculty Council for the academic year 2017-18 was held in the Main Building, Room 212 on Monday, October 16, 2017, at 2:33pm.

**ATTENDANCE.**

**Present:** Ana L. Aguilar, Hal S. Alper, C.J. Alvarez, Minou Arjomand, Lucinda Jane Atkinson, Simon D. Atkinson, Christina Bain, Luciano C. Barraza, Charlotte Canning, Allan H. Cole, Juan J. Colomina-Alminana, Austin Cooney, Ann Cvetkovich, Janet M. Davis, Brian L. Evans, Gregory L. Fenves, Alan W. Friedman, Linda L. Golden, Laura I. Gonzalez, Alejandrina Guzman, Martha F. Hilley, Steven D. Hoelscher, Heather Houser, Brent L. Iverson, Vishwanath R. Iyer, Jody L. Jensen, Christine L. Julien, Susan L. Kearns, Harrison Keller, John C. Lassiter, Mark A. Lawrence, Bradford R. Love, Maurie D. McInnis, Jennifer Moon, Leonard N. Moore, Martha G. Newman, Gordon S. Novak, Robert A. Olwell, Deborah Parra-Medina, Dennis S. Passovoy, Anthony J. Petrosino, Soncia Reagins-Lilly, Pengyu Ren, Austin B. Reynolds, Loriene Roy, Eric Saldanha, Jonathan L. Sessler, Jasleen K. Shokar, Mark J. T. Smith, D. Max Snodderly, Vincent S. (Shelby) Stanfield, Stefano Tiziani, Jeffrey Treem, Lauren J. Webb, Karen M. Wickett, Patrick P. Wong, Robert F. Young.

**Absent:** Michelle Addington, Ronald J. Angel (excused), Zoltan D. Barany (excused), Darrell L. Bazzell, Jay M. Bernhardt, Randolph G. Bias, Mark L. Bradshaw (excused), Christopher P. Brown, Barry Brummett (excused), Jorge Canizares, M. Lynn Crismon, Charles Michael Cunningham, Douglas J. Dempster, Randy L. Diehl, Glenn P. Downing (excused), Joshua D. Eisenman, Angela M. Evans, Ward Farnsworth, Benny D. Freeman, Donald S. Fussell (excused), Elizabeth Cobbe Goeller, Terrance L. Green (excused), Courtney Handman (excused), Lorraine J. Haricombe, Tracie C. Harrison, Jay C. Hartzell, Linda A. Hicke, D. Eric Hirst, Coleman Hutchison (excused), Daniel T. Jaffe, S. Claiborne "Clay" Johnston, Manuel Justiz, Jonathan Kaplan (excused), Kerry A. Kinney, Sanford V. Levinson (excused), Alexandra Loukas, Blinda E. McClelland (excused), Richard A. Morrisett (excused), Sharon Mosher, Kareem T. Mostafa, Patricia C. Ohlendorf (excused), Scott A. Rabenold, David W. Robertson (excused), Pauline T. Strong, Alexa M. Stuijbergen, Rabun Taylor (excused), James W. Tunnell (excused), Jason P. Urban (excused), Steven Warach (excused), Jennifer M. Wilks (excused), Sharon L. Wood, Luis H. Zayas.

|                     |             |            |            |
|---------------------|-------------|------------|------------|
| Voting Members:     | 47 present, | 29 absent, | 76 total   |
| Non-Voting Members: | 10 present, | 23 absent, | 33 total   |
| Total Members:      | 57 present, | 52 absent, | 109 total. |

Chair Steven D. Hoelscher (Professor, American Studies) opened the meeting by giving sincere and profound thanks to Alan W. Friedman (Professor, English) for being willing to continue as Secretary of the General Faculty and Faculty Council. He said, “It’s hard work that Alan does. He’s tireless and a real advocate of Shared Governance on this campus. So, Alan, thank you.”

### **I. REPORT OF THE SECRETARY (D 15494-15496).**

Secretary Friedman reported that a Memorial Resolution Committee was appointed for Professor Kenneth B. Fiske from the Department of Art and Art History. He welcomed Professor Patrick P. Wong<sup>1</sup> (LBJ School of Public Affairs) who replaced Peniel E. Joseph on the Council. The Secretary announced that the resolution from the Faculty Council in support of President Fenves’ statement on DACA had gone forward, with no further action being required. In addition, he reported that a number of changes to the College of Fine Arts chapter in the *Undergraduate Catalog, 2018-2020* had received final approval and that the proposal to change the policy for transcript-recognized certificate programs for undergraduates along with a recommendation regarding student discipline and conduct were still pending the Provost’s approval.

### **II. APPROVAL OF MINUTES**

Secretary Friedman said the minutes of September 18, 2017 (D 15497-15512) had been posted. Having asked for changes and/or additions and hearing none, he assumed the minutes to be approved as submitted.

### **III. COMMUNICATION WITH THE PRESIDENT**

President Gregory L. Fenves commented that Council members may have seen him conferring with Provost McInnis following his response to questions during the annual meeting of the General Faculty. He said that he wanted to follow up on the question about how faculty can be involved as the University plans for the next year of enrollment management. He announced that Provost McInnis had convened a faculty working group for enrollment management and the invitations had just gone out that day. “So, we want to show you we listen to faculty comments and questions, and we try to act as quickly as possible.” His comment elicited laughter from the audience.

President Fenves announced that the graduation rate for undergraduate education at the University had reached 66 to 67 percent, a historic high and well on the way to meeting the goal of 70 percent goal set by Past President Bill Powers. President Fenves said the new record had received a lot of national attention, and he added:

I have always felt—first as a dean, then as provost and now as president—that not only was this important to do for students and for their families because it lowers the cost of education, but I truly believe that it is also giving us a mechanism and a focus for improving the quality of undergraduate education.

President Fenves said that one thing that didn’t get as much attention as the improved graduation rates, but is just as important for the University, is that UT Austin is admitting, educating, and graduating more students without the total enrollment going up. He said the University is admitting nearly 1,000 more freshmen than six years ago when the Student Success Initiative was first started. President Fenves said that, during an interview given to *The Washington Post* on the matter, he stated, “This is a better utilization of the University.” He said it was unfortunate that the article was titled ‘*A more efficient university: UT-Austin raises on-time graduation rate*’. He said he meant his statement in a very positive sense—increasing access and quality education at UT Austin. He said that his goal is to extend the concept of student success beyond graduation. To support that goal, President Fenves reported that Provost McInnis has created a Task Force on Experiential Learning that will work with faculty, departments, schools, and colleges to determine how the University can better integrate high

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<sup>1</sup> Amended to reflect correct name. Changed from Peter Wong to Patrick P. Wong.

quality, high impact experiential learning opportunities into degree programs, combine fundamental knowledge in courses—the critical thinking skills—and apply them in a variety of ways. He said that data show that students who have the right combination of classroom and laboratory experiences are better educated, better motivated, and more likely to be successful after they graduate.

President Fenves said the College to Career Initiative is in its early stages; its goal is to provide all students the opportunity to think about how their education at UT Austin can influence their career path after they graduate.

On a different note, President Fenves announced that Sara Martinez Tucker, a distinguished alumnus of The University of Texas at Austin, was elected to chair the UT System Board of Regents. He said that after a very successful corporate career, Chairman Tucker served as Under Secretary at the US Department of Education overseeing policies and programs for postsecondary education in the George W. Bush administration. President Fenves said she was very knowledgeable about issues facing higher education, especially those related to access, affordability, quality of education, and the research mission of research universities. He said, “She’s a great friend of The University of Texas at Austin and a friend of mine, and it’s such a pleasure to have her chairing the Board of Regents.”

President Fenves said that although the legislative session was over, the next one is not far away. For that reason, he said, the Administration was already starting to plan for January 2019. He announced that a new position had been created, Deputy to the President for Government Relations, filled by Jay Dyer, who will lead the Government Relations Office. He said that Mr. Dyer is also a UT Austin alumnus who holds two degrees, one from the Law School. The President said just one month prior, Mr. Dyer had worked as the Legislative Director for Governor Abbot and had also worked in the Attorney General’s Office; he is well regarded in both chambers of the Texas Legislature. He added that “Mr. Dyer is an incredible guy who understands policy and how to work with the legislature to accomplish important goals. We are very fortunate to have him here at UT Austin leading our Government Relations Office.”

President Fenves announced that the semester meeting of the Development Board, which is comprised of about 300 of the most loyal and generous supporters of the University would be held later in the week and that there would be a “big announcement” and press release of the numbers for the second best fundraising year in the history of the University in terms of cash and pledges, exceeded only by the 2014 Capital Campaign. The President said the campaign’s success was due to the generosity of donors and some very significant gifts including \$25 million from Steve Hicks to the newly renamed Steve Hicks School of Social Work, and the doubling of the 2016 gift of \$20 million for faculty endowments in the College of Liberal Arts from Bobby Patton, bringing the total to \$40 million. In addition, Jim and Miriam Mulva donated \$50 million to create the Mulva Clinic for the Neurosciences in the Dell Medical School to begin development of new treatments and ways of caring for patients with degenerative neurological diseases such as Alzheimer’s and Parkinson’s.

President Fenves said it had been a fabulous year thanks to the generosity of these and many other donors and also because of some major restructuring of how we do development across the University under the leadership of Scott Rabenold, the new Vice President of Development, who just finished his first year. President Fenves said Mr. Rabenold is working with the schools and colleges, the deans, and the chief development officers and their staff to develop a coherent, coordinated, and collaborative set of goals and strategies to achieve those goals for philanthropic support for our mission as an educational research institution. The President said they were beginning to lay the roadmap for how to develop a modern fundraising operation for a university of our size and scope in readiness for the next Capital Campaign.

President Fenves asked if there were any questions from the floor. Professor Jonathan L. Sessler (Chemistry) said he was very impressed with President Fenves’ whole Administration, especially after hearing the annual report of the School of Undergraduate Studies by Dean Brent Iverson and then hearing more about the President’s initiatives and the generosity of UT Austin donors. He asked if the President had considered “tapping our really wonderful alumni to come back, not just to help us out

financially, but to share their wisdom and experience in terms of their perspectives on education in a broader sense... in terms of focus?" President Fenves responded by saying, "Mentoring is an important part of having students start to think about college and careers." He said it is by talking to people and getting new ideas from those conversations that students start to investigate what they're interested in and where their passion lies. President Fenves said that UT Austin is a participant in a Gallup Purdue Study that asks our alumni a number of questions, one of which relates to influencers on graduates looking back at their time on campus. He said the biggest response was having a mentor. President Fenves confirmed that mentoring will be a very significant component of the College to Career Initiative. Professor Sessler commented that not all alumni are in a position to give monetarily, while mentoring allows them to reengage with the University and give back. To that President Fenves said, "I'll say that one of the best ways to have our donors believe in the University is to have them meet our students; they are the best development officers we have."

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

Chair Hoelscher said that he and Dr. Leonard Moore (Interim Director, Division of Diversity and Community Engagement (DDCE)) hosted an open forum for faculty members that addressed such issues as campus climate and free speech. He thanked Dr. Moore for giving him the opportunity to partner with DDCE in hosting the event. He said he thought the conversation was interesting for those who were able to attend.

Chair Hoelscher announced that UT System representatives will be visiting each University campus within the System as part of a multi-year project undertaken by the University of Texas System Faculty Advisory Council (FAC) to study best practices of Shared Governance. He said UT System Faculty Advisory Council representatives were on campus today and that Mr. Tony Cucolo (Associate Vice Chancellor for Leadership Development and Veterans Affairs) would address the Council following Chair Elect Charlotte Canning's report.

#### **V. REPORT OF THE CHAIR ELECT.**

Dovetailing off the Chair's report, Chair Elect Canning (Professor, Department of Theatre and Dance) reported on the FAC meeting that she, Chair Hoelscher, and Past Chair Jody Jensen (Professor, Kinesiology and Health Education) attended on October 5-6. During those two days, she said, members discussed FAC guidelines, possible revisions to UT System's *Handbook of Operating Procedures*, and UT System initiatives. She said each campus gave a report about issues they face related to faculty governance. From those reports, she learned three basic things: 1) UT Austin generally does a good job with Shared Governance, especially when compared to some of the other UT System campuses; 2) Medical school campuses are facing issues of burnout, which is beginning to be addressed by the System; 3) Many campuses, especially those with new Provosts and/or Presidents, struggle with Shared Governance but seem to be moving toward the UT System model. Chair Elect Canning reported that they heard several important reports that were very useful: Mr. Cucolo spoke about Shared Governance and academic leadership programs and principles; Dr. Rebecca Karoff (Associate Vice Chancellor for Academic Affairs) spoke in great detail about the student success initiatives being backed by UT System; Dr. David Troutman (Associate Vice Chancellor for Institutional Research and Decision Support) spoke about compelling research the System is pulling together on retention and graduation rates, and how to use the data produced; and Dr. Steven Leslie (Executive Vice Chancellor for Academic Affairs) spoke about a System-wide workload policy. She closed her remarks by saying it was a very productive two-day meeting and they learned a lot from colleagues across the System.

#### **VI. UNFINISHED BUSINESS—None.**

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

## VIII. NEW BUSINESS.

### A. UT System Faculty Advisory Council Representatives (SYSFAC).<sup>2</sup>

Associate Vice Chancellor Tony Cucolo said that, like many faculty, he wears multiple hats and his visit to UT Austin was as the UT System liaison to the Faculty Advisory Council. He said members of FAC “roll up their sleeves and get it done.” He paraphrased remarks from Chancellor McRaven to the FAC Chair and Chair Elect:

I do not need another advisory body bringing me problems. What I would like is for the faculty representatives of all fourteen of our institutions to be my strategic scouts. I’d like you to raise yourselves up to the 50,000-foot level and look down across the System and see what issues are affecting more than one of our institutions. Decide among yourselves which ones you should work on, and once you identify the ones you want to work on, come up with problem/solution recommendations, and after it’s refined bring it to me.

Mr. Cucolo said that the issues that FAC addressed included Shared Governance, Dual Credit, and Non-Tenure Track Faculty. Mr. Cucolo also mentioned that the FAC was back on the Board of Regents’ agenda after not having been on it for a long while. He said that the FAC reports had been well received by the Board.

In an effort to improve best practices of Shared Governance in UT System institutions, Mr. Cucolo explained that from December 2015 through March 2016, FAC organized focus groups and conducted surveys and then studied the resulting data and found that out of the fourteen UT System institutions (academic and medical), four had structure but the process was broken, another four had no understanding of the concept of Shared Governance, and six, including UT Austin, had a good working structure in place. As a result of these findings, FAC wrote a White Paper<sup>3</sup> on Shared Governance that recommended six essential elements of Shared Governance for the UT System:

1. An institution-wide commitment to the concept of Shared Governance linking the president, faculty, and all stakeholders in a well-functioning partnership, purposefully devoted to a clearly defined and broadly affirmed institutional vision.
2. An organizational culture of caring, mutual respect, and trust.
3. Consistently open, bidirectional, and transparent communication without threat or fear of reprisal.
4. A standing elected faculty governance organization recognized institution-wide as the voice of the faculty.
5. Partnership, shared responsibility, and shared accountability in decision-making for all academic, clinical, and research matters; shared accountability in all other institutional decision-making.
6. A proclivity for action and persistent follow-up on all institutional decisions.

Mr. Cucolo said that Chancellor McRaven received the paper and recognized that the UT System institutions that were most successful in terms of shared governance and organizational leadership were those that had faculty involvement in decision-making. The Chancellor asked an interdisciplinary committee of twelve FAC members to develop recommendations and identify first steps in addressing the issues related to “Shared Governance” and to establish a common understanding. In April 2016, that focus group submitted an Executive Summary<sup>4</sup> to Chancellor McRaven. That spring, the Chancellor wrote to the Presidents of all UT institutions “reinforcing the importance of balancing shared governance and presidential responsibility” and informed them that FAC representatives would

<sup>2</sup> See text from PowerPoint slides in Appendix A.

<sup>3</sup>[https://wikis.utexas.edu/download/attachments/141739715/FINAL%20version%20UTS%20FAC%20White%20Paper%20on%20Shared%20Governance\\_.pdf?version=1&modificationDate=1475777359000&api=v2](https://wikis.utexas.edu/download/attachments/141739715/FINAL%20version%20UTS%20FAC%20White%20Paper%20on%20Shared%20Governance_.pdf?version=1&modificationDate=1475777359000&api=v2)

<sup>4</sup><https://wikis.utexas.edu/download/attachments/141739715/Executive%20Summary%20on%20Shared%20Governance.pdf?api=v2>

be visiting each campus over the course of the year to gather information and clarify UT System's philosophy of shared governance.

Mr. Cucolo said the FAC traveling team—Catherine Ross (FAC Past Chair and Distinguished English Professor, UT Tyler), Dan Cavanaugh (FAC Chair Elect and Professor of Music, UT Arlington), and Jocelyn Greves (Senior Administrative Associate, UT System), and himself—were just starting those visits to gather best practices and share UT System's philosophy on shared governance, which has the six main points now included in the White Paper.

Mr. Cucolo closed his remarks by saying that the philosophy was an “aspirational ideal” and that he hoped it would spark discussion. He appreciated being able to visit with the different governing bodies on the UT Austin campus. He then opened the floor to questions and comments.

Mr. Eric Saldanha (Student Government Representative) asked if there was anything that UT Austin could learn from the other UT System institutions that use this model of Shared Governance, and whether the research being done by FAC on the treatment of non-tenure track faculty would include lecturers, and if so, what are one or two things that are being considered? Mr. Cucolo responded to the latter question first confirming that lecturers were included. He asked Professor Ross to elaborate. She said that on some campuses, 75 percent of the faculty were non-tenure track and that it was a serious concern because these faculty are often the least supported. She said FAC was in the process of gathering data; as with shared governance, it would take some time to do the research, especially since the campuses often used different terms when defining non-tenure track. She said, “It is a student success issue; it's a fairness issue; it's a legal issue; it's an ethical issue.”

Dennis Passovoy (Lecturer, Management) commented that he felt very fortunate that Shared Governance at UT Austin was operating very well and had been for a number of years. However, he said for those campuses where that's not the case, even if they have a model, if it's not embraced from the very top, it's meaningless. He asked what kind of methods were being used to get those campuses, specifically the presidents, to understand the importance of shared governance? Dr. Cucolo said that in late June and early July, Chancellor McRaven shared his philosophy of Shared Governance with the Presidents, letting them know that there would be follow-up discussions, similar to the visit that he and the “traveling team” would have with President Fenves and Provost McInnis that afternoon. He said that how well the model is adapted and how effective it is would probably impact presidential evaluations at the System level. Professor Ross said that what they are discovering is that presidents are usually on board with the philosophy. She said it's often with the chairs and the deans that the concept is lost. She said they would make a second round of visits to the campuses to reassess the status of shared governance. She said that the Faculty Council/Senate leadership played an important role and that it was important for Council members to communicate with their constituents. She opined, “I think the more seriously we take our job as a senator, the more likely the folks above are going to take our work seriously.” Mr. Cucolo reiterated that they hoped to learn a lot from UT Austin, “You do have a history of excellence here.”

Brian L. Evans (Professor, Electrical and Computer Engineering) said that at UT Austin, “We're 60 percent tenured and tenure-track faculty compared to 40 percent non-tenure track.” He believed that there would be an increase in non-tenure track faculty as we move forward, possibly hitting a 50-50 ratio. He said it was a big transition for the University and asked what the FAC team was seeing in their visits on other campuses? Professor Ross said that UT Austin is leading the charge on looking at the issues related to non-tenure track faculty—along with UT San Antonio. She reiterated that FAC would have to do research in terms of defining non-tenure track faculty and develop policies that apply across the whole System. She said this is a national issue and that her sense is that the Chancellor wants to set a standard for others to look to. Mr. Cucolo emphasized that UT System understands that each of its fourteen institutions is unique and that what works well for UT Austin may not work well for other campuses and vice-versa. He mentioned a collaborative document from UT San Antonio

called “One Faculty UTSA”<sup>5</sup> that takes into account many of the friction points of non-tenure track faculty. Like UT Austin, he said, UTSA was taking the ball and running with it.

Professor Evans commented that UT Austin’s Faculty Council really has a great connection with the upper Administration, but there seems to be a breakdown at the department and college level. He asked if FAC had any plans to address that moving forward? Mr. Cucolo said that he understood that UT Austin had a good department leadership development course, similar to the one offered once a year by UT System—which he said was not enough. He said the program was designed “to help a group of wonderful people who are professionals in their own right—but never trained to lead organizations—get those leadership skills that might help them to understand how to operate in that environment.”

B. Report on Campus Climate<sup>6</sup>

Soncia Reagans-Lilly (Vice President for Student Affairs and Dean of Students) thanked Chair Hoelscher for inviting her to talk about “What we mean when we say, ‘Campus Climate’?” She said that she had had the opportunity to talk with the Deans’ Council that morning about what she termed “The Big Eight.” She said she would go over it quickly so that there would be enough time to answer questions. She said, “I want at the end of this conversation for us to be on the same page and, more importantly, for you to walk away with what you hope to achieve or receive from this presentation today.”

Dean Lilly said that in Student Affairs, they are always thinking about the “Longhorn Experience,” whether it’s inside or outside the classroom. She said that many factors influence that experience. She said when most people talk about campus climate, they think specifically about hate and bias, which is an important part of the conversation locally and nationally, but there are other factors, those she calls the “Big Eight.”

Dean Lilly spoke on each of the following factors:

- Mental and Behavioral Health
- Drug and Alcohol Use
- National Crises
- Debate and Difficult Dialogue
- Hate and Bias
- Policy Changes
- Developing Applied Skills
- Community Belonging

**Mental and Behavioral Health:** Dean Lilly reported that 30 percent of the students who come to UT Austin experience much more depression and stress than we’ve seen in the past. In addition, that suicide ideation is also increasing. She said they are seeing an increasing number of females between the ages of fifteen and twenty-four who are questioning the purpose of their life and thinking about suicide. She said, “It certainly impacts the age group that we serve.” Dean Lilly referred those wanting more information about this factor to Dr. Chris Brownson (Director of the Counseling and Mental Health Center).

**Drug and Alcohol Use:** Dean Lilly stated, “We’ve all heard about the opioid crisis.” She said students mixing drugs and alcohol is not new, but they are seeing more hazing and sexual assault incidents influenced by alcohol and drugs. She said that students are coming to our campus who “simply do not know how to party” and don’t have the fundamental protocols for socializing. As a result, Dean Lilly said, Student Affairs is having to have very basic conversations about being safe and making good decisions.

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<sup>5</sup> <http://provost.utsa.edu/home/docs/ADTS-NTT-Committee-Report.pdf>

<sup>6</sup> See Appendix B for text from PowerPoint Presentation.

**National Crises:** Dean Lilly referenced Hurricane Harvey and the Las Vegas shooting as recent national tragedies that have impacted our students. She said when a national or international incident occurs, Student Affairs immediately surveys the student population and works closely with the International Office and other campus offices to try to understand how students are being impacted and how best to support them. She said that because of the pressures students experience, more students are asking for accommodations and are acting out in some way or another.

**Debate and Difficult Dialogue:** Dean Lilly said for many people this refers to the First Amendment and free speech. She said the Brookings Institute recently published an article on a study conducted this past August that “clearly demonstrates that students are coming to us with a warped sense of what freed speech is.” She said that 50 percent of those surveyed believed that hate speech is protected, while others feel it is unprotected. She said this lack of understanding requires Student Affairs to focus resources and energy on helping our students understand free speech and what the First Amendment is and is not. She said they are seeing that the misunderstanding manifests itself in the student experience.

**Hate and Bias:** Dean Lilly said that she believed that everyone was aware of the new Hate and Bias Policy<sup>7</sup>, which replaced the Race and Race Relations Policy. She said the staff in Student Affairs spent a lot of time and energy listening to students, faculty, and staff in revising the policy and making it more contemporary and providing a central location for the campus community to report and receive support and response when hate and bias incidents occur on campus. Dean Lilly said that she was also very proud of the University Diversity and Inclusion Action Plan.<sup>8</sup> She said the plan identifies other areas related “to creating a campus climate that is welcoming and comfortable and has a common understanding in terms of our values and what we stand for as Longhorns.”

**Policy Changes:** Dean Lilly said policy changes like those recently made to Title IX and DACA have a direct impact on our campus community and on campus climate. She said faculty, staff, and students have been reaching out to her office asking for resources of support. She said Student Affairs has been working very closely with the campus community to respond to those requests.<sup>9</sup>

**Developing Applied Skills:** Dean Lilly said that Student Affairs hears questions from students concerning the value of their education here at UT Austin. She said, “Students are really thinking about this journey, this investment and its return.” They are asking questions like, “What does a Longhorn degree mean; Am I going to be more marketable; What skills will I walk away with; How do I turn this theory into practical skills and applied learning?” She said Student Affairs is hearing more and more from students and what their expectations are in terms of their investment and experience at the University.

**Community Belonging:** Dean Lilly said that everyone knows how important belonging is for student success. She said it was important for students to feel that they belong here and that they matter. She said that Student Affairs was focusing on “shrinking the institution” by creating small learning environments or communities to help students fit in and belong. She cited a couple of ways to help students achieve a sense of belonging that includes helping students develop interest profiles and helping them get involved in the University Leadership Network that entails developing a comprehensive four-year plan.

Dean Lilly said that all of the “Big Eight” factors are a regular part of conversations that Student Affairs has with students. She emphasized that campus climate is not just about race or alcohol or hazing or Title IX or sexual assault. Instead, she said, life on the 40 Acres entails all of these “Big Eight” factors and more. She said some are more pervasive and more polarizing because of technology and social media. While social media and technology make it easier to share and promote ideas, they can also make students feel more isolated. She said recent flyers with hateful messages and offensive

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<sup>7</sup> <https://policies.utexas.edu/policies/hate-and-bias-incidents>

<sup>8</sup> <http://diversity.utexas.edu/diversity-and-inclusion-action-plan/>

<sup>9</sup> See Appendix C for Campus Climate Resources.

images and words that portray a reality and sentiment that don't align have been distributed on our campus via social media from some people and groups that are not even a part of our community. Dean Lilly said such incidents impact campus climate; they show up in the classroom, in the Counseling and Mental Health Center, in the Student Emergency Services, and in the International Office. She said when talking about campus climate, it is important that everyone understand the many elements and pressures influencing it. She said that when administrators misstep, an erosion of trust on the part of students and in our campus community occurs. She said she works closely with our national counterparts, both public and private—the Association of American Universities (AAU) as well as Association of Public and Land-Grant Universities (APLU) -- to monitor campus climate. She closed her remarks by saying, “The University is well resourced, and it’s important to me that you know there are staff here with the skillset, the expertise, and the willingness to respond and address issues as they arise.” She then asked for questions from the floor.

Karen M. Wickett (Assistant Professor, Information) shared the fear that she and other faculty in her school felt when having difficult conversations with students that involved high stakes for them. Specifically, she said they feel unsafe because they are afraid students might be carrying a handgun. She clarified that she represented assistant professors in her role on the Council. She said, “Campus Carry is a big problem for our campus climate. It’s not going away, and it’s getting worse.” Dean Lilly said that she didn’t mention that when she talked about one of the Big Eight factors, “Policy Changes,” but that Campus Carry certainly has had an impact on campus climate. She informed Professor Wickett of several resources available to her when having difficult conversations with students. First, she said to remain calm, and, if possible, reschedule the meeting so that someone from the Student Affairs office can attend. She said, “Not only do we have academic counseling and mental health counselors, we also have a behavioral assessment team. We have the ability to consider the totality of the circumstance and totality of the student’s profile and to be with you.” Dean Lilly encouraged faculty members to call Student Affairs when they are having or anticipate having those difficult conversations. She said they could offer ways to support that student and let faculty member know how that student is already being supported.

Professor Robert A. Olwell (Associate Professor, History) asked if Student Affairs has access to names of students who are licensed to carry? Dean Lilly said that information was privileged. However, she pointed out that students who do have a license must have it on their person.

Ann Cvetkovich (Professor, English) asked if the University Diversity and Inclusion Action Plan had been unveiled? She said there was a bit of confusion about its status. Dean Lilly said that it was unveiled in the spring, and that a project team is currently working on identifying all of the Action Plan’s reporting and gathering of information. She said she would be happy to share that list. Professor Cvetkovich clarified that she was familiar with the University Diversity and Inclusion Action Plan and knew that it was unveiled in March. She said it was her understanding that, following the close of the comment period, a follow-up report was to be shared with the campus community. Dean Lilly said the follow-up report is in progress and that the project implementation team is reviewing and coding the comments. She said the report would be released soon. Professor Cvetkovich asked if there was a timeline and what the next stage would look like? Dean Lilly said she would like to follow-up with the team and get back to her. She said that fewer than 100 comments had been received, and she would need to confer and determine how they will share that information. She offered to send the names of the individuals working on the project or have one of them follow-up with Professor Cvetkovich to give her more direct information regarding the nature of the comments.

Chair Hoelscher asked who faculty members should call when they have a question or want to meet. He asked because there are so many offices available, it can get a little confusing. Dean Lilly agreed that it could be difficult to find the needed resources since they are not in a centralized location. She said faculty members can call the Office of the Dean of Students at 512-471-5017 and they can always go to BCAL<sup>10</sup> with concerns. She noted that BCAL is available 24/7.

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<sup>10</sup> <https://besafe.utexas.edu/behavior-concerns-advice-line>

Professor Wickett said that she wanted to be clear about her earlier statements. She said, “The issue is not that we as a faculty don’t know how to interact with a troubled student. It’s a climate issue.” She clarified that the issue is about the climate of fear now at the University and not knowing what might happen. Dean Lilly apologized if she sounded as though she misunderstood. She assured Professor Wickett that she absolutely agreed that Campus Carry has changed the climate on campus. She said, “Campus Carry is one of those policy decisions that is impacting faculty, staff, and students.”

Jennifer Moon (Senior Lecturer, Molecular Biosciences) said that when she thinks about campus climate, she asks herself, “How I can create an inclusive environment in my classroom?” She said that, although she has the best intentions she is certain that she does things in a non-inclusive way because she doesn’t know better and that she would be interested in learning more about how to make the classroom more inclusive. She said she had recently attended an Ally training workshop offered by the Gender and Sexuality Center (GSC), but wondered if there is a way Dean Lilly could communicate with the faculty how important creating an inclusive environment in the classroom is and what resources are available for professional training? Dean Lilly said the University Diversity and Inclusion Action Plan has information, although, she said, it isn’t completely structured and is one of the areas that has a high priority and a focus in Student Affairs. She said as they revise the Plan, they will add a section on training. She said in addition to the GSC, Student Affairs now has a team of Intercultural Development Inventory trainers who are trained to increase self-awareness of diversity and promote inclusion. Dean Lilly offered to put together a list of existing resources related to free speech and what that looks like in the classroom, campus carry and safety, and creating inclusive environments that could be distributed to the Faculty Council. Dean Lilly stressed that, when an incident happens, faculty should go to BCAL. She said, “BCAL should be your one stop shop or call the Dean of Student’s Office.”

Hillary Hart (Director, Faculty Innovation Center and Distinguished Senior Lecturer, Civil, Architectural, and Environmental Engineering) asked for permission to speak since she was not a Faculty Council member. Permission was granted. She said that the Faculty Innovation Center is developing a number of products on its website<sup>11</sup> on inclusive teaching that include training materials. She said they were also developing workshops and encouraged faculty members to look at those resources as well. Mr. Saldanha said, “The Faculty Innovation Center is wonderful.” He said that if faculty do a search on “inclusive teaching and learning,” they will find the resources mentioned by Dr. Hart. He said what he really liked about the site were the case studies on faculty who use inclusive strategies in the classroom. He said he thought the products were very useful. He also mentioned that Student Government, in partnership with DDCE and the Provost’s Office, has inclusive classroom training for faculty. He said the DDCE has already given the training to faculty in Fine Arts, Pharmacy, and the Medical School, and that they plan to expand the program to all of the colleges on campus. He commented that one of the problems they are having in rolling out the pilot programs is finding enough individuals to lead the trainings. He said they are working on developing a trainer’s model, and said that if faculty are interested in that they should reach out to Student Government or DDCE. He said that involved faculty will, not only learn how to be more inclusive in the classroom, but they can help their peers across campus develop those strategies as well.

Dean Lilly closed her remarks by saying that she would pull together a comprehensive list of resources to share with the campus community. She thanked Faculty Council members for pointing out that area of need.

C. International Office Report on DACA issue.

Chair Hoelscher reminded Faculty Council members of the resolution supporting President Fenves’ statement on DACA (Deferred Action for Childhood Arrivals) last month. Because many Council members had additional questions, he invited Teri J. Albrecht (Director, Internal Administration and

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<sup>11</sup> <https://facultyinnovate.utexas.edu/inclusive>

International Student and Scholar Services) to give an update on where things stand with regard to DACA and what faculty can do to help those in our campus community affected by the law.

Dr. Albrecht said she appreciated the Faculty Council's desire for more information on how to support undocumented DACA students. She said the International Office has been working with undocumented students since 2001 when the Texas Legislature passed legislation that provided in-state tuition to undocumented students in Texas. In 2012, when DACA was introduced, resources were expanded even more to provide advising and support to both undocumented and DACA students.

Dr. Albrecht said there are approximately 11 million undocumented immigrants in the United States who come from all around the world, but mostly from Mexico and Central America. She said that UT Austin has undocumented students from every continent. As of September 4, 2017, there were approximately 690,000 individuals enrolled in DACA. In Texas alone, she said there are 1.5 million undocumented immigrants, and about 10,000 DACA students in the Austin metropolitan area.

Dr. Albrecht defined three ways in which individuals may be undocumented immigrants: 1) if they entered the United States legally but their immigration status expired, 2) if they entered the United States without going through a formal port of entry, or 3) if they submitted an immigration application or petition, which was denied, and they continued to stay in the United States. She said that, generally, undocumented and DACA students at UT Austin were brought into our country by their parents in pursuit of higher goals, "So, many of our DACA and undocumented students came here via their parents without making that decision for themselves."

Dr. Albrecht said that it was important to understand that there are two different populations, the undocumented population and the DACA population. In 2012, when DACA was passed, it provided certain students with benefits through the Federal Government, including work and travel authorizations. In contrast, she said the undocumented student population has no benefits, which means something as simple as getting a student ID card becomes very difficult. She said DACA relieved documented students from the fear of being deported and allowed them to work, even after graduation. In addition, she said DACA students are eligible to get a social security card, which is important for identity purposes and for applying for a driver's license. She said that DACA recipients also are eligible to travel, so they can visit their families or travel to conferences and meetings based on their employment. And in the context of UT Austin, DACA students can travel for international research and study abroad, which she said is a huge benefit and adds to their educational experience.

Dr. Albrecht said that when DACA was rescinded on September 5<sup>th</sup> of this year, it changed everything for many of our students. She said that all of the benefits she just mentioned are slowly be taken away. Students whose DACA card expired before March 5, 2018 were eligible to request a two-year extension, but it had to be done by October 5<sup>th</sup> of this year. Many students opted not to apply for the extension out of fear of the uncertainty of pending Congressional legislation and not wanting to expose themselves to the Federal Government through the application process. She said Employment Authorization documents (EAD card) with an expiration beyond March 5, 2018 will still be honored, but beyond that period of time DACA students will no longer have the benefits afforded to them under DACA. Dr. Albrecht said that DACA recipients' future is uncertain based on what is happening in the current discourse and the difficulty of having bipartisan legislation passed to support Federal Immigration Reform.

As a result of these changes, Dr. Albrecht said the International Office has stopped advising DACA students to travel abroad because there is too much risk involved and because students may no any longer have authorization. She said work authorizations for UT Austin students, faculty, and staff will begin to expire on March 5, 2018, as will driver's licenses. She pointed out that rescinding DACA essentially puts DACA recipients into the classification of undocumented immigrants, which is a real-life change. Dr. Albrecht clarified that students will still be eligible to attend higher education institutions and receive state, institutional, and private financial aid, but not federal financial aid. She said many DACA students use their work authorization to subsidize their educational expenses, which will be impacted as their work authorizations expire.

Dr. Albrecht said that she is often asked, “How can I support our students here on campus?” and “How do you know if a student is undocumented?” First, she said there may not be a need to know if a student is undocumented, but she gave tips that might help in identifying them. She said undocumented students might identify themselves as an international Texas resident or DACA student or Dreamer or House Bill 1403 student (based on Texas state legislation providing undocumented students in-state tuition). These are definitions by which they identify themselves. She said signs that faculty and staff members might see when advising undocumented students include a reluctance to make plans related to their education or their career or employment opportunities; a reluctance to study abroad; and expressing a sense of apprehension about documents and security checks. She said, “These are all things, as an institution, that we have to continue to think about.” She said that prior to DACA, many of our undocumented students looked for pathways to stay in the educational environment because they didn’t have a way to work professionally in their fields. She said faculty and staff may see DACA students now looking to find graduate programs and other opportunities to study and earn more credentials here at UT Austin.

With regard to advising, Dr. Albrecht said that faculty and staff need to consider that DACA students are trying to figure out what their options are and how those figure into their financial situation and impact their families. She told faculty members that many of these students may not be as involved or outspoken as they were previously and may appear to be slipping into the shadows, particularly the DACA students who have been afforded benefits since 2012 and are no longer feeling protected. She said they may be fearful of interacting with officials because of recent reports of ICE raids, and they may feel frustration over the uncertainties they encounter in trying to attain their educational goals. Dr. Albrecht advised, “We have to take each student where they are personally and help them by providing them with options, resources and work arounds.”

Dr. Albrecht mentioned several support systems available for these two groups of students. She said the Monarch Student Program in DDCE provides resources such as tutoring, free printing, academic supplies, professional development, peer and group mentoring; it’s a great place to send students needing assistance. Another support system to send undocumented and DACA student to is on the International Office website, called “Longhorn Dreamers.” She said the site was created with the help of undocumented students to address the needs and questions they have and it is continually updated. The URL for the site is <https://world.utexas.edu/undocumented>. On the site, Dr. Albrecht said, students, staff, and faculty can find links to campus resources that will help undocumented and DACA students with the situations they are confronting. The resources include the CMHC, Care Counselors, Tips for Advising, and FAQs. She said the International Office is available to give presentations to offices and departments that last about one hour. Dr. Albrecht encouraged Faculty Council members to refer to these two support systems undocumented and DACA students who need help connecting to resources and finding ways to navigate federal immigration policy.

Dr. Albrecht thanked the members for the opportunity to speak with them and opened the floor to questions.

Chad (C. J.) Alvarez (Assistant Professor, Department of Mexican American and Latina/o) asked if Dr. Albrecht could talk about the status of SB 4—the so-called sanctuary cities ban—and the extent to which it impacts UT Austin’s student population? Dr. Albrecht agreed that SB 4 was a real concern. She said that the law impacted not only undocumented and DACA students, but also students who have US citizenship but whose parents are undocumented, which covers a much broader spectrum of students. Dr. Albrecht said that UT Austin has a very active student organization called the University Leadership Initiative which is advocating on behalf of undocumented students and undocumented immigrants and helping them to advocate for themselves and to understand that the campus supports them. Dr. Albrecht said that students affected by SB 4 feel supported by the University, but their concerns focus more on the threat of law enforcement and ICE raids that have been happening in Austin and other cities and that have them and their family members living in a state of fear and apprehension. Dr. Albrecht said she didn’t know if there was anything else she could add, except that “it’s the combination of all this... the ground swell of severe concerns among our students.”

- D. Report from Student Conduct and Academic Integrity (SCAI).  
Because of the late hour, Dr. Andel Fils-Aime (Director of SCAI) agreed to postpone his report until the November 13<sup>th</sup> Faculty Council meeting.

**IX. ANNOUNCEMENTS AND COMMENTS**

- A. The next Faculty Council meeting will be held on November 13<sup>th</sup>.

**X. QUESTIONS TO THE CHAIR—None**

**XI. ADJOURNMENT**

- Chair Hoelscher adjourned the meeting at 4:04pm.

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Distributed through the Faculty Council Wiki site <https://wikis.utexas.edu/display/facultycouncil/Wiki+Home> on November 9, 2017.

Appendix A  
**Shared Governance Discussion**  
 UT System Team  
 PowerPoint Text

**Context**

- In System-level Faculty Advisory Council (FAC) discussions in 2015, Shared Governance was routinely raised as an issue affecting more than one institution; however, reporting was anecdotal.
- System FAC commissioned a study; study results were presented in a White Paper to the Faculty Advisory Council in January 2016; White Paper on Shared Governance highlighted this is a System-wide issue (bottom line: there is uneven application of the concept).
- FAC formed interdisciplinary committee; develops recommendations; identified first step in addressing the issues is defining “Shared Governance” to establish common understanding.
- System Faculty Advisory Council presented findings and recommendations to the Chancellor in April, 2016.
- Chancellor received, *modified* and approved the “UT System Philosophy of Shared Governance” in June, 2016; in VTC discussion and via memo, Chancellor engaged Presidents requesting consideration and comments.
- Chancellor sent a second note to Presidents in February, 2017, reinforcing importance of balancing Shared Governance and presidential responsibility; alerted Presidents to “traveling team” effort to further discussion as institution level.

**From the Chancellor’s note to Presidents**

“This effort (traveling team) is about philosophical clarification. I want to reinforce to you now as I did last summer that my strong support for Shared Governance is in the context of my deep respect for your role as President.”

**University of Texas System Philosophy of Shared Governance**

- Total commitment to collegial, cooperative, and trust-based organizational leadership that enables meaningful combined participation by the administration and the faculty in the management of an institution’s operations.
- A devoted partnership among all stakeholders to a clearly defined and broadly affirmed institutional vision.
- A standing elected faculty governance organization recognized as the voice of the faculty.
- Consistently open and transparent communication without threat or fear of reprisal.
- While recognizing it is the President who is accountable for all the institution does or fails to do, an appropriate level of shared responsibility and accountability in decision making exists along with a bias for action and follow-up on all institutional decisions.
- An overall organizational culture of caring, mutual respect, and commitment to collectively address any challenge.

**Discussion Enabler: What decisions at our institution are essential for Shared Governance?**

- 1) Policy formation related to curriculum teaching, research, and clinical practice
- 2) Establishment and review of educational curricula and academic programs
- 3) Methods of delivering instruction and patient care
- 4) Budgets related to curriculum teaching, research, and clinical practice
- 5) Faculty hiring and participation on search committees
- 6) Faculty workload, including clinical, research, teaching and service expectations
- 7) Tenure and promotion
- 8) Faculty appointments and reappointments
- 9) Faculty compensation
- 10) Student life
- 11) Selection, evaluation, and retention of administrators

- 12) All other activities related to the educational, research, and/or patient care mission of each UTS institution

**Discussion Enabler: Exemplars of Best Practices**

- Clear definition of the role of the institution's various governance organization's in overall institutional governance. Detail membership, procedure, and unique functions.
- Establishment of a separate Shared Governance Board (SGB) *(or add that function to existing Faculty Senate Executive Committees/Councils)*. The composition of this body may vary from institution to institution but at a minimum include the President, the leadership of the faculty governance organization, and others in staff and administrative executive leadership as deemed appropriate. It is considered a best practice that this SGB/FSEC be the foremost advisory committee to the President and meet regularly.
- Including the faculty at large early and often in strategic planning, review of the institutional budget, philanthropic funding distributions as well as clinical revenue allocations across the university/institution. Transparency to faculty on budgets; allow their input on budgetary decisions.
- An evaluation tool for assessment of faculty performance that incorporates all dimensions of faculty workload, including research and service in addition to teaching.
- Some form of a 360 degree assessment tool for all higher administrators including Chairs, Deans, Provosts, Vice Presidents and Presidents that includes participation by the campus Faculty Governance Organization; written report as appropriate to senior leadership.
- Shared decision-making with medical faculty in setting clinical expectations; grievance or appeals process exists if an increased workload is affecting the safety of patients.
- Changes to the HOP reviewed for concur, non concur and comment by the Faculty Governance Organization prior to implementation.
- Review and approval of appeal and grievance policies by the Faculty Governance Organization or the institution's Shared Governance Board if formed.
- Execution of a culture and climate survey among the faculty and administration on an annual basis; and within the first 90 days of the arrival of a new President.
- Adequate administrative support and a designated space for the faculty governance organization.
- A faculty governance body website.

Appendix B  
**WHATE DO WE MEAN WHEN WE SAY CAMPUS CLIMATE**  
 Dr. Soncia Reagins-Lilly  
 Vice President for Student Affairs and Dean of Students  
 PowerPoint Text

**What is Campus Climate?**

**Significant Factors Affecting Our Campus**

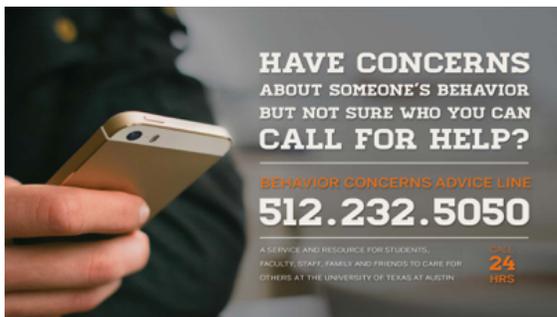
- Mental and Behavioral Health
- Drug and Alcohol Use
- National Crises
- Debate and Difficult Dialogue
- Hate and Bias
- Policy Changes
- Developing Applied Skills
- Community Belonging

**How You Can Help**

**Understand Resources**

- Behavior Concerns Advice Line (BCAL)
- Counselors in Academic Residence (CARE)
- Classroom and Event Disruption Protocol Guides

**Use BCAL**



[utexas.edu/safety/bcal](http://utexas.edu/safety/bcal)

**Familiarize Yourself with CARE**

- **Counselors in Academic Residence (CARE) offers:**
  - Short-term individual counseling sessions
  - Workshops and Seminars
  - Education about mental health issues for staff, faculty, and students
  - Streamlined referral process to mental health professionals in the Austin community
  - Consultation for academic partners
- **13 Colleges and Schools are Served by CARE Counselors. Find yours at:**  
[cmhc.utexas.edu/CARE.html](http://cmhc.utexas.edu/CARE.html)

**RESPONDING TO**

**Disruptive or Threatening Behavior in the Classroom**

<http://quickfics.facultynnovate.utexas.edu/wp-content/uploads/2017/08/Classroom-Disruption-Tri-fold.pdf>

## Appendix C

**Campus Climate Resources**

<https://app.smartsheet.com/b/form?EQBCT=11b77a5089cc4d6b9226bb17e6f79a2d>

- Coded responses from the University Diversity and Inclusion Action Plan open comment period. Dr. Audrey Sorrells (audrey.sorrells@austin.utexas.edu) in the Office of the Dean of Students is chairing the implementation committee, and would be happy to receive any additional inquiries from faculty.
- Classroom Behavior Response: We have developed a “tri-fold” document to assist faculty members assess and respond to disruption in a classroom setting. This document went out in an email to all faculty on August 23, but we wanted to share again with Council. It can also be found through this link: <http://deanofstudents.utexas.edu/conduct/downloads/RespondingToClassroomBehavior.pdf>
- CARE: The Counselors in Academic Residence (CARE) homepage lists all the colleges with CARE counselors on site. We encourage any and all faculty to utilize this resource if they have any concerns with student wellbeing (<https://cmhc.utexas.edu/CARE.html>).
- BCAL: For concerns about any member of the university community, the phone number for the Behavior Concerns Advice Line is 512-232-5050. Reports may also be filed online through the following link: [https://utexas-advocate.symplicity.com/care\\_report/index.php/pid239437?](https://utexas-advocate.symplicity.com/care_report/index.php/pid239437?)

Appendix D  
**Supporting Undocumented and DACA Students**

Dr. Teri J. Albrecht  
 Director, Internal Administration and International Student and Scholar Services  
 teri@austin.utexas.edu  
 PowerPoint Text

**UNDOCUMENTED POPULATION IN THE U.S.**

**Nationwide:**

- 11M undocumented immigrants
- Undocumented immigrants come from around the world:
  - 71% Mexico & Central America
  - 13% Asia
  - 16% South America, Europe, Canada, Oceania, Africa, Caribbean
- 690K enrolled in DACA as of September 4, 2017

**Texas:**

- 1.47M undocumented immigrants
- Approximately 10K DACA students reside in the Austin metropolitan area  
Who is Undocumented?

**WHO IS UNDOCUMENTED?**

**An individual may be undocumented if, she/he:**

- Entered the U.S. legally and immigration status has since expired
- Entered the U.S. without inspection through a formal port of entry
- Submitted immigration application/petition, which is denied and continued to remain in the U.S.

**DACAmented Students**

“DACAmented” refers to someone who has successfully applied for DACA benefits and is in possession of a federally-issued employment authorization card.

**DACA - EXECUTIVE ACTION**

What DACA provides:

- Protection from deportation
- Work authorization
- Eligibility to receive Social Security number
- Eligibility to apply for driver’s license in some states
- Eligibility to request travel permission for the following:
  - Humanitarian reasons
  - Employment-based travel
  - Educational travel
    - International research
    - Study abroad

**DACA was rescinded on 9/5/2017**

- Those eligible for renewal (DACA expired before 03/05/18) were able to request a 2-year extension by **10/05/2017**.
- **On March 5, 2018**, DACA as a program will expire. Any EAD cards with end dates beyond that **will** still be honored.
- DACA recipients are uncertain about their status in the US due to the current climate and shifting discourse on immigration

**IMPACT OF DACA RESCISSION**

**Limitations:**

- Inability to travel outside the U.S.
- Work authorizations will begin to expire
- Driver's licenses will begin to expire

**Students still eligible to:**

- Attend higher education institutions
- Receive state/institutional/private financial aid

**TIPS FOR FACULTY & STAFF**

**“How do I know a student is undocumented?”**

Do you need to know?

**“Code Words”**

- International
- House Bill 1403
- International Texas Resident
- DACA
- Dreamer

**Signs**

- Reluctance to make future plans
- Career/employment uncertainty
- Reluctance to study abroad
- Apprehensive about documents/security checks
- Identifying pathways to continue their education

**ADVISING CONSIDERATIONS**

- Major and professional options
- Financial considerations
- Reluctance to disclose status/other circumstances
- Reluctance to interact with officials
- Uncertainty and frustration
- Slipping back into the shadows
- Have options, resources, and “work arounds” in place to assist students

**MONARCH STUDENT PROGRAM: DDCE**

**Available Resources:**

- Tutoring
- Free printing
- Academic Supplies (iClickers, blue-books, textbooks, laptops, notebooks, etc.)
- Professional Development – sponsor two leadership conferences
- Events: academic, personal, professional, financial
- Peer & Group mentoring

**LONGHORN DREAMERS WEBSITE**

<https://world.utexas.edu/undocumented>

**LONGHORN DREAMERS UNDOCUMENTED AND DACA RESOURCES**

<https://world.utexas.edu/undocumented/resources>

**Supporting Undocumented Students**

<https://world.utexas.edu/undocumented/resources/advisors>

**FAQs on Dreamers Website**

<https://world.utexas.edu/undocumented/resources/faqs>

**REQUEST A PRESENTATION**

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

Longhorn Dreamers Website: <https://world.utexas.edu/undocumented>