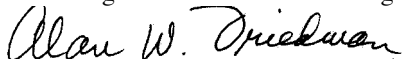


DOCUMENTS OF THE GENERAL FACULTY

Following are the minutes of the regular Faculty Council meeting of November 13, 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
NOVEMBER 13, 2017**

The third regular meeting of the Faculty Council for the academic year 2017-18 was held in the Main Building, Room 212 on Monday, November 13, 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, Darrell L. Bazzell, Mark L. Bradshaw, Christopher P. Brown, Charlotte Canning, Juan J. Colomina-Alminana, Ann Cvetkovich, Janet M. Davis, Brian L. Evans, Gregory L. Fenves, Alan W. Friedman, Elizabeth Cobbe Goeller, Linda L. Golden, Alejandrina Guzman, Courtney Handman, Tracie C. Harrison, D. Eric Hirst, Steven D. Hoelscher, Heather Houser, Vishwanath R. Iyer, Huriya Jabbar, Jonathan Kaplan, Susan L. Kearns, Harrison Keller, Robert C. Koons, John C. Lassiter, Mark A. Lawrence, Alexandra Loukas, Blinda E. McClelland, Maurie D. McInnis, Richard A. Morrisett, Kareem T. Mostafa, Gordon S. Novak, Dennis S. Passovoy, Anthony J. Petrosino, Austin B. Reynolds, Lorie Roy, Eric Saldanha, Mark J. T. Smith, Vincent S. (Shelby) Stanfield, Rabun Taylor, Stefano Tiziani, Jeffrey Treem, James W. Tunnell, Jason P. Urban, Steven Warach, Lauren J. Webb, Karen M. Wickett, Jennifer M. Wilks, Patrick P. Wong, Robert F. Young.

Absent: Michelle Addington, Ronald J. Angel (excused), Zoltan D. Barany (excused), Jay M. Bernhardt, Randolph G. Bias, Barry Brummett (excused), Allan H. Cole (excused), Austin Cooney (excused), M. Lynn Crismon (excused), Charles Michael Cunningham, Douglas J. Dempster, Randy L. Diehl, Glenn P. Downing, Joshua D. Eisenman (excused), Angela M. Evans, Ward Farnsworth, Benny D. Freeman (excused), Donald S. Fussell (excused), Laura I. Gonzalez (excused), Lorraine J. Haricombe, Jay C. Hartzell, Linda A. Hicke, Martha F. Hilley (excused), Coleman Hutchison (excused), Brent L. Iverson, Daniel T. Jaffe, Jody L. Jensen (excused), S. Claiborne "Clay" Johnston, Christine L. Julien (excused), Manuel Justiz, Kerry A. Kinney (excused), Sanford V. Levinson (excused), Bradford R. Love (excused), Jennifer Moon (excused), Leonard N. Moore, Sharon Mosher, Martha G. Newman (excused), Patricia C. Ohlendorf (excused), Robert A. Olwell, Deborah Parra-Medina (excused), Scott A. Rabenold, Soncia Reagins-Lilly (excused), Pengyu Ren (excused), David W. Robertson (excused), Jonathan L. Sessler (excused), Jasleen K. Shokar (excused), D. Max Snodderly (excused), Pauline T. Strong, Alexa M. Stuijbergen, Sharon L. Wood, Luis H. Zayas (excused).

Voting Members:	49 present,	27 absent,	76 total
Non-Voting Members:	9 present,	24 absent,	33 total
Total Members:	58 present,	51 absent,	109 total.

I. REPORT OF THE SECRETARY (D 15563-15566).

Secretary Alan W. Friedman (Professor, English) welcomed everyone to the meeting and then reported that, since the last meeting, the President had appointed Memorial Resolution Committees for William Drummond, Professor of Physics, and Robert Brooks, Professor of Radio-Television-Film. He also reported that a resolution had been completed for Thomas Joseph O'Hare, Associate Professor Emeritus of Germanic Studies.

The Secretary welcomed two new members to the Faculty Council: Professor Huriya Jabbar (Educational Administration), who replaced Terrance Green and represents Assistant Professors, Instructors, and Non-Tenure Track Faculty members, and Professor Robert Koons (Philosophy), who replaced Jorge Canizares and represents the faculty in the College of Liberal Arts.

Secretary Friedman reported that Provost McInnis had approved changes to the Studio Art Program, Business Management Program, Academic Policies and Procedures in Engineering, and the Business of Health Care Certificate as well as the creation of a Public Safety Certificate. Also approved were proposed changes to the Finance Degree Program in the School of Business, with formal notification to the Texas Higher Education Coordinating Board as required. Items pending the Provost's consideration include proposals that change the Admissions and Registration section of the BBA degree program, the Real Estate Certificate, the Business in Public Policies Certificate, the Business Honors Program, a new Entrepreneurship minor, and a new Interdisciplinary Disability Studies minor in Social Work. In addition, proposed changes to various degree programs in Liberal Arts, including American Studies, French, Government, and Italian, and minors in Classics, Latin, and Portuguese were also pending approval. And finally, two proposals from the Educational Policy Committee, one concerning Transcript Recognized Certificate Programs that would include the Texas Extended Campus and the other a policy concerning Student Discipline and Conduct and the related Faculty Disposition form were still pending the Provost's consideration.

Secretary Friedman reminded Council members that updates to the Core Curriculum Course Lists for 2018-19 were pending their review and that if no objection were filed with the General Faculty Office by November 20th, the legislation would be considered approved by the Council. If an objection were filed by a voting member of the Faculty Council within the prescribed period, the legislation would be presented to the Council at its next meeting.

II. APPROVAL OF MINUTES (D 15572-15590).

Secretary Friedman said the minutes of October 16, 2017, had been posted. He noted a correction to a new member's name, Patrick Wong, that had been made. He asked if there were further changes. Hearing none, the Secretary assumed the minutes to be approved as amended.

III. COMMUNICATION WITH THE PRESIDENT.

President Gregory L. Fenves told members that he was looking forward to a weeklong trip to Mexico where he would attend two large alumni events, one at Universidad Nacional Autónoma de México (UNAM) in Mexico City and the other at Monterrey Tech in Monterrey. President Fenves reminded members that, at an earlier Faculty Council meeting, he had talked about the new International Board of Advisors (IBA). Since then, he said IBA members had been very helpful in strengthening our relationships with organizations, with ministries, with companies, and with individuals in Mexico where UT Austin has a lot of alumni and tremendous donor support.

After the events at the University of Virginia in August of this year, President Fenves said that Institutional Rules regarding free speech and protection of free speech at The University of Texas at Austin campus had been updated. He explained that, according to the *Regents' Rules*, UT Austin is a limited public forum, meaning that access to campus is not open to the general public and that everyone on campus must have a purpose for being there—that includes all students, all faculty, all staff, and all visitors who are invited to the campus. In order to protect free speech and the safety of the

campus community, the President said, updates to the Institutional Rules governing gatherings and forums were made that prohibit facsimile weapons or anything that may look like a weapon and that prohibit anything that may be used as or is body armor or masks that are worn for the purpose of protecting the face or as body armor. He said the new rules also prohibit open flames on campus for any purpose. He said the new rules regulate the use of signs such that signs with poles or any rigid material that could potentially be used as a weapon are prohibited. He said that soft banners, paper, and cloth are perfectly allowable signs for purposes of free expression. He said that the University Police Department is authorized to enforce the new Institutional Rules and that “these substantial changes in the rules strengthen and clarify what rights of free expression are allowed and what types of objects might threaten public safety.”

Next, President Fenves addressed questions submitted by Professor Tom Palaima (Classics) related to time commitments of student athletes and comments made by Mike Perrin during his presentation to the Faculty Council at its September 18 meeting. Regarding time commitments of student athletes, the President said that this is something that he and the NCAA have been concerned about. He said that the NCAA instituted new rules governing the time commitment of student athletes that went into effect in August and that student athletes were involved in developing the new policies. He said that through surveys and forums in the Big XII and the Autonomy Five Conferences, student athletes said that they did not want restrictions on practicing their sport. Instead, they wanted rules that better regulated non-athletic activities that they are asked to do such as media presentations, recruiting, other types of promotional events. President Fenves said the new NCAA rules have been fully implemented at UT Austin.

President Fenves then read the first question from Professor Palaima, “How many classes is a student athlete taking, and when does he/she fit it in fifteen hours of semester average that will be needed to graduate in four years?” President Fenves said that course loads vary from student to student and across sports, but that most UT Austin student athletes achieve thirty semester credit hours each calendar year. He said nearly all student athletes take between three and six units each summer, and that many student athletes who are involved in spring training in their freshman year also take up to six credit hours in the summer before the freshman year begins. He said, “The Student Division in the Athletic Department pays a lot of attention to progress towards degree.”

Addressing the second question, “What are the GPA’s of student athletes in football, basketball, and baseball?”, President Fenves said that as of spring 2017, the average GPA for football was 2.73; for women’s basketball, it was 3.11; for men’s basketball, it was 2.92; and for baseball, it was 3.01.

President Fenves then read the third question, “What are the four-year graduation rates for football, basketball and baseball?” He said that, from the spring 2017 report, the football four-year graduation was 71%; women’s basketball was 93%; men’s basketball was 71%; and baseball was 88%. He said these compared with UT Austin’s average four-year graduate rate of 66%.

Regarding the final question, “What did Mike Perrin mean when he claimed that other than the GI Bill, athletic scholarships have educated more people than any other program?”, President Fenves said that Athletic Director Perrin was referencing a paper or an op-ed that Commissioner of the Big XII Conference, Bob Bowlsby published in 2015. President Fenves said that data shows \$2.9 billion in scholarships are awarded annually by NCAA member universities to nearly 500,000 student athletes. Regarding this claim, he said, “if you look at \$2.9 billion a year after the GI Bill, it’s the second largest program in student financial aid.”

President Fenves asked if there were any comments or further questions? There were none.

IV. REPORT OF THE CHAIR.

Chair Hoelscher reported that the Faculty Council Executive Committee (FCEC) had worked hard since the last meeting. He said they spent the better part three hours reviewing fifteen nominations for the 2017-18 Civitatis Award for meritorious service to the University before submitting its recommendation to the President. He said the FCEC had also been working on revisions to the

Handbook of Operating Procedures that include the use of Tape Recordings in Classrooms and lengthy conversations about the Consensual Relationships Policy as well as Threatened Faculty Retrenchment policy, which he hoped was nearing completion.

Lastly, Chair Hoelscher congratulated President Fenves on receiving the Guardian of the Human Spirit Award from the Houston Holocaust Museum. He said the speech President Fenves gave when being recognized for the award was “profoundly moving” and could be viewed from the Holocaust Museum website (hnh.org). He said the speech told the remarkable story of President Fenves’ father who spent five months in Auschwitz. He added, “I know that our President is very private, and that this is not something he commonly talks about publicly. But I believe these times demand such conversation. So, I would just like to call our attention to that and congratulate him on this award.”

V. REPORT OF THE CHAIR ELECT—None.

VI. UNFINISHED BUSINESS—None.

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

VIII. NEW BUSINESS.

A. Report from Student Conduct and Academic Integrity (SCAI).

Andel Fils-Aime (Director of SCAI) said that he wanted to share statistics and trends seen within his unit over the past several years, but first he discussed the structure of SCAI within the Dean of Students Office (DOS), which reports to Soncia Reagins-Lilly, Vice President for Student Affairs and Dean of Students. He said the unit has three assistant directors: Kia L. Hill, who assists in facilitating and resolving referrals received by SCAI; Melissa Jones-Wommack, who assists with resolving incidents involving student organizations; and Robert F. Leary, who assists in resolving incidents that happen on campus within housing and residence life. Dr. Fils-Aime described various statistics that include academic violations by class year; top five academic violations; top five status sanctions; top five academic sanctions; and faculty disposition and student conduct. Details of the statistics can be viewed in Appendix A¹. Regarding academic violations by class year where, surprisingly, sophomores had higher numbers than freshmen, Dr. Fils-Aime said the likely explanation was that this cohort included first-year students who entered the University with credit hours earned while in high school and were subsequently classified as sophomores.

Next, Dr. Fils-Aime highlighted the fine print of the Faculty Disposition form, particularly the bulleted item, “I understand that due to my academic violation, I will not be able to use a *Q*-Drop or One-Time Exception (OTE) to drop this course.” He said that when he first arrived at the University near the end of fall 2015, SCAI was receiving numerous concerns and complaints from faculty members who had met with a student who accepted responsibility and signed the faculty disposition form but then dropped the course, which became problematic. Subsequently, SCAI revised the Institutional Rules to specifically state whether the student does or doesn’t have the right or ability to drop a course after accepting some form of responsibility. Then at the start of the 2016-17 academic year, because some students were using this as a means to avoid full responsibility for a poor decision that they made in the classroom, the rules were modified to clearly state that students who accept responsibility no longer have the right or privilege to either *Q*-Drop or use the One-Time Exception for that course. He briefly described the limitations regarding using *Q*-Drops and OTE. He said a student may not drop a class if there are any pending investigations of academic dishonesty; if a drop is assigned, it is not considered final until any investigation for the class in question is resolved. Furthermore, a student who is granted a *Q*-Drop or OTE and is subsequently found responsible will have the *Q*-Drop reversed and the student will

¹ The November 13, 2017, PowerPoint slides can be viewed online at <https://utexas.box.com/s/5jc7qvxgu9dwdbm8fervquacoee8q88a>

then be assessed the academic penalty. Finally, a student who is found not responsible will then be permitted to use the *Q*-Drop or OTE.

Dr. Fils-Aime described the appeals process students can take if they feel they have been treated unfairly or are dissatisfied with the decision: they can accept the finding of a violation but appeal the sanction. He said students are permitted fourteen days to decide whether to take action and then another fourteen days to submit a written appeal to the President. The President has thirty days to respond with a final decision.

Dr. Fils-Aime said that faculty members may be asked to serve as witnesses if the student chooses to have a hearing. He said SCAI and the student may question any witnesses and may cover topics such as course expectations related to academic integrity; specific facts related to the student's incident, including any specific evidence such as the assignment, another student's assignment, TurnItIn, or other tool report, etc.

Closing his remarks, Dr. Fils-Aime said that the Dean of Students' website at deanofstudents.utexas.edu/conduct tells faculty members how to submit a report and provides helpful information about the process and the rights students have in resolving referrals that SCAI receives. He then opened the floor to comments and questions.

Mr. Eric Saldanha (Student Government Representative) asked how many decisions are appealed to the President and how many of those were successful, especially those involving suspension or expulsion from the University? He also commented that he found the chart on Faculty Disposition vs Student Conduct to be interesting and asked what are some of the strategies that faculty use to resolve situations? He also asked if the student has the option to appeal or challenge how the faculty member has chosen to resolve the matter? Since Mr. Saldanha asked multiple questions, Dr. Fils-Aime asked him to identify the question of highest priority. Mr. Saldanha asked that he respond to the question on Appeals to the President. Dr. Fils-Aime said that he did not know the numbers; however, he did say that every student who is accused of an academic violation or general misconduct violation isn't necessarily found responsible. He said that he was aware of a handful of cases where the student was found to be responsible, but, upon appeal, the judgement was reversed. He said there is a balance in terms of whether or not a student is or is not found to be responsible, and that it largely depends upon the student focusing on the specific facts of the case or incident. He said that it often comes down to the frequency, attitude, or circumstance of a specific incident. Mr. Saldanha asked how many situations are being appealed? Dr. Fils-Aime said he didn't have an exact number, but that it's about fifteen or sixteen per academic year. He invited Mr. Saldanha to follow-up with SCAI for more accurate numbers if he is interested. Regarding how faculty members choose to resolve situations, Dr. Fils-Aime said the majority resolve them through faculty disposition. He explained that students assigned a faculty disposition usually don't appeal the outcome to the Office of the President. He said that SCAI has seen appeals from faculty dispositions only when the student has signed a faculty disposition for the second time. He noted that recommendations for suspension or expulsion are more likely to be appealed.

Brian L. Evans (Professor, Electrical and Computer Engineering) asked at what point the report of the violation become a permanent part of the student's academic record? Dr. Fils-Aime said that disciplinary records are kept for a minimum of seven years and that they become permanent only if the student is expelled from the University. He added that a suspension typically means that the student received an *F* notation on the transcript. Upon successful completion of the academic sanctions, he said, a student may request that the suspension be removed from the transcript. Professor Evans asked if expulsions appeared on the transcript? Dr. Fils-Aime confirmed that they do. He said that one of the things that students have a lot of anxiety over is that one incident will derail their ability to achieve their goals after graduation such as going to graduate school, law school, or medical school. He said that is not usually the case. For that to happen, a student would have to have multiple or egregious violations.

Professor Evans commented that his department experienced some confusion following the recent changes to the Institutional Rules. He described a situation where a student had started the *Q*-Drop process, but then had been found to have a potential academic dishonesty case and a Faculty Disposition form was filed. Consequently, the student was dropped from the class, but then that was reversed. He asked what happens in that situation, and when does SCAI decide the final outcome? Dr. Fils-Aimen said that, in his experience, those kinds of situations are uncommon. In such cases, the pattern is that the faculty member tells the student that there was something odd about the student's recent quiz and invites a conversation about it. At that point, the student may preemptively drop the course and then go in for the conversation. He said that an SCAI investigation can usually identify that the student was well aware of the violation beforehand and was trying to minimize the level of academic responsibility by dropping the course. Professor Evans asked if SCAI would add exceptions to the fine print? Dr. Fils-Aimen said they would.

Robert F. Young (Assistant Professor, Architecture) said that the School of Architecture had seen a few cases of misconduct, which were adjudicated and sent to SCAI. He asked if records were kept of those cases to track possible repeat offenders? Dr. Fils-Aimen said that, in the 2015-16 academic year, SCAI brought online a new conduct database called Advocate; prior to that they used a database called Cases. He described the process: the first thing SCAI staff do when they receive a Faculty Disposition is to check the database to see if there are any prior incidents for that student—regardless of the college or school—that include referrals as well as Faculty Dispositions. He said prior incidents are definitely taken into consideration when SCAI is determining a final outcome.

C.J. Alvarez (Assistant Professor, Mexican American and Latina/o Studies) asked if Dr. Fils-Aimen could speak about students' stated motivation for academic dishonesty, particularly in cases of plagiarism? He asked if the students are simply unaware of what the proper citation methods are and accidentally get caught up in the system? Dr. Fils-Aimen said that often, when it comes to cheating—whether plagiarism or in the form of inappropriate assistance—it comes down to poor time management prior to the due date of an assignment that leads to poor decisions on the part of the student.

Austin Reynolds (Senate of College Councils President) said that he found it curious to hear that the top academic violations by class year were with freshmen and seniors. He opined that the cause might be that freshmen don't fully understand the rules, while seniors may just be in a hurry to get out of the University. He asked if SCAI saw other reasons why so many freshmen and seniors were in violation? Dr. Fils-Aimen said that his assessment was spot-on. In terms of receiving or providing assistance, which is one of the more common violations, he said it is thought that students may struggle with knowing that what is permissible in one course may not be accepted in another, particularly when it pertains to courses in the social sciences versus those in hard sciences such as engineering. In some cases, it's simply a blatant disregard of the course syllabus, which is SCAI's guiding tool when having a constructive conversation with students about what is and isn't permissible. Speaking from a student's perspective, particularly seniors who are job hunting and feeling overwhelmed, Mr. Reynolds wondered how much stress plays a role in the violations? Dr. Fils-Aimen said that was a good question and that he thought they would find out more with each case that they receive.

Dennis S. Passovoy (Lecturer, Management) opined that plagiarism falls into two categories, one being intentional and the other being ignorance. He said freshmen may be ignorant of the rules because they were not properly taught them in high school. In terms of self-plagiarism, he has seen violations by faculty members who frequently don't understand that self-plagiarism is not allowed. He said that when he sees this, he considers it as an educational moment rather than one for assessing a penalty, especially if it is the first time. He asked if there was anything SCAI could do or is doing with respect to educating students about those kinds of issues so that they don't commit such infractions? Dr. Fils-Aimen said that, with self-plagiarism, SCAI considers whether it was intentional or not. He said unintentionality is a mitigating factor and impacts what is recommended in terms of sanctions. On the academic side, he said faculty members have a lot of

discretion in determining what the penalty should be. Dr. Passovoy clarified that he was referring to preemptive education to prevent self-plagiarism from happening. Dr. Fils-Aimen said that his unit is invited on a consistent basis to give presentations to different groups on campus such as FIGS (First-Year Interest Groups) and student organizations on the University's expectations and the implications for violations. He agreed that SCAI could identify more effective ways of sharing what those expectations are so that violations and referrals are minimized.

B. Report from the Research Policy Committee.

Tracie C. Harrison (Committee Chair and Professor, Nursing) said that the Research Policy Committee, which she chaired in 2016-17, had been charged with evaluating and recommending a policy statement on "Crowdsourcing," which she said is important not only to UT Austin but to every university. She noted that, as chair of the committee, she picked up where the previous chair of three years, Jonathan B. Dingwell (Kinesiology and Health Education), had left off. She described what crowdfunding is and how crowdfunding is being used in our society and gave examples, including those being used at UT Austin. She then presented an overview of the committee's approach to the task and its recommendations on how The University of Texas at Austin might develop guidelines and policies on the use of crowdsourcing. See Appendix B and the meeting transcript² for details of her report.

Christina Bain (Associate Professor, Department of Art and Art History) commented that it seemed that crowdsourcing as presented was mostly concerned with scientific research. She felt that that was problematic since other kinds of research are being done at the University. She said she is curious as to who will develop the protocols for using crowdsourcing? Is it at the departmental or college level that problems might arise? She said there is a new development team in the College of Fine Arts that seems uninterested in funding that is less than \$1 million, but that her research didn't require that amount of funding. Professor Harrison thanked her for her comments and agreed that there were multiple types of research, all of them equally valuable regardless of the monetary value. She said the committee thinks that policies should be developed at the departmental level and be brought forward to the University for a more general view as far as a policy statement is concerned. Professor Bain responded that, "Developing protocols for crowdfunding at the department level would be challenging to do in my area because my colleagues (art history, studio, and art education) conduct very different kinds of research. Hence, we have very different kinds of research needs and funding sources."

Professor Ann Cvetckovich (English, and Women's and Gender Studies) expressed concern that crowdsourcing was funding some extremely rightwing views that potentially harass professors who are doing progressive work. She cited the example of Professor Mark Regnerus' work in Sociology that was being privately funded with little oversight or peer review, which she thought was problematic. Professor Harrison said that the University could either say no to crowdfunding or put departmentally recommended limits on how it is done. She said that the University of Washington, for example, has rules about how one can approach crowdfunding. She pointed out that the committee's research showed that certain types of proposals are more likely to be funded than others and that needs to be understood moving forward.

Jonathan Kaplan (Assistant Professor, Middle Eastern Studies) asked if the committee had considered grading levels of approval such that certain levels of crowdfunding would not need approval by a college, Development Office, or Central Development, but might need to be approved only at the department level? He imagined that most crowdfunding would be at the \$10,000 level, which, for those in the humanities and social sciences, could go a long way. He said in areas that require greater fundraising amounts with larger ticket items, he could foresee the need for more vetting because of potential conflict of interest issues. Professor Harrison said that that was an excellent discussion item that could lead to identifying what might be handled at the individual, department, and University levels. She said that she had not seen crowdfunding addressed in that

² <https://utexas.box.com/s/mg04vkkxapxdd1fzt2jpf0fp0cchmanh>

way at other universities. Instead, what she saw were overall statements or policies regarding the general issue of crowdfunding.

C. Report from the Senate of College Councils (SCC).

Austin Reynolds (SCC President) and Luciano C. Barraza (SCC Vice President) presented a brief history of SCC and its primary focus. Mr. Reynolds explained that there are three student governing bodies on campus: Student Government, Senate of College Councils, and Graduate Student Assembly. He displayed a graphic—see Appendix C—that the SCC uses for recruiting new members. He said that SCC is “the voice of academics for students.” He said that the Cabinet of College Councils was established in 1966, at a time when there was no organized student voice on campus because Student Government was suspended; it was renamed Senate of College Councils in 2002. Mr. Reynolds said the strength of the Senate comes from the twenty College Councils that represent undergraduate and graduate students from each of the colleges and schools across campus, including the Graduate School, Nursing, Pharmacy, and Law.

Mr. Barraza said that in spring 2017, the SCC and the Texas Exes worked together to educate students about legislative matters that potentially impacted their academic life and their financial circumstances. He said, “Ultimately, we want students to feel comfortable attending legislature hearings and testifying about their views and perspective about being a student here at UT.” He said they had also made academic recommendations to the Provost in an effort to improve emergency communications. He explained that the SCC wanted to make sure that faculty were aware of the resources they have at their disposal during times of crises and that students feel informed during these events as well. Finally, Mr. Barraza said that the SCC had been working with the Government Department and the Law School to institute a pre-Law Certificate that will give students a better understanding of the Law School application process before making the decision to study for the LSAT exam or spending thousands of dollars for an LSAT prep course. Mr. Reynolds explained that initiatives come from either student feedback or student initiatives within the SCC governing body and are voted on through legislation at its general assemblies by representatives from the College Councils. He expanded on recent initiatives that included the creation of the International Relations and Global Studies (IRG) major in the College of Liberal Arts. He said they had also discussed with the Deans of each of the schools and colleges the results of a College Tuition and Budget Advisory Committee (CTBAC) survey conducted by SCC to assess student opinions on how their money is being spent within each college. He said that information will be used to inform budget reductions or changes throughout the next year.

Mr. Reynolds closed his remarks by stating the SCC’s primary focus concerns academics but also spills over into student life. He then asked if there were any questions from the floor. There were none.

IX. ANNOUNCEMENTS AND COMMENTS

- A. The deadline to protest the Update to the Core Curriculum Course Lists for 2018-2019 (D 15557-15562) is November 20.
- B. The next Faculty Council meeting will be held on December 11.
- C. Recommendations for change to General Faculty Standing Committees’ functions and composition are due by December 11.
- D. Share your concerns, ideas, and questions with Central IT Executive Commission <<https://citec.financials.utexas.edu/about>>.

X. QUESTIONS TO THE CHAIR—None

XI. ADJOURNMENT

Before adjourning the meeting, Chair Hoelscher reminded members of the November 20 deadline to protest the update to the core curriculum course list for 2018-19, which is accessible on the Faculty Council website. He announced that the next Faculty Council meeting is December 11 and that

recommendations for updates to the General Faculty Standing Committees functions and compositions were also due on that date. He announced that Vice President Bazzell encouraged Faculty Council members to submit questions or concerns regarding IT budgetary strategies to the Central IT Executive Commission. Chair Hoelscher said that several faculty are involved in that committee.

Chair Hoelscher then adjourned the meeting at 3:30 pm.

Appendix A

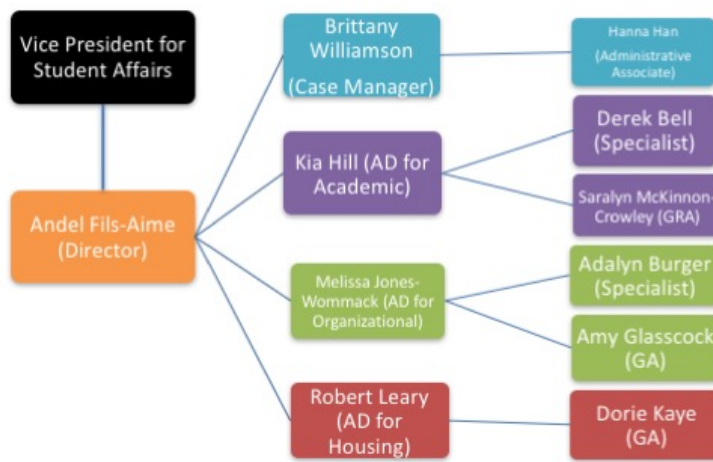
Student Conduct and Academic Integrity

Office of the Dean of Students

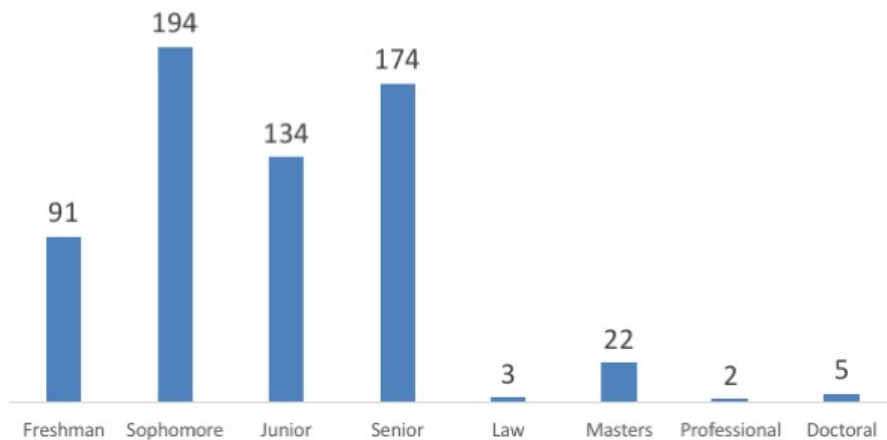
Dr. Andel Fils-Aime, Director for Student Conduct & Academic Integrity

andel.fils-aime@austin.utexas.edu

512-471-2841



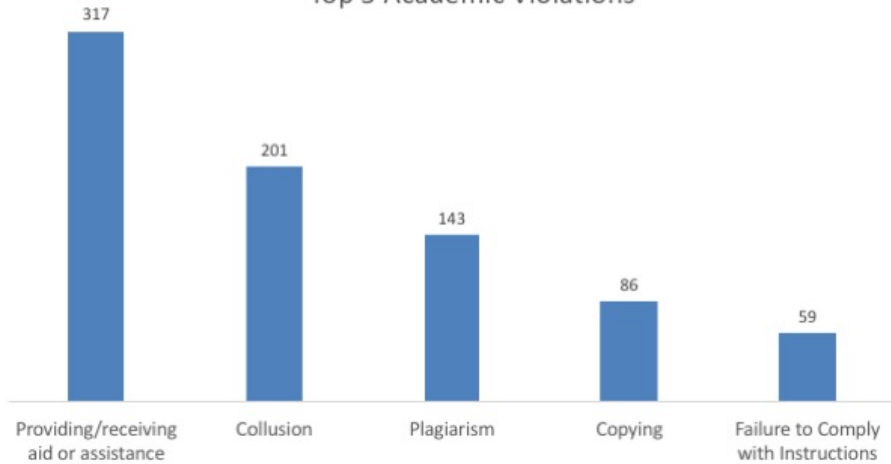
Academic Violations by Class Year





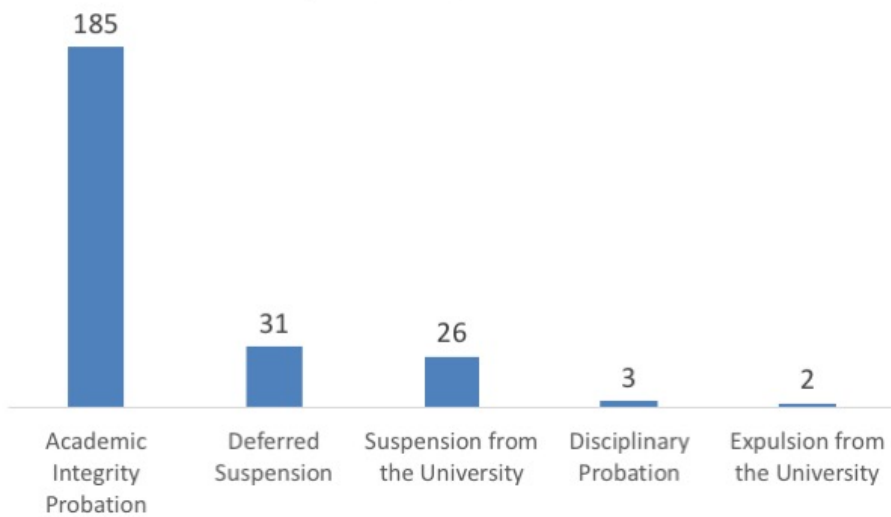
The University of Texas at Austin
Office of the Dean of Students
Division of Student Affairs

Top 5 Academic Violations

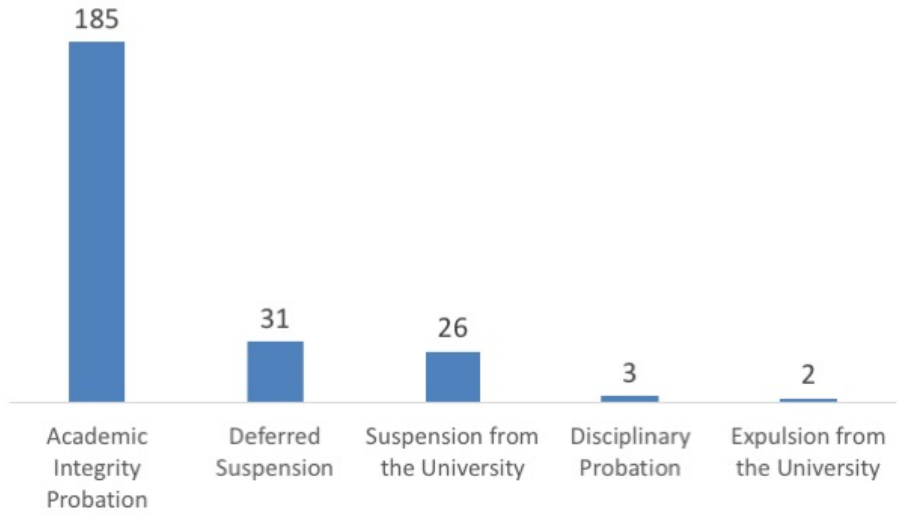


The University of Texas at Austin
Office of the Dean of Students
Division of Student Affairs

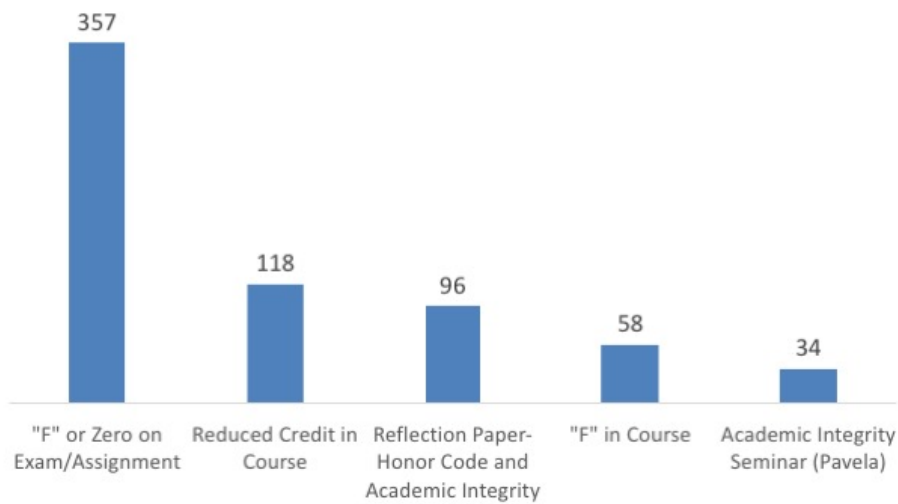
Top 5 Status Sanctions



Top 5 Status Sanctions



Top 5 Academic Sanctions





CHAPTER 11. STUDENT DISCIPLINE AND CONDUCT

Subchapter 11–500. Disciplinary Procedures

Sec. 11-506. Pending Academic Investigations and Q-Drops

- a. A student may not drop a class if there are any pending investigations of Academic Dishonesty for the class in question.
- b. Any drop assigned will not be considered final until any investigations of Academic Dishonesty for the class in question are resolved.
- c. Any student who is found responsible for committing academic dishonesty and issued any sanction(s) will not be eligible to drop the class associated with the violation.



Written Appeals

- The student may choose to *ACCEPT* the finding of a violation and *APPEAL* the sanction by writing to President Fenves.
- Student is permitted fourteen (14) days to choose whether to appeal in this manner, then another fourteen (14) days to submit the appeal via email.
- Student Conduct will submit an appeal response, and the Office of the President is permitted thirty (30) days to make the final decision.



The University of Texas at Austin
Office of the Dean of Students
Division of Student Affairs

Participating in a Hearing

- If the student chooses a hearing, you may be called by Student Conduct to serve as a witness
- Student Conduct and the accused student are able to question any witnesses at a hearing.

- Topics you may be asked to cover:
 - Course expectations related to academic integrity
 - Specific facts related to the student's incident
 - Including any specific evidence: including the assignment, another student's assignment, TurnItIn or other tool report, etc.



The University of Texas at Austin
Office of the Dean of Students
Division of Student Affairs

How to Submit a Report

- If you're made aware of someone not upholding the University values:
 - ✔ Visit deanofstudents.utexas.edu/conduct
 - ✔ Choose 'Report a Student Conduct Incident'
 - ✔ Complete a report

Appendix B

PowerPoint Text from Presentation on CrowdFunding

Research Policy Committee

Tracie C. Harrison

2016-17 Committee Chair and Professor, Nursing

CrowdFunding**Objectives**

- To describe crowd-funding
- To describe how crowdfunding is being used in society today
- To give examples of how crowdfunding is used with research funding initiatives
- To give overview of how the committee approached the task
- To provide policy recommendations for the use of crowdfunding at UT Austin

What was our task?

- Evaluate
- Recommend policy statement on crowd-funding at The University of Texas at Austin

What is it?

- **“Crowd Funding”** – Refers to researchers using on line resources to raise money to help conduct scientific research.**
- **Crowd Funding is separate and fundamentally different from “crowd sourcing.” Refers to getting other people involved in doing research activities themselves. Members of the general public contribute to scientific discovery directly through contributions of their time and effort, but not by contributing money. The US federal government offers resources to help support this type of work: <https://crowdsourcing-toolkit.sites.usa.gov/>

Examples

- Consano
- Useed Example: <https://useed.net/>
- Petridish.org
- Experiment.com
- GoFundMe
 - Over 130,000 fund raising campaigns from over 850,000 people and raised over 60 million since 2014. They released a guidebook in February 2017
 - <https://www.insidehighered.com/quicktakes/2017/02/16/gofundme-releases-data-college-crowdfunding>

How it works --experiment.com

- Direct funding of your proposal (traditional components + video)
- No indirect costs but they charge 8% platform fee plus processing fess of ~3 to 5%
- All or nothing – if project does not meet its goal no one contributes. Once pledges reach the desired amount all the credit cards are charged, but some may fail to go through.
- If funded money goes to researcher or University—whatever is specified to the funders in the proposal.
- Anyone can propose a project
- Must share the findings openly
- Must be cleared by their experiment team who does their scientific review
- They taught 20 published scientific papers
- They have 126,000 members and 743 funded ‘experiments’

What is here?

- Do you need to raise money for research, equipment, a student organization you manage, a class trip, or a competition? HornRaiser, UT’s official crowdfunding platform, is accepting applications for projects NOW. If selected, you can use this user-friendly platform to help raise up to \$15,000 in

- donations for your project. HornRaiser has helped more than 41 student organizations and faculty members raise over \$400,000 in the last year alone!
- Any UT faculty, staff member or student may apply. You will need to have a departmental affiliation or an advisor and access to a UT account to accept contributions.
 - To apply, go to <https://hornraiser.utexas.edu> and click on the button in the top right corner. You can reach the application directly here:
https://outlook.office.com/owa/redir.aspx?REF=ZDbdRcKWxWDJSMjht2vDe4_TBd47W99gdj0zMiXRGLoqlwv2DyrVCAFodHRwOi8vZW1haWwubWcucmVncm91cC5jb20vYy91Snd0anNsT3hEQVFSTDh0dm1HNXUtTTRQdmpBRnJpREVPS0NQRjVtREpsSjhCTHgtV1FrcEZKSjlRNVA1YzJvUnUwQ1N3WUZLS0VGZ0JTR.
- Deadline for applications is Monday, September 11, at noon.**
- Want more information? Check out the HornRaiser website or stop by any of these informational sessions:
 - Wednesday September 6th from 12pm-1pm in FAC 328
 - Wednesday September 6th from 3pm-4pm in FAC 332
 - Thursday September 7th from 10am-11am in FAC 328

Issues of Concern

What did we learn?

- Ethical issues in relying *too heavily* on this as a mechanism for distribution of social good.
- Distilling Suffering into Memes (Nora Kenworthy & Lauren Berliner at UW)
 - The study, funded from the UW Simpson Center for the Humanities, found that it was not necessarily the most tragic stories that drew the most support, but the ones that presented a solvable need and most successfully used memes, hashtags, images, and other social-media hallmarks. While experts strongly recommend using video, only 3 percent of the studied campaigns did so, suggesting a technical barrier for users.
<https://simpsoncenter.org/news/2017/04/moral-failure-crowdfunding-health-care-gofundme>
 - Jordon Peterson, Psychologist
<https://www.insidehighered.com/quicktakes/2017/07/06/controversial-professors-crowdfunding-success>

Reputation

- Prestige of funder, if it matters to that department or researcher

Type of funding

- Where does this fall?
 - Research
 - Gift
 - Corporate
 - Development
 - Other

Regulations

- Who may act as PI
- Disclosure of receipt to other funders who may have vested interest
- Evaluation for scientific merit
 - Whose definition of merit?
- Evaluation for ethical standards
 - Whose ethical standards?
 - IRB / Human subjects oversight
 - HIPAA Health information portability and accountability Act
 - Animal welfare
- Who oversees procurement of services
 - What cannot be bought within this scope?
- Conflict of interest Policy
 - Cannot be seen as reward or enticement

Regulations

- **Benefit to the site**
 - Percentage of processing and maintenance
 - Fees
 - Any other
 - Advertising of University affiliation
 - Use of University branding
 - Intellectual Property
 - Who owns it once it is done?
- **Disclosure of benefactor/donor**
 - At any time along the process
 - Funding of others as well
 - Funding of the business

Process and Procedures

- Salaries funded/GRA/faculty?
- Campaign management
 - Videos
 - Meme
 - Day to day questions/answers updates etc.
- Post campaign management
 - Who gets the funds after disbursed
 - What if not completed? Who is liable? And in what way?

Recommendations

- Limited use of crowdfunding as a source of research funding
- Classify as gift through development
- Must be preapproved by development prior to launch of campaign
 - Ideally have a UT team of grants management campaign personnel
 - Offer pre-approved sites for this mechanism or use UT site only
 - Alternative provide protocols that must be met prior to use of site
- Notify all associated funders as applicable to that project/study/etc.
- Develop and distribute specific protocols for each department applicable to the research they do

Appendix C

Report from the Senate of College
Austin Reynolds, President
Luciano C. Barraza, Vice President

