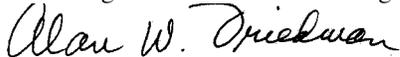


DOCUMENTS OF THE GENERAL FACULTY

Following are the minutes of the regular Faculty Council meeting of February 12, 2018.



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
FEBRUARY 12, 2018**

The sixth regular meeting of the Faculty Council for the academic year 2017-18 was held in the Main Building, Room 212 on Monday, February 12, 2018, at 2:15 PM.

ATTENDANCE.

Present: Hal S. Alper, C.J. Alvarez, Ronald J. Angel, Minou Arjomand, Lucinda Jane Atkinson, Simon D. Atkinson, Luciano C. Barraza, Casey A. Boyle, Christopher P. Brown, Charlotte Canning, Juan J. Colomina-Alminana, Glenn P. Downing, Gregory L. Fenves, Alan W. Friedman, Donald S. Fussell, Sophia Gilmson, Linda L. Golden, Laura I. Gonzalez, Alejandrina Guzman, Tracie C. Harrison, Martha F. Hilley, D. Eric Hirst, Steven D. Hoelscher, Heather Houser, Brent L. Iverson, Vishwanath R. Iyer, Christine L. Julien, Jonathan Kaplan, Kerry A. Kinney, Robert C. Koons, John C. Lassiter, Mark A. Lawrence, Naomi E. Lindstrom, Alexandra Loukas, Bradford R. Love, Blinda E. McClelland, Maurie D. McInnis, Jennifer Moon, Gordon S. Novak, Dennis S. Passovoy, Anthony J. Petrosino, Pengyu Ren, Jonathan L. Sessler, Jasleen K. Shokar, Mark J. T. Smith, D. Max Snodderly, Pauline T. Strong, Kimberly Sullivan, Rabun M. Taylor, Stefano Tiziani, Karen M. Wickett, Matthew A. (Micky) Wolf.

Absent: Michelle Addington, Zoltan D. Barany (excused), Darrell L. Bazzell, Jay M. Bernhardt, Randolph G. Bias, Mark L. Bradshaw (excused), Allan H. Cole (excused), Austin Cooney (excused), M. Lynn Crismon (excused), Charles Michael Cunningham, Ann Cvetkovich (excused), Janet M. Davis (excused), Douglas J. Dempster, Randy L. Diehl, Joshua D. Eisenman (excused), Angela M. Evans, Brian L. Evans (excused), Ward Farnsworth, Benny D. Freeman, Elizabeth Cobbe Goeller, Andrea C. Gore (excused), Courtney Handman (excused), Lorraine J. Haricombe, Jay C. Hartzell, Linda A. Hicke, Coleman Hutchison (excused), Huriya Jabbar (excused), Daniel T. Jaffe, Jody L. Jensen (excused), S. Claiborne "Clay" Johnston, Manuel Justiz, Susan L. Kearns (excused), Harrison Keller, Leonard N. Moore, Sharon Mosher, Patricia C. Ohlendorf (excused), Deborah Parra-Medina (excused), Scott A. Rabenold, Soncia Reagins-Lilly (excused), Austin B. Reynolds (excused), David W. Robertson (excused), Lorie Roy (excused), Vincent S. (Shelby) Stanfield, Alexa M. Stuijbergen, Jeffrey Treem (excused), James W. Tunnell (excused), Jason P. Urban (excused), Steven Warach (excused), Lauren J. Webb (excused), Jennifer M. Wilks (excused), Patrick P. Wong (excused), Sharon L. Wood, Luis H. Zayas.

Voting Members:	47 present,	25 absent,	72 total.
Non-Voting Members:	5 present,	28 absent,	33 total.
Total Members:	57 present,	53 absent,	105 total.

Chair Steven D. Hoelscher (Professor, American Studies) welcomed everyone and said that a number of faculty members were absent due to the flu and hoped that all present were healthy. He then invited Secretary Alan W. Friedman (Professor, English) to give his report.

I. REPORT OF THE SECRETARY (D 15882-15886).

Secretary Friedman reported that President Fenves had appointed a Memorial Resolution Committee for Thomas W. Kennedy, Professor of the Department of Civil, Architectural, and Environmental Engineering.

Secretary Friedman announced that there had been several changes in the Faculty Council membership since the last meeting: Professor Michael Harney, Spanish and Portuguese, replaced Professor Sanford Levinson of Government and Law; Lalitha Gopalan, Associate Professor, Radio-Television-Film replaced Professor Barry Brummett, Communication Studies; Professor Andrea Gore, College of Pharmacy, replaced Professor Richard Morrisett; Kimberly Sullivan replaced Ana Aguilar as a Staff Council Representative; and Kareem Mostafa, Graduate Student Representative, resigned from the Council; his replacement will be shortly determined. He then welcomed the new members and asked, "If there are any new members present who are not deathly ill, would you please stand and be recognized and welcomed?"

The Secretary said that, since his last report, the Texas Higher Education Coordinating Board had granted final approval to proposed changes to the Finance Degree Program in the McCombs School of Business and the French and Italian Degree Programs in the College of Liberal Arts. The following items were still under review by the Texas Higher Education Coordinating Board: update to the Core Curriculum Course Lists for 2018-19; proposals to create a Business Spanish Certificate and a Spanish for the Medical Professions Certificate in the College of Liberal Arts; proposed changes to the Aerospace, Chemical, and Civil Engineering Degree Programs, and Proposed Changes to the Music Studies Degree Program in the College of Fine Arts.

Secretary Friedman reported that Provost Maurie McInnis had granted final approval on behalf of the President for proposed changes to the Core Texts and Ideas Certificate; the English Degree Program; the Human Dimensions of Organization Degree Program; the History Major; the History and Philosophy of Science Degree Program; the Asian Studies Degree Program; the Urban Studies Degree Program; the UTeach Liberal Arts Degree Program; and the proposal to create a German Certificate. He said that she had also granted final approval on behalf of the President to proposed changes in the Skills and Experience Flags and the Bridging Disciplines Programs in the School of Undergraduate Studies; proposed changes in the School of Architecture concerning the Architecture Degree Program, the BA of Science in the Architectural Engineering Dual Program, the BSAS, the Plan II Dual Degree Program, as well as Admissions, General Information, Graduation, and the Landscape Studies Minor and the proposed changes to the Theatre and Dance Degree Program in the College of Fine Arts; as well as proposed changes in the College of Natural Sciences to the Forensic Science Certificate, the Applied Statistical Modeling Certificate, the Academic Policies and Procedures, as well as catalog sections concerning courses, Degrees Programs, General Information, Graduation, and the Bachelor of Science and Arts.

The Secretary reported that proposed changes to the Graduation section and to the Business Administration Degree Program in the McCombs School of Business were still awaiting the Provost's consideration and approval. He also reported that proposals from the Educational Policy Committee to change the policy for Transcript-Recognized Certificate Programs to include the Texas Extended Campus and on Student Discipline and Conduct, as well as the Faculty Disposition Form were awaiting presidential consideration and approval. And, he said that the Faculty Council's resolution to create a University of Texas System Task Force on Methane Emissions from Hydraulic Fracturing Operations on University Lands had been transmitted by President Fenves to Chancellor McRaven, and the Council's Resolution on Academic Analytics that was proposed by the Committee of Counsel on Academic Freedom and Responsibility had been transmitted to the Provost.

Closing his remarks, Secretary Friedman said, “I’d like to say that I was highly gratified that my appeal to the faculty to nominate in the Standing Committee elections was followed by a quadrupling of the participation rate.”

II. APPROVAL OF MINUTES (D 15860-15878).

Secretary Friedman said that the minutes for the last Faculty Council meeting in January had been posted and the summary version circulated. Dr. Dennis Passovoy, who made a presentation at the last meeting noticed that the summary minutes missed out about ten lines that were in the minutes. They were his response to Anthony Petrosino’s question regarding the additional services that Central IT might provide if they had additional funding. The correction was to add back the following passage that was inadvertently omitted:

He responded by saying, “I’ll give you two answers because it’s very difficult to do an apples-to-apples comparison when we look at some of the other universities. He explained that UT Austin Central IT budget does not include the IT budgets for each of the colleges and schools and units. While peer institutions such as Pennsylvania State, which has a central IT budget of \$147M might. He said the difference could throw the numbers wildly off. He said that other difference is spending the right amount of money and that CIT Executive Commission’s recommendations to increase the Central IT budget meant funding it with the right staffing levels and making sure ITS is providing the correct services. And, he added, “The recommendation was more of an incremental change than a transformational one.”

With that correction, the minutes were submitted and subsequently approved.

III. COMMUNICATION WITH THE PRESIDENT.

President Gregory L. Fenves said that he and Provost Maurie McInnis had attended a gala event unveiling Ellsworth Kelly’s “Austin” at the Blanton Museum Saturday evening. He said the “monumental installation” by “perhaps the best contemporary artist” would open to the public on February 18. He said, “It is an incredible work of art; it will draw visitors from around the world and will change our campus.” He encouraged members to visit the Blanton on the 18th and to read the *New York Times* article¹ about Kelly’s “Austin,” saying, “You cannot buy that kind of publicity no matter how much money you have,” and he marveled at the number of art museum directors from around the country who were in attendance.

President Fenves also reported that, in the previous week, the National Academy of Engineering (NAE) announced the election of four faculty from UT Austin. He said that MIT was the only other university to have four faculty elected to NAE and that it was a testament to what faculty are doing at UT Austin. He said, “The faculty are the core of the University and their accomplishments are not only important to each individual faculty member, they are important to the University.”

President Fenves then asked if there were any questions from the floor since he had not received any beforehand?

Rabun Taylor (Professor, Classics) said that he had had the good fortune of also seeing the “Austin” installation over the weekend, calling it a “Chapel.” He agreed that it was a “feather in the cap” of the University, but that it didn’t compensate for the loss of 55,000 books; 20,000 journals; and 70 to 80,000 CDs and DVDs from the Fine Arts Library, which was swept clean on the grounds of low circulation. He said that, in talking with the Art History faculty and graduate students, not one person is less than horrified by this action that it evidently happened without their consultation. He asked to what extent did the Central Administration know about it in advance and were they aware that the decision was made without consultation of faculty and students? President Fenves said that he had

¹ https://www.nytimes.com/2015/02/06/arts/design/texas-museum-to-build-ellsworth-kelly-design.html?_r=0

heard about the move from faculty and students, but he was not involved in the decision. He said it was his understanding that Dean Dempster had consulted with the Library and with the College of Fine Arts. He confirmed with Provost McInnis that two groups were already looking into the matter. Professor Taylor asked if the volumes had already been deaccessioned and, if so, what, if anything, could be done to return them to the University? Provost McInnis said to her knowledge, the volumes were still in UT Austin's collection. Professor Taylor disagreed, saying that it was his understanding, from reading correspondence from the University Libraries Committee, that the books are now in the joint facility at College Station and are jointly owned by Texas A&M and UT Austin. He said that one letter indicated that the collection had been "re-duplicated, which I can only imagine means the opposite, unduplicated, that is, extra copies have been pulped or sold." Provost McInnis said that she had read the letters too but didn't yet know the answer to his question.

Martha Hilley (Professor, Music) clarified that the initial reason why a lot of the materials from the Library were lost was because the Center for Arts and Entertainment Technology² took over the fourth floor of the Library with very little communication with college faculty, and now, the new School of Design and Creative Technologies³ is taking over the fifth floor. She said, "I cannot tell you how many faculty said, "Do you know anything about this?" And a firestorm went through the college. She said that she could find only a handful of people who had even heard about the idea and then it became a reality. She said there is a serious misunderstanding about what circulation should mean. Professor Hilley said that during a Town Hall meeting, the faculty tried to explain to their Dean that circulation doesn't always mean that you take a book to the desk and check it out. Circulation could mean that you spend hours in the Library comparing four different editions of a Beethoven sonata for editing, or looking at different works of art that you need to see physically. She said, "The whole thing that has upset so many people in Fine Arts is that there was no discussion; and for something that takes away a Library that is dedicated to what you do, that's pretty big."

Hearing no further comments or question on the issue, President Fenves moved on to give an update on four initiatives presented during his State of the University Address: 1) Bridging Barriers; 2) Socioeconomic Mobility; 3) College to Career Program; and the newest one, 4) our International program.

On Bridging Barriers⁴, President Fenves said he had charged Vice President for Research Dan Jaffe, when he began his vice presidency almost two years ago, with determining how best to support individual faculty in their scholarship and research endeavors and also to support faculty in interdisciplinary initiatives and build on those strengths across the University? He said that good progress had been made since then, but there is a lot more to do. He said the Office of Vice President for Research (VPR) is working to address a very wide range of faculty interdisciplinary collaborations and is putting together center of excellence types of proposals from looking at the different perspectives and research questions through its "Pop-Up Institutes."⁵

On a larger scale, President Fenves said, "There are some very deep problems that are going to require long-term approaches to research, new ways of thinking about how we organize our approaches to addressing those questions that are very, very interdisciplinary." He said the basic idea is to have a faculty-driven process to identify a small number of key issues that are important, and see where the University has the capability in a broad range of disciplines to address them. Beginning in fall 2016, the VPR called for short white papers on key questions that needed to be addressed. Over 800 faculty members participated, submitting 120 papers. Then the VPR asked, "Where can we have an impact, and where do we have great ideas from our faculty?" President Fenves said that last month, in January, the VPR announced the first interdisciplinary program, Planet Texas 2050,⁶ an initiative involving 120

² <https://news.utexas.edu/2016/02/25/ut-launches-center-for-arts-and-entertainment-technologies>

³ <https://designcreativetech.utexas.edu/>

⁴ <https://research.utexas.edu/bb/concept-papers>

⁵ <https://research.utexas.edu/vpr-initiatives/pop-up/>

⁶ <https://bridgingbarriers.utexas.edu/>

faculty and fourteen schools and colleges. He said the goal is to develop understanding about the critical interactions between the environment and human systems (pressures of changes in the environment, the climate, and population growth impacting Texas, particularly the heavily populated coast). The President said Planet Texas 2050 had already received seed funding from the Central Administration and that the VPR and Development Office would look for sponsors and philanthropists who are interested in supporting the research. He said the next initiative is scheduled for 2019 and will be called CENTRAL: Community ENgaged Texas Research Alliance. It will focus on youth and their families who reside in vulnerable communities in Texas. The project team will include faculty from the Colleges of Liberal Arts, Natural Sciences, and Education, the Dell Medical School, and the Cockrell School of Engineering. The President said the idea of this initiative is to develop and test innovative, field-based research and intervention models that leverages advances in community engagement, bio-behavioral and environmental measurements, and systematic data collection and analysis to become a new case study for social, behavioral, and health science. President Fenves said the timeframe for each new initiative is five to ten years and that the VPR is currently working on three other initiatives.

Next, President Fenves talked about his Socioeconomic Mobility initiative. He referenced a landmark paper “What is the role of a college education in the socioeconomic mobility of a student?” that was published one year ago and written by economists Raj Chetty (Stanford University) and John Friedman (Brown University) that received “enormous” attention.⁷ In the study, they asked, “How many students at a university are from the lowest quintile family income—roughly family income \$23,000 a year or less? For those students, how many are in the upper quintile after they graduate—roughly an income of \$110,000?” President Fenves said the study looked at 30 million records of students from 400+ colleges and universities. For UT Austin, 5% of our students were from a cohort that graduated from UT Austin in early 2000 and were from the lowest quintile income. After graduation, 44% percent of those students ended up in the top quintile. So, in one generation, nearly half of that cohort went from lowest to highest quintile income. President Fenves said, “This was just an incredible insight, at least for one cohort.” As a result, he became very interested in what the University’s role is in socioeconomic mobility and started collaborations with economists from other universities who are also interested in the question and have entered into a data-sharing agreement. President Fenves summarized information from a cohort of UT Austin students based on their families’ socioeconomic category at the time the students entered the University and the income quintile of the students at age thirty. Students from the bottom quintile income—family incomes of \$25,000 or less—earn an average of \$68,000 at age thirty. Students from the top quintile—families who make over \$110,000 earn an average of \$78,000 at age thirty. President Fenves noted that there were differences between the income levels for the students at age thirty, but that it is apparent that an education from UT Austin narrowed the gap and raised the socioeconomic status of students whose families were in the lower income bracket. President Fenves said they also looked at race and ethnicity from this cohort: white-non-Hispanic students in this cohort at age thirty were earning an average of \$74,000 a year; Hispanic students earned an average of \$70,000; Asian students earned an average of \$82,000; and Black students earned an average of \$69,000. He pointed out that there were still differences and disparities based on race and ethnicity, but when economists adjust for test scores and demographics, students of color actually outperform white students. He said the question is, “What can we do better, more intentionally, to fulfill our role as an institution in socioeconomic mobility in this very diverse and rapidly growing state?” He said that they were continuing to look at the data, which would impact recruiting, admissions, and enrollment management issues, of which, financial aid is an important aspect. He said that he had already committed a total of \$12 million of additional financial aid from central resources. To put that into perspective, the Texas Grants program, which is the major statewide financial aid for college, is about \$28 million a year. He said their best estimate of unmet financial need of each freshman class is about \$77 million, so more needs to be done. He noted that the Faculty Council had already discussed this and put forth a motion submitted by the Committee on Financial Aid to Students to address the shortfall (D 14832-14835).⁸ He noted that he was in the early stages of planning for the next capital campaign and said, “This will be one of the major pillars in future capital

⁷ http://www.equality-of-opportunity.org/papers/coll_mrc_paper.pdf

⁸ <https://wikis.utexas.edu/download/attachments/141722947/D%2014832-14835.pdf?api=v2>

campaigns.” He said they had already begun talking with a number of philanthropists and foundations who understand the importance of higher education and socioeconomic mobility. The conversation is moving beyond accessibility and affordability to considering the role of the University in fostering socioeconomic mobility. He said that Rachel Hernandez (Senior Vice Provost for Enrollment Management) will start working on new recruiting and admission methods as well as early engagement with low income and first-generation students to make sure they have the information they need regarding the importance of a college education, how to select a university, and how to select a major. Building on student success initiatives, President Fenves said that a significant number of incoming freshmen are first generation students who are often from the lowest quintile income. As such, he said that particular focus was being given to them, especially in their first year, as they transition into the University in order to help them succeed.

Next, President Fenves talked about his College to Career initiative. He said that recently there has been a debate about the purpose of a college education. Is it to provide students with a general education to become informed citizens who contribute to their community or is it to prepare them for a job? He said, “We have a responsibility to do both.” President Fenves said that his generation went to school to get an education, but he noted that that was a time when tuition at a private university was less than UT El Paso’s tuition is now. He said now students and their families have to pay a lot more for college and are asking more questions about the value of a university education. He said all of the economic studies are very clear about the benefits of an education, not just in economics, but in voting, in civic participation, in health, in family formation and stability. He said UT Austin students are here to get a college education; they want to change the world, but they also want to get a job. So, we have to give them both. President Fenves said that policymakers and lawmakers’ views on whether we are doing a good job in education is whether or not our students have jobs once they graduate. He said that the University has a responsibility to show the public that we’re doing that. He then quoted past UT Austin President Harry Yandell Benedict, “The public confidence is the only real endowment of a state university.” President Fenves said, “It’s not a mystery to anybody who has been reading the news that the polls show declining confidence in education.” It is part of what we have been doing, but the question, he said, is how can we do better? He said that it brings together two strands, one is the University’s role in socioeconomic mobility and the other is improvement in graduation rates—both relate to student success. The University needs to begin thinking more broadly about student success, not just their graduation, but launching successful careers that will change over time in a rapidly changing environment. He said that is the motivation for the College to Career initiative and that it goes beyond a student popping in to a college career center to sign up for interviews. He said, “That doesn’t work in today’s environment. Employers are looking for students who are well educated, who are also prepared to contribute.” It’s thinking about students’ careers throughout the whole collegiate process -- from acquiring critical thinking skills to communication to understanding our society -- and to be able to work as team members and build on specific skills to help launch their careers. President Fenves said it was also about how the University integrates experiential learning, academic advising and career services. In terms of experiential learning, project-based learning, and community service, the University is working with a number of design partners to bring the ideas and knowledge base from the classroom to give them practice and experience using it. He said that is the best preparation we can give students toward their future careers. Closing his remarks on the College to Career initiative, President Fenves announced that Provost McInnis had formed a task force with its own governing committee that will work across the University’s colleges and schools to lay out plans for this initiative.⁹ He said that it would add value to education and that, in his experience, “Students who have participated in an internship come back to the classroom much more motivated and more directed in being successful academically.”

President Fenves changed topics and talked briefly about the University’s development of international strategies. He said that UT Austin has always had robust exchange and study abroad programs and that a lot of our faculty do international collaborations, but the University doesn’t have a clear strategy on how to “expand its global network and enhance its presence and impact around the world.” To rectify

⁹ <https://provost.utexas.edu/college-to-career>

this lack, President Fenves said an International Board of Advisors (IBA)¹⁰ was formed to “build upon the excellence for which The University is renowned, and to develop strategies that include a comprehensive global approach to education and research.” He said the IBA, which met for the first time in September and will meet again in a few weeks, has substantial international connections and has just launched its first initiative called the President’s Award for Global Learning.¹¹ Maria Arrellaga (Executive Director of Global Engagement, Office of the President) will give a presentation on the new initiative later in the meeting.

Jonathan L. Sessler (Professor, Chemistry) agreed with President Fenves that upward mobility of first generation students was important; however, he said, too often graduate students are recruited because “they’re going to be good worker bees and advance our personal research and agenda.” He said there is little leeway for the first-generation graduate student who might have gotten through college but isn’t quite as competitive a recruit. He said that group of students is no less important, and “any advice from you and your colleagues and all the smart people in this room would be greatly appreciated.” President Fenves concurred that it was a significant issue and thought the College to Careers Task Force was also looking at career engagement for graduate students. He said, “There are some fundamental issues that we as an academy need to be addressing about what the role of the Ph.D. What are we preparing Ph.D students to do?” It’s going to be very discipline specific; therefore, the answers will differ across the University. He asked Graduate School Dean Mark J. T. Smith to work on that and report back to the Council at some future date.

There were no other comments or questions from the floor.

IV. REPORT OF THE CHAIR.

Chair Hoelscher thanked his colleagues who spoke about the Fine Arts Library. He reported that the Faculty Council Executive Committee had talked with the President and the upper administration about the Fine Arts Library and about the creation of new academic programs that contain few if any tenured and tenure-track faculty. He said they also discussed the challenges of off-campus conduct issues and that a task force had been formed to look at that and related policies.

Referring to the President’s comments on how UT Austin can do better, Chair Hoelscher said that at a recent UT System Faculty Advisory Council meeting, he and Chair Elect Charlotte Canning (Professor, Theatre and Dance) heard from Vice Chancellor for Government Relations, Berry McBee, about key issues facing universities and how they need to change the public and lawmakers’ perception of the value of higher education. He presented a slide from that meeting that illustrated how views on the impact of colleges have turned more negative since 2015.¹² He said that Republicans’ positive view of the impact of the experience of colleges has gone from 58 to 36% followed by an increase from 32 to 58% who have a negative view of the impact of college on people’s lives. He added, “That surely flies in the face of the data that the President presented on upward mobility.” He said that as we move into the next legislative session, these issues of public relations will need to be addressed. He then turned the podium over to Chair Elect Canning.

V. REPORT OF THE CHAIR ELECT.

Chair Elect Canning reminded members of the upcoming meeting with the Texas A&M Faculty Senate on March 23 at College Station. She said the key issues to be discussed at the meeting are academic freedom, freedom of speech, and civility. She encouraged members to attend: “Any time we can collaborate with our colleagues in College Station on matters of such importance, we achieve really good things for our students and for faculty networking, but also for the state by staying in close

¹⁰ <https://president.utexas.edu/international-board-advisors-iba>

¹¹ <https://world.utexas.edu/presidents-award>

¹² See slide in Appendix A.

communication on issues that have an impact on higher education in Texas.” She asked members to let the Office of the General Faculty know if they would attend since travel arrangements were being made to transport UT Austin attendees to and from College Station.

VI. UNFINISHED BUSINESS—None.

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

VIII. NEW BUSINESS.

A. Faculty Investment Initiative, Version 2.

Provost Maurie McInnis talked about how the University would invest in its faculty over the next five years. She said, “The excellence of UT begins with the excellence of our faculty. Our ability to retain and attract new faculty to this campus is threatened by our lagging faculty salaries. This is a threat, ultimately, to the excellence of the institution itself.” She said that since the recession of 2008-9, UT Austin has continued to slip in its faculty salary competitiveness against its peers. While other universities recovered rather quickly and began putting more money into faculty salaries, UT Austin was much slower to recover. Not only did we continue to receive reduced state General Revenue, we were also unable to raise tuition significantly as many of our public peers did during this same period. She said that her office is working hard to protect money that is spent on faculty, teaching, and instructional budgets while finding other places to economize so that the University can invest substantially in faculty compensation and other forms of faculty support. She said that over the next five years, the University would invest approximately \$60M in new recurring funding for faculty hiring and retention, and that the funds would be invested across the University in all colleges and schools. She said that there would be a 3% centrally funded merit pool again this year with the hope that the merit pool funding will continue into the future. She said the Deans have been instructed to ensure that these funds are used to support equity adjustments as well as to reward merit. She said there would be additional money available to support pre-emptive salary increases to counter efforts of others to hire our great faculty. She said the Deans are to evaluate the salaries of current faculty against our peers and identify individuals whose salaries are currently far less than what peer institutions are paying and who are important for the University to retain. She said that special consideration is to be given to the retention of faculty in under-represented groups and that this money will be paid out over a three-year period, with two-thirds of the funds coming from the Provost’s office and one-third from the colleges and schools.

In terms of investing in new hires, the Provost said that, on average, UT Austin has eighty to ninety separations each year that includes people who choose to go to other institutions, who are not renewed, or who retire. In the past, when the University hires to replace those who leave, it was typical practice to hire at the assistant professor level, which she said could have a number of implications for the overall quality of the faculty in an individual department, college, or school that may not be ideal. She said the downside is that the department might be replacing one retirement clique with another retirement clique that will hit again in another thirty years; or the department might be losing its key strength in a particular field that impacts its reputation and is vital to the department. Instead, the Provost said she is asking the deans, working with the department chairs, to develop the right kind of analysis to figure out the right mix of hiring across ranks in the next five years. She also asked faculty members to be thinking about recruiting in a much more aggressive way. She said, “When you’re at conferences, look around for talent. When you are reading materials, be thinking about who might we want to attract to UT Austin.” She said it was important to build the broadest, most diverse and strongest pool of candidates and to consider what departments need in the next three to five years. She said to accomplish this, all colleges and schools will receive additional funding from the Central Administration to increase the salaries of vacated lines to enable them to hire as appropriate for rank competitive to our peers. She said that they were already using some of this funding to support this year’s hiring.

Referencing President Fenves' announcement in one of his State of the University Addresses that there would be fifty new faculty lines, she said that she did not yet know the disposition of those lines. However, she said, they are imagined as being there so that we can think creatively about interdisciplinary opportunities; about things that we're currently not doing at UT Austin that we should be doing; and to take advantage of target of opportunity hires when appropriate and when we have an opportunity to recruit a great new person to our campus.

Provost McInnis said that the next steps include Deans working with their Chairs to prepare and to think about five-year strategic faculty investment plans for their colleges that are focused on improving faculty salaries in a strategically justified manner as well as thinking about what hiring should look like as we move forward. She said that there is no prescribed quota of faculty who may, should, or will benefit from this round of faculty salary increases. Because there is not enough money to raise everybody's salary, "It is going to be targeted; thinking about issues of pay gaps; individual merit; and where do we have equity and compression problems?" She added that all recommendations will be rigorously informed by analysis, looking at benchmarking and competitive compensations against peer programs nationally. In developing their plans, the Deans should address faculty recruitment and retention with a goal of elevating the college's or the department's or the school's or the unit's research and educational mission; to focus on increasing the diversity of our faculty as they think both about recruiting and retention; to be very certain that they are ameliorating any biases that might have crept in over the years in individual faculty salaries; to be responsive to enrollment trends, to our student academic success program, and to graduate placement. She hoped that they will be taking strategic advantage of the full range of all our faculty ranks and that they are thinking both about how best to deliver our educational and research mission across both our tenure-track and our-tenured ranks. She said the plan will involve a lot of work over the next five years and it means thinking more broadly about our futures than we have tended to do in the past. She said like most universities that hire on a year-to-year basis, UT Austin has become very reactive—one faculty member leaves, and the unit replaces that person with somebody who can do the same work, teach the same classes. Closing her remarks, Provost McInnis said, "We all need to be thinking hard about the shape of our departments in five years, and how we use our future hiring to get us where we want to go." She then opened the floor to questions and comments.

Jonathan Kaplan (Assistant Professor, Middle Eastern Studies) asked about the timeline for rolling out the larger raises and when that would be disclosed to the faculty? The Provost said that it would be part of next year's regular raise cycle and would be announced then. She noted that most of the raises would be paid out over a three-year period.

Dennis S. Passovoy (Lecturer, Management) asked how the plan pertained to non-tenure track employees? Provost McInnis said the new money would be concentrated on tenure-track faculty, but the Deans are also supposed to be thinking within their own budgets about the non-tenure-track faculty. She said that similar questions would be taken up by the task force that is focused on non-tenure-track faculty that was launched last year. She said that she is looking at their recommendations and working on a number of issues. Specifically, she said new ranks for non-tenure track faculty were recently approved by UT System that include Professor of Practice and Professor of Instruction. She said her office is working to implement the recommendations from the task force as quickly as they become available.

Provost McInnis thanked Council members and said, "I look forward to working with you all on it."

- B. President's Award for Global Learning Program.
Chair Hoelscher welcomed Maria Arrellaga and Laurie Young (Director of Special Projects, International Office) who presented information about the President's Award for Global Learning

Program, which President Fenves referred to earlier in the meeting.¹³ Ms. Arrellaga reiterated that global engagement is a priority of President Fenves' and that she is the person in the President's Office "who is thinking about international on a daily basis" and asking, "What are the new opportunities out there that UT Austin should be taking advantage of; and how can we take use those opportunities to reinforce the visions of the University?" She said that over the past year, a Global Engagement Task Force¹⁴ was launched that came back with recommendations and that a survey was recently sent to faculty members to find out what they've been up to globally. The data will provide a baseline for the University and help inform her team on how best to proceed. However, she said the biggest effort was the launching of the International Board of Advisors (IBA), mentioned earlier by the President. She said the board is comprised of twelve people from various parts of the world, all but one an alum of UT Austin. Their backgrounds are very impressive, leading large organizations from varying disciplines.¹⁵ The board had their first meeting last fall and listened to what the President's vision is for the University. The outcome of that meeting was that they decided as a group to sponsor, promote, and fully fund an interdisciplinary, transformational program that would provide new opportunities for undergraduates, bringing them together from across the University in working groups and providing them with opportunities to go overseas together and be mentored by faculty members. The program is the President's Award for Global Learning. Ms. Arrellaga said the program's success will be driven in part by the participation and support of faculty. She then invited Ms. Young to the podium to share more information about the program. By way of introduction, she said, Ms. Young's background involved participation on the team that launched the project for underserved communities out of Engineering and Social Work. She said that they had had a lot of fun working together to get the new program organized.

Ms. Young explained that the President's Award for Global Learning has three areas of focus for projects. They are social impact, expanding existing research, and entrepreneurship. There are seven eligible regions for proposals: Europe, Middle East and Central Asia, Africa, South Asia, East Asia, Southeast Asia, and Latin America. One project will be awarded per region. She said each team is comprised of two to four students from different disciplines, one to two faculty mentors, and a faculty leader who has expertise in the technical area of the project. In addition, one graduate student per team is the "glue" and helps to facilitate conversations and team dynamics. She said that faculty members are added to a database of mentors and/or leaders, and the International Office helps facilitate the student teams and faculty matching. She said, "If you have a project area or student teams in mind—perhaps you have research that would lend itself well to this project—then please, have your student team come to an information session, you're set up in the database, and you're already matched." She said, "These are fully funded projects, which include faculty stipends, faculty and student travel, project implementation budget, and summer tuition for the students. We have up to \$25,000 towards the projects' implementation costs budgeted." She said the faculty leader and faculty mentor(s) guide students through their projects and partnerships with support from the International Office. The program is a President's Office level program administered by the International Office, which she said was there to "support faculty and the students and the project to make it happen."

She said the program was moving at a very rapid pace given that the IBA had met for the first time in September and the program is launching this spring when student teams will attend a series of trainings and workshops to develop their proposals, and faculty will submit interest surveys to be matched with a team. In fall 2018, two finalists per region will be announced and the teams will present to a review committee appointed by President Fenves. Afterwards, the final awards will be announced. She said that \$1000 scholarship awards are given to finalists who are not selected. In spring 2019, faculty and students will actively work on their projects here on campus in collaboration with their partners abroad. Students will enroll in a three-credit course developed in

¹³ See Appendix B for PowerPoint Presentation.

¹⁴ <https://provost.utexas.edu/global-engagement-task-force>

¹⁵ <https://utexas.app.box.com/v/iba-members>

a partnership between the International Office and the faculty members. Faculty leaders and mentors will meet with students monthly. Students will have access to an online tool called ServeSmart that will help them think through the cross-cultural considerations when working with international partners on projects. In summer 2019, the teams will travel abroad to work with their international partners and implement their projects. She said faculty will be on-site for a minimum of one week, hopefully longer. Graduate students must stay on-site for the duration of the programs, which will be ten to twelve weeks. In fall 2019, after having returned to campus and as part of their proposal, students give back to the University by taking a one-credit course where they focus on how they can use their international experiences to help internationalize the campus through this tremendous opportunity.

Ms. Young said the program is designed to train students on international project-based proposal development. She said in the process of developing the program, they had many focus groups with students concerning what the program should look like, and the feedback they received was that students in some majors don't know how to write proposals and felt that they would be at a disadvantage when applying. To level the playing field, the International Office is offering proposal development workshops for all students who are interested in the program. She said that students will receive a total of ten credits. She said that it would create a way for students to receive credit in their majors for international project-based courses, and "It's experiential learning; it's team-oriented, project-based learning. It will check all of those boxes of helping to prepare students for global careers." Students will have hands-on involvement in a project from its conception to implementation, and then reflection upon the experience afterwards.

To be eligible for participation in the program, Ms. Young said, undergraduate students need to have a 3.5 cumulative GPA and have second-year classification. Also, team members must have different majors, and preferably be from different colleges. Graduate students who want to participate in the program will fill out an application, which will be forthcoming. She asked faculty members to email her if they know of graduate students who would be "wonderful" for the program.

Ms. Young said the program provided opportunities for faculty members to serve as mentors to small groups of elite students and to receive a generous honorarium for their mentorship time, a summer stipend and travel funding, and to be able to pursue academic interests and research with international partners in an interdisciplinary context. She said that it was exciting to have faculty participate in the first signature program of the IBA and that it is her hope that the program will highlight the "tremendous work and the amazing faculty" that we have at UT Austin. She said, "We really want this to benefit faculty, as well as the students and the graduate students." She said there will be a faculty dinner with President Fenves and a potential dinner with the IBA in the fall semester after project completion. The IBA has funded \$9,000 for the faculty leader's honorarium; \$5,000 for the mentor honorarium – both are for the duration of the program; travel to international location plus a summer stipend; a project implementation budget of \$25,000; and, finally, \$1,000 for all faculty members of finalist teams who are not selected for the award. To get involved, Ms. Young said faculty members should go to the website and complete the faculty interest survey.¹⁶ Other requirements include: a letter of support from the department chair or dean; a completed profile in Eureka, which helps aid in matching faculty member with student teams; meet with International Office staff to review the roles and expectations of the program before submitting a proposal; and a commitment to fulfill all program expectations. Ms. Young said that faculty could also get involved by helping to identify international partners and recruiting students.

Ms. Arrellaga and Ms. Youngs said they would stay for the duration of the meeting to answer any questions Council members might have.

¹⁶ https://utexas.qualtrics.com/jfe/form/SV_a3r9IHMIQCMObQN

C. Proposed Changes to the 2018 Honors Day Criteria for Selecting Distinguished College Scholars from the Educational Policy Committee (D 15920-15922).

Chair Hoelscher asked the Faculty Council to vote on hearing emergency legislation to be presented by Seema Agarwala (Educational Policy Committee Chair and Associate Professor, Molecular Biosciences) that concerned proposed changes to the 2018 Honors Day criteria for selecting Distinguished College Scholars. He explained that legislative items are typically made available to Council members two-weeks prior to the monthly meeting; however, in this case, the proposal is under a deadline and needs immediate consideration. The Faculty Council voted to hear the proposal.

Professor Agarwala said the Educational Policy Committee was charged with rectifying a “bizarre glitch” in the criteria for selecting Distinguished College Scholars.¹⁷ Ten years ago, the Educational Policy Committee, then chaired by Larry Abraham, revised the criteria because there were too many students being designated as Distinguished College Scholars. University-wide, 26% of all juniors and seniors were recognized as Distinguished College Scholars; in some colleges almost 50% of the students were recognized. The primary reason was grade inflation and possibly the criteria of the GPA that allowed students to be designated: 3.5 for College Scholars and 3.8 for Distinguished College Scholars. The solution was to limit the number of students recognized to the top 20%, and, instead of using the GPA as the criterion, replace it with the top 4% of each class to align with the criteria for highest honors at graduation. This worked well until a glitch was discovered. One of the problems is that selection is done on a college basis and juniors and seniors are separately designated. So, in small classes of twenty-five, as in the School of Undergraduate Studies, the 4% criterion gives .5 or half a student.

Professor Agarwala explained that no changes are proposed in the criteria for College Scholars, but only to the language for determining Distinguished College Scholars. The proposed language states that all students who meet their College Scholars criteria 1, 2, and 4, and the student with the highest GPA in a particular school or college would be designated as a Distinguished College Scholar. In addition to students meeting the above criteria, students who rank in the top 4% should also be recognized as Distinguished College Scholars. Professor Agarwala noted that she’s requesting that these changes be approved only for 2018. She said several issues were raised during the committee’s discussions that require more time to perfect the language and achieve a long-term solution. One question raised was whether students whose major is undeclared are eligible for this designation? And members also asked what the minimum GPA required for this designation should be? Since these questions were unresolved, the committee requested approval just for this year. Chair Hoelscher acknowledged that the legislation would just be for one year only in order to give the committee more time to resolve the issues. The legislation passed by unanimous voice vote.

IX. ANNOUNCEMENTS AND COMMENTS

- A. Nominations for election to the Faculty Council open February 12.
- B. The next Faculty Council meeting will be held on March 19.
- C. Joint Meeting with Texas A&M at College Station, March 23.

X. QUESTIONS TO THE CHAIR—None

XI. ADJOURNMENT

Chair Hoelscher adjourned the meeting at 3:45 PM.

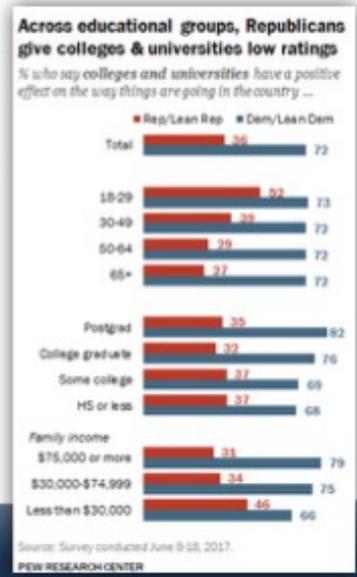
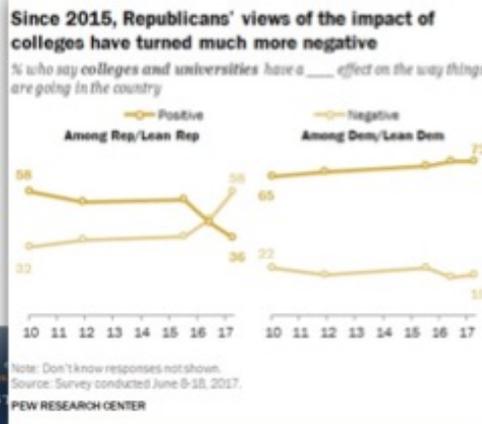
Distributed through the Faculty Council Wiki site <https://wikis.utexas.edu/display/facultycouncil/Wiki+Home> on March 14, 2018.

¹⁷ See Appendix C for current and proposed language.

Appendix A
 PowerPoint Slide from UT System Faculty Advisory Council Meeting
 January 25-26, 2018

Looking Ahead (Already) to the 86th Session

- Re-establish Value of Higher Education
 - Recent Pew Research poll suggests 58% of Republicans believe higher education does not benefit society
 - A Gallup poll conducted in August shows 67% of Republicans have only some or little confidence in higher education



Appendix B

FEBRUARY 2018

 **TEXAS**
The University of Texas at Austin

PRESIDENT'S AWARD FOR GLOBAL LEARNING

Signature program of the UT International Board of Advisors
administered by the International Office

MARIA ARRELLAGA
Executive Director for Global Engagement,
The University of Texas at Austin

Laurie Young
Director of Special Projects,
International Office at The University of Texas at Austin



International Board of Advisors

- Internationalizing UT Austin
- Signature program that touches many levels campus constituents
- President's Award for Global Learning





Significance to the University

- Interdisciplinary
- Project-based international partnerships
- Experiential learning
- Future IBA programs

President's Award for Global Learning

- Focus themes
- Geographic regions
- Interdisciplinary student teams
- International partners
- Fully-funded projects
- Faculty leaders & mentors



Timeline

Spring 2018

Proposal development, team creation, faculty matching

Fall 2018

Finalists are announced, final presentations and selection

Spring 2019

Faculty, international partners and students actively work on projects with IO support

Summer 2019

Travel and implementation

Fall 2019

Give back to UT

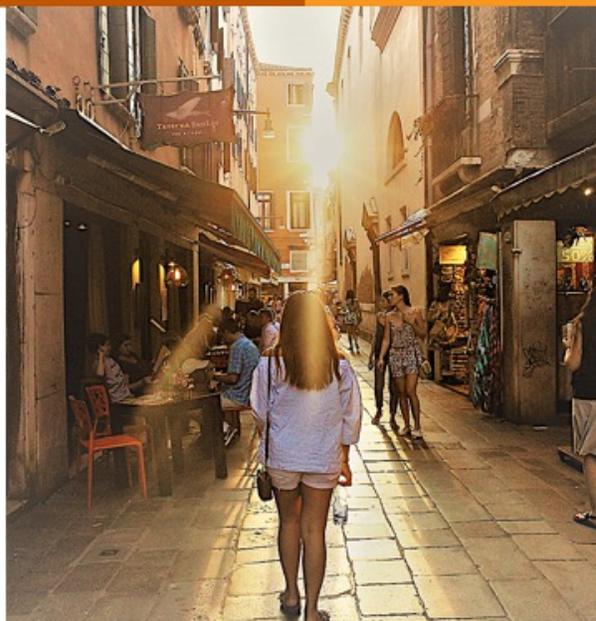


Opportunities for students

- Proposal development
- Academic degree credit
- Experiential learning
- Team-oriented and project-based learning
- Cross-cultural communication
- Global workplace preparation

Undergraduate Student Eligibility

- 3.5 GPA
- Second-year classification
- Teams of 2-4 students in different majors

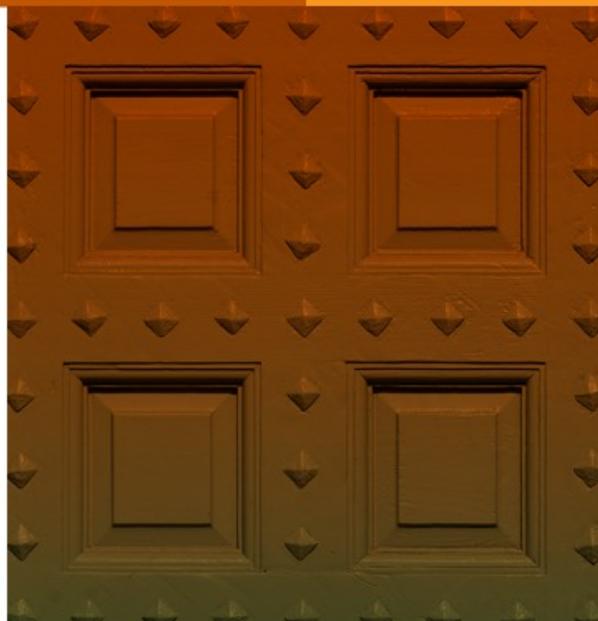


Opportunities for Faculty

- Mentorship
- Honorarium
- Summer stipend and travel funding
- IBA signature program
- Pursue research
- Visibility and access

Funding

- Faculty Leader honorarium \$9,000
- Faculty Mentor honorarium \$5,000
- Travel to international location plus stipend
- Discretionary funds of \$1,000 for all faculty members of finalist teams not selected for award
- Project implementation budget \$25,000



Get Involved

- Become a Faculty Leader or a Faculty Mentor
 - Faculty interest survey
 - Required letter of support from department chair/dean
 - Active Eureka profile
- Assist with identifying international partners – contact presidentsaward@austin.utexas.edu
- Recruit students

Learn more and get involved
world.utexas.edu/presidents-award
presidentsaward@austin.utexas.edu

Appendix C



PROPOSED CHANGES TO THE 2018 HONORS DAY CRITERIA FOR
SELECTING DISTINGUISHED COLLEGE SCHOLARS

Purpose: The program used to identify students who qualify for recognition as Distinguished College Scholars at Honors Day is not in alignment with the intent of the criteria previously approved by the Education Policy Committee (EPC) and the Faculty Council and published in the General Information Catalog.

Background: Ten years ago, the EPC was asked to address a problem of having too many students designated to participate in Honors Day. Across campus 26% of all juniors and seniors were recognized, and in some colleges almost 50% were recognized. The primary culprit was understood to be grade inflation, coupled with the fact that the criteria for College Scholars was a 3.50 GPA and the criteria for Distinguished College Scholars was a 3.8 GPA. The recommended solution was to limit the total number recognized to the top 20% and replace the higher GPA criterion for Distinguished College Scholars with a more stringent percentage; top 4% was chosen to align with the criteria for highest honors at graduation.



PROPOSED CHANGES TO THE 2018 HONORS DAY CRITERIA FOR
SELECTING DISTINGUISHED COLLEGE SCHOLARS, Cont.

Although it is hard to conceive of a class not having a true top 4%, we nevertheless now see this happening. To prevent this glitch, we propose the following changes:

To be designated a Distinguished College Scholar, a student must meet all of the following requirements:

1. In each class, of all students meeting criteria 1, 2, and 4 above, the student with the highest GPA should be recognized as a Distinguished College Scholar.
[The student must meet the first, second, and fourth College Scholar requirements stated above.]
2. In each class, of all students meeting criteria 1, 2, and 4 above, any additional students who rank in the top 4% of the entire class should also be recognized as Distinguished College Scholars. [The student also must rank in the top 4 percent of their class in each college or school in which they are pursuing a major, based on in-residence cumulative grade point average.]