

Faculty Council Meeting
Special Meeting Followed Immediately by Regular Meeting
May 6, 2019
MAI 212 at 2:15 PM

Regular Meeting begins at 36:19

Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance

Okay, friends, because the special meeting ran a little over, I want to, as you're voting and handing in your votes, Debbie and Casey are coming around to take them, I want to get us moving. We actually have quite a full agenda for our next—for the regular meeting.

So, welcome, and I'm calling to order the ninth and final, because nobody protested cancelling the meetings in the summer, final meeting of Faculty Council for the 2018-19 academic year. It's very good to see you all here. As always, before we begin, I just want to offer a couple reminders. When you speak, please use—give us your full name and department. We need them for the minutes. We follow Robert's Rules, more or less, so please do not speak without being recognized by the Chair. If you are a guest and would like to speak from the floor, you need permission from the Chair or you need a member to make that request for you. If there are a lot of questions about something from the floor, I will favor calling on those who have not spoken over those who have. And, as always and in every setting, we meet as faculty, please make sure your remarks are focused on the matter at hand, succinct, professional, and respectful. Our first order of business is a report from the Secretary. I'm going to ask him also to stay and do the minutes at the same time. Thank you.

Alan Friedman, Faculty Council Secretary and Professor, English

Thank you, Charlotte. Since my last report, Professor—President Fenves has appointed memorial resolution committees for Richard Adams, Professor Emeritus of Anthropology, and Albert Donald Sellstrom, Professor Emeritus in the Department of French and Italian. Memorial resolutions have been completed and submitted for James Clayton Browne, Professor Emeritus in Computer Sciences; Jeanne Lagowski, Professor Emeritus in Neuroscience; and Terry Todd, Director of the Stark Center.

The Texas Higher Education Coordinating Board has now approved the update of the Core Curriculum Course Lists for 2019-20. What? Oh, okay. Sorry. Yeah. Okay. But the School of Undergraduate Studies, on behalf of the University is continuing its ongoing negotiations for some of the courses that were included in the legislation. It's always fun and games with the Coordinating Board. From the Council's slate of nominees for the Intercollegiate Athletics Council, President Fenves has appointed Gayle Acton, Associate Professor of Nursing, and John Gonzalez, Professor of English for four-year terms beginning in September. President Fenves has also granted final approval to the Council's proposed change to the Retroactive Withdrawal Policy and to proposed changes in the standing committees. Our proposal to create an Undergraduate Curriculum Changes Committee has also been approved. The resolution to encourage increased funding for the Employee Assistance Program was withdrawn because the Staff Council made subsequent changes to it but did not have a quorum at their April meeting and, therefore, has not yet voted to approve the final language. No further action is required of

the Council at this time. The report of the committee to nominate faculty members to the Police Oversight Committee was transmitted to the President for his consideration. The resolution to gather best practices on tackling difficult dialogues and trauma-informed pedagogy in classrooms was approved by the Council on a no-protest basis. The proposed changes to the Honors Day Criteria for Selecting College Scholars and Distinguished College Scholars was also approved by the Council on a no-protest basis. Final approval in these areas rests with the President.

Items on today's agenda that are pending include a Resolution of Appreciation for UT Austin's administrative professionals, a proposal to change the policy for retaining the symbol X (the temporary delay of course grade) after the assignment of the final grade, and a resolution for improving financial aid to students. And, that's my report. Okay, any questions or comments on that?

If not, I will comment on the Council minutes for April 15th. They have been posted and available to you. Are there any corrections or additions to them? I know of none, so if there are none from the floor, then they will be considered approved as submitted. Thank you.

[applause]

[41:26]

Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance

Thank you. Thank you, Professor Friedman. So, it's one of those days, huh? Okay. So, our next item is communication with the President Gregory Fenves.

Greg Fenves, President

Well, thank you, Charlotte. I'll be brief. I know you've got a long agenda ahead of you and running a little behind schedule. So, in three weeks, looking to finish up the academic year (I'm—I hope you all are, too), and get the legislature out of town. *[laughter]* They adjourn three weeks from today. The most important issue for us is the state appropriation, the budget for higher education. Both the House and the Senate approved their budget bills and, in fact, added some funding, formula funding into higher ed. So, there are some differences between the two bills especially for UT Austin. We have some ideas about reconciling the two. The budgets now are in a conference committee, and we'll know what the final resolution is in, by the end of the session in three weeks. But this has been a very good budget session for higher education and for UT Austin, so I've been very pleased.

Just a couple of—I want to follow up on a question that was asked earlier at a Faculty Council meeting, but we had heavy rain on Friday and I think many of you know PCL [Perry-Castañeda Library] was flooded. The ground level, or really the first level, was flooded. Had been under construction for the new visitors' center. I want to compliment the University library staff for quickly jumping into action Friday night and rescuing the map collection which is stored on that first level. As I understand it, there was some slight water damage to some of the maps, but they've already started restoration. And they will be fully restored. It's quite a mess down there, but it's in the process of getting cleaned up. It's most affecting library staff. The library's

currently twenty-four hours every day. It hasn't affected student use of the library. So, the contractor will have some responsibility in the flooding, and they've worked very closely with the University in getting it cleaned up.

At an earlier Faculty Council meeting, I believe it was March, there was a question that had been submitted, or, I guess, had been asked from the floor, which I didn't have the answer to. And, I wasn't available for your April meeting. And, the question had to do with the National Institutes of Health salary caps. When we have federal funding from NIH, NIH has a cap on the monthly salary for faculty summer salary, support over the summer, obviously, and in 2011, the University in consultation with the Deans that made the decision, they would use institutional funds to pay for the full salary of faculty who had NIH grants that were subject to the cap. And, I think the question was why are we doing that. Well, we have faculty that are very successful with highly competitive NIH grants, and that was the original reason. But I didn't, I should have known this but I didn't remember it, in 2016-2017 we decided that that was not such a great idea, at least the way it was being currently administered. And, starting in 2016-2017, the University was not paying the salary cap. What we were doing was working with the Deans to transfer an equivalent amount of money to the schools and colleges that their faculty would've had with the salary cap, and it was the Deans' decision about how to use that funding to best support their faculty. And that transfer is ramping down, so, we're in year two of that and by 2020-2021, the University centrally will not be providing any support to schools or colleges for the salary cap. What had previously been the salary cap will be up to the Deans to decide how to handle that with the—with their faculty. One consequence of that is it will increase the allocation to the schools or colleges in the indirect cost recovery because the salary cap had been funded off the top of the indirect cost recovery. Officially, now the University is not paying for the salary cap, ramping down the transfers of funds to schools or colleges as we ramp up the indirect cost recovery through our normal allocation procedure. So, with that I'll finish and would be glad to take any other questions from the floor. Alright. Thank you.

[applause]

[46.16]

Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance

Thank you, Greg. It's like being in my home department. We're clapping for everything today. So, the next order of business is report from the Chair. My report today is a little longer because it is my final report. It has three parts today. The first is a resolution for us to consider. The second is updates from—that I have since our last meeting and some reflections that I have about this past year.

First, the resolution that is near and dear to my heart, and it comes to you with the full support of the Faculty Council Executive Committee and came out of our collaboration this year with Staff Council and our conversations with them about doing all that we could to enhance, improve relationships between faculty and staff. And that we are very fortunate, of course, at this University, to have such extraordinary professional colleagues to work with. So, we are bringing this resolution in support of their efforts and thanks for them. Are there—is there any discussion about this motion? It comes from the EC, so it does not need a second. Any questions?

Conversation? Hearing none, I'd like to bring it to a vote. All those in favor of the resolution as on the screen, please raise your hand. Alan, Debbie isn't here, so I'll rely on you to be our election monitor. No. Just like somebody else, not me. Okay. Any objections? Abstentions? Thank you. We'll consider that unanimously passed. Alright, thank you very much.

Second, I want to report on what I've been doing on your behalf since we last met. We are making progress with the Dell Medical School on identifying voting members, and hopefully that will be in place for the fall. The task force on exterior-facing window signs has held its first meeting and is confident it will meet the President's August 1st deadline for submitting its recommendations. Much of the Faculty Council Executive Committee time has been spent on making committee assignments and the slate of officers that was presented to you earlier. We continue to move ahead with the two task forces that address teaching, course evaluations, and the—what is the—I can't remember the long name of it, but basically teacher impact on learning. And supporting the work of the graduate school's task force, and, in fact, we have a presentation from them today. And, we are also having long-ranging conversations about how to revise and what needs to happen with the faculty grievance process. I attended the final meeting of the Council for Racial and Ethnic Equity and Diversity, which is CREED, for 2018-19. The subcommittees presented the drafts of their final reports, and the co-chairs Maggie Rivas-Rodriguez and Rich Reddick will submit their final report to the Provost's office soon. Our goal is to have that report available to you through a link on the Faculty Council website when we return in the fall.

Finally, I want to take a moment to reflect on what we have accomplished this year. It is easy because we are so large and some things take so long to come to fruition to feel like so little actually gets done. But I reviewed the reports I've been giving you since September as well as our agendas, and I want to offer the following list. We heard reports from all over the University on initiatives underway, changes being made, and the state of particular offices and situations. These included multifactor identification, Workday, faculty ombuds report, UT district representative program of UTPD, the UT diversity statement, diversity and classroom management, locks and keys, our joint meeting with A&M, orange and maroon legislative day, and the next thing is in all caps on my paper, scooters [*laughter*], promoting well-being in the UT learning environment, UTPD and their processes for dealing with sexual assault, University athletics, Athletics access to Canvas, presidential award for global learning, annual report from the Director of the Libraries, the Victim Advocacy Network, EID password changes, UGSAC elections, and a report from the technology-enhanced educational oversight committee. We passed resolutions on fields of study, opposing the Trump administration's policy on gender definition, creating the two task forces on redefining course instructor surveys and instructional impact on teaching and learning, gathering best practices on tackling difficult dialogues and trauma-informed pedagogy in the classroom, and, just now, faculty support for UT staff. And, we also created a new committee to address undergraduate curriculum. When I first made this list, I tried to organize it thematically but realized the full impact of both what we achieved this year and the incredible size and scope of UT is best represented by a running list of everything we did at our Faculty Council meetings. Of course, what makes this even more impressive is that it does not represent the full scope of work done on the twenty-nine standing committees connected to Faculty Council. I am proud and honored to have collaborated with you this year. The opportunity to contribute to the robust work we do on shared governance has been an

incredible one. I look forward to continuing to serve you in my role as past Chair. I've learned so much about our enormous and diverse University this year. If there is any way I can use that knowledge to benefit you in the future, please do not hesitate to contact me. I think being Chair of Faculty Council is a little bit like being the chair of a thesis or a dissertation committee. You make a permanent commitment to supporting that person's work going forward. I believe very strongly that the fact you elected me to this office means that I am permanently committed to serving the faculty in years to come. Thank you.

[extended applause/standing ovation]

The theatre department will be so pleased to find out these things happen on other parts of campus. Thank you so much. I very much appreciate that. We—the next item of business since we are still in a regular meeting is the report of the Chair Elect. Thank you.

Brian Evans, Faculty Council Chair Elect and Professor, Electrical and Computer Engineering

But I would like you to stay. We have more. We would like to thank you, from all of us on Faculty Council and the Executive Committee with a gift. I had to hide it somewhere. The curtain was great. *[Charlotte: Has that been there all year?]* Yeah, it's been waiting. So, if you would like to take time to look—there are two cards in there. One from...I can hold that for you if you want to—

[53:43]

Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance

This meeting is so not going to end on time. Oh, my goodness. So, there's a beautiful card from everyone on the Executive Committee. Thank you so much. With lovely words of support and congratulations. And the second card is very cleverly—is from University leadership including Greg, Maurie, Carlos, and Dave. So, thank you very much.

[applause]

Oh, my gosh. I do love tissue paper. I'm that mom at Christmas who's carefully folding it so you can use it next year. Oh, wow. *[applause as Chair Canning shows the plaque to the audience]* Thank you very much, everybody. I very much appreciate it. Let me get all this stuff out of the way so you can give your report.

Brian Evans, Faculty Council Chair Elect and Professor, Electrical and Computer Engineering

Alright, I have just one other thing—again, thank you. Am I somewhere in there? I don't know where I am. There we go. Very good. Okay, so. Two things to report. One is, for next year I've completed all of the one-year committee assignments for Faculty Council members except for budgets. Okay, so everyone else—everyone should have gotten a notification of what one-year term, unless you were already on a committee. Then I didn't give you additional work. And then second, I'd like to announce the results of the elections. I will tell you, I ran three times before I was elected, and I was disappointed twice. So, I can feel for the person that did not get elected in

this, and I will say I also recruited both Faculty Council Chair Elect candidates, so it's going to hurt me, too. Because I really—I abstained from voting, by the way, on this one, on the Chair Elect, because they're both excellent. So, the one with the most votes was Professor Anthony Brown, from the curriculum—Professor of Curriculum and Instruction. So, I look forward to working with Anthony, Professor Brown, and I also look forward to working with Professor Crosnoe, as well. The three members for the Faculty Council Executive Committee: Professor Rowena Fong, Professor Amanda Hager, and Professor John Yancey were elected. Again, this was really close, honestly, and speaks volumes. I try to find nominees from five different colleges and schools, and they're all excellent. So, thank you for your voting, and thank you to those that ran.

[applause]

[57:17]

Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance

And before we move on to our new business, let me just second what Brian said. Getting people to run is hard. The people who run are incredibly invested in this University, and I hope you remember all the names of everyone on the slate, because those are the folks we all rely on to help us make this University as good a place as it can be. So, I really appreciate everyone who was willing to put their name in the hat regardless of what the outcomes were, and of course I will welcome working with new colleagues come the fall.

We have no unfinished business nor reports from General Faculty college, schools, and committees, so we will move to new business. Our first presentation is from the Victim's Advocate Network.

Don Verett, Chief of Staff, University of Texas Police Department

Good afternoon. My name is Don Verett. I'm the Assistant Chief and Chief of Staff for the University of Texas Police Department, and I'm here to introduce—Marica. Marica Wright. She's Interim Program Manager for the Victim's Advocate Network. She's got a presentation for you. I usually introduce it by saying a little bit more, but I don't want to take away from any—any of her thunder. Basically what the executive staff from the University of Texas Police Department, the executive staff from EAP [Employee Assistance Program], really just kind of built a runway and let the staff run that. We saw an unmet need a couple years ago. It took about three years to bring it to fruition, and it's not just for the staff, but for the faculty as well. So, we hope that you enjoy this and find it informative.

Marica Wright, Interim Program Coordinator, Victim's Advocate Network

Thank you, Assistant Chief Verett. Thank you, Faculty Council, for having me here to speak about this new, exciting program available to all UT staff and faculty here on campus. And before I talk to you about the details of the Victim's Advocate Network, I'd first like to share with you the story of what gave us the impetus of this program and really identified the need. About four years ago, a long-time faculty member was leaving a meeting in a parking garage with several of her closest colleagues when she suffered a sudden, massive heart attack and collapsed. Her friends performed CPR, and they were unsuccessful in reviving her. When UTPD

and EMS responded on scene, they of course had their roles of providing medical care, gathering statements for reports, and providing transportation. And, it was this event that identified the need and this gap in services that existed in our emergency supportive response for our staff and faculty population here at UT. So, we all know that our community has come together in instances of crime or crisis for our student population. We have student emergency services and the Center for Counseling and Mental Health Center. Both have approximately fifty full-time staff members to serve that population. However, back in that parking garage, our officers reached out to the resource that they knew would be focused on response for employees and staff here on campus, and that service is the Employee Assistance Program. As many of you know, the clinical staff at the EAP are tasked with providing high-quality, short-term counseling services, counseling groups, trainings across campus, and referrals for over 23,000 faculty and staff members here on campus and their dependents and retirees, and they're staffed at just over three full-time employees to provide this service to our community.

When it was realized that this program did not have the capacity to provide sudden crisis response and support services on scene to this huge population, really the size of a large town, across campus at any given time while they're being tasked with holding clinical appointments all day, we really did identify this gap and this need. And so, leadership at the police department and staff at the Employee Assistance Program worked together in collaboration along with the President's office here to create the program that we have now: the Victim's Advocate Network. And four years later, as we said, we are funded, staffed, and focused on meeting the need.

The Victim's Advocate Network is a twenty-four hour, on-call network of volunteers drawn from the staff and faculty population, and we respond when called by UTPD to incidents of crime or other such distressing events on Austin UT campus that involve faculty or staff members. This response looks like coming on scene and providing what we call mental health first aid. Some people have heard this called psychological first aid. The two are the same. And, you do not need to be a licensed clinician or mental health practitioner to provide this service. Any civilian can attend an eight-hour course on mental health first aid from Travis County Integral Care, and you learn real-world skills in how to support a person experiencing a crisis. And so, our well-trained volunteers have this training, and they respond on scene and provide that support for this population. And then the program coordinator follows up with the victims and clients that we've responded to ensure that they've been linked to any other needed resources on campus or out in the community to be sure that their needs have been met.

And, you may have heard around campus and you'll see in our program materials, the slogan that "Longhorns take care of each other." And, we have had almost eighteen volunteers so far since we launched in January come forward and selflessly dedicate themselves to this effort, and we really see that we're putting into practice this slogan of "Longhorns take care of each other." We've seen similar services done at universities similar to ours: the University of Florida, Gainesville has 55,000 students, and they have three full-time professional victim advocates who respond to their campus community. Texas A&M, College Station also has 50,000 students and a full-time professional advocate, and they are also moving to this volunteer model that we are using. Many of you may know that every victim in Texas is legally mandated to have certain rights. You can see them on the screen here: the right to be informed, be heard. And, we have developed materials such as the Victim's Assistance Information Brochure that UTPD and our

volunteers provide to every victim served on campus whether that's a VAN response or not. And, we're really meeting those initial parts of those rights that are afforded to victims of crimes and people who experience distressing events.

So, here's what this looks like. On the scene when an advocate responds they provide mental health first aid, as I said, and also practical assistance, perhaps water, a blanket, helping someone make a difficult phone call, and possibly linking someone to a resource right then and there on the scene. Volunteers have a special parking placard for their car to help them get right onto the scene to assist, and they wear an orange vest so they're easily visible and easily identified. We ask our volunteers to sign up for approximately sixteen or more hours of on-call shifts each month, and those can be broken up into four-hour blocks at a time at their convenience at any twenty-four-hour block.

So, one example, and I know that these can be difficult things to think about, but we know through experience by being prepared we're better able to meet the need when things do occur. So, if a car were to go through a crowd injuring many people, we know that the police, as I said, have their role. They need to deal with suspects, securing the scene, and interviewing witnesses. We know that EMS has their role in providing medical response, and then the VAN advocates' role is that practical support and mental health first aid support for individuals on the scene. And, I also want to just say because this program it's here serving you all and so this could look like a thousand different things. It could be being involved in a traffic collision and being really shaken up. Perhaps it's a medical emergency like the impetus of our program. If a colleague of mine were to have a stroke right in front of me, I'd be really shaken before I was ready to drive home for the day. And so, there are a thousand more instances that we maybe can't think of which are such good reasons to have this level of support available. Our program has formed alliances and we collaborate with Austin police department victim services, Travis County sheriff's department victim services, of course, integral care in providing the mental health first aid training to our volunteers, and several other local agencies that we work with for referring the clients we serve and who come and help train our volunteers each month.

Of course, a volunteer network doesn't exist without people such as yourselves who sign up to volunteer and make it what it is. And so, if any of you are interested in contributing to this program, we would love to have you. We'd love to speak with you further. And these are the requirements. First is a supervisor approval form. You can access that on our webpage, and I will have some brochures and information standing at the back and at the table when I'm done. Once a background check is cleared, we will meet for an interview. The next step is two ride outs, one during day shift and one during night shift scheduled when you're able to, and they're about two or three hours long each just to help you get familiar with what this work looks like here on campus. And the next steps would be some training. We have a two-hour orientation training offered at UTPD periodically. All of our volunteers complete the Texas Victim's Advocate Training online as well as that eight-hour mental health first aid course and a ten-hour ride out with Austin PD victim services staff to really shadow them and see the work that this might look like.

Some wonderful news. President Fenves has approved volunteers of our network to be eligible for up to four hours per month of paid work time for service through the VAN with either VAN

response or required training. So, we certainly have the full support of the University in this effort. This is a brief video, and I'm not sure if the audio is ready for it, and so I'll skip right through it. But it's essentially Mr. Rogers saying that when really difficult things happen and we're seeing tragedies unfold, to look for the helpers who are there on scene because where you see the helpers you will see help. We have heard from people who've experienced distressing events that reflecting back on the support they received immediately was hugely helpful in lessening the effect of trauma for them. So, again, if you're interested in joining the VAN, we'd love to hear from you and discuss that further. Like I said, we have eighteen volunteers so far, and we're wanting to grow this network to about forty to be at full capacity for response. Again, I thank you for your time.

[applause]

[1:09:41]

Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance

Thank you so much. I'm so glad that we have such a program at UT and look forward to supporting it through Faculty Council. Our next order of business is a resolution from the Committee on Financial Aid to Students that comes from Max Snodderly. Max?

Max Snodderly (Committee Chair and Professor, Neuroscience)

Thank you. There's a handout that I hope everybody has that has the—both the resolution and a good deal of background material, and I have a—just a very brief, three-slide presentation to summarize it to bring out the main points. And then we can go to whatever aspects of the text you would like to discuss and consider the content.

So, if I—so, the first, and, by the way, this constitutes the report of the committee for the year because this was a year-long project and required a lot of discussion and research. And the first point is that we would like to see the University have explicit goals for what it means to be affordable. There is a large report of a strategic enrollment management group that stated the University's aspiration should be that students graduate debt-free. We would like to endorse that. We would like to ask the Faculty Council to endorse that. Recognizing that such a thing might take a while, there's the question of what to do in the meantime, and there we would like the University to publicly articulate an explicit criterion for affordability at UT Austin. We have not been able to find such a statement, and we did find, and you'll see in the text of the resolution, material from the Texas Higher Education Coordinating Board that essentially could be such a criterion, but it has some disturbing aspects that are hard to understand how they could be administered without considerable bureaucracy and expense and just the administration of it. So, the question is what is the University going to adopt? And we would like to place that question in a way that will invite a discussion and a positive response.

The second component is increasing need-based aid, and there are several aspects to that. There's the Texas advanced commitment, which is a step in the right direction, and we would like to encourage including addressing costs of attending UT beyond tuition as a part of that commitment. You probably already heard, and it's sort of accidental that the graduate student came forth with a petition totally independent of the committee's recommendation, which is we

need more grants and fellowships for graduate students and we need to increase the tuition reduction benefit rates. There is an initiative to make support for scholarships a funding priority in the capitol campaign, and we want to heartily endorse that and hope that UT will vigorously pursue it. And these initiatives should aim to reduce as much as possible the current debt burden of students reading—receiving financial aid, which averages more than 24,000 at graduation. The estimates are that many students will require ten or more years to pay off that debt. By the way, it has been extremely difficult to get figures for what's the real distribution of debt, not just the median or the average.

So, I really can't tell you what the top quarter, for example, is experiencing, which leads to the final point: improving information in this area and getting the full cost of attendance including the other aspects sometimes called experiential of, you know, research apprenticeships, study abroad internships, many of which are not paid. And we need better data. Much better data on debt accrual as students move from first year through undergraduate and post-graduate training. And most discussions of student debt do not take into account the fact that many students have to take additional debt or find support for training beyond undergraduate. And that is something we expect to increase as the world becomes increasingly complex. Finally, there's a very important aspect of providing financial literacy training to help students better understand what they're getting into. It's very easy to borrow money and very hard to pay it back. And families also need to be well-educated on that point because the family is often going into debt as well. So, let's see—I should have—can you help me get the text up the projector? So, I'd like to entertain discussion, clarification, etcetera, and prepare to present this to the Council for endorsement. Okay. I'm not having luck here. I'm not used to this. Yes?

Lorenzo Sadun, Professor, Mathematics

Lorenzo Sadun, Mathematics. There's nothing in the resolution that I object to in any way. We should all be looking for these goals, but I think that it is important to remember that not that long ago we were celebrating the legislature's giving us the authority to raise tuition. And that you can't just look at these affordability questions from the side of providing aid, but you have to look at it also from the side of, you know, of how much you're charging for tuition, and where we're raising other monies for the University, and what we're spending our money on, and just keeping in mind that has to be more student-centric.

Max Snodderly (Committee Chair and Professor, Neuroscience)

That goes beyond the purview of this committee, I would say. *[laughter]* I don't disagree with it. Yeah. But you know, there are a couple of large cultural issues I would like to raise. The University stands in a gray zone between public and private good, and that zone is not well understood or articulated. And that's partly our failure. The other thing is we do a very poor job of inculcating loyalty from the alumni. The rate of alumnus contributions to the annual fund and to other funds here is very low compared to private institutions. Those are areas we should do a lot to improve. Are there other—yes. Hi.

[1:18:34]

Ian McEntee, Student Government Representative

Hi. Ian McEntee, Student Government Representative. As an undergraduate student who has worked his entire way through college because I've been financially independent since I was nineteen years old, I just wanted to commend this resolution because it is something that is very important in myself and—we had the day after Sam and the graduate student assembly and graduate students had a protest we had our own undergraduate protest for financial aid, and it is a prevalent issue. So, I just wanted to commend the work that y'all have been doing because this is something that has directly affected me and, yeah. I just think it's a really good initiative, and I really appreciate it.

Thomas Palaima, Professor, Classics

I want to commend—Tom Palaima from Classics—I want to commend the committee as well, and I just had one question and one comment. The one question is you said that it was difficult to get statistics beyond the average. Is that an internal problem or is that an external problem? Because I've always found the office of information here to be really good at crunching numbers when I've asked for things, you know, relating to sports or other kinds of internal issues at the University. And so, you may delay in answering. The second thing is, with regards to the costs, there are institutions—one of the things that always concerns me is that there is not a level playing field for—because of income disparity among students. Some students can live in luxury apartments and have the fastest network coming in to their place—the top computers, and so forth, laptops. And others have to rely on standing in queue in libraries and they go back to apartments that don't have good Wi-Fi and so on. But I know that there are places. My son was at Berklee College of Music where a standard computer with all the necessary hardware was considered part of what went to every single student, so at least from that point of view, each of them had laptops that functioned in the same high way and had all of the programming that would be needed for electronic music production and design and so forth. So, perhaps as—I mean, did you factor in in the costs of the University that kind of levelling of the playing field by providing of the sort of necessary tools that some can afford and others can't?

Max Snodderly (Committee Chair and Professor, Neuroscience)

Well, that's a complicated question, and to answer your first question, there is an internal problem. There's also an external problem. It's hard to get those numbers anywhere else because financial aid and educational costs are such a patchwork. I mean, there are so many moving parts to this that there's never just one answer. And it's something, I mean, part of the resolution is to try to focus on doing a continuous update of that.

Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance

I just want to be mindful of time, so if I could ask the rest of the comments to be succinct and focused solely on the resolution, okay?

Christina Baze, Incoming Graduate Student Assembly President

Yeah, I'll be quick. Christina Baze, Graduate Student Assembly President, brand new one. First of all, thank you for giving us a whole paragraph in this. That's really great. I just want to draw your attention to two points. The first is, I appreciate, first of all, the attention to the tuition reduction benefit petition, but also, looking beyond that and just thinking about stipends, especially with affordability in Austin with the housing situations that I'm sure you're at least partly aware of, it would be nice to see a little bit more attention given to that. Second of all is,

it's been brought to my attention recently that international students face some unique challenges and problems such as a recurring fee and, due to their visas, which obviously is beyond the control of the University, but they're not able to work more than twenty hours and aren't able to work outside of the University, and their spouses often are not able to work. And I would just appreciate a—just as a food for thought, some attention being drawn to that. Thank you.

Max Snodderly (Committee Chair and Professor, Neuroscience)

Thank you, yes, and I think that illustrates further the complexity and the diversity of the student needs and the need for really intense data collection and summary.

Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance

So, if there are no further questions, as it comes from the committee we don't need a second. All those in favor of the resolution? Opposed? Abstained? Thank you. Thank you very much.

[applause]

Debbie, can you get us back to the PowerPoint? While we're doing that, I just want to welcome our colleagues from the graduate task force under the leadership of Daina Berry whose—I've been a privilege to attend a couple of the larger meetings they've held this year, and they're doing some fantastic work, and I'm glad they're here to tell us very succinctly and in a concise way about their work.

[1:24:05]

Daina Berry, Professor, History

Good afternoon. Thank you for having us. I'm Daina Ramey Berry, and this is Christopher Kirk. He's the co-chair of the task force along with Tanya Paull, who's not able to be with us. Tanya Paull is a Professor of Molecular Biosciences, and Chris is in the anthropology department. For those of you who've maybe read or seen some of our notices, we have a task force that has thirty-two members of faculty, staff, and students, and we've been quite busy this spring. We've been spending time collecting data and listening to constituents across campus in order to identify and develop a list of issues and concerns, some of which have just been brought up and also in the last report and also from the Graduate Student Assembly.

We listened to the concerns about graduate education, and we are also—we've met with associate deans in every college. We are meeting with department chairs, graduate coordinators, and graduate students. We've hosted six town hall meetings, and we have one coming up on May 22nd for international students, specifically, from 1:00-3:00 PM addressing those issues, as well. And we also have a website that, there's a place where people can offer feedback. We've received over 200 comments from students, faculty, staff, and alumni, and those are comments that we're all reading and looking over and discussing in our meetings. Some of the ways that we've been looking at getting feedback is we've created subcommittees, and we created subcommittees that went across various departments and programs. We clustered them. And, those subcommittees have met individually. Some of them meeting once a week or so, and they also had town halls with their subcommittee meetings, as well. We are also working with the Institutional Report and Research and Information Systems, IRRIS, to collect data which is very

much a challenge. You guys have expect—explained that, as well. But we've been getting data at the department level and at the college level so that we can use to understand what the issues are. We've also just recently developed a software tool working with IRRIS that will allow departments to examine trade-offs with respect to TA salaries, the number of TAs, the number of faculty and staff, and so on, and we hope that this tool will, we envision this tool to be helpful to department faculty as they explore options for supporting graduate education.

Some of our next steps include looking at outside forms of support. We are looking at the AAU [Association of American Universities], joining the AAU PhD initiative and possibly getting some grants from the Mellon Foundation, so we're looking into that right now, and we're working on a set of preliminary recommendations that we will be sharing and circulating across campus to colleges. And we expect to finalize this list shortly after our next meeting which is May 10th, and that will be a public document that people can see and give us feedback on either on the website or just writing to one of the task force members. They're all listed on the website. And our goal is to have our final list of recommendations by December 10th which we will submit to the Provost, December 10th of this year.

I want to close before I turn over to Chris so he can talk a little bit about his role on the task force, but I want to close and just say that we have had some great successes so far. We're not just wanting until December to do this work. This work has been ongoing, and there are units on campus that have had some successes. For instance, in the College of Natural Sciences, students admitted are guaranteed five years of twelve-month support assuming satisfactory academic progress and job performance. All CNS PhD students have had their full tuition covered regardless of whether they hold a TA, an AI, or a GRA, and the current CNS minimum twelve-month stipend not counting tuition and benefits, is 27,540, and several programs are offering 30,000. I just found out this morning from Dean Bernhardt from the College of—Moody College of Communication that they're also made some increases to their stipends, as well. So, there is progress being made, and I just wanted to say on behalf of the task force, the Deans, the President, the Provost, that we are all committed to supporting graduate education. That's something that is a big concern for all of us, and as I mentioned, we are not going to wait until December to make things happen, and things are happening now. So, thank you, and I'm going to turn it over to Chris to say a few things.

Chris Kirk, Professor, Anthropology

Thanks, Dean Berry. So, Professor Snodderly spoke to you of the need to ease student debt burdens on graduation. Does anybody here know what UT Austin says are the expenses of students both graduate and undergraduate, exclusive of tuition? Think of this as a living wage? I see the grad students raising their hand. What is it, \$25-26,000? \$26,000. So, you can see before you a success story from the College of Natural Sciences. Does anybody know what the beginning tuition is in the—or, not tuition—the beginning stipend is for a TA in the College of Liberal Arts? 13,500 dollars. That is pre-tax. So, what we have discovered pretty much from the get-go is that disparities between units across this campus are stark. They're profound and, personally, I don't feel that it's hyperbole to say that it's a bit of a scandal. Various units that are in the same boat as Liberal Arts include Education, at least most of the units in Education, College of Fine Arts. We basically see, you will not be surprised to hear, is a basic division between the haves and the have nots. The haves are those departments that have a funding model

based on overhead for external grants going to faculty members with graduate students funded largely by assistant instructorships, excuse me, not—it's GRAs. For most of the humanities and the liberal arts and fine arts, what we find is students being funded by TAs at levels that are completely inadequate for their needs and that, furthermore, do not allow departments to compete, forget about peer institutions, forget about competing with Berkeley and Michigan. We're not competing with the University of Iowa. We're not competing with the University of New Mexico. So, what I hear over and over again from these less-funded departments is faculty for the last four months have been coming to me and saying, where is the administration? Why is the administration MRA? Or, not MRA. Missing in action. MIA. Why—why hasn't this been addressed? Why have graduate stipends flatlined since the 2008 financial crisis and not rebounded? Why are we not paying our students a living wage? Why do my graduate students have to work as Uber drivers on the weekend? This is not how you recruit students. This is not how we train the next generation of top-notch scholars. UT needs help. President Fennes, you mentioned that the legislation of—legislative appropriations have been good to UT this cycle. I'm glad to hear it, because we're going to need it. Thanks.

[applause]

Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance

Did you have a question, Norma?

Norma Fowler, Professor, Integrative Biology

Norma Fowler, Integrative Biology, and I am supporting all of my students. I'd like to correct a few facts. Overhead is not the source of the funding. The source comes from grants. We write in to the grants salary, fringe on top of salary, overhead on top of salary and fringe, and that overhead money goes wherever it goes but not to support the students, and then we write in tuition. As you said, we're lucky to be in departments where research is externally funded as possible. These CNS numbers were dictated to us by the Dean, and I'm delighted to support my students, but I and pretty much everybody else in CNS has cut down dramatically on the size of our labs. I'm not saying this is bad. I'm just saying be aware that's what happens.

Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance

Thank you, Norma. Very quickly, we have a committee that needs to—you need to go to the mic and say your name and your affiliation please.

Chris Kirk, Professor, Anthropology

Chris Kirk, Professor of anthropology, co-chair of the Graduate Education Task Force. I just wanted to say, I apologize for oversimplifying the funding situation.

Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance

Thank you. Thank you those who are hanging in with us. We have one more piece of new business which is a proposal from the educational policy committee and the Senate of College Councils concerning incomplete grades.

[applause]

Christine Julien, Committee Chair and Professor, Electrical and Computer Engineering

Well, no pressure. We get applause before we started. So, I'm Christine Julien. I'm the chair of EPC [Educational Policy Committee] for this year, and we're presenting a resolution that's coming out of the educational policy committee. But I'm actually going to let—I say your name wrong every time I say it. Is it Elena? Elena present it to you, because it actually came to us from the Senate of College Councils.

Elena Ivanova, Vice President, Senate of College Councils

Awesome. Well, thank you so much. I don't want to take up too much of your time, but this is a resolution that was presented through Senate. It was passed unanimously in the Senate of College Councils and also in EPC. Just a quick introduction. My name is Elena Ivanova. I am the outgoing Senate Vice President and the incoming President for Senate of College Councils for next year. And just a little bit of background on where this proposal is coming from. This was actually brought up to me and to other Senate members through several students who had issue with this policy in the fall semester. We've been working all year with talking to administrators, talking to faculty, seeing kind of where this policy originated and what we can do to prevent the, like I know the hardships that students have experienced because of it.

So, essentially what's going on is students who receive incompletes in their courses, once they complete the requirements and they have that extended period of time to get a grade change on their incomplete, the symbol X stays on their transcript. And it has—ideally it was supposed to be there as a deterrent so that students wouldn't abuse the system of retaining an incomplete, but unfortunately students aren't aware of this policy and neither are several faculty members which we found out through speaking with administrators and faculty. So, this policy hasn't really served as a deterrent for students to pursue an incomplete, which is given due to nonacademic and really like crisis situations. So, students have come up to us and have said that in job opportunities or in internship interviews the incomplete they've been questioned about the symbol X and why it's on their transcript, and they've been forced to kind of come up with an explanation for why the symbol X is there and kind of describe a hard time in their lives based on something that they actually went through and received a grade change and fixed the situation.

So, this resolution aims to change the policy that is currently in the *General Information* catalog. It is in the subsection of evaluation under the “Academic Policies and Procedures,” and it says that the X has to stay on the student's record after the grade change has been facilitated. And, so this policy aims to change that and just strike that from the *General Information* catalog for the 2019-2020. There's also secondary consequence, and that's—sorry? Oh, okay. There is a secondary consequence where students who have received an incomplete and even if they have received a grade change, for instance, they received an A, the—they are not eligible for University Honors for that semester because of the temporary X that remains on their transcript beyond their grade change. And we also discovered through conversations with administration, conversations with EPC that this actually affects graduate students as well where they receive a permanent I, and once they receive that I or a grade change the temporary symbol X also remains on their transcript as well. So, this resolution is just aiming to change all three parts of that. It's removing when the symbol I is accorded symbol X also remains on the student's record for graduate students, for undergraduate students the symbol X will also remain on the record, and for the University Honors, it is changing it to once the incomplete symbol X has been replaced

with the final grade, a student's eligibility for University Honors will be reevaluated. Currently, in the *General Information* catalog, there is nothing to say that really explicitly says that they are not deemed eligible for University Honors, but this just clarifies that to make sure that when the Honors report is re-run, that students are eligible for University Honors for that semester as long as the grade change deemed them eligible for Honors. And that's about it. Yeah.

[1:37:31]

Jonathan Kaplan, Assistant Professor, Middle Eastern Studies

Jonathan Kaplan, Middle Eastern Studies. Speaking in support of this resolution, but I also had a point of question and clarification. Is this resolution truly prospective moving forward or does it have any retrospective consequences on students who have already received X grades?

Elena Ivanova, Vice President, Senate of College Councils

Yeah. In conversations with the registrar's office, we are not able to make this a retrospective resolution, so it will only affect students starting with the 2019-2020 *GIC*.

Christine Julien, Committee Chair and Professor, Electrical and Computer Engineering

But it will apply for all students who are currently registered at the time it goes into effect for all of their temporary X grades. So, it's not going to go back to the beginning of UT and replace all X grades with, or take away all X grades, but if a student is currently registered at the University, it will replace their current, it will remove their current X grades. Does that make sense? Yeah? Yeah.

Elena Ivanova, Vice President, Senate of College Councils

Thank you.

[applause]

Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance

This resolution comes to us from committee. It does not need a second. Any further discussion? All in favor? Thank you. Opposed? Abstain? The resolution passes. Thank you. And thank you, stalwarts, for lasting until the end of the final meeting of the 2018-19 year, and we look forward to seeing you all next year.

Adjourned at 3:57.