

**General Faculty Meeting
and
Faculty Council Meeting
October 14, 2019
MAI 212 at 2:15 PM**

**General Faculty meeting starts at 00:00 in recording
Faculty Council meeting starts at 27:25 in recording**

Greg Fenves, President

All right, I would like to welcome all members of the faculty present for the annual meeting of the General Faculty, The University of Texas at Austin. The first agenda item is approval of the minutes of last year's meeting of the General Faculty. The minutes can be found on pages 16807 and 16808 of the *Documents of the General Faculty*. They have been posted on the Office of the General Faculty website, and I am now pleased to turn it over to Charlotte Canning to lead approval of the minutes.

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

Thank you, President Fenves. The meetings, as President Fenves says, are posted. Are there any corrections or comments regarding the minutes? Thank you. May I hear a motion to approve the minutes? Thank you. May I hear a second? All in favor of approving the minutes, signify by saying "aye."

Audience: aye.

Opposed? Abstentions? It has been so moved and seconded that the minutes of the General Faculty meeting of October 8th, 2018, be approved. The next item is the annual report of the Faculty Council.

The report can be found from pages 17162 to 17184 and in the Office of the General Faculty website. I'm going to summarize the report for your now. If you are interested in the details of the different resolutions and/or reports, please go to the Faculty Council website. So, the membership this year—or, the past academic year, consisted of 115 members, seventy elected with vote, four ex-officio, one elected by the Graduate Assembly, seven student members with vote, and thirty-one ex-officio administrative members without vote, two staff members without vote. There were nine regular meetings and one special meeting. The summer meetings were cancelled due to lack of business. The following resolutions were approved by the Faculty Council last year, and they include the ones listed on the slide. Again, if you want to see what the specific resolutions were, please refer to the Faculty Council website. There were twenty-five memorial resolutions and, again, committees appointed last year by the end of the academic year, we had fifty-three resolutions completed and fifteen still outstanding. There was also emergency legislation, again, I urge you to check the Faculty Council website for the details to that. And we received reports from the special committees authorized by the Council which led to the following appointments on the Co-op Board of Directors and the Police Oversight Committee. And the other reports from special committees included reports about changes on intercollegiate active—athletics councils, and we heard from the faculty ombuds with her 17-18 annual report.

The current Faculty Council Executive Committee is as listed here. Again, you can get more information about these members, who they represent, and how they were elected on the Faculty Council website. Also last year was the following general and minor legislation that received final approval. I'm not going to read the entire list here. Again, you can see the entire list on the Faculty Council website. I will know turn it over to President Fenves for communication with the President.

[4:20]

Greg Fenves, President

All right, thank you, Charlotte, and concerning questions to the President there is one item. Or, one question has been submitted from Nuri Vallbona, a lecturer in the School of Journalism. I'll let you read the question on the display, but it has to do with the growing issue of mental health among our students. And we know that there've been a very large increase in referrals to our Counseling and Mental Health Center (CMHC), and this is not happening just at UT, it's happening at universities across the country. And the thrust of the question is, from a faculty member's perspective, how, the number of times students are coming up to the faculty member asking them questions, asking for help, and is there something faculty can do or should be doing beyond referral to services that we have at CHMC, excuse me, CMHC. We have mental health counselors in at least the large schools and colleges now, looking at potential expansion of those, and student emergency services, and the Dean of Students Office. And so, the provost's office actually has been looking at potential ways of training faculty dealing with mental health issues of students. There are some training modules that are available.

I would ask the question to the faculty and the representatives in the Faculty Council, how would you suggest faculty be involved in this? I believe there are some faculty that truly want to be a resource, a resource, and help students and others that may be not so sure what to do in situations like that and would prefer referring the students to mental health professionals that we have at the University. So, I would ask, I think this is a joint discussion to have between the administration and the faculty, is what is the right level of training, the amount of training to provide faculty in situations related to student mental health. So, I'm glad to hear any thoughts among Faculty Council on this, and General Faculty, I should say. Yes?

Marc Bizer, Professor, French and Italian

Hi. My name's Marc Bizer. I'm in the Department of French and Italian. I don't know if you're aware of this, but there have been, actually, some rather severe cutbacks at the counseling center. And there's a lot less counseling now offered for students. In the past, they were allowed a certain number of appointments, seeing therapists there, but now they're lucky if they can get one. And they're immediately referred out, which involves financial aid questions, and it makes mental health care a lot less accessible. So, I thought you should know about that.

Greg Fenves, President

Well, we have actually added counselors in the center, and we've put them in the schools and colleges through the program. I forgot what the name of the program is that for—the CARE program [Counselors in Academic Residence]—but on the other hand, the demand has increased dramatically over the past several years. And so, I know that they've been—there have been

limitations on the number of visits that we can accommodate for students because of the pretty significant increase in demand.

Marc Bizer, Professor, French and Italian

And, I'm sure you're aware—one of the reasons for the increase in demand is that now any student that comes in for even a regular medical appointment is screened for depression. And so, which is a great idea, but I think there needs to be attendant increases in staff.

Greg Fenves, President

Well, we have, as I said, we have increased staff over the past several years, and trying to keep up with the increased demand. Yes?

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

Brian Evans, Faculty Council Chair. So, I know there have been a lot of efforts right now in the provost's office and in your office to evaluate—Marc was just asking—so, I think that's ongoing. And I think that Chris Brownson, Director of the Counseling and Mental Health Center, and Dean Soncia Lilly is here? Did—could you—did you want to comment on this? But we've got to wait for a microphone, unfortunately. If you get to a microphone and let us know your name, affiliation.

Soncia Reagins-Lilly, Vice President for Student Affairs and Dean of Students

Hi, Soncia Reagins-Lilly, Vice President for Student Affairs and Dean of Students, and two, I mean, the president did an excellent job in responding in terms of the demand. And you're absolutely right, we have increased our depression screening, and that has increased demand. We have been working University-wide with the provost's office as well as with Brian to really speak to outstanding need, but we are continuing to invest and add counselors and add even our triage, our BART team [Brief Assessment and Referral]. They are the behavioral assessment team. But you're right, the demand continues to grow. We're also discussing our service delivery because we can't just continue to add twenty, thirty, forty counselors. We really are looking at service delivery as well as an affiliated program to work with clinicians and providers in the community and at case management. So, we are, even with the tuition setting process, proposing new resources that will address our growing demand. Does that help? Does that answer?

Greg Fenves, President

Yes, question?

Lorenzo Sadun, Professor, Mathematics

An answer to your question—Lorenzo Sadun, Mathematics. You basically said what would faculty like. I can only speak for myself, but more modules isn't it. The modules, they can teach certain facts. They can teach us, oh, this is the right office to refer somebody for this, and this is the right office to refer somebody for that, and don't violate this rule because of privacy policies or whatever. But they can't teach you how to lend a sympathetic ear to a student or deal with some, provide any sort of person-to-person contact. And that's what is sometimes really needed, and that requires face-to-face training that's more expensive, that's more difficult. But I think that's likely what's needed.

Greg Fenves, President

Well, we'd be very interested in getting an assessment or survey of faculty that would be interested in training like that, and we are potentially also—some modules—and I agree the, here's the referrals and the information of what to do in a situation, we do some of that already. But it's how faculty can be good listeners and advocates for students, so we're interested in seeing what the interest of the faculty is in that type of training.

Andrea Gore, Professor, Pharmacy

Andrea Gore, Pharmacy. I was wondering if the University had anything that was proactive or geared towards prevention? And I realize it's very hard to anticipate when there's going to be a problem, but I think we also know when things are going on that are very disturbing on the campus or that are going on in the country, whether there were opportunities to direct students, even before there are necessarily warning signs, to be able to attend events or to be able to be somewhere where they feel like they're being supported before something happens.

[11:53]

Greg Fenves, President

Well, so it's hard to know when is “before something's going to happen.”

Andrea Gore, Professor, Pharmacy

Right. No, but before a mental health crisis happens.

Greg Fenves, President

Well, Soncia, could I call you up again to talk about the information you do provide to students?

Soncia Reagins-Lilly, Vice President for Student Affairs and Dean of Students

During—so, we have a mandatory, a 100%, well 99.8%, participation in our new-student services, our orientation program. And we work with students there providing them with not only resources but behaviors, helping them understand the behaviors that might warrant them seeking out support. We do make them well aware of the CARE program—the CARE program, and at this point I believe we have sixteen partnerships within the academic colleges. We send out a letter to all the faculty basically identifying all the resources that are available, should you have students who are showing signs, what those signs look like, and then to direct them. We also have behavior concerns advice line.

So we do consider—we provide a considerable amount of information and resources, but often times students don't pay attention to it until they need it. So we also have a peer-to-peer program, peer ambassadors that are also beginning, in the residence halls to begin to help students help their friends and to let them know that that's okay. We are constantly working on, I mean, nationally, even working with our peers, working on helping students understand what mental health and behavioral health looks like. But the numbers are just continuing and continuing to grow. So, any ideas that you have.

We are looking at software now, as well, to provide to faculty, we want to make sure that that's the best option. There will be a faculty-staff symposium in November. You all should have

received an invitation, and if you didn't, I'll make sure we get that out. We have a national leader coming in to help you with tools and to talk from a generational perspective in terms of what signs are manifesting and ways in which we can provide support and help. But we're regularly working on it and open to any ideas. There isn't too much that we consider—that would limit us in terms of trying to help the student community and faculty and staff as well. I'm just going to stay right here.

Elissa Steglich, Clinical Professor, Law

Hi, Elissa Steglich with the School of Law. And I really do applaud all the work that your office is doing. Over at the School of Law, we're definitely receiving more information about the support services that are available campus-wide. What I think, you know, I see that some of the mental health issues hit hardest are students of color, and as a graduate program, it's really concerning, these students with high goals and ambitions who have the capability to be out there and having some of the stress just become quite debilitating as they work towards their goals. So, I would encourage, like more of the peer-to-peer, even, reaching out to the student leaders not just at the undergraduate level but at the graduate level, making sure the conversations amongst faculty at every opportunity weaves in issues of microaggression, how we can, you know, unintentionally exclude folks in the classroom because that just adds. And also getting some feedback from your office as to kind of what the root causes are. I mean, are these, that would be a generalized problem, but I think there are some campus climate issues that feed into the high levels of anxiety, and stress, and mental health issues that we're seeing. And so, making sure that faculty is aware of it and not just having a phone number to refer but actually participating in making it a better place for students to thrive would be helpful.

Greg Fenves, President

Those are good points, and I know Mark Smith, Dean of the Graduate School, has—that has been one of the areas he has been working on, the mental health issues of graduate students and professional students at UT.

[16:30]

Lesley Dean-Jones, Associate Professor, Classics

Lesley Dean-Jones, Classics. As regards preventative measures, Thea Woodruff in—I don't know what department she's in, but she's running something now called the Texas Well-Being Project which trains faculty to introduce mindfulness and journaling and gratitude journals into their class, whatever class it is they teach. So, that would be one resource. And I think Plan II is doing something similar with, called SHIFT, or something like that, which is bringing preventative ideas into the classroom. So there're two places you could look for ideas of how to prevent depression, anxiety, etc.

Greg Fenves, President

Yes, the SHIFT program is a new program we're working on, and it has to do with avoiding substance abuse, which is a related problem among, for many students. Yes?

Nuri Vallbona, Lecturer, School of Journalism

Hi. I'm Nuri. I'm the one who wrote that question, and thank you for bringing it up. I'm more concerned about what I can do as a faculty, and I can't stress enough how much the students are coming to me and to others in our department. And just, they don't really want to go to the mental health center. They want, like, a bridge unless they have to go because they're so busy. And so, I just want to know what I can say without violating their privacy, without, you know, causing problems or offending them, basically? So, that's my number one concern. My second concern is, I'm a UT alum. Hook 'em. I've noticed that, just in the School of Journalism where I graduated from, the curriculum has gotten very rigorous. And then I have a daughter at UT as well, and I've noticed her curriculum in another department is very rigorous. And I wonder, are we expecting too much? Have we put too much of a load on our kids? And I'm just wondering if we could also take a look at that, maybe explore that? Maybe we're adding to their stress. I don't know. I'm just throwing it out there. Thank you.

Greg Fenves, President

Okay. Very good questions, and I hope the faculty in the departments and the programs are asking themselves those questions because that's where the curriculum originates. And I see Dean Smith back there, so I recognized him without realizing he was here. Mark, do you want to say anything about graduate students and mental health?

Mark J.T. Smith, Dean, Graduate School

So, as you know, we have a graduate task force. That has been a discussion item, and one of the issues that we're going to be recommending is that departments talk about addressing the causes of stress. It's likely that many departments have not had that as part of discussion when they're talking about revising the curriculum.

Greg Fenves, President

Okay. Jonathan?

Jonathan Sessler, Professor, Chemistry

I have a comment and then a different question. So, the comment is, again, I can only speak for myself as a faculty member, but we'd like first aid for mental health. So, we don't want to be trained as practitioners, but we want to be able to identify, tourniquet, or band-aid. So, that would be helpful. And the question goes out of this particular box, but we have so many faculty, and all our pressures. What mental health training is going to "doctor, heal thyself"?

Amanda Hager, Faculty Council Executive Committee Member and Associate Professor of Instruction, Mathematics

Amanda Hager, Mathematics. This year I've joined an instructor learning community which is funded by the Faculty Innovation Center. The focus of the grant funding this year, these micro-grants that support groups of faculty that want to learn about things, the focus this year is inclusivity, and my learning community is about trauma-informed pedagogy. And so, we are reading, and learning, and talking about adult-onset trauma right now as just a project that we've decided to do. And they run these grants every year, and so you can get together with people from your department or your school or just a bunch of friends, and you can form one of these learning communities and learn. I mean, what I'm hearing is there might be a need for scripts, for things to say, a little bit of understanding of compliance with law, obviously, but it's more about

how you handle the moment emotionally in a graceful way. And just by engaging and learning with some colleagues I think that you can feel stronger in that way.

A second thing that can be done is that the staff of people who are willing to come to academic units and offer workshops, and while they focus very much on bystander intervention, I believe, for sexual violence, they have broadened the scope. And they talk about interrupting harm in all of its forms. And so, we are bringing them to the mathematics department to talk about interrupting moments in the classroom of micro-aggression and of other types of incivility. They're willing to custom design a workshop for academic units. They're willing to work with us to do that. So, there are people on campus who will come to you.

Greg Fenves, President

Thank you. Any other comments? Dean Iverson.

[22:06]

Brent Iverson, Dean, School of Undergraduate Studies

Yes, Brent Iverson, Undergraduate Studies. I'm really excited to hear faculty really engaged in this question because it's one that's been there but now it is gaining a lot of interest. And I think that we need to seize on this moment and really think about how we can engage faculty. And I just wanted to make that point because I don't know that there would have been this reception in years past. I think the stigma is going away, which is the best part, and so, I really applaud what everybody's saying. And I think it's important that we do that because this is a moment where we don't want to look back and say, "we had the opportunity, and we didn't do anything." And so that's a collective call to action to all the faculty because it's not good enough to just send a student to the mental health center. We've got to be more engaged in making sure we prevent anything that we're doing accidentally in our classes, so I think this is an important moment.

Greg Fenves, President

Okay, good. Well, thank you.

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

So, Brian Evans, Faculty Council Chair. We'll follow up with faculty through Faculty Council and Graduate Assembly. Kate Weaver's here. Where's Kate? And Jim Cox, previous Grad—so we, Jim Cox and I, authored a mental health guide for graduate students and put that out in January. So, we compiled resources around the University for this, so we'll follow up by, you know, as we do, we'll get it going in discussing among our colleges and departments through Faculty Council, Grad Assembly, and other means to keep—this is a priority of mine for the—for the year, for the Council.

Greg Fenves, President

That's good. Good, and the provost and I talked before the meeting. So there are discussions in the provost's office about support for faculty and working with the deans in addressing the mental health issues of our students. Yes?

Jaime Davis, Deputy Compliance Officer and Training Program Manager, University Compliance Services

Jaime Davis. I'm a staff member at University Compliance Services. I just wanted to put a plug in for an online module in UT Learn that's designed for faculty, or people that lead classrooms, really, it's TAs, AIs, faculty. It's called Safety in the Classroom, and it talks about several of these issues about, you know, recognizing what a stressed-out student looks like or a suicidal student. And I see BCAL [Behavior Concerns Advice Line] as one of the resources, and CMHC, but if you're new to the University there's so many resources available. And sometimes we kind of focus on, like, the one or two that we know, and this safety in the classroom module, I think, helps people recognize that there are many avenues that people could go to. So, if you're new-ish or you're not really sure what resources we have available this kind of walks you through different scenarios involving students that may help out.

Greg Fenves, President

Okay, any other comments or questions on this topic? Okay, I want to thank you for the question, now open up to any other questions from the floor, and if you can't think of one now, you'll have a second opportunity at the next meeting. Okay. All right, we're going to skip unfinished business in the agenda, because there is none, and move on to reports of the General Faculty, Colleges and Schools, and Committees. So, Brian Evans will now present the report of the committee to nominate a candidate for secretary of the general faculty.

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

Okay, the Faculty Council Executive Committee has nominated Professor Alan Friedman to continue as the chair of the General Faculty. So, he has been Faculty Council chair twice and he has been secretary for several years now and would like to continue in that role. He's the only candidate we have on the—through nomination, but we will accept nominations from the floor if the person is here and if the person agrees to be nominated. Any nominations from the floor? Okay, seeing none, then, President Fenves, you get to take it the rest of the way. So, we have nominated, and—I did, I'm sorry.

Greg Fenves, President

You did my part! Okay, just to confirm there are no nomination from the floor? Okay, all right, hearing none, the nominations are closed, and Alan Friedman is the sole nominee. Is there a motion to elect Alan Friedman secretary of the General Faculty? So moved. Is there a second. Glad there is a second. It has been moved and seconded to elect Alan Friedman. All those in favor, please say "aye."

Audience: aye

All those opposed, "nay." Alan has been re-elected, and we're all appreciative of his dedication and service to the University even though he is not here today. He has been successfully elected. We have no other new business. Are there any other questions? Now call for a motion to adjourn the annual meeting of the General Faculty. Is there a second? Okay. It's been moved and seconded to adjourn. All those in favor, please say "aye."

Audience: aye

Any opposed to adjournment, say “nay.” The meeting of the General Faculty is adjourned. Thank you very much.

[27:25]

General Faculty meeting adjourned at 2:44 PM

Brian Evans, Faculty Council Chair and Professor, Electrical and Computer Engineering
Okay, now we move to Faculty Council meeting. It will be abbreviated in time, but we’re going to move quickly. We have quite a bit to do. So, I, so, welcome. So, our Faculty Council, as you know, provides a communication platform for students, faculty, staff, and administrators. You’ll notice we have many from all three—four—groups here today. So, when you speak, speak from the floor, please use the microphone. Please make sure to give your name and department. Otherwise we can’t get you for the recording. It also impedes our ability to provide or create accurate minutes. We follow Robert’s Rules of Order, more or less. If you’re a guest of Faculty Council and would like to speak from the floor, you’ll need permission from the chair to do so, and it’s okay. We’re a pretty friendly bunch, so just ask. If there are a lot of questions from the floor, I’ll favor calling on those who’ve not spoken over those who have. Always please try to keep your remarks focused on the topic at hand, succinct, professional, and respectful. Our first order of business today is report from the secretary of the General Faculty, Alan Friedman.

Charlotte Canning, Past Faculty Council Chair and Professor, Theatre and Dance
Hello. I’m Alan Friedman.

Audience laughter

So, the report from the secretary, actually, I have approval of the minutes from last meeting. Were we doing it different? I’ll do the report and then we can do the minutes. Since the last secretary’s report, four memorial resolutions have been completed. Again, you can read them on the slide. The following changes to Faculty Council membership have occurred: Charles Kerans. Is he here today? Has replaced Christopher Bell representing Jackson School of Geosciences. César Salgado of Spanish and Portuguese—is he here today?—has replaced Robert Crosnoe of Sociology representing the College of Liberal Arts. Circe Sturm in Anthropology, is here? Okay. Has replaced Sue Heinzelman from English representing Liberal Arts. In addition, Harrison Keller, Deputy to the President for Strategy and Policy, left UT Austin to become the Commissioner of Higher Education. We wish him well. Five items were approved by Faculty Council, or the General Faculty, were finally approved. Again, if you want more information about these specific items, it’s available on the Faculty Council website, and then legislation under review by the Faculty Council includes the following. There are eight proposals to consolidate or change majors and degrees that are being circulated to you on a no-protest basis, and you’ll see what the deadline is there. There—we—today we’ll be considering two proposals. One is a proposal to create a race, indigeneity, and migration major in the BA Plan I degree program in Liberal Arts, and a proposal to create a Bachelor of Arts and Bachelor of Science degree programs in informatics in the School of Information. Both of those will be considered today.

I'll just move on, if it's okay with you, to the approval of the minutes. I am bringing to you the minutes from the last meeting. Are there any additions or changes that you would like to recommend for those minutes? Okay, seeing none we will consider the minutes approved. Thank you.

[31:20]

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

All right, Greg, President Fenves, if you'd like to come up for communication with the president.

Greg Fenves, President

Since we have a compressed agenda with the extra meeting of the General Faculty, I'll be very brief. And we're—I'm still personally in the glow of the announcement last week that Dr. John Goodenough received the Nobel Prize in Chemistry.

Audience applause

Round of applause. John is the oldest person to have received a Nobel Prize at age ninety-seven, and he left Oxford because of their mandatory retirement age of sixty-five and came to the University of Texas at 1986 and has been here for over thirty years. And as, I think, many of you know or have read, he received the Nobel for the chemistry behind the lithium ion battery that is powering the phones that many of you have in your hands right now, and he has continuously worked on the science and the technology of batteries in the past thirty years. Earlier this morning, or, earlier today, this morning we had a press conference, it was actually an international press conference. John was actually in London last week during the announcement of the Nobel receiving UK's highest award in science and technology, the Copley prize, got back to Austin over the weekend. And so, this was his first media appearance since coming back to Austin, and I don't know if, we web—we web-cast it. I don't know if it's archived, but he had wonderful comments to say about being a faculty member at The University of Texas, which I was very gratified to hear, and how he has been able to continue his science, continue his teaching, and the generation, literally the generation, of students and postdocs that he has mentored here at The University of Texas. So, I think it's a recognition for, a great recognition for John, but a recognition for all our faculty about what we do at The University of Texas.

So, that's all I'm going to say in terms of comments. I promised you you'd have a second opportunity to ask questions, so here it is. All right, hearing none, I'll turn it back to chair Brian Evans.

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

Thank you, President Fenves. So, I'll keep my report very short. So, there are a lot of proposals happening as you have heard. We also have, ongoing, behind the scenes, we're looking at lots of other changes to things like faculty grievance. We have a new committee formed. It's a joint task force between the provost's office and Faculty Council to revise faculty grievance procedures, streamline them, make them easier to understand and also implement. I sent on October 2nd a copy, it was with your materials today, a follow up to our last Faculty Council meeting on Senate

Bill 212 and Title IX reporting and also mental health resources that are available at the University, so please take a look at that if you have not already by email. So, I'll have a lot more to say at the next Faculty Council meeting. For now, I want to turn it over to chair elect Anthony Brown for his report.

Anthony Brown, Faculty Council Chair Elect and Professor, Curriculum and Instruction

Since our last Faculty Council meeting I've been addressing mostly issues relating to me serving as chair in the C-3 committee, curriculum changes committee. We have a couple unresolved issues around proposals that have been submitted, so we're in the process of reconsidering those proposals and considering whether they need to be taken up on a vote for the Faculty Council and whether we need to even consider one aspect of our current protocol for reviewing proposals.

The second is, I also serve as chair of the Task Force for Trauma-Informed Pedagogy and Difficult Dialogues, so I've been spending the last few weeks just gathering information, realizing I have a few colleagues who do this work at other institutions. So, I'll be reaching out to them. And one other thing that, you know, I've realized through this process is trying to understand the intersection between trauma, difficult dialogues, and mental health. That's all.

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

Okay, next up is unfinished business, which we don't have any. Reports of the General Faculty, colleges, schools, and committees, there are none. So, we move on to new business. So, this is, first up, will be Professor Hillary Hart on discussing Experiential Learning Initiative, which, I believe, completed over the last year or so. So. Still ongoing? Well, I'm very glad to hear that. Okay, so, she's also former Faculty Council chair. Thank you.

Hillary Hart, Director, Experiential Learning Initiatives and Distinguished Senior Lecturer, Civil, Architectural, and Environmental Engineering

Thank you, Brian. It's nice to be up here again. So, I wanted to talk to you about this program that is supported by the provost's office, by the University, and it is designed to basically encourage student success through experiential learning, preparing them for life after college and also to encourage student satisfaction with teaching if faculty will just sort of stretch a little bit and consider doing things a little differently.

So, let me describe how this works. What is ELI? It's Experiential Learning Initiative is the, is what the acronym stands for. It's a three-year pilot program to scale up experiential learning across undergraduate curricula on this campus, and so it touches all of the colleges and schools across the campus, not graduate, not yet, anyway. And my notion of the mission is to spread the culture of this transformative pedagogy that encourages students to experiment, experience, and reflect on their experience and thereby learn how to learn, which is what they need as they leave college, right? They're not going to have any professors anymore telling them, you know, which formula to use, so they need to know how to find out for themselves. And unlocking the potential of our students is how I definitely think about experiential learning.

There was a—why isn't this going? There! There was a faculty working group that worked on this a year and a— a year and a half ago and came up with a number of recommendations some

of which, you know, will have to wait a little bit but several of which this program is addressing. The principles for this program are these: inclusivity, equity, and access for all students, and that's an issue with experiential learning sometimes because people think of internships and study abroad as marvelous, and they are marvelous, they can be marvelous, experiential learning opportunities. But not all of our students can afford them or afford the time away. This is something I hadn't thought hard enough about before. Many of our students are contributing to their family's income, and they just can't, you know, go off somewhere for—I see some nodding going on—for a while. So, the answer to this would be making the experiences course-based or curriculum based rather than a separate program out there somewhere, and if you want to know how to do experiential learning in class, I am so happy to talk about this until I turn blue. But I won't today. And the other principle was don't ask faculty to do more work for no credit or reward, so that's—there are stipends. That's why there are stipends.

These are the hallmarks. We don't have to talk about them now. I know we've got a long meeting and have already been in a meeting for a while. Autonomy is really important, giving the students some autonomy, as much as you can stand as the instructor, and reflection. And, you know, we always say, “you can learn from failure,” we as faculty, right? My students never really believed that because failure for all their lives has been an F, right, as a grade, but if you will have them do some reflection on what they've done and what they've learned and how they would do it differently next time, you can give them credit for that. And it may not matter than it didn't work out, whatever their project was. So, the Faculty Innovation Center is doing workshops on all of these. I have fliers that I forgot to leave with Casey and Debbie. These workshops, what is, how do you figure out, what's the balance between letting students go off and do their own thing and figure it out themselves and guiding them. It's a tricky balance, and it varies throughout the student's career here, right, depending what level they're on. So, if you want to learn more about that, there are plenty of opportunities.

So, how is ELI supporting experiential learning on campus? Through stipends for two kinds of faculty positions: the ambassadors, which are in the middle there, are the cheerleaders of the program. They are faculty who have already been involved in doing experiential learning with their students, and there are all sorts of examples of this in every undergraduate college. This is, of course, only for undergraduate, so it doesn't include every single college or school on campus. And they get some money to mentor, essentially mentor, the course developers, the other group there, who get a little bit more money to work on inserting in their classes or creating a new class to give students more autonomy with the projects they're doing and ensure that it's—that the product of that is not just for the instructor. So, experiential learning, it's important to go beyond that transactional relationship that students have had all their lives with a teacher, right? “You want me to write a research report? I write a research report. I give it to you, and if I did everything you say, I get an A and if—” you know. But for them to create some kinds of products, reports, innovations that can be useful in the world is a great way for them to bridge into their career. So, there's lots of support for this program with the Faculty Innovation Center and the digital portfolio team that is looking for a platform to recommend for students to keep track of their work and let employers, potential employers, see their work without having to crowd a faculty member's website or other—have a separate digital space. And so, here's the cohort for this year coming from these colleges and schools: Natural Sciences, Business, Education, Fine Arts, Social Work, and Geosciences. And those are the number of stipends for

the course developers, so those are—on the right hand is course developers—right hand for you, yes—left hand is ambassadors who are appointed by size of department because we want to make an impact here and let a lot of students experience this. So, with that, there are fliers outside which can also give you more information, and there's information on the website, on the provost's website. Just put in "experiential learning." Questions? Anything I can answer? Yes?

Marc Bizer, Professor, French and Italian

Where's CoLA?

Hillary Hart, Director, Experiential Learning Initiatives and Distinguished Senior Lecturer, Civil, Architectural, and Environmental Engineering

It just happened. Sorry. So this has been going for a year. Yeah. I was supposed to do this—when was the first time? It was before spring, actually. It was in the winter. So, CoLA's been doing some wonderful things, and you'll hear about them. We'll have a roadshow. We'll have a showcase in CoLA. So, all of the undergraduate colleges and schools that you don't see up there already have ongoing work happening. McCombs, no. McCombs is this...Moody, and all of the other ones. Any other questions?

Norma Fowler, Professor, Integrative Biology

Hillary, I just looked at your list of all the things you want to accomplish, and you—Norma Fowler, Integrative Biology. Great list of things you want to accomplish for experiential learning. I see no difference whatsoever between that list and what those of us who routinely have undergraduate research students doing one- and two- and three-semester research projects in our lab, including presenting the results at, in my case, go to the hallway of bio labs and look at their presentations at local meetings. Why didn't you include research students?

Hillary Hart, Director, Experiential Learning Initiatives and Distinguished Senior Lecturer, Civil, Architectural, and Environmental Engineering

What do you—do you mean graduate students?

Norma Fowler, Professor, Integrative Biology

Undergraduate.

Hillary Hart, Director, Experiential Learning Initiatives and Distinguished Senior Lecturer, Civil, Architectural, and Environmental Engineering

What do you mean not include them? I'm confused.

Norma Fowler, Professor, Integrative Biology

Well, you talk about, you said internships they maybe can't afford that, special courses, study abroad, but in my college the single biggest experiential learning is the students who come into labs and do research projects. As undergraduates.

Hillary Hart, Director, Experiential Learning Initiatives and Distinguished Senior Lecturer, Civil, Architectural, and Environmental Engineering

Right, sorry. Right, the freshman research initiative (FRI). That's amazing. No, I'm just—

Norma Fowler, Professor, Integrative Biology

I'm not talking about FRI. I'm talking about the juniors and seniors who do publishable research.

Hillary Hart, Director, Experiential Learning Initiatives and Distinguished Senior Lecturer, Civil, Architectural, and Environmental Engineering

Fabulous. There's lots of fabulous work already going on. See, you would have been a great ambassador, but you didn't apply. There's a lot of good work going on. The idea is to spread it more, and especially into programs that don't automatically seem to be very, very ready to have experiential learning inserted in. You know, Chaucer, how do you make that experiential? I have ideas. I have been thinking about that because I'm actually an English major. But you really can if you think about it, if you just shift your focus a little bit. There is wonderful stuff already going on all over this University, yes.

Norma Fowler, Professor, Integrative Biology

Every single one of our environmental science undergraduate majors does at least two semesters of independent research with a faculty member or other mentor and presents it at some kind of public presentation. I mean, why don't they count?

Hillary Hart, Director, Experiential Learning Initiatives and Distinguished Senior Lecturer, Civil, Architectural, and Environmental Engineering

But they do count. I don't understand. Okay. We'll talk.

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

Okay, our next speaker is Mr. Leo Barnes on a new ethics initiative.

[47:26]

Leo Barnes, Chief Compliance Officer

Well, thank you, Brian. Thanks for having us here today. It's good to be with every one of you. I know you have a lot of things going on. It's a busy time, but we sure appreciate you're here to visit with us. My name is Leo Barnes, and I am the chief compliance officer for The University of Texas at Austin. Before I dive in today into our ethics initiative that we call Honor Texas, I want to introduce some folks that have been working very hard on this: Jason Garcia, Jaime Davis, and Cindy Posey. Looked right past her. Anyway, they will—we will be visiting with you today about this initiative, and our hope is by the end of this we will inspire you or at least challenge you to help us honor Texas.

So, Honor Texas seeks to create a sustainable ethical culture on campus that teaching employees how to recognize ethical issues and empower them to raise ethical concerns without fear of retaliation. We start this by committing ourselves to the five values that we've already adopted for the University: integrity, honesty, trust, fairness, and respect. And we use these values to measure our success. These attributes of ethical behavior should be part of our everyday work every day, and if we're going to be insincere, biased, and disrespectful, how can we ever hope to be ethical? So, if we don't act within these five values, it's going to be impossible to honor Texas.

So, why do ethics matter? Acting ethically has its own rewards. You all know that. And some of them are more obvious than others. But as people working in higher education, what is the importance of being ethical in the workplace? Ethics matter because ethical issues that arise in the workplace left unaddressed or unmanaged will create bad feelings, impact employee morale, reduce productivity, and sew distrust. Keep in mind that ethics is more than the law. I think we could all think of situations where possibly the law and ethics might clash. Ethics are there to help you make the right decision where there is no rule to follow. It's so critical to everything we do, and I couldn't help as I was sitting here to look up at the quotation from HY Benedict that President Fenves had quoted in his State of the University Address: "public confidence is the only real endowment of the state university." So, we've got to act ethically because we're got to maintain the trust and get the benefits from being ethical actors. When we fail to act ethically, we lose the public trust. We cause the public to be skeptical of what we do. They look askance at our motives and our methods. Plans and projects are questioned. Funding might be delayed or even denied while prospective students and faculty members wonder what is going on. That's what an unethical culture can bring you. We must recognize that ethical action is necessary to pass today's public scrutiny, to keep the public trust, and to meet those expectations, and the honor Texas.

So, it's not only honoring these commitments. It's also about how we do it. Do we make—do we appear transparent? Do we walk the walk and talk the talk and do all those things that we would expect if we were on the outside looking in? We've got to judge ourselves by considering how we appear when we take certain actions. Ethical conduct makes everything better. It builds confidence, trust. People work better knowing that they can depend on being treated fairly and ethically. It makes us better off financially. An ethical culture will reduce misuse of theft of funds or other university assets. It improves our ability to deal with risk because an ethical conduct is more likely to lead to good outcomes, whatever the activity, and contribute to the overall well-being of each of us as individuals and the university as an institution.

All that being said, what we'd really like to move forward and be able to do is to teach and cause discussion about how to recognize ethical issues, about how to address them to your peers and to your supervisors, and how to inculcate a feeling that—and actually exemplify this in our actions. That if you do come forward, we are going to prevent you from being retaliated against and respect the fact that you had the courage to speak up. So, how are we going to do this? Cindy Posey is going to come up here and tell you.

Cindy Posey, Director of Internal Communications

Good afternoon. Thanks for having us here. The support of faculty is vital in the success of this program, and it's an employee-based program. So, we ask that you use your influence that you have with other faculty members and with your staff to promote this initiative. So, I want to talk a little bit about what we've done so far. We've launched a website, and there's the address to the website. We encourage you to check that out. We've published a couple of articles in *Texas Connect* magazine. Has everybody seen the magazine? This edition that just came out? There's an article from Professor, or, by Professor Art Markman in there, and there's another article about the work being done at McCombs through ethics unwrapped. We've also established two committees, an advisory committee which is composed of leadership, which also includes faculty. We've also created a committee called the Ethics and Leadership Group, and it includes

many faculty members. We're trying to operationalize ethics on the advice of the faculty members on that committee. We're also creating a campus-wide survey—sorry—that will go out to everyone. We also are creating a longitudinal study of compliance training with a faculty member. Everything that we're doing, we're consulting faculty. We're also having these road shows. This is one of the road shows, and we'll be doing that across campus. And we're also creating discussion groups on the advice of faculty members and workshops, and faculty members will be creating the curriculum for the workshops.

So, how can you participate? We'd like for you to check out ethics unwrapped and start using it in your faculty and staff meetings. If you prefer not to use videos in your faculty and staff meetings, we're creating a toolkit that you can use that will give you prompts to have discussions, to encourage discussions at the beginning of all your meetings. We'd also like for you to attend the discussion groups and lend your voice to those groups. Attend the workshops when they come around, and ask questions. Talk about it. Talk about ethics. That's what we're asking all of you to do. Spend some time talking about ethics. If you have questions about ethical situations, please contact us at this web address, or this email address. And you can call us. Are there any questions? Thank you.

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

Also, the *Texas Connect* magazine comes out three times a year. Is that correct? Yes. So, they highlight different things, and also our Staff Council chair Sandra Catlett, if she's still here, there you go, so she was on the cover for representing McDonald observatory. And also Markman wrote a letter on ethics, also an article on Professor Ted Gordon on the racial geography tour. Okay, so next speaker is Professor Tang. This is a new bachelor's degree initiative. This is from a Plan I degree program in the College of Liberal Arts

[56:05]

Eric Tang, Associate Professor, African and African Diaspora Studies

Good afternoon. Thank you. So, along with my colleague Jennifer Graber, we're here to present on a new major entitled race, indigeneity, and migration, or RIM for short, and we'll just jump into some of the key objectives. The main objectives are for students to develop a thorough understanding of race, indigeneity, and migration as three core concepts or pillars that help us understand modern society. The notion that terms such as "citizenship," "nationality," "rights," really can be thought through these three key terms: race, indigeneity, and migration. It also offers students an opportunity to develop what we call a relational analysis of identity and culture, one that intersects with gender and sexuality. What we mean by relational is that we tend to study different racial groups as discrete identities or cultures, but, in this particular major, you're going to have the opportunity to understand how, for instance, blackness is shaped by Latin-ness, how Asian American identity is in many ways always constructed in relation to other racial identities.

So, it's going to be a dynamic, intersectional major, and it also is intended for students that want to develop a career focus in diversity, social justice, inequalities, and disparities. So, a lot of the research today, a lot of the exciting research coming out of a number of fields, focuses on inequalities and disparities. The approach will be three-tiered. We'll begin with a historical kind

of grounding in the history and concepts as they relate to these three big terms followed by a theoretical grasp of the contemporary permutations of race, indigeneity, and migration. So, how does that take shape today as opposed to, say, during the eighteenth century? And then, finally, the students will develop expertise in a specialized track. So, well, those are hard to read, but it says on one column “why UT Austin?” and on the other column “why now?” So, why UT Austin? We are essentially the—the—the headquarters, if you will, for race, ethnic studies, and gender and sexuality studies in the region. We have the most robust departments, AADS and MALS in particular. That’s black studies and Mexican-American/Latino studies. We also have the only center for, or one of the growing, the fastest-growing Center for Women’s and Gender Studies and the only Center for Asian American Studies. And we also have Native American and Indigenous Studies, and all these fields are growing. So, for instance, we saw the demand or, for Asian, excuse me, for women’s and gender studies nearly double since 2016. We’ve seen MALS double its major since its departmentalization a few years back. AADS has also seen a thirty percent increase per year in the number of majors, and Asian American studies routinely exceeds its semester credit hours. Its classes are always filled to capacity. At the same time, there’s an increased student demand for Native American and indigenous studies. Jennifer, maybe you want to say a few words about that?

Jennifer Graber, Professor, Religious Studies

I think we’re in the same situation as Asian American studies insofar as our classes are consistently full. There’s a lot of student demand, so much demand actually it can be hard to, because we have a low set of faculty numbers able to teach those classes, to actually provide as many classes as students would sign up for if they were on the books.

Eric Tang, Associate Professor, African and African Diaspora Studies

Right. And so, for majors, those who want to major in Asian American studies and indigenous studies, what we’re thinking is that it would make more sense to bring those students into a broader major that looked at race, indigeneity, and migration as a part of a broader whole. At the same time, as a faculty member in black studies, Ted Gordon and I, when he was chair, talked about how black studies at UT also needs to grow. And its growth can be in areas that look at how to study race intersectionally, how to study it relationally. And so this major grew out of a discussion in black studies, right?

When we think about how we want to expand as black diasporic studies, we think about looking at the discussion of race, indigeneity, and migration writ large, and this is actually a unique thing because at most universities, especially in the UC system, University of California system, what happens is ethnic and racial studies is what you begin with. And then, within those departments, you develop African American studies, Latino studies, so on and so forth. What we’re doing with this is we’re honoring the fact that for fifty years black studies has really held race and ethnic studies for many of us at this university, and it only makes sense that as we think of intersectional and relational places to study race, indigeneity, and migration, that we would turn to black studies to house this particular major.

So, the major will have five tracks: critical and contemporary race (one), (two) migration and refugee flows, (three) indigeneity, (four) gender, sexuality, and justice, and (five) teaching race, indigeneity, and migration. And I want to focus real quickly on the, on that last track. That last

track is meant to get students certification to teach in secondary schools as ethnic studies teachers. Major changes are happening in the public school districts around the country, particularly in California and in Texas, where in California there's pending legislation to make ethnic studies mandatory, there's a labor shortage. There are not enough qualified teachers to teach these courses. So, this would be an opportunity for students to get their certification and begin teaching at the secondary level right away. The other four are kind of self-explanatory. I don't have time to get into them, but those are the other specialization tracks.

Here you have our degree plan, which is a total of thirty hours, and the beauty of this is that it draws on the IDP or interdisciplinary degree plan model that already works here at UT. We see it with health and society, and international relations, and global studies where you don't have to have many courses that originate as part of this new program. In fact, the only three courses that are original to RIM are the intro, the intermediary, and the capstone course. All the other courses are drawn from existing departments, and they'll be taught by the full-time faculty of those departments.

Finally, a word or two about job market. I don't know if this is advancing. Doesn't matter. It might be stuck. There are three areas that we think students who major in this will really benefit, will go into, three career tracks that they will go into. So, as I mentioned, ethnic studies teachers and secondary and post-secondary education. I mentioned the high school, secondary education, but also in colleges we see a 12% increase in the number of projected jobs for ethnic studies teachers from now until 2026, and that's on a national scale as well as in Texas. The social work profession lists race and ethnicity as one of its eight practice areas, so it's a huge area within the social work profession, and social justice is one of the key advocacy areas of the social work profession, as well, the key areas in which they do a lot of research. And finally, the legal profession. When we think about where we need people who are really well-versed in migration studies, we need them in the legal profession. There's currently, you know, a backlog, 70% of the cases which need to be heard by judges, immigration judges across the country, are not being heard, and these are, in particular, cases involving unaccompanied minors. So, there are labor shortages in these key areas, and we think this—this major will be attractive to students who want to go into those professions. And finally, these are students that will draw from other CSUs [colleges, schools, units] other than the College of Liberal Arts because again we're talking about law, social work, and secondary and post-secondary education. Did you want to add more? Okay. Questions?

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

As just an aside, or an important piece of information, we're going to vote on this proposal, so please ask your questions as needed to inform your vote. This proposal has been vetted by our new committee C-3, which is the Undergraduate Curriculum Changes which chair elect Anthony Brown chairs. Lorenzo?

Lorenzo Sadun, Professor, Mathematics

Lorenzo Sadun, Mathematics. I was wondering about, sort of, not so much the "why?" of this but the "how?" That, we, you've got a new degree program. How does that fit with the existing departments? Who runs it? As it evolves in time, and of course it's going to have to evolve in

time, who makes the decisions about, you know, how the degree program changes and responds to student demand and all that. So, basically, how does it work?

Eric Tang, Associate Professor, African and African Diaspora Studies

That's a great question. The model that we're basing this off of is the proving and successful model of the IDPs, the interdisciplinary degree plans. So, I'll give you the concrete example, and if anyone here is from health and society or IRG, you'd be able to speak to this better than I can. But, health and society, for instance, which is a very popular major at the University, is housed within the sociology department. As a faculty director—that's a tenured faculty member in sociology—and that faculty director conveys a curriculum committee that consists of faculty, I believe from not just sociology but other departments. We would do something similar where the faculty director would be a tenured professor in AADS, in black studies, but the curriculum committee currently is comprised of all the chairs and directors of the existing ethnic studies and women and gender studies units on campus, in CoLA in particular.

Lorenzo Sadun, Professor, Mathematics

So this would be living within black studies?

Eric Tang, Associate Professor, African and African Diaspora Studies

Yes. Yes, and what the curriculum committee would do is make decisions about what courses satisfy the degree plan year to year based on offerings.

Lorenzo Sadun, Professor, Mathematics

Thanks.

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

Any other questions?

Marc Bizer, Professor, French and Italian

Hi. Marc Bizer, French and Italian. This is by no means an area of my specialty, but I just have a questions, isn't race a hotly disputed topic as, in terms of science it doesn't really exist?

Eric Tang, Associate Professor, African and African Diaspora Studies

Could you reframe that question? Or was it—is it hotly debated?

Marc Bizer, Professor, French and Italian

It's my understanding that race doesn't exist as a scientific concept.

Eric Tang, Associate Professor, African and African Diaspora Studies

Okay, go ahead, Jessica.

Marc Bizer, Professor, French and Italian

People refer to ethnicity...

Jennifer Graber, Professor, Religious Studies

I'll say, so, one of the things that we're—happens in departments like AADS and other programs that will be a part of this unit is that we talk about the construction of race in different societies, in different periods of time around the world and how different kinds of kind of operations in life, things like science, philosophy, religion, all work toward the construction and reformulation of concepts dealing with race. So, we study it as a cultural construction over time.

Brian Evans, Faculty Council Chair and Professor, Electrical and Computer Engineering
Rowena?

Rowena Fong, Faculty Council Executive Committee Member and Professor, School of Social Work

Rowena Fong, School of Social Work and FCEC member. I want to address your question about race being a science concept. I just spent five years with a grant, and it came from juvenile justice, sorry, the children's bureau. And in this grant we looked at race and specifically the race that we looked at was Native Americans. And so in this grant we looked at different treatment programs for different race and different ethnic groups, and if, when you talk about race as science, absolutely, that the treatments that you have for Native Americans would not be the same for whites or for blacks or for Asians, so, definitely. The other thing is that I totally applaud this in terms of social work because I think it would be great for our students to take this because it broadens their conceptualization. It's great for legal, business, medicine. This is a background that I think all of us could benefit from in terms of understanding the population that we have in America, so I applaud this.

Brian Evans, Faculty Council Chair and Professor, Electrical and Computer Engineering
Could you go back to just the title slide just so we know what the, I mean it's, the full name of the new major and just we have something we can look at when we vote? Thank you. Any other questions? Professor Beretvas, you're welcome to speak if that's your question. You're welcome to speak, please.

Tasha Beretvas, Senior Vice Provost for Faculty Affairs

Tasha Beretvas, provost's office, also College of Education. I agree. I think this is a fabulous idea. Have you talked at all to the ethnic studies program in the College of Education and/or involved people in the college of ed as you think about this connecting with teachers and teaching?

Eric Tang, Associate Professor, African and African Diaspora Studies

Yes.

Anthony Brown, Faculty Council Chair Elect and Professor, Curriculum and Instruction

Actually, Eric and I have been in conversation. I'm the director over our secondary social studies program, and we have urban teachers programs, and we're trying to find a way to make those intersections since he's been developing those programs. So, we're in full support of the possibility of developing a partnership between ethnic studies. In fact, the research is saying that teachers that go into ethnic studies areas have a greater affinity for the students they serve. They understand relevance. They have cultural competence at a higher level, and they're able to address their students' needs across at least, we know, in areas such as math, science, social

studies, and even in elementary levels, as well. But this would be exclusively English and secondary social studies.

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

Did you introduce yourself when you...I, I don't know.

Anthony Brown, Faculty Council Chair Elect and Professor, Curriculum and Instruction

Anthony Brown. Anthony Brown.

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

Lorenzo.

Lorenzo Sadun, Professor, Mathematics

Lorenzo Sadun, Mathematics. Second question. I mean, this passed through the C-3 committee. I was wondering if there were any members of that committee here who could basically tell us something about the discussions that took place within C-3 and, you know, what were sort of the salient points that came up in those discussions to inform us.

Anthony Brown, Faculty Council Chair Elect and Professor, Curriculum and Instruction

I think that we understood that the proposal that was offered to C-3 would be relevant to the needs of the University. I don't think there was much discussion in terms of whether it didn't. It was clear that it was relevant in terms of jobs and professions. It was clearly relevant in relation to pertinent issues that the University's addressing, so there was a good, strong sense that—we passed the proposal, but overall we felt very strongly and supportive of this new major.

Lorenzo Sadun, Professor, Mathematics

Okay. Thanks

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

Okay, may I—any more—sorry.

Denise Gilman, Clinical Professor, School of Law

It's okay. Denise Gilman at the law school. I teach the immigration clinic, specifically. I also am thrilled to see this work. I just want to sort of put a point on the legal career opportunities piece which is that of course it would require perhaps some ongoing thinking with law schools whether ours or elsewhere about the extent to which this is in fact a very desirable profile instead of skills and learning in terms of law school admission. And I'm not actually sure that law schools are quite there yet. You're sort of, almost, ahead of us in terms of what law schools might need to be thinking about in career opportunities and in service by providing attorneys who do have this background, so there's just one more step there. With that said, of course, there are many ways in which even undergrad students once graduated with this set of experiences and skills could be useful in immigration cases outside of being actual practicing attorneys, a million ways: providing support to immigrants in their legal cases, specifically, serving as paralegals, an interpreter, a million things, so. It still is very valuable even at that level.

Brian Evans, Faculty Council Chair and Professor, Electrical and Computer Engineering
Okay, can I call for a vote, then? I'm sorry. Professor Gordon, please. You are welcome to speak. More than please.

Edmund T. Gordon, Vice Provost for Diversity and Associate Professor, African and African Diaspora Studies

Just briefly—one of the things that I think, Eric, that you didn't talk much about was when AADS and MALS, Mexican-American/Latino studies and African and African diaspora studies were created, they had been ethnic studies majors, right? And making those departments left indigenous and Native American/indigenous studies and Asian American studies orphans in an ethnic studies major that didn't really have much coherence to it or much validity to it. Not validity, but didn't have that much coherence. Can you talk a little bit about how this kind of brings some more coherence to that whole operation?

Eric Tang, Associate Professor, African and African Diaspora Studies

Right. Absolutely. So, Dr. Gordon is absolutely right. For decades, if you were to major in black studies or Mexican American/Latino studies or Asian American studies, you would actually graduate with your transcript, on your transcript it would say ETH, ethnic studies. With the departmentalization of AADS and MALS, those who major in black studies, AADS, and Mexican American/Latino studies no longer get ETH. They get the AFR designation or the Mexican American studies designation, which left Asian American studies holding all the ethnic studies majors, as it were, and rather than, you know, us just trying to rebuild this ethnic studies, you know, major through Asian American studies, we said, "why don't we actually build a more robust, intersectional race and ethnic studies major." Does that make sense? It seemed like a better way to do that.

Jennifer Graber, Professor, Religious Studies

It's also very helpful for the Native American and indigenous studies program which is currently only right now an undergraduate certificate program, so students who are really—have an interest in that area don't have an option of bringing that into a major in any way. And this would allow the students who would like to do more than what is offered in the certificate to be a part of a broader intellectual program.

Dave Junker, Associate Professor of Instruction, Advertising and Public Relations

Thank you. I have one question. So, I can see—

Brian Evans, Faculty Council Chair and Professor, Electrical and Computer Engineering
Can you identify yourself?

Dave Junker, Associate Professor of Instruction, Advertising and Public Relations

Dave Junker, Moody College of Communication, Stan Richards School of Advertising and Public Relations. So, this looks like a terrific degree program and opportunity for a range of majors and something that I think would be of particular interest to our public relations majors, communication leadership majors, business majors. And I was wondering if you foresee or have already planned for a potential certificate, concentration, minors that might supplement existing major degree programs from all over the University?

Eric Tang, Associate Professor, African and African Diaspora Studies

As it currently stands the proposal is being submitted as just the major, but what I think is very possible with each catalog is for us to revise, add things, and base that on the success of the major as it grows. So, I would say that those are conversations that we would certainly have, and even the tracks, right, are things that can be renegotiated over time.

Circe Sturm, Professor, Anthropology

Hi. I'm Circe Sturm in Anthropology, and I just wanted to make a point about the indigenous aspect of this and the need for having an opportunity for students in Native American or indigenous studies to be able to have a degree that reflects their interests. People don't really recognize this about the state of Texas, but we have the fifth largest population of American Indians of indigenous people anywhere in the nation. But it doesn't, you know, it doesn't register because there's such a history of indigenous erasure. We have three federally-recognized tribes. We actually have a very large population of students that, as the flagship university in the state, we're not serving, and they're sort of relegated to this certificate program. So this is actually something that really needs to happen in terms of that population as well. And also, as someone who works in Native American/indigenous studies, we really can't do that work without talking about intersectionality in terms of other ethnic studies programs, and that's—and so, it's really my work has always dealt with native African, native European, and we find that around ethnic studies programs period that that sort of intersection and conversation is where the best work is being produced. So, I just want to, again, stress that important piece of this. Thank you.

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

Okay, I'd like to call for a vote. So, all in favor of the proposal, it's a voice vote, you can say "aye."

Audience: aye

All opposed? Any abstentions? Okay, it unanimously carries. Thank you very much. Now, please if you can, we have one more presentation, also of a new degree plan. So, we have Professor Kenneth Fleischmann to present a new Bachelor of Arts, Bachelor of Science in informatics in the School of Information.

[1:18:36]

Ken Fleischmann, Professor, School of Information

Thank you. Yes. So, the School of Information has been contributing to undergraduate education on this campus for over fifty years, something we deeply care about. We taught our first undergraduate course in 1966. We've had the longest-running online course at UT, since 1998. Our enrollments have been going up dramatically over this period of time. We offer a minor, and we feel the time is right for us to offer a major. So, our dean Eric Meyer has secured unanimous support from the deans across the schools and colleges of the University. If you look at the top ten schools, we're ranked number five nationally (*US News*), and a trend that began—in terms of undergraduate program launches, the first was forty years ago, University of Pittsburg. Then we had one in the '80s. Things started to really pick up in the 2000s. We get into 2016. Most

recently, the University of Illinois just launched this fall their new undergraduate program. The enthusiasm was so strong that they've been receiving calls from high school parents asking when admissions was going to open and how their kid could get into the program. So, there's been a lot of interest and enthusiasm, so we're really keen to get started. Is it still—sorry about that. All right.

So, our peer institutions have had very strong enrollment—I'm sorry, employment statistics for placement for their graduates at the undergraduate level, so this is University of Washington, University of Michigan, Indiana, Syracuse, and Maryland. You can see they all have very high average starting salaries and very high level of employment over the immediate term. We basically control, in terms of the top ten schools, the southwestern third of the United States, so we have a lot of geographical potential to really be very prominent on this scene. If you look at bachelor's in informatics completions nationally, it's grown dramatically over this period of time, and this actually, I should mention, this graph actually starts at zero. A lot of times you'll start the graph pretty high up so that it'll look like it's gone from, you know, zero to 100, but this starts at zero and it's risen quite dramatically.

And, so, what is informatics? Informatics, the key phrase here is “user-centered.” The School of Information is all about user-centered computing and natural and artificial systems that store, process, and communicate information. So, that's the focus of our major. If we look at the tech jobs here in the city of Austin, we have been growing so quickly in the tech sector in terms of the number of jobs that UT hasn't, and other local universities, has not been able to keep up. So, there's a gap of more than 1,200 more tech jobs than tech grads over the past five years. Those tech jobs pay an average of 95K per year starting salary, and Austin is a growing tech hub. So, of course the new Apple campus, also Google, Amazon, Facebook, others are growing in this space.

We have six concentrations: cultural heritage informatics, health informatics, human-centered data science, social informatics, social justice informatics, and user-experience design. And I'll go briefly through some of the employment statistics using *US News* data from the top and using our own survey of employers. We surveyed employers who currently employ our master's students and asked if they would be interested in hiring undergraduates in the new informatics degree programs. So, for cultural heritage informatics. For health informatics. For human-centered data science. Social informatics. Social justice informatics. And user experience design. So, overall we feel that we have a strong curriculum. We have a strong need for this topic, and we'll have strong placement for our graduates. So, with that I'll welcome any questions. Thank you very much.

Brian Evans, Faculty Council Chair and Professor, Electrical and Computer Engineering
Any questions? Yes.

Kristie Loescher, Senior Lecturer, Management

Kristie Loescher, McCombs School of Business. So, I notice you've got health informatics as one of your concentrations. Are you working with the folks who teach the post baccalaureate certificate through McCombs on that or is that completely independent?

Ken Fleischmann, Professor, School of Information

I mean, there are multiple health informatics efforts on the campus. The School of Nursing and School of Information currently have a jointly-offered certificate program. That's where we've been focused more, but we hope it would articulate with that as well.

Kristie Loescher, Senior Lecturer, Management

Okay.

Brent Iverson, Dean, School of Undergraduate Studies

Brent Iverson, Undergraduate Studies. So, I know there's going to be a lot of UGS [Undergraduate Studies] students who are very, very excited about this, and so one thing I didn't hear you talk about is what infrastructure do you have if you have a large number of students interested in doing this?

Ken Fleischmann, Professor, School of Information

Yeah, that's actually—when we talked with all of the program directors at our peer schools about their experiences in launching undergraduate programs, that was a thing they cautioned us most about was not about the, like, you know, the challenge of finding students who want to take the major, but how to, like, gradually ramp things up. So, we do have, I mean, part of offering this major and, you know, increasing our undergraduate presence and contribution on the campus would include commensurate faculty and staff increases to help us with the demand. We would be—we'd have the luxury of being more selective early on, so we plan on adding fifty in the first year and then 100 a year after that.

Brent Iverson, Dean, School of Undergraduate Studies

Okay, and I'm happy to offer some undergraduate studies resources to help you scale up if you need that while you're getting started.

Ken Fleischmann, Professor, School of Information

Super. Thank you, Dean Iverson.

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

Just, again, you've offered a graduate degree from the beginning.

Ken Fleischmann, Professor, School of Information

Correct.

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

And then, you've had a minor and this is the first opportunity to offer a major in the School of Information—and undergraduate major—in the School of Information.

Ken Fleischmann, Professor, School of Information

That is correct. Yes.

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

And it's 120 credit hour, I'm guessing, okay, degree.

Ken Fleischmann, Professor, School of Information

Yes.

Elissa Steglich, Clinical Professor, Law

Hi. Elissa Steglich, School of Law. And it obviously seems like a no-brainer to be following all the other peers, but I'm just curious: are students majoring in something else and it's kind of shifting the nomenclature that industry will more readily identify or is this going to really bring in 150 then 100 on up students that don't currently exist into a new major?

Ken Fleischmann, Professor, School of Information

Thank you. Great question. So, we feel we inhabit a fairly distinct intellectual space, and the user-centered nature of the School of Information distinguishes us relative to other programs on this campus. We have designed it to be flexible such that double-majoring is quite possible, so in many cases it may not be students abandoning the current major and switching to ours but rather trying to add, especially as students bring in more AP [Advanced Placement], community college, other credits that they earn during high school. So, yeah, we think it's something new and it's very much, as you can see, in demand nationally.

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

Okay, and again, this came through the C-3 Undergraduate Curriculum Changes Committee and approved. So, it came from a committee. That's why I didn't ask for a second, but, marking, I guess for it can be just be really, okay, does anyone want to second this motion? I don't think we need it. We don't need, it, right? It's from a committee. We don't need it. Good. So we can just vote. Unless there are any other, any questions? Okay. Great. Good.

Norma Fowler, Professor, Integrative Biology

One quick question. Have you discussed this with CNS [College of Natural Sciences] C&C [Course & Curriculum Committee] and specifically the CS [Computer Science] department?

Ken Fleischmann, Professor, School of Information

Yes. We have discussed extensively with the dean, with the department chair, and this is something that the Department of Computer Science and the School of Information have a lot of collaborative relationships in education and in research.

Norma Fowler, Professor, Integrative Biology

Because one of the problems is that CS is very popular and very selective.

Ken Fleischmann, Professor, School of Information

Yes.

Norma Fowler, Professor, Integrative Biology

And are you going to teach your own programming courses or are you expecting them to or what?

Ken Fleischmann, Professor, School of Information

We're going to offer our own programming course.

Norma Fowler, Professor, Integrative Biology

Norma Fowler, IB [Integrative Biology]. So, I'm just concerned that this has all been taken care of.

Ken Fleischmann, Professor, School of Information

Yes.

Norma Fowler, Professor, Integrative Biology

Dropping a whole lot more on CS is—is a non-starter.

Ken Fleischmann, Professor, School of Information

Understood. Yes. So, they've made that clear, and that is part of, I mean, and actually Dean Iverson has wanted for a long time, the School of Information to play a more active role in coding and programming education. So, that is something that we would be doing as part of this. We'd probably be taking more stress off of them rather than putting more on them.

Lorenzo Sadun, Professor, Mathematics

Lorenzo Sadun, Mathematics. Just a request for the future.

Ken Fleischmann, Professor, School of Information

Yes.

Lorenzo Sadun, Professor, Mathematics

That when things come up through C-3, it would be great if we got sort of a summary from C-3 of what were they—what were the opinions in C-3, because I think that would be extremely valuable for our own deliberations.

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

Agreed. C-3 is a new committee. It just launched, you know, for this school year, this academic year, so there's some learning and growing to go with that. So, I think Professor Brown will take that as a friendly suggestion and go on. So, I'd like to now call for a vote, a voice vote. All in favor of this new degree, say "aye."

Audience: aye

Anyone opposed? Any abstentions? Okay, thank you Professor Fleischmann, thank you very much. Okay, next Faculty Council meeting will be November 11th at 2:15 right here in MAIN 212. Motion to adjourn? Give me a second. All in favor? Thank you very much.

Faculty Council meeting ended at 3:47 PM.