



**TABLE OF CONTENTS
FOR
STUDENT, FACULTY, AND STAFF CAMPUS LIFE
COMMITTEE**

Committee Meeting: 2/3/2004
U. T. Brownsville

Judith L. Craven, M.D., Chairman
John W. Barnhill, Jr.
Rita C. Clements
Robert A. Estrada
Woody L. Hunt

	Committee Meeting	Board Meeting	Page
Convene	<i>3:30 p.m.</i> <i>Chairman</i> <i>Craven</i>		
1. U. T. Austin: Discussion of the report of the Task Force on Racial Respect and Fairness	<i>3:35 p.m.</i> Report <i>Dr. Faulkner</i>	Not on Agenda	59
2. U. T. Brownsville: Overview of Campus Life at U. T. Brownsville	<i>3:55 p.m.</i> Report <i>Dr. García</i>	Not on Agenda	60
3. U. T. System: Results of the 2003 National Survey of Student Engagement	<i>4:15 p.m.</i> Report <i>Dr. Baldwin</i>	Not on Agenda	61
Adjourn			

1. **U. T. Austin: Discussion of the report of the Task Force on Racial Respect and Fairness**

REPORT

Dr. Larry R. Faulkner will discuss the report of the U. T. Austin Task Force on Racial Respect and Fairness, which was mailed to members of the Board on January 23. Extra copies of the report will be available at the meeting.

BACKGROUND INFORMATION

In March 2003, President Faulkner convened a 15-member Task Force on Racial Respect and Fairness, consisting of students, faculty and staff members. As part of the president's charge, the Task Force was asked to review procedures of the university's police department and examine the cross-cultural educational programs available to the university's police officers, examine the university's ability to exert greater influence over behavioral standards of student organizations and examine the effectiveness with which the university conveys the diversity (the "face" of the student population) to the outside world. The Task Force was also empowered to address any other issues it deemed important to promoting racial respect and cultural diversity within the university community. In response, the Task Force expanded the scope of its review to include gender, age, religion, sexual orientation, and physical and mental ability.

The Task Force completed its deliberations in the Fall 2003 semester and released its report on January 20, 2004. The report recommends the development of four overarching goals:

- Widely articulate the university's commitment to diversity and inclusiveness. Ideas aimed at addressing this goal include a recommendation to create the position of "vice president for diversity and equity" whose role would be to promote and enhance diversity and inclusiveness throughout the university.
- Implement structural and institutional mechanisms for interpersonal and cultural change. This goal calls for creation of a comprehensive "honor code" that addresses interpersonal as well as academic behavior. It would recognize Greek and other student organizations that endorse and abide by the proposed "honor code" and demonstrate their commitment to diversity. It also would encourage entering students to postpone pledging to Greek organizations until the end of their freshman year to allow them an opportunity to develop a broader range of experiences and contacts that may otherwise be limited by their participation in fraternities or sororities. The Task Force also advocated curricular changes, including development of a required course on "a non-U.S. culture, a sub-national ethno-racial culture of the U.S. or a course that explores issues related to gender, race and class."

- Increase recruitment, retention and advancement of historically underrepresented students, faculty and staff. The report notes it is important that initiatives be put into place to retain and successfully advance students, faculty and staff of color within the university. Initiatives include a proposal to establish a committee to investigate possibilities for increasing the recruitment and retention of faculty and administrative staff from historically underrepresented groups within the legal parameters defined by the U.S. Supreme Court.
- Increase The University of Texas Police Department's skill in negotiating diversity and inclusion issues. The report said the police chief and his representatives should emphasize often and unequivocally the department's commitment to racial respect and fairness. It also recommended that the department include "diversity and inclusiveness" as an individual core value of the department's mission statement. Another recommendation is that the police department's definition of "racial profiling" be reviewed, as well as the steps the department is taking to eradicate such practices.

President Faulkner has initiated a process to gather comments from the university community at large over the next 45 days and will then move to develop a specific response to the recommendation.

2. U. T. Brownsville: Overview of Campus Life at U. T. Brownsville

REPORT

Dr. Juliet García, President, will provide an overview of campus life at U. T. Brownsville. A PowerPoint presentation is attached on Pages 60.1 - 60.10.

This is the second in a series of campus life presentations that will be made at the Student, Faculty, and Staff Campus Life Committee meetings.

The University of Texas at Brownsville and Texas Southmost College

Board of Regents

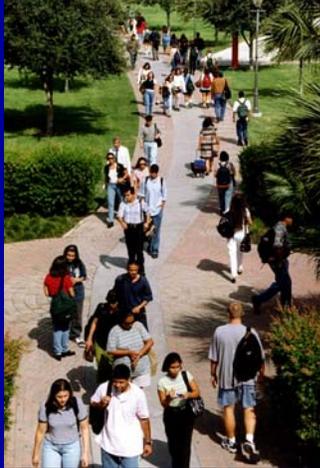
Faculty, Staff and Student Campus Life Committee
February 4, 2004

Agenda

- Student Characteristics
- Classes
- Community
- Leadership
- Extracurricular Activities
- What's Needed?
- Closing

1

At Home on a Commuter Campus



Our paseo was designed to let people connect in passing from the historic Fort Brown buildings to the state-of-the art facilities.

2

Who Are Our Students?

Part time

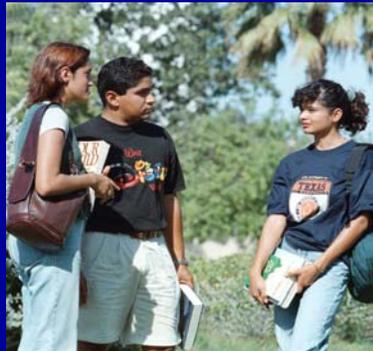
- 6.9 hours
- 27 years old
- Freshman level

Full time

- 13.2 hours
- 23 years old
- Freshman level

Graduate

- 4.9 hours
- Second year



3

Life in the Classroom



Faculty load

6.3 classes per semester

Class size

faculty to student ratio of 28:1

4

Life in the Classroom

Faculty Demographics

- 53% white
- 47% minority
- 58% male
- 42% female



5

Connecting Classrooms with Community

“.... UTB/TSC seeks to be a community university which respects the dignity of each learner and addresses the needs of the entire community...”

excerpt from Mission Statement

6

Service Learning School of Education



Buena Vida Learning Center

Longoria Elementary School

7

Service Learning School of Health Sciences

Community-Based Nursing

Associate Degree Nursing Students

- Provided free services to over 500 neighborhood adults and children.
- Called local clinics, pharmacies and hospitals to donate the materials needed for the event.

8

Student Leadership Development

- President's Circle Fund gave money
 - Sponsored for professional conferences
 - Developed to teach determination
 - Raise matching funds
- ADN students raised money
 - Taught us about appreciation

9

“To be able to fill leisure intelligently is the last product of civilization.”

Bertrand Russell

10

Campus Housing

- One of our most dynamic ventures to date.
- Initially, facilities opened to about 65% occupancy rate
- In less than 8 months at 90% capacity and still growing



11

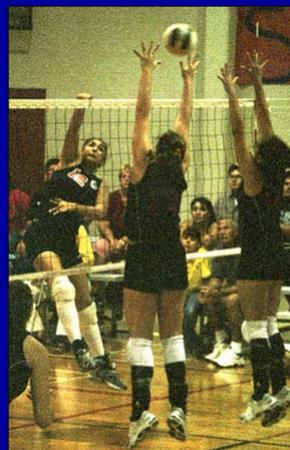
Student Organizations

- 40% Growth in Student Organizations
- Examples
 - Student Government Association
 - Criminal Justice Association
 - Health Occupational Students of America
 - Students Towards Excellence in Medicine
 - Phi Theta Kappa

12

Collegiate Sports

- Golf
 - Women's team top 13 at nationals
- Volleyball
 - Winning Season
 - Young fans to campus



13

Recreational Sports

Flag football

- Increase from 100 participants last year to almost 200 this year

Basketball and Soccer

- Had to cut our soccer league midway through the season because the “field” could not sustain level of use

14

Music

- Jazz Band
- Mariachi Escorpion
- Bravo Opera Company
- Kids College



15

What's needed?

- Better residential housing
- Funding, facilities, and personnel to run a large Recreational Sports Program and Wellness Facility
- Sports at the upper level
- Performance Hall
- Faculty and Staff

16

Looking to the Future



17

Realizing a Dream

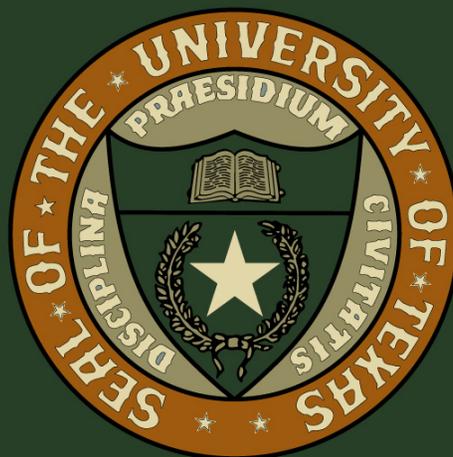


.... When you teach the people, you will reap a hundred harvests. Kuan Chung

18

3. U. T. System: Results of the 2003 National Survey of Student Engagement

Dr. Ed Baldwin, Research and Policy Analyst, will provide a PowerPoint presentation, as provided on Pages 61.1 - 61.19, outlining the results of the 2003 National Survey of Student Engagement.



THE UNIVERSITY OF TEXAS SYSTEM

University of Texas System National Survey of Student Engagement 2003 Results

February 3, 2004

Office of Academic Affairs



Program Overview

- What Do You Know about College Student Engagement?
- Why is Engagement Important?
- What is NSSE?
- NSSE 2003
- Using NSSE Data
- University of Texas System Data
- Questions and Discussion



What Do We Know About College Student Engagement?

What percent of our students participated in a community-based project as a part of a regular course?

First-Year: 22%

Seniors: 53%

What percent of our students spent more than 26 hours per week preparing for class?

First-Year: less than 7%

Seniors: greater than 12%

What percent of our students spent more than 5 hours per week participating in co-curricular activities?

First-Year: 18%

Seniors: 12%



What *Really* Matters in College: Student Engagement



The research is clear: students who are actively involved in both academic and out-of-class activities gain more from the college experience than those who are not so involved.

Pascarella & Terenzini. (1991). How college affects students



What is NSSE? *(pronounced "nessie")*

- Survey that assesses the extent to which first-year and senior students engage in educational practices associated with high levels of learning and development
- Co-sponsored by The Carnegie Foundation for the Advancement of Teaching and the Pew Forum on Undergraduate Learning
- Supported by grants from Lumina Foundation for Education and the Center of Inquiry in the Liberal Arts at Wabash College



Why a National Survey?

- Refocus conversations about undergraduate quality to what matters most
- Enhance institutional improvement efforts
- Foster comparative & collaborative activity
- Inform accountability
- Systematic national data on “good educational practices”





Good Educational Practices

- Student-faculty contact
- Active learning
- Prompt feedback
- Time on task
- High expectations
- Cooperation among students
- Respect for diverse talents and ways of learning



“Seven principles of good practice in undergraduate education”
(Chickering and Gamson, 1987)



NSSE Project Scope

- More than 730 different colleges/universities
- 49 states, DC & Puerto Rico
- 375 institutions in 44 consortia
- Data from more than 397,000 students

Year	Colleges/Universities
2000	276
2001	321
2002	366
2003	437



What Does "The College Student Report" Cover?

Student Behaviors
in College

Institutional Actions &
Requirements

Student Reactions to
College

Student Background
Information

**Student
Learning &
Development**



Survey Administration

- Administered to random sample of first-year & senior students
- Paper & Web-based survey
- Flexible to accommodate consortium questions
- Multiple follow-ups to increase response rates

The College Student Report 2003
National Survey of Student Engagement

1 In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples: or

	Very often ▼	Often ▼	Sometimes ▼	Never ▼		Very often ▼	Often ▼	Sometimes ▼	Never ▼
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Had serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Came to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
g. Worked with other students on projects during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2 During the current school year, how much has your coursework emphasized the following mental activities?				
h. Worked with classmates outside of class to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
i. Put together ideas or concepts from different courses when completing assignments (or during class discussions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Tutored or taught other students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Participated in a community-based project as part of a regular course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Used an electronic medium (list-serve, chat group, Internet, etc.) to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d. Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Used e-mail to communicate with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e. Applying theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Discussed grades or assignments with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
o. Talked about career plans with a faculty member or advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
p. Discussed ideas from your readings or classes with faculty members outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
q. Received prompt feedback from faculty on your academic performance (written or oral)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					



NSSE 2003 Response Rates

- U. T. System Response Rate = 34%
- 43% overall for all NSSE 2003 institutions
- 43% for Paper mode institutions (66% of students completed paper version)
- 43% for Web-only institutions (34% responded via the Web)
- National Response rates ranged from 15% to 78%
- U. T. System Schools Response rates ranged from 28% to 40%



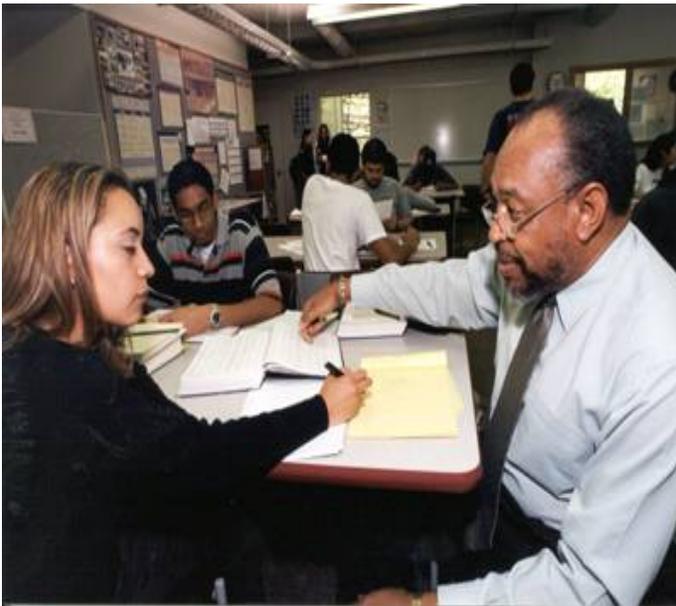
Using NSSE

- Use with legislative agencies, board, faculty groups, student groups
 - Legislation passed in 1999 in the 76th session of the Texas Legislature requires that all state agencies and public universities address customer satisfaction
 - Results of the survey continue to be shared with both the Student and Faculty Advisory Councils
- Accreditation self-study
- Benchmarking and national comparisons
- Strategy – Connect to strategic objectives, promote strengths, target areas for improvement





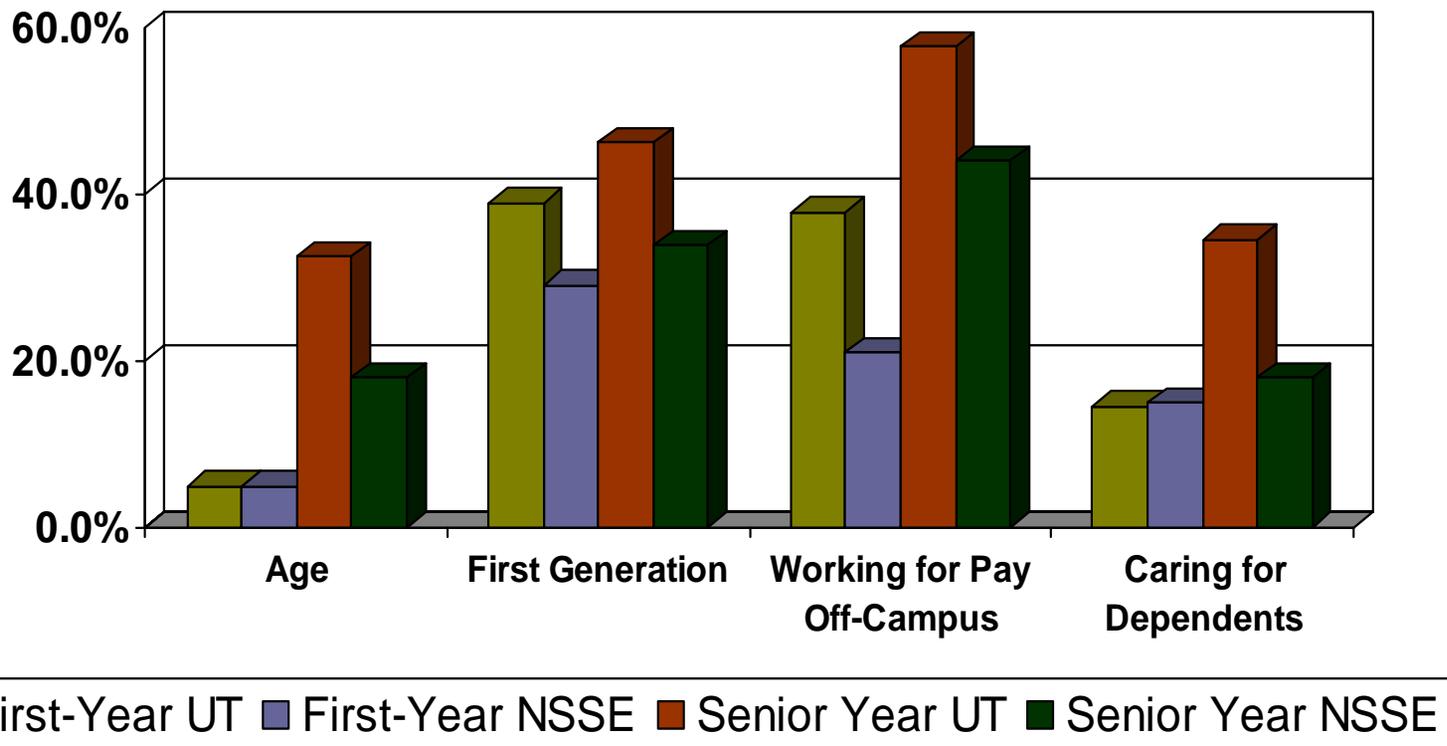
Example of Use



- **Finding:** Lack of interaction between faculty and first-year students
- **Action:** More full-time faculty teaching first-year classes instead of relying on large number of adjunct faculty



Student Characteristics



Age: First-Year % less than 24 years old, Senior Year % 30 years or older

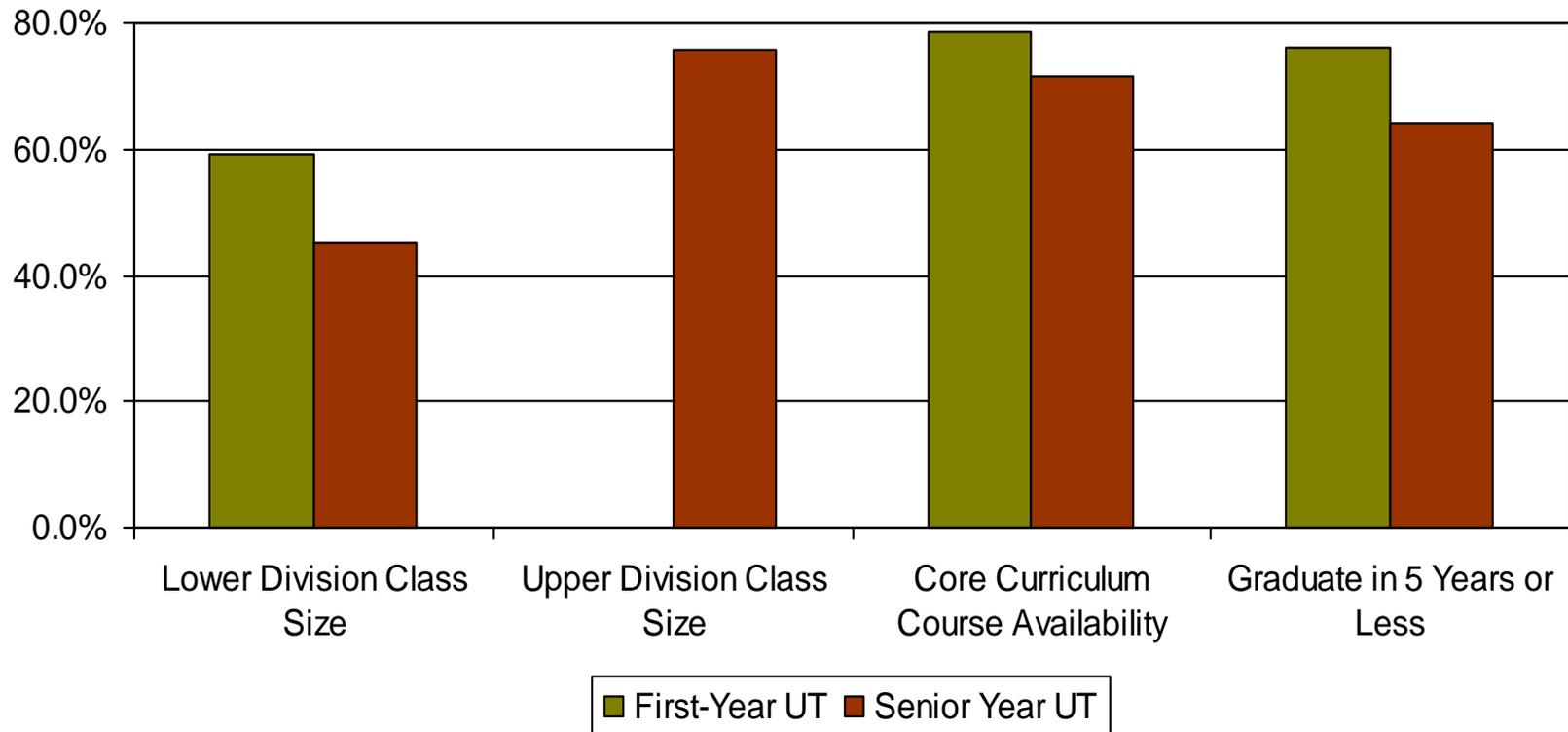
First Generation: Either parent attending or graduating from college

Working for Pay Off-Campus: 11 or more hours per week

Caring for Dependents: Caring for spouse, parents, or children 11 or more hours per week



Student Assessment: Selected Consortium Questions



Lower Division Class Size : Percent who said class size was 'OK'

Upper Division Class Size: Percent of Seniors who said class size was 'OK'

Core Curriculum Availability: Percent who said courses were available 'most of the time', 'always or nearly always'

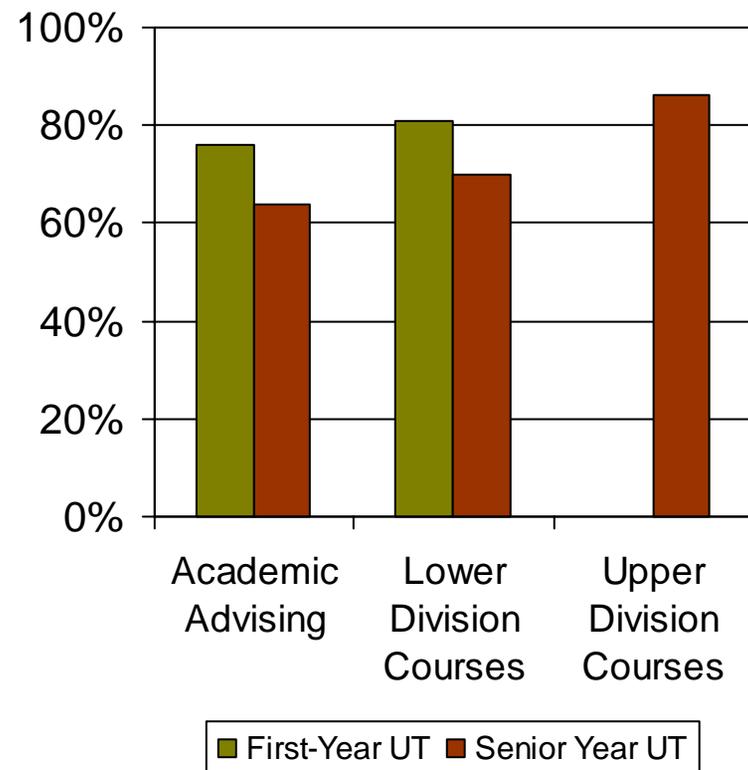
Graduate in 5 Years or Less: Percent who said that they would graduate in 5 years or less



Student Assessment: Teaching and Advising

- First-year students expressed greater satisfaction with the quality of academic advising—76% of first-year as opposed to 64% of seniors.
- A greater percentage of first-year students rated the quality of the lower division courses as ‘good’ or ‘excellent’ than did seniors—81% as compared to 70%.
- Eighty six percent of those seniors surveyed report the quality of upper division course instruction as ‘good’ or ‘excellent’.

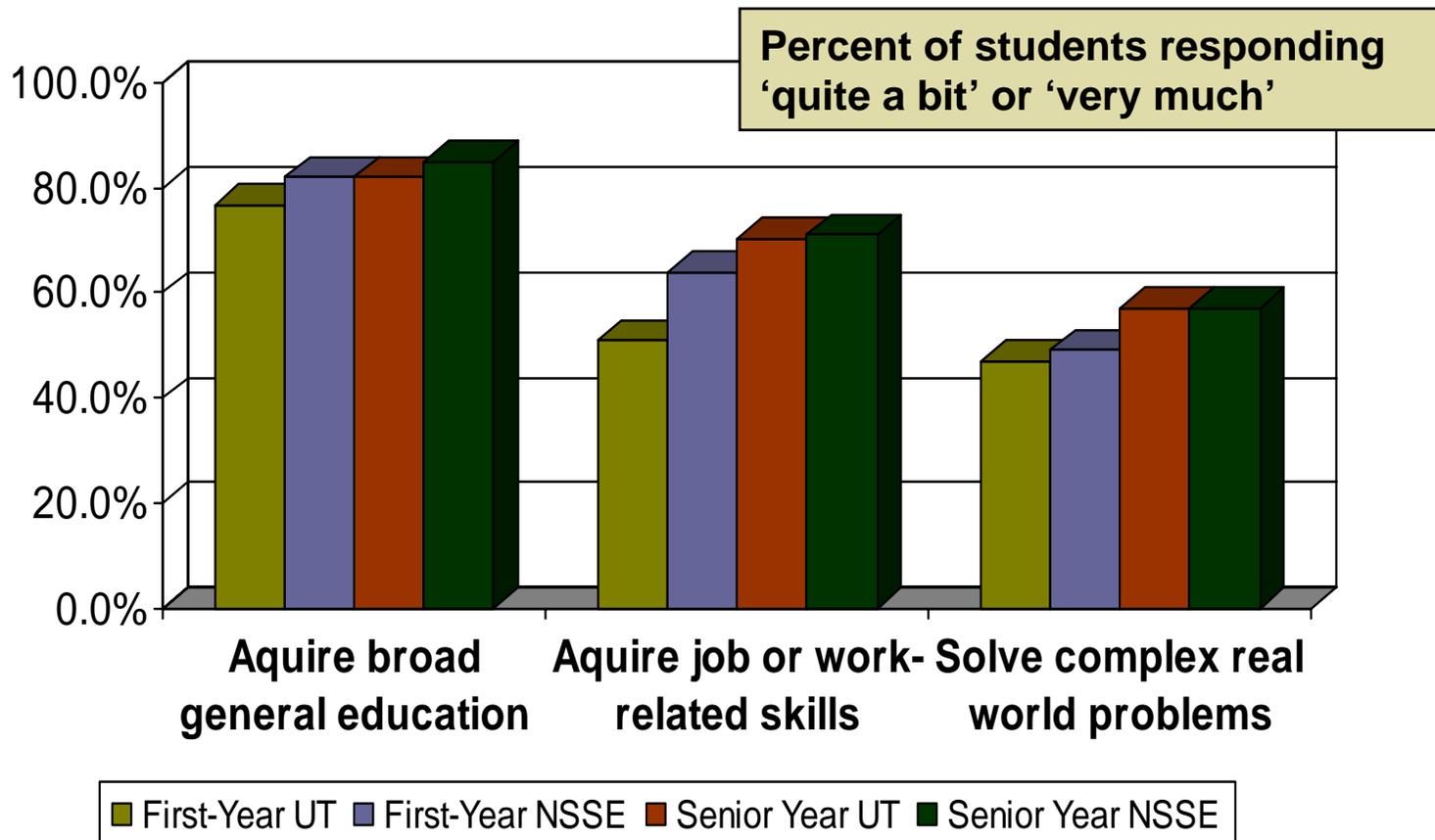
Academic Advising and Course Instruction Quality





Student Assessment: Skills and Personal Development

To what extent has your experience at this institution contributed to you knowledge, skills and personal development?

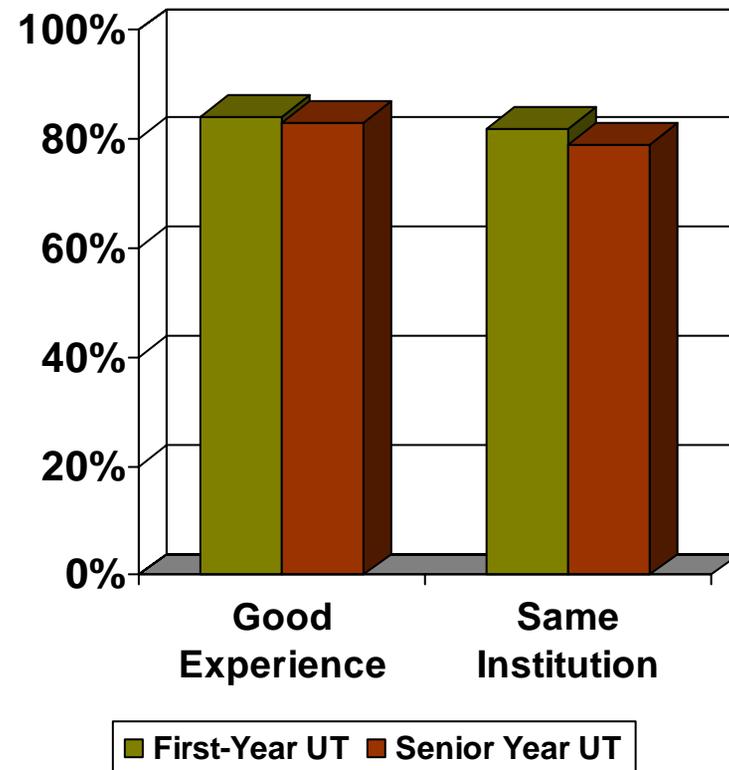




Student Assessment: Educational Experience

- A significant number of students, both first-year and senior students, had a good educational experience while attending a System school (84%).
- Slightly fewer students would attend their respective schools if they could start over again (82% first-year students, 79% senior year students).

**Student Assessment of
Educational Experience**





Student Assessment: Interaction with Faculty & Staff

Thinking about your overall experience at this institution, how would you rate the quality of relationships with faculty and administrative personnel and offices?

