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| [x]  Dr. Marsha Matthews (Chair) | [x]  Dr. David Criswell (CNHS) | [ ]  Dr. Robert Sterken (CAS) | [ ]  Dr. Mary Fischer (FacSenate) |
| [ ]  Dr. Jessica Holm (CEP) | [ ]  Dr. Jenifer Chilton (CNHS) | [x]  Dr. David Pearson (COP) | [x]  Terra Gullings (ExO) |
| [x]  Dr. Yanira Oliveras Ortiz (CEP) | [ ]  Dr. M. Sathyamoorthy (COE) | [x]  Dr. Kathleen Snella (COP) | [x]  Brenda Burton (ExO) |
| [ ]  Dr. Nicholas Fessler (COB) | [x]  Dr. Torey Nalbone (COE) | [x]  Dr. William Geiger (ExO) | [x]  Amanda Whitt (ExO) |
| [x]  Dr. Tammy Cowart (COB) | [ ]  Dr. Dewane Hughes (CAS) | [x]  Dr. Alecia Wolf (ExO) | ([x]  = PRESENT) |
| [x]  Jeff Lindemoyer: Student (COB) | [x]  Ali Yazdanshenas: Student (COE) |  |  |

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| --- | --- | --- |
| ITEM | DISCUSSION | ACTION |
| I. Call to Order | 1. W.T. Brookshire Hall – 2nd Floor Room 234
 | 1. Marsha Matthews called the meeting to order at 1:05 p.m.
 |
| II. Approval of Minutes | 1. Approval of minutes from February 2019
 | 1. Torey Nalbone moved the minutes be approved. Yanira Oliveras-Ortiz seconded the motion. The minutes were approved by the membership.
 |
| III. Committee Reports1. Curriculum Committee
2. Ad Hoc
 | 1. Curriculum Subcommittee report and recommendations (TN)
2. Graduate Research Assistant Task Force (Tammy Cowart-Chair, Nalbone, Chilton)
3. Develop evaluation metrics for graduate programs within the University Strategic Plan (Oliveras-Ortiz, Chair; Sterken, Fessler, Criswell, Nalbone, Pearson) – Update.
 | 1. The Graduate Council Subcommittee recommended all items be approved, with the exception of PADM 5320. There is a question that needs to be addressed by the submitter. Once this has been done, Torey will update and resubmit the course for approval. (See pp. 3-4 for list of curriculum forms.)
2. Tammy Cowart invited the Council members to give feedback to the Task Force. She noted this is a complex issue. Only 18% of our graduate students receive scholarships, yet the graduate students represent 30% of the University’s enrollment. The Four Pillars of the Strategic Plan include a focus on research and this emphasis will continue to increase. Faculty must have graduate research assistants. The ensuing discussion was rich and robust. The following are some highlights.

Bill Geiger asked whether the Task Force had looked at tying the need for Research Assistant funding to the Strategic Plan. He noted we need to be clear regarding the parameters for getting and sustaining funding, and get the funding for graduate assistants out of the Instructional Support budget line.Alecia Wolf noted that we have a compelling case and need to get this narrative in front of the right person. Bill Geiger said the case is that the University must come up with the money to do this. It already has a financial commitment to the PhD in Clinical Psychology program to provide $20,000 per year for each student in the program beginning Fall 2019.Kathy Snella asked about Federal Work Study for grad students. She provided the attached information about the Work Study program. (See p. 11)Tammy will incorporate the comments and reword the draft. See pp. 8-10 for the draft report.1. Yanira Oliveras-Ortiz reported the committee met a month ago and looked at the goals and initiative in the Strategic Plan. The committee asked “what is the best way to collect data?” with regard to participation in research. The committee looked at the number of students, the number of locations, the number of faculty, and the amount of money.

The committee only looked at measurement, not implementation. It did not consider measuring student success or student engagement.Bill Geiger said this information can be shared with Jerry Stuff and the new hire who will be responsible for assessment associated with the Strategic Plan. The GC could volunteer to help with assessment.Bill also noted that the QEP is moving forward. He asked why the QEP couldn’t be applied to graduate students, too. The QEP is about applying knowledge to the real world, which also applies to graduate students. (See pp. 5-7 for draft of metrics.)  |
| IV. Unfinished Business | 1. Action deferred until 3/8/19 GC meeting. Regulations for Graduate Faculty Membership (Revised January 2019) – Wolf – Bill Geiger edited it a bit more after the Jan. 11 GC meeting.
2. **Deferred until 4/12/19 GC Meeting** - Task Force Report Graduate School Representative: Dissertation Defense (Oliveras - Ortiz-Chair, Chilton, Holm)
	1. Follow-up after policy presentation to some programs. (WG)
 | 1. Alecia Wolf said some faculty are not completing the application for graduate research faculty correctly. The forms require a vote from eligible department faculty and signature of the department chair. This is not being done. Jeff Lindemoyer recommended that the forms be set up in DocuSign. Terra Gullings noted that there are some differences between departments and applicants, which would mean the template would need to account for variations and be created in the system so departments/individuals are not able to create their own template for this form.
2. The question of conflict of interest between dissertation committee members and the student was addressed. Bill Geiger said we need to avoid any potential conflict of interest. A disclosure form needs to be developed regarding any relationship between a student and committee member, which would be completed by the student. The question came up as to whether the Task Force should develop a Conflict of Interest Policy. Yanira said the Task Force would look into this. Note: This discussion was not related to the reason that the Task Force Report deferral until April 12.
 |
| V. New Business | 1. None
 |  |
| VI. Announcements/Open Forum |   | 1. Bill Geiger announced the EdD program was at the Coordinating Board for approval
2. Alecia Wolf announced Grad School 180 will be April 4 and urged graduate faculty to attend to support the students.
 |
| VII. Adjourn |  | 1. Marsha Matthews adjourned the meeting at 2:30 p.m.
 |

**Graduate Council – Curriculum Subcommittee Report**

| **Type** | **Name** | **Level** | **Workflow** | **Date Changed** | **User** |
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| Change Course | [EDUC 5356 Diversity in Educational Settings](https://uttyler.smartcatalogiq.com/?sc_itemid=%7bA4C9AB25-EAAF-494D-B063-3F0483E6F157%7d&item=%7b58C35F0D-44FB-4D8E-A62E-EEB3905BC0AE%7d) | GRAD | Graduate Subcommittee | 2/11/2019 | Marsha Matthews |
| Change Course | [HRD 6314 Organizational Intervention Approaches](https://uttyler.smartcatalogiq.com/?sc_itemid=%7bA4C9AB25-EAAF-494D-B063-3F0483E6F157%7d&item=%7b142B15CC-A16F-497B-8F5A-B4809B0AD006%7d) | GRAD | Graduate Subcommittee | 2/28/2019 | Marsha Matthews |
| Change Course | [NURS 5382 Capstone](https://uttyler.smartcatalogiq.com/?sc_itemid=%7bA4C9AB25-EAAF-494D-B063-3F0483E6F157%7d&item=%7b0865C19A-7BAA-4F7F-93A2-FDABA352BB51%7d) | GRAD | Graduate Subcommittee | 2/14/2019 | Marsha Matthews |
| Change Course | [NURS 6312 Theory Construction and Evaluation](https://uttyler.smartcatalogiq.com/?sc_itemid=%7bA4C9AB25-EAAF-494D-B063-3F0483E6F157%7d&item=%7b92B9295A-363B-4AFC-AE55-FAA66FC17790%7d) | GRAD | Graduate Subcommittee | 2/14/2019 | Marsha Matthews |
| Change Course | [NURS 6343 Publishing Scholarly Papers](https://uttyler.smartcatalogiq.com/?sc_itemid=%7bA4C9AB25-EAAF-494D-B063-3F0483E6F157%7d&item=%7b6CB67E99-6CBE-47AF-B63A-F68732847D88%7d) | GRAD | Graduate Subcommittee | 2/14/2019 | Marsha Matthews |
| Change Course | [PADM 5380 Topics in Public Administration](https://uttyler.smartcatalogiq.com/?sc_itemid=%7bA4C9AB25-EAAF-494D-B063-3F0483E6F157%7d&item=%7b50CA2960-3E43-47FF-A26D-862A4DE51E11%7d) | GRAD | Graduate Subcommittee | 2/11/2019 | Marsha Matthews |
| Change Program | [Communication M.A.](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b62491273-DC18-46FD-B245-50FEC8A93EFF%7d&item=%7b99C959E3-D117-4FE2-A4F9-71E908461CA4%7d) | GRAD | Graduate Subcommittee | 2/11/2019 | Marsha Matthews |
| Change Program | [Criminal Justice M.S.](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b62491273-DC18-46FD-B245-50FEC8A93EFF%7d&item=%7b1B95E9CE-5728-4011-A911-5F135C558B5E%7d) | GRAD | Graduate Subcommittee | 2/11/2019 | Marsha Matthews |
| Change Program | [Human Resource Development Ph.D.](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b62491273-DC18-46FD-B245-50FEC8A93EFF%7d&item=%7b00CF77DB-E5D6-49F7-BB33-C96EC2A3728C%7d) | GRAD | Graduate Subcommittee | 2/28/2019 | Marsha Matthews |
| Change Program | [Master of Business Administration](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b62491273-DC18-46FD-B245-50FEC8A93EFF%7d&item=%7b29C2D9A8-8D6B-47AC-B685-F9589A7C4BD4%7d) | GRAD | Graduate Subcommittee | 2/11/2019 | Marsha Matthews |

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| Change Program | [Master of Public Administration](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b62491273-DC18-46FD-B245-50FEC8A93EFF%7d&item=%7b6CC0E010-F1A8-4431-8E6C-BFC587BB0B27%7d) | GRAD | Graduate Subcommittee | 2/11/2019 | Marsha Matthews |
| Change Program | [Mechanical Engineering M.S.M.E.](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b62491273-DC18-46FD-B245-50FEC8A93EFF%7d&item=%7bA96EAE18-41EA-4635-A69F-386EDE33750C%7d) | GRAD | Graduate Subcommittee | 2/11/2019 | Marsha Matthews |
| New Course | [BIOL 5184 Evolutionary Genetics Lab](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b653D0FC5-DBC0-488A-A7A2-FD3B4472F62D%7d&item=%7b2B592D6D-9EDE-4682-9E49-222A32C61D05%7d) | GRAD | Graduate Subcommittee | 1/4/2019 | Marsha Matthews |
| New Course | [COMM 5397 Project I](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b653D0FC5-DBC0-488A-A7A2-FD3B4472F62D%7d&item=%7b66C425EF-5DA3-433B-9BC0-600F13334366%7d) | GRAD | Graduate Subcommittee | 2/11/2019 | Marsha Matthews |
| New Course | [COMM 5398 Project II](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b653D0FC5-DBC0-488A-A7A2-FD3B4472F62D%7d&item=%7b268C1538-3515-4672-92F6-51098CA79EFF%7d) | GRAD | Graduate Subcommittee | 2/12/2019 | Marsha Matthews |
| New Course | [EMBA 5361 Issues in the American Healthcare System](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b653D0FC5-DBC0-488A-A7A2-FD3B4472F62D%7d&item=%7b97416A4B-1804-4583-9621-A675A8228780%7d) | GRAD | Graduate Subcommittee | 1/16/2019 | Marsha Matthews |

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| New Course | [EMBA 5362 Healthcare Information Technology and Informatics](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b653D0FC5-DBC0-488A-A7A2-FD3B4472F62D%7d&item=%7b7B3E4671-A41B-4386-B398-AFB5FD402628%7d) | GRAD | Graduate Subcommittee | 1/16/2019 | Marsha Matthews |
| New Course | [HRD 6343 Foundations of Qualitative Research](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b653D0FC5-DBC0-488A-A7A2-FD3B4472F62D%7d&item=%7bF5346836-8EC8-4CF5-93AE-B67D09BC9076%7d) | GRAD | Graduate Subcommittee | 2/28/2019 | Marsha Matthews |
| New Course | [MENG 5305 Advanced Mechanics and Applied Elasticity](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b653D0FC5-DBC0-488A-A7A2-FD3B4472F62D%7d&item=%7bDA44EF5A-E12C-4DB1-909A-DB63CB8A1525%7d) | GRAD | Graduate Subcommittee | 2/11/2019 | Marsha Matthews |
| New Course | [MENG 5330 Process Control](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b653D0FC5-DBC0-488A-A7A2-FD3B4472F62D%7d&item=%7b3473AE9A-8EEF-4994-AA9F-7D4704263C69%7d) | GRAD | Graduate Subcommittee | 2/11/2019 | Marsha Matthews |
| New Course | [MENG 5345 Energy Conversion](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b653D0FC5-DBC0-488A-A7A2-FD3B4472F62D%7d&item=%7b9A724127-2E3C-4DEF-B1CC-3F3E78D09DFC%7d) | GRAD | Graduate Subcommittee | 2/11/2019 | Marsha Matthews |
| New Course | [MENG 5348 Applied Computational Fluid Dynamics and Heat Transfer](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b653D0FC5-DBC0-488A-A7A2-FD3B4472F62D%7d&item=%7bD6778BA2-F2DF-4A55-A859-ADDE89BAD7E4%7d) | GRAD | Graduate Subcommittee | 2/11/2019 | Marsha Matthews |
| New Course | [OCTH 5190 Professional Development Seminar IV](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b653D0FC5-DBC0-488A-A7A2-FD3B4472F62D%7d&item=%7b3DA0B0B3-9B5E-4F3B-999C-6FF575D9BB1C%7d) | GRAD | Graduate Subcommittee | 2/11/2019 | Marsha Matthews |
| New Course | [OCTH 5330 Research & Knowledge Translation in Occupational Therapy II](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b653D0FC5-DBC0-488A-A7A2-FD3B4472F62D%7d&item=%7bEFCAB260-9479-4D3F-B760-EF0F45FAE8DC%7d) | GRAD | Graduate Subcommittee | 2/11/2019 | Marsha Matthews |
| New Course | [OCTH 5350 Occupation & Evaluation in Occupational Therapy Practice III](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b653D0FC5-DBC0-488A-A7A2-FD3B4472F62D%7d&item=%7b166179A9-BDB7-4D14-8CD3-B4B89D45FA46%7d) | GRAD | Graduate Subcommittee | 2/11/2019 | Marsha Matthews |
| New Course | [OCTH 5355 Occupation, Conditions, & Interventions in Occupational Therapy III](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b653D0FC5-DBC0-488A-A7A2-FD3B4472F62D%7d&item=%7b9C59D1BE-B37E-4D01-8DB0-52F2AAA5A8AB%7d) | GRAD | Graduate Subcommittee | 2/11/2019 | Marsha Matthews |

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| New Course | [PADM 5320 Managing and Leading in Public Organizations](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b653D0FC5-DBC0-488A-A7A2-FD3B4472F62D%7d&item=%7b0D46808D-B513-40DD-9E5E-88B85E2F6399%7d) | GRAD | Graduate Subcommittee | 2/12/2019 | Marsha Matthews |
| New Course | [PHAR 7186 Introductory Pharmacy Practice Experience (IPPE-6)](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b653D0FC5-DBC0-488A-A7A2-FD3B4472F62D%7d&item=%7b5CB5CC7C-0D4E-4E0C-9021-537030D5E4CC%7d) | GRAD | Graduate Subcommittee | 2/11/2019 | Marsha Matthews |
| New Course | [PHAR 7198 Clinical Toxicology & Teratogenicity](https://uttyler.smartcatalogiq.com/?sc_itemid=%7b653D0FC5-DBC0-488A-A7A2-FD3B4472F62D%7d&item=%7b43E821E9-E9D8-443A-9C5D-B34B3478DC06%7d) | GRAD | Graduate Subcommittee | 2/11/2019 | Marsha Matthews |

**Task Force – Graduate Council Strategic Plan Metrics**

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| --- | --- | --- | --- | --- | --- |
| **Pillar**  | **Strategic Goal** | **Impact Area** | **Initiative** | **Metrics** | **Frequency of Measurement** |
| **Student Success**  | Catalyze student retention, graduation and career progression. | Supporting Academic Success from Recruitment to Graduation  | 3.Pilot On-demand Degree Programs. This initiative will be piloted with the RN-BSN program, which provides a baccalaureate degree to registered nurses who hold associate degrees. **On-demand programs will offer a flexible alternative for working students pursuing a second degree or graduate degree from UT Tyler.** This program differs from the accelerated seven-week programs in that it has much more flexibility to accommodate the working/ professional student. | # of students enrolled (Barbara Haas) | every semester |
| Innovative, Student- Centered Teaching  | 1. Provide Professional Development for Faculty Emphasizing Learner-centered Teaching. The UT Tyler Center for Excellence in Teaching and Learning will provide faculty with resources and opportunities including comprehensive workshops, conferences and seminars on best practices for student-centered teaching. | # of sessions offered, faculty participating per session, student evaluations (pre/post attending sessions) | yearly |
|  |   |   |   |   |   |
| **Student Engagement**  | To stimulate the growth of traditions and programming that engages students in unique and compelling ways. | Encouraging Student Involvement in Research & Discovery  | 1. Implement Incentive Programs to Support Student Involvement in Research. Incentives are being developed in several colleges to support student engagement in faculty-led research, and the expansion and strengthening of internal grants. | # of grad students involved in research (not class projects), # faculty members lead student research, $ spent on student-faculty research, # of publications/research presentations | yearly |
| Connecting Students with Successful Alumni  | 4. Graduate Student Workshops. The university will establish a Graduate Student Professional Development Center, which will sponsor a Workshop Series with Live Zoom and on-demand recorded workshops on topics relevant to graduate students. Programming will include networking, social and special events; panel discussions with industry professionals and alumni; and international student development programs. | # of sessions, # of graduate students participating | every semester |
|  |   |   |   |   |   |
| **Research and Scholarship** | To endorse discovery that expands knowledge and transforms East Texas. | Expanding Student Research Activities  | Initiative 2: Create Graduate Assistantships Across All Programs. The Division of Academic Affairs is making semester teaching assistantship stipends available to thesis-track students in each college. Nominated by faculty, students awarded the stipend will be committed to completing a thesis. Faculty will be committed to supporting the graduate assistant’s thesis work.  | $ spent on assistantships, # of students funded, # of theses completed | yearly  |
| 3. Implement Grad School 180. The university will launch a Three-Minute Thesis type event for dissertations, master’s theses and graduate projects to promote knowledge creation and enhance student success and engagement. Participants will present their research to a live audience and online. The event will include a Graduate Student Excellence in Visual Arts Award. | # of participants, # of theses completed | every semester |
|  |   |   |   |   |   |
| **Community Engagement**  | To successfully deploy the university’s intellectual capital to address regional needs. | Educational and Cultural Engagement  | 2: Support Free Course Voucher for UT Tyler Alumni. To encourage lifetime learning in the region, the university will send a UT Tyler-branded graduation gift to all of its graduates, along with a free course voucher that can be redeemed by the alumnus or shared with a friend. | # of vouchers sent, # of vouchers redeemed | yearly |

**Graduate Research Assistant Task Force Proposal**

To: UT Tyler Graduate Council; Provost Mirmiran; Associate Provost Geiger

Re: Graduate Research Assistant funds

The task force has met on several occasions over the past year. While this issue is complex, we present the following findings and recommendations:

Findings:

1. All scholarships are physically awarded by the Scholarship Office. The Graduate School has set minimum GPA criteria for awards. There is *about* $237,000 in New Grad Fellowships to award for Fall, Spring and Summer (this number changes depending on how much interest is generated by the fund during the year). A $1,000 scholarship is required to qualify for in-state tuition; it must be competitive and open to everyone. Scholarship support for graduate students has not increased in 14 years according to the Scholarship office. There has likewise been no increase in funding for Graduate students.
2. Updated amounts of Designated Tuition funded scholarships, other institutional scholarships, outside scholarships. Designated tuition couldn’t be broken out into master and doctoral but there were only about 6 doctoral awards:

|  |  |
| --- | --- |
| **Outside Scholarships** | **AY 2018** |
| UGRD | $                1,568,745.00  |
| MASTER | $                    134,062.62  |
| DOCTORAL | $                      37,978.79  |
| **Total** | **$                1,740,786.41**  |
|  |  |
|  |  |
| **Designated Tuition** | **AY 2018** |
| UGRD | $                2,612,153.00  |
| MASTER | $                      82,800.00  |
| DOCTORAL | $                                      -    |
| **Total** | **$                2,694,953.00**  |
|  |  |
|  |  |
| **Other Institutional** | **AY 2018** |
| UGRD | $                2,143,609.80  |
| MASTER | $                    627,086.39  |
| DOCTORAL | $                      81,240.00  |
| **Total** | **$                2,851,936.19**  |

\*please note that the employee scholarship programs are included in the “Other Institutional” table. We do not believe these should count toward the total scholarship number since they are more accurately classified as “benefits.” We can’t use them to recruit students – maybe to recruit employees, but not grad students.

1. Based on data, Graduate Students comprise 30% of the student body, generate a lot of revenue based on formula funding, yet very few are awarded scholarships. Based on the 5 year average below, only 18% of our graduate students receive scholarships.



1. Graduate School gets 30 New Graduate Fellowships (NGF)/year. Other funds are made available from donor accounts that make up the remaining $207K. There is also a Second Chance Fellowship available for students who weren’t eligible the first semester that is funded through the NGF award.
2. Current TA funds, offered by Academic Affairs, only support on-campus students in thesis/dissertation programs. This helps recruiting for students in those programs, but we need a comparable award for non-thesis TA/GA students.
3. NGF awards are not available to School of Education. Students get discounted tuition, which is considered sufficient. Other Nursing Schools assist graduate students in completing PhD programs, including loan forgiveness. In addition, none of the premium priced programs are eligible for the awards (Academic Partnerships, Executive MPA or Exec MBA).
4. Concern about whether any graduate program has received the funding support that was in the Coordinating Board report for its program.

Recommendations:

1. RA/TA/Graduate Assistant funding should allow our graduate programs to be more competitive and increase the quality of our students. The increase to R3 status will add depth and breadth to our research. Programs and Faculty with specific expertise can attract higher quality students if we can offer assistantships for programs. It will also attract higher quality faculty who are interested in working with students on research.
2. Graduate assistantships should be available to online programs as well. Many programs are successful at providing distance education and could be successful using distance graduate assistants.
3. Some programs, such as Nursing, can qualify for loan forgiveness programs on the state and federal level. This would be attractive to qualifying students and currently hurts recruitment efforts.
4. Many of the national ranking survey (US News) asks about graduate student funding, and this information is part of the ranking on indebtedness.
5. Advancement support is needed to provide sponsorship for graduate scholarships.
6. Funding for Graduate Students should be based on a combination of:
	1. Percentage of Enrollment
	2. Percentage of Instructional Support Fees (ISF)
	3. Percentage of Indirect Costs from External Resources (grants)
7. Some flexibility for programs to use funding would allow graduate assistant funding to be used for recruiting, diversity, growth and professional programs depending on program needs. We propose to keep the RA/TA/GA funding separate.

**From email correspondence from Aerial Hodgkiss to All Faculty dated July 5, 2016 (provided by Kathy Snella)**

Federal Work-Study provides part-time jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay their education expenses. The program encourages community service work and work related to the student’s course of study. For Federal work-study, the Financial Aid Office will cover 75% of the student’s earnings and the department will cover the remaining 25%.

Eligibility requirements:

* Have a completed Free Application for Federal Student Aid (FAFSA) on file
* Show financial need (cost of attendance less family contribution is greater than zero)
* Be an undergraduate or graduate student
* Enroll  full-time or part-time

The Texas College Work-Study Program was created to provide financially needy students enrolled at Texas public and private institutions with part-time jobs funded by the state and the employer. For Texas work-study, the Financial Aid Office will cover 75% of the student’s earnings and the employer will cover the remaining 25%.

Eligibility requirements:

* Have a completed FAFSA or Texas Application for State Financial Aid (TASFA) on file
* Show financial need (cost of attendance less family contribution is greater than zero)
* Be a Texas resident
* Enroll for at least half-time or six semester credit hours
* Register for the Selective Service or be exempt from this requirement
* Not receive an athletic scholarship

If you have any questions please feel free to email me at a awesberry@uttyler.edu or at ext. 5801.

**Aerial Hodgkiss**

Financial Aid Counselor

Work-Study Coordinator

Office of Student Financial Aid

**The University of Texas at Tyler**

3900 University Blvd., Tyler, TX 75799

Phone: 903.565.5801

Fax: 903.566.7052