

**Transcription of the
Faculty Council Meeting
December 10, 2018
MAI 212 at 2:15 PM**

Meeting starts at 36 seconds

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

Good afternoon. Good afternoon. I realize we all have last-day-of-school-itis, but we're supposed to be the grownups who do the work, so we'll have to pretend just for a few more hours that we're paying attention. I know people are still arriving, but I want to get us started on time. In addition, some of you may have gotten here before the table was set up, so please if you are someone who didn't sign in, please sign in when you leave because that is the way we have the record of attendance in case we ever need it or questions are raised. So, it's incredibly important that you sign in. So please do so.

Just before we start, I want to call the meeting to order, I guess, and it's good to see you. Like I said, it is a day when we often have light attendance. I just—a few reminders before we begin our formal business. When you speak, please say your full name and department. This is for the minutes. We record everything. The minutes are done from those transcripts, and it's so frustrating when we don't know who said what. We follow Robert's Rules, more or less, so do not speak without being recognized by the Chair. If you're here as a guest and would like to speak from the floor, you need permission from the Chair. That, or you can ask a member to ask for that permission on your behalf. If there are a lot of questions about something, I will favor those who have not spoken over those who have in the interests of having as full and robust a participation as possible, and, as always, and in every setting we meet as faculty, please make sure your remarks are focused on the matter at hand, succinct, professional, and respectful. Thank you.

Our first order of business today is the report of the Secretary.

[2:38]

Alan Friedman, Faculty Council Secretary and Professor, English

Thank you, Charlotte, and welcome, everybody. Since my last report James Davis has joined the Council. Mr. Davis, would you please stand and be welcomed? He was appointed Vice President for Legal Affairs replacing Leo Barnes, who served as Acting Vice President following Patricia Ohlendorf's retirement. Welcome.

James Davis, Vice President for Legal Affairs

Thank you.

[audience applauds]

Alan Friedman, Faculty Council Secretary and Professor, English

The Memorial Resolution for Mario Benitez (Professor, Curriculum and Instruction) has been submitted, and the President has appointed Memorial Resolution Committees for Terrence Todd, Director of the Stark Center and Professor, Kinesiology and Health Education, and Frederick Martin, Professor Emeritus, Communication Sciences and Disorders.

The Resolution opposing the Trump administration's initiative to redefine gender, which the Council unanimously endorsed at its November meeting, was transmitted to the President. No further action is required.

The Council's resolution on Academic Analytics which it endorsed back in January was considered by a faculty working group charged with developing guidelines for the use of Academic Analytics by the University's administration. It issued its recommendations and guidelines on Friday Dec. 7, this past Friday. And Charlotte tells me she will summarize the report—she was on the committee—in her report. It has now been posted on the Faculty Council website, so take a look at it, and if you have any reactions to it, let one of us know what they are.

The update to the Core Curriculum Course Lists for 2019-20, which the Council approved in October on a no-protest basis, was transmitted to Provost McInnis for her information. Prior to the winter break, the School of Undergraduate Studies will transmit that legislation to the Higher Education Coordinating Board for its final approval.

And finally, the resolution to redesign student course exit surveys and reinvent the evaluation of an instructor's impact on academic learning and engagement was distributed through the Council website in November and will be considered by the Council later today.

That's it for my report. Are there any questions or comments? If not, shall I go on to minutes? The minutes for the November meeting have been posted on the Council website. Are there any questions or corrections or additions to them from anyone? I have received none. If there are no—none from the floor, then they will be considered approved as submitted. Thank you.

[5:36]

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

Thank you, Alan. Unfortunately, Professor—President Fenves couldn't be with us today. He sent his regrets. Provost McInnis has agreed to step in for him and will take questions as he does. Thank you, Provost.

Maurie D. McInnis, Executive Vice President and Provost

Well, good afternoon, everyone. I know that everyone is very busy trying to finish out the semester, and get grading done, and prepare final exams, and finish grading papers and projects, and I know this is a busy time. I hope everybody, though, is going to get an opportunity for a little break here shortly. I certainly know the students are looking forward to that.

Let me just give you a few announcements on a few things, a few updates on things that are going on on campus, and then I will answer or actually direct to another person the ability to answer the one question that was presented, and then we'll open up the floor.

So first, a few things. It's that time of year when we are beginning to roll out admissions decisions. The first batch went out over the weekend, and so some of you may hear about that, either excited or not-so-excited, depending on what that news was for individuals. Real kudos to the staff in the Office of Admissions in continuing to get more decisions out more rapidly about the connection between students—so, these are all automatically admit students, but whether or not they've been accepted into the first or second college of their choice. And so we're getting more of those decisions out sooner as well as the Office of Admissions last year began presenting a number of scholarships called Impact Scholarships, where they are very early on defining some of those students we really want to be sure that we are trying to recruit to UT Austin and they are showing up either in their homes or in their schools and, with a number of people from the University, presenting to them a check for four years of tuition at UT Austin. And these have been a huge hit in the students' home communities. The students very often posting Twitter accounts, videos, Snapchatting it, Instagramming it. Some of them have been some real social media sensations. It's really great to see the extraordinary excitement and enthusiasm of these students for whom being a longhorn has long been their dream. So, these are really exciting. So, lots of good news has been rolling out there.

I also want to say a few words. I'm sure many of you are well aware that beginning in January we will be moving into another legislative session. The leadership of the University has, is already at work and really has been at work for many, many months preparing for this. Jay Dyer, who is our head of government relations, is watching very closely the many bills that have been filed and is bringing together the appropriate people to comment on those bills as they get filed, as well as working on creating some working groups around issues that we know even if they, there hasn't yet been a bill filed, we know there will be probably many bills filed. There are just some topics you can kind of predict that our legislature is going to weigh in on. And so, once we get back in January, pretty soon after that much of the talk, whether it's in the local newspapers, whether it's what people are talking about on campus, all of the talk will soon shift to the leg [legislature]. So, I just want you to know that leadership has been very focused on that and will continue to be.

Last week we sent out an announcement on the creation of a new task force to focus on many different aspects of graduate student experience on our campus. Everything from our current level of graduate student stipends to really thinking hard about what is the appropriate twenty-first century education for our graduate students. Many of us know that their career paths have changed enormously since most of us were in graduate education. I mean, most people chose to go into an academic position or wanted to go into an academic position, and increasingly, fewer and fewer PhD students or those with terminal degrees in other fields, are choosing to go into the academy or have the ability to go into the academy. So, the world's changing out there, and we need to be sure that our graduate curricula are doing a really good job of preparing our students for the jobs and the careers that they want to seek in the twenty-first century. So, I'm very pleased to announce that Daina Berry is going to be leading the work of this group, and I hope this is really going to be a campus-wide conversation about the role of graduate education on this campus. Not only the important role it plays in our research and teaching mission, but also thinking very hard about making sure that we are serving our graduate students as well. So, this, I expect to be kind of a multi-year conversation. It's an enormously complex set of questions.

The issues that are very acute in one field are entirely different in another field, and so, in addition to the high-level conversation, we're going to need to get down into very granular conversations that often will go very much to the disciplinary level. So, I'm looking forward to this. I think it's going to be very great for our campus and for our graduate students.

A while ago we sent an email to all the faculty asking them if you had published a book in the last year to please let us know about it, and we are going to have a reception to honor those who have published books in the last year on January 10th in this room, and we'll be sending out more details about that shortly. I just thought I'd report back to you all that we have forty-one authors who published—this is the thing I'm really amazed by—fifty-eight different books. So, we had a number of authors who actually published multiple titles in the 2018 year, which is incredibly exciting and a little daunting to many of us. But we're really excited to have an opportunity to be able to celebrate and recognize the great research of our faculty who work in the book writing fields, and part of why I'm doing this, one of the reasons why I want us to have this opportunity, is for those of us who are in book-writing fields, these are multi-, multi-, multi-year projects for many of us, and along the way you get very little feedback. You get very few opportunities to sort of mark a milestone that gets any sort of recognition. So, like, when you publish an article, that's great, it goes out there, the world knows, but when you're writing a book and you're working away for years and years there are fewer of those things. And then by the time it—so, you finish your manuscript, and it's often eighteen months to twenty-four months before it actually becomes a physical entity that you hold in your hand. And by that point everybody else is kind of over it, and there's not this moment where you really celebrate and say, "look at what I achieved." Or these moments when your colleagues get to come together and say, "Wow! Let me look at what you've done, and I'm really thrilled for you at this great accomplishment." So, it's really just an opportunity for us to celebrate that.

Related to that, and related to the fact that book writing has its own set of special challenges that is different from the work of people who are in fields that are sponsored by external grants, that is different from people who are in fields where most of your research and scholarship is published predominantly in articles, writing books is a particularly long pathway that often needs some additional support. So, sometime today. Where's Joey? Joey Williams. When is the announcement going out? Later today? At three o'clock today, all faculty will receive an email in their inbox announcing the Provost's Authors Fellowship. So, what we're going to do next year, and this is kind of a pilot, but I think it's going to work, so I think it's going to be ongoing for many years. But for faculty who are in book-writing fields, and this spans many of our colleges and schools, where we have book-writing fields, if you are in a book-writing field and you are an associate professor, you are being invited to apply for a fifteen-month fellowship. In that fifteen months, and this will essentially begin June 1, 2019, you will be getting one-month support in the summer of 2019, and another in the summer of 2020; you will get a two-course adjustment for the 2019-2020 year, giving you more time to focus on your writing. And of course, that's going to have to be worked out with your Dean and Department Chair. You will receive an additional fund to support research or support for your writing activities. And, this is the thing that is perhaps unusual about this program, fellows will be organized into small writing groups, probably groups of three or four, who will be holding one another accountable as well as giving feedback over the course of that year. So, the idea is the small reading—writing groups will be expected to meet monthly, present work to one another, give feedback to one another, as well as

provide both support and encouragement and accountability to help everybody really make progress over the course of the year towards their book project. We will begin the event with a luncheon where, in addition to all the faculty, each department chair and deans will be invited, and end the year with another event where we can celebrate the accomplishments of the twelve faculty who are in this program. And then faculty from this year's program won't actually have access to mentors because it's year number one, but then the faculty from this year's cohort will serve as mentors to next year's cohort as well. So, I'm hoping that this will be a way that we can further support our faculty in our book-writing fields and continue to support the research and scholarship of our faculty.

So, that's probably it for my announcements. Oh.

[audience applauds]

I will turn now to the one question that was presented from Stuart Reichler from College of Natural Sciences. The question was, "According to a meeting of the Signature Course Advisory Committee on Nov. 13th, it is not desirable to have non-tenure track faculty teach signature courses. Is it University policy to exclude faculty from teaching courses based on whether they are tenured, tenure-track, or non-tenure track faculty?" And I've asked Brent Iverson, Dean of the School of Undergraduate Studies, if he would please field this question.

[17:20]

Brent Iverson, Dean, School of Undergraduate Studies

Thank you, Provost McInnis. As you know, I always like to talk about signature courses. Signature courses are designed to give all first-year students the tools they need to succeed as college students and beyond. And when we think about the other parts of a signature course, the Signature Course Advisory Committee has a number of criteria that are used to see if an application is going to be accepted. First, we want to make sure that we're looking at distinguished faculty members who have a strong teaching record. Second, we want to see a class that will help expand the academic comfort zone of the students who take part. We want to make sure they see things from an interdisciplinary point of view, and for that reason, it's very important that we have students from all different parts of campus that take part in signature courses.

Well, the meeting that we're talking about here, we were focusing on a lot of different aspects of what goes in to an application, a successful application for signature courses, and I think that the conversation was not really well characterized by what's being said here. We do look for distinguished faculty members, but I want to point out: 20% of the 212 signature courses are taught by non-tenure-track faculty. And they do a phenomenal job. It's really the whole package that we look for when we look through these applications, and we turn down many applications, a substantial number are tenured faculty. So, it's really just a very comprehensive look that we take, and it's not focused on one particular issue. But like I said, 20% of the signature courses being taught, being taught extraordinarily well, are being taught by non-tenure-track faculty. And any of you who are in this room who do that, thank you very much. I mean, you're doing a great job.

Maurie D. McInnis, Executive Vice President and Provost

Great. So, Charlotte, am I now supposed to throw it open to questions for the floor, if there are any? Alright, then. I will step aside, and we'll move forward with the agenda. Happy Holidays, everyone.

[19:23]

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

Thank you, Maurie. I think Greg's going to be jealous. He probably would have come if he had known there weren't going to be any questions. I have a—now it's the report from the Chair. My report today is very short both because we have a lot of business on the agenda and I want to keep as close to time as I can, but also because I'm going to save my remarks for a couple of the pieces of new business, especially that of the resolution from the Educational Policy Committee and the presentation from the Faculty Innovation Center.

So, first, I want to update you on what I've done on behalf of the Faculty Council since we last met. As Alan Friedman has already said, the Academic Analytics Task Force completed its business, and its report was accepted by the Provost. We've posted that report on the Faculty Council website. It's available for all of you to look at it. I would urge you to do so. It was the product, I think, of some really robust conversations, an airing of concerns, and a figuring out of how to deal with this imperfect tool that is so ubiquitous in the academy. I think we reached an excellent set of agreements that will take us into the future. I don't think it's a permanent solution because I think Academic Analytics will continue to grow and change, and as it does we'll continue to address how we want to use it as an institution. But I'm very pleased. It was a terrific committee who worked really hard on it, so thank you to them. And, as Alan said, if you have comments, feedback, questions, we would be glad to take those and either answer them ourselves or pass them on to the appropriate body.

The Faculty Council Executive Committee Plus, which is the Faculty Council Executive Committee and President, Provost, Dean of Graduate School, Chief Legal Counsel, and so on, all met with the Commissioner of the Texas Higher Education Coordinating Board, Dr. Paredes and Vice Commissioner Rex Peebles, for a very, very robust and lively discussion about Fields of Study. It would be my dream to report to you that all is resolved and we're all, like, have the perfect solution and all the students—but, no. So, we're still working on this. This is an ongoing conversation with the Coordinating Board. In some ways our positions are not all that far apart. In other ways they are very far apart. We're trying to figure this out and to prevent, I think, a sort of homogenization of curriculum across the state to the extent that it becomes anyone's curriculum. It was a—like I said, it was a lively conversation. They did listen. We, I think we found our way on a few things. So, I will keep reporting to you as that conversation goes on, particularly as there may be legislative matters associated with it. But I do want to say how much we all appreciated that Drs. Paredes and Peebles would come down, meet with us, and take the time. It was very generous of them, and I think it was a conversation that will serve us all well in the future.

Chair Elect Brian Evans and I met with Janet Dukerich and Carmen Shockley about revisions to the guidelines governing tenure and promotion. Carmen Shockley and I met with members of the Faculty Innovation Center [FIC] to discuss ways to support budget councils and executive committees in their evaluation of faculty. As we discussed the tenure and promotion guidelines, one of the things we talked about was that budget councils and executive committees are one of the last sites that haven't been focused on robustly in terms of talking about how we evaluate one another, how we can do that more effectively. So, we're starting some conversations around how we might address the way—of supporting the ways in which we all evaluate one another particularly within our home units.

I continue to sit on University Capital Planning Committee which just cancelled their meeting right before Christmas, thank you Provost McInnis, CREED [Council for Racial and Ethnic Equity and Diversity], the Gender Equity Committee, and the search for a Senior Vice Provost for Faculty, I just want to remind everyone about that search and to think about nominating yourself or someone you know of in your college who would be terrific. We want as big and lively a pool as we can get, not like, field of study discussion lively, you know like, lively. Okay. I just wanted to check in on that. And I also of course represent us at Graduate Assembly.

If you are a Committee Chair and your committee is considering a resolution or report and you want to make a presentation next semester to faculty council, and you haven't been in touch with me or Debbie, please do so. We want to make sure that those, that work from the standing committees gets priority in terms of the agenda, but the sooner we know about your work or your intention to present, the more effective and the more quickly we can make sure that you get a spot on the agenda.

I think that's all I have to report to you. I'm going to turn it over to Brian Evans, Chair Elect.

[25:01]

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

[says something inaudible from the floor]

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

Oh, brilliant. My favorite kind of report! So, no report from the Chair Elect. As far as I know we have no unfinished business or only unfinished business, so I don't know why we would spend extra time on that. We have no reports from the General Faculty, colleges, schools, and committees, so we will move on now to new business.

Debbie, the computer is...there's something from Adobe. It's an urgent communication from Adobe on here. It's very exciting. *[Charlotte makes sound effect: Duh-dun-duh!]* Alright! The first piece of new business that we have is a resolution, which, of course, because it comes to us from one of our standing committees does not need a second. And this resolution is one to redesign course instructor surveys [CIS] and how to—and about the evaluation of teaching at this university. It comes to us from Educational Policy Committee. We have Kate Biberdorf, who is

going to present, but before I bring her up her, I just want to say that discussions have been happening on our campus for some time about these issues, about course instructor surveys, about how we evaluate, support, and develop teaching on this campus, and how we can do all those things more effectively. There are multiple and various rigorous studies out there that demonstrate that the ways in which traditional or conventional CISs work fall far short of being productive, and actually more often act as impediments to evaluate teaching. We're not the first university to open up this question. We are following in the footsteps of the University of Southern California as well as UT Arlington, so you can see there are diverse kinds of institutions that are taking this up. But, it doesn't mean we still can't be a national leader on this matter, and I'm very excited about the possibility of this work. So, Kate, if you want to come up and present the resolution.

Katherine (Kate) Biberdorf, Associate Professor of Instruction, Chemistry

Nice introduction, thank you. Hi, everyone. My name's Kate Biberdorf. I'm an Associate Professor of Instruction in the Chemistry Department, and part of my duties as sitting here on Faculty Council is to sit on the Education Policy Committee or EPC. And, one of the things we looked at this semester was a lot of the disgruntled conversations happening across campus with course instructor surveys that are also being echoed across the nation.

So, for those of you that are new to this conversation let me give you just a little background information. I, Charlotte basically said everything I wanted to say, so listen to what she said, but essentially, we are saying that our course instructor surveys—research is showing that course instructor surveys are not always good indications for student learning and effective teaching. Sometimes they are, but they are not always in that specific case, and that is traditionally true for four specific people, four categories that often get lower results. And that is if you're a female instructor, if you are a person of color, if you are an older instructor, or if you teach something that has a course of rigor or a large course size. So, for example, I am a female Chemistry instructor for a class of 500 students, so one, two, three right away, I've got great scores, so. Oxford actually went an additional step and said if you have "math" anywhere around your title or your class at all just *[makes falling noise]* right at the bottom. You're going to be the worst of your campus.

And so, we listened to this conversation and wanted to see if it was even possible to make changes to this, to see if it was an option for us. And so we looked at two different things: UT System and we looked at Texas legislation. Let me start with Texas legislation first. The Texas Education Code 51.974 basically says that we must have end-of-course faculty evaluations and we must make the evaluations available on the institution's website. But that's it. That's all it says. That we have to have exit surveys, and we have to make the data public. This language was basically amended with House Bill 2504, and so we checked in with the Registrar's office, and they confirmed that that is true, that we only have to have the course exist surveys and we do have to make it public, but it has to be within three clicks of the home page. Okay?

And so then, UT System, back in 2012, decided to take this a step further, and they established a task force. And this task force basically said that in fall 2013, you have five mandated questions that must be on our exit surveys in a specific order, with a specific language. And I'm sure you're all familiar with this, but for those of you that aren't, the five questions are on: our course

objectives and expectations must be clearly explained; they say that our instructor must be prepared; that our instructor communicated information effectively; that the instructor encouraged students to take an active role in their own learning; and that the instructor was available to students both electronically and in person, and/or person. So those are the five that were mandated by UT System.

Now, apparently, though, this was under a former Chancellor's directive, and we received confirmation this morning from Wanda Mercer, who is the Associate Vice Chancellor for Academic Affairs, that this directive was never codified into the Regents' Rules or policies, which means that we do have permission to make changes if we as a community here at UT Austin decide to do so. So, hopefully you were all able to pick up the resolution that was out there, if not there's copies outside and I have some more if you'd like it. But basically, EPC is proposing this resolution, and what's interesting is if you look at all of our peer institutions who have gone down the path, they end up at this exact same resolution. Everybody wants to create two task forces. And the first one is basically to design a new student course exit survey, so that is going to be where our students can actually talk about their perspective on course rigor. They can talk about their perspective of academic engagement and learning. Whereas the second task force is going to be a way to figure out how to evaluate effective teaching, and that is the one that is supposed to be used for promotion and tenure, not the first one, but that's for the committee to decide. Okay? And so, basically, this is our resolution. We think there need to be two task forces that are established. They need to work together, but they are not necessarily the same. They're probably working in tandem, and we absolutely think they need to be working with other efforts that are happening here on campus.

That's basically all I have for you guys today. I'm here on behalf of Christine [Christine L. Julien], who's our President. Like I said, my name's Kate. I'm the Vice Chair Elect. I'd be happy to answer any questions. Thank you for your time and Happy Holidays.

[31:36]

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

David M. Jenkins, President, Senate of College Councils

Hello. David Jenkins, President of the Senate of College Councils. My intention is not to speak out against the creation of the task force or the reevaluation of the course instructor surveys, but I am particularly troubled by the language which I found in the resolution, specifically the quote, "student experience cannot be considered a valid measure of teaching effectiveness and student learning." My question is to whether or not the legislation itself is meant to agree with the standpoint that student experience should not be factored into the evaluation of a course or if there's another way I'm meant to take this inclusion.

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

That language comes from some of the studies where it said that a student could—that is—some, what CIS has often asked students to report on is what they felt or how they experienced the course, not what they learned. So, what we were trying to do is capture the sense that what CISs

are measuring is not helping anyone evaluate whether the course was valuable to the student in terms of the actual educational goals. And so, to move the CISs to the place where that is more the case. We had students—we have students on the EPC who worked with us on this, and so, and one of the things we were saying is, “What do you need the course instructor,” (I’m sorry the lights were...) “What do you need the course instructor surveys to be? Like, what information do you want on them?” So, they will continue to play a significant role in that task force.
[33:14]

David M. Jenkins, President, Senate of College Councils

Alright, thank you very much. I’d just like to make sure that no matter which direction the course instructor surveys take—

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

Yes.

David M. Jenkins, President, Senate of College Councils

They retain the sense that student feedback is really important to the process.

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

And I do want to clarify, if there is any confusion out there, there has never been any discussion of not having course instructor surveys or not having a robust student voice in this process. That is absolutely non-negotiable. The point is to create a process that makes that voice both as valuable for the students as well as getting value out of the students. And the current CIS does neither.

Brent Iverson, Dean, School of Undergraduate Studies

Brent Iverson, Dean of Undergraduate Studies. For someone who reads a whole lot of these files and reads a whole lot of CISs, I can say I really applaud this effort to try and make this as valuable as possible. And the one point I’d like to amplify on point number two there, is the point of this is not only evaluation but if we can create a very robust system where faculty are looked at and given feedback longitudinally along their entire trajectory as faculty members on this campus, we can get to the point where everybody’s improving in a fantastic way. So, I don’t want this to be thought of as simply a way to evaluate with the hope of finding something wrong. The point is to make sure that everyone gets positive feedback and continues to get better and better, and that’s what everybody wants. And, believe me, the student voice is going to be incredibly important, absolutely, end of story. Great job.

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

Thank you. Brian?

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

Brian Evans, Engineering. I’m glad Brent Iverson went because I’ve talked to him a lot on this issue. Now, the second task force it’d be great to get additional guidance, suggestions on how to actually use these survey scores. I think taking into the factors that you just described on gender, age, ethnicity, whatever, and there’s a lot of studies on this. Berkeley has got—there’s a number

of really good studies on this—to put it in a good perspective. But also, I know Dean Iverson likes to put things in longitudinal perspective, not just the course instructor surveys, but also the peer teaching evaluations, to go in parallel with it. So, it's the same class, by the same instructor, taught multiple times over many years to see what the trajectory is and not get caught up in comparing your—my individual score or an individual's scores against somebody else's. Just how are you doing relative to yourself over time. That would just change the game in how we evaluate faculty. Thank you.

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

Yes. And that's, I mean, one of the reasons the task force doesn't—the second task force isn't reduced to something like “peer teaching evaluation” or this or that, is to really rethink all of it from the ground up and see what are some of the best and most exciting practices out there that we can bring to campus as well as improving ones we're already doing. Yeah?

Ian McEntee, Student Government Representative

Ian McEntee. I'm a Student Government Representative. I have a two-part question. My first part is in regards to what David Jenkins just mentioned. Is there a way to clarify the language in the resolution so it doesn't have the impact of downplaying the role of a student experience in the course?

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

Sure. Not quite sure how we would do that, however. But, I mean, this is basically—oh, sorry. Microphone. The resolution that—the core of the resolution is this. I'm sure, how about this: I write, when I collaborate with Alan when the resolution goes up, to clarify this point. Would that be acceptable.

Ian McEntee, Student Government Representative

Yes, that would be beneficial because I would be concerned about the latent function of students being like our voice is not—like, and I know that's not your intention of that at all, but the impact of that could be that like, Faculty Council does not want a student input on the experience of a student. My second part would then be, with the creation of this task force through EPC, with the student voice on this, is it representative of the variety of different colleges, or is it centered on one or like a few because there are a handful of different experiences that—

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

Yeah. EPC will not be the task force.

Ian McEntee, Student Government Representative

Oh. I was confused.

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

EPC was the place where we sort of started the work on figuring out how—it's like the work to figure out the work. So, EPC was charged in what is the best way forward, and this is the recommendation they bring. I believe in the longer document it gives some examples of who we would be working with, so, for example, the Provost's Office, multiple initiatives within the Provost's Office, the folks who actually run the CISs have already been part of these meetings

with EPC and have been amazing. The kinds of knowledge they're bringing to the table has really been extraordinary. So, there is, and it's only going to work, is, in something anomalous to, I'm sorry, analogous to the Dean's graduate school task force, if it takes into account the many differences. I think a lot of us feel that one of the problems has always been it's so one-size-fits-all that it fits no one. So that's going to be super important is to take the diverse ways that teaching happens on this campus, because those CISs assume a very singular teaching mode, and figure out how we can do a better job of supporting and accounting for that. Does that make sense?

Ian McEntee, Student Government Representative

Yes, ma'am. It does. Thank you.

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

Thank you. Any other—yes?

Philip Barrish, Professor, English

Philip Barrish, Department of English. First, I want to say I love that last point, getting away from the one-size-fits-all-models choice. Seems so strange to me that in so many different kinds of teaching we all have the exact same form. So, this is just a point of information, really, ask you to remind me: what would be the involvement of Faculty Council as this process goes forward? At what point would Faculty Council be able to say, “we love what you're doing, we don't really like this idea,” debate, and discuss it?

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

Faculty Council will be involved throughout since we're the resolution that's helping to form the task forces, and EPC will be overseeing the work. EPC will probably serve as something like a clearing house over the next few years. It is going to be long-standing, and, as we do the task forces, we may find that they further need to splinter, you know, in terms of things that they're finding. So, it will have to be very much based in Faculty Council, I think, in order for it to sort of move forward as a University-wide effort. Hilary?

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

Yeah, I just have—in case we can do it here and now in this body. Oh, permission to speak? You've got to give me permission to speak. Yes. Because I'm not in the Council.

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

Oh, yes, please! Ah, the Chair recognizes Hillary Hart.

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

Thank you. Thank you. So, the second paragraph, second to last sentence, I think, let's try this, just briefly, the feedback, this feedback, the student feedback “is a measure of student's experience in a course and is therefore valuable to faculty, but, collectively, student surveys alone cannot be considered a valid measure of teaching effectiveness.” And I think that's what I meant to say when I wrote that sentence. I'll take it on the chin. Because experience is important,

and we are acknowledging that student experience in a course is very valuable for faculty to get, but it's not a measure. The survey that purports to be a measure of success of students turns out not to be correlated that way.

[40:30]

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

Thank you. Any other—yes?

Ayelet Lushkov, Associate Professor, Classics

Ayelet Lushkov in the Classics Department. Will either task force also look at the resources available to faculty in terms of supports and the various constraints on faculty as they prepare and deliver teaching?

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

I imagine that everything will have to be on the table. In order for any system of evaluation and support to work it would also have to be about the resources available. So, yes, that would definitely—I mean, we wanted to create also a charge that was as general and broad as possible so then things like that come up it's very easy for the committees to bring them or the task forces to bring them into their work and deliberations. Thank you.

Ayelet Lushkov, Associate Professor, Classics

Thank you.

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

So, actually I thought if the word changes seemed a good idea that I would ask one of the Council members to make a motion to replace “student experience” with “student surveys alone.”

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

A second?

Unidentified Faculty Council Member

Second.

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

Okay. All those in favor of the amendment?

[Council members say, “aye.”]

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

Opposed? Abstentions. Okay, the amendment passes. I—Debbie, is it possible, or Casey, to put up the, if anyone wants to see the emended text before we vote? Would folks like to see that text before we vote? Okay. Nah? Yeah? No. Alan Friedman says, “No.” So, I'm going to then go ahead with the vote. So, all those in favor of the amended resolution, signify by saying “aye.”

[Council members say, “aye.]

Opposed? Abstentions? Thank you. The resolution’s passed. Thank you so much.

Our next order of business is Vice Provost for Diversity Ted Gordon is going to talk to us about the statement, the University statement on diversity that he has been working on this semester. What does it say up there? It doesn’t say that. There you go.

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

Thanks. How much time I got? Not a lot, alright. Good afternoon. Good, take what I need. Good. Thank you.

So, thank you for allowing me to come and address this distinguished body. As President Canning has—you are President Canning, right? President? Whatever you are. Yeah, okay. Chair? *[chatter]* King? Queen? As she says, I’ve been working on a diversity statement, or we’ve been working on a diversity statement for a while.

Give you a little bit of context. Up until recently, looking at the UT website there was, as far as I could tell, no mention of diversity in the “Mission and Values” of the University, nor were there any in relation to the “Vision and Goals” on the President’s website. Nor was there any on the Provost’s website, and there was a short something on the diversity website that you get to when you go to “About” on the main page of the University’s website. Since that time, the Provost has penned and placed in a prominent position on the Provost’s website a statement on diversity for which I very much appreciate and I think others do as well. The President’s “Vision and Goals” has something on it. For example, it says, “identifying—unlocking students’ potential through education,” and a key component of that is “identifying, enrolling, educating, and graduating an excellent, high-potential student body that is racially, ethnically, economically, and geographically diverse.” And then there’s some more wording on a side bar there that says “Diversity—UT embraces and encourages diversity in many forms, striving to create an inclusive community that fosters an open and supportive learning, teaching, and working environment. Our strength as a university draws from our wide range of perspectives and experiences.” That also appears in the “Diversity” section that you get to by going to “About,” but then it kind of is a preamble to a list of DDCE programs—Division of Diversity and Commun—Diversity and—DDCE—Division of Diversity and Community Engagement. Alright. So, there’s still nothing if you go to our University website, again, you go to “About,” and you go to the “Mission and Values” of the University, there’s no mention of diversity as either. Our core values turn out to be “learning, discovery, freedom, leadership, individual opportunity, and responsibility,” but, in a nutshell, diversity is not really present in the way we present ourselves given our mission, and goals, and values statements.

So, noting that, we began working through the Provost’s Office and in consultation with the President and also in consultation with the Faculty Council, the Executive Committee of the Faculty Council, to fashion a statement that could conceivably go in any one of these places, but the place that I think would be most appropriate is something that goes in the “Mission and Values” portion of what it is the University says it’s about.

So, thinking that through, and in conversation particularly with the Provost, there seem to be three instances that really have some say in terms of what our mission and values are. That is: the President, the Provost, and the Faculty Council. So, given that, I took the opportunity to take from a series of speeches and written materials from the Provost and the President on these kinds of issues to fashion a statement that would hopefully get some buy-in from the President and the Provost since they were their words and brought those to the Faculty Council Executive Committee to see if the Faculty Council Executive Committee could agree on something of this sort. The results of feedback from the Provost's Office, feedback from the Faculty Council Executive Committee, feedback from some of the student groups that I also work with is the statement in draft. You see that draft on there? This is a draft. That's up on the board, and which has been handed out to you. I don't want to wordsmith this here and now. I'm open to suggestions from Faculty Council members as to what might go in or what might come out, etcetera. I remember that your Faculty Council Executive Committee, which is a very august group of folks, which have noted English scholars in the group who have already wordsmithed it, so hopefully it won't need any more of that. But I do want to point out a couple of things.

One is that one of the reasons I thought that we needed a strong diversity statement in our "Mission and Values" is that, increasingly, universities and the University of Texas have tended to see diversity as a transactional issue. In other words, diversity, actually it's really couched in the kind of terms that the Supreme Court has more or less mandated through the Bakke decision, need to be the terms by, through which, affirmative action can be undertaken. However, this statement is not a statement about affirmative action. It's a statement about or should be a statement about the University's mission and values. So, just saying that we want to do diversity because it leads to excellence and it helps all students to learn better in a diverse environment seems, to me, to be insufficient, and that one of the things that needed to be included was some kind of, I call it a moral imperative, to diversity. And the President actually led the way in his State of the University address last, well this is this fall, this fall, in which he talked about the history: 135 years of exclusion, etcetera. So, one of the key aspects if you look at the, carefully, at paragraph number two, that gets highlighted here, is that the University has, this says "requires," could be "obliged," I think we actually tried to change that word "requires" after talking about, talking to, in fact, I don't know how this copy got up here, but anyway, talking to legal. If you look at the last sentence in paragraph two, it says that "our history of inequity and exclusion requires us to champion the educational benefits of diversity." That actually should read "inspires us," as per our legal folks that, so as we're not required to do anything but we are inspired, in fact, to do these things. But that paragraph for me is a key paragraph in which it talks about what our history has been and what we are attempting to do here as a community in terms of inclusion, equity, and, ultimately, diversity.

There also, then, is, in both paragraph one and in the last paragraph, ample discussion of the transactional aspects of this in which we're doing diversity because it's a great thing to do and it's good for all our students and all that. But hopefully you'll get a chance to read through this. I'm not sure if the Faculty Council will vote on something like that—this, or if that's necessary. But the objective here is to get this is wide a kind of viewing as possible and, particularly with the faculty, to make sure that we are beginning to express what diversity means to this campus and have a mission and a value that can be the basis for doing the best we can to make this a

diverse university. So. Without further—questions? I don't know if there's any questions. Do I get to...does anybody have any questions? Or, it just seems pretty straightforward, but there you have it. Yes?

Samantha Fuchs, President, Graduate Student Assembly

Samantha Fuchs, President of the Graduate Student Assembly. I do want to thank you for creating this statement and my participation in helping you create this statement, because I do think it is very important to have a very strong, proactive statement about diversity.

Unfortunately, there has been some other discussions about diversity, particularly, most recently, about the Hogg statue. So, some of the negative responses from that might make this statement seem like this is a reactionary statement rather than a proactive statement, so I just urge you to consider how this statement would be rolled out, in what sort of manner it would be publicized and marketed, and if it would be better to make this an official resolution that we'll vote on next semester rather than having it come out before the end of this semester.

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

Yeah, I don't think there's any—thank you for that. I don't think there's any chance it's going to come out before the end of the semester. So, I don't think you need to worry about that.

[audience laughter]

And we will certainly take that into account. I think what's really important here is that the University itself understand what the impetus for this is, and I think particularly that second paragraph is—some facsimile of that can stay in—can offset some of the questions that might come up about what our objectives are, particularly in relations to the way in which—to the statue coming up. But, I take your point. Thank you.

CJ Alvarez, Assistant Professor, Mexican American and Latina/o Studies

CJ Alvarez, Mexican American Studies. I don't—maybe I won't phrase this quite right. Maybe this isn't a question that we need to fully explore here, but I'm curious to know how you understand the absence of a statement like that previously as just a kind of a typical kind of garden-variety negligence that is often the case in institutions that are—or as a, and going back to this question of anticipating the legislation, legislative session, a kind of a calculated centrism designed not to trigger an ongoing relationship on various levels of government and society between, like, for lack of a better term, the sort of a right-wings?

[54:13]

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

Yeah, that's kind of a dicey question for someone like me. How do I understand this? This is a state and an institution that's had a hard time with equity and inclusion forever, and one of the things I highlight in this, in the second paragraph, because this is the first time—I've been told there was another President, I think President Flawn, who'd said something about the fact that this was a segregated institution about twenty years ago—but, as far as I know, this, his

statement this fall was the first time that a UT President actually admitted that we had a problem here in terms of, not that we had a problem in terms of diversity, but that our lack of diversity had to do with the actions of the University itself. It's been a pretty taboo subject, at least in public, and I think that has everything to do with the fact that we are in the state of Texas, and I think it has everything to do with the fraught politics of diversity, affirmative action, and sexism, and racism as they apply to higher—institutions of higher education. So, I think the important part here, rather than kind of assigning blame in terms of what, why we didn't have something like this before, is the fact that hopefully we're on the road to actually putting something in place now despite the fact that there would definitely be people who see this as somehow pandering to people like you and me, I guess.

[scattered audience applause]

CJ Alvarez, Assistant Professor, Mexican American and Latina/o Studies

I guess maybe the better way to ask that question is, what kinds of reactions do you anticipate from, from groups that have co-opted the language of civil rights and social justice? In other words, a group that says, “what we mean by diversity is that we need a space for far-right and racist-right views on campus,” and then that incorporation of views into curriculum and so-on and so-forth?

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

Well, if you've been looking at the far right, kind of, websites, that are trolling us as it is, there are many of us who are sitting in this room whose names are out there on a daily basis in terms of our “reverse racism” and in terms of our “over the top leftist politics,” etcetera. I don't expect that this is going to bring any more than we already have in relationship to this. The University of Texas, to its credit, has been relatively strong, publicly and legally, in trying to defend affirmative action, as just one example. And that, then, means that we are in the eye—as a target of these kinds of folks and their analysis. That's not going to change. I don't think this is going to make it any worse. In fact, one of the reasons why I want to have something which stakes out moral territory here coming from the University of Texas, coming from the faculty, and the President, and the Provost, is that it's important that we give some pushback to folks who would like to make us less diverse by making us less equitable and less inclusive. And I think it's important that we as a University community, as an intellectual community, defend the moral prerogatives that we think are important, and I think in one way or another recognizing that in the past we have been exclusive and that today we are trying to be inclusive and therefore and thereby create a diverse community, it's extremely important. Precisely because there are folks like that, and not just folks but organizations, who are willing to fight us on these things. If we just roll over, then we've lost the battle.

CJ Alvarez, Assistant Professor, Mexican American and Latina/o Studies

Thanks.

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

Thank you.

Alan Friedman, Faculty Council Secretary and Professor, English

Alan Friedman, English. I think what I'm hearing is a consensus that this university is long overdue for a statement like this to represent us. So, I would like to move that the Faculty Council go on record as endorsing this resolution with one caveat: because it has just been introduced today, I ask that the vote on this resolution be taken at the next Council meeting if it's seconded and that's approved.

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

We need a second to discuss it, right?

Alan Friedman, Faculty Council Secretary and Professor, English

Yes.

[Unidentified Council member gives a "second" to discuss]

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

Thank you. This actually wasn't brought to us as a resolution, for the moment. This was brought to us more as a point of information to let folks know what's happening on campus, that this is in development, and to call for the broader Faculty Council to be in touch with us or with Vice Provost Gordon on ideas or questions or whatever just to make sure we have as large a discussion and inclusive a discussion as we can manage on a campus like this. So, we don't have to be worried that this exact document is the one that will appear on UT's website anytime soon. It's still under development.

Alan Friedman, Faculty Council Secretary and Professor, English

Right. I think that's exactly right, Charlotte. One of the reasons we developed the notion that resolutions are introduced one meeting and then voted on at the next is to allow for exactly what you're talking about. And so, I'm not wedded in my recommendation to this particular wording but to this particular principle and step that's something we should endorse at least in principle as soon as possible, and then we'll get the exact wording after that.

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

Well, hopefully we'll have some updates before our next meeting and then we can see where we are in terms of a supporting vote or a resolution vote or whatever will be appropriate to support the work.

Lorenzo Sadun, Professor, Mathematics

Lorenzo Sadun, Mathematics. In reading this thing, my first reaction to the second paragraph was kind of, "why are we beating our chest so much?" And then, my second reaction is, "duh." That really, we do have a history of racism at this place, and that what we want to make the statement is, "that's not us." And the only way that we can, you know, honestly say "that's not us," is by drawing a clean break with the past, and there are some societies like post-war Germany that have done an extremely good job of recognizing their pasts and saying, "that's not us anymore," and there are others that try to muddy the waters. And the more I think about it, the more I like that second paragraph.

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

I like it to. Thank you very much.

[1:01:08]

[audience applauds]

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

Thank you very much, Vice Provost Gordon, and we look forward to seeing this statement develop and seeing it up on our website. Thank you.

So, here's the thing. Many of you know the work of Clark Kerr, who was a Chancellor, then President of the UC System. He had a very important book called *The Uses of the University*, which is one of the, sort of, classics on higher education in the United States. In it, he says what was probably the most appropriate or accurate observation about university life, which is that if a President can make parking work for faculty, he or she would be the most successful President on record in the United States. This, I think, has been superseded by a new issue, which is scooters.

[audience laughs]

When at the last meeting Chief Carter joined us for—to talk about the work that UTPD, the new work he'd doing at UTPD, he was appropriately, non-violently tackled by several of our august members wanting to know what's happening with scooters. The poor man. You've got to give him his due. He was like, “well, if no one breaks the law, there's not much we can do.” So, I asked around. We talked—I talked to Transportation Policy Committee and to the Provost and we decided that we would have Darrell Bazzell to come talk to us about the task force that he heads out of his office. So, thank you very much.

Darrell L. Bazzell, Senior Vice President and Chief Financial Officer

Might be easier to solve faculty parking, actually, but. I am Darrell Bazzell, the Senior Vice President and Chief Financial Officer, and, yes, I will, bravely, on your last meeting of the calendar year, talk to you about scooters. I'll try to be brief and give you an opportunity to share and offer your thoughts and comments.

So, a little bit of the quick background on scooters. You talk about disruption in every sense of the word. Scooters arrived in Austin on April the fifth of this year. Nine-hundred scooters descended upon Austin, and you all remember the chaos that quickly ensued, and the City of Austin had those scooters removed on August, excuse me on April 27th. Those scooters reappeared on May the 23rd when the city passed some temporary regulations. Our campus developed, after an engaged process, some draft rules, and we approved, final rules were put in place on June the 19th of this year. In August of this year, we also put some additional scooter rules in for game day when, obviously, we're very, very concerned about motorized vehicles around the stadium. We call for a prohibition within vehicular checkpoints. Since we put that in

place, we've actually had to remove seventy-seven scooters during football season this year. In September we began to track injuries, and I'll talk more about that in just a moment. In October, we began to allow commercial operators to use scooters on campus. We don't allow scooters to be "staged" on campus. That means you can't have them ready for people to use in the morning, so we're not one of those locations. In December of this year, we put some additional enforcement, regulations in place, some continuing safety. We designated Speedway as a no-parking zone. We also—excuse me, these are ones from students—they also, then, asked for some designated scooter parking, reduced speed limits in high-pedestrian areas. I tell you, as of this past week, depending upon the estimates—I don't know if Bobby's here—somewhere between 9 and 11,000 scooters somewhere here in the Austin area. So, quite a few with more to come without a doubt.

Just in general, we do ask that scooters navigate similar to the way that bicycles do. We ask that they park in bike racks, and we're designating ten additional areas around campus to park scooters. There is an impoundment fee of 150 dollars per scooter and a twenty-five dollar per day storage fee. We are beginning to push more. We started out with just asking for compliance. We're moving more and more in the mode where we actually are—I think we've had thirty impoundments, primarily around, I believe more around Speedway and areas where we're trying to protect pedestrian safety, ADA [Americans with Disabilities Act] corridors, and the like.

So, I mentioned accidents. So, a little imperfect data, but this is what we have to share at this point. Of course, you can see an uptick in the number of scooter accidents. A couple of things to add to what you see. These are the number of visits to University Health Services. These could be visits from, regarding accidents on or off campus. This, of course, also does not measure visits to emergency rooms or other medical providers outside of UHS. In terms of the severity of accidents, or head and fracture injuries based upon fairly limited data, about 25% of the individuals showing up to Health Services have that type of severity of injury. Compare that to bicycles. Bicycles are about 60%, again, a limited sample set that you're looking at here. So, we're continuing to collect data. Health Services started this past month to collect data that allows us to differentiate between on-campus and off-campus incidents, and that will prove to be very, very helpful as we move forward here. One more. One more.

So, as Charlotte mentioned, we have put together a working group to take a look at this issue. They have met several times, and we hope, and I'll focus you on the last sentence of the charge. We hope to have the first round of recommendations ready by Wednesday, and my Chief of Staff who chairs the group has promised that they will, in fact, deliver on that. So, I see this says we're in the process to see if Austin has just commissioned a study to take a look at some related issues, and my sense is we'll have to look at this and a series around as more and more information becomes available. Do you want to go back now? So, you can see the makeup of the actual committee. So, one—forward. Okay, you want to go back one. There you go.

So, there's the makeup of the group. Faculty, of course, are represented by Linda Golden, who chairs the C-9 Transportation Committee. We still do not have a formal student rep. Our students have not yet appointed someone. Of course, this is an incredibly busy time for them, so we'll look for other ways to garner student input as we move forward here. I should say, so we're looking at things around parking zones, impoundment fees, as I mentioned, we have some in

place now, stepped-up enforcement, speed limits, disembark zones, more on educational safety. We want to focus on how do we deal with employees who are using scooters to navigate the campus? What do we say to them? And, of course, we need to look at other technologies that might help us manage this issue. So, as we move forward and anticipate the first round of recommendations, a couple of things for us to keep in mind about this matter. One is that not all scooter providers provide GPS or sort of speed control technologies. We're still collecting data about the prevalence of injuries on campus and off campus. Interestingly enough, I've heard a lot of people suggests, of course scooters go up to fifteen miles an hour and that is our speed limit for any sort of motorized vehicle on campus. Of course, a scooter is no different than a bicycle, and that is at its very lowest speeds is when it's the least stable, and so we need to try to figure out how to deal with issues like that. Of course, enforcement is a resource-intensive activity, and so we need to figure out what the balance is there.

So, in a nutshell, that's a brief history of scooters, what we know about injuries, the kinds of measures we can put in place to keep the riders and the campus community safe, and, of course, we look forward to the committee's recommendations in the next few days here. So, with that I'm happy to respond to questions or comments you might have.

Samantha Fuchs, President, Graduate Student Assembly

Hello. My name is Samantha Fuchs, President of the Graduate Student Assembly. The Graduate Student Assembly, along with Student Senate and Student Government, actually, had a joint task force of our own. We worked on joint legislation with some particular recommendations. So, we are definitely, completely in support of the work on impounding scooters that are in illegal parking zones. We do have several recommendations that I'd be very happy to share with the committee, particularly things on geofencing so that you can limit the speed limit particularly on Speedway from fifteen down to ten. I know that five becomes unstable, so perhaps going to ten miles per hour would be a way to reduce some of the severity of the crashes. And the other significant change that we were hoping for: painted guidelines for parking. Because general saying "around" bike racks means there's 360 degrees of possible interruption whereas if you just have thin lines of chalk or paint when it's not, to avoid rain, then you'd be able to have a delineated area for where parking can be safe.

Darrell L. Bazzell, Senior Vice President and Chief Financial Officer

Yeah, great comments, and certainly get those to the committee. Tara [Tara Doolittle (Chief of Staff to the Senior Vice President and CFO)] In the back here, feel free to share those with her. You probably can't see this, but I do have pictures here of the type of chalking we want to be able to use, and I think we're going to put this into ten different locations around campus, and that's already happening. I will tell you, as I made reference earlier, we do have some technological limitations. One of those is geofencing. That doesn't work as well as advertised. But, again, we'll continue to study the issue and try to get at the substance of what we're trying to get at with the geofencing. But, thanks for your comment.

Samantha Fuchs, President, Graduate Student Assembly

Thank you.

Lorenzo Sadun, Professor, Mathematics

Lorenzo Sadun, Mathematics. I've got a question about the safety statistics. It seemed that there were about four times as many serious scooter accidents as bike accidents. Do we know how many scooter—scooters there are relative to bikes? Is it more scooter accidents because there are more scooters or more scooter accidents despite the fact that the bikes outnumber the scooters?

Darrell L. Bazzell, Senior Vice President and Chief Financial Officer

I—Bob, do you want to—do you have data on that?

Lorenzo Sadun, Professor, Mathematics

You've got about—the statistics were that there were about four times as many serious scooter accidents, you know, resulting in visits to the Health Service, as there were bike accidents. Do we know, roughly, how many scooter rides there are compared to how many bike rides?

Darrell L. Bazzell, Senior Vice President and Chief Financial Officer

Bobby, you've got to get—

Bobby Stone, Director, Parking and Transportation

So the number of scooter rides compared to bike rides?

Lorenzo Sadun, Professor, Mathematics

Yeah.

Bobby Stone, Director, Parking and Transportation

Is significantly different. There's a lot more use of scooters on campus just because they're primarily used for short-term travel. The number of scooter rides in November was 100,000. And so, the bike rides is comparably less. And that, they usually go a further distance and they come in to campus and park and don't leave, but scooters are moving about all the time. So, there's a significantly larger number of scooters moving about campus during the course of a—than bikes.

Lorenzo Sadun, Professor, Mathematics

So basically, the problem is that there are a lot of scooters and that's resulting in accidents. It's not that the scooters are—seem to be intrinsically more dangerous than the bikes. Is that—is that sort of what you're saying or?

Bobby Stone, Director, Parking and Transportation

You could maybe make that connection.

Lorenzo Sadun, Professor, Mathematics

Okay.

[1:13:46]

Darrell L. Bazzell, Senior Vice President and Chief Financial Officer

That was Bobby Stone, our Director of Parking and Transportation Services [PTS].

Ian McEntee, Student Government Representative

Ian McEntee, Student Government Representative. I'm one of, like, six students on this campus who has never used a scooter before, to preface this. So, I just have a clarification question. When it came to the recommendations from PTS to the scooters and the companies, with the, like, impounding, and I know there's a lot of conversation about ticketing when things are parked in inappropriate areas. Is the onus of that on the company itself or on the student?

Darrell L. Bazzell, Senior Vice President and Chief Financial Officer

The impoundment and daily storage fee is imposed on the company, although, they have the ability, and we know of at least one company that actually does pass that cost along. In fact, they don't only pass it along, they add their own surcharge to it.

Ian McEntee, Student Government Representative

Yeah. Okay, cool. I was—because I know there's some confusion about, like, you have to take a photo of where it's parked. And, is there a method of communication with these companies to, like, stricter enforce where a scooter is parked via that photo? Thing? Again, I—yeah.

Darrell L. Bazzell, Senior Vice President and Chief Financial Officer

That's certainly our intention.

Ian McEntee, Student Government Representative

Okay, cool.

Norma Fowler, Professor, Integrative Biology

Norma Fowler, Integrative Biology. You know, certainly scooters are a nuisance, and so forth and so forth, but the bigger issue that I'm speaking about is the safety of our students on and off campus. And I'm still, I'll admit, still very, very shaken up because I park on West Campus and San Antonio garage, so I was, it was dark, I was going up, I think, Rio Grande, and I came—nobody was killed—it was this close. And I'm still shocked.

The students, we had a discussion of scooters, actually, in my signature course. Is Brent still here? It was a great discussion! It was fantastic. You don't come off the sidewalk in a dark coat at night in front of a car—not my car, but the other car at the four-way intersection—properly stopped, properly moved into the intersection, followed the rules of the road, driver's ed perfect score—and a scooter came off the sidewalk right in front of them. And I'm going to suggest that we incorporate a pretty strong safety, maybe when students arrive on campus, or I don't know what would be the best venue, but, bearing in mind, based on my freshman that they may have driver's licenses or they may not, but they did not know that a four-way stop had rules. And, of course, I get the feeling the bicyclists have had this drummed into them for a long time but the

scooter users it doesn't occur to them that they need lights or safety, you know, all the safety stuff. So, I would hope that we can have that component eventually added.

Darrell L. Bazzell, Senior Vice President and Chief Financial Officer

Yeah, I would agree, and there is work being done now on the educational front, which I believe we intend to get out before the semester actually breaks. And, of course, I would expect to see strong recommendations from the committee along these lines as well.

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

I have a concern about time. We have two people standing up to ask questions. Are these actual questions that pertain to the information here and not simply, sort of, further information about how problematic scooters are? Okay. So, I would ask you to be the most efficient you possibly can be in the wording of your question.

Ayelet Lushkov, Associate Professor, Classics

Ayelet Lushkov, Classics. What is the legal liability of the University in case of a scooter-person collision?

Darrell L. Bazzell, Senior Vice President and Chief Financial Officer

I am not aware there is a liability on behalf of the campus.

Ayelet Lushkov, Associate Professor, Classics

So, if someone runs into me and I suffer damage, the University is not the place that I go to.

Darrell L. Bazzell, Senior Vice President and Chief Financial Officer

I don't believe so.

Ayelet Lushkov, Associate Professor, Classics

Okay. Thank you.

Unknown Member of Faculty Council

My question is, have you thought about this in a slightly different dimension in terms of public health and fitness and obesity levels? It seems to me that public health is thinking very hard about how to design communities to up the rates of physical activity, and this may be kind of a side of society that goes against that.

Darrell L. Bazzell, Senior Vice President and Chief Financial Officer

I think that's a great thought, and I will end my comments here. And I assume we'll have a future opportunity to have recommendations sometime in the spring to continue the dialogue. Thanks so much.

[1:18:16]

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

Thank you very much. Our next order of business is more, is just an informational, bringing some information to you. As many of you know, during the week of 12, November, the national

news carried the story of a white UT San Antonio instructor who called the police on an African-American student who, in the university's official report of the event, was putting her feet up on the desk. The instructor has since been suspended. While we on the Faculty Council Executive Committee do not assume that such troubling events are happening or are going to happen on our campus, we do know that we all need to think about matters of diversity, inclusion, and classroom management, and the good news here is that none of us have to work on these difficult issues alone.

Two members of the Faculty Innovation Center [FIC] are joining us today to make a short presentation on the resources available to faculty around diversity and inclusion and class management.

Adria Battaglia, Faculty Development Specialist, Faculty Innovation Center

Hello. Okay, I know that there's more people that need to speak, too, so we're going to make this brief, but we also want to encourage you to reach out and contact us, so we'll make sure that the contact information goes through the email listserv, too. My name is Dr. Adria Battaglia. I'm an educational consultant, and I focus on universal design for learning in the Faculty Innovation Center, which, I've been here for two years, but those of you that have been here longer than me probably know, that's the Teaching and Learning Center. It's just been renamed numerous times in the past few years. So, this is my colleague Dr. Laura Struve. She's a coordinator with our graduate student development program, and so together we offer myriad services designed to support the professional development for instructors, AIs [Assistant Instructors], TAs [Teaching Assistants]. We had a nice video to show you, but I, but word on the street is that the sound is not working, which is kind of cool because it was a beta version, and so now we can kick it out when it's in its final version.

But the idea here is just to let you know that we do consultations of all different kinds. We go into departments. We work with instructional designers within departments. We work with instructors and graduate students. We do one-on-one consultations. We offer stand-alone workshops that are already packaged around developing rubrics, classroom management, conducting peer observation of one another, and just encouraging those kinds of learning communities within departments. We focus specifically on universal design for learning and collaborative learning. We support the experiential learning initiative that Hillary Hart is leading. There are so many different things that we do, but in particular what we thought you might be interested in today is some of the resources that we've developed around inclusive teaching and learning, so I'm going to let my colleague Dr. Struve talk to you a little bit about that.

Laura E. Struve, Program Administrator, Faculty Innovation Center

So, at the Faculty Innovation Center, we have a variety of resources around inclusive teaching and learning, and we embed these resources in all of our programming and support. With the input of over forty campus partners including DDCE, Gender Sexualities Center, Bias Busters, and over sixty instructors, we've created an online resource in Canvas called Deeper Dive Instructional Guide, or DDIG, for inclusive teaching and learning. This living, iterative resource includes videos of faculty and student experiences like that we had to show you early, case studies, evidence-based best practices for course design, along with sections dedicated for graduate student instructors. In addition to having our partners contribute to this campus

resource, this serves as a hub across campus to other partners and organizations who engage in these practices and support our students every day.

In our DDIG you will find an interactive map of which we have a screenshot here to let faculty and other instructors on campus know about workshops, trainings, organizations, and conversation partners that you can have that are available to support your practices and pedagogical efforts around inclusive teaching and learning. So, we would invite you, staff, faculty, students, to check out our Canvas resource. We have three modules and we are building more with support from other instructors such as Diane Rhodes in Social Work. And we look forward to gathering your input to help us deliver more content like this in the future to support you all in your classroom spaces.

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

Questions for our colleagues from the Faculty Innovation Center? All of this will be reminders on our website, because remember the agenda and all of the PowerPoint slides are available to you on the Faculty Council website. So, this was just to serve as a reminder that we do have some robust resources here on campus to help us all with these challenging issues. Thank you both very much.

Laura E. Struve, Program Administrator, Faculty Innovation Center and Adria Battaglia, Faculty Development Specialist, Faculty Innovation Center

Thank you.

[audience applauds]

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

So, our last presentation for the day—I'm trying to work out some joke about last and locks and locking up, but I've got nothing. But, a very important presentation about some changes coming to Lock and Key Services that will have an impact on us all: Darren Hale, the Interim Director of Faculties—no, Facilities Services. I see the FAC, and I just...

Darren Hale, Interim Director, Facilities Services

Thank you very much. Okay, I'll start talking. I realize I have the unenviable position of being the last speaker after an hour and a half meeting, so I'll be rather quick. I will let you know that all the material that I'll talk about today, as has been discussed, is on the website of the Council including our five-page policy and our sixteen-page procedure manual. I had originally intended on reading the entire policy that was—the original policy—that was, I think, arguably the last or the oldest policy on the books. It was signed in official back in 1976. It was a total, or it still is, it's still an active policy, it is a total of five sentences that dictates our entire Lock and Key policy and procedure. So, we've gotten a little bit more detailed with this latest draft, and so our intention today, my intention today is to talk to you about what it is, and I'll go very quickly, again, it's all the information is on the website. And what we've really done is we're doing almost nothing new, it's just codifying our current practices. But we wanted to make you aware of it as we make the entire stakeholders aware of it.

So, you can see here that the purpose is to really let you know that, to find the authorities for when the keys are issued, and the responsibilities when you have the key, and what you're supposed to do when you turn back in the key. So, this slide here discusses a few of the highlights to begin, and you can see that Locks and Key Services is the only unit that's authorized to issue university locks. And you must come in person to Locks and Keys which is in the Service Building to pick up your key and also to return your key. That's the only place you can return the key. You may not give your key to someone else. You must go down and return your key. You can bring the person that might be assuming that new office or that key down like I did when I took over as Interim Director. I walked down with the Director and we traded keys right there. He signed the paperwork. I signed the paperwork. And, last thing is that for a key, and there will only be one key issued for one lock for one door.

Next slide. So, responsibilities and accountability. So, if you have the key you're responsible for maintaining it. You should not—you should make sure that it's not damaged, it's not duplicated, you're not sharing it. It really boils down to: this is a security issue, and that's one of the reasons we've really focused on this is because if you give keys out and there's a lot of keys that are out, it's a security problem. And so, we're trying to more formally document the policy and procedures so that we'll have a more secure campus.

And so, moving on to the next slide for lost keys. Is, you need to report those within twenty-four hours. If you have a lost, missing key, and, because, again, it's a security issue. Next slide.

Alright, responsibilities. This goes to money, so it's kind of important, right? So, if a department space needs to be re-keyed, then it's the department's responsibility to bear the cost for the re-keying of the space. So, if you've got a lost key and it's determined that the location needs to be re-keyed, then it's the department's responsibility to pay for that. And, as you can see for E and G Units—Education and General Units—no deposit or fee is assessed but for auxiliaries a deposit and if you have to have a key replaced, then the department could get charged for that. And there's a standard rate of fees that are there that's within the policy, so, within the guidelines. So, if you don't have a key, if you don't have it, you need to—I'm sorry, if you have a key you need to return the key within twenty-four hours. If you don't return it within thirty days, we presume it's lost and stolen and then we start taking the actions that are according to that. You can see that the, that there's three different groups of people that keys, essentially, so it's University faculty or contractor employees, and a police report will be filed if those keys are lost and not reported. Students, an official police report also but then also a hold on transcript and degree awarding will occur. And then if it's a contractor or vendor then we'll, they'll have to forfeit their deposit as well as any of the costs for replacing or re-keying the effected locks. And, again, the departments are the ones responsible for the fees.

Next slide. So, lock outs. This is kind of a big deal. I don't know if anyone has ever locked their keys in their office or showed up somewhere where someone was supposed to unlock the door and they hadn't. I know that is a big problem across campus. We're trying to formalize the process so that each department knows exactly what needs to happen when that occurs. It's a pretty complex issue. It's not as—it's more complex than I thought it was originally, if a door just isn't open. But, essentially, the position that we're put in now without a formal policy is that the two people, two groups that have a key are UTPD and Custodial Services, and those are

typically the ones that go and unlock the doors. And so, we are trying, with this new policy we will have a requirement that departments develop a procedure so that you can authenticate the person that's standing there looking inside, wanting to get in to get their key, is in fact that person and not someone that's impersonating that person to get inside the office. Does that make sense? So, the way that you authenticate is up to the department. It's not something that is prescribed, but there needs to be a formalized method so that we can confirm that the person that's trying to get in, that we're going to open the door for, in fact has authorized access. And we don't want to leave that up to the Custodial staff, talking to that person, or calling in UTPD and making that decision. So, it's really the departmental, the department's responsibility.

Alright, building master keys, creating master keys. Essentially, a building master key is one key that works in multiple rooms in a building. A grandmaster is a key that works in more than one building, in more than one room. We also have sub-masters and other, couple other different keys there. And so, the issuance of those keys has access to numerous rooms is going to be very, very limited and is going to be approved by a group that we're calling the Key Control Advisory Group. The Key Control Advisory Group has several members on it. I'm stalling to get to where I have the list of people that are on that list. Here it is. So it's the AVP for Campus Safety or his or her delegate, Senior Vice Provost for Resource Management or delegate, the Chief of Police, Director of Facilities, and then the Lock and Key Supervisor, and an at-large Academic Unit Representative from Campus Safety and Security Committee, and any other person designated in writing by the Senior Vice President slash Chief Financial Officer. So, that's the group that is really going to dictate important decisions on issuing of master keys, what to do if keys are lost, should they be re-keyed. Surprisingly, when you lose a master key or grandmaster key, it can cost up to 50,000 dollars to replace the cylinders throughout the building or buildings that key is responsible for. So, it's a pretty significant cost. We're not talking about a little bit of money. So, that's why having a senior group like the Key Control Advisory Group is important to be a decision-maker in that process.

Next slide and last slide. So, here's who we've talked to: building managers, staff council, you can read who we've talked to, Faculty Council now has an official check in it, and I welcome your input. Unfortunately, I did not put my email address on here, so I will emend the slides in case you have any comments and want to—or have any questions on the slides in particular the slides I will tell you originally was a fifteen-slide presentation to the building managers, so this was even pared down more. But I welcome any questions, thoughts, concerns, that you might have. Send them directly to me or. You can call me. More than happy to talk about any of those things. Yes?

Katherine (Kate) Biberdorf, Associate Professor of Instruction, Chemistry

Hi. Kate Biberdorf, Chemistry, also a millennial. So, my question is: why are we using keys in general instead of going to an electronic system? Like our ID card or something?

Darren Hale, Interim Director, Facilities Services

So, I will start to answer. We've got our Supervisor for Locks and Keys here that can provide some additional information if I don't get it right. So, to—the number of keys and locks that we have is, is tens of thousands, and even when we do the card readers that we have at the doors, etcetera, those are really expensive to manage, just those particular ones. So, the cost alone

would be pretty astronomical. I will defer to Michael to see if we looked at that as we've moved forward.

Michael Costa, Supervisor, Lock and Key Services

Yeah, we manage keys for 500,000 openings. The initial infrastructure cost for a card-access, just infrastructure, and the hardware is an additional, 3,800-6,000 per opening. And then the ITS charges the department fifty-five dollars a month for every access point. So, if you have three doors to a room and they're all armed with one card reader, that 150 dollars a month for that one classroom. So, that's why we don't have card access.

[general laughter]

Darren Hale, Interim Director, Facilities Services

So. Thank you, Michael Costa, Locks and Keys Supervisor. I quickly got send millions. Okay, thank you for those specific numbers. I appreciate that. Okay, thank you very much.

[applause]

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

So, we are adjourned. I just want to make sure you look at the upcoming, the dates on the upcoming meetings, etcetera. Just a reminder, standing committee, General Faculty Standing Committee nominations open on January 14th, so be thinking of all the brilliant people who should be serving on our committees. And as well as the other things coming up next semester. Have a fantastic break, everyone, and I look forward to seeing you all in January.

Adjourned at 3:52.