

Faculty Council Meeting
September 16, 2019
MAI 212 at 2:15 PM

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

All right. Thanks for assembling and thanks for a very efficient annual photograph. Thanks for braving the heat. We tried to stay in the cool weather as long as we could before we went outside, so thanks. Here's the photograph from last year, so we'll have an updated one shortly.

So, a hearty welcome to all the students, staff, faculty, and administrators, and guests here at our fall kickoff for Faculty Council. So, on Faculty Council we are hopefully continuing, I know we will continue our work from previous years to make UT Austin a better place to work and study and live. And some of the ways we do that is to provide connections among our students, staff, faculty, and administrators. And so, if you look around the room, you will see a fantastic group here. We've got students, administrators, faculty, and staff. So, we connect with student government bodies, Staff Council, and grad assembly all have elected representatives on our council. We connect with academic units across the University, across the Forty Acres. Each college and school elects representatives on the Faculty Council. We connect with non-tenure-track faculty, tenure-track, tenured faculty. Each group elects representatives on our council. We connect with virtually all levels of administration. We have over thirty administrators here, and you look around the room I see many. I see Dean Smith from grad school, undergrad dean Brent Iverson, our President Fenves and Provost McInnis.

So, we will continue this work. So, right now our two-hundred-fifty students, staff, and faculty, administrators on our faculty standing committees will also take on a lot of issues over the year, and we'll hear from them as well. And each faculty standing committee is connected with an administrator and generally has student, staff, faculty on it as well.

As Faculty Council we have oversight on several matters including undergrad degrees and programs, faculty employment, other faculty matters, student matters, student affairs, financial aid, so forth, institutional policies.

So, as we shift to today's business, this is our general flow of our meetings. So, a few reminders, especially for new members (about half of us are new in the room). When you speak, please use the microphone and make sure to give your name and department. Otherwise, we don't get you for the recording and it impedes our ability to create accurate minutes. We will post those minutes on the meeting website along with the audio recording and the slides. And we follow Robert's Rules of Order more or less, so please do not speak without being recognized by the chair. If you're a guest of Faculty Council and would like to speak from the floor, you'll need permission from the chair to do that. We're a friendly bunch, so just ask us. If there's a lot of questions or comments from the floor, I'll favor calling on those who have not yet spoken over those who have, and as always, and hopefully in every setting, please make your remarks as focused on the matter at hand, succinct, professional, and respectful. Our first order of business today is the report from the Secretary of the General Faculty, Alan Friedman. With Alan Friedman in England this year, Charlotte Canning, our past Faculty Council Chair, has agreed to

give the report and represent the office of Secretary on campus. She'll present the minutes and segue into their approval.

[3:31]

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

Thank you. Before I do that—I was hoping you would just say Alan Friedman and then not say anything else and we'd see how many people got it. Just let me briefly explain. So, Alan is on leave this year, and so, he and I, in a sense, are splitting the job of Secretary. He will continue to do—to produce the minutes from the recordings that are being made as Brian reminded us. He will also be generating reports and staying in close communication with us. I will be attending the on-campus meetings that the Secretary attends as well as presenting the Secretary reports at—to Faculty Council when we meet.

I—if you have questions or things that concern the Secretary, I am happy to field them, but Alan is also still available on email. And you can email him directly. His report to me did not give me the minutes, so I'll just say that I—we are, we posted the minutes for the May 6 special meeting and the May 6 regular meeting online. Do I hear any corrections? Changes? No? Okay. So, I'm going to ask for a motion to approve the minutes from both meetings? Thank you. Second? Thank you. All in favor? Opposed? Abstentions? Thank you. The minutes from both meetings pass.

So, let me move on to—where's the report, Debbie, I don't—oh, dear. So, when I do it, the screens go blank. Well, I'll start reading the report and then we'll figure out why you can't see anything. Alan also wanted to ask me to welcome you all to the 2019-20 Faculty Council, to what promises to be an extremely busy and demanding year. President Fenves has appointed memorial resolution committees for the following faculty members: Don Graham from English, Betty Haskell from Nutritional Sciences, Wayne Holtzman from Psychology, Sidney Monas from History, Slavic and Eurasian Studies, Leland Munger from Music, and Gideon Sjoberg from Sociology. Memorial resolutions have been completed and submitted for the following faculty members: Richard Barndt, Ben Caudle, Frank Cross, Hugh Forest, Earnest Gloyna, Thomas Griffy, Wayne Holtzman, John McKetta, Francis Miksa, Richard Mowsesian, William Powers, Donald Rippey, David Whitney, and Herbert Woodson.

Effective July 15, 2019, Ann Huff Stevens has replaced Randy Diehl as Dean of the College of Liberal Arts. The status of legislation approved by the Faculty Council or the general faculty items completed since last report: the Resolution on Academic Analytics, initiated by the Committee—the Committee of Counsel on Academic Freedom and Responsibility, which the Faculty Council unanimously endorsed in January 2018, led to the formation of a faculty working group to develop guidelines for the use of academic analytics and to advise on its use including how the service can assist UT with strategic planning. The task force recommendation and guidelines were posted on the Faculty Council's website in December 2018. On June 4 of this year, the Council's Executive Committee requested a response from Provost McInnis concerning the recommendation made by the Academic Analytics Task Force. On June 20, Provost McInnis responded to the Executive Committee's request that included a presentation from academic analytics that provides an overview of the analytics and how information is

derived from public sources. From the Council's list of recommended faculty President Fenves has appointed Professor William Spelman of the LBJ School of Public Affairs to serve a three-year term, through August 2022, on the University Police Oversight Committee and a one-year term as the committee's chair for 19-20. Legislation changing the Honors Day Criteria for selecting College Scholars and Distinguished College Scholars that the Council approved in May 2019 was approved by the Provost and President with non-substantive changes. The resolution of appreciation for UT Austin's administrative professionals that the Council unanimously endorsed in May was transmitted to the President for his information. He expressed his approval of the resolution.

The resolution to gather best practices on tackling difficult dialogues and trauma-informed pedagogy in classrooms that the Council endorsed on a no-protest basis in May led to the formation of a joint task force of the Student Life Committee and the Educational Policy Committee to address student concerns. The task force, which will begin its work in early fall 2019, includes Anthony Brown, who is the 2019-20 Faculty Council Chair Elect and is in Curriculum and Instruction; Catherine Weaver, who is Chair of Graduate Assembly and in Public Affairs; Pauline Strong, who is on the Committee of—on CCAFR and in Anthropology; Christine Julien, chair of EPC and in Electrical and Computer Engineering; Thea Woodruff, who is the Director of Well-Being in Learning Environments and a Lecturer in Education. Student Life Committee Chair will be determined early in the fall, and there is an undergraduate student representative serving on the Student Life Committee also to be determined as well as a graduate student apparently also to be determined. A lot to be determined. The proposal to change the Policy for Retaining the Symbol X, which is a temporary delay of course grade, after assignment of a final grade, which the Council unanimously approved in May, was subsequently approved by the President and the Provost. The resolution on improving financial aid to UT Austin students that the Council unanimously endorsed in May was approved by the Provost and President.

In July President Fenves announced that the UT System Board of Regents voted unanimously to establish a \$160 million endowment to expand financial aid for middle- and low-income UT Austin students beginning in fall 2020. On May 6, voting members of the 2019-20 Faculty Council elected its officers for next year. Members of the 2019-20 Faculty Council Executive Committee are Brian Evans, Chair; Charlotte Canning, Past Chair; Anthony Brown, Chair Elect; Alan Friedman, Secretary; Catherine Weaver from Graduate Assembly; Rowena Fong from Social Work; Amanda Hager from Mathematics; and John Yancey from Art/Art History. President Fenves was notified of the election results on May 7. In May, the Executive Committees of the Faculty Council and the Graduate Assembly unanimously endorsed the Graduate Student Funding Resolution. It was then distributed to the Faculty Council membership via email and transmitted to the Provost for her information. And finally, in September the resolution from the Faculty Council Executive Committee regarding the Conferral of Degrees was endorsed by the Council on a no-protest basis. No further action is required.

Thank you.

[11:27]

Brian Evans, Faculty Council Chair and Professor, Electrical and Computer Engineering
Thank you, Charlotte. Okay, next is communication with President Fenves.

[11:39]

Greg Fenves, President

Alright, well welcome to the new academic year even though we're a few weeks into it. I want to start off by thanking Charlotte for her leadership of the Faculty Council last year. We worked on quite a few things, and I really appreciated your partnership. And I'm looking forward to Brian, working with you as Faculty Council Chair. Let me make a few comments and then I think there were some specific questions and there may be some others from the audience. As Charlotte mentioned, we had a very historic Board of Regents meeting over the summer in July. I do want to say that I've now been at UT eleven years, and the current Board of Regents is the best that I have worked with in the past decade. They really understand higher education. They understand the role of this campus, the flagship university in the University of Texas system and what we do, what we do for the state.

And that was reflected in several decisions they made this summer. One at the regular August meeting, they increased the allocation of the available university fund to The University of Texas at Austin, this campus. Very important part of our base resources for education and research. And then, as Charlotte had mentioned, earlier in the summer in July a very historic event in taking a special distribution of the permanent university fund and establishing a permanent endowment for student financial aid. So, we were able to announce at that point an expansion of the Texas Advance Commitment, so starting in 2020 UT students from families who earn 65,000 dollars a year or under we will be able to have enough financial aid resources to fully cover their tuition and fees at UT Austin. And for the first time, we're going to expand that to transfer students. We had not been providing adequate financial aid to students who had transferred in under any circumstances. And then in addition for students coming from families up to 125,000 dollars annual income will have some assured financial aid up front—that's the advance commitment—as a minimum financial aid. And, of course we have a number of other financial aid resources that are made by the schools or colleges as part of the admissions effort. We've got a lot of attention nationally for this as a very large flagship university providing this type of financial aid to our students, but we're also working with our donors. And we'll have an announcement soon with working with private philanthropy to expand financial aid for students. And the Faculty Council resolution that Charlotte had referenced earlier called for the University to provide more financial aid and for this to be a priority in fundraising, and we are working on both of that.

Let me do a couple of these updates here. The retrenchment policy, something I think Andrea brought up when she was Faculty Council Chair. I don't know how many years ago that was. Was it four years ago? Five years ago. Okay. Well, I don't think we've been working on it five years. Maybe, maybe two years. Retrenchment policies we hope we never use. I don't expect ever to use it. It is a policy nearly all universities have if there is a declaration of a financial exigency—I've learned how to pronounce that word, 'exigency'—it's always a declaration by the governing board, the financial, financial conditions are such that major changes in the operating budget are needed. We hope that it's never needed, but it is important to have a policy.

We're had a longstanding policy and Andrea started several years asking some questions about it, and so we're continuing to have some discussion and dialogue. And we're got various versions under review. We are—I'm going to try to come back to the Faculty Council Executive Committee within the next month with a new version of the retrenchment policy. Again, we don't expect this to happen. Even in the University of Alaska when the legislature moved to cut their budget by forty percent, their appropriations by forty percent, the board in Alaska declared financial exigency, the legislature and the governor changed that. It was not as much of a cut—it was still a very substantial cut—they removed the financial exigency. So, it is a very unusual situation. I do want to be clear here that we're only talking about financial exigency. There is a normal year-to-year five-year planning about decisions on funding, decisions on sizes of faculty, decisions on budget, that's not a retrenchment policy. Those are the normal planning efforts that any university undergoes in looking at how to best utilize its budget.

Task force on signage. The task force did meet, did complete its work, did issue me a report on the specific question of exterior-facing window signs. The current policy prohibits exterior-facing window signs. I announced last year that we were going to hold enforcement of that policy—put it on hold while the task force met. They've completed their work. They've given me the recommendations. Again, Charlotte represented the Faculty Council on that task force. I am still reviewing that report and its recommendations, and one of the reasons I'm still reviewing it is another state law, not SB 212, but another state law, SB 18, that passed the legislature and went into effect on September 1 of this year dealing with free speech. We've already sent out an announcement at the very end of August about SB 18. SB 18 had a number of changes. The most important one is that it made outdoor areas of the university open for expression, expressive activities, and free speech to any member of the public. Prior to that, we had considered our campus a limited public forum only available to faculty, students, staff, and invited guests, and under SB 212, now we are a traditional public forum that any—like a public park that anybody can exercise their first amendment rights. We have implemented provisional institutional rules governing that. That's what the announcement at the end of August covered. Those rules will we continue to review and potentially evolve and change over the course of the year. By next August, we must go to the Board of Regents with the final set of rules for their approval on free speech, and while we're going through this process, I'm going to hold the recommendations on the issue of exterior-facing window signs under advisement until we give some more thought to—some more thought to this.

[18:56]

SB 212 is a law that passed the legislature in the last session that deals with sexual assault and sexual harassment, specifically reporting of sexual assault. I think it's now on the agenda for the body of the Council meetings, am I correct, today? Leo Barnes, I saw an agenda? Okay. So, that's a 'yes'? Okay. Thank you. So, Leo Barnes, our chief compliance officer, will talk about it. Let me, probably, I shouldn't probably say anything, but I'm going to, and that is, let Leo deal with the particulars of SB 212, which are quite important, but this is a—the issue of sexual assault, sexual harassment, is a very serious problem. It is one that as a university we take seriously. We have done a number of surveys including the AAU [Association of American Universities] survey, the CLASE [Cultivating Learning and Safe Environments] or class study. We have a new Title IX officer that just began today, and, so, we take it very seriously. But, if

you look out at other universities, and I am not going to name names here, but public and private with truly massive, systematic failures in reporting. This is what the public is concerned about in their elected representatives. These massive failures of reporting on truly heinous sexual harassment and sexual assault issues, but I'm not going to say anything more about SB 212 and its implementation. I'll leave that to Leo for later in today's meeting.

Finally, let me put a plug in for myself. The State of the University address is this Wednesday, three o'clock, at Iden Payne Theatre. If you can't make it, it's going to be webcast. It's going to be live on Longhorn Network, and I'm looking forward to it. Just a couple of things that I want to mention here is I am going to talk about ethics. You may have seen the email that went out today. How do we think about a univer—as a university, as a member of the university, as leaders in the university, about ethical conduct in everything we do at the university. We have had some lapses as a university and as an institution, particularly in the past year, and that got me thinking that we need to have a broader discussion about expectations for ethical conduct. And it really needs to be everybody at the university involved in it in your departments and work groups of staff, in units, and also university-wide. So, the program Honor Texas is not to be meant—not meant to be another training video. I said I don't want this to just come out with another video that everybody has to click that they watched. It is really a discussion and a process, an awareness about the importance of ethical conduct and ultimately the public trust in what we do in the university depends on the ethical behavior of every member of the university community.

And then, just a little bit of teaser. I will have an announcement on Wednesday about something I think is very exciting, very faculty-driven process as we think about the future of the University of Texas. And more details to follow, so listen in on the State of the University address. Glad to answer any questions from the floor. Okay. Okay. Okay, so this is a question about UT—Workday, our new HR [Human Resources] system. It's been—we're almost reaching the year anniversary, our first full year cycle of HR and payroll, and I'm going to ask our Senior Vice President and Chief Financial Officer Darrell Bazzell to answer the question. Do you want to come up here?

[22:43]

Darrell Bazzell, Senior Vice President and Chief Financial Officer

Thank you, Mr. President. Sure. And for the record, Darrell Bazzell, Senior Vice President and Chief Financial Officer. To the questions posed, I think the first thing to say, to acknowledge is that Workday has been a difficult transition for us as it is for all institutions moving from a mainframe environment to an ERP [enterprise resource planning] type of environment. Sure that we've been no exception to that. Lots of positives but lots of challenges as part of that transition.

Specific to the questions posed with respect to what we like to refer to as the mass hire process, as we all know, in the fall there are many students we need to hire. Our old system had a mass hire type of functionality which allowed us to facilitate the uploading and putting the information in to the system. Workday does not have that functionality presently. They've promised to deliver it. We're hoping that will happen as part of the biennial release this coming spring. To the extent that this doesn't occur, the campus is prepared to step up and develop some tools to

make their process easier until such time that Workday can in fact deliver that important functionality to the campus.

The I-9 process has also been a bit of a challenge. That's a responsibility that lies within the schools and colleges. Anticipating that we offer central campus resources, a central place where students can come to get their I-9s processed, and, of course, with the unpredictability of students we had several situations where students would show up in mass. And there were, in fact, wait lines on several occasions. So, we're actively working and talking with HR folks within the schools and colleges to see if there's a better approach and that we can take to that in ways that offers some assistance, some relief to the time that it takes to process those important transactions.

Beyond that, we are very focused on improving the product. Workday has delivered a number of things that we've asked for. Dana Chapman, our Associate Vice President, back in the corner here, serves as the co-lead for the R1 institutions across the country, and so we continue to work through that entity to ask for needed changes. Along with other efforts we engage in with other universities using Workday and anticipating using Workday to continue to try and improve the functionality of that important product. So, with that I'm happy to answer any other questions related to this. Sure.

Andrea Gore, Professor, Pharmacy

Andrea Gore, Pharmacy. Thank you for answering this question. I actually had exactly the same question because in my college we have work-study students who still haven't gotten their positions. And so, my college was able to get them into other types of positions so that they could earn money and pay their rent and pay their tuition and so on and so forth, but I think other—I think the implications of these are that the students who are on work-study are financially bereft of what they were depending upon, so it's really serious. So, this is not meant to be a criticism because I know that there are going to be growing pains with Workday probably forever and everybody's doing their best, but I'd like to ask whether you're considering some workarounds or alternatives for the situation. Because if Workday is not fixed by the time the fall hiring comes or at other points down the road, we're going to have our students be in that same, very difficult position.

Darrell Bazzell, Senior Vice President and Chief Financial Officer

Yeah. And this is functionality, again, that we're accustomed to all across our education, and every institution tends to have significant number of students they're hiring. And the answer is 'yes.' Workday is working on this. We're hoping they have this ready for their spring release, but this isn't just an issue for higher education. We're working with Wal-Mart, with Amazon, a number of large corporations. I also have large and significant hiring processes to get this change, again, to the extent that Workday does not provide it next spring—next spring's the last opportunity before, you know, the next fall hiring process—we'd work with our IT staff, and they're prepared to put some intermediate measures in place that we should accelerate their process. It might not be perfect or exactly what we want at the end of the day, but certainly we should look for improvements with or without changes in Workday for next spr—for next fall. Thank you. Questions?

Elissa Steglich, Clinical Professor, Law

Hi, Elissa Steglich of the School of Law. I have two separate questions. One on Workday. Just, out of concern for the students who are hit the hardest, it seems to me like this was a problem that was—could have been envisioned in the initial contracting with Workday, so I kind of wonder why there—and I am offering some criticism—why wasn't this foreseen and a plan in place considering that it is hitting hardest on our poorest students whose lives are made measurably worse by this oversight? And two was a question for the, the signage: whether the signage task force was able to consider SB 18 or whether the policy is being returned to the task force to consider and have recommendations for you? Given the makeup of the task force I would think that having their input on the intersection between SB 18 and their initial recommendations would be helpful. Thank you.

Darrell Bazzell, Senior Vice President and Chief Financial Officer

To the first question, I turn things over to President Fenves. Again, we did know that Workday did not have this functionality, and there were a number of measures that we did put in place to try to still do this as quickly and efficiently as possible. Of course, beyond it, the functionality, the technology, there are issues around training, and, you know, these are folks that are still new to use this technology. So, there are a number of factors that came to bear, that are impacting the timeline. Of course we want to make sure students get uploaded as soon as possible, because you're right, students, as I was a student one time, depends upon this compensation to make it through school, just to live, so to speak. And again, we're—we can anticipate for next year either Workday having this functionality or the campus developing some technological tools to accelerate the processing of these important transactions.

Amie Jean, Student Government Vice President

So, just, and relating to the student experience, what can—oh. Oh, that's right. Amie Jean, representative of Student Government, current Vice President of the Undergraduate Assembly. The question is what can we do in terms of a tangible, deliverable, or something today to speak to what we're bringing up about those student struggles. I know there's Student Emergency Services. Are we connecting to those students to those resources or what can it look like on the ground and how can Student Government be helpful?

Darrell Bazzell, Senior Vice President and Chief Financial Officer

Well, I ask maybe a question more for Student Affairs. I believe those kinds of things you're describing are in fact happening. Schools and colleges are stepping up to be in some measures in place in ways that mitigate impacts on students and there's—someone else there that may be able to speak more specifically to how they're working with schools and colleges specifically. But I do know that some of those things are in fact occurring.

Amie Jean, Student Government Vice President

Or even as it relates to the direct things that you all were bringing up, like those students directly in terms of it's like it's something that relates to Student Affairs—do you all know that if the students that you are speaking of have reached out to Student Affairs and I guess that's a question not for you but a question for them—

Darrell Bazzell, Senior Vice President and Chief Financial Officer

Yeah, and, again, well mostly a student can reach out locally and certainly administrators and others in schools and colleges are aware of resources available that can provide assistance now to students.

Greg Fenves, President

So, SB 18 passed the legislature at the end of, by the end of the session in June. The task force on window signage met over the summer. There was some discussion about the intersection between the issue of exterior window signs and SB 18. There was some disagreement about whether there was a major intersection or a minor intersection, and that's part of the reason I'm still taking this under advisement, to, to address the question. So, I just want to do some more thinking and certainly any further—any further progress I'll consult as—with the task force. I'm not sure I'll—I don't think I'll reestablish it, but I do want to consult with them on any further decisions. Thank you. Any other questions? Okay. Thank you.

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

So, when you announced—oh, sorry. Dave Junker, Moody College of Communication, Chair of the Student Life Committee. When you mentioned, President Fenves, the endowment that the regents announced this summer covering tuition for low-income students, middle-income students, I kind of expected some applause from us, and I guess I'm kind of wondering here—to me it seems like this is just potentially transformative. That the ripple effects here could be astonishing. And I'm wondering if you could comment briefly on what you think the impact here, tangibly, might be for low-income students, middle-income students, the experience of being a student without this pressure and anxiety about finances and diversity on our campus and so on and so forth? Thank you.

Greg Fenves, President

Okay, well thank you for asking that question. I don't expect applause, so don't worry about it. But seriously, this is—the issue of affordability of college is in the national dialogue now, and in fact that is a large part of the critique of higher education: it's unaffordable, especially for low-income and middle-income families. They can't afford to send their kids to colleges. I think anybody that's involved in, at this University, anybody that's involved in higher education understands that as a criticism, and in many ways that is a valid criticism across the higher education spectrum. Now, at The University of Texas, I could go through all the statistics about our in-state undergraduate tuition. It's one of the, it's on the lower end of major flagship universities. We are, despite what some of the public may think, we are not the most expensive public university in Texas. Depending on how you count tuition we're either the fifth most expensive or the twelfth most expensive undergraduate education in the state of Texas, and of course we think we provide the most value and the quality of the education we do.

But nevertheless, cost is an important issue. When I became President four years ago, this is something I wanted to address, and for several years we increased central resources that were going into financial aid and more, I believe in 2018 we announced the Texas Advance Commitment to provide tuition for students coming from families earning under 30,000 dollars a year because that's all we could do. And then we had some additional financial aid. But we recognize that that wasn't sufficient. Let me put this a little bit in perspective. In the state of Texas, the median household income is about 59,000 dollars a year. So, that's the distribution, of

course we can talk about equity and wealth distribution, but it's a pretty broad distribution, but that is the median household income. And we knew we needed to get to at least that level, and we needed to be able to cover Pell Grant recipient students. Pell Grant is the major federal financial aid resource. The qualifications are quite complex. It depends, typically, we think about students from families earning under 55,000 dollars a year are Pell Grant eligible. We want to be able to cover tuition for all Pell Grant eligible students. So, again, working with the board over some period of time, I don't want to say how long, we got to this decision in July.

In terms of what the impact is, we estimate over 8,000 of our students, undergraduate students, will be part of the Texas Advance Commitment. We have 40,000 undergraduates, so about 20% of our students will have significant financial aid from the University as a minimum commitment. We are—it's hard to model and predict the future. We don't know what—how demands are going to change in terms of students from low- and middle-income families applying. We don't know how matriculation will develop as they look at offers from other universities and financial aid packages. We have some ranges we think, in general, will be positive in, and, in terms of the socioeconomic diversity and the racial and ethnic diversity of the students who decide to come to UT because of the financial aid. But we want to leverage that even more. I view this as a starting point, and that's why one of the things I'll announce at the State of the University address on Wednesday is how do we get our philanthropist and donor community more involved in supporting students.

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

Thank you for your answer and your continued efforts.

Greg Fenves, President

All right. Thank you.

[37:19]

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

Thank you, President Fenves. Thank you, Darrell Bazzell. Next up is comments from the chair. So, this is our Faculty Council Executive Committee, so please take a look. Maybe raise your hands, those who are on the committee, just to see where we are. Good. You're not all sitting together. That's great. So, this is good to contact if there's something that's on your mind let them know and they'll bring it on to us and we'll bring it to the President, Provost, and other folks as we need to do so. Also, as you're here and talking and listening, you've heard a lot of great things, financially being one. You'll hear other things today about other issues facing us. Bring those back to your academic units, you know, talk it up back at home. So, you know, emails go out and, you know, don't get read very much, you know, and so this is a way to take what you've learned here back and also bring back what you hear in your academic units. Bring it back here for us to think about and deliberate.

So, the Faculty Council Executive Committee meets monthly, and we also meet—have another meeting monthly with several of our administrators, and they're here in the audience. And you'll—so we've, nicely, Jim Davis, who's our Chief Counsel, has joined us this year for meetings, to the President and Provost, grad school Dean Mark Smith, and Tasha Beretvas, who

will speak, hopefully, later this year to us, so the new Senior Vice Provost of Faculty Affairs, Rose Martinelli, our new—relatively new—Chief of Staff for the Provost Office, and Carlos Martinez—where’s Carlos—okay. Alright. So, they’re also really great assets. So, Carlos is the Chief of Staff for the President’s office, so also great assets of people that really know a lot about the institution and how things are working.

So, one thing I did to get ready for this is to meet a lot of folks individually, and one of my first meetings, actually, was in March with Dean Ann Stevens, who’s here. Raise your hand. So, new Dean of College of Liberal Arts. That was in March, and then over the summer I went into a more of a frenetic pace. I met with forty people individually over the summer. This is students, staff, faculty, and administrators. In August, I went to the New Faculty Symposium, which had been pulled together pretty well—very well—by Jennifer Moon, and so I spoke at the panel for assistant professors on tenure and promotion processes. And then with Casey Sloan in the back and Debbie Roberts, we staffed a table for Faculty Council at the Resource Fair. So, I talked to about twenty people individually there and to hear their thoughts and concerns about UT and mostly very happy to be here and all excited. So, we had a good chat.

A few things on their minds: so, from those discussions over the, with the forty different folks over the summer, I tried to pull together some priorities for the year. And so these are my priorities, and they’ll evolve, certainly. First is, and you’ll hear all three of these later in today’s sessions for the guest speakers, is to promote a safe, diverse, equitable, inclusive, supportive environment for work and study. Number one. Number two, support mental health and counseling services to meet demand by student, staff, and faculty. And strengthen shared governance at the University. Also, to facilitate additional discussions, please join me for coffee. I’m available every Tuesday in Caffé Medici at the edge of campus. No purchase required or necessary, but I’ll be there Tuesdays twelve to two. It’s a good place to chill out and talk.

Okay, the last thing is a little bit longer, but it’s in the handout for your—that came with your package. And these are a little bit more enumeration of what our oversight is in terms of undergraduate degrees, and curriculum, and university policies of students, faculty, some staff policies, and I meet every other week with Staff Council chair Sandra Catlett. I also meet with Chair Elect Anthony Brown. I meet every other week with Rose Martinelli, Carlos Martinez, and others. It’s been a really great learning experience. Okay.

So, the next up is the report from the Chair Elect, Anthony Brown.

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

Good afternoon. I’ll be brief. I’ve spent the last—since I’ve been here—I returned from Guatemala August 16 and started meeting with Brian not too much longer after that, frequently or regularly, to really get an understanding of what are some of the pressing needs of faculty and what are some of the issues that were brought from the previous administration regarding faculty issues on campus. What have we been successful at? What are we still working towards? What are Brian’s visions and how can I support him in that vision throughout this year? I’ve also met with him to try and get a sense of the various committees that I’m charged to chair for. Again, what are their goals, issues, kind of overarching goals, and how can I facilitate that properly?

As the Chair Elect of Faculty Council, I am also called to serve as Chair for the C-3 Curriculum Changes Committee, and I'm also the chair of the task force on difficult dialogues and trauma-informed pedagogy in the classroom. I've already had—we've already—I've chaired one meeting for the C-3 committee, and we've discussed, really a brainstorming meeting addressing questions such as: which proposals that come to the C-3 should we review? Which proposals should the Faculty Council vote on? How should we examine proposals? How should we convene to look at them? At what point should a proposal be sent to Faculty Council? I mean, just brainstorming questions, and some of the things we concluded, at least at the beginning of this meeting, was that we should prioritize those things, those proposals that are of great importance to the Provost's office, and then, if we can't arrive at some level of consensus, we think it would be important for the Faculty Council to review those proposals that we couldn't get further consensus on. Finally, I'm in the process of scheduling meetings regarding the task force. The main charge is to try and understand what exactly the task force, splitting it up into understanding what is trauma-informed pedagogy mean. What are the best practices for difficult dialogues in the classroom? And I have a lot of experience teaching that and researching that area, so I hope I could bring my expertise to those questions. But we'll be convening soon regarding that and hopefully be able to provide a report about what are some of the things people do in the classroom to address both of those areas. And I think that's it. Thank you.

[44:11]

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

And now we'll move to a block of related talks. We'll start—these are all related to general issues of Title IX reporting, to start with, which involved sexual assault, sexual harassment, stalking, and dating violence. This will go on into Voices Against Violence, so: how do we prevent this and what services are available both clinical and otherwise? Move on to BeVocal by the Center of Intervention for Prevention, and the SHIFT program which also relates to all of this with respect to substance abuse. So this is, we'll start with Leo Barnes. Thank you, Leo.

Leo Barnes, Chief Compliance Officer

Well, good afternoon, everyone. Thanks for having me here today. I wanted to visit with you briefly about Senate Bill 212 that was passed the last legislative session. And it's an interesting law. It's a state law that tries to address a lot of the concerns we look at under a federal law on Title IX, and I'm just going to try to hit on the basics today. And then, a little bit later, I'm going to introduce you to our new Title IX coordinator, and let her say a few words.

So, generally Senate Bill 212 is a Texas state law that enforces reporting requirements for an employee at a public or a private post-secondary institution under Title IX. SB 212 requires that a faculty or staff member promptly report any knowledge of incidents of sexual assault, sexual harassment, dating violence, or stalking, committed by or against a person who was a student enrolled or an employee of the institution at the time of the incident. So, that's the short summary of what the new reporting responsibilities are, and really what adds to that, of course, is there are consequences for failing to report. Now, there are some qualifications to receiving or witnessing the kind of information that would cause you to prompt a report, and it has to be in the course and scope of your employment. That is a term that's going to be very important for us here on campus, particularly in my mind for faculty because it's not necessarily an eight-to-five

job where you report to the same office and it's easy to determine when someone is on the job and when they're not. But we have a lot of other positions at this University where people, that's not the style of structure of employment they have. And so we're hoping that as part of the rule-making process that the Higher Education Coordinating Board has to go through as part of this law, that they will help us define some particular terms. And in the course of the scope is going to be one of particular interest for us.

Now, when did the law take effect? Well, the general law itself took effect September 1, but the law has a big carve out for all the operational pieces in it: the reporting requirement, the consequences for failing to report or for filing a false report, those sorts of things. They don't go into place until January 1 of 2020. Now, what's going to be happening this fall that's important for us to track and be aware of: the Higher Ed Coordinating Board will be going through an administrative rules making process, and they will, and in a public way, determine what rules need to be made to implement this statute effectively. And the statute even gives them direction to be sensitive to FERPA [Family Educational Rights and Privacy Act] and student confidentiality issues as they create these rules. There will also be a time for public comment, and then, like I said, by the time we get to December 1, they're planning on being done.

So, there's a lot we're not going to know between now and then. We're certainly going to participate in the process as much as we can in terms of comments to the Higher Education Coordinating Board, and we're fully aware that some of this is just going to be different. And let's talk real quickly about the consequences. The first consequence that can happen if you knowingly, knowingly fail to report the covered incidents that we talked about or if you're someone that you have a witness and you don't make a report and/or you file a false report. So, fail to report, false report, you could have a consequence of being terminated if at the end of your applicable grievance process the fact is found that you knew but failed to report and/or you knowingly filed a false report. The law requires there's only one penalty for that, and that is termination. The other thing to keep in mind is there's also a criminal consequence, either a class B or a class A misdemeanor depending on your level of intent. It does require knowing action, have some *mens rea* for the criminal intent. So, those are the issues that make this even more important than ever that we're aware of the circumstances surrounding Title IX and that we're active in protecting both our staff, faculty, and students, and we properly report when we come into information, as we said, that a reasonable person would think constitutes sexual harassment, sexual assault, dating violence, or stalking. So, I know my time is maybe not as long as we would like, but I'd like just to take a few questions and then I'm going to ask Adriana to come. Please, go ahead.

[50:16]

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

Amanda Hager, Mathematics. Your summary here states that we must report incidents that involve a current student. Does that mean that at the time of receiving the information the reporter must be a current student or that the incident occurred when the student was a member of our University community?

Leo Barnes, Chief Compliance Officer

I read it as being, capturing more by saying that the incident occurred.

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

I'm sorry?

Leo Barnes, Chief Compliance Officer

That the incident would occur while they were students.

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

Okay. And if was unclear, clearly best practice is we should report?

Leo Barnes, Chief Compliance Officer

Yes. I think I would advise erring on the side of caution.

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

Thank you, sir.

Philip Barrish, Professor, English

Philip Barrish, English. I was running an orientation for the TAs [teaching assistants] in the fall, and I was doing my best to talk about SB 212 and its implications. A question came up that I couldn't answer, which is, I guess it does speak to that question of "within the scope of your professional duties." If a TA finds out, or graduate student who's employed as a TA hears something from a friend, you know, a friend tells them something that happened to them or that happened to a student, in their capacity as a friend, is there any clarity as to whether—I couldn't answer the question—is there any clarity as to whether someone who's been told something in that capacity is required to report?

Leo Barnes, Chief Compliance Officer

You know, that's going to be a very, very hard line to find, and I think it's a hard question. The idea that, you know, like you said, that fine line of friendship where also possibly someone's a business colleague or a teaching colleague. That's something we're going to need some answers for. I would think that we would look for, again, when the "course and scope" would happen. There's got to be some sort of situation, right? You're not always working. You're not always in "course and scope." I don't have a specific, good answer for that right now, but I imagine that's exactly the kind of thing that's going to be discussed with the coordinating board.

Philip Barrish, Professor, English

Thank you.

Pauline Strong, Professor, Anthropology

I'm Pauline Strong, and I'm the chair of CCAFR. And I want to ask for permission to speak because I'm not on the Faculty Council.

Brian Evans, Faculty Council Chair and Professor, Electrical and Computer Engineering
Oh, sure. Granted.

Pauline Strong, Professor, Anthropology

Thank you. I'm wondering about the due process provision given that the only penalty is termination. So, what is your understanding that the current situation is regarding due process and what would the University like to see in terms of due process?

Leo Barnes, Chief Compliance Officer

Well, I think, you know, generally due process is being able to tell your side of the story at a meaningful time in a meaningful manner. And I think all of our various grievance policies and disciplinary policies do give quite a bit of due process. So, I think we're okay there.

Pauline Strong, Professor, Anthropology

Okay. Thank you.

Germine Awad, Associate Professor, Educational Psychology, Center for African and African American Studies, African and African Diaspora Studies, Center for Middle Eastern Studies

Good afternoon. My name is Gigi Awad, and I am an associate professor in educational psychology. And I teach courses about the psychology of women and gender. Inevitably, every semester, people disclose in written assignments their sexual assault experiencing—experiences. So, I am not clear in terms of, according to this bill, what my responsibility as a professor is in terms of reporting given that they may not give details about when and where it happened, but really it's about their experience, so, I'm not exactly sure how this speaks about issues related to course material and assignments and people disclosing within that realm.

Leo Barnes, Chief Compliance Officer

Again, what we have to try to make that dividing line is the expression of “course and scope of your employment.” To me, it seems like if you are receiving that information, then it's part of—you're receiving it through the result of a class assignment or something like that—I could imagine that someone would say, “well, that's within your course and scope.” The bill uses the language “witnesses or receives information.” It doesn't put any limitation on the type or time frame of when you might receive that information. So, I think, again, erring on the side of caution. Depending on the facts, and facts are going to matter in every case, that you may have a duty to report as a result of that.

Germine Awad, Associate Professor, Educational Psychology, Center for African and African American Studies, African and African Diaspora Studies, Center for Middle Eastern Studies

Okay. Thank you.

Christen Smith, Associate Professor, Anthropology, African and African Diaspora Studies, Center for Women's and Gender Studies, Center for African and African American Studies

Hi. Christen Smith, African and African Diaspora Studies and Anthropology. I'm wondering what—what's being put in place for the potential mental health repercussions of this particular bill, and one of the things I'm very concerned about is that students sometimes disclose in ways they don't realize that they are disclosing. And, we are mandatorily required to report that. And then they will then be contacted about that report, and they may not be in the mental health—their mental health may not be in a—in a state that can receive that in ways that's healthy for them. And so, I want to know what if anything we're planning to do in order to mitigate that.

Leo Barnes, Chief Compliance Officer

Well, the first thing we're going to do is be sure that our students with the emergency services group is captured within that reporting process, and we're going to have to do that, maybe rename some titles or something to make that fit within the bill. The other thing the bill does, though, it really makes it more, I guess, a straightforward application of confidentiality, and it gives the University an opportunity to designate people as being confidential—not reporters—but to whom you could report. And I still think, for example, mental health workers, healthcare providers, licensure provides them with a privilege as well. And what the law says, though, in either of those two confidentiality sorts of situations, that you must report the type of incident. So, it's trying to get that aggregate data without revealing an identity, and, generally, except within the course of the investigation here at the University and also in a criminal investigation and that sort of thing, there's almost a presumption of anonymity in terms of the ID, which is much better. It's also specifically excluded from the Open Records Act. So, between the bill and our own efforts, we're still going to try to keep the people that have knowledge very small and make sure the students have access to the kind of help they need.

Christen Smith, Associate Professor, Anthropology, African and African Diaspora Studies, Center for Women's and Gender Studies, Center for African and African American Studies

Thank you.

Leo Barnes, Chief Compliance Officer

If I can—Adriana, would you come up here and visit with the folks for a little bit? I'd like them to get a chance to meet you. Please. Come on. Adriana is, was an internal candidate. She was just fantastic throughout the process, and we're really glad to have her.

[58:11]

Adriana Alicea-Rodriguez, Associate Vice President and Title IX Coordinator

Hi. I'm Adriana Alicea-Rodriguez. I have been the University's Title IX coordinator successfully for a little bit over seven hours. So, I'm very excited about this position and looking forward to what we can do to continue to further the Title IX program on campus. To touch a little bit on your question: there are systems already in place at the University, and for those of you that don't know, I'm the former director of Title IX training and investigations in the Office of the Dean of Students. And the student investigation process, the complainants do have the opportunity to request for the matter to be dismissed, and the goal is then to connect them to accommodations and resources on campus. So, it doesn't necessarily will trigger an automatic investigation.

Christen Smith, Associate Professor, Anthropology, African and African Diaspora Studies, Center for Women's and Gender Studies, Center for African and African American Studies

Christen Smith, Anthropology and African and African Diaspora Studies. I just want to follow up. Those procedures I'm aware of. I think I'm concerned about the triggering aspect of students having very personal information that they may not have wanted for the University to know about being disclosed in a mandatory way. And then them getting contacted and that being triggering. That's the particular thing that I'm concerned about.

Adriana Alicea-Rodriguez, Associate Vice President and Title IX Coordinator

And I guess what I'm trying to say is that we're currently dealing with that in the process, so that is something that we have already experienced. And we're constantly trying to address and make sure that we improve it, and we'll continue to do so.

Norma Fowler, Professor, Integrative Biology

Norma Fowler, Integrative Biology. Two short questions and a request. The first question is: are the Ombuds considered a confidential—is that a confidential position or if the student goes the Ombuds or a faculty member does, is that considered a reporting?

Adriana Alicea-Rodriguez, Associate Vice President and Title IX Coordinator

So, right now they're a privileged position, so it doesn't trigger an investigation or reporting or anything like that. In terms of aggregative data, that may be something that they do have to provide, but not specific to individuals.

Norma Fowler, Professor, Integrative Biology

So, the student should be told and we should all be told that going to an Ombuds, if a student says, for example, "I've been to the Ombuds," it does not count as reported, then?

Adriana Alicea-Rodriguez, Associate Vice President and Title IX Coordinator

Correct.

Norma Fowler, Professor, Integrative Biology

So, it does not count.

Adriana Alicea-Rodriguez, Associate Vice President and Title IX Coordinator

So, that is a privileged slash more colloquially known as a confidential area.

Norma Fowler, Professor, Integrative Biology

Okay. The second question. Typically if a TA hears something, their response is going to be to come to one of us, to their professor of the course. Many faculty will, rather than deal with this themselves, go to their chair. If a person knows that it has been reported by somebody up their chain of command, do they still need to report?

Adriana Alicea-Rodriguez, Associate Vice President and Title IX Coordinator

So, right now that is one of those processes that we're going to be looking into, particularly so we don't get the same matter being reported multiple times, but right now what we're saying is that go ahead and report it. We do have the mechanisms in place to combine duplicate referrals or maybe you can do a joint referral or joint reporting, but yeah that would be something we're going to be looking for particularly until, as we are waiting to get more guidance from the coordinating board.

Norma Fowler, Professor, Integrative Biology

Okay. The last thing is a request mostly based on my own experience with students coming to talk to me. This is a policy, just like our current policy, is clearly written by and for lawyers, and I understand that. But as our process becomes more and more, to be very blunt, written by lawyers, we are getting further and further away from best practices of victim services and, which unfortunately I do know something about. Both APD and the local DA have extremely good victim services office, so if you need to talk to somebody who could make this more humane, we've got them in Austin.

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

Permission to speak, Brian? Hillary Hart, Civil Engineering.

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

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

Thank you. So, I'm wondering how students are being prepared for this? I'm wondering a lot about that. We're having a hard enough time, but. And one of the things I'm thinking about is pedagogical technique. I mean, journaling is a hallowed and useful pedagogical technique, and it's based on the fact that this is not going public, that this is a private, learning experience for the student that is shared with only the teacher and sometimes not even then. Reflection can be just for the student. So, it's really, this is problematical in ways that I feel quite sure that the legislature had not thought about. But I really hope that students will be reassured that it's not—it has to be reported, it's not necessarily true that their name is ever going to be mentioned. I mean, any kinds of, it's sort of what Norma was just talking about—any kinds of assurances you can give students must happen and happen soon and a lot.

Adriana Alicea-Rodriguez, Associate Vice President and Title IX Coordinator

Definitely, and as we are going through the process of looking into the proposed guidance, what the coordinating board will have for us, and also looking into our current policies so that we have them in effect by January 1, that is definitely one of the things that we're going to be doing is making sure that the students are aware of these new laws and the expectations of it.

Ayelet Lushkov, Associate Professor, Classics

Ayelet Lushkov, Classics. I have two questions. One is: what are we expected to do if a student discloses and then explicitly says they do not want it reported?

Adriana Alicea-Rodriguez, Associate Vice President and Title IX Coordinator

So, what I'm hoping is that we are able to, going back to your point about making sure that we are communicating with the community, is putting out there enough training and education to be able to let students know beforehand what are your reporting requirements so that they are aware on how to have that conversation with you and what it will trigger if that's not what they're looking for. But we recognize that part of what this new law is doing is that it may create that space where students may not feel comfortable to share with you, so we are definitely gonna—that's another thing that we're looking into and exploring to how to move forward.

Ayelet Lushkov, Associate Professor, Classics

I guess my question is the opposite. Say, a student is overly comfortable sharing with me but is not comfortable sharing with the University. So, am I supposed to report against the explicit wishes of the student?

Adriana Alicea-Rodriguez, Associate Vice President and Title IX Coordinator

The way that the law is written right now, yes. Now, once we know about it, it's up to the student how they would like to proceed with that reporting, so, so they will have onus on how we move forward as a University with that information.

Ayelet Lushkov, Associate Professor, Classics

My other question is about statutes of limitations. Once the law goes into effect, are we still expected to report about incidents that have happened before January 1?

Adriana Alicea-Rodriguez, Associate Vice President and Title IX Coordinator

I don't believe—yeah.

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

Just to repeat, Leo Barnes is saying yes, you have to, as of January 1 you have to repeat everything you hear on or after January 1 of 2020. Okay.

Ayelet Lushkov, Associate Professor, Classics

But not retroactively?

Adriana Alicea-Rodriguez, Associate Vice President and Title IX Coordinator

Yeah.

Ayelet Lushkov, Associate Professor, Classics

But what about—but not before? Things that happen before January 1.

[inaudible speech]

Adriana Alicea-Rodriguez, Associate Vice President and Title IX Coordinator

Correct.

Ayelet Lushkov, Associate Professor, Classics

Thank you.

Leo Barnes, Chief Compliance Officer

We still have the same reporting requirements in effect, but it's the consequences that are really the big thing.

Adriana Alicea-Rodriguez, Associate Vice President and Title IX Coordinator

And just to clarify, the mandated reporting requirements that are under Title IX guidance at the federal level, those are still in effect. So, if you're considered a mandated reporter, you're still required to report. It's—the difference is the consequences that are being put in place by SB 212.

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

Alright. Thank you.

Adriana Alicea-Rodriguez, Associate Vice President and Title IX Coordinator

Thank you.

[applause]

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

So, it's a tough—so there is a difference between Senate Bill 212 and general federal reporting requirements. Bill 212 has severe penalties for not reporting promptly or falsely reporting. Also, Leo Barnes will be back next meeting to talk about ethics and we also—hopefully will also take questions as needed on SB 212. Next up is the, just a, I heard many concerns about the students and—who are survivors, so that's the next topic: Voices Against Violence Prevention and Clinical Services. Good. So we have a team of presenters. So, yeah. Marla Craig, Katy Redd, you're filling in for Brittany, okay, who was sick today, and Bree Van Ness, thank you.

[1:07:33]

Marla Craig, Senior Associate Director for Clinical Services, Counseling and Mental Health Center

Hi, everyone. Good afternoon. Thank you for having us today. I have about three and a half minutes to talk about our clinical services at CMHC, and I can talk to you for three and a half hours, so I have to hurry. My name is Dr. Marla Craig, and I'm the senior associate director for clinical services at the Counseling and—the Counseling and Mental Health Center (CMHC). So, many of you might be aware and familiar with our services, so, but I'll go ahead and talk about a few different things.

One of—all of our students, any student who contacts CMHC, the counseling center, whether it's by phone or whether they walk in to make an appointment, will meet immediately and have immediate access with our counselors who will provide a brief assessment, kind of figure out maybe what's bringing them in, what's going on, some symptoms, do a risk assessment, and figure out next best steps for our students.

So, we have a variety of different services after that. So, again, immediate access to a counselor and then next best steps. But some of those services we have single sessions. So, some students

want a one-time appointment, a one-time session with a counselor. They may be talking about something that happened on campus, maybe a relationship concern, roommate concern. We will identify coping strategies, strengths, figure out next best step, also any other resources that might be helpful for a student on our campus. We also provide crisis and emergency services, as well. So, if they're meeting with one of our brief assessment counselors and within that we know that the student can't wait for an appointment, they can't wait to access other services, we have immediate services right on spot with our counselors. We have a team of clinicians that work at the counseling center Monday through Friday to meet with students who coordinate their schedules to meet that need. We also have brief assessment. We do brief counseling, and so we will see students for a shorter amount of time with counseling. So the—some of our students definitely fit within our services. Other students may want more than what we provide or they may require more than what our services—what we can offer. So, at that point, we will sit with the student, help educate them about insurance, about educating them about the mental health services in the Austin community and get them connected there. So, a variety of different services we offer.

We also, in addition to that, we have counselors, and all of our counselors know how to deal with substance use and abuse. They know how to deal with trauma, sexual assault. They know how to deal with eating disorders and body image concerns. But we also have counselors who specialize in those areas as well, so they will get a more thorough assessment with those, you know, with those counselors, and then also, again, be able to figure out next best step for the student.

In addition to that, many of you have probably heard, because we provide a lot of services on the fifth floor of the Counseling and Mental Health Center, and that's in the Student Services Building. However, we really want to make sure we provide access to our services, and we don't want to just do it coming to the fifth floor of CMHC. So, as many of you might be very familiar with our CARE program, which is our Counselor in Academic Residence. So we have counselors across campus. We have eight counselors spread across fifteen different academic units. We're trying to meet the need of those students as well. We provide clinical services out within those colleges. We also provide consultation for our faculty, staff, and advisors, for mental health, for any kinds of questions that might come up, we want to be accessible to our students out there so they don't also have to come to the counseling center.

We also provide another, very important service that's out on campus to provide accessibility as well, as that's our diversity counseling and outreach specialist program. So, we have services for our students that if you go to the fifth floor of the counseling center, our students of color, our students with marginalized identities, can access services but we also want to make sure our counselors are out on campus as well in different locations that our students might frequent: the multicultural engagement center, the gender and sexuality center, and other locations on campus where we can be visible and we can be accessible to our students. In addition to that, we have counselors down in the health center. So we, you know, many of our students might walk into the health center with a medical concern or something that's medical-related but then we find out that it's a mental health component to that. So, we have counselors that are available down at the health center as well.

In addition to that, so, those are our individual counseling services and consultation services. We also want to make sure we provide services in a different way. We offer groups, and we offer workshops to our students. We do forty to forty-five different groups or workshops per semester, so our students have access to that as well. It can be weekly. They can be drop-in. They can be rotating-type groups. We provide information about skills, stress management, perfectionism. We also do meditation. There's even yoga for anxiety. So, we offer a variety of different ways to provide service to our students that doesn't always come in the individual format, since that is our most limited resource. So, we try to be very creative in those ways.

In addition to that, we also have a mind-body lab that many of you might see. We have three locations: one in the fifth floor, and then we have one in the Student Activity Services Center, and we also have one in our nursing school. So, a variety of different services for students to be able to access in addition to our website. So, you can go onto our website, get information there, get education there, in addition to also we have self-help type modules and a library so that students can, if you don't want to talk to somebody—some students don't want to talk to anyone. So then we can kind of direct them to the website and they can kind of do their own self-exploration and gather information there. So, those are a variety of different services. I forgot to mention our psychiatric services, as well. So, we do have psychiatrists on the fifth floor for students who are considering medication and or we consider that part of our treatment program. If it's a less complicated form of depression or anxiety, we partner very well with our University health services providers to be able to get access medications as well for our students.

And that is about—I think I did as much as I could as quickly as I could. Don't forget our twenty-four-hour crisis center, though, because we always have that available. We are Monday through Friday, many times eight to five, but our crisis line is 24/7. So, I will move on. I'm happy to answer questions later. I, like I said, I can talk three hours, but I have a good three minutes. I hope I made it. Let me go ahead and pass—was it more than three?

Katy Redd, Associate Director for Prevention, CMHC

Hi. I'm Katy Redd. I'm an associate director for prevention at University Health Services and the Counseling and Mental Health Center. I want to just briefly make sure to mention Voices Against Violence, which is not only a clinical program, like Marla alluded to, but also a prevention program. So, we have staff members who are working on campus to prevent interpersonal violence, so, sexual violence, relationship violence, and stalking. We partner with folks all across campus including Title IX, and Student Emergency Services, and a lot of students on campus in order to do that. So, one of the things that we can do is come to your class or if you have a group of students and you would like us to come in and do a training, we offer both traditional type of workshops on these topics as well as what we call Theater for Dialogue, or interactive workshops where people get an opportunity to practice some of the difficult conversations that they might have in the future about consent and healthy relationships. So, I wanted to make sure to mention that.

Bree Van Ness, Peer Advocacy Coordinator

Hi everyone, my name is Bree Van Ness. I am the advocate and peer advocacy coordinator in Student Emergency Services, which is in the Office of the Dean of Students. And so, in Student Emergency Services, we actually have two resources that we offer to students that are impacted

by Title IX related matters that are private, which means that we are not required to report to Title IX, so we are protected under SB 212.

So, that first resource are advocates. That's myself, and then we have one more advocate in our office. And so, we are really there to be able to sit down with students and talk them through their reporting options if they would like to know more, and that can be the Title IX process as well as the criminal process. And we also provide accommodations. So, whether a student is deciding to report or not, they still have the right to academic accommodations, be able to safety plan, get access to financial resources or emergency housing, so if a student is in need of that, they can come to us. While we frequently work with students who are not wanting to report, we also offer services to students who are going through the reporting process, so whether they made the report themselves or a third party made a report, they can still come to us, get accommodations, learn about what their options are in terms of participating with the Title IX process. So, we're able to do a lot for them.

In addition to advocates, we also have our Interpersonal Violence Peer Support program, so that's a group of trained student volunteers who provide support to other students. And they are providing emotional support. They're providing safety planning and connecting them to resources on and off campus. So, these students are both at the undergraduate and graduate level, and they go through well over forty hours of training to learn about the dynamics of interpersonal violence, what resources are available to our students both on and off campus, and how to provide trauma-informed care. So, they're a really wonderful resource as well. Both advocates and our peer support program are located in the Student Services Building on the ground floor. So, you typically come in on the first floor. If you go down, there are signs that'll point you in our direction, and we are just a really good, good place for students, a safe place for students to be able to come. Again, if they don't want to report, if they're trying to make that decision, or even if they have made a report but still just want support through that process, we are definitely there for them. So, I'm going to have some handouts that I'll leave on the table out back for the peer support program. If you look on the back of that handout, it'll have our website on it, and on that website it also has information about the advocate role and my contact information. So, if you ever have questions or want to connect a student with us, you're welcome to reach out.

[1:17:19]

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

I'm sorry. I was just checking on our Faculty Innovation Center page, there's a pretty good set of resources on what we could include on our syllabus on these matters: on Title IX reporting, on mind-body labs, on what's available at the Counseling and Mental Health Center. I know that we're at 3:40, so where's BeVocal? Are they still here? They're hanging on? Okay. Can we squeeze in one more before 3:45? I think we can do it. Or do you want to defer? What would you like? Okay. Sure. We'll do SHIFT for five minutes. Okay. We'll do SHIFT for five minutes and convene—and then adjourn. Sorry.

Brent Iverson, Dean, School of Undergraduate Studies

Well, I'm really excited to be here and to talk about what you're about to hear. And my name is Brent Iverson, for those of you who don't know. I'm Dean of the School of Undergraduate

Studies, but I'm the father of four former and current Longhorns. And so, this has been long-sought, and it's something that we've all been dreaming about. But the idea is to bring faculty together with student services to work for the success of our students when it comes to everything revolving around mental health and wellness and substance misuse. And the idea is not to work in parallel but to work together. And so that's what you're going to hear about.

Lori Holleran Steiker, Associate Dean, School of Undergraduate Studies

And my name is Lori Halloran Steiker. I am the Steve Hicks Professor of Addiction and Substance Abuse Services in social work and the Associate Dean of UGS. And this project is the beautiful collision of all my worlds and fantasies and passions, so I can't say enough for the synergy involved in this project. And I wanted to add that there are components of the project that allow for faculty innovation, and you'll hear about that from Kate. We are incorporating a group of researchers that started with the youth substance misuse popup institute, and so we have a group, an advisory group, with regard to research. And I'm also the chair of the signature course advisory committee, and we already have a large group of enthusiastic professors involved. You'll hear more details from Kate.

Susan Hochman, Associate Director, University Health Center and CMHC

Hi, I'm Susan Hochman. I'm an associate director in the Counseling and Mental Health Center and University Health Services, so I come from the student affairs world. And I've been working in prevention, specifically around the issue of substance misuse prevention for the past fifteen or so years. And we have seen here and across the country the efforts and the evidence-based practice that has gone into this, yet we haven't seen a lot of change. We really haven't seen the culture around substance misuse amongst students shift in all this time, and so, I think bringing that passion together with Lori and our whole team, Dr. Iverson, and Dr. Chris Brownson, who couldn't be here today, we really thought about this from a really broad perspective of what needs to change and that this is the time and this is the campus where it's going to happen. And so we pulled together in a very unique, innovative way that no campus has tried before to come at a 360 degree with this, and so we hired Kate as the director of SHIFT. And she's going to tell you all about what this is.

Kate Lower, Director, SHIFT Program

All about in a very short amount of time. How're we doing? I know. We're all looking at the clock, probably thinking of all the emails and things we have to answer. So, thank you for hanging in there with me, and I will be brief. I promise. And yet, you will want to know so much more. So, this isn't the end of the conversation. This is just the intro, and please feel free to reach out and contact me and to continue this conversation.

I'm very, very excited to be here. I just moved to Austin for this job at UT. I've been in prevention work for years, and it's a little bit of a dream or a fantasy, as Lori says, to have someone say "go move this culture. But like, really go impact the culture." Because when we talk about the culture of substance use on college campuses, I'm sure lots of images illicit for us, even maybe from our own experience or being on a college campus day after day. And so what SHIFT is is really that call to action. While we love our acronyms in higher education, SHIFT is not an acronym. It is a bold call to action. And that really includes you, as faculty, as members of the UT community. I often joke with students it includes not only them but their pets and dogs

and cats and no one really laughs at that joke, so joke's kind of on me. But, really that idea that it includes everybody, right? Faculty, staff, we are all part of this. We are all part of UT, part of this culture, and we all hold a piece of the solution. So, consider this your formal invitation, and please know that we appreciate all the wonderful work you're already doing.

So what makes SHIFT so unique and innovative? And, like my colleagues over here already mentioned, right, it's that synthesis of academics and student affairs coming together. That's really unique. And that's really looking at the student experience multi-dimensionally and holistically, and when we talk about students' well-being, this is a big part of it. How do they engage or not engage within the culture of substances. And, again, on college campuses it can look a lot of different ways for a lot of different students.

So, what's amazing about SHIFT, and SHIFT is made possible through a generous gift from an alum that said, "go make some change," and we said, "okay, let's do that. Let's get excited and make that happen." And there's been a lot of really amazing work already done on campus, and you just heard from Katie and Marla and everybody about some of it. And there's already really amazing stuff here, but SHIFT hopes to leverage what's already happening and then cultivate more innovation around campus from the brilliant minds that are here.

And so, again, faculty play a really unique role in a lot of different ways. One being, we've already trained a handful of faculty in the signature courses in the School of Undergraduate Studies to integrate some SHIFT-related content into their courses already, enhancing protective factors, helping students feel an enhanced sense of belonging, helping students reflect critically on where they are and where they're going and who they are and what that might look like as it relates to substance use and their choices around that. And it's not, I should say, solely abstinence-based. We're not trying to get students to not engage in substances. We're trying to encourage them to reflect mindfully about how they make their decisions around substance use, how they feel connected, how they feel a part of things since we know a motivator can often be not only stress or anxiety but that need to want to connect and find that sense of belonging.

So, as promised, I'm going to be real quick, but you'll probably already have more questions than answers. So, again, you're invited into the conversation. But SHIFT is basically comprised of six different pilot projects that really, again, aim to that 360 view with students, right? So, we're looking into the classroom, not only with the faculty but with the peer academic advisors as well in training and conversations and things. We're looking environmentally, so the forty acres and beyond. Our students are here, on campus, but they also are within the community at large. And what might some environmental strategies look like? So, we're looking to create partnerships with the hospitality community, for example, is one partner. We're also looking at technology and the role that might play, again, with peer-to-peer communication.

Finally, another exciting thing to share with you is this idea of a SHIFTovation award. I bet you've never heard that, right, SHIFTovation? It's a fun word. I encourage you to adopt it. This pilot is an invitation for anyone on our campus who has a brilliant idea about "I want to change the culture of substance use, and here's how I would like to do it," whether it be research or program or creative-arts based, whatever it might be, you can apply via our website and SHIFT will offer some awards, some monetary awards to fund your brilliant idea and invite you as part

of the SHIFT. So, please check out our website. It's live this—a week ago. Shift.utexas.edu. And you'll see not only the SHIFTovation award application on there, but you'll also learn more about the pilots and such. So, please check us out on our website. Follow us on our social media @UTShift, which is also very new. And we have our launch next Tuesday from 11:00 AM to 2:00 PM in the PCL plaza. Grab a popsicle and a t-shirt and continue this conversation because this is a really meaningful and impactful initiative for our students. For our students, for our alumni, for our parents, for all of us sitting in these chairs. So, thank you very much for your attention. I know it's hard to be last, but I genuinely appreciate it, and thank you for being a part of this culture of care.

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

Quick announcements. So, we've got State of the University address, 3:00 PM this Wednesday in the Iden Payne Theatre. Civitatis Award nominees due October 14. If you want to substitute someone in for the grievance hearing pool instead of yourself on Faculty Council, please do so. We also have the annual meeting of the general faculty next time, October 14, and then we'll have a regular, general Faculty Council meeting and Leo Barnes will speak on ethics. Motion to adjourn? Second? All in favor?

[audience: aye]

Have a great day. Thank you.

Adjourned at 3:45.