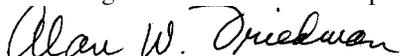


DOCUMENTS OF THE GENERAL FACULTY

MINUTES OF THE SPECIAL FACULTY COUNCIL MEETING OF MAY 6, 2019

Following are the minutes of the special Faculty Council meeting of May 6, 2019.



Alan W. Friedman, Secretary of the General Faculty and Faculty Council

The University of Texas at Austin

Arthur J. Thaman and Wilhelmina Doré Thaman Professor of English and Comparative Literature

MINUTES OF THE SPECIAL FACULTY COUNCIL MEETING OF MAY 7, 2018

The first special meeting of the Faculty Council for the academic year 2019-20 was held in Main 212 on Monday, May 6, 2019, at 2:15 PM.

ATTENDANCE.

Present: Germine H. Awad, Jamie C Barner, Christina L. Baze, Betsy A. Beasley, Christopher J. Bell, Anthony L. Brown, Ethan R. Burris, Charlotte Canning, Carlos M. Carvalho, Shannon E. Cavanagh, Lee R. Chesney, James H. Cox, Robert Crosnoe, Glenn P. Downing, Brian L. Evans, Rowena Fong, Norma L. Fowler, Alan W. Friedman, Luisa F. Gil Fandino, Denise L. Gilman, Andrea C. Gore, Amanda Hager, Rasika M. Harshey, Susan S. Heinzelman, Teresa Hubbard, Thomas M. Hunt, Elena Ivanova, Amie C. Jean, Joel Peterson Johnson, Karen Johnson, David S. Junker, Cynthia A. Labrake, Michael William Lee, Kristie J. Loescher, Martin (Marty) J. Luby, Martha Menchaca, Marc A. Musick, Thomas G. Palaima, Natalie S. Poulos, Stephen D. Reese, Donna Lynn Rew, Lorenzo A. Sadun, Jonathan L. Sessler, Timothy Michael Shanahan, Christen Smith, Spencer Smith, Gwendolyn M. Stovall, Maria D. Wade, Alexandra K. Wettlaufer, John A. Yancey, Yan Zhang.

Absent: Jossianna Arroyo Martinez, Phillip J. Barrish (excused), Marc Bizer, Lucy Anne Blevins, Stephen Boyles (excused), Gail Chovan (excused), Lydia Maria Contreras, Antonio Gonzalez (excused), Camron I. Goodman, Lauren E. Gulbas (excused), Kristin E Harvey (excused), D. Eric Hirst (excused), Junfeng Jiao (excused), Steven J. Kachelmeier (excused), Lynn E. Katz (excused), Sarfraz Khurshid, Katherine (Katie) C. Lee, Ayelet H. Lushkov (excused), Alberto A. Martinez (excused), Ami Pedahzur, Mary Poteet, Stuart A. Reichler (excused), Geoffrey Smith, Elissa C. Steglich (excused), Catherine E. Weaver.

Voting Members: 51 present, 25 absent, 76 total.

I. REPORT OF THE COMMITTEE TO NOMINATE FACULTY COUNCIL OFFICERS FOR 2019-2020 (17055-17056).

Brian Evans (2019-20 Faculty Council Chair and Professor, Electrical and Computer Engineering) welcomed voting members of next year's Faculty Council to the special meeting, which was called to elect the Chair Elect and three Faculty Council members of the Executive Committee. Chair Elect Evans reminded attendees that the Faculty Council Executive Committee (FCEC) sets agendas for Faculty Council meetings, examines "longer-term issues facing the University," holds a monthly meeting to discuss issues facing Faculty Council, and meets monthly with upper administration. The Executive Committee provides "advice, direction, [and] vision" to the Council. The Chair Elect commits to three years of service: one as Chair Elect, one as Chair, and one as Past Chair. The Faculty Council Executive Committee members serve one-year terms.

A. Election of the Chair Elect.

Chair Elect Evans invited Anthony Brown (Professor, Curriculum and Instruction) to come to the podium to make a few comments. The full text of his self-introduction is in Appendix A. Robert Crosnoe (Professor, Sociology; Psychology) then gave his statement, which is in Appendix B.

B. Election of Three Members to the Executive Committee.

Moving on to the election of three Faculty Council members of the FCEC, Chair Elect Evans asked each of the candidates to come forward to make a statement (see Appendix C). The candidates were Rowena Fong (Professor, Social Work), Amanda Hager (Associate Professor of Instruction, Mathematics), Lynn Katz (Professor, Civil, Architectural, and Environmental Engineering), Donna Lynn Rew (Professor, School of Nursing), and John A. Yancey (Professor, Art and Art History).

Following the statements, the ballots were collected and counted.

II. ANNOUNCEMENTS.**A. Announcement of Election Results.**

Chair Elect Evans announced that the 2019-20 Chair Elect will be Anthony Brown and that Rowena Fong, Amanda Hager, and John Yancey were elected to the 2019-20 FCEC.

III. ADJOURNMENT.

Chair Elect Evans adjourned the special meeting at 2:51 PM.

Appendix A

Statement of Introduction by Anthony Brown, Professor of Curriculum and Instruction

Good Afternoon. My name is Anthony Brown and I'm a Professor of Curriculum and Instruction in the Department of Curriculum and Instruction in the College of Education. I'm also affiliated faculty in the John Warfield Center for African and African American Studies. I'm also affiliated faculty in the Department of African and African Diaspora Studies. I've been faculty at the University of Texas since 2006. I've been here thirteen years. My research focuses broadly on the educational experiences of African American students with attention to curricular issues around the teaching of difficult histories in K-12 curriculum whether it's textbooks, standards, and the teaching in the classroom. I also focus on how educational stakeholders make sense of the educational experiences of black male students in schools and how policies are advanced in relation to those perceptions and how those perceptions delimit what is possible. I currently serve as the Co-Director for the Center of Innovation and Race, Teaching, and Curriculum. I am also co-founder of the Black Male Educational Research Collective, which is a clearinghouse of research on African American males. It's a website that was designed and created with Louis Harrison.

My teaching and research broadly deal with issues of equity. I've often—I've taught all the courses deal with some level of what some people may define as difficult topics or difficult histories. I've taught classes in UGS [Undergraduate Studies], undergraduate teacher preparation, secondary teacher preparation, and doctoral and masters-level courses since I've been on faculty here. I've served in a variety of roles in our department. I am the cohort coordinator for our secondary social studies program. I've been the program advisor for our social studies program for the last five years. I'm on the executive committee for our department. I've been served as chairperson for our social studies positions of two hires we've had over the last few years. I've been chairperson for the ad hoc nominating committee for 2012 and 13. In our department, I also have served as the—a member of the consultative—in the College I was served as a member of the consultative committee of the hiring of our Chair in the spring of 2015. Then, in the College of Education, I served as a member of the consultative committee for the selection of our new, our Dean in the spring of 2018. I currently serve as a committee member for the Intercollegiate Athletics Council. I served on the Faculty Council from 2010 to 2012 and from 2018 to present. I am a faculty—served as a faculty mentor for San Jacinto Hall for three years. I was a committee member for the teaching—University-wide teaching award selection committee as well as the University—University-wide teaching regents outstanding teaching award. I was a board member for the UT elementary charter school from 2016 to 2018, and I also served as a faculty director for the McNair program. For those of you not familiar with the McNair program, it is a program to increase the number of students from underserved populations to gain access to graduate education.

I have also had the opportunity to work with the Texas Freedom Network to provide expert testimony at the state capitol. Most recently, I was asked to give testimony about the teaching of slavery in the state of Texas. With those of you familiar, Texas for many years took the position that the issue of the Civil War would be a states' rights issue. So, Daina Barry, Keffrelyn Brown, and myself gave testimony talking about the necessity for teaching the Civil War in a different way and also issues of race and culture. I worked with the chairman—chairperson for Harold Dutton for the Black Caucus to give expert testimony on issues related to African American males, and a number of other service roles in the University. One other I've recently been called to serve on the Texas—the advisory committee for the Texas Higher Education Coordinating Board for the multidisciplinary social studies—multidisciplinary studies field of study.

As a Chair Elect, I would like to focus on issues of equity pertaining to issues such as faculty evaluation, tenure and promotion, and hiring. Also equity issues relating to academic freedom, particularly attention given to how do we protect faculty that teach difficult topics? How do we protect them from public scrutiny around these particular topics? I also believe that the Faculty Council should be a place where we develop a stronger ties between faculty and students and faculty and administration, and one of the areas that I've seen over—over the—at least, whether it's perception or reality, is really to ground an institutional culture around trust and transparency. And I hope that my experiences and background could help advance the interest and concerns of the Faculty Council. Thank you.

Appendix B

Statement of Introduction by Robert Crosnoe, Professor and Department Chair of Sociology and Professor of Psychology

Hi, everybody. So, I'm a sociologist and a psychologist and, like Dr. Brown, I study—my field of research is education with a focus on diversity and inequality. And, I've been at the University on the faculty here for just shy of twenty years, but my UT identify is still very much grounded in the fact that I spent four years as an undergrad here in the early 1990s and, fun fact, two of my first-semester Professors are in this room right now. *[laughter]* I'm not going to point them out, but I'll tell you later if you want to know.

So, you know, so, and I think that that dual identity really informs the way that I approach the current job that I have and the way that I would approach this job, too. And, so, having said that, I was asked to talk about my experience in faculty governance and leadership here at the University, and I do have a lot of it, surprisingly. And, I say surprisingly because I never, ever set out to be an active participant in faculty governance. It's just that, you know, I do believe that if called you serve, and I was called and so I served. And then, I ended up still serving and still serving, and it really took on a life of its own. And I know for a fact that my career has been much more fulfill—fulfilling than if I had ever gotten on that road in the first place.

So, I want to highlight just three of the areas that I've done as part of faculty governance here beyond just my role as a representative on the Faculty Council. And so, the first one is that for the last half-decade, I've been the chair of a really large, and very successful, and intermittently fractious and stressful department that bridges social sciences and the humanities. And I've devoted most of my tenure there to a lot of things but especially to redesigning the graduate program, the undergraduate curriculum, and investing pretty heavily in the assistant and associate ranks with a pretty good record of hiring, and promotion, and retention. The second is that as a member of—longtime member of the Population Resource Center, which is, you know, probably the largest research infrastructure for interdisciplinary quantitative social scientist on campus, and though that we have developed quite a support system for scholars from about two dozen departments who are trying to launch large-scale research projects and secure external funding for them. And we also have a highly structured fellowship and training program for graduates and for undergraduates that runs through the summer with a really good track record of placement. And right now we're trying to do more to bridge the social sciences and biological sciences with the technological research fields that, you know, can really help to innovate those two things and the connection between them. And then the third one is as the chair or the co-chair or member of a large number of committees that are generally organized around the concept of educational innovation for undergraduates including most prominently as the past chair and co-chair and member of the C-14 committee for the Faculty Council which you actually heard a report on the last meeting, so I'm sure you all know exactly what that committee is up to. You probably remember that. But it's about educational technology. And as also as a longtime member of the team—the council that helps to overrun the signature course programs for the University and for the School of Undergraduate Studies.

So, through all of these experiences I've learned a lot of things. I've learned how to be an active listener and how to bridge builds and how to interact with lots of different units and offices on campus. And one thing that I've learned is how to balance the causes that I really care about that I bring to the table with the causes that are brought to me and how to integrate those two things. And so, I just want to highlight three causes that I would really pay attention to, especially as Chair of the Faculty Council. The first one is about regularizing and enhancing and publicizing the processes we have at this University for dealing with conflict among faculty, staff, and students, and addressing faculty misconduct and also for dealing with threats to faculty and students and staff especially in the classroom. You know, like a lot of people in faculty governance, I have no training in this at all, and then it just got thrown at me. You know? Like a tsunami. And I have worked really hard in that area and made a lot of mistakes in that area and I've learned a lot about it. And I do think that the Faculty Council, you know, this is something that we can really help the University do better on moving forward. The second thing is—excuse me—what was that second thing? I sound like our former governor. *[laughter]* The second thing is increasing the opportunities and the supports for our graduate students. You know, I know that a lot of you were probably out here with us with the protests on campus last week that were right on the steps here, and that was really a flash point for something that's been simmering for a lot longer time. And I think

that the action that, you know, the time is now for action on that, and, you know, I think that even though this is the Faculty Council, we really are well-positioned and have almost a moral imperative to lead that cause. Because of course our interest and our students' interest are inextricably intertwined. And then the third thing is much like Dr. Brown highlighted to, you know I really am invested in equity initiatives but broadly speaking. You know, so, for sure about the diversification of hiring and the recruitment of graduate students, for sure about fair pay, but also supporting the needs of non-tenure track faculty and also helping to represent the interests of the staff which, you know, isn't always represented and was rarely represented in discussions that we have at the University level, especially among the faculty. And I think that that's truly the future of the University where we need to go. So, I'll just close by saying that, like, I think I know what I'm getting into, but I don't know that I know that I'm getting—what I'm getting into. And I think that that's probably a good thing because sometimes when we know what we're getting into we don't get into it. And I do want to go ahead and get into it, so there you go.

Appendix C

Statements of Faculty Council Executive Committee Member Candidates**Rowena Fong, Professor, School of Social Work**

Good afternoon. I'm delighted to be here. I used to live in this hall way back when. I've been here since 2002, and when I first came my first job here was to become the Center director for Asian American Studies. It gave me an opportunity to learn a lot about our campus, not just about Asian Americans, but people across campus and what the needs were. And then my second thing that I did while I was here is that, you know when your Dean says, "you know, you got to work on the accreditation report," well, you work on the accreditation report. And working on that report, I became the undergraduate director for the BSW [bachelor of social work] program in social work, and it gave me an opportunity to lead the student deans' committee here for a while. And it gave me an opportunity to also look at undergraduation—undergraduate education. So, I got to serve on the undergraduate graduation committee in terms of looking at that four-year rate, and that gave me a lot of insight. And so, my current thing that I'm doing right now is serving on CREED [Council for Racial and Ethnic Equity and Diversity]. CREED is a Council on Race, Equity—race—no. The—it's the Council on Racial Ethnic Equity and Diversity.

And so, you know, so I have four things that I'm really interested in in terms of looking at my service to the Faculty Council. Certainly I'm interested in faculty hiring, but I'm also interested in retention. We bring people here, and I want everyone to be able to feel comfortable, to stay here, whether they are of color, whether they are women, but I think that's really important. The other thing I would like to see for our faculty to is that we know we've got mentoring going on, but also serving here at the University, but serving at the national level. Some of us might be involved with academies and stuff, but Texas having a presence at the national level is important. My second area is students. I'm really interested in our undergrads, making sure that they get to stay and that they are retained, also. And serving on that undergraduate four-year rate committee, I got to serve on the student—the summertime, when they come for orientation, when the students come in. And just listening to the concerns, and at that time the biggest concern we had was our male students wondering would they stay, would they fit, and all of that. So, looking at student retention is important to me. I'm interested in students not just at the undergrad but at the grad level. I'm interested in international studies. My own personal work is in child welfare. I've done international adoptions. I've done immigrants and refugees, and I've looked at victims of human trafficking. So, I think international studies is important, so I think it's important for our doctoral students, but also for—also for us to be aware of global, global education. The last thing I'm going to talk about is safety. At the last meeting, someone raised the concern about where are those guard posts? Where are they going? Where did they go? And so—they're gone. And so, when I think about safety I think about physical safety, but I also think about mental health safety. And so, if I were to come, if I were to serve, I'd be interested in faculty recruitment, retention; I'd be interested in students, undergrad, grad, international; and finally, I would be really interested in the physical and mental-health safety of our University. Thank you.

Amanda Hager, Associate Professor of Instruction, Mathematics

Thank you. I've been with UT since 2011. I have three years' experience working on standing committees for the Faculty Council. For two years I served as chair of A-5 faculty welfare committee. My first visit here was last spring where, actually, to brag, six weeks after I had my second child I gave a presentation, and I brought a set of recommended faculty responses to the CLASE [Cultivating Learning and Safe Environments] report. In my department, I am chair of the instructional faculty chairs committee where I'm working to write policies governing onboarding, mentoring, and review of our non-tenure track faculty, and I'm becoming very concerned with ways in which that we can recruit and retain high-quality instructional faculty. In my college, I assisted Professor Jen Moon to redesign the teaching evaluation process, and I'm actually doing work for TIDES [Texas Institute for Discovery Education in Science] conducting those external reviews. And so, I'm meeting a whole lot of other CNS faculty and getting in a lot of classrooms, which is actually kind of the love of my life right now as far as side projects go. And finally, I'm currently working with Marian Trattner and Steve Lundy for BeVocal as they develop a new faculty resource. This resource should help us understand harm, prevent harm, and intervene when we see harm in our classrooms. I'm excited to be working on that this summer.

I hope this serves to highlight that what I care about here is—I mean, besides being the bestest math teacher ever—I want to make this one of the happiest, healthiest places to work in the country, and I've got really big

dreams. I think we need more competitive salaries, especially for our instructional faculty. I think we all need expanded access to benefits like childcare and paid family leave. I think we need to make our promotion and tenure proceedings even more transparent and fair and increase faculty satisfaction with these policies. And I think we need to maximize faculty satisfaction with teaching evaluation processes including CIS [Course Instructor Survey]. And so, I guess I'm turning into a faculty welfare nerd. So, vote for Amanda.

Martha Hilley, Professor, Butler School of Music on Behalf of Lynn Katz, Professor, Civil, Architectural, and Environmental Engineering

Good afternoon. I think it's only fitting that my last official activity in this room is to tell you about Lynn Katz. As Brian said, she's a Professor in the Department of Civil and Architectural—Civil, Architectural, and Environmental Engineering. She's also director of the Center for Water and the Environment. She's been a UT faculty member for more than twenty years and has devoted much of that time toward increasing representation of women faculty in engineering. Lynn has served as chair of the Engineering Faculty Women's Organization, the UT Austin Faculty Women's Organization, and is chair of the Best Practices subcommittee of the Gender Equity Council. By the way, I've been on two of those three committees with her and have seen her in action. Over the past two years, her subcommittee for the Gender Equity Council worked on inclusion of diversity statements for faculty hiring and promotion, improved mentoring strategies for associate professors, and is establishing a distinguished service academy analogous to the distinguished teaching academy. The goal of the academy would be to recognize both tenured faculty and senior professional staff for exceptional scholarship and service to the University. In addition, she has served as associate chair of her department and was instrumental in the development of the environmental engineering bachelor's degree program. She is currently teaching an innovative freshman course that integrates first year chemistry, experiential learning, and foundational concepts of environmental engineering. She cannot be here to talk about herself because her students in that class are presenting their final analyses and recommendations for improving Waller Creek. I say vote for Lynn Katz, a teacher who cares.

Lynn Rew, Professor, School of Nursing

I'm the poor little Iowa farmgirl who feels utterly intimidated to be around this many people with PhDs all at one time. I don't think that's ever happened to me before. Anyway, thank you so much for whoever nominated me to be here today, but I am excited about it, and I want to tell you just a little bit about my background here at UT and where I'm hoping to go forward.

In spite of all the gray hair, white hair, I'm not leaving anytime soon if I can help it. I've been here—I just completed or am completing my thirty-sixth year on the faculty, and I was sitting next to Alan Friedman, as you could see before the meeting started, and we started talking about Plan II. And that helped me remember that a long, long time ago, when I was a struggling assistant professor, one of the things I think helped me develop my confidence was I was asked to teach a Plan II course in biopsychosocial aspects of human sexuality. So, that was a good course. I ended up with twelve of their people wanting to do their junior thesis with me. I think because of the topic more than anything, but it was a great experience and got me off the—you know, we're off way over there by the Erwin Center, so we don't get to be on this side of the campus very much, so that was a good opportunity to come over here and mix with some other people.

In addition to being here for so long, I have served in a few areas in the School of Nursing that might give you some idea of the experience I have with students and with faculty issues. I primarily have taught in all three areas but mostly in the PhD program and currently am the director of our PhD program, which we are trying to have recognized as the top one in the country. So, I'm working on that, so if you have any good ideas for how to help us do that, please let me know about that. I also served as an assistant dean for student affairs for a few years and then went on to be our graduate advisor for ten years in a row. So, I got well-acquainted with, particularly, financial issues of graduate students and firmly believe that we still don't give enough support to our graduate students. So, that is a big issue for me. For the last eighteen years I have been, believe it or not, the chair of our executive committee, which is like, some of you have executive committees, some of you have budget councils. But eighteen years in a row of doing that job, and so I think I've been exposed to just about every issue that you can imagine for faculty. So, I'm a strong believer in making some recommendations about how we approach merit with promotion and tenure, how we deal with issues such as equity, particularly around gender and people who have disabilities. So, if you choose to vote for the poor little Iowa farmgirl, that would be me. I've come a long ways already, so thank you for listening.

John Yancey, Professor, Art and Art History

Good afternoon. It's good to be here this afternoon to talk with you. I'm from Chicago, born and raised. I spent the first seventeen years of my career there before coming to UT. I joined the faculty UT in 1993, so I'm kind of coming into my twenty-sixth year here, and during that time, I've obviously kind of worked my way up through the ranks. So, I've had the experience, obviously, as a—as someone had mentioned a struggling assistant Professor, finding my place, figuring where I am, and ultimately kind of moving my way up to leadership positions in the department. I held a number of leadership positions in the department, ultimately kind of becoming the chair of the Department of Art and Art History for a number of years. And in that position, the chair has, and everyone here who's been a chair, it's an interesting position because it's a pivotal position. You're a faculty member. You're in administration. You're a liaison between faculty and administration. You're a bridge between faculty and broader concerns and resources. So, there's a spectrum of things in terms of both faculty concerns, student concerns, staff concerns, that were a part of my daily world for a number of years. It brought me into contact with kind of the highs and the lows.

When I first became chair, it was during the first few years of the flat tuition fee years. Resources were a little bit more flexible, a little bit more malleable. It was a time to dream big, build big, and during that time, we did do great things. We founded academic centers. We established the Casa Herrera Mesoamerican Center in Guatemala. We did great faculty hires. We retained vigorously and rigorously. We did great things, and we still are doing great things. But I also have the experience of when budgets got tight when decisions had to be made, when you had to really understand a different set of dynamics in terms of how the University functions and how the University kind of addresses issues. So, that gave me kind of an interesting lens in many ways to kind of see the best and worst in many ways—I can't say worst—the most shining and opportunistic where you're able to kind of grow and also where you kind of had to make hard decisions.

As chair, I also kind of do a lot with faculty merit, faculty promotion, salary compression, equity, all these different things that are part of kind of the daily life of how you manage. At that time, the faculty was the size of seventy tenure/tenure-track faculty, or seventy-five tenure-track faculty. So, it was a large faculty with a whole array of issues that kind of came in. So, you know, that is something that I think of as an important experience. I'm currently the chairman of the College of Fine Arts Fine Arts Diversity Committee, and that has brought me into another range of experiences past that strictly administrative role. In 2012, the College of Fine Arts was kind of selected to work in partnership with DDCE [Division of Diversity and Community Engagement] to create the pilot program to creating strategic plans for diversity and inclusion, almost a forerunning to how the campus-wide diversity inclusion initiatives that are kind of moving along. The wonderful thing about that was that with the expertise of the people in DDCE, we were able to do really thorough kind of analysis, mostly data collection, data analysis, strategic planning. They were incredible partners to work with, and I continue in that role today.

So, issues that concern me. Certainly, obviously, diversity and inclusion. We have a lot of work to do. Beyond diversity and inclusion, something we're doing, also our specific workshops that deal with kind of dismantling racism, undoing racism. I think that we are in pivotal times as a society and as a University. And I think understanding these issues in very specific ways both historically and in terms of our contemporary ways are challenges that face all of us, not just some of us in many ways, so that's kind of a definite concern for me. Another, and again, the university of high education is changing across the country all around, so there are a lot of concerns, but if I were to point out another that I think is important: as universities both at UT and across the country kind of are looking at and addressing balances tenure/tenure-track, non-tenure track faculty, this creates an interesting time, an interesting challenge, and interesting kind of a discussion for us to have where in—not only in terms of faculty governance, but also in terms of the protection and integrity of the academic mission. As when tenure was founded, obviously it had reasons for, external political pressures. We live in a time again where we have external political pressures. We have, in some ways, a greater need than ever to understand that the mission of faculty as stewards, and protector of our mission as protected. There's discussion to be had, and I'm certainly willing to be part of that discussion. So, thank you very much. Alright.