

Faculty Council Meeting
December 09, 2019
MAI 212 at 2:15 PM

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

Okay, welcome, everybody, to our final Faculty Council meeting of the fall semester. It's great to see everyone back having good conversations, so we will be putting into effect a new timekeeping system here. So, we'll have our staff in the back give two-minute warnings to the speakers and then when the time is out as well.

So, welcome to all the students, staff, faculty, and administrators here for our Faculty Council meeting. Welcome to our guests. As we begin today's business, I want to offer a few reminders. When you speak, please use the microphone and make sure to tell us your name and academic affiliation for the minutes. We follow Robert's Rules, more or less, so please do not speak without being recognized by the chair. If you're a Faculty Council guest and would like to speak from the floor, you'll need permission from the chair or a motion from a Council member to do so. If there are a lot of questions from the floor, I'll favor calling on those who have not spoken over those who have. And as always, and hopefully in every setting, please make sure your remarks are focused on the matter at hand, succinct, professional, and respectful. Our first order of business today, as it is usually, is the report from the Secretary of the General Faculty pro tem, Charlotte Canning.

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

Thank you, Brian. I'd like to start my report today by giving a warm welcome to two new members of Faculty Council, Karen Grumberg from Department of Middle Eastern Studies representing the College of Liberal Arts, and John Doggett from the Department of Management representing McCombs School of Business. If you're here, could you please stand and be recognized?

Audience applauds

Okay. Thank you. Since the last report, one memorial resolution committee was appointed for Professor Emeritus William McCormick, and four resolutions were completed as you see on the slide in front of you. The following two slides show legislation that have received final approval since the last report, the University definition of plagiarism, and the Educational Policy Committee's proposal on transcript-recognized certificate programs, and proposals to update the *Undergraduate Catalog* from the McCombs School of Business and the School of Architecture. There are several items—oh, I see. The next two slides show items pending approval from the UT System and/or the Texas Higher Education Coordinating Board. They include changes to the core curriculum lists and two new degree programs, so you can see them here. There are several proposals pending the provost's review from the College of Liberal Arts and the College of Natural Sciences. You may recall from the last meeting that Faculty Council rejected a proposal from the McCombs School of Business to remove the foreign language requirement from the International Business major. The McCombs School has revised the proposal which is now in two tracks—which now includes two tracks from which the students may choose. In an email message sent to Alan Friedman, Secretary of the General Faculty, last week, Richard Flores,

Associate Dean for Academic Affairs in the College of Liberal Arts said, “I am writing in support of the revised legislation by the McCombs School to create two tracks in their International Business major, one with the language requirement, the other without it. I’m not available to attend the meeting, so can you please communicate this to those on Faculty Council.” The Faculty Council will consider this proposal later in the meeting. So, the next order of business would be the approval of the minutes. Do you want me to just stay up here and do that? Okay. The minutes have been distributed.

Do I hear any suggested revisions or amendments to the minutes? Lacking that, may I have a motion to approve the minutes as submitted? Thank you. A second? Thank you. All those in favor of approving the minutes, please say “aye.”

Audience: Aye

Opposed? Abstentions? Thank you.

[5:11]

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

Okay, next is the communication with Provost Maurie McInnis, if she’d like to come up. President Greg Fenves is on travel with the Nobel ceremony for Professor John Goodenough, so thank you for attending.

Maurie McInnis, Executive Vice President and Provost

Well, good afternoon. Happy last day of class to everyone, and as Brian just mentioned, the President’s not able to be with us because he is in Stockholm for the Nobel ceremony which begins at 5:45 tomorrow morning. So, if you’re interested in watching, I didn’t even really pay attention. It’s probably live stream so that you can see it.

So, a couple things I want to update you on. First of all is that the misconduct working group will begin its active work on Wednesday. Last Friday we had a transitional meeting moving from a planning group to a working group. As you probably have noticed in the press or have noticed if you have been in the Tower, a number of our students have organized for protests four times this semester. They are focused on Title IX and faculty misconduct issues. We have been in regular meetings with student leaders since the first of those protests in order to understand some of the questions that they have raised and some of the issues that are of concern to them, and we—from hearing that and understanding what some of their concerns were and agreeing with them that there is work to be done on this campus to continue to improve our processes around Title IX an around questions of faculty misconduct—we have done two primary things. The first is hiring an external firm with extensive experience in Title IX issues in higher education called Husch Blackwell. They have an office here in Austin, but they also have offices in many other cities as well. We have also formed this misconduct working group. The misconduct working group includes six undergraduate students, three graduate students, one postdoc, five faculty members, and I’ll go ahead and tell you who those are because I imagine you might be curious: so, Mia Carter, who’s in the Department of English in the College of Liberal Arts, Shardha Jogee in Astronomy in Natural Sciences, Grayson Hunt in LGBTQ Studies, he’s also in COLA [College

of Liberal Arts], Anthony Brown in the College of Education, and Charlotte Canning from the College of Fine Arts. There are also a number of us in administrative roles that in some way were late to the questions in front of us, as well as representation from our Legal Affairs office and, of course, Husch Blackwell, as well. We will be meeting regularly throughout the spring semester and will be grappling with a number of the questions and issues that the students have raised as well as those that we know we need to continue to work on. Issues around Title IX are and should be at any institution a constantly evolving conversation, and this is a great opportunity for us to take a look at our policies, our procedures, our methods, and means of communication around those, in order to think about how we can create and maintain a healthy environment on our campus where everyone is respected, and when there is misconduct, that we know the best ways to deal with that on our campus and to communicate. And that's a question that is very much at the forefront of what our students are asking. So, we look forward to that work going on. We will be meeting on Wednesday of this week, and the first order topic that we will be discussing is a forum that the students have called for which will take place in January. For those of you who are interested in keeping up with the work of the misconduct working group, there is an easy way for you to do so. We have a website that we have created called—that you can get to at misconductworkinggroup.utexas.edu. Updates will be posted there. There is also a place there where you can sign up for a listserv, so everything we're posting on the website will actually also be going out to this listserv. So, if you wish to be kept regularly updated for that, please sign up for that listserv. So, I think that's all I have to update you on that.

A couple of other things I want to bring to your attention. We created, last year, a Provost's Authors Fellowship, a program for those in the book-writing fields that's a combination of some additional class buyout time, some summer support, some support for research and writing, but most especially forming faculty into writing groups to support one another for an extended year as people are pushing through hopefully to the completion of their manuscripts. And so that first inaugural group has been hard at work for the last six months or so, and the call for applications for the second cohort will be going out before the winter break. So, that will be coming out shortly, and then those applications will be due in February. Also celebrating the completed work of our faculty book authors, we are going to have our second annual faculty authors reception on January 16th. This year we had even more submissions, over—we didn't have the exact count before I stood up here—but we have more than fifty-five faculty who have submitted more than sixty-five books that we will be celebrating that evening. So, that's very exciting, and that's all I had for my update, but I'm of course happy to take questions. Hearing none, I will turn it back over to you.

[12:01]

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

Thank you very much. Okay, for the report of the chair I'll keep it very short so we end at 3:30 today. I think we'll make it. So, I'd like to continue extending invitations to join me for coffee on Tuesdays. We've had pretty good attendance, had lots of discussions. Amie Jean, Camron Goodman have come by several times. We've had several chairs of faculty standing committees come by and others as well, so it's been really excellent conversations. Tomorrow, I have to make it start at 11 AM and end at 1 PM, so 11 AM to 1 PM. I have a 1 PM commitment tomorrow, but normally it's 12 to 2. Also, for today, I've put today's meetings—the agenda for

today's meeting together to kind of follow up on things that have been needing follow-up during this semester, so hopefully we'll have a good wrap-up for the semester in our next reports and orders of business to do and to go through. So, with that I'll turn it over to the report of the Chair Elect Anthony Brown.

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

I've—I'll be brief. I've continued to serve as the chair for the task force for difficult dialogues and trauma-informed pedagogy. We—both the—we've created subcommittees for difficult dialogues and a subcommittee for the trauma-informed pedagogy. Both subcommittees have convened. We've already established a kind of, what we would like to accomplish beyond just the creation of a report. However, we have, kind of, questions that we hope to establish, mainly what's occurring within peer institutions under both of those pedagogical practices, what's happening here at UT, and recommendations that we could offer. I'm also the chair of the C-3 committee, and I've been meeting with, trying to clarify some concerns about processes, so I'll be meeting with Brian Evans and David Platt and Casey Sloan and Debbie Roberts for the next couple weeks of, kind of clarify some things regarding that process and things that we can do to make the process of looking at undergraduate proposals smooth, without conflict, although that always will be a possibility whenever you're trying to make a decision on a proposal. Other than that, we're preparing to, as Brian has stated, we're looking for the next faculty elect, so we are in the process. Please send names to us for full professors that we may not know that have had a leadership background that would be interested in serving in this role. So, you can send those emails directly to me or Brian. And, I think that's all.

[14:55]

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

Yes, that's a volatile point. I've already been starting to reach out to different organizations to strum up support for nominations for the next Faculty Council elections, so we do have two rounds—I know it's jumping into the announcements—we do have nominations for faculty senate committees. They open January 13th, goes through the end of January, and then for Faculty Council representatives nominations are the month of February, basically. And then the actual elections occur the two weeks after spring break, so it's never too early to think about it and to talk to colleagues to think about joining committees and/or Faculty Council.

Okay, so the—so that's it. So, now we're up to new reports of the—there's no unfinished business, which is pretty cool. So, we will move on to new business, which is a follow-up from the presentation from last Faculty Council meeting by Professor Eric Hirst, and this is a revisions to the proposed changes to International Business major in the McCombs School of Business. And this is a follow-up to the proposals submitted last Faculty Council meeting. Thank you.

D. Eric Hirst, Senior Associate Dean for Academic Affairs, McCombs School of Business; Professor, Department of Accounting

Well, thank you, Brian. I have one objective, and that's not to see the sign that says “get off the stage.” So, I'm going to go quickly, because much of what I have is very, very similar to what we talked about last time but informed by the conversation that we had last time. So, the International Business major, I want to tell you a little bit about the current status, the process

that we went through to make changes to it, the new proposal that there'll be two tracks—I was very delighted to hear that Richard Flores is in support of that—summary of some next steps, next steps being a vote.

So, the current status. We've got just under 5,000 undergraduate students at the McCombs School of Business in a BBA [Bachelor of Business Administration] program. We graduate, on average per year, 11.8 International Business majors. At Saturday's graduation, fall graduation, we graduated none. We're not happy about this, and part of that is the reason for this proposal. So, we've, the International Business faculty resided in a couple of spots, largely in Marketing, but they then also in a new-ish department called Business, Government, and Society [BGS]. And we've brought them all into the BGS department, and BGS led a review of the curriculum and made some proposals for changes to it with the idea of enhancing it, of increasing the quality of students who apply into it, and the outcomes and numbers of folks who leave that major. So, we reviewed enrollments. We discussed it with the students, some of whom, the leader of the student organization is here today. We talked with our employment group in our BBA career services. We came up with some proposals that would improve demand from students as well as interest from employers. We discussed this with the MBA—I'm sorry—the BBA programs committee, incorporated their feedback. We had a complete McCombs faculty approval sought and gained, and then we brought it to the Faculty Council, where after it had been through another committee and, which had moved it forward, it was, we received some feedback, and here we are with an updated proposal that hopefully will pass this time.

So, in essence, what we are bringing you is the same proposal that we had last time in a track that we call the global business skills track, and we've reinstated the language skills track. So, in the narrative that was in the agenda, you have all the details, but if you want to see it in a quick look at it, it looks like this, then an awful lot of things are the same, that'd be the core curriculum, the UT core curriculum, the BBA program requirements, those all remain the same. A couple of the required courses across are the same. What's been reinstated is the foreign language; twelve hours stays in the language track and is not in the business skills track, and the area students, nine hours, is in the language skills track and not in the global business skills track, although there are many free electives in that business skills track allowing students to take languages, to take area students courses, to the extent that they would prefer to do so. So, that brings us to some courses that we talked about last time, some existing courses, some new courses, and you kind of get a flavor from a quick look at the names of those what that is.

So, in summary, what we've got right now is a low-producing major what—we would like to improve upon that. We have an additional aspect that all of these tracks will have an international experience as part of them, and we heard last time questions about how does someone of limited means afford one of those experiences, and I've discussed that with our BBA programs office and others, and we feel very, very confident that we have the scholarship opportunities to support that. We talked about people who may not be able to travel for whatever reasons, including perhaps not having a passport that allows them to get back into the country. We have means to accomplish the equivalent of an international experience without actually having to leave the country or something that could replace that. We would like to provide students with choice of tracks, and we will continue to monitor the success of this program as we, as we go forward. So, last slide: next steps. Faculty Council discussion. Our

recommendation, as it was last time, is that we vote to approve this. We will keep revisiting this in order to make sure that things are working well.

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

Thank you, Professor Hirst. So, one change from last month is that this proposal has been approved by our committee on C-3, which is Undergraduate Curriculum Changes. That was not the case last time. You left it up to Faculty Council to discuss and debate. Professor Canning?

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

Yes. This is Charlotte Canning, Theatre and Dance. I just want to remind you of the statement that I read during the secretary report from Richard Flores, Associate Dean for Academic Affairs in the College of Liberal Arts writing in support of the proposal. So, I just wanted to add that since he himself could not be here to speak.

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

And also one more data point just looking things up statistically, I think you had 11.8 major— 11.8 major, undergraduate majors graduating in the International Business major. I think McCombs total graduates 1,140 and something a year. So, this is 1% of the graduates in a given year, so it is indeed a small group.

Maria Wade, Associate Professor, Anthropology

Maria Wade, Anthropology. I would like to ask a question. So, you have two tracks, and you said you were going to continue monitoring the progress or the results of this change. What happens if you don't have anybody enrolling for the track that has languages?

D. Eric Hirst, Senior Associate Dean for Academic Affairs, McCombs School of Business; Professor, Department of Accounting

I think what we, we get accused of being too driven by markets in the business school, but we, we also like to think that that's a signal of what these particular students who are in that track, who want to have a career in international business, and what the employers who are interested in hiring those students, what skills they need. Now, we heard last time that it was a report that said employers want all of those language skills and so on. They may well be getting those students from the College of Liberal Arts and from other colleges where students have those language skills, but what we know is that they're not coming to the business school for those students. So, what we propose, and we've been, I guess, we sort of think, we've been running an experiment where we've been offering that track, and unfortunately no one's been getting involved in that track. So, in some sense, not much is likely to change. I mean, we're certainly not going to make it harder. There was only eleven students who were—who were doing, who were involved in—

Maria Wade, Associate Professor, Anthropology

May I ask a follow-up question?

D. Eric Hirst, Senior Associate Dean for Academic Affairs, McCombs School of Business; Professor, Department of Accounting

Absolutely. Actually, Brian's—

Maria Wade, Associate Professor, Anthropology

Do you have any stats about the number of students that have taken the non-language that have not taken the languages that have, that are foreign citizens and with a different language that are going to work in their particular areas?

D. Eric Hirst, Senior Associate Dean for Academic Affairs, McCombs School of Business; Professor, Department of Accounting

I don't have those statistics, no.

Maria Wade, Associate Professor, Anthropology

Thank you.

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

Andrea Gore, Professor, Pharmacy

Yes, Andrea Gore, Pharmacy. Is this on? Okay. I'm loud, so. So, thank you for the changes. Just one clarification about the study abroad. So, you had mentioned there would be some flexibility for people with visa problems and so on, and will that also apply for people who may have other commitments that may force them to have to stay in town to, say, take care of families or other reasons for not travelling? Will they also have that flexibility if they want to participate in that track but can't have the "international" international experience? Can they also get some adjusted experience similar to what you were saying for people whose visas would create problems?

D. Eric Hirst, Senior Associate Dean for Academic Affairs, McCombs School of Business; Professor, Department of Accounting

I'm confident the answer is yes.

Andrea Gore, Professor, Pharmacy

Okay. Okay.

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

Marc Bizer, Professor, French and Italian

Okay, well, these are difficult times—these are difficult times for idealists—oh, French and Italian. I was here last week. Last month. Okay, these are difficult times for idealists. In the previous proposal, Mr. Hirst, it was never clear that the language requirement was the reason why—

D. Eric Hirst, Senior Associate Dean for Academic Affairs, McCombs School of Business; Professor, Department of Accounting

It's—it's doctor Hirst. Thank you.

Marc Bizer, Professor, French and Italian

Okay. Let's—gosh—let's stand on ceremony here. Dr. Hirst, it was never clear in the previous proposal why, or that the language requirement was the reason that, was the reason why employers showed so little interest in the IB [International Business] program, was it? Was there? So, it seems like what you're saying is, we're just going to try something sort of at random, we're going to remove the language requirement and see if businesses hire more of our International business majors. Is that—is that correct?

D. Eric Hirst, Senior Associate Dean for Academic Affairs, McCombs School of Business; Professor, Department of Accounting

No, that's not correct. There is, was a thoughtful process of asking what sorts of skills would be highly valued by employers of students who wanted an International Business major, and what we, the response we got from employers was that they wanted more job skill rather than language skill background in the students that they would hire. Now—yeah.

Marc Bizer, Professor, French and Italian

Okay. We did observe at the last Faculty Council meeting that the representatives of students in the business school had no objection to the language requirement, correct? I believe that the representative got up and said there was no—they didn't have an objection to the language requirement.

D. Eric Hirst, Senior Associate Dean for Academic Affairs, McCombs School of Business; Professor, Department of Accounting

The student who is the head of the International Business major student association is here if you would like to hear from them, I could call on them?

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

Yes, so recognized.

Steven Ding, Senate of College Councils Academic Policy Committee

Steven Ding, Senate of College Councils. I was the student that—it's on? Okay. So, I was the one that mentioned that last time, and with the discussion I've had with the students over the past weeks, while they do, it's, again, about the choice, because there are a lot of students in that program that all like these skills, for example, like, especially compared to the biggest majors in business, Finance and Management Information Systems. A lot of those class—and they have a lot of electives they can take that really get deep and nitty-gritty into those specific subjects. And while International Business majors we appreciate the ability to take the language, those are also experiences and electives they want to be able to have the space and the great program to take. And so I think the changes they've made, having the two tracks, being able to choose the languages, as well as the more elective track, which also gives them the flexibility to take the language or language classes if they like, is something that they look highly upon.

Marc Bizer, Professor, French and Italian

The additional flexibility of the—

Steven Ding, Senate of College Councils Academic Policy Committee

Of the two tracks, yes. Correct.

Marc Bizer, Professor, French and Italian

Global business skills. Okay. So, my other question for you Dr. Hirst, is: you talk about the international experience or study abroad program that's required in the Global Business Skills track, but is that—are those conducted in English?

D. Eric Hirst, Senior Associate Dean for Academic Affairs, McCombs School of Business; Professor, Department of Accounting

Their courses would be taught in English, yes.

Marc Bizer, Professor, French and Italian

Okay. So, because I was wondering how students could participate in those programs without the requisite language skills.

D. Eric Hirst, Senior Associate Dean for Academic Affairs, McCombs School of Business; Professor, Department of Accounting

Well, they go to various places around the world, that would be Buenos Aires. It would be Prague. It would be in other locations, and they are taught by our faculty and they are taught by faculty at our partner universities there, and they're taught in English as are many of the programs in those international locations.

Marc Bizer, Professor, French and Italian

And that's an international experience?

D. Eric Hirst, Senior Associate Dean for Academic Affairs, McCombs School of Business; Professor, Department of Accounting

I think we could—that is the international experience of which we are speaking, which is, I would argue, better than not having left the country, and I would argue is significantly less than spending three or four years studying abroad full-time in a fully immersed experience.

Marc Bizer, Professor, French and Italian

Okay. Listen, I understand that the business school faculty could resent this intrusion into their plans, you know, why would COLA get involved in this? And, you know, I just think that it would be great if we as faculty could agree on the kinds of learning experiences our, our undergraduates should have before leaving this institution to change the world. Thank you.

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

Professor Hirst, could we go back a couple slides to the two tracks that you're—I think that was in direct response to comments from last—I think one more slide back where you had two—there you go. Thank you. Please, go ahead.

John Doggett, Senior Lecturer, Management

Hi, my name is John Doggett, Management department, McCombs School of Business, and I'm probably the most experienced international businessperson in this room since in 1983 McKinsey sent me to Copenhagen Denmark to work with clients in Denmark and Norway and Scandinavia.

And since that time, I created my own international management consulting company. We work with clients in twenty-five countries around the world, and I've work with clients in thirty countries around the world. And the only language I speak fluently is English. In the past, in the 70s and the 60s, being bilingual and multilingual was very important if you're going to be an international businessperson. It's not the case anymore for business. One of the reasons, as we all know, is we have a very large number of international students who are at UT and at every single institution of higher education in the United States, and many companies like Dell, Microsoft, etc. hire those students because they have the multilingual skills. But what I can tell you having worked with clients in thirty countries: English is the language of business, and we're a business school trying to produce students who are able to competently work on challenges that are faced by companies around the world.

This morning before I came to the Faculty Council, I spent the second of three-hour sessions with businesspeople from a Chinese business in Shandong province, and I'll be doing some more work with Chinese businesses in Shandong province. I do not speak Chinese or Mandarin. So, it's nice to give students the option to learn to speak a language. There was a business school that used to be very famous for doing it. It was called the Thunderbird School of Business. They required a language. They had a language requirement. They have fallen off the map because more and more companies in this country have found that English is the language of business and students and businesspeople can be very successful without having a foreign language. What I like about the proposal in my department and of my school is that it gives students the choice between choosing a language track or a non-language track, but what I can tell you as an experienced businessman who has worked in the field for more than thirty-five years: English is the language of business everywhere. And I have taught and worked in thirty countries around the world, and I've never had a problem because the only language I speak besides English is a little Spanish, and it's not very good. Thank you.

Jonathan Sessler, Professor, Chemistry

Jonathan Sessler, Chemistry, or wǒ jiào Sessler, Jonathan. So, I speak about fifty words of Chinese. I speak more languages than any US-born chemist. Je peux faire la parole francais. Ani muchan gam b'ivrit. But I want to underscore, Deutsche auch, I want to underscore the fact that we work in an English-driven society. It is wonderful to go and have an overseas experience, so I'm proud of my linguistic skills. I make my living as a chemist. That's all done in broken English throughout the world. It makes no sense to try and learn a foreign language until you're there, so take your students on these immersion programs. If they're inspired, they'll learn how to order beer, which I can do in about a dozen languages, and they will go from there. But the world runs on English. Make sure they can read and write English properly and give them a good education, and you have done them a service. Thank you.

Stuart Reichler, Associate Professor of Practice, College of Natural Sciences

Stuart Reichler, College of Natural Sciences. So, one question I have—can we go back to the little chart? So, in the language skills track if they do an international study, they get three hours of credit, but in the global business skills track if they do international study, they get six hours of credit. It seems like they're getting different amounts of credit for the exact same work, and I don't understand why that's true.

**D. Eric Hirst, Senior Associate Dean for Academic Affairs, McCombs School of Business;
Professor, Department of Accounting**

Imagine that you take, that you do your international study experience and you took one course or you took two courses in that summer session. If you took one, you'd have three credit hours, if you took two courses, you would have six hours. And you would—the—all the peripheral things that happen by being in country would be identical. The credit hours earned are driven by the courses that one takes. Does that make sense?

Stuart Reichler, Associate Professor of Practice, College of Natural Sciences

No. As is written in the longer version that was sent out, it sounds like the requirements are identical. That it requires study abroad, or experience abroad—it doesn't have any classes listed with those experiences. It just says, "go study abroad three hours or go study abroad six hours."

**D. Eric Hirst, Senior Associate Dean for Academic Affairs, McCombs School of Business;
Professor, Department of Accounting**

Thank you for the clarification. There are courses involved so it, in the six-hour version, what is quite common is one of our faculty members will go down and then and teach a course that's relevant to the area and to the functional area that they are expert in and that a faculty member from the partner school that we're working with will teach a course. And so, that would be two courses. And if they went down and they took a course only from the partner school or only the one that we offered in country, then that would be three credit hours. So, I guess we weren't clear in the language, but I think that's the gist of it.

Karen Grumberg, Associate Professor, Department of Middle Eastern Studies

Hi, I'm Karen Grumberg from the Department of Middle Eastern Studies, and I direct the Center for Middle Eastern Studies. So, I wanted to make a few points. First, the number of International Business majors keeps being bandied about as an example that this actually won't affect COLA, that the effect would be miniscule, and while I understand that it's a small number of majors, I just want to make the point that one of the things that we have been concerned about, my colleagues and I, is precedent. So, I just wanted to make that point. I was also part of the group of area studies departments and centers that expressed our concern initially about this initiative, and I wanted to say that although I strongly disagree with some of the things that I've heard about the importance of language in general—and I'm not going to stand up here and pontificate about why I think knowing a foreign language is important and useful because that's a whole other conversation—I did want to say that I was part of a small group of chairs and directors that met with some business school faculty before it came to the Faculty Council. And this is my first session as a Faculty Council member, by chance, but we met, they reached out to us. We had lunch. We talked, and I was really, and my colleagues and I were really heartened by the efforts that they made to listen to us and to talk to us and to engage with us. And I feel, and the colleagues who I have spoken to about this, other area studies directors, are in agreement with me that this is a good compromise, this two-track idea. We feel that it reflects your willingness to engage with us and to listen to us and your openness, and we're in support of it.

**D. Eric Hirst, Senior Associate Dean for Academic Affairs, McCombs School of Business;
Professor, Department of Accounting**

Thank you. I appreciate that, and as someone who grew up in Quebec during a time of literal revolution that was surrounded by language where kids in my classroom had hostages held down the street from them, people who were killed, largely driven by language and culture, I fully understand the value of understanding, being able to communicate in multiple languages and how language drives an understanding of culture.

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

Okay, we will be voting on this proposal. Are there any additional questions or comments? Okay, we'll go with a hand vote today. Alright, so all in—I—it's from—it is approved by a committee, so we're rolling with that. So, we'll go straight to a vote. All in favor of this proposal, please raise your hand. And, our parliamentarian, we have a new parliamentarian, Professor Amanda Hager, if you can count the "yes" votes. Thirty-four yes. Oh, did you count—thirty-five. And all against the proposal, please raise your hand. Okay, and I will—any abstentions? I abstain. Okay, we have two—three. Please raise the hand so Professor Hager can count. We already did against. Did we miss—okay, who's against the proposal, and make sure we get—we had four. And then abstentions? Okay. So recorded. Okay, motion passes. Professor, thank you for coming back.

D. Eric Hirst, Senior Associate Dean for Academic Affairs, McCombs School of Business; Professor, Department of Accounting

Thank you, and thank you for the opportunity to bring back a feedback-influenced alternative.

[40:01]

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

Okay, earlier in the semester we had several discussions and questions from the floor concerning Workday. We've lost the back monitors. We've lost all the monitors. Great. Hey, there you go, thank you very much. Dana, this is not boding well. There we go. I will take responsibility for the operator error on that one. Okay, so Dana Chapman is Associate Vice President at UT, works in the Chief Financial Office, CFO office. She's over many, many things at the University, and so I followed up with her. We had a meeting with several of our committee chairs related to Workday, and she walked through a lot of the fixes, corrections, improvements, enhancements for Workday moving forward. So, she's here to present those, the challenges, and the steps forward. Thank you.

Dana Chapman, Associate Vice President for Enterprise Business Information and Technology Solutions, Financial and Administrative Services

Thank you very much for the few minutes to give you an update on how the fall went with Workday and some of the planned improvements. I will be brief and not introduce the people who are here to answer questions should you have them for their respective expertise in the interest of time, but I did want to talk a little bit about where we started, the background of Workday. We started with Workday in 2013. It was selected largely to modernize some of our systems in the HR and payroll space that were up to fifty years old. Its mobile-friendliness was one of the reasons that it was selected as well as its continuous improvement model, meaning that every six months we get major feature improvements for no additional cost to us. So, that helps us stay current.

We knew that this fall was going to be very challenging, and so, in advance of the fall, we did a number of things to get prepared. One of those was after the spring, which was a difficult time with hiring, especially with student hiring. We did a number of lessons-learned sessions and determined what it was we could do to improve things for the fall. So, we made over 400 different system improvements, HR hosted some I-9 sessions this fall to try to remove some of the workload from the colleges and schools. We also embedded Workday experts in every college and school to help people, especially with the complex use cases, and we did some, we played around with piloting some automation on mass hires for students, which is one of the areas that was most challenging in the spring. And that—with mixed results, so I'll talk more about that in a minute.

But the key issues we saw with the fall despite all of the preparations were really around the I-9 processing. We had a number of challenges in that area. Some, there were some documents returned from some of the central offices that were unexpected that causes some delays. There were some local decisions made in some of the units around who does the work where things just hadn't been ironed out, and that created its own challenge. And then there were just hiring slowdowns from the additional volume of work that Workday brought to our campus. You may remember from the last time we talked that one of the major features that we had in our legacy systems that Workday did not have was the ability to do mass transactions, or transactions in mass for hiring students and some other worker types. So, we knew that there was going to be an increased workload. This graph shows what that looks like. What most of the colleges and schools did to prepare for the workload is, they started early. So, this graph shows the work started in July about a month earlier than it normally would have based on the document processing. It was—the green line is the, was this fall, so you see there was a higher workload than there had been in the previous two years under legacy, but the good news is by the first week of September, the colleges and schools were at the same workload in terms of numbers of documents processed for student hires as they had been the previous two years in our legacy system. So, we thought that that was a bit of good news to show that things had been improved for this fall. Some other improvements of note: when you look at the average time it took to process documents once you got it into Workday, it was 3.87 days which is faster almost by a day than it had been in our previous system. A lot of the additional work was prep work before things ever get into the system, and so we know that that is something we have to work on. One of the big things that have—that I'll talk about in just a moment is the mass hire features that Workday's going to be releasing, but I did want you to see some of these positive aspects of what happened this fall. Most important to us is the payout of payroll, and when we look at the last two years in our legacy system, we paid out 17.3% more hours on time for our student workers than we had the last two years in our HR system.

So, just a few of the planned improvements, Workday is beginning to release mass features in Workday. We're seeing mass terminations in the spring of this year, and then in the next six-month release which happens next September we'll begin to see mass hiring, mass extensions, and mass transfers. Because it will be September that will be too late for us to be helped by Workday for the fall, so we're working on our own local solution that will help speed things up and reduce the workload for the colleges and schools for next fall. We've done some increased troubleshooting. So, one of the major issues, and I know Undergraduate Studies was hit real hard by this, was not being able to see when there was already a, something in process for a student.

And that is something that we have corrected, and so, for the spring, that will be, you'll be able to see in process transactions. And there are a number of other things that are noted here and in the presentation that's been provided to the Faculty Council, which has a lot more detail in it. But I'll stop there in the interest of time and allow for any questions.

[46:45]

Kristie Loescher, Senior Lecturer, Management

Kristie Loescher, McCombs School of Business. And one of the troubles, I think this is maybe what, you said it really fast, but one of the issues I had was appointing a student when another school was appointing that student with a different start day, and if they got their paperwork done faster than I did, my kid couldn't start when I wanted them to. They couldn't start until that first start date. Is there any way to fix that?

Dana Chapman, Associate Vice President for Enterprise Business Information and Technology Solutions, Financial and Administrative Services

There are, and one of the things we're putting in place to make, to make that problem not so significant is showing those in process transactions so that you all would've been able to see there was already something in process and that coordination could happen. But we also are working with Workday on being able to rescind those transactions even after they've been final approved. That was really the basis of the issue.

Kristie Loescher, Senior Lecturer, Management

Right. Thank you.

Dana Chapman, Associate Vice President for Enterprise Business Information and Technology Solutions, Financial and Administrative Services

Yes.

Andrea Gore, Professor, Pharmacy

Andrea Gore, Pharmacy. Could you go back to the graph? I had a question about why that green line is twice as big. Is it because we're hiring twice as many people or is it because in Workday you have to generate twice as much paperwork to do something?

Dana Chapman, Associate Vice President for Enterprise Business Information and Technology Solutions, Financial and Administrative Services

It's because in Workday you had to generate 62% more documents in order to get the work done. And so, that was because we did not have the mass hiring functionality that we had in HRMS. Workday does not have that feature now. That is something that they are working on, but that's why you see that increased workload.

Andrea Gore, Professor, Pharmacy

Thank you. So, you were saying that you realized this wasn't going to help for the fall hiring. Are you going to have increases in staff to help with that, because we had a really serious problem in our college with delays and it seemed like you were just really understaffed for the

transition? So, will that be—now that you know that it happened, will that be alleviated for the fall of 2020?

Dana Chapman, Associate Vice President for Enterprise Business Information and Technology Solutions, Financial and Administrative Services

So, what we're working on instead of jumping to increasing staff, which is a challenging for all of us, we're working on automated solutions to handle more of the mass transactions to bring that line down. So, we know Workday's going to be helping to solve that problem in the system going forward, but for next fall we know we have to do something to bring that, the workload, down. So, that's the avenue we're pursuing right now.

Stuart Reichler, Associate Professor of Practice

Stuart Reichler, College of Natural Sciences. My problems with Workday actually go much deeper than Workday. Not to say the University runs on money, but without the resources to do the things we need to do, the University can't do things. And it really troubles me deeply that this central system that we all rely on has been so problematic, and the solutions are so slow to come out. We're going to have to modernize other systems here at the University. I'm really, really concerned that we'll have more Workdays in the future. I don't feel like the administration is really thinking deeply about how these decisions got made and how we can avoid something like this happening again in the future.

Dana Chapman, Associate Vice President for Enterprise Business Information and Technology Solutions, Financial and Administrative Services

So, I won't speak to any, you know, future modernization efforts, you know, stay focused a little bit on Workday today, but I can say that there's been a great deal of discussion and documentation of what lessons did we learn from this. Because, I mean, as you saw from the slide, we picked Workday in 2013. We're in 2019. That was a long time to have been working on the implementation. Many things changed during that time, and we were helped by an independent consultant that came in and helped improve things. But there was a great deal to be learned, and I assure you those conversations are happening. But we're not looking to make that next step imminently on any other modernization efforts other than ones that are already ongoing like the research administration system.

Elissa Steglich, Clinical Professor, School of Law

Elissa Steglich with the School of Law. I'm just curious as we're thinking about lessons learned about this significant spike. Were the mass hirings not part of the initial contract, because it seems like an obvious feature that would have been part of the bidding process? And if it was and Workday has very clearly failed to comply with that, why aren't they being available to assist in fall of 2020? It seems like a significant expense that the University and ultimately our students have to bear that on their shoulders that should have been avoidable.

Dana Chapman, Associate Vice President for Enterprise Business Information and Technology Solutions, Financial and Administrative Services

So, it was mass hiring and the mass transactions was part of the original requirements among probably about five- or six-thousand others, and so even at the time it was a matter of—it was difficult to decide which of the features were the highest priority in the aggregate. Because

clearly, you know, other parts of the system are important as well. So, it was part of the process, but written into the contract there are no stipulations around specific features for these cloud-based subscription services, in particular Workday. We've asked our peers, and we've asked our consultants and nobody has features written into the contract and requirements for performance around that. So, what Workday has done to put skin in the game is they sent their Vice President for Product over this area and three of her team, and we had a representative, Lars [Lars Hinrichs, Associate Professor, English] was there from C-13, and we had some other representatives from the colleges and schools participate in that day about a month ago in the design sessions around mass transactions. So, they are listening to us. They know we need this. I feel sure they will deliver. They're working on that now, but we don't have performance in this, for the features in the contract. We do around uptime and delivery of production operations but not features, nor do any of the others in private or public that have Workday. Yeah. Thank you.

[53:58]

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

So, just two quick follow-ups. We've got about 3,000 TAs and about 3,000, about 2,000 RAs and about 3,000 TAs, and a number of undergraduate students employed each semester. So, they have to go through a recertify every semester doing the I-9, and so, I guess, the plan is to stagger when they do that so there aren't long lines. That's a very important step. And the mass hiring, I think, will be implemented for fall 2020 in Workday, you hope? And if you can —

Dana Chapman, Associate Vice President for Enterprise Business Information and Technology Solutions, Financial and Administrative Services

We're going to do something locally by the fall of 2020 because they'll be delivering in September and that'll be too late for us to make our fall student hiring which, you say, starts in July.

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

Got it. So spring 2021? Feeling good. Alright, very good. Okay, next talk is from BeVocal, and they're thankfully coming back from an earlier Faculty Council meeting that we ran out of time. So, thank you very much.

[54:53]

Brittany O'Malley, Assistant Director for Prevention and Wellness, University Health Services (UHS) and the Counseling and Mental Health Center (CMHC)

Thank you. It's nice to be here again. My name is Brittany O'Malley. I'm Assistant Director for Prevention in the Longhorn Wellness Center which is part of University Health Services and the Counseling and Mental Health Center. As part of my role, I oversee the fulltime position that actually works for BeVocal which is vacant right now, so we're finding someone new. And I get to represent in that person's stead.

Steve Lundy, Lecturer, Department of Classics

My name's Steve Lundy. I'm on the faculty advisory board for BeVocal, and I'm in liberal arts ITS [Instructional Technology Services] and the Department of Classics.

Brittany O'Malley, Assistant Director for Prevention and Wellness, UHS and CMHC

So, BeVocal is a University initiative to promote bystander intervention on campus. It has some deep history. It started as part of our campus coalition wellness network, which I also am chair of. It started as a committee that was very grassroots and involved faculty, staff, and students in the formation of that committee which started in 2012. So, it has a deep history, and stakeholders came together because they wanted to do something to reduce harm on this campus and promote bystander intervention. And since that time, it's continued to evolve. It's a multilevel initiative. Many bystander intervention programs on college campuses focuses solely on one issue. BeVocal's unique in that way that it focuses on many issues, and it is an evidence-informed initiative. Promoting bystander intervention has been shown to be effective in reducing harm in a number of areas on campus.

So, BeVocal's mission is to envision a community that engages and invests in everyone's safety and well-being and to enhance bystander confidence and motivation to intervene when they spot harm, which we define very broadly. It can be something very small or it can be something very urgent, and that we hope that when people interact with BeVocal in different ways, that they're able to leave and be able to take it back to their sphere of influence on campus and feel confident that they can reduce harm. So, we use an infusion model meaning that we, me, the person who works full-time, the BeVocal coordinator, are not the sole purveyors of this message to campus. We have a definition here that you'll see and a very simple model to help people remember what bystander intervention can mean, which is recognize, choose, and take action. This has actually been adapted at the UT system level on other campuses as well as a common definition and model that we share to reduce harm across the UT system. And we really designed this to look and be adaptable as an easy model wherever someone is and whatever their role is on campus. So, we really believe it's part of everyone to do the work, and so, our job is to provide tools and resources and also to understand the campus better so that we're able to adapt and be able to do that.

So, currently we have an executive board which really is from that formation of that original committee, wellness network committee, that has faculty, staff, currently no students, but we're working on that, to be honest, that really helps guide what BeVocal looks like, where it's going, what they're doing. We've had a student engagement component over the years. There was a student organization that existed for a number of years. For a few reasons that's kind of faded away. We're trying to look at a new one. And then, now in the last year and a half we've developed a faculty advisory board, and all those groups work together to create partnerships, to create branding opportunities, and also to kind of infuse other messaging or workshops within different areas. And I'm going to let Steve talk about what faculty engagement has looked like in the last year and a half.

Steve Lundy, Lecturer, Department of Classics

Thanks, Brittany. So, we formed the faculty advisory board in recognition that a lot of BeVocal's programming and mission was oriented toward student audiences primarily and we wanted to expand that to take in faculty and academic concerns. For much of our first year, we were, we organized departmental trainings on an ad hoc basis and did a lot of information interviews with folks who wanted to talk about climate issues and bystander intervention. This, there was this

broad recognition of the applicability of the BeVocal model and its need in a range of academic affairs from teaching; classroom management; curriculum development; access, equity, and inclusion initiatives; and general campus climate; and department climate matters.

To that end, there are three programs that we've been working on particularly in the last six months and over the past year. Thank you. First of all, we have a collaboration with the Blanton and signature courses to infuse Blanton tours with bystander intervention work. I feature a version of this in my introduction to classical mythology class. It's a wonderful experience that students get a lot out of. The second is we piloted a workshop that was targeted specifically at faculty and academic environments at the inclusive teaching and learning symposium in November that was sponsored by the Faculty Innovation Center, and we learned a lot from that. Thirdly and briefly, and this is perhaps the coalescence of all of this work, is an online resource that calls academic affairs to action around bystander intervention work. This features a series of our collaborators and partners in various positions and contexts on campus sharing their experience of reducing harm and where bystander intervention plays into that work. We're in the final stages of the development of this project. If you'd like to be in the first audience for that, we'd love to get feedback on it. But, consider it to be the start of the conversation and a living document, and just to wrap up, we are a small but committed bunch. We are a grassroots effort, and so we're always eager to have more conversations with folks who are interested in this work. So, if you do want to have a conversation about bystander intervention, please let me know. And that's—that's us.

Brian Evans, Faculty Council Chair and Professor, Electrical and Computer Engineering
Any questions? Alright, well thank you for presenting. Thank you.

Audience applauds

So, this was part of, actually, our first meeting when we were focused on mental health, counseling, and having safe and supportive, inclusive, diverse, and equitable environments in our learning and other places on campus. So, thank you for coming back and presenting. Our fourth presentation is Ms. Adriana Alicea-Rodriguez on Senate Bill 212 implementation.

[1:01:50]

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

Hi. I'm Adriana Alicea-Rodriguez, Associate Vice President, Title IX Coordinator. I'm here to talk about SB 212. First up, how many of you have heard or are familiar with this new law? Oh, great, great. So, as you all know, this past legislative session they passed SB 212, and it goes into effect January 1st 2020. The main thing that the bill states is that, oh, thank you, is that all employees of the University, so, faculty and staff, will be required to report sexual harassment, sexual assault, dating violence, and stalking matters directly to the Title IX Coordinator or the deputies Title IX coordinators. Failure to report will result in termination from employment as well as an either a class B or a class A misdemeanor depending if there was an intention to not report the matter.

The coordinating, the Texas Higher Education Coordinating Board has been working on drafting the rules pertaining to this law. We received some draft rules for us to provide comments and those comments were due this, by December 8th, so we provided that. But, in the meantime, we wanted to go out and update everybody about this. So, as I've mentioned before, you do have to report, and basically in the draft rules, what they said is that faculty and staff members are required to report in the course and scope of employment, and they define "course and scope of employment" as "an employee performing duties in the furtherance of the institution's interests." So, not much clarification. However, how we interpret this is—if a student approaches you and talks to you about a Title IX matter that they may have experienced, you are required to report that to the Title IX Coordinator. Specifically in the law, it says that you are required to report all the information that you know related to the allegation. So, that includes the names of both the complainant and the respondents, any witnesses if you are aware of those, any details relate to the allegations, where it took place, and the date of the incident. Prior to the passing of SB 212, faculty and staff were already required to report as mandated reporters or responsible employees under Title IX guidance. The main difference between Title IX guidance and SB 212 is these penalties that are now associated with a failure to report based on the state law.

I wanted to provide you a little bit of information between what is the guidance between federal, state, and University policies as it pertains to sexual misconduct. I get a lot the questions of how does a student employees, are they required to report? Under SB 212, they are not required to report, so they will not receive the penalties. However, under Title IX guidance, they are still required to report if they were already in a position where they were mandated reporters. Typically, those tend to be first responders. So, like, resident assistants, for example, are required to report. These are the multiple options that you can submit a report, you can call our office, you can file a report online, which is what we are recommending as it will provide you an email confirming that you fulfilled your requirements under SB 212. Or, you can always send an email to the Title IX office about it. And, if you have any questions, you can call me. Oh, less than five minutes.

Brian Evans, Faculty Council Chair and Professor, Electrical and Computer Engineering
Questions? I'm sure—yes, it's a very important topic. Professor Fowler.

Norma Fowler, Professor, Integrative Biology

Norma Fowler, Professor, Integrative Biology. I would like a clarification, and I'm not a lawyer, so help me out here.

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

Neither am I, so I'll do my best, but I know some of our lawyers are here.

Norma Fowler, Professor, Integrative Biology

Maybe the easiest way to ask the question is a hypothetical. If the parties involved are not students, let's say we have a postdoc, and we have a staff member, or a postdoc and faculty member, whatever, that would fall under the civil rights act. Does it fall under Title IX, and is it relevant here?

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

Yes, and as long — so, part of what SB 212 did it was, it kind of brought together Title VII and Title IX. So, they are saying that as long as it's those allegations, you have to report it, and those being sexual assault, sexual harassment, stalking, and dating violence.

Norma Fowler, Professor, Integrative Biology
Okay, but even if there are no students involved?

Adriana Alicea-Rodriguez, Associate Vice President, Title IX Coordinator
Correct.

Norma Fowler, Professor, Integrative Biology
Okay.

Maria Wade, Associate Professor, Anthropology
Maria Wade, Anthropology. This is simple. Will we have access to these slides?

Adriana Alicea-Rodriguez, Associate Vice President, Title IX Coordinator
Yes. I believe that, yeah, that they're —

Brian Evans, Faculty Council Chair and Professor, Electrical and Computer Engineering
Yes, they're already on the Faculty Council website, and there was an email this morning from, I think Debbie Roberts and Casey Sloan with a pointer directly in the email.

Adriana Alicea-Rodriguez, Associate Vice President, Title IX Coordinator
Yes, and, before your question, we are going around different colleges to present on this topic and talk more about responsibility, so if you would like us to come and present to your college or department please email us and we will do that.

Charlotte Canning, Past Faculty Council Chair and Professor, Theatre and Dance
Charlotte Canning, Theatre and Dance. Could you go back to the chart?

Adriana Alicea-Rodriguez, Associate Vice President, Title IX Coordinator
Which one? The one about federal — this one?

Charlotte Canning, Past Faculty Council Chair and Professor, Theatre and Dance
That, yeah. Why is “pregnancy, nursing, and parenting” on the list?

Adriana Alicea-Rodriguez, Associate Vice President, Title IX Coordinator
So, that's part of some of the matters that are protected under Title IX, so somebody that is pregnant has the right to have services and accommodations and their education not be impacted because of being pregnant or being a parent.

Charlotte Canning, Past Faculty Council Chair and Professor, Theatre and Dance
Okay. Thank you.

Phillip Barrish, Professor, English

Philip Barrish, Department of English. I had two questions. One, I think you might have said it, but I wasn't sure, so I'll just ask. The list of things one has, the information one is asked to provide, because I've had to report, or teach a very large lecture and a few things have come up, I assume that means to the extent that you know?

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

Correct. Yes, so basically what it's saying is that all the information you know you have to report it. In some instances we know that sometimes complainants request for you to not share their information under SB 212. You now have to provide that information. I do want to clarify, though, because I know this is a big issue for students. There are options to still be a reluctant complainant or to have the matter dismissed is still available to them when something gets reported. What we want to make sure is that we know that they have experienced a Title IX matter so we can outreach to them to provide them with services and accommodations.

Phillip Barrish, Professor, English

Okay. And my second question you've partly addressed when you say you're offering workshops to colleges and schools. I was wondering what else you or the University's doing as far as outreach to make sure everyone on campus knows about these important changes?

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

Yes, we're getting ready to send out University-wide communication, email communication letting, updating them about this. We had been waiting on getting the final set of rules, but we're going to be sending that out. Also if you go to the Title IX page, there's going to be an FAQ page there that will provide more clarification pertaining to SB 212 and responsibilities. We're also updating the online training modules, and I know we have been partnering with Faculty Council and Staff Council as well to make sure that this information reaches out to all employees as well as, particularly for faculty, students, being aware of your new reporting requirements.

[1:10:00]

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

Amanda Hager, Mathematics. So, the draft rules from the coordinating board were not for public consumption? We were not able to see them?

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

Yes. They were published in the *Texas Review* and everybody, anybody could see them and provide comments.

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

Texas Review. So we can see them now, we can find them. And now our comments have been returned, and the final version is due to us by December 31?

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

Well, hopefully not because this is supposed to go into effect January 1st, so I hope they give us more than a couple of hours before they give us the final rules. But I'm hoping that we're going to get them soon. The coordinating board has not provided a specific date that they will be providing to us the final rules.

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

Thank you.

Andrea Gore, Professor, Pharmacy

Andrea Gore, Pharmacy. Thank you for your presentation. I have a favor to ask of your office because you're always circulating material and giving us information. So, I feel pretty knowledgeable about this, but the one thing I don't feel knowledgeable about it actually talking to the students.

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

Okay.

Andrea Gore, Professor, Pharmacy

So, I had an experience of a student who showed up in my office very upset, wanted to talk to me, and I had to say to her, "I want you to know in advance that if this has something to do with one of these issues that I really want you to get help, I want—" you know, etcetera, all the disclaimers, "but I want you to also understand I have to report it." Now, as it turns out, that's not what it was about, so, you know, relief. But I realized in that situation that I really didn't know how to talk about this with the students, and I realize there's sort of these scripts or these information. But it would be so helpful to me to have some sort of short best practices for preparing for when this situation happens or being able to say, "you know, just a minute. Let me check my notes." But help me to be able to handle this is a way that is going to be the most supportive of the student but also be able to comply with these rules.

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

Definitely, and I can follow up with you about that. Our office also does provide two different trainings that address this topic in particular and anybody, both students, faculty, and staff, can sign up to attend either one of those trainings. And they do spend time on how to have these difficult conversations with students about letting them know what are your requirements in terms of reporting, but also making sure that you're there for them and you are compassionate and can connect with them based, because of the topic that they're sharing with you.

John Doggett, Senior Lecturer, Management

Hi. John Doggett, Management. In my previous life, I was a lawyer, and so I have a concern that you brought up that since the law requires us to report, we have an obligation as faculty to inform the student before they tell us that whatever they say has to be reported, and I'm very concerned about the chilling effect that'll have on students' willingness to come for counseling. Because in many cases, all they want to do is talk through it. They don't want to do anything else. They've already resolved that they are not going to file a complaint, and now we have to tell you that we're going to file a report. I would appreciate it if you would collect data on this so

that we can go back to the legislature when they are next in session and say we understand the goal of this, but you have created a problem that needs to be resolved with more careful legislation.

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

Yes, and we have the same concern as you do, so that's definitely something that we're going to be looking into. The law does allow us to designate confidential and private spaces on campus for students to be able to go that won't trigger reporting, that won't trigger an investigation. So, we're also going to be educating the campus population as to those places, where they are.

John Doggett, Senior Lecturer, Management

Okay. Well, this is the first time I've heard that that was a part of the law. I'd never heard that before.

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

So, UHS, for example, is a place, Counseling and Mental Health is another, the student attorney is another, and we put together a committee that is working on this. And they are finalizing different places that we've gotten input from student as areas that will be good to designate as private.

John Doggett, Senior Lecturer, Management

Okay. Thank you very much.

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

If I could follow up, I think it is important for us as faculty when a student is about to share something that we may have to report, we probably want to just gently remind them that we are mandatory reporters and we are concerned for their health and all that and we have great resources in the Counseling and Mental Health Center to refer students to.

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

Yes, and again, it doesn't mean that they have to participate in an investigation that they don't want to be part of. The only caveat to that is we're talking about a respondent that we have prior history to, but they can still opt to not participate in the investigation.

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

Also, the Faculty Innovation Center has got good language to include in our course syllabi on this issue, so please take a look at that. I don't know who was next, I'm sorry.

Steven Ding, Senate of College Councils Academic Policy Committee

Steven Ding, Senate of College Council. So, I just want to echo some of the comments that we had before. About a month ago, a couple members of the Senate of College Council passed a resolution concerning the implementation of this bill, and a couple students did come to share their stories, survivors of sexual assault, and under the current law there is mandatory reporting, obviously not with the punishment with faculty. And so the concern now is that these students, under the current rules, they wouldn't go talk with their professor about these issues. And they were, they didn't know that their faculty, their professors, were mandatory reporters, and a

couple weeks later they got a call from Title IX saying, “hey, this has been reported, you need to respond. You can dismiss it,” but it still brings back all that trauma of, hey, this happened, and now I have to go through this again, I have to go through all these steps now to dismiss the case. So, we are, I know C-4 committee’s currently working on possible changes to the syllabus, the recommended syllabus for faculty. We’ve seen something on the recommended syllabus for faculty, just look for a little disclaimer about Title IX reporting and what Senate Bill 212 has considering the ramifications I think would help a lot as students knowing that before they do go and talk with their professor about—

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

Yes, and I know with Faculty Council Brian and I had already talked about that as well and making sure that we start including that language in syllabus. Because, yes, we agree with the students in that regard.

Steven Ding, Senate of College Councils Academic Policy Committee

Thank you.

Brent Iverson, Dean, School of Undergraduate Studies

Brent Iverson, Chemistry, UGS [School of Undergraduate Studies]. And just piling on to the same concept, one of the things I’ve heard a lot of the faculty be concerned about is what happens when the student discloses in the context of an assignment? And, so that’s something that I think we should be very upfront about and talk about a lot, and I think everybody needs to put something in their syllabus. I don’t think it should be optional. Because this can really trigger a lot of different things, so I just wanted to put that out there.

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

I co-sign that statement, yes.

Lauren Gulbas, Assistant Professor, Social Work

Hi, this is Lauren Gulbas in Social Work. Despite my best attempts to get students to read the syllabus, they don’t, so I’d really like you to strongly encourage on the first day of class that professors get comfortable having an open conversation about this so that there’s no way that the students are not aware of this policy.

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

Yes, and again, we can always come to your departments to talk to you about that and how to have those conversations with the students during your first class.

Norma Fowler, Professor, Integrative Biology

May I ask one more clarification? Norma Fowler, Integrative Biology. The focus is on students, and of course that’s very appropriate, but if indeed this includes non-students where there’s no student involved at all, it would be very helpful, and I think it’s needed, where do we draw the line between work and private lives? I cannot really imagine talking to a staff member who says that they were the victim of some kind of rape, whatever, and they’ve gone to the police and so forth and so forth, and I’m supposed to come to the University and report all this? So, we, it

becomes ludicrous at some point. Surely the University does not want to police the private lives of its staff and faculty, so that's going to need—that needs clarification immediately.

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

And that's one of the things that we ask for further clarification as well because, as I said, performing duties in the furtherance of institution's interests doesn't provide that much clarification particularly for the setting that you're discussing.

Norma Fowler, Professor, Integrative Biology

This is a been-there-done-that sort of thing, and I thank you. The APD [Austin Police Department] is wonderful people, but that I should take it to the University is bizarre.

Kathleen Holloway, Vice President, Graduate Student Assembly

Hi, Kathleen Holloway. I'm Vice President of Graduate Student Assembly. I just wanted to kind of make it known that a lot of us including, like, Camron, Amie, in a committee working with President Fenves are advocating for private-entia advocates, so this is something that we're thinking about and we're hoping to bring awareness to this, that there are more places on campus for students to go. So, we're pushing for this as much as everyone in this room, and I'm sure outside of this room are, too.

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

Yes, thank you. I appreciate that.

Phillip Barrish, Professor, English

Philip Barrish, Department of English. Just one more thing. I think it's also really important to remind people who are responsible for TAs to make sure their TAs understand all this. I run a TA training for the Department of English, and we've tried to hit it as hard as we could this fall, but we still had TAs who said, "oh, I'm supposed to report that?" So, you know, just one of the things that can't be emphasized enough, I think, for those who are responsible for training or supervising TAs.

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

And the reporting responsibilities for TA for not changed, so they are required to report under Title IX right now. The difference is that if they fail to report, the law's not telling us that we have to terminate them or refer them for a class B or a class A misdemeanor, but it's still failure to fulfill their duties for that TA-ship as they are required—they are responsible employees right now.

Phillip Barrish, Professor, English

I actually have another question if I can beg your indulgence. Can a faculty member, if my TA tells me that a student told them something, can I make the report on behalf of the TA?

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

The two of you can sign the report, but both of you have to report the matter.

Phillip Barrish, Professor, English

Okay, thank you.

Amy Beebe, Student Program Coordinator, Cockrell School of Engineering

Amy Beebe with Engineering. I have two points. I know that we have safe and confidential spaces. I just want to make sure that we think through the capacity of those spaces, because a lot of times when we do have students that want to share those experiences and not in a position or ready to report, they have this backlog of having to wait weeks and weeks and weeks to be able to share this, which sometimes then at the end they decide not to because they're not able to get in with enough time or in a timely manner. So, I just want to make sure that we're being mindful of that. And if we can also have a little bit better clarification of when we should be reporting as it relates to students' internships with businesses. We recently had an incident where a student had some sexual misconduct happen during their internship over the summer in the company, and the process to report that and the information of whether we should be or not was really murky. And it took multiple, multiple days and talking through lots of different people, and so for colleges that internships are a really big part of the student experiences, having that addressed in the FAQs would be extremely helpful for those of us...

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

We will, and just to clarify, if you encountered that situation, you do have to report it, particularly because we want to connect the student that experienced that conduct with resources and accommodations.

Amy Beebe, Student Program Coordinator, Cockrell School of Engineering

Thank you.

Camron Goodman, President, Student Government

Camron Goodman, Student Body President. I just had a question that just popped up in my mind. Can faculty members be appointed as private advocates?

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

Not right now. Not under how the law states it, no.

Camron Goodman, President, Student Government

Okay.

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

We haven't got final for that, but right now the student ombuds is another private area. We had unclear language as to whether the staff and faculty ombuds will also be considered private, so we're waiting to get clarification on that. But for certain the student, going to the ombuds to discuss these things, that's another private space.

Darrell Bazzell, Senior Vice President and Chief Financial Officer

Not to draw this out longer, but you touched on a point earlier that goes to the most frequently asked question I've gotten. I'm Darrell Bazzell, Senior Vice President. We good? I had a situation where I heard about an incident that, it would through fourth hand. I knew my name and EID. It was about all I could fill out. Is that reportable?

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

Yes, so hearsay is now required to report. Again, what we want to make sure is that we're connecting those students with resources and accommodations. And I cannot clarify enough, they do have the option to not participate in an investigation. The important thing is that if a student is being, their academics is being impacted because they experience a Title IX matter, we want to make sure that we're aware of that so that we can outreach and provide them with accommodations as needed. But yes, you will have to report it even if you hear for a fourth time, or even if they tell you that it has already been reported, you have to still report it.

Darrell Bazzell, Senior Vice President and Chief Financial Officer

No, no, just for point of clarification, Darrell Bazzell, Senior Vice President. I heard it fourth hand. I didn't hear it from the complainant.

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

Fourth hand, yes. You still have to report it, yes.

Sandra Catlett, Chair, Staff Council and Executive Assistant, McDonald Observatory

Sandra Catlett, Staff Council. I just have a request, and that is that we, that you are careful with the wording that you use and the classifications of people. You say "student" quite a lot, and as we had, someone had a question to clarify that this is about everybody, and so I think that when you keep using the word "student" and you're our primary source of information on this, then it contributes to that confusion. So, if this is all classes of people on campus, I want to make sure that every time anyone hears any messaging about that, that that's clear so that there not, there are fewer opportunities for confusion.

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

Yes, you're completely right. Thank you for that. I do make that mistake a lot.

Elissa Steglich, Clinical Professor, School of Law

Hi, Elissa Steglich from the School of Law. As a law school of lawyers, people can come and consult on legal matters, and I want to make sure that for practicing attorneys where someone approaches in the context of seeking a legal consultation that that is excluded from reporting.

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

It is as long as you are in your practicing capacity. So, anyone that has a license that requires you to maintain confidentiality for your license, they are not required to report under SB 212.

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

Thank you very much for coming back. So, two quick things, please get Title IX training in your department if you don't have it and have the faculty and staff train together. Other piece of good news, we've hired, we're hiring eighteen new full-time counselors and mental health professionals in the counseling and mental health center. Okay, so last up it's about that time to adjourn. There we go, okay. So, figure out who you want to encourage to run for Faculty Council and also standing committees, yourself included, and motion to adjourn? And second? And are we? Give me an "a," an "aye."

Audience: aye

A “yay!” Okay.

Faculty Council meeting ended at 3:42 PM.