Gregory Fenves, President

Alan Friedman, Faculty Council Secretary and Professor, English

Al Martinich, Professor, Philosophy

Tom Palaima, Professor, Classics

Maria Wade, Associate Professor, Anthropology

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

Good afternoon. I know we have people who are still checking in, but I want to get us started. And I’m hoping the past Chair will support this action by coming and sitting down and not chitty-chatting in the back of the room. Alright, well, welcome everyone. I am calling to order the third meeting of the Faculty Council for the 2018-19 academic year. It’s great to see you all. Before we begin our formal business, I just want a reminder—a few reminders—when you speak, please say your name and your department for the minutes. We record this and the minutes are taken from a transcript, so if you don’t do that, you are a mystery person. And that’s not good. It’s not like a good mystery.

If you are a guest and you would like to speak from the floor, you will need permission from the Chair: that’s me. Either you or a member may make that request. If there are a lot of questions about something from the floor, I am going to favor calling on those who have not spoken over those who already have spoken, and, finally, as always, and in every setting we meet, please make sure your remarks are focused on the matter at hand, succinct, professional, and respectful.

Our first business today is the report of the Secretary. Alan?

Alan Friedman, Faculty Council Secretary and Professor, English

Thank you, Charlotte, and welcome, everybody. First I need to announce that there are two changes to membership of the Council. Wolfgang Bollich, who’s a Senior Laser Safety and IT Specialist, has replaced Elisabeth Goeller as representative of the Staff Council, and Michael William Lee, Associate Professor of Pharmacology in the Dell Medical School, has replaced Dawit Kidane-Mulat. Are either of the two new members here? Okay, welcome, welcome. And there’s the other one. Welcome to both of you. It’s great to have you.

Memorial Resolutions completed since the last meeting include the following: Fiora D’Italia Rosa Contino, Professor of Music; Alfred Crosby, Professor Emeritus of American Studies,
Pending from last—still pending, for us. The “Resolution from the Faculty Council Executive Committee Concerning Fields of Study Requirements Promulgated by the Texas Higher Education Coordinating Board” was endorsed by the Council, transmitted to the President, and then transmitted by the President’s office to the Coordinating Board’s Commissioner of Higher Education Raymond Paradez [sic]. We are still awaiting a response to that action. The “Update to the Core Curriculum Course Lists for the 2019-20 General Information Catalog” that was approved by the Faculty Council on a no-protest basis, sent to Provost McInnis for her information, and then transmitted by the School of Undergraduate Studies to the Coordinating Board for final approval, and that is also still pending. Finally, the “Resolution on Academic Analytics” that the Faculty Council unanimously endorsed in January of this year and transmitted to the Provost led to the formation of a faculty working group on which Council Chair Charlotte Canning serves. It is to develop guidelines for the use of Academic Analytics and to advise on its use including how the service can assist UT Austin with strategic planning. The working group met in February, March, and May of this year and is still meeting this fall. Its recommendations and guidelines are expected before the end of the semester.

And that’s my report. Shall I go on to the Minutes? Okay. The Minutes for the last meeting of October the 8th have been posted. There have been no comments and additions or corrections that I know of. Does anyone have any now? I’m seeing none and therefore will assume that the Minutes are approved as submitted. Thank you.

Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance
Thank you, Alan. Our next order of business is communication with the President.

[4:57]

Gregory Fenves, President
Okay, good afternoon. A couple of announcements I’d like to make or comments I’d like to make: first of all, Provost McInnis and her office will be sending out an invitation to all faculty at UT to recognize faculty who published books in 2018. And so all faculty will be invited. We’re going to ask you to tell us if you’ve published a book. We’re a very decentralized university so we don’t have all the current information for 2018, so we look forward to seeing as many faculty have published books in 2018 at a celebration.

Talking of celebrations, Friday evening we had an award ceremony for the first year of the President’s Award for Global Learning. Something I’ve mentioned previously at Faculty Council; this was established by the new international board of advisors, and we went—we started in the spring—a lot of faculty interest, tremendous student interest going through several rounds of proposals and competition and finally seven teams were selected to go to seven regions around the world this summer. Most of them are going for twelve week periods. The students will be taking a course in the spring to prepare the work for their projects before they go in
country. It was a wonderful celebration, and what I really liked about this whole program, again, thanks to the IBA and so many faculty are engaged in it, is it brought four strategic themes together. One, better linking the teaching and research missions together. Two, interdisciplinary study; all the teams have students from different majors and different colleges. Third is experiential learning: learning by actually solving tough problems. And the fourth, of course, is better global engagement of our students. So there was tremendous excitement by the students, but a number of the faculty each team has at least one faculty mentor, some of them have more than one faculty mentor. I really appreciated the comments of the faculty of the nature, this is one of the most interesting and important things I’ve seen at my career at UT. So, we know about the second round, that the second year is already underway. So for faculty that are interested in working with students especially on international projects and important international initiatives, I encourage you to get involved.

The final item is an announcement, and this has to do with statues. Going back to when I began as President, there were six statues on the main and south mall. After a couple months as President, we had a task force that looked at the statues, and at that time removed the statues of Jefferson Davis and Woodrow Wilson from the main mall. And then just a little bit more than a year ago removed the four remaining statues from the south mall. At that time, the reason I did that was I did not feel that the four statues of confederate figures belonged in a place on the main mall, the main entrance to the campus. Of course, in the interim, the Briscoe Center, which has custody of the statues, has now, now has a display about the statues. But there were two statues that were not confederate figures, Woodrow Wilson and James Hogg. And I want to announce that by the end of the year we’ll be reinstalling the James Hogg statue.

Hogg was governor of Texas in the late nineteenth century, first Texas governor to be born in the state of Texas. He has an important history in Texas, especially as it relates to higher education and trust-busting, which was a big issue with the railroads. He formed the railroad commission, but like many leaders of that era has a mixed record on segregation. And that is a part of the history of this state and this country that we have to understand better. His children have been very important to the state of Texas. When he died, his children and descendents would go on to become some of the greatest supporters in our university’s history. His son Will Hogg endowed several professorships at the university which faculty hold. He served on the Board of Regents and was a President of the Texas Exes. When Will Hogg died in 1930, he bequeathed most of the family’s wealth to the University of Texas, and very famously his sister Ima, James Hogg’s daughter, championed the idea of that bequest being used to support mental health in the state of Texas. And of course, that became the Hogg foundation which is part of the University, and has been a very important force in improving mental health and mental healthcare in Texas. In recognition of the Hogg family, the Hogg auditorium was named for Ima Hogg, and of course we have the W.C. Hogg building that is named for the son, Will Hogg. And so we’ll be reinstalling the James Hogg statue, the father, on the east side of the main building facing the W.C. Hogg building. And so it’ll have a nexus with the history of the state; have a nexus with his role at the University of Texas; and his family’s bequests that have been very beneficial to the University of Texas.

So with that I’ll conclude my remarks and, I don’t think there are any prepared questions, but I’d be glad to take questions from the floor.
[11:00]

James Cox, Chair of the Graduate Studies Assembly and Professor, English
Hi. James Cox, English. I’m also the Chair of the Graduate Assembly. I received an email this morning from one of my students. She told me that her F1 student visa had been revoked and that she had been deported early this Sunday morning. I wonder if you could just comment on how often this happens, if it’s happened with a greater frequency in the last two years or so, if the University knows when it’s going to happen, and what the University is able to do, if anything, to stop it.

Gregory Fenves, President
This is the first time I have heard of a situation like that, so I’d have to find out from the International Office which works with the international students on their visas. But I have not heard of any other situation such as that, but we can follow up with the International Office.

James Cox, Chair of the Graduate Studies Assembly and Professor, English
Okay. Okay, thank you. Thanks.

[12:02]

Ian McEntee, Student Government Representative
Hi, I’m Ian McEntee. I’m one of the Student Government Representatives. My question is: at the beginning of the semester we had the conversation about the removal of the Gun-Free UT signs, and all of those questions were tabled in lieu of creating a task force. I was curious if you could provide an update as to where the task force is and what discussions have been occurring because there has been a lot of student conversation surrounding this topic.

Gregory Fenves, President
Sure, yeah. Yeah, so we’re in the process of forming the task force. Jordan Stiker [sic], Professor in the Law School will be chairing it. We’re working with the Faculty Council now on constituting the membership of the faculty. There will be some student representation and some staff representation. The practical matter is, we’re approaching the end of the semester. We’ll get started early in the spring semester on the work of the task force.

Ian McEntee, Student Government Representative
Cool. And then one quick follow up question: whenever you first presented it, you cited a rule from the Rule of Regents. Do you remember which one that was because I don’t. And if you don’t, that’s—that was a long time ago, so I understand.

Gregory Fenves, President
You may be mixing up two things—

Ian McEntee, Student Government Representative
Probably!
Gregory Fenves, President
I don’t think I cited a rule from the Regents’ Rules related to the issue of the task force, which is exterior-facing signs, signs that are on exterior-facing buildings. There was a—this may have been in the same Faculty Council meeting—a separate question on what does tenure mean and protection of tenure, and I did quote from two regents’ rules on that question. I don’t remember the rules off hand, but they’re easy to find in the Regents’ Rules, and we can get that to you.

Ian McEntee, Student Government Representative
Cool. Thank you.

Gregory Fenves, President
Unless my memory is faulty and I may have read a regents’ rule in relation to the signs, but I don’t remember it.

Dave Junker, Senior Lecturer, Advertising and Public Relations
Hello. Dave Junker, faculty in the Stan Richard School of Advertising and Public Relations. So, I was wondering if you could explain the process behind the decision to reinstall the Hogg statue, and, second, a second question related to this one, if there are plans to do anything with the remaining plinths still on the hills.

Gregory Fenves, President
So my announcement, I guess it was in August of 2017, of removing the four statues that were on their locations on that south mall, I did say that we’d be looking for a suitable location for reinstallation of the Hogg statue. So, I did essentially make my decision at that point. Since then we’ve been working with the Campus Master Planning Committee that looked at a number of alternative locations and then ultimately recommended adjacent to the main building facing the W.C. Hogg building. The issue of what to do with the plinths, the four plinths, we are still looking at. There is a Campus Contextualization Committee that has been meeting for most of this academic year; I think they’re finishing up with their report and will be making at least some options or recommendations about what to do with the plinths and the broader issue of contextualizing the historical aspects of UT campus, including those names of buildings and other representations of the history of the University.

Dave Junker, Senior Lecturer, Advertising and Public Relations
Thank you. Do you anticipate there being an opportunity for public input at some point?

[15:37]

Gregory Fenves, President
So, I don’t—I thought the Contextualization Committee had been seeking public input, but certainly, well, we can, that’s an important part of the process.

Dave Junker, Senior Lecturer, Advertising and Public Relations
Thank you.
Brian Evans, Faculty Council Chair Elect and Professor, Department of Electrical and Computer Engineering
Brian Evans, Engineering. My question has to do with faculty hiring for next academic year, and we have about eighteen hundred tenure/tenure-track and about twelve hundred non-tenure-track, roughly, at the University, and hiring every year is important to maintain our numbers and our quality and excellence. So what is the overall plan for next year? And in particular some colleges may be facing a hiring freeze at least in tenure-track lines. Could you say a general idea on how we’re recruiting for next year?

Gregory Fenves, President
I’m going to turn that over to the Provost since the Provost is in—responsible for faculty hiring.

Maurie D. McInnis, Executive Vice President and Provost
So we work very closely with the Deans on the development of five-year strategic hiring plans. You have probably heard that in one college that overhired last year, hired more than they were initially authorized to do and therefore ran into some budgetary problems, had to pull back on some of the hires for this year. But we’ll be moving forward again next year with hires, so it was a mild budgetary adjustment.

Brian Evans, Faculty Council Chair Elect and Professor, Department of Electrical and Computer Engineering
Alright, so this has to be the College of Liberal Arts. Is that a correct statement?

Maurie D. McInnis, Executive Vice President and Provost
Yeah. Yeah.

Brian Evans, Faculty Council Chair Elect and Professor, Department of Electrical and Computer Engineering
And so we’re trying to keep up the numbers where we’ve been at roughly—again, I think we’re probably closer to thirty-one hundred—but keep up the numbers? In other words, recruit enough faculty next year to keep our numbers strong and vital?

Maurie D. McInnis, Executive Vice President and Provost
Definitely.

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

Maurie D. McInnis, Executive Vice President and Provost
And, in fact, pretty soon, the faculty will soon be receiving an email from me inviting proposals for some new faculty lines that will be focused around cluster hiring initiatives. So there will even be some mild growth in faculty numbers.

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

**Samatha Fuchs, President, Graduate Student Assembly**
Samatha Fuchs, Graduate Student Assembly President. I’ve got one further question on the Hogg statue. Considering it was part of the broader conversation and the statue was commissioned at the same time the other statues were, will there be any sort of announcement to the public about the reinstatement of the statue, and will there be any signage contextualizing the history of its commission and the actual subject matter?

**Gregory Fenves, President**
Yeah, there will be an announcement. I wanted to announce it today at Faculty Council since this is the—I believe it’s the last Faculty Council meeting of the year? Or…is there one in December? Well, I didn’t want to cut it too close. So I wanted to announce it today. We’ll have a campus-wide announcement. And the issue of contextualization is part of the task force that will certainly include all the statues even if they’re not displayed here because of the issue with the plinths and it’s part of the history of the University.

**Samatha Fuchs, President, Graduate Student Assembly**
Thank you.

**Gregory Fenves, President**
Okay. Alright, thank you.

[18:33]

**Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance**
Thank you [cough] excuse me. Thank you, President Fenves. The next order of business is the report of the Chair.

First, I just want to update everyone on what I’ve been doing since we last met, keep you apprised of how I represent us around campus. I’ve had some very productive meetings with Leo Barnes, who is the Chief Compliance Officer of the University and, for one more week, the Interim Vice President for Legal Affairs. Our discussions have focused a lot on Title IX and the training efforts the University makes, but we have also touched on innumerous other issues including the complexity, the current complexities of grievance processes on this campus and what might be done to address that. I continue to attend meetings of the University Capital Planning Committee where I’ve been impressed by the ways in which UT is tackling the enormous problem of infrastructure maintenance and repair. I met with the Chair of the Staff Council, Jamie Davis, to discuss how the two councils might support one another and, in the same vein, I met with a representative from Student Government for a productive conversation about initiatives they are considering. I continue to sit on CREED [acronym] and represent us at Graduate Assembly. On Wednesday, day after tomorrow, I will be travelling to UT Dallas to attend the Board of Regents meeting as well as the SysFac [System Faculty] Executive meetings.
Some committee chairs have been in conversation with me about policy changes, resolutions, and task forces to support the excellent work our faculty are doing across campus. As I already said, we are starting to look at maybe taking up questions around grievance but will also be bringing you some other ideas including ones on how to do a better job of evaluating teaching and learning on this campus. I am putting out a plea, though, too, to those committee chairs who have not been in conversation with me. If your committees are doing things that you want to bring to the full Faculty Council or you need or would like my input on what you are doing, I would be more than happy to come to meetings or set up an individual meeting with chairs or whatever way I can support the process of the individual standing committees. So please do stay in touch with me and let me know how I can help you achieve your goals for the year.

My next thing I want to bring forward to you is a resolution. This resolution was passed by the Faculty Council Executive Committee last week in response to the memo that was leaked from the Trump administration and Department of Education in about mid-to the end of October. And this memo is wanting to return to the days of defining gender as a biological, immutable condition determined by genitalia at birth. We on Faculty Council Executive Committee felt that this was very much a threat to the diversity goals both in terms of the people on our campus as well as the research that we do, and we decided that we wanted to put a public resolution out there that stood behind those kinds of diversities both, again, in people and in research in order to support that work and those members of the community which we’re all a part. This resolution comes to you from a committee so it needs no second, but I can open the floor to questions about the resolution. Well, hearing no questions, I’d like to move it to a vote. All those in favor of the resolution signify by saying “aye.”

[Audience: “Aye.”]

Opposed? Abstentions? Thank you. That resolution passed unanimously and will be available on the Faculty Council website.

I have two more things that I want to bring to your attention. The first is the University is doing a search for a Senior Vice Provost for Faculty Affairs. This is an internal search, and it is an incredibly important position for this body and for our work as faculty on this campus. So, I really want to urge you, all of you, to see yourselves as recruiters. I really want you to think about the folks that you know on campus who meet the qualifications of the position and who you think would be terrific at the job. The more robust our pool the better the chances are that we’re going to have someone wonderful in this job. I serve on the search committee, so I’d be happy if you would like to send me names I’d be happy to get in touch with those people on your behalf, but I really, really want to urge you to look around your college, look around your various communities and constituencies and send us names. Because I think that this person will be someone with whom we will all be working for a very long time, or hopefully a very long time, so we really want to make sure we consider all of the options of folks on campus who would do a terrific job at this.

Finally, I have one more announcement or thing I want to bring to your attention. In the Provost’s Office as part of an ongoing commitment to diversity is training for faculty search committees. There is a workshop next two… whenever the twenty-ninth is; I have no idea. On
November twenty-ninth. But there will be, there are more. Please spread the word. While search committee chairs are required to do this, it’s not required for all committee members, but I really think it’s a terrific opportunity to think about diversity in ways outside the classroom and how we might use those ideas, trainings, etcetera, in everything that we do at the University. So, again, I just, please pass the word. Please see yourself as a conduit for information to your various constituencies about these exciting opportunities.

And then, finally, I just want to say that every time the FCEC+ [Faculty Council Executive Committee “Plus”] meets we set aside a small amount of time or whatever amount we have for a wide-ranging discussion of what the future holds for faculty five, ten, maybe fifteen years down the road. These conversations are not about policy or specific goals but a chance for University leadership to think out loud together about the direction of higher education in the academy. If any of you are having these kinds of conversations within your programs, in your departments, your units, your centers, I would love to know about it. Please feel free to share ideas and questions with me. I think that too often we find ourselves in reactive positions, and at a university like Texas where people look to us for leadership on various matters around innovation and faculty, we should be, I think, setting the agenda rather than responding to it. So I’m really curious to know about conversations happening all over campus, about how you all see the future of faculty especially, well, obviously, at research one universities. So, again, please feel free to be in touch with me. I would be very excited to hear about how folks are handling those questions and what you’re thinking.

Finally, I—so that concludes the report of the Chair. And, Brian, do you have a—? Okay. Chair Elect, Brian Evans.

[26:22]

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

Thank you. To follow up on what Charlotte just said, at our last meeting with President Fenves and Provost McInnis and even many other upper administrative leaders we talked about due process for faculty. So, just to invite you, if you ever have an issue yourself or you have issues inside your academic units, to reach out to Mary Steinhardt or Faculty Ombuds or Martha Hilley, our Faculty Grievance Chair. Martha, you want to raise a hand? I think a lot of people know you. Myself, Chair of the Academic Freedom Committee or any of the Faculty Council leadership folks, could be Charlotte, myself, could be Steve Hoelscher, our past Chair. As much as Steve would like to be past Chair, but he’s still here. He’s still doing stuff. So reach out to any of us if there’s an issue that either you’re experiencing or someone you know is experiencing, we can help connect you with resources and possibly give advice.

On a lighter note we still have the Texas A&M gathering on March 4th. We do have a place now, it’s the Texas Exes Alumni Center immediately due east of the football stadium. So that’s at 11:30 on March 4th. About seventy people attend, so we’ll have some folks from Higher Ed Coordinating Board and other folks that we can get to join us, about seventy people in general,
so it will be a nice, lively discussion of Fields of Study and many other issues that are on our minds. So again March 4th, that’s a Monday, starting at 11:30.

Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance
Thank you, Brian. Now we’re very fortunate. We have some very distinguished guests with us today who agreed to come and talk to us about their parts of campus. So the first person I want to introduce you to is Chris Del Conte, who is Vice President and the Athletics Director. Last year, many of you will remember, we had the interim Athletics Director come speak to us, and he gave us a wonderful sort of general overview of how Athletics works at UT. So the Faculty Council Executive Committee decided it would be great if this could be sort of part two with our permanent Athletics Director, and you’ll see up there the questions that we sent him and asked him if he could give us an update on where we are on Athletics at UT.

[28:30]
Come on up. Don’t be afraid.

Chris Del Conte, Vice President and Athletics Director
It’s an intimidating room. Hi everybody. Doing alright? I am very honored to be with you all today as, I asked, I looked at these questions and go, “those are pretty daunting.” But first and foremost I just want to thank you all for letting me come here today. It’s pretty awesome, right? For an Athletics Director to come up in front of people that make and change lives, and that’s what you all do. So, my name is Chris Del Conte. I’m from Taos, New Mexico. I grew up in a children’s home. My parents were missionaries, and they viewed education and sport as a way to change one’s life. Right? And I couldn’t help notice as I walked in the room it says, “Our core purpose at the University of Texas is to transform lives for the betterment of society.” Right? It’s the betterment of society. And what Athletics does is the front porch of our great institution. This coming weekend we’re going to have 100,000 people come celebrate the University of Texas. Right? But sports is just a front porch. What you all do is the gravitas, it’s the energy, it’s what makes things and what we do in Athletics the right thing. The right thing is we participate in sport. But the main thing, because they come here to get an education. They come here to get an education. And hopefully through that education, they’re going to go out and become productive members in society. And that’s what you do. Right? You all train those individuals to become productive members of society, and that is what’s awesome. And that’s why they call you professor or teacher; you’re changing their lives.

So the first thing you had for me was the Marsh Report, and we have it in the back. And what we—the Marsh Report was basically an audit of our Athletics and academics and what we did. And you can read the report in the back, but every year I welcome an audit. From my perspective, you come in, you can look at our compliance, our tickets, our business operation. Everything we do we want to audit to make sure we’re doing the right things. And a couple years ago we had an audit on our academics and what we were trying to get accomplished and what we were missing, and we have that report and what we’ll continue to do. So instead of me laboring through it, we’ve printed off plenty of copies that you can go back and read them. They’re on the way out. Everyone okay with that? Or would you like me to go line item by line item? Are we good? Alright, there. Yes ma’am? Oh, here we go. Come on!
Martha Hilley, Professor, Butler School of Music
I don’t think you need to go—Martha Hilley, Butler School of Music—I don’t think you need to go line by line, but it would be great for instance if you could say what you feel has been dealt with.

Chris Del Conte, Vice President and Athletics Director
Well, I have two experts. I have Dr. LaToya Smith who oversees our academics area—

Martha Hilley, Professor, Butler School of Music
Okay.

Chris Del Conte, Vice President and Athletics Director
And Chris Plonsky with me that can go through that, as I’ve been here about 9 months. So, as I read that report, I’m like, “Well, that’s why we brought Dr. LaToya Smith with me that can walk you through that.” But the points are, she can address those that you have specific points. The report I have out front goes line item by line item.

Martha Hilley, Professor, Butler School of Music
Okay.

LaToya Smith, Senior Associate Athletics Director, Student Services and Assistant Professor of Practice, Intercollegiate Athletics
Yeah, I would say, I think the biggest progress is the major distribution. I think there’s been more equity across majors. A big feedback that came out of that report where there were a lot of student athletes in a particular department or particular college, and so since then we’ve had more equity and even distribution. So we have students in Engineering, Fine Arts, still College of Education, and Liberal Arts, as well as Undergraduate Studies. So, that’s I think one of the biggest pieces of progress that we’ve made since—over the last two years.

Chris Del Conte, Vice President and Athletics Director
I think you look at that too is when you look at the clustering of majors this past year, we have 523 student athletes. When you think of 523 student athletes over about 350 got a 3.0. 32 got a 4.0. We graduated 100 kids in 40 different majors. So, I think one of the issues coming out is that when you looked at North Carolina and everyone starts to look at what happened there and where we are clustering kids in majors, is to have 100 kids graduate with 40 different majors and of the 523 student athletes we have, we have about 350 with a 3.0. We have 32 of those 350 have a 4.0. So we are doing incredible work within the Athletics department. What you guys are doing, and LaToya oversees our academics. So I’m pretty excited about what is taking place. Right? But we sometimes get so focused on—outside of the GI Bill, for a moment, Intercollegiate Athletics provides more opportunities for kids to go to school for free anywhere in the country. And we’re bringing a lot of first generation kids that come to a place like this where, you look at the University of Texas 50,000 students and we’re bringing 500, 100 kids a year 500 total, and they come in and you’re just daunting. It is daunting. It is really daunting when you look around and see the quality of a student that comes in and how, when they look at it and see their entire worth has been put on academics. I mean athletics, for a moment. Their
whole life they’ve been told they’ve been great athletically. And all of a sudden they have that “aha” moment that the NBA, the NFL, WNBA, whatever it may be, may not be a career choice.

Elissa Steglich, Clinical Professor, School of Law
Elissa Steglich with the College of—School of Law. I’m wondering if you can talk a little bit about the background of how the Texas Higher Education Coordinating Board felt—or if it’s too long, then just say that.

Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance
Well, when I started, I did make promised I’d get these meetings out on time, but if people brought their sleeping bags, we could do a lock-in and we could start from the beginning. It is rather long.

These are actually things that have existed for a while, but the Coordinating Board has decided more recently that, in their very worthy resolution which is, they call, I have to get it right, 60x30, which is 60% of the state of Texas with some sort of higher ed credential by the year 2030, that they have felt this is a tool they can use to support and further graduation rates or higher education participation rates in the state of Texas.

That’s a great goal, and I don’t think any of us would be against it. The problem is, this is actually not the tool that’s going to bring them to what they want. So, it’s part of a long, sort of, push and recede history that higher education has had with the Board across decades in the state of Texas. I realize that’s super vague, but—if you come later I can tell you who has the good gossip on that. Other questions before we move on?

Brian Evans, Faculty Council Chair Elect and Professor, Department of Electrical and Computer Engineering
Brian Evans, Engineering. Just a quick statement. So this is a goal by the Higher Education Coordinating Board separate from this issue of fields of study which is to increase the number of people in Texas between the ages of 25 and 34 with some post-secondary education. So right now 42% of people in that age group in Texas have post-secondary education of some kind. The Higher Ed Coordinating Board would like that to be at 60%. Now, we have a pretty good story to tell at UT Austin because we’ve increased the four-year graduation rate close to 70% basically, which is incredible from what it was at 50% or something in just six years, seven years, it’s been incredible.

The other campuses are having trouble increasing their rates, and their rates are right around 35% at the four-year graduation rate. This is the rate of first-time-in-college students finishing up. So that’s one way that we are helping the Higher Ed Coordinating Board meet this goal separate from fields of study, so this may hurt us, but we are helping in the ways that we can.
Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance
Thank you, Brain, and that’s a good point, that this resolution is really focused on fields of study. It is not against the Coordinating Board or against an effort to increase participation in higher—not that you were asking that, but to increase participation in higher education in the state of Texas. In fact, we are very worried that the field of study requirement could actually damage graduation rates and participation as students become extraordinarily frustrated with their ability to move around and figure out what courses they need to succeed and get faculty input on that.
Yes?

Ian McEntee, Student Government Representative
Hi, Ian McEntee, Student Government. My question is actually what you were just covering—is: how would that impact students that were transferring to the University who might be core-complete or have acquired a field of study then having to reset and doing a class that they feel has already been accomplished?

Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance
Right, so the problem with fields of study, right, is that it undercuts individual advising. Right? It is a homogenous, blanket advising. So, you’re a transfer student to UT Austin, you completed your field of study, you have to take upper—or, rather, no one can tell you to take anything but upper-division courses. Now of course, you as an individual could register and take whatever courses you wanted. Hence, the sometimes six- or seven-year graduation rate, right, but what this prevents an adviser from doing is saying to you, “Look, here’s what the upper-division course, the next course in the sequence, covers, but as I look at the lower-division coursework you’ve had, you’ve not had anything that prepares you for this upper-division sequence. So we’re going to ask you to take 31X in order to prepare you for 357-whatever.” We can’t do that if the student has completed a field of study. So, the stories I’m hearing from our colleagues around the University is real frustration about students who come here, who are super bright, super eager, want to do well, but are just not prepared.

And, at this point, individual faculty can guide them into more preparatory coursework for them to have success at the upper-division level and graduate in a reasonable amount of time. If the Coordinating Board continues with the field of study the way they want to, we will no longer be able to do that, and that’s where we’re concerned. We’re not concerned that we should be able to just make people take courses or those kinds of things, but it’s, this is based on real evidence of the ways in which faculty intervention with our transfer students is a huge part of their success both in graduating but also in beyond, in being able to establish a successful career, in feeling ready to take on the world and those kinds of things. Does that answer—did that help?

Ian McEntee, Student Government Representative
Yeah, completely. Thank you.

Alan Friedman, Faculty Council Secretary and Professor, English
Alan Friedman, English. I would just want to underline the point Charlotte’s just made. What looks to be superficially in the interest of our students turns out to be anything but. That in fact they are being, many of them, are being very much disadvantaged by being placed into courses they cannot handle. We’re hearing more and more stories from faculty around the campuses in the sciences and in the liberal arts that the same kind of results are happening and students are increasingly frustrated and upset that they’ve been promised preparation for these upper-division courses which they simply don’t have and can’t handle. And so, they turn out to be failures in this kind of system rather than the success stories being touted.

The other point I would make is that the accrediting agents, agent, for this institution has weighed in on this issue, and they are deeply concerned and have written to the Coordinating Board asking them to explain what it is they think they’re up to and giving them a deadline, is it next week, I think, Charlotte, to respond to the accrediting agent? And if they don’t get the answer they think is appropriate, this could threaten our accreditation.

Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance
Thank you, Alan, for bringing that up, I should have also mentioned that, that SACS [The Southern Association of Colleges and Schools Commission on Colleges] has written a letter against the fields of study and in favor of faculty control of curriculum. It’s a very, very strong letter, and we are very much looking forward to the Coordinating Board’s response.

Brent Iverson, Dean, School of Undergraduate Studies
Brent Iverson, Dean of UGS [School of Undergraduate Studies]. I really applaud that we’re taking a strong stand here because I think it’s something to do. The language that’s coming from the Coordinating Board has changed in the last six to nine months. We’ve noticed that, at the core curriculum level, as was noted, there’s a—we put in a response to some, what we thought, was changes to the way they were interpreting rules. We haven’t heard, even though it was supposed to have only have been given thirty days we still haven’t heard. This is the time to make this kind of response in a very productive way, and I very much applaud what you’re doing.

[46:21]

Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance
Thank you, Brent. Are there any other questions or comments? Yes?

Norma Fowler, Professor, Integrative Biology
To my fellow quantitative nerds—Norma Fowler, Integrative Biology. Several years ago, the Associate Dean in my college which is Natural Sciences which is a big enough college to develop statistically sound data on its college, you know, on our students, shared with us data that the transfer students are disadvantaged and are really our weakest students. It’s not their fault. They are not being adequately prepared by the community colleges.

And, so, next to Engineering, I guess, we have about the most stacked curriculum there is. I mean, I teach a senior-level course and it’s got a stack of five prerequisites and, one after another. And so that puts transfer students in a very vulnerable position, and one of the ways to
avoid that is to send them back to take freshman Bio from us, for instance, rather than use their junior college freshman Bio because the students, the next course is Genetics, and they have a tragically bad rate of success, drop out of the College, and so on. We lose them to STEM [Science, Technology, Engineering, and Mathematics]. So just for, like I said, my fellow quantitative nerds, we have data on this. It’s not just stories.

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

Thank you so much, Norma. Any other questions or thoughts?

**Lorenzo Sadun, Professor of Mathematics**

Lorenzo Sadun, Mathematics. Just a comment from, I mean, I served on one of these field of study committees at the Higher Education Board. What we were presented, what we were told there is that, basically, the law says if you complete the field of study you must be cleared for all of the, you must be considered cleared through all of the lower division requirements. If you have completed part of a field of study, you must be given, you know, each course that you take within the field of study must count towards a degree and not just be given credit just sort of as an elective credit. So, you know, that is the interpretation that is being made at the Higher Education Coordinating Board. Now, I don’t claim any knowledge about to what extent that is an accurate interpretation of the law. I don’t know the law. But that is the point of view being presented by the Coordinating Board to at least one committee that worked on a field of study.

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

Thank you, Lorenzo. Let me add to that. I served on the Drama field of study committee, and we had the same exact presentation. There is a joke running around that is that the Coordinating Board sees UT Austin as a troublemaker and A&M as the nice guys. I did my best to uphold the fine traditions of our institution when I represented us on the field of study, the Drama field of study committee to the point where that night when I got home between the two days of the meetings I had email from the Provost’s Office at UT Dallas thanking me for raising the questions about their data collection and the claims that they’re making about what they call “excess credit hours,” that is, credit hours in excess of 120, which is their primary argument for fields of study. Which doesn’t hold up because they don’t have access to student transcripts so therefore don’t know if those hours are double majors, certificate programs, coursework a student wants to take, etcetera. It does sound like we’re in agreement. This resolution does come to you from the FCEC, therefore it does not need a second, so I’m going to ask for a vote in favor of the resolution. If all those in favor would say, “Aye.”

[**Audience:** “Aye.”]

Against? Abstentions? Thank you, so the resolution passes unanimously. This is terrific news. I will convey it to our colleagues at A&M who, I assume, will be having the same good news to report. And now I saw a flurry of our colleagues coming in who are doing the presentations, so I’m going to invite Cam Beasley up—no, I’m not? No, I am. I am inviting Cam Beasley up to present to us on DUO and multifactor authentication.

[50:46]
Cam Beasley, Chief Information Security Officer, Information Security Office

So I’ve got about, maybe five minutes for slides and I think a few minutes for questions. I want to—I might go a little bit fast through these slides. Feel free to stop me if I am going fast. I think for most folks in the room, they know, most folks know about two-factor, but just in case you don’t: factors are things that you might know, your password, things that you might have, like your phone, or things that you are, like your thumbprint or your retina scan. So that’s kind of the context that we’re trying to put this in. The problem that we have today is that we have a lot of different adversaries that are trying to get to our resources. Resources could be financial resources, data resources, data, research data. It could just be your social media account. It could be any one of our social media accounts. But we have a lot of attackers that hit us every day. We have about 18 million attacks on our campus a day. Those come from different groups: nation states would be groups like China, Iran, Russia, that are very organized at the government levels and sponsored by the government groups to take data from us. We’ve got organized criminals, mostly out of the Eastern bloc, again Russia, Bulgaria, Romania, those types of folks, who are interested in stealing financial resources from the University. And then we’ve got hacktivists who are just really interested in ruining our day.

The thing that we have to pay attention to is that these bad guys, these adversaries, they know a lot about us. They take, they pay a lot of attention to what we do, the people that we know, the people that we interact with, the projects that we’re running. They know about all the big events that are happening on campus, and they leverage that knowledge to then engineer data out of us.

So, related to that, we’ve got a number of places that bad guys can start, but they really like to attack the human. They don’t necessarily want to focus on the computers so much because that’s harder to get to nowadays. It’s a lot easier if they can get you to click a link or pick up your phone and do something, and that’s what we’re seeing. And so, roughly 60 to 80% of the breaches that industry sees across all different verticals link back to compromised accounts. That is very true for us. And when we look at compromised systems or compromised services, they always generally tie back to a compromised end user.

When we look at what the landscape is—across the landscape we’ve got a lot of professional groups who are saying, “Hey, you’ve got to change. The password is not reliable at all at this point.” When we look closer in at our peers, we see that our peers—I just slapped a bunch of school logos on—are, these are all actual campuses that have very aggressive two-factor, multifactor approaches. And some of them have had them in place for a number of years. So what that does to us, normally, we don’t always stay out on the bleeding edge of technology, but we’re falling behind now, and we are losing that bear race with our peers, so we need to catch up. And UT System is also going towards this approach as well, so we want to try and define our own destiny.

If we look at data, I heard there was interest in data, I love data, too: 2017 was a really important tipping point for us. The orange represents compromised computers. The blue represents compromised humans. 2017 was that last year on the mark we had more compromised humans than compromised computers for the first time ever. We forecasted that out at the end of the year, and if we stay on the same trajectory, we noticed that we would continue to have significant problems. And if we look at data from today, that is proving out our forecasts were
correct. We have a lot of compromised users. If you look at the compromised user data from 2017, we have roughly 1,200 accounts compromised. Today, with three months to go, we have about 2,000 compromised accounts. 158 of those have been faculty members. If we sprinkle in just some verification testing on our part, when we do controlled phishing campaigns of this campus, we see the same thing that the bad guys see. We have a lot of victims. So if we can get you to be emotional in that response, like, “Take action quick because your Amazon package is on your porch, and you’ve got to do something.” Or whatever it might be, nine times out of ten you will click that really emotionally-driven link, and then if we just make it look like a general, Nigerian scam spam, 20% of you will click on that link. So it’s not good.

But the takeaways really are that, again, we can’t rely on passwords. It’s kind of a hopeless, lost strategy. We have to move to a fairly aggressive multifactor approach, and part of that plan is to deploy DUO which a lot of folks have been using for W-2 or for bank routing changes. Now for Timesheet; you might not use Timesheet very often. By the end of the—starting at the end of the spring, we want to be able to actually require DUO for all EID-based logins.

And we’re going to do some things to make that friction low on folks. So when you log in the first time and do that initial DUO pairing across any EID-based app that you use, it’ll remember that pairing for 30 days. So if you log in say, to Canvas, and then log in to another application that you guys use commonly, you’ll only be asked that one time in Canvas when you log in. And then for thirty days, using that same machine, you’ll be remembered. It won’t bother you again for DUO. If a bad guy logs in as you, they would be challenged at that point.

The other nice thing about adding two-factor to the equation is that we can relax some of the rigor we have around protecting that EID password. That it was the only factor that we had to protect against. So we can go from a one-hour EID timeout, so if you’re not using your EID for up to a one-hour period of time, it’ll log you out automatically. This can be a problem if you’re in your office and you’re doing something and somebody comes in and disturbs you and you turn around, it’s been an hour, and now you’ve lost some of that work or you have to log back in. So we can extend this out to another three hours and save the campus about 60% of their log in volume. That’s good. But at the same time, we can relax the strength of passwords themselves. So right now if you had to recreate a password, it’s hard. You can’t use a password that has even any modicum of a dictionary word. Not even the Klingon dictionary can be used. So you have to—we can actually relax that and make use for pass phrases that are easy for folks to use. And remember, this can be very helpful, I think, in the long run, and data shows this is a useful way to go, too.

So DUO is used in a number of different apps, maybe not so many that you guys would frequent, but in the last twelve months we’ve had just over 71,000 unique users use DUO. On average, we have about 16,000 unique users in a month. It peaks out around tax season and January and students claiming student financial aid. So that’s expected. We’ve moved to Timesheet usage with DUO, trying to get ready and pave the way for Workday in November. Before that—this is a UT mandate—we’re moving to two-factor on Office 365 applications, so if you log in to your mail account on your exchange account online, then you will use two-factor. You’ll use two-factor as well for UTMail. It’s the Google-branded email. They have a slightly different flavor of two-factor that is Google-branded, but it’s still very simple to do.
The one thing I wanted to hopefully leave with you guys, apart from all this bad data, is that as DUO deploys, I teach a class in CS [computer science] and Electrical Engineering, and I try to put myself in your shoes. So if you’re standing at a lectern, I want to make sure you have something more than just your phone, your smartphone with you in the event you have to log in to something in class and you forgot your phone. So in this case, being prepared is really important or if you’re travelling, you can do things ahead of time to know that if I get in a jam, or if my phone dies, or if I lose my phone, I’ll have a backup.

The backup could be a couple of things. The backup could be this token. You can go down and get a token; all faculty members can go down and get a token today. This is a one-time password token. So you press a button and it gives you a PIN that you can enter in. The other thing that you can do is have a different, cooler token, and this is a YubiKey. And this is what I use. I don’t ever take this out, and it’s easy to put around. They have keychain models. We’ll have a few different models that you guys can choose from if you want that type of form factor. But you can use your land line as well, so if you have a VoIP phone or phoneline in your office, you can have DUO ring to that phone. So if your smartphone is dead or stolen or whatever it might be, you can still get into it with your landline in your office or even your landline in your home, if you’re working from home. If you’re travelling and you don’t know that you’re going to have connectivity reliably, you can actually use pre-generated passcodes, so you can have it SMS [short message service] those passcodes to you ahead of time and then those will work for you until they expire, until you use them. So you’ll have those on your person at all times. So just thinking about some of those things, ways that you can be prepared. That’s all I’ve got. Any questions? I do have a couple of YubiKeys if anybody is daring and technical and wants to try one out, I’m happy to set you up with that.

Christen Smith, Associate Professor, Department African & African Diaspora Studies, Department of Anthropology
Sorry about that. Christen Smith, Anthropology and African and African Diaspora Studies. I have a very, very simple question. Thank you for that. You said we could pick up a token—where?

Cam Beasley, Chief Information Security Officer, Information Security Office
Yes, so the UT Service Desk—the question was, “Where can I get a token?” You can get these DUO tokens, these one-time password tokens, from the UT Service Desk, which is in the ground floor of the Flawn Academic Center where the Help Desk is. You can also buy your own token if you wanted to have some different type of token, but you might want to check with your local IT folks to make sure they would be compatible with our setup. Yes?

Hillary Hart, Director, Experiential Learning Initiatives, Department Civil, Architectural and Environmental Engineering
I’m not on the Council, but I’m Hilary Hart from Faculty Innovation Center, Civil Engineering, and a bunch of places. Anyway, that little device on your computer—does that have pre-printed passcodes on it? Is that what that is?

Cam Beasley, Chief Information Security Officer, Information Security Office
No, so this is just another factor. So it’s like the one that I had here, just a little bit more modern technology. This one has some numbers, but it’s a little bit harder to read the numbers, so it might not be as useful to some folks. This is just another type of hardware token. To get the pre-printed codes, you just get those from DUO, so when you log on to DUO you can see those.

**Hillary Hart, Director, Experiential Learning Initiatives, Department Civil, Architectural and Environmental Engineering**
I saw that. So those, whatever those numbers are, is not a one-time use?

**Cam Beasley, Chief Information Security Officer, Information Security Office**
No, you just—when you log in with your EID and password, I literally touch this and I’m in or I press the button and I get my one-time number, and I can do this millions of times.

**Hillary Hart, Director, Experiential Learning Initiatives, Department Civil, Architectural and Environmental Engineering**
Great. Thank you.

**Cam Beasley, Chief Information Security Officer, Information Security Office**
Any other questions? Are folks generally excited or okay, tolerant, with the idea of using two-factor? Okay, good. Awesome. Thank you.

**Elissa Steglich, Clinical Professor, School of Law**
Sorry, one last question. Elissa Steglich from School of Law. For international travel, do all of those factors—the keys, the—what works, internationally?

**Cam Beasley, Chief Information Security Officer, Information Security Office**
All of those would still work internationally. If you don’t have your smartphone able to make international calls that would be the only thing that might not work. If you have wireless connectivity on your smartphone, you can still use your DUO app on your phone wherever you’re connected. You can still use a hardware token, you can still use those pre-generated keys. Thank you very much.

**Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance**
And thank you, Cam, both for coming back, because you were here with us last time, and, poor Cam, I kept saying, “Is there any way we can make it shorter? We gotta make it shorter! We gotta make it shorter!” And he, I thought, did a brilliant job, so thank you so much for bringing that to us.

[Applause]

Our next presentation is on Workday by Dana Chapman. And her team, I guess.

[1:03:08]

**Dana Chapman, Associate Vice President for Administrative Systems Modernization, Workday Implementation Program**
Thank you for just a few minutes while we announce that we’re 23 days from Workday going live, so this is going to be a big transition for our campus, changing out some HR [Human Resources] and payroll systems, many of which have been in place since 1972. So you can imagine it’s a really big change. We have worked to minimize the impact on faculty, and that’s why some of the business owners are here just to walk you through three of the changes.

But I did want to mention that, starting on October 24th until we open with Workday on November 9th, there will be a slowdown in our HR processing because we will be doing that transition from our existing systems to our new systems, so just asking for your patience for your HR staff during that time because they’ll be sending us things that are critical. We will not be stopping any critical transactions on campus. We’ll just be handling them centrally during that cutover period, but on November 9th, we’ll be opening back up to campus and everybody will have access to Workday to process HR and payroll transactions and conduct regular business. So we just wanted to talk through, spend a few minutes on some of the changes that you will see with Workday, and I’m going to turn it over to Tinley Hald to start. She’s the Director of Academic Personnel Services.

Tinley Hald, Director of Academic Personnel Services, Office of the Executive Vice President and Provost

Thank you, Dana. So the first faculty change impact I want to talk about is regarding sick leave. So state law requires that all staff, well, all employees, faculty and staff, that are eligible to earn leave are required to submit leave. So today faculty submits sick leave just like staff do if they’re eligible to do so. Today that process is paper, completely paper. A form comes to the Provost’s Office, Provost’s Office makes those deductions. Going forward in Workday, this is going to turn into a completely electronic process. So the faculty member will be able to initiate any time they’ve taken on their own or there will be several security roles in their unit that can do that for them, on their behalf. So this now will all take place within the CSU [colleges, schools, units]. Nothing will go to the Provost’s Office.

The second one I want to talk about is regarding Maymester. So today, somewhat due to the limitations of our current systems, Maymester semesters usually start at the end of May, cross over to June. Our systems don’t really work well with crossing semesters, so going forward in Workday we’re going to have better functionality where we will be able to actually show the Maymester with the dates that it actually occurs, so May through June. What’s going to happen though when we go forward with the Maymester process in Workday is those payments will now pay on July 1, so we will not have any semi-monthly payrolls moving into Workday, so that is a change there. Any questions? No? Okay, I’m going to turn it over to Krista Hadavi in Payroll.

Krista Hadavi, Payroll Lead, Payroll Services

Hello. I was, I’m talking about the final bullet on here. So the change that I’m talking about relates to faculty members who are on salary spread. So in our current system, if you are a faculty member on salary spread, or if you are a faculty member that is funded by grants, you can’t participate in salary spread just based on the timing of that. But there’s a small group of faculty that have some partial funding. So some of their funding comes from grants and some comes from non-grants, and today we allow the non-grant portion to be spread. But in Workday, just with the way that the timing of it works in the reporting to the federal agencies, if there is
partial funding on grants at all then that person can’t do salary spread. So there is 43 people that were impacted, and we’ve reached out to each of them already. So that went into effect on September 1st so that the year would be whole, so they didn’t see a change with Workday that started with the start of the fiscal year. So they’ve all been contacted, and we continue to monitor so if there are, you know, funding changes that come, that we’ll keep track of it and keep it up to date, but just wanted to let you know that that’s a change that we’re making. So. Questions about that? That’s it for me, then.

Dana Chapman, Associate Vice President for Administrative Systems Modernization, Workday Implementation Program
So a couple of things to round out the topic. One is just to let you know what we expect at Go Live when we launch in early November. One is that this is just the beginning of Workday, so there are some areas that we know still need improvement. Workday releases significant updates every six months, so we are working with them to improve the product in some areas where we believe it just needs to be better for a large research institution. We know that there’s going to be issues, as there always are, in these really large transitions, especially having worked with our current system for so long. So we do have extensive help and support for all of the colleges and schools, including held desks but also people that they can call, individuals that they can call that have Workday expertise. And so we know that there’ll be some additional help needed. We’ll have labs spread throughout campus where people can walk in with their work and get some help, so that should help the situation.

I did, I get asked all the time when I speak to audiences and leadership or faculty, and I always get asked, “Who else is using this thing called Workday?” so I just wanted to provide you with a little bit of information on who that is. I wasn’t trying to copy Cam and his other peer slides. So thank you very much for listening to us talk a little bit about this transition. Do you have any questions about this topic? Yes, ma’am?

Kristie Loescher, Senior Lecturer, Red McCombs School of Business
So Kristie Loescher with the School of Business, and I have two questions. One: we’ve been told that AIS [Authorization for Individual Services] now has to be paid based on a contact, but when we go to our HR and say, “Okay! Where’s the template of a contract?” We’re told we don’t have any templates. Are you guys working on some of that stuff so that—because we’ve got people we need to contract now, and we’re being told—which they should have started weeks ago, and we can’t get them on.

Dana Chapman, Associate Vice President for Administrative Systems Modernization, Workday Implementation Program
I know that there’s been a work group working on that, so let me look into it and then I’ll get you an answer.

Kristie Loescher, Senior Lecturer, Red McCombs School of Business
Could you? Excellent, excellent. My second question is, is Workday going to affect or have a change to those of us who enter into What I Owe, that run programs that charge students? Or will that still be done in DEFINE?
Dana Chapman, Associate Vice President for Administrative Systems Modernization, Workday Implementation Program
That will still be done in DEFINE in the way that it is today.

Kristie Loescher, Senior Lecturer, Red McCombs School of Business
Okay. Thank you.

Brian Evans, Faculty Council Chair Elect and Professor, Department of Electrical and Computer Engineering
Brian Evans, Engineering. On the faculty sick leave, which is something I’ve not really taken, but, what is, at what point do you take it? What’s the guidance?

Dana Chapman, Associate Vice President for Administrative Systems Modernization, Workday Implementation Program
Tinley, do you want to...?

Tinley Hald, Director of Academic Personnel Services, Office of the Executive Vice President and Provost
So, any time a faculty member is out of the office for a sick-leave-related reason, even if it is Monday through Friday during the course of their normal work schedule, they’re required to submit sick leave taken. So, doctor’s visits, care for child, spouse.

Brian Evans, Faculty Council Chair Elect and Professor, Department of Electrical and Computer Engineering
This would not be a one-off event, this would be missing multiple days and missing classes—where do you, I mean, I’m trying to understand where you draw the line.

Tinley Hald, Director of Academic Personnel Services, Office of the Executive Vice President and Provost
So it’s less about, and Adrian jump in, it’s less about missing classes it’s just if any time is taken during the course of their normal work period. We understand that faculty pretty much word 24/7, but in this context it’s Monday through Friday any time you take—whether classes were missed or not, let me say it that way. So, you might not have a class, but even if you were out of the office for sick-leave eligible reason, the expectation is to submit that time.

Brian Evans, Faculty Council Chair Elect and Professor, Department of Electrical and Computer Engineering
Yeah, I think that’s going to need some more guidance. Darryl, are you willing to give us some more guidance at some point? Darryl Bazzell?

[various people speaking at once]

Adrienne Howarth-Moore, Director of Human Resources, Human Resources
Hi, my name is Adrienne. I’m with Human Resources, and so, for the sick leave policy, that has been unchanged for many, many years, and so, we can definitely provide guidance on that if faculty would like some additional guidance around the use of sick leave. But, as Tinley just
described, that is an accurate description. That the way that the state statute is written, it is not specific to class time. It is specific to your normal work schedule.

**Brian Evans, Faculty Council Chair Elect and Professor, Department of Electrical and Computer Engineering**
The reason I’m asking is that our HR person presented this morning, and said if you miss three consecutive days or more of business days, then you would file for sick leave. So I’m getting a very different answer from our executive assistant in my department.

**Adrienne Howarth-Moore, Director of Human Resources, Human Resources**
So, I don’t want to presume what your executive assistant might have shared, but what sounds familiar to that logic of the three-day trigger is that anyone, any time someone is out greater than three days, the state statute says that we as the institution can require a release to return to work—paperwork—associated with that return, to make sure that person is fit for duty. Or, also, as a trigger because under the federal law, the FMLA [Family and Medical Leave Act] kicks in, and any time someone is out greater than three days, we as an institution are obligated to send an FMLA notice to that employee to make them aware of their FMLA rights. So it doesn’t mean that three days is the only time that you take sick leave, it just means at three days there’s some additional regulatory requirements that we need to follow as an institution.

**Brian Evans, Faculty Council Chair Elect and Professor, Department of Electrical and Computer Engineering**
Well, thank you very much.

**Adrienne Howarth-Moore, Director of Human Resources, Human Resources**
Yeah. Any other questions on the sick leave? Alright.

**Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance**
Thank you so much. I’m sure we’re all waiting with baited breath to see how the actual transition happens, but I know based on talking to a range of staff across campus that we’re doing everything we can to be as well-prepared as humanly possible. Leaping from 1972 to 2018 is a pretty, pretty big leap. I don’t know how many of us would do if we had to do such a leap. So going back to our agenda, we took care of the new business, which was the resolution on the fields of study. The next Faculty Council meeting will be held on November 12th. Apparently there is an agenda item called “Questions to the Chair.” Do you have questions for me? Good. Because I bet what you’re looking forward to is item 11, which is adjournment. So thank you very much for attending, and we will see everyone on November 12th.