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, Geography and the Environment, and History; Terence Grieder, Professor of Art and Art History; Joseph Malina, Professor Emeritus of Civil, Architectural, and Environmental Engineering; George Sudarshan, Professor Emeritus, Physics; and Joseph Taylor, Associate Professor of Journalism.

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 Raymund Paredes. 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. And 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 descendants 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 auditorium, 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
And—sorry. 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 Steiker, 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.

[14:19]

**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 1,800 tenure/tenure-track and about 1,200 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 over-hired 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 3,100—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.

Samantha Fuchs, President, Graduate Student Assembly
Samantha 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 its part of the history of the University.

Samatha Fuchs, President, Graduate Student Assembly
Thank you.

Gregory Fenves, President
Okay. Alright, thank you.

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 [Council for Racial and Ethnic Equity and Diversity] 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 on 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 nine 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—you know, 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, that they’re going to have to really focus on what they think they want to be for the rest of their lives. And that’s what you all do. You spark an interest in them that—that changes them, and it’s usually around their junior year where they go, “holy cow, I am not going to be this.” And then they focus on—that’s where the true meaning of a faculty professor is, is when they reach that
child at the point when they go—and it happened to me. I thought I was going to be something and I ended up being—I was not going to be a professional athlete, and that “aha” moment came to me and said, “you know what?” My whole dream was this, and it took a faculty member to have interest in me to change my perspective, and that’s what you all do in this room. And that is pretty awesome. Okay?

So, and I have a sheet up top so you can see what we’re doing and how proud we are. And I think that one of the biggest things to me is we had about 70 kids out of the 100 that graduated already had a job in place. But that’s what we’ve really got to work on too is beyond the handshake. We’ve all got to talk about beyond the handshake. They come in here and we educate them. We bring them in here, we get them eligible, they’re going through Athletics, and yet at the end of the day, we’ve done our job. They got a degree. It’s a little bit more than that. It’s—what are we doing beyond the handshake? What are we doing to give them an opportunity to find the job. Career Services—and that’s where Dr. Smith is really working with the group on campus to create an environment where we have 100% placement. That’s the ultimate goal: 100% job placement.

[34:55]

So, next question we had here was exit interviews. Who does exist interviews? When, after every athlete is done we have an exit interview. They either come with me, they come with CP or Mr. Doug Clement who—do you all know Doug Clement?—the Chair, the Accounting department. He can, he does conduct interviews. We’re also open to our Athletic Council to review them. And it goes from, you know, you can more than likely, you can read them if you like, but if you’re on the Athletic Council, they read them. Dr. Clements and I and CP do them, but I’m open to anyone that ever wanted to look at them, but we really would like our Athletic Council, which is appointed by the President, with faculty, to go through and read them. I have nothing to hide. It’s a, question of, and I can send you the questions, what we ask them. But it’s really about their experience, their academic experience, their athletic experience, overall UT experience, a variety of questions that we put on there, so. I’m glad to send it to you if you want to look at it and see what we’re missing. Right? That was a question about—there’s nothing to hide there. Half the time you’re looking at young people and most of the time “I didn’t get enough playing time.” Right? After that, then we got into the issues. That’s how that works. Okay.

“How do you prioritize faculty involvement in Athletics? How can we strengthen faculty roles?” I think that’s the most critical component we have to focus on. I have students—they’re afraid to talk to faculty. They’re intimidated by you. You sit in front of the room all-knowing and they sit there in the back of the room and may not be as smart as the guy sitting next to them, but they’re working twice as hard. And yet they look around the room and they go, “gosh. Do I belong here?” And they have that lack of self-confidence, and it takes enough. On the playing fields, they have it all. In your classroom, they don’t. And all I ask is to reach a helping hand and say, “hey. How are you doing?” Makes a world of difference, right? Makes a world of difference. So, I would encourage you that your involvement in their lives—they want it. They want encouragement. They want structure. They want someone to say they believe themselves when no one believes in them academically. You have that power. And that is awesome, but they’re just looking for it. They’re looking for that. So, I would ask you that there’s nothing really
magical about it. You have between 10 and 100 people in your classroom. You know, we ask our kids to come and introduce themselves to you and let you know when they’re going to miss class. Yet all they’re looking for is just someone to pat them on the back and say, “you got this.” Right? And every kid is, by the way. Not just the student athletes.

How do I prioritize academics? It is a core mission of what we do. It is a core mission of what we do. We are here because of you all. Athletics is what they do. It’s not who they are. But there’s a point in time when they don’t know who they are. There’s a point in time, because they’ve been taught their whole life that they’re an athlete. Yet it’s hard to get in the University of Texas, and the rigors here are so hard in the classroom. Yet they’ve had all their adulation. So, it’s a core thing of what we do. If you come we have over 100 tutors. We have an academic staff that is second to none working our tail off that our student athletes can be competitive in your classrooms. So, it’s the number one priority, right? It’s the number one priority, and everything we do is based around our student athletes. Chris Plonsky, who I have a great honor of serving with, oversees all of our student services, and we start every meeting with, “how are our kids? How are they doing in the classroom. What is happening?” Because the newspaper only writes about what—wins and losses. It’s up to us to determine what goes on within the culture within our building. The culture in our building is about educating young people, and sport provides them the opportunity to be at the University of Texas, but it’s not who they are. So, I can assure you it’s a big component of what we do.

And then I think the last question was “How are you creating policies to ensure fairness and equity especially as related to gender?” I think this question really came from we used to be separate athletic programs. We had men and women who were combined into one opportunity or one leadership role, if you will. But I don’t, I’m not a person that leads by “hear me roar,” I’m a person that leads by serving others. And I was taught that as a young person through my father which says “you must be honest in everything you do. You must be humble in doing it. You must serve others.” And Chris and I, Chris has been here for 30 years, and we work closely together in providing opportunities for both men and women, but I can assure you that this is a collaborative leadership area. I tell everyone, “I have all the authority, no power.” Power resides right there with President Fenves, right? But I work for him. I report to President Fenves, but I work for everybody. So, I can—but everything we do is about creating fairness and opportunity for everybody that we represent. So those are questions that you had. Does anyone have an open mic that want to ask anything outside of the loss this weekend or the one—we won this weekend, lost soccer? Yes ma’am?

Kristie J. Loescher, Lecturer, Department of Management
Kristie Loescher, School of Business. So, I would like to ask for your commitment and support when we have a student athlete who has been accused of cheating. I was very pleased under Coach Strong to get a lot of support when I did have a student in that situation, and I’d just like to hear your affirmation of that same support.

Chris Del Conte, Vice President and Athletics Director
I think integrity is not a student athlete, right, it’s everybody. You have, we have an honor code. We all have things that we want to do—they’re right and wrong, right? And you have my support that if anyone does something wrong within your classroom that is academic integrity
should be dealt with swiftly. But I don’t—singling out a student athlete I know for the purpose is because I’m here but I think whatever we do is what is good for the University is good for the Athletics department, and that is it. And you have my solemn pledge on that.

[40:58]

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

Brian Evans, Engineering. I just want to ask more about how faculty can help. I think the classroom is one, of course, way we interact with students of all kinds of walks and approaches, but there are also things we can do outside of the classroom as well. So, did you have some ideas where we might maybe connect with student athletes?

**Chris Del Conte, Vice President and Athletics Director**

You know it’s interesting. I came from TCU [acronym], and it’s a smaller institution: 8,000 students, right? 500 athletes, 8,000 students. And before I was at Rice University where my wife still is employed, and Rice was 3,000 students. So, when you start to think of the size and scope of those faculty were a lot more involved within their lives partly because just the size, right? Partly because of the size. So, when you start to look at the size and scope of the University of Texas, I’ve only been here for a short time, so I’ll look to see what we can do differently. I know that we do a lot of faculty outreach, but it’s funny to me that faculty outreach always is met with skepticism. “What are they calling me for?” How about just to say hi; how about to see what we’re doing? One of the things that we look at is “how do we do a better job” or if someone’s overly involved they think there’s something suspicious. Wouldn’t it ever be we’re just involved because we’re involved with students? So, one of the things I look at is if you take a personal interest in the students in your classroom, and they happen to be a student athlete, you’ll do remarkable things for them, right? On a bigger scope, I need to be here for a while to see the size and scope of what we do because at TCU we always had these luncheons, we had these brown bag lunches we brought faculty over, but the campus was this big: I could walk three, you know. A walk around this campus you know, it takes a while, right? So, there it was a lot easier. So, I would rather take me a full year to see what we do and not necessarily come in with such a skeptical eye.

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

Okay. Well, I guess in the place where you have clusters of students in certain majors or colleges, you certainly could do some informal get-togethers like over coffee with maybe one or two faculty members and just to mingle. No one, like, getting up to speak, just kind of being peers and just kind of being together. That can help. We do this in general with other organizations on campus, it’s not—you know, but I think it’d be nice to extend it. That’s all.

**Chris Del Conte, Vice President and Athletics Director**

That’s awesome. Yeah, we’ll do that, for sure. That would be fantastic. Yes?
Aileen Bumphus, Associate Vice President, Longhorn Center for Academic Excellence and Assistant Professor of Practice, Office of the Vice President for Diversity and Community Engagement
Hi, Aileen Bumphus, Clinical Professor in the College of Education, Associate VP of the Division of Diversity and Community Engagement. When you mention faculty supporting students, studying abroad is one of those areas where it’s such a challenge, given their schedules. What is your view on supporting students studying abroad?

Chris Del Conte, Vice President and Athletics Director
You know it’s, I think it’s a critical part of education. I know that we had Soles4Souls that LaToya does where we bring, we ask kids, student athletes, to donate all their old shoes and we take 10 to 15 students and we pick a country and they go and they do volunteer work for 10, 12 days, and it’s our program called Soles4Souls. When I was at TCU it was Purple with Purpose, right? And that was there and here ours is Soles4Souls. The reality, though, is when you’re going through—they’re here on an Athletics scholarship. And they’re here for 4 or 5 years, and they’re using 4 years. I know the President has a—we’re here for 4 years, right? And our graduation rate for 4 years is through the roof right now, and you start to think about what you all are doing in the classroom, so it’s pretty hard. So, we’re looking at different ways to do that in the summer time. It creates a different opportunity for them, and Dr. Smith has built, has a wonderful program, but it’s almost impossible, and I would be disingenuous if I would tell you that they can take the fall off of football or swimming when—they come back in the spring. It just doesn’t work because the swimming championships are in February. Yeah, go to the fall for England and come back and try to win and help that team win a national championship. So, we’re doing things in the summer time that we’d love to have you with. It’d be awesome, but I don’t know if you know the program that LaToya has. Mucho bueno. You guys are on the same page. You know Dr. Smith right there? Lady in red? Come on. I like it.

Steven Hoelscher, Faculty Council Past Chair and Professor, American Studies
Steve Hoelscher, American Studies. I wanted to follow up on your question. Something that I’ve also thought about: study abroad for student athletes. Certainly, it doesn’t make sense for a college football player to study abroad in the fall. It’s not going to work. But beyond the program that you mentioned, students can study abroad in the summer and take a regular course. But making them feel that they can’t even do it during the summer because of their training regimen. So, I’m curious, would you support actually taking a 6-week study abroad course through UT or any other sort of opportunity?

[45:57]

Chris Del Conte, Vice President and Athletics Director
Oh, sure, especially—I’ll say this—especially in the first summer school session. We graduate May 10th. That first session is critical. The Provost has actually, was, we talked about having a 9-week summer school. Our summer school is pretty interesting because it’s clustered a little bit differently. You know, we have, our second summer school goes all the way into fall camp, but you have men’s basketball, women’s basketball, a majority as soon as graduation is over that first May semester. I don’t know if we offer a May semester summer school that we did at TCU that May semester—
Steven Hoelscher, Faculty Council Past Chair and Professor, American Studies
We do. It’s during the month of June.

Chris Del Conte, Vice President and Athletics Director
Yeah, a lot of kids did that, the Maymester, right. June’s almost a little bit difficult because you’re butting on things, but what we had at TCU or they had at TCU was the May semester that was a 3-week semester and a lot of the student athletes did it at that time.

Steven Hoelscher, Faculty Council Past Chair and Professor, American Studies
I guess I would just like to sort of alert—we do have many Maymester courses offered here. It’s called Maymester but it’s during the month of June.

Chris Del Conte, Vice President and Athletics Director
Well we’ve got to call it back to Maymester. That way I don’t get confused, right?

Steven Hoelscher, Faculty Council Past Chair and Professor, American Studies
Well, there are interesting reasons why we call it Maymester. I’m not—I don’t want to mess with that, but there are many such programs here that would welcome student athletes for sure.

Chris Del Conte, Vice President and Athletics Director
I understand that.

[47:07]

Brent Iverson, Dean, School of Undergraduate Studies and Professor, Department of Chemistry
Hey, Brent Iverson, Undergraduate Studies.

Chris Del Conte, Vice President and Athletics Director
How are you, sir?

Brent Iverson, Dean, School of Undergraduate Studies and Professor, Department of Chemistry
When you think about all the things that you would like to see done are there any particular challenges that come to mind that you think we could help you with? That we should focus on?

Chris Del Conte, Vice President and Athletics Director
Yeah. I mean, there’s a couple. I think, let me help you. I can ask you guys questions for a moment. I think one of the things that’s interesting to me, a couple things, is we have, and I don’t know how to get around this or ask for your help, but we have faculty that will give exams outside of regular class time. So, if you have a class Monday, Wednesday, Friday at 10:30. I know that’s, okay, 10 o’clock. And you give your exam on Thursday at 2 o’clock. That’s pretty hard for me to figure that out. And that happens quite a bit. And we may not be allowed to do that, but it’s happening. I have cases for that to show you. So, I’m not here looking for a tattletale. That just, or our kids come back and they go, “we can’t do that.” Or they miss a test, or
other institutions I’ve had, they’ve always had an institutional “Missed Class” policy. Right? So, if you were going to be on an athletic competition or a band competition or an engineering competition, speech and debate, it was an excused absence. We don’t have that. So, we send around to you a form: “Hi, my name is Chris Del Conte. I’m on the track team. I’ll be missing these three days. And, by the way, that test falls on that. Can I make up that test?” It’s always a crazy conversation. But when we have normal tests and normal hours and then a test is scheduled outside of hours for the whole group to attend, that causes a little bit of a problem. So those are the two things I would offer, more summer school offerings, you know, as the President has asked us to be, to have, graduate in 4 years, those are, that’s a great thing for us. We’re trying to graduate there having summer school offerings and more summer school offerings we can bring our student athletes in here or our students. Great time to be in Austin, Texas—in the summer time. And we work with the Provost to try to get more offerings and it’s up to you all that we can put a little dent in your summer vacation, maybe, and take another class it’d be pretty awesome. Raise your hand if you all want to do that. No one raised their hand. I see how that works. Ha! But those are things. Yep?

Diana Dinitto, Professor, School of Social Work and Center for Women’s and Gender Studies
May I be recognized? Diana Dinitto from the School of Social. Thank you. I am not a current Faculty Council member but a past one, and currently the Vice Chair of the Athletics Council. As you know, we’ve merged into one council. The Men’s and Women’s have joined together as we have throughout Athletics and how we were operating. So, I just want to remind the Council of the role of the Athletics Council, and we represent faculty. We’re appointed by the President. Mary Steinhardt is the Chair of the Council. I don’t know how much you all know, sometimes, about what we do. We meet with all the coaches each year. We look at the grades, the academic standing. We meet with LaToya Smith, Dr. Smith, very often. We look at missed class days. We advise on many matters, so I do want you to know that faculty do have a voice on that council. We do our best to represent you there.

[50:24]

Chris Del Conte, Vice President and Athletics Director
Last thing it says, “faculty, what can you help with?” And I mean this sincerely is recruit our current student athletes. Our current students come to the University of Texas. Our peers in recruiting are Michigan. UCLA, USC, University of Virginia, Florida, the top 50 academic institutions in the country in the US News and World Report. When you think of public education, public university who we go against it’s UCLA, it’s Cal Berkeley, men’s and women’s swimming. In football it’s USC, Oklahoma, but it’ll actually be Michigan, Ohio State. You start to think about who our peers are academically, that’s who we’re recruiting against, and what we would like to have is a lot more faculty involvement in recruiting. I’d like to have a lot more faculty involvement in recruiting because you make a difference to a family, and we’re allowing them to bring parents in for recruiting trips. So, if you’re interested in doing that, we’re trying to get a cluster of faculty now in every major they can come and spend time with that can say, “this why you should come to the University of Texas over the University of Virginia.” And that intimate, one-on-one conversations makes a difference. Does that make sense? So, if I call you, you’ll all say “yes” on that deal? I appreciate you. Thank you for your time. Hook’em. Hey,
come on now. Hook’em. Hey, no clapping. Just do this. Come on. Alright. We’ll see you this weekend.

Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance
All right, thank you very much. I appreciate your time, and I think the—having the lines of communication open is incredibly essential and I know that also the Faculty Council, especially the EC, has benefited greatly from Dr. Smith’s willingness to come and meet with us on several occasions. So, those have been incredibly helpful meetings.

Our next new business is the report, the 2017-18 annual report of the Faculty Ombuds, Mary Steinhardt.

[52:20]

Mary Steinhardt, Faculty Ombudsperson and Professor, Kinesiology and Health Education
Well thank y’all for having me. I got up this morning, and I thought I wanted to do two things. And then I thought it isn’t academic enough, and I always get intimidated to come before this group like CDC, and I’ve been here, this is my tenth time to be here. And I was sitting at Lifetime Fitness waiting for my daughter to walk out, and then she walked out with a t-shirt that said “peace starts with empathy,” and I thought, I’m going to do it.

So, I want to recommend—Friday night I had the chance to meet Brené Brown, and she shared in here, about her new book Dare to Lead. And so, if you only remember one thing from today, I want to encourage you all to read this book Dare to Lead, and if you like it, read the one before that, which is Rising Strong. That’s my favorite of her books. She’s a graduate of UT Austin School of Social Work and, I would be like Shaka Smart and give the book out, but my older daughter, I’m going to see her this weekend at my father-in-law’s 90-year old birthday party, and she said, “Mom, can you please pick me up a book, a copy of that Dare to Lead book,” so I need to take it to give it to my older daughter, but, I promise you’ll love the book.

The second thing I wanted to do it, y’all saw the report that came out to hire a new, or to select a new Senior Vice Provost for Faculty Affairs. I want to thank Janet Dukerich, and I want us to all give her a hand, because she is fantastic.

[Applause]

Alright, so thank you for the opportunity to report. That’s the main thing I wanted to do, but I think you all know that the Ombuds Office, I’m another option for faculty that they can come and get a prompt and professional way to resolve concerns and conflicts they might have. We also have a Student and Staff Ombuds. Right now that’s the same person. His name is Kouang Chan. He’s also a lawyer, and he’s fantastic. We’re both members of the International Ombuds Association. We try to adhere to their standards of practice and code of ethics, and their four principles are: confidentiality, neutrality, informality, and independence. If you read the report, I put “private” up there because Kouang and I met with our lawyers and, technically, we don’t have the same right as a physician or a therapist in terms of state law, and so I’m going to start,
we’re going to put on our website now and start saying everything is “private” instead of “confidential.” But I don’t think we’ll have problems with confidentiality. I’ve never had problems in my ten years with that, and I’d say about 80% of faculty give me permission to talk and get help and that enables me to do my job more effectively and help, and so I appreciate that.

Let’s see. So, I think you all know that the main way I try to help people is I try to offer a safe place and listen to people and we can explore and evaluate options and brainstorm how best to help in an informal way. Often people just need me to pull up a policy and explain to them, and I do my best to do that, but I have Carmen Shockley that I can call, explain any policy to me, so what I can promise is that if I can’t explain it or you have a question I can answer, I can get an answer very quickly. We also recommend changes and improvements for campus, and I report to the Provost through the Senior Vice Provost for Faculty Affairs, which is Janet Dukerich. What I don’t do is—we don’t act as an advocate or tell people what to do. We don’t set aside a decision that’s made by any University official. We don’t offer therapy or conduct formal investigations or provide legal advice. And I try not to take, well, I don’t take sides in a dispute. I try to help everybody. And we don’t participate in any formal process, although I work closely with the Chair of the Faculty Grievance Committee, and I really appreciate Martha Hilley and all the people on the Faculty Grievance Committee and Brian, Academic Freedom serves a big role. We often meet with faculty with them to make sure that we’re giving the best advice, particularly if a faculty member is interested in filing a grievance. We’re thinking about it.

The last five years have been pretty consistent from 109 to 127 visitors that I’ve seen. This year was 121. The folks that came, of the 121 visitors, they were from 11 different colleges representing 41 departments, and it’s fairly consistent in this year to last year. 25 Lecturer or equivalent, and that’s one good thing we’re beginning to change those roles and people are choosing the title that they want. Five Senior or Distinguished Senior Lecturers or the equivalent. 14 Assistant Professors, 22 Associate Professors, 33 Professors, 14 Chair/Directors, 8 Deans or Associate Deans, representing 70 female and 51 male. And the cooperation continues to just be fabulous from the Office of Inclusion and Equity, Employee Assistance Program, Legal Affairs, other administrators, and I see many of the people in this room with permission that I’ve contacted you to get help and helping your colleague and your department and for that I’m grateful. I work about 10 hours a week, and we had no grievances this past year, although we completed two grievances from the prior year.

Moving forward, the Office of the General Faculty is going to coordinate all the faculty grievances along with the Faculty Grievance Committee. So, thanks to Casey, a huge thanks to Casey Sloan, we have a database now. We looked at the number of grievances filed from 1998 to 2018. The ones that we could find, we found 24. We had 17 from 1998 to 2004. In fall of 2004, we had the first Faculty Ombuds. It was Stan Roux, who was, still a dear colleague for me and helps folks in the College of Education if they would feel more comfortable talking to someone besides me. Stan Roux continues to be available, and I appreciate that. Since we had an Ombuds Office, we’ve had 7 grievances. What happened? Four never reached a hearing. Nine, the hearing panel and the President was against the grievant. We did have one where the hearing panel and
the President were for the grievant. Four where the hearing panel was for the grievant and the President was against the grievant, and six we couldn’t find out what happened.

I try to track the type of issues that I discuss with faculty, and, of course, if you add those up they add up to more than 121 because sometimes they fall into two or more categories, so there is some overlap. I thought this year I would talk about areas for continued growth, and so, I have five of them. One that I put at the top of the list was to continue mentoring and have greater integration and promotion opportunities for non-tenure track faculty. I see the number of non-tenure track faculty who have come to talk to me as a big plus. The conversations have been positive. They appreciate, very much, the opportunity to have different titles for their faculty roles. They appreciate the non-tenure track task force that the Provost has had working all year long, and so, that is a huge thing, and I think to continue to work on that would be awesome.

Training. We need to continue our training and our ongoing conversations linked to Title IX and diversity. The Title IX, they’ve trained more than 2,000 people on campus. I went to the training myself. It’s flat-out excellent. It’s about an hour and a half. I went back to my department Chair, and I said, “this Title IX training is fantastic. We all need to do the Title IX training.” So we had Title IX trainings in my department. Everybody went to a Title IX training, and the feedback was fantastic. So you could go to your department Chair, I’m sure, and get Title IX training. They have Marquita Booker, I met with her, the new lawyer over in OIE [Office for Incluson and Equity], Ted Gordon, Mark Smith, wonderful diversity trainings, recruiting trainings. We need more trainings. I remember, I spent 20 years at Motorola working with their employees in the wellness program. They were required by Motorola to get 40 hours of training every year. Most employees averaged well over 60. The more training, the better.

Another type of training, and this is as important, is incivility, bullying, and aggressive workplace behaviors. I went to a training that Susan Harnden and Kim Sullivan with some other folks from HR put on on incivility, bullying. It was fantastic. I took those slides and condensed them a bit and did similar training for two groups of faculty, and I think it’s really helpful, particularly in this day and time in which we live. And this book will help you, too, Dare to Lead. So, more training.

Part of what Brené Brown said Friday night when she was being interviewed by Evan Smith as a graduate of UT, she was talking to faculty, she said, “hey, you know, if you guys want to change the world, you have to dare to lead.” And she talked about, in a very funny way, and I know I’m so serious, but, she talked about how we have to give more gold stars. And that really resonated with me because she talked about how we all come through our life and we want more and more gold stars. And we forget that our role has changed and we need to give gold stars, and she was so funny. I could relate to it in a way. I thought, “okay, I just want to do—let me just submit one NH grant before I retire.” And then I was like, “oh my god, I got that. Now let me submit another one, and now I haven’t gotten it the last two times, and it’s like we all want more and more and more gold stars. And we have to remember in that some way we have our gold stars, you know? We are here. We are leading, and our role is to—to find the potential in these students and to pull out their potential and develop their potential and give them gold stars.
The last one: I’ve gone to a lot of retirement parties lately, and when people take away their armor and are a little vulnerable, and when people come into the Ombuds Office, what they really want is to feel valued. Everybody just wants to feel valued and they want to make a contribution, and that, in many ways, is kind of what I do in the Ombuds office. And I used to think that’s not good enough, how there’s something wrong with that, but I feel like now I’m having more confidence lately. It is good enough, and I think the more you guys could go help everyone feel valued and make a contribution and enhance our culture of support and empathy, it would go a long way. I’m not saying not to have the tough conversations. I know that there’s a lot of tough conversations that need to take place, and sometimes I find myself calling a Chair and saying, “hey, you know, I have permission to talk to you, and it’s your job. You are the chair. You’ve got to have the tough conversation, but when you do it, if you do it with your whole heart it will help.”

I just saw Stan Roux in Starbucks a couple hours ago, and it’s always so great to see him. It made me think of how much I respect him. His generalization still is right on. He says, “choose actions that best demonstrate fairness and respect and, where appropriate, advocacy for rewards. Nonetheless, conflicts will arise. Well-meaning, bright people sometimes disagree, and most can be resolved amicably. And thank you.

[Applause]

[1:05:16]

Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance
Are there questions for Mary? Oops. Are there questions? Oh, apparently there’s an event.

Mary Steinhardt, Faculty Ombudsperson and Professor, Kinesiology and Health Education
The Women’s Faculty Organization is having an event at the UT Club this Wednesday, 3:30 to 5:00, where Krista Anderson will give us updates on Title IX and my colleague Dr. Tasha Beretvas will talk about the Gender Equity Report that they did. So, we really encourage everyone to come over and have some fun at the faculty club.

Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance
Thank you, Mary. And if there are questions you can certainly forward them to me. I’d be happy to pass them along. This is a meeting with heavy hitters, and these folks were not in order of importance but in order of, I don’t know. So, our final speaker today is the Chief of UT Police David Carter. So, thank him. Welcome him to the podium.

[Applause]

[1:06:26]

David Carter, Assistant Vice President for Campus Security and Chief of Police
Good afternoon, everybody. Thank you for allowing me to come and visit with you. I think that this is something that’s really important for you to understand where UTPD [University of Texas
Police Department] and the service that we want to provide for our community and all of our community, and that also includes faculty. So, I’m going to be very brief here, but I want to talk a little bit about UTPD, where we are, once again, and what is our vision. Does anybody know what the vision of the University of Texas at Austin Police Department is? Anybody? So, our vision is to be trusted and respected by all segments of UT Austin’s diverse community. It’s our vision. That’s really important. That’s something, part of the thing, and when a Chief comes into a police department or any organization, or a CO, whatever else, they have to establish a good culture for that organization. Has to have a good vision. One of the things that I recognize and that’s a problem across the nation amongst the 18,000 different police departments is the issue of culture and the issue “does the community trust the police that are there to serve them?” I think we can all answer looking at some of the issues that have occurred across the nation involving policing whether certain communities trust the police or not. But it is our vision here at UTPD.

But I want to talk to you a little bit about that, and one of the things that I would like to accomplish with this particular meeting here is to talk about how we can communicate effectively with you and understand the kind of issues that you are facing as well as the issues that—the core reason we’re here is teaching and research, to assist our students, our 51,000 students, get through their college career so they can go out and do what? Obviously, what starts here changes the world. Well, I want UTPD to be that police department that works for you and basically is protecting those that will change the world. That’s our motto, also. Protecting those that will change the world. There’s a lot of stuff and a lot of work that we have to do, but I want to kind of talk about the good things that have happened, actually, over the past five years when I was hired to come here after retiring from the Austin police department with the support of the President and the administration of going from a police department of 67 authorized and sworn commissioned police officers to now one that’s authorized 104. That’s a fairly significant change. There’s been a lot of things that have occurred on our campus. Two tragedies, specific tragedies, involving murders that occurred that we took very, very seriously that affected and devastated our community. And we had to kind of work through those issues.

I’m always looking for ways to organize the police department so that it’s effective and efficient and that you will have confidence in your police officers and that they have the right skill sets, they have the right temperament, and they’re the right people to police our community. So, one of the things that I’ve done is basically reorganized the way that we…well, okay. That guy looks familiar. That’s very helpful, but not that [referring to a PowerPoint slide with a picture of Chief Carter].

[Laughter]

I kind of knew that, and I have a great public information director, Noelle, and she really helped me with our slide presentations. I’d be lost without her. But, at the end of the day, what I’m trying to suggest here is I know that we need to be able to effectively communicate with you and our community more and in better ways than we have done that in the past.

Historically, UTPD there was a crime prevention program where there’d be two or three officers that were very well versed in crime prevention and they would go and do presentations and talk to the community about issues of concern where—whatever those particular issues were. Well, I
think that that’s good in certain ways, but it’s outdated. What was needed for us and, in fact, for all police departments, was a way to engage the community with community policing—true community policing concepts, and the only way to do that is to get the police officers out of their car, working with the individuals in the community to solve and address problems.

So, one of the things that we did is we created what we now have in place that is a revamped district representative program. The reason I show you this map, and you can find it on our website at the police website there, if you’ll go on and you’ll look at it, you’ll see that there are actually eight patrol districts that are manned 24/7, 365 days a year. That’s six districts are on campus, and you’ll notice that two are actually off campus because we have property and interests off campus as well. But I want to—I’ll talk a little bit about those off-campus districts in a little bit, as well. Each of these, and when you pull up online, you’ll see this, each of these districts has a face now, has an officer who is the designated principle point of contact within the district, and that could be a dorm, it could be your particular classroom, your office building, wherever you are on campus, you’ll be able to see where you are by looking at this map. You’ll be able to see the principle point of contact that can assist you, and I’ll tell you how that officer, he or she, can assist, and work on issues not necessarily of an emergency nature, because if there’s an emergency what do we do? Call 911. Exactly. We’ll respond to that. But one of the core things about policing today is, we want to—we don’t want to be a responsive, reactive police department. We want to be proactive. We want to work with the community, try to get in front of issues that are occurring, and the only way to do that is to get out and engage people beforehand.

I’ll always say this, and I stress this: in my 35 years of being a police officer, only five here, is that an engaged community is a safer community. I don’t say “safe,” but I say a “safer” community wherever that is. Wherever there’s a relationship between the police and the community or the neighborhood they serve, it’s going to be a safer community because there’s going to be attention brought to particular issues, whatever the issues are that are occurring in that particular neighborhood or so forth.

So, I show you this because you have an officer now who is dedicated to be the principle point of contact for these non-emergency situations. If you click on, you click on any of these…I don’t know if this is going to work here or not…well, I guess it didn’t. But if you look at the fact—when you click on one of these districts here you’ll see an officer’s face there and you’re going to have an email contact, there’ll be contact information. And what we’re trying to do is we’re trying to say is, “listen, if it’s not an emergency, you don’t know who to call, you don’t know exactly who’s going to be responsive, you can call the police department ‘can you have somebody come out and talk about whatever this issue of concern is forming; is there someone I can talk to?’ well, now you can email directly.” Each of these eight districts actually have, in each of those districts, have four officers, but there’s a face for each of those districts who will serve as your point of contact. If you need a presentation on a campus safety issue, whether it’s something, an evening presentation at a dorm or in a class or in an office space, these folks here basically will come here.

One of the important things is, you’ll notice some of the bullet points here on our district representatives—the future of policing is not be reactive and constantly be going from this call to
that call, because what happens is at the end of the day communities are not changed by that. And so what happens is we allow these officers more time to actually get out, come and sit down and talk with groups of students or faculty or whoever that is about the issue here and brainstorm on possible solutions. Those are the kind of things we’re moving forward on, and I want the faculty, I think it’s very important for faculty to understand this process is here, because we have heard, anecdotally, for example, a professor may not know what to do when they have a student who seems to be on edge or there’s an issue that’s going on during class and somebody is being disruptive. Well, obviously, if it’s a 911 situation, you call 911, we’ll come. But if there’s opportunities, and I’m happy to bring our district representatives here in the future for future Faculty Council members—meetings—if that’s something that’s of interest to you to talk about these kind of issues. I know they go on. I know that there are concerns. The, one of the things we just talked about the issue, I showed you the map per se. I don’t think this is working on here, but if you, I guarantee you if you’ll go online you can pull it up and it will basically highlight your—whatever it is that you’re looking for here.

[1:15:53]

So, why use us? And I believe under the “non-emergency” item there, bullet point…I’ve not ever heard of that one before. I don’t think. Actually, I think we had a good conversation earlier before on the scooter issue and things such as that, that this is exactly the kind of thing that we want to address. You know, sometimes those smaller things are the things that annoy communities and create issues. Sometimes there’s a real clear-and-present danger if somebody’s riding into the middle of a bunch of people, and we need to be able to solve that. Enforcement is part of that. Education is part of that, but also kind of a collective brainstorming is part of that. I think that’s real important.

So, you see some of the examples there. Active shooter response is another one that we think is really important. Unfortunately, that’s a fact of life. I really stress the issue that the likelihood of any one person actually being involved in an active shooter-type situation is very, very remote, but it, unfortunately, it hits the news it seems like almost every week now. We are addressing those things. We as a police department train to that. We have to be able to address that and we have things that we can talk to you more about that. I think that those are the kind of, the main kind of points here. Actually, that’s not mine.

But one thing that’s not on here that I also want to talk real briefly about. You’ll notice that those were geographic-based district. There’s eight of them. Geographic. So, what happens off-campus, “well, that’s off campus, what’s the big deal?” One of the things, your police department, we are actually state police officers. So, we have jurisdiction in the entire state. Our furthest west district is 400 miles west, McDonald observatory, so we cover a lot of territory. We’re basically here to police the 40 Acres, so to speak, but we know that there’s times when we need to go out into the community and assist our community wherever that is. If they’re west of campus or the Riverside or Far West or whatever there’s—wherever it is, Pickle Research, we’re there. Those are important things for you to understand, and so we may not be the primary responder, but what we guarantee to do, and we’ve committed to do, is if a student, for example, lives off campus, maybe they live in the Riverside area and they’re having problems connecting to APD or something like that based on an issue, you can actually, we encourage our students to
go to this map, identify their district representative and have them work directly with that student, work with that faculty, or whoever.

The other part that’s not on here that’s relatively new: we just introduced today our newest representative. We have geographic-based representatives, but we’ve also now created interest-based representatives. For example, we have officers who are dedicated representatives for Athletics. Just today we introduced our veteran, a veteran that we have, and he is now going to be an interest-based representative for veterans on campus. I’ve got an officer identified who’s going to be assisting in LGBTQ issues so that there is an interest—if there’s an interest of any kind on our campus, we’re going to have somebody that’s able to address those particular issues. The idea is to make a safe campus. The idea is not to arrest our way out of trouble. The idea is to kind of work with our community and get that young undergrad student, when they come in their first year, out the door in four years, Mr. President, in four years, but do so safely so they can go out and change the world. That’s why we’re here. I want to just say that I am available to you in the future if any of this makes sense or you need to reach out to me, please do so.

[Applause]

[1:20:00]

Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance
Chief Carter is glad to take questions. Do you have questions for him?

Denise Gilman, Clinical Professor, School of Law
Denise Gilman, Law School. I direct the immigration clinic there, and I wanted to ask about, given the vision of creating trust in all of our diverse communities, what is the message that you would want to send to our immigrant students, faculty, staff, including undocumented DREAMer students, faculty, and staff in light of the sense of the—not just sense of vulnerability but real vulnerability and fear that they are experiencing—and then, specifically what kind of outreach are you conducting with that particular community?

David Carter, Assistant Vice President for Campus Security and Chief of Police
So, this is not new to us. In other words, when SB4 first came up, a lot of issues regarding what the police can and can’t do. The one thing I would really want to stress on the issue of the immigrant community is: the police interact with people and have to have a reasonable suspicion to detain a person. People are obviously they do not have to answer questions, you know, they are entitled to their constitutional rights, but one of the things we really want to stress is that the vast majority of immigration issues involve civil issues.

So, there’s a lot of confusion on what the police can or will do regarding immigration violations. Unless the Immigration, Customs, and Enforcement actually says and enters a person as “wanted” for a criminal violation, there’ll be no interaction between an immigrant student or a non-student, and that actually occurs today. Now, the law sometimes confuses issues, and the one thing that you won’t get this police chief to do is to say I’ll do something contrary to state law. And so, a lot of time there are talks about the issue of can the police ask, make inquiries in terms of immigrant status, I would just tell you, first and foremost, is that our job is to make sure
that our community is safe. If there is a criminal issue or a criminal predicate, we may ask a question, but it has to do with a criminal violation. Immigrant status is not one of those. And so, I don’t see the police actually getting into that. Now there’s a lot of political discussion in terms of certain police departments that get training on how to be kind of adjunct ICE agents or something. UTPD is not—we don’t do that. It doesn’t fit within our core mission. I don’t see a place there. I know that the community is concerned about that issue. I’m always willing to discuss that openly and honestly and say, “yes, there’s conceivably the police are there.” If you’re listed in a criminal database as “wanted,” under an actual crime, then, yes, UTPD may arrest you for that. But it’s not based on your immigration status, it’s based on whether a person committed a criminal offense. I don’t know if that helps, but I’m happy to talk about that more.

[1:23:23]

**Denise Gilman, Clinical Professor, School of Law**

It does. I think that message of the principle intention of the police force being to protect public safety and not to be involved as an adjunct to immigration authorities at the federal level is a very important message, so I would just encourage you to try to find ways to get the word out about that and to make sure there are conversations about that and that it’s very, very clear.

**David Carter, Assistant Vice President for Campus Security and Chief of Police**

I appreciate that as well.

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

CJ Alvarez, Mexican American Studies. I actually had kind of a follow-up question to Denise, because I think about similar things as well. But I wonder if you could speak really specifically to the kinds of training the officers get tactically in terms of like an active shooter response, in terms of investigations, and in terms of community relations, specifically with a predominantly student or a very large student population and young people. And kind of to follow up on what Denise said, I mean, I think about in the context of my non-citizen students sort of the extent to which especially in federal policing context, police are trained to exploit people’s ignorance of their right to remain silent before they’re under arrest, and so, like, how do you basically manage the community relations dimension in this population with the— with that?

**David Carter, Assistant Vice President for Campus Security and Chief of Police**

Well, I think I would argue with one point there is that we’re actually not trained to exploit people in terms of constitutional rights. I’ve been a police officer including a homicide detective and internal affairs in a variety of different kinds of investigative settings before I came to UTPD. What you’re talking about is interviews and interrogations, and those are the kinds of issues there. But there has to be number one is a foundation within the policing in terms of ethical investigative practices, so we spend a lot of energy in terms of criminal investigation, if, for example, an interview or information is coerced out of an individual as likely as not that information is going to be suppressed in a criminal trial. In other words, going to a criminal court, there is no value from this police officer’s perspective, in trying to coerce and get wrongful information that’s of suspect nature and trying to put that into a court. Because especially in Travis County or around here is that that information will not be deemed as
evidence in terms it doesn’t meet the standard. It would be suppressed before, in a pre-trial. That’s my initial take on that.

So, what we train to is we train on appropriate interview and interrogation aspects for real crimes. UTPD is a full-service police department. We send our officers, depending on what section you’re in, for example, criminal investigation unit, we have detectives that are actually focused on and doing training on those kinds of issues. That would not necessarily be the patrol officer in the field doing that kind of interview and interrogation. And so, I’m just saying there’s a lot of energy spent on the training.

You mentioned three aspects. You mentioned, one, criminal investigations. That’s the purview of detectives. You mentioned the issue of understanding, connecting community through public relations. That’s really what the district representative program is about. We have to have that component. The third thing that you mentioned that’s also equally important is the issue response to an active shooter through tactical training. We have, in effect, our own tactical unit, a counter-assault strike team, a concept which I built in Austin before I came here. We have to continually go through those kinds of exercises, and we pray we never, ever have to use it, but we cannot make assumptions. So I can guarantee you we spend energy, time and energy and resources, to train to those three different areas. Right now the strongest component for us really is focusing on this presentation that I did today is that let’s engage our community with problems before they occur so that we can get in front of that. All police departments have to be able to train to those kind of issues, have the strong tactical background to respond to that in the event that it happens, and, god forbid, and I pray that it doesn’t happen here, but we have to go through those exercises. I don’t know if that answers —

[1:28:24]

CJ Alvarez, Assistant Professor, Mexican American and Latina/o Studies
I guess a quick follow-up. I guess, do officers get more or less training than, say, APD or like a large city department?

David Carter, Assistant Vice President for Campus Security and Chief of Police
No, we get, I can guarantee you right now, I’m giving as much training as APD and in certain respects more so in the refined areas. For example, I am going to put more energy into the issue of criminal investigation so that we have solid investigations. When I first came to UTPD we had a case involving a sexual assault that we made arrests on and we operated under this principle that all detectives can handle all things. I’ve changed that. I now have a dedicated sexual assault—there’s two women, a sergeant and a detective that are trained extensively in the importance of trauma-informed investigations involving sexual assault victims and also in the prosecution of those cases. So, we are spending time and energy in those particular areas. I’m also doing the same on some of those tactical aspects, finding people that have those particular skill sets. We all have to have all of them, but we also have to make sure that we’re putting the people in the right spots. But yes, I am comfortable in saying that we get as much or more training than APD, generally speaking.

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

**Kate Biberdorf, Associate Professor of Instruction, Chemistry**
Kate Biberdorf, Chemistry. Hi. So, this past summer four of your officers came out to my forensic science day camp, and they brought their crime dogs, and as someone who’s been a direct recipient of your community engagement, I just wanted to say thank you so much for allowing that to happen. The students here were able to interact with the officers and so were the middle schoolers and elementary things, and it was just incredible, so just thank you so much. That’s all I wanted to say.

**David Carter, Assistant Vice President for Campus Security and Chief of Police**
Thank you. Thank you. I appreciate that.

[1:30:12]

**Lorenzo Sadun, Professor, Mathematics**
Hi. Lorenzo Sadun, Mathematics. I just wanted to ask something about general policing philosophy in particular relating to students that, for centuries universities have been a place where there’s lots of hijinks, a lot of it not exactly legal, most of it harmless, occasionally dangerous, and you have different campus police departments with sort of a range of attitudes. When I was an undergrad, the campus police department where I was, sort of, their first priority was protect students from outsiders, second protect them from each other and themselves, third was enforce the rules just enough to keep the local cops from ever setting foot on campus, so. And I’ve been at other places where its, “No! Our job is to enforce the law, and you’re going to break the law, you’re going to get into serious trouble.” And how do you see your role in dealing with…let’s say hijinks.

**David Carter, Assistant Vice President for Campus Security and Chief of Police**
So, let’s go back to my opening comment, my vision, to be respected and trusted by all segments of UT Austin’s diverse community. That includes students, that’s our core reason why we’re here, and if I’m out enforcing every small issue to the nth degree, then I don’t think I’m going to have their trust and respect. And then once again, what you said, it’s about public safety. There is something is really important in this Chief’s mind it’s that law enforcement’s important, but there’s another whole side of policing that people seem to have forgotten. We have a public caretaking mission, and that public caretaking mission means taking and recognizing that you have a young person coming in and doing something—doing hijinks, as I’m sure when I look around the room I don’t think anybody else did any hijinks. I know I didn’t do any when I was in college, right?

So, the point is is that the reality is is that our job is to exercise the appropriate discretion. I will tell you in general the way I see discretion, police discretion: the more the lines of hijinks the more discretion we have. The more serious the offense, the less discretion the police have. In other words, if there is a murder, there is no discretion. There is zero discretion there. That person must be presented to a criminal court so they can decide whether they’re innocent or guilty, but when you’re talking about issues of small issues here, I’m trying to train a police force that’s engaging our community on the front end. We recognize that our young people are
going to make silly mistakes from time to time. It does not mean that you have to ruin their college career, for example, based on some you know, one small mistake.

One of the things that I did recently, this past summer, is when the city of Austin opened a sobering center I changed the policy at UTPD. We no longer arrest anybody for public intoxication. Instead of doing that, we will take that person, whether it’s a student or otherwise, we take them to the sobering center where they are not being processed in a criminal setting but really being evaluated to see if they have a chemical dependency problem and then also allowing them to get sober. I think that is probably the better direction. I don’t know if that is answering the question but that is sort of the direction we’re going. We believe strongly in public caretaking over enforcing the law.

Lorenzo Sadun, Professor, Mathematics
Thank you.

Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance
Final Question?

Kristie Loescher, Senior Lecturer, Red McCombs School of Business
Kristie Loescher, College of Business. Thank you very much for your presentation. It’s been very informative. My question is somewhat banal, but it happened just over family weekend where there was a miscommunication with a key request, and we had to call UTPD to open a classroom, and I felt awful having to call somebody off their really important duties to open a classroom. But maybe there’s something I don’t know any why it should be UTPD doing that service.

David Carter, Assistant Vice President for Campus Security and Chief of Police
Did we make you feel awful in doing that? When we did that?

Kristie Loescher, Senior Lecturer, Red McCombs School of Business
No, no! No.

David Carter, Assistant Vice President for Campus Security and Chief of Police
So, here’s the thing. This is about community, and there is, the thing is, we are your public servants. Now, it could be if there’s an emergency situation going on then, what happens is we may prioritize what’s happening there, but no, we are not going to get angry or anything else. We are here to serve you in whatever best capacity there is, and key policies are changing, all those kinds of issues are being addressed collectively. But if my officers are acting like they’re mad at you because you called them because you needed something, you need to scold me because that means that we didn’t do—we weren’t achieving our vision to be trusted and respected. We’re here to serve you.

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

[Applause]
Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance
Alright, we’re at the end of our meeting. There are just a couple of announcements we’ll leave up for you to see as you are leaving the room. Thank you very much, and we’ll see you on December 10th.