Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance
Good afternoon and welcome to the fifth—see, I teach, so I’ll just stand here forever or maybe call on one of you unexpectedly. Like Sue Heinzelman, who will then be very surprised. Alright, thank you. And—yes, Sue, because you were talking and we started. Debbie, would you make a note of people who were talking after we started?

[laughter]

I’m calling to order the fifth—Hilary—the fifth meeting of Faculty Council for the 2018-19 year. It’s very good to see you all here. Looks a little light, but perhaps people will be joining us as we go. Before we begin our formal business, as always, I just want to remind you of a few things. When you speak, please say your name and department for the minutes. It also is for the recording, and it allows us to know who spoke and to have an appropriate record of that. We do follow Robert’s Rules more or less so please do not speak without being recognized by the Chair. If you are a guest and would like to speak from the floor, you’ll need permission from the Chair or you can have a member of FC [Faculty Council] make that request for you.

If there are a lot of questions about something on the floor, I will favor those who have not yet spoken over those who have spoken and, as always and in every setting when we meet, please make sure your remarks are focused on the matter at hand, are succinct, professional, and respectful. Thank you.

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

[1:50]

Alan Friedman, Faculty Council Secretary and Professor, English
Thank you, Charlotte, and welcome, everyone, to the new year. Since my last report, there have been two membership changes on the Faculty Council: Charles Robert Martinez was appointed Dean of the College of Education replacing Interim Dean Sherry Field, and Professor Stephen Marshall in American Studies has replaced Professor Ann Cvetkovich from the English department. Is either Dean Martinez or Professor Marshall here? If so, please stand and be recognized. If you’re not here, don’t bother because there’s no point.

[laughter]

President Fenves has appointed memorial resolution committees for Timothy Schallert, Professor Emeritus, Psychology; Hugh Forrest, Professor Emeritus, Neuroscience; and Dolores Sands, Dean Emerita of Nursing. And Memorial resolutions have been completed for Donald Knaub, Professor Emeritus, Music; James Fredrickson, Professor Emeritus, Management; and Gerald Lipovski, Professor Emeritus, Electrical and Computer Engineering.
The recommendations and guidelines from the task force on the use of Academic Analytics were submitted in December and they have been posted on the Faculty Council’s website if you’d like to take a look at them.

The School of Undergraduate Studies has recently transmitted the updated Core Curriculum Course Lists for 2019-20 to the Texas Higher Education Coordinating Board for its final approval.

The Proposed Changes to the General Faculty Standing Committees were distributed on January 18 of this year. If an objection is filed with the Office of the General Faculty, the legislation will be presented to the Faculty Council at its February 18th meeting. If no objection is filed by February 1st, the legislation will be considered approved by the Council, and final approval resides with the President.

The Resolution to Redesign Student Course Exit Surveys and to Reinvent the Evaluation of an Instructor’s Impact on Academic Learning and Engagement, which the Council endorsed at its meeting in December, has led to the formation of two task forces by the Education Policy Committee, and those task forces are just beginning to do their work.

I’d like to be one of the first to remind you that the February 18th and March 11th meetings of the Council will not be held in this room but will be in SAC, Student Activity Center, 2.302. You will be getting more reminders about that, I am sure, as we proceed today, and in the weeks, in the runups to those meetings. Nonetheless, some of you are likely to come here anyway by force of habit.

Okay, that’s it for my report. Shall I move on to the minutes? Yep. The Council minutes for December the 10th have been posted. There have been no comments or suggested emendations to those minutes that I know of. Are there any corrections or amendments from the floor? If not, then they will be considered 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. President Fenves?

Greg Fenves, President
Alright, thank you, Charlotte. Well, welcome. New year’s underway. The new semester is underway, but January in odd-number years in very important to me because it’s the beginning of the Texas legislative session. So, you’ve all read the news about the legislature’s here in town just twelve blocks behind me. I’ve been at the University of Texas for ten years now, and I can say that this has been the best start of a session at least in the past ten years that I’ve been here, and certainly in the past four or five years that I’ve been working closely with the Texas legislature.
The base budgets that have been introduced by the House and the Senate are essentially what we requested in our legislative appropriation request. That almost never happens. And, so, at a minimum, we’re at a very, very good start and beginning discussion on, from my perspective, the most important issue with the legislature and that’s public support for the University of Texas at Austin through the appropriations process.

There are a number of policy issues that we’ll be looking at and working with the legislature on. Sexual assault, and I believe there’s a question that’s related to that that I’ll address also, was something that they looked at last session. No bill passed and new bill’s been introduced, so we will certainly be working with that. Free speech is an issue, so we know there’s great interest in the legislature of supporting the first amendment. We believe in the first amendment. We’re getting sued on that matter, in fact, in federal court, and we feel we have a very strong case to show that the University of Texas at Austin upholds the principles of the first amendment and freedom of speech. But the legislature will certainly be looking at it, although I am reminded it’s pretty hard for a state legislature to try to improve on the first amendment, but we’ll certainly look for having those discussions with them.

Other than that, it’s—we’re keeping track of other bills that are being filed both in the Senate and in the House. Many of you know Speaker Bonnen, Dennis Bonnen, was elected by Speaker by members of the House. His—he made his committee assignments last week, outstanding committee assignments and chairmen of important committees including the Higher Education Committee that will be chaired by Representative Chris Turner, who has been a stalwart supporter for education in this state both at the K-12 level and in post-secondary education. So, it is going to be a real pleasure to work with Chairman Turner on the House Higher Education Committee. In the Senate, new Chair of Higher Education, Senator Creighton will Chair it, a UT alum. So, both are—both—no, Turner’s not an alum, by the way. He’s a UT-Arlington alum. He—Chris didn’t go here. But Senator Creighton, new Chair, he’s a big fan. No question. Chairman Turner is a big fan of what we do, and Senator Creighton, who chairs the Senate Higher Education Committee is a UT alum. So, I look forward to working with both of those Chairmen and with their committees.

Other than that, we won the Sugar Bowl, so everybody thinks I’m a good President now.

[laughter]

And we can keep moving. Any—I know there’s been one submitted question, but before we go to that—any questions or comments? Okay.

There was one late submitted question we got today, and it’s a very important question, and I would like to address it. The question from Ian McEntee: “Is the University planning on making a comment on the proposed Title IX alterations before the deadline on Wednesday? If so, what are the comments?” I believe the deadline to DOE [Department of Education] is today, January 28th. When those proposed rules or regulations for Title IX were released in November last year, the end of November last year, we immediately set up a working group with Krista Anderson, our Title IX coordinator, and she’s doing a fabulous job; Legal; the Division of Student Affairs; Chief Carter’s here, I think UTPD [University of Texas Police Department] may have been
involved in that. So, we immediately started reviewing and analyzing the proposed rules. We have been following Title IX guidance, especially under the 2011 “Dear Colleague” letter. We have an outstanding office. We continually work on how to improve it to reduce sexual harassment and sexual assault and gender-based discrimination at the University of Texas. We spent a lot of time analyzing those rules. I can summarize our basic response to DOE.

As a matter of process, the UT System asked our response to go to them. We submitted that a couple weeks ago, and, as I said UT System is submitting their comments on behalf of the entire system. I believe the deadline was today. Jessica Sentz from our Office of Legal Affairs is here.

But let me backtrack a little bit. What is the problem? The problem is a very significant problem. In 2015, the CLASE [Cultivating Learning and Safe Environments] study, which this Faculty Council heard several presentations about, which was a survey of UT students about their experiences on campus, had incredibly disturbing statistics that shows what the scope of the problem in regards to sexual harassment/ sexual assault. So, I’d like to just take a minute or two to summarize, as of 2015, what the survey results were. And these are our students at UT Austin responding.

33% of the students—33%—one-third—alleged faculty or staff perpetrated sexual harassment. One third of our students. 42% of our students alleged student perpetrated sexual harassment. 34% of our students alleged unwanted sexual contact. 68% of the victims that were noted above said they did not tell anybody about the alleged incident. Two-thirds of the victims did not tell anybody. About a third of the victims that did tell someone, only 6% told a school official. Of the 6% who told a school official, 5% disclosed to a confidential service. So that’s most of the people, most of the victims, reported to a counseling or medical services which has confidentiality as medical professionals, and 1% reported to the campus police. Victims perceived the school less likely to take a report seriously than non-victims. Victims perceived the school less likely to support the person making the report than the non-victims. And only 13% of the alleged incidents happened on the physical campus of the boundaries—physical boundaries of the campus.

So, that’s the context of the severe problem of sexual harassment/ sexual assault. And, again, we work very hard through our Title IX office, through training, through working with the academic deans, through our student division, to try to get the message out about reporting. We cannot take action as a university unless a report is filed. We have to know about it, and we have to have enough information that allows an investigation to take place, and then, ultimately, a determination.

And what’s most concerning about the proposed rules is that it would dramatically reduce reporting. It would have the effect of dramatically reduced reporting, and for two major reasons. And there are other responses we have in much more detail, but, to me, these two are the most concerning.

First of all, all of you are mandatory reporters, and I know this was an issue with Faculty Council. Faculty did not want to be mandatory reporters. They did not want to have that responsibility that if they heard of something from one of your students to have to report it to our
Title IX office or Title IX coordinator. You didn’t want that responsibility. That responsibility is so important because today 91% of the reports we get are through you—through mandatory reporters. And if we don’t have the mandatory reporters, we aren’t going to be able to understand the scope of the problem, we’re not going to be able to support the victims, and we’re not going to be able to support action. And so, one of the very disturbing proposed changes is essentially eliminates that concept of mandatory reporting. A report can only be acted upon by the University if it is formally filed with the Title IX office. And that’s not going to happen. The statistics of our students show that’s not going to happen. So, that is deeply concerning.

The second deeply concerning part of the proposed regulations is, when a victim does report, a respondent, somebody who—the claim is—perpetrated the assault or harassment, we have due process. We must follow due process. It’s a fourteenth amendment. By the way, I’m learning a lot about the Bill of Rights and the fourteenth amendment in this job. But, we have to support due process. It has to be fair. And there are standards for due process. And Jessica has worked very hard as, through our investigation process, through our hearing process, and now through our new appeals process, to have due process, and due process that will be held up if challenged.

But we’re also balancing due process. We have due process. Also recognizing that victims have been traumatized. And recognizing that we have to be able to work with a complainant, and I’ll use the legal term now, and do it in a sensitive way while still respecting due process. And I think we’ve struck a good balance. And one of that balance is how a respondent can cross-examine. Well, it’s not direct cross examine—examination in our hearings. It’s indirect. It’s mediated by an impartial hearing officer who determines whether a question is relevant, whether—how a question is posed, recognizing the sensitivity of these. So, the second very disturbing aspect of the proposed regulations is it will allow—require—live cross-examination. And that’s taking a disciplinary hearing process that meets all the requirements of due process and turns it into a litigation. And the result is going to be very expected—that victims are not going to want to file complaints. They are not going to want to go through a disciplinary hearing to make their case and follow due process because due process would then subject them to live cross examination. So, we’re very concerned about that.

Now, there are other aspects of the proposed regulations, but, to me, those are the two that are the most deeply concerning. I think we’ve responded forcefully with some evidence about the impacts if these proposed regulations were in fact to have the force of law under Title IX. UT, as I said, UT System is sending their comments in, and we expect theirs to be very similar as they collect them across other institutions within the UT System. In addition, we work with the AAU, American Association of Universities, the top 60 US universities, and the AAU has already very forcefully responded, and also advocating as an independent association representing universities at the federal level, with the Department of Education and also with Congress about what these proposed regulations could mean on university campuses like ours. Alright, any follow-up questions or comments?

[18:29]

Martha Hilley, Professor, Butler School of Music
Martha Hilley, Butler School of Music. The other morning when you spoke with the Faculty Women’s Organization, I think you said that all of the campuses turn their comments in to UT System. Is that right?

**Greg Fenves, President**
Yes, that’s correct.

**Martha Hilley, Professor, Butler School of Music**
Were our comments identified as coming from us, or will they just all—

**Greg Fenves, President**
I think they’re going to be—Jessica—can I ask Jessica to answer? Is that okay? Or—I don’t mean to put you on the spot. Jessica, why don’t you come up to the microphone and identify yourself.

**Jessica L. Sentz, Assistant Vice President for Legal Affairs**
Hi. Hi, everybody. I’m Jessica. I work in Legal. Hi, Martha. So, to the extent that I’ve heard anything from UT System where all of the institutions are submitting the same comment, so for example, if all fourteen institutions have something to say about live cross-examination, then the plan would be, as a whole, “here’s one of our concerns.” Right now, there’s no plan to say, “UT Austin says x, y, and z.” UT System is going to compile them and talk about them either as a whole where we all agree about something or, “the health institutions say this. The academic institutions say this.” So, as far as I know, we weren’t going to go into granularity with who said what.

**Martha Hilley, Professor, Butler School of Music**
Okay.

**Greg Fenves, President**
Okay, thank you very much.

[20:20]

**Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance**
Thank you, President Fenves. The next item on the agenda is report from the Chair. My report today is very short. I don’t think it’ll surprise anyone to hear that not a lot of business happened between our last meeting on December 10th and this meeting today. I did have one meeting I want to report to you which is, I got a chance finally, our schedules had not been very compatible, to sit down with Dean Iverson of Undergraduate Studies, and we talked at length about field of study, and he had some important ideas that I will take with me to the next time that I get to discuss that at the Higher Ed Coordinating Board. So, that is an ongoing project that we’re still working on to try to have an impact on that. And, so, hopefully that will keep moving ahead.

The other meeting I attended that I just wanted to mention is the Compliance Committee which is a very useful committee, I think, to have Faculty Council on because it is a place where a lot of
different kinds of issues come together. For example, at the same time that Krista Anderson who, President Fenves mentioned, talked to us about the same Title IX issues we were just discussing, we also heard about changes to the physical campus in terms of safety and so on. So, just know that those are also ongoing developments that is—UT is taking very seriously, is figuring out how to keep learning from things that have happened and to keep adapting our safety procedures to current situation.

I also want to point you towards mostly just towards the announcements today because I think we have some key things going on. I will join my colleague and remind you that February 18th and March will not be here. I feel like, an impending sense of doom about the fact that we’re moving these meetings because, if you’re like me, if you moved the garbage can in your bedroom six month ago, you’re still throwing your tissues in that same place. So, whatever you need to do to put an alert on your calendar. Plus, for some of us, the SAC is much closer to our home department, so we’ll welcome all of you to come over sweaty and hot and not feeling your best for a meeting—a UT meeting.

The nominations for General Faculty Standing Committees are open through February 1st. Committee work, of course there’s nothing we make bigger jokes about in the academy, but committee work really is essential to shared governance, so please take the time to re-engage colleagues who you—for whom you have a great deal of respect but perhaps, for whatever reasons have not been active in University service in recent years, and also to introduce your newer colleagues to different aspects of University service. The more diverse the voices we have on those committees, the better the work is going to be.

Orange and Maroon Legislative Day, Jay Dyer will talk to us about in a minute, but I do want to urge you all to keep up with what’s happening in the “leg” this semester, as everyone keeps saying, “so far, so good,” but for those of us who’ve been in Texas for more than five minutes know that so far doesn’t go very far. So, stay tuned.

Very importantly for us, nominations for election to Faculty Council open February 11th, and the nomination period is through March 1st. Start talking to your colleagues. Start thinking about, look around the room, see who you think you would like to see in here and urge your colleagues also to nominate. Again, like any committee, the more diverse we are in any way you can think of diversity, the stronger we are.

And then, finally, Brian will talk about this in his report, but I do want to anticipate and urge you to think about the Joint Meeting of the UT and the Texas A&M Faculty Councils and I’ll let him report on that.

Also, I just want to return to one thing I said in December. I want to really reiterate this. If you are a committee chair, and your committee is considering a resolution or wants to report to Faculty Council, please let me know as soon as possible. The standing committees are our priority, and we want to make sure you have a place on the agenda, but the Spring ’19 agendas are filling up fast. So please, please don’t want and say to me, something, like, in April, “Oh! We have this great thing we want to talk about,” because that may not work out. So, please do get in
touch even if you’re simply considering it but not sure. That way we can have a discussion about when might be the best time for you to share the work of your committee.

The last item on the agenda is always questions to the Chair, but, of course, by the time we get to that, everyone’s halfway out the door. So, I thought I would just informally move it up and ask if anyone has any questions for me. If not here, then always feel free to email me, but I don’t know if there are any questions. Okay, so I’m not going to do what I do in class which is wait until there is one because we have a lot of business to do today. So, thank you, and the next is updates from the Chair Elect Brian Evans.

[25:37]

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

Thank you, Charlotte. Made announcements about this last year in the fall, and now—the time is come. So, we have a few things to talk about on meetings coming up in the next six weeks. There’s also a lot of things going on in our regular departmental and college lives. Right now we’ve got tenure-promotion cases announced by February 15th. We’ve got comprehensive post-tenure review announced by February 1st. Annual evaluations are ongoing, of course. Mid-probationary reviews, hopefully all the Assistant Professors are getting three-year reviews as they hit that point. In any of those cases where there’s a concern about procedures or other—fairness in the evaluation, I chair the Academic Freedom Committee and would be glad to consult with you if there’s an issue. If you’re a department chair or a dean and also have issues, we’ll be glad to talk with you, as well.

The fields of study is an ongoing issue which we’ve talked about already today. It’s going to keep coming. This has been around decades. It’s the implementation that’s of concern to us, so we’ve talked with, in November, we had a meeting with—we reported that earlier—with Commissioner Paredes and the Assistant Commissioner Peebles, and so they are open to hearing and responding to our concerns about mandatory acceptance of an entire lower-division curriculum from community colleges which would prohibit the—us from requiring additional lower-division classes upon transfer. So, that is a big issue for us. Transferring classes is a different issue from that extra requirement that is of concern to us.

There are a number of meetings coming up. Texas Council of Faculty Senates, February 15th and 16th, of which we are part of as a Faculty Council. And also as Charlotte Canning mentioned, Professor Canning mentioned, please nominate people for our general standing committees—General Faculty Standing Committees—by February 1st. The second round of nominations come out February 11th, as she pointed out. So, we have a couple of items for immediate participation. So, on February 5th we have a collaboration with Texas A&M Academic Senate through the Texas A&M Alumni Association and the Texas Exes Alumni Association to visit the state capitol. And, so, Jay Dyer is here to speak about that a little later today. So, it’s a twelve to five on February 5th, which is a Tuesday, and it kicks off with lunch and a little bit of a briefing and then break out into small groups and meet with different legislators in their offices. And there’s also if—as—you can always participate virtually if you wish through social media. We have five members of Texas A&M Faculty Council coming from this—coming to this. I hope you can join
us for this. So, if you're interested, there’s a website there to register or you can just Google the “Orange and Maroon Legislative Day.” And, again, Jay Dyer will say more about that later.

On March 4th, which is Monday, we have another engagement with Texas A&M Faculty Senate. And this is with state legislators, the Higher Ed Coordinating Board, our President and Provost, their Provost at A&M, and our Chancellor has been invited from UT and the Chancellor from A&M has been invited. The President from A&M has travel obligations on this day, but hopefully, that can always change. So, this will be a number of sessions starting with a reception and lunch, and breakout sessions. We’ll also hear from the state legislators about what’s on their mind. So far confirmed we have State Representative Donna Howard who’s on the Appropriations Committee and the Committee for Higher Education. We have State Representative Gina Hinojosa, and she has tentatively accepted. We hope that becomes a permanent—a definite yes. And we have a definite yes from Senator Dawn Buckingham, who’s on the Committee of Higher Education. So, it’d be a very interesting discussion among many different people involved with us in higher education. Thank you.

Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance
Thank you, Brian. We have no unfinished business so we will move on to reports of the General Faculty, of which we have none. So, this would be where you would go if you or your committees need to make a report. Hopefully next time we have some.

So, we’re going to move to our new business. Our first item of new business today is a presentation on Texas well-being, promoting well-being in UT learning environments from Althea Woodruff. So, Althea…there you are. We’ll turn it over to you. Thank you very much.

[30:18]

Althea Woodruff, Project Coordinator, UHS and CMHC; Lecturer, Educational Psychology
Alright. Good afternoon. I’m about the same height as Brian. Yeah. Okay. Alright, so, I’m going to do this kind of quickly. I was given seven minutes to talk about this project. My name is Thea Woodruff, no relation to Paul Woodruff out of Liberal Arts, to get that out of the way. People always ask. I work at the Counseling and Mental Health Center [CMHS] on this Hogg Foundation, it’s a three-year grant from the Hogg Foundation that the director and one of our associate directors at the CMHS wrote, and they hired me as the project coordinator. So, I have been working with faculty on this project for the last year and a half. And so, I’m kind of providing an update here and some of the resources that we’ve created that you might be interested in as faculty.

Why did we create this project? You can see this graph here of the demand for services at the Counseling and Mental Health Center. This is actually not unusual. This is similar to when I go to conferences and hear other folks at other counseling centers talk. They all have similar trends. The amount of services that they’re having to provide over the last ten years has escalated to a huge amount, and, of course, the funding has not increased. So, people are looking for creative ways to try to focus on the front end of the issue by providing prevention sorts of services. Another interesting piece of data that I just thought you might find interesting is in the Gallup
poll that was done with alumni from UT Austin alumni—the good thing is we’re doing better than the national comparison group. The unfortunate thing is that we’re not even at 20% of alumni who say that they had a professor who cared about they or a professor who acted as a mentor that encouraged them. I think we can up those numbers pretty easily.

Why else? We know that it’s much more cost efficient, more effective to, like I said, work from the front end providing prevention. This means working at a community level, and community means not only students, not only staff, but also faculty. So, that is my job: to reach out to faculty and see how we can try to work on a more community model and help faculty think about how they can work on wellness in their classrooms and other learning environments. So, that’s the purpose. And these photos that you’re seeing in this PowerPoint are some of the faculty who initiated this endeavor with me last spring. So, I started with about 20 faculty who either volunteered or who got an email from me saying, “I hear you’re really awesome. Students say you’re great at supporting their well-being, their wellness, their mental health. So, would you be interested in being on this project?” And pretty much every single person I emailed agreed to be on the project.

So, the idea here is not to force faculty to do giant crazy things in their classrooms like flip their classroom, oh my goodness. The idea is to try to create little, small shifts, things—easy strategies that you can implement both in the classroom or outside of the classroom to support student mental health.

So, just real quickly, implementation. We’ve had three colleges-slash-departments that have—that volunteered to pilot this project. So, you can see them here: Pharmacy, Liberal Arts, and the Department of Electrical and Computer Engineering, which will now be called “ECE” from now on, by me. Those folks decided that they would want to be a part of this project for various reasons that I can tell you about if you want to ask me about them later on. The initial steps were meeting with administrators in these different departments and colleges and talking with them about how they envision this project. And that’s one thing I should say about this project, too. It’s really about the departments and how they want to implement this project and also how the individual faculty members want to implement this project, so, things that they want to do. And you’ll see that in a minute when I give you some examples from the faculty.

We did focus groups. We did interviews with both faculty and students, identified faculty to participate. We started out with twenty, like I said, we’re now up to about forty faculty who are now participating on the project across these different colleges. And we also created a student survey just to kind of evaluate across time if we’re having an impact on some of these aspects of mental health that we are hoping to impact.

So, I’ve met with faculty individually. I’ve done lots of observations, probably right around 100 classroom observations or observations in different learning environments across the different faculties rooms, courses where they’re implementing this. Collecting student surveys, data. We’ve created a guidebook. That was one of our deliverables for this year. So, hopefully some of you got that guidebook out on the table. We have run out because we’ve given out more than—
right at 1,000 of them across the last six months, but we’re going to be hopefully making more with collaboration from folks in UGS and other folks. So, we will be having more of those, but we’ve also created a website that has the same content. So, you can access that website, and I’ll give that to you on the last slide. Recruiting more faculty, like I talked about, and continuing to do these observation, meeting with faculty. And we’ve actually just recruited another college to participate in our project. The McCombs School of Business has agreed to try to work with us on this project, so I’m meeting with them next week.

These are some of the supports that if you look in the guidebook or go to our website that you will see. I don’t have time to go into all of these, but these come from research on mental health. They also come from the different focus groups that we’ve done, and from the observations I’ve done in classrooms. This is kind of the organizing way of setting up these strategies in the guidebook. And then, the idea behind the guidebook is to give faculty very specific, concrete ways they can embed these things in their classrooms—not super theoretical. There’s a little bit of the research behind it, but really more—what’s something specific that you can do tomorrow that can support student wellness?

Here—these last few slides here are just to give you some ideas of what Engineering, Liberal Arts, and Pharmacy faculty are doing. Some of these are bigger things like teaching yoga classes, which one faculty member over in ECE does every few weeks. He especially does it during wellness week. We also have a faculty member in Engineering who meets with students on Fridays for two hours just to talk about life. We have a faculty member who’s created a whole course where she embeds wellness and talks about things like expressing gratitude and growth mindset. Those are bigger things. Other faculty are just trying to use cooperative learning, setting up opportunities for building social connectedness, things like that in their classrooms. That entire department has given out—the guidebook has been given out to that entire department to try to use if they see fit to do that.

Pharmacy has done a little bit different. I’ve been co-teaching with faculty in the College of Pharmacy. I’m actually a faculty member in the College of Education. I lecture there. So, I’ve been co-teaching with a few professors in Pharmacy. We’re also going to a wellness conference all together at the end of this semester to get some more ideas. Pharmacy, similar to other medical professions, has a lot of burnout and a lot of issues with depression and anxiety, so they have actually are really pushing their faculty in those different medical fields to think about how to embed wellness in their coursework. So, the Pharmacy faculty has really kind of gotten on board with this and are leading some of these things. There’s also someone who does—takes her students over and does mindfulness activities at the Blanton. And the really nice thing with that is you don’t have to plan the mindfulness activities at the Blanton. And the really nice thing with that is you don’t have to plan the mindfulness activities. The Blanton folks will plan them out for you. You just say, “I want to bring my students for an hour on this day,” and they have docents over there that will plan out the activities for you, so it’s pretty nice.

Liberal Arts faculty: lots of different things that Liberal Arts faculty do. They do a lot of stuff with social connectedness. It’s—I have to admit, it’s sometimes easier in some Liberal Arts classrooms because the classes are smaller. EC—you know, a lot of ECE classes are 80 to 150 people in the class. But I do have to say there is a—there are folks, one of the folks in our project
has 300 students in her class and she’s working on trying to embed some things like cooperative learning and those kind of things.

But easy things like gratitude journals, which, by the way, because faculty well-being is important to, I brought some. They’re going to be out on the table, so as you leave you can grab a gratitude journal. We actually have these for free at the Counseling and Mental Health Center, so you’ll see my email at the end if you want me to deliver some to your class, I can do that. We also have things like sleep kits. I’m delivering those out to faculty so they can talk to students about the importance of sleep. The other thing out there, real quickly, we do have stickers for our project, so you can get one of those. I put that on my laptop, my personal laptop. And we also have fliers. If you didn’t get a guidebook, you can get this flier and that can help you remind you—help to remind you where our materials are. Also to help you to know where they are—this is our website at the top. We also created a video. It’s about five minutes with some folks like Brian, Nina Telang, Renee Acosta, Rajka [Rajka Smiljanic], talking about how they’ve implemented this in their classrooms.

So, there’s my email address. That’s it. How’d I do? Yeah, sure!

[38:56]

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

Are there questions? And do remember all these slides will be on the Faculty Council website, so you’ll be able to access the slides. But are there questions now for Thea? No?

Well, thank you very much I appreciate you coming to present to us.

[*applause*]

So, those of you who were with us for the November 12th Faculty Council meeting will remember the terrific presentation that David Carter, who is Chief of UT Police, gave to us about some of the new policing strategies he has implemented since he’s joined the community at UT. The Executive Committee was so taken with that and so engaged by the many different things he has been doing since he arrived that we asked him to return and report specifically on how UTPD addresses sexual assault since in his larger presentation he indicated there were some changes. And we thought given how important this issue is that it would be great if he could come back and talk more fully about that, so, thank you, Chief Carter for joining us especially given what you’re struggling with. And I know everyone here joins me in wishing for a fast recovery.

[40:18]

**David Carter, Chief, UT Police Department**

Alright, thanks, Charlotte. No, I didn’t—I wasn’t in a car wreck. So, you know, when you’re a police officer for about 35 years there’s some wear-and-tear that kind of builds up and some old police battle damage required me to get a steel plate over the winter break in here. So, so I’ll try
and get through this, but I can’t necessarily turn my head real quick, so. Oh, hi! So, bear with me. You just have to holler.

A couple of things I want to say is, President Fenves talked about the issue of sexual assault, and I want to kind of give you an overview, kind of carry on what we talked about from the last time I was here. I think I’ll start with a quick story and an anecdote. I retired from APD [Austin Police Department] a second-in-command in the summer of 2013, so I’ve been here now five years. Shortly after arriving at UT, we unfortunately suffered a case of a sexual assault involving students, student on student. Students, plural, on a student. And we addressed that case and took it to trial, criminal trial. The case was dismissed. Again, I think I was here just a few months, don’t remember the exact date. It was very clear when we looked at what happened and transpired there, one of the things that caused me to do, is to go back and look at the capability of the UTPD at the time. It was also clear after hearing from the prosecutors and looking at the trial, the criminal trial at that time, is that UTPD needed to evolve in terms of its sexual assault investigative practices. Fortunately, knock on wood, they just simply didn’t have that much experience. That could be a good thing or a bad thing. We’ll talk about the underreporting in just a second.

But one of the things that was very clear to me as chief at the time is that our detectives kind of worked on a generalist theory so that you had a whole group of detectives that handled cases, and the vast majority of criminal cases that are investigated by UTPD really are lower-level kinds of issues. I mean, they’re significant to people that are victimized if you’re bicycle’s stolen or if your property’s stolen or something like that or somebody gets into, wrongfully, into a place and takes something, that’s significant. But the point is it’s not a crime of violence. It’s a crime against property. We have to focus on that. That is an issue. That is one of the main issues that the police department has to look at in terms of crime. But when we had a serious crime such as a sexual assault case, it was clear we needed to break out and do things somewhat different.

So, I, basically number one is to recognize the fact, and this was actually before the CLASE report had come out, is the fact that police in general don’t always have a good reputation with crime victims, especially sexual assault victims. So, we have to figure out ways to—what are the issues and hurdles for policing in criminal investigations especially involving a sexual assault victim. One of the things that we found is that when you have a generalist, a detective who’s actually a very good detective, can focus on these things and work through, they didn’t have the finesse and the understanding of how to best deal with somebody that’s traumatized in a sexual assault case. And a lot of this good work is stuff that has come out in the past several years.

So, we started by basically taking—I took a female detective, my first female detective and sent her to become our first specialist in sexual assault investigations. That actually worked really well in a sense, but we only had one. We only had one female detective at that point. She went and started getting training through other organizations that had experience and background in understanding the nuances of how you deal with sexual assault victims. I use the term ‘victim’ because we’re dealing with the criminal justice system. I want to say, UTPD, when we investigate sexual assault, we’re investigating it from a state felony, crime perspective. In other words, our authority comes from the state penal code, government code, code of criminal procedures, as opposed to the Department of Education and Title IX. So, those investigations are
different. So, just remind people: there are two independent investigations when there’s a sexual assault complaint. There’s the issue of the, a complaint comes to the University. The University has to do its due diligence and work through the Title IX process, but that’s an administrative hearing, an administrative hearing that has a different level of proof. It operates under the preponderance of evidence that basically says when you bring the evidence to court or into the hearing, rather, when you bring it, it basically says, “is it more likely than not that this has occurred?” Unlike when you go to a criminal trial, the evidence requires what? Proof beyond reasonable doubt, a much higher level of proof. So, there are differences in the administrative investigative process and a criminal investigative process that we have to always be cognizant of.

So, number one is, we go back in five years, we have an issue where we have to have—we have to have developed confidence in our sexual assault victims to understand that the police do want to help. But it is a hard process, going through the criminal justice system, so we kind of developed on that concept. And at the same time, more and more information came out about trauma-informed investigations or trauma-informed investigations especially involving sexually assault survivors. Trauma-informed basically says that when you go and you interview a witness or a victim, in this case a victim, of this particular crime, that the things that somebody might, they may not act the way you think that they should act. They might have a different affect. They might not remember details, and sometimes in the old ways in policing is like, “oh, well they’re hiding—they’re not giving us information.” Well, it turns out there’s a neurobiology to it that actually talks about the issue is that sometimes people involved in trauma, it will take time to get that information out. So, what we did in UTPD is we created, we took the first female detective—she, I was fortunate enough to be able to promote her to sergeant, so I have two sergeants, supervisory officers, in criminal investigations. She’s now one, and then I’ve also brought in another female detective and others that are actually creating that specialty and that focus on how to interview and handle and work with people that are victims of sexual assault.

It is, it is a significant problem, as the President mentioned. It’s not strictly only on university campuses, but it’s nationwide. But it’s also the fact in society in general there’s an underreporting in terms of, you know, there’s usually thought to be maybe there’s five times as many reports of people that may be victimized as opposed to actually report it to the police. So, what happens here at UT is we have shifted gears so we’re creating this focus, and you can look at it on my UTPD website and talk about, as we’re developing, reengineering that, is talking about—there are specialty folks that have specialty interests within the UT—UT organization, and one of them is sexual assault. And I have specialist that focus on that.

We want our community to know that you have—the victim is in the driver’s seat in a criminal justice system. Always. They alone decide what happens, whether a case moves forward or not, or where they want to get involved. So, when you look at the number of cases that are actually reported to UTPD, they’re really small. I have, as of today, since I’ve been here five years, we have 36 reports of sexual assaults that have occurred to us. Now, it turns out just the way the President indicated, you know, the vast majority of them actually didn’t occur on campus, not necessarily within our purview. But what we do is then we will link up with APD if it happened elsewhere, or if, some cases, it happened in Round Rock or in the county. We find ourselves working on those kind of cases frequently. It is something that we’re continuing to look at.
The Title IX office does a fantastic job in terms of those investigations that are administrative. There is somewhat of a firewall because of the fact that, in my case, it’s proof beyond a reasonable doubt, and if you look at the outcomes of the two, the administrative versus a criminal—a criminal proceeding, the outcomes are what drive that evidence, proof of evidence required. Because what happens is in an administrative case what is—what is the possibility is there’s a loss of a property interest. In other words, a loss of property interest means that you may not be able to attend school here or something along those lines. And obviously in a criminal case, the loss is loss of liberty. So, there is this two, bifurcated system, and it’s important for people to know that. We work well with Title IX office. We’ll report information that we can, legally, to Title IX office, and they may or may not give us information because it’s completely up to the victim to decide whether they want to use an administrative route or they want to go the criminal route.

But we are committed to trying, doing our part, and helping, and we as for you all to understand that. That the police, we may not know a whole lot about a particular Title IX case, and we’re not—shouldn’t know about that, but we’re always here. So encourage students that do come to us, and sometimes they’ll come and they say they don’t want to prosecute. Well, our first and foremost responsibility in a sexual assault victim, first, is to make sure that we’ve removed them from all future harm, in other words, put them in a position, a place of safety, pull them away from whatever that potential harm is, get them the appropriate medical treatment, connect them into the counseling, that then works into that process, “what direction do you want to go? Where do you want to take it?”

So, other things that you may have been hearing about, especially lately in the news, especially regarding APD, is the issue of sexual assault and investigations and clearance rates. And there were some, there’s been some recent discussion about whether cases are appropriately cleared or not. One of the things I’m actually very proud of UTPD is that the Travis County district attorney, Margaret Moore, actually asked if I would sit on one of her executive committees for a new group called ISAT, which is Interagency Sexual Assault Team. And this is basically, she’s from, throughout the region, looking at cases not only just APD but looking, whether it’s Round Rock or Pflugerville or Lakeway or wherever else, so we come together and we look at these cases in general and say, “what is—what lessons learned? How can we apply things to make sure that we have more solid investigations on—that are taken to court?” Last thing that you ever want to see is where the police, basically, did not handle a witness or a victim correctly or they did not give that person the opportunity to seek justice in the criminal justice system if they choose to do that. So, we’re committed to staying engaged in this process, and we’re a part of this local team that’s beyond UTPD looking at cases to figure out best ways moving forward in terms of criminal investigation so that we can come up with the right outcome.

And so, that’s sort of where UTPD is, over five years. Now, we have the specialists in their— they’re also well-trained and trauma-informed. Basics to understand is that we’re not judgmental. When people come to us, we believe them. We have to have that bent, where we believe our victims, and we listen to them and work with them. At a lot of times, they’ll come and tell us that they are reporting but absolutely don’t want to go to trial, or they don’t want to go anywhere else. One of the things that we do, we document every case. We staff every case with a district attorney’s office that we get, and it’s documented there regardless of how that case is cleared,
and the same thing would happen to any other police department. I can assure you if, within the statute of limitations, and everybody remembers the statute of limitations basically says how long the state has to bring a case forward, if somebody comes forward with some new information, or they change their mind and they want to prosecute, we’ll always help them with—until it reaches the statute of limitations. In Texas in general terms statute of limitations for sexual assault, felony sexual assault, is about ten years. There are some—there are some differences in there if it’s a serial case it could go for much longer than that, but in general just to kind of throw that out there.

This is important to us. It is important to you, I know, and we’re here to, if nothing else, listen. But we really encourage, if you always encourage your students to say, you know, if you don’t want to come see us, that’s fine, but if you do want to come see us, we will certainly listen. And we will not force anybody to do anything that they don’t want to do, and we will help connect them, whether it’s Title IX or Counseling and Mental Health or whatever else.

And so, that’s sort of my overview, and I’m happy to try to answer any questions if anything, you might have anything in particular.

[54:38]

Charlotte Canning, Faculty Council Chair and Professor, Theatre and Dance
Are there questions for Chief Carter? Yes.

Christen Smith, Associate Professor, Department of African and African Diaspora, and Department of Anthropology
Hi. Christen Smith, Anthropology and African and African Diaspora Studies. I have two questions for you, if you don’t mind, and thank you for your presentation. I appreciate it.

So, you mentioned, and I appreciate the attention to gender and the, talking about recruiting female officers to specifically work on these issues, but I wanted to hear a little bit more about the training that you are implementing for your male officers. Because I think that, a lot of times, people, particularly given how many female officers you have, the chances that somebody who’s a victim will be in contact with people who are, not just that female officer, is very high. So, I wanted to hear about that.

And the other question that I had was whether or not you handle rape kits.

David Carter, Chief, UT Police Department
So, first question. First response to that is that actually, the issue of trauma-informed goes throughout the department. So, there are several aspects to it. There’s first response. And so, what happens sometimes, historically, first response, when I say “first response,” a patrol officer, some big guy at night or something, he’s the first one there. And what happens, there have been, historically, not necessarily at UT or whatever, wherever, historically, is then, there’s a bad taste left in the victim based on how he or she was actually handled from the get-go. So, I don’t want to suggest that it’s all on the female detectives. They’re the ones that are doing the follow-up part, but that initial part is also part of our regular, ongoing training. Matter of fact, you’re going
to see that more and more across the board. I’m not sure if the Texas Commission on Law Enforcement may actually have some requirements in the future, but we’re on that. And we hear you, and so it does not matter whether it’s a male, female officer that initially responds. That was—that’s the ongoing—get through the process, but we hear exactly what you’re saying. And we discuss that with the first-line patrol officers, how important that is. They also, now, understanding the issue about trauma-informed is, just because a person is acting a way that does not appear like what you think they might act does not mean that we have to due—to take our due diligence and due care to get them into that process.

So, and then the second part—you’re second part of the question was—

**Christen Smith, Associate Professor, Department of African and African Diaspora, and Department of Anthropology**

On rape kits.

**David Carter, Chief, UT Police Department**

Oh, yes. Absolutely. On the sexual assault, the same rape kit concept—one of the issues that has come up in the greater Austin region was the issue was that there was a large number of untested rape kits primarily at APD that were stored for a long period of time in a manner that wasn’t consistent where there was use to them. I can tell you that when we do a rape kit, we immediately submit that to DPS [Department of Public Safety]. We don’t actually go through the city’s crime lab. So, we submit those. We don’t have that many. The other good thing is that UT, the Health Services here, has the system where as a young lady could go, if she wants to, she could have, not even involve us, and go down to the Health Center and have a rape kit done. And it’s legal, it falls in the process there, so if they—that individual wants to change their mind, and they do want to involve us, that process is there. It may be generated by us. If it is, it goes directly to DPS. If it falls within the health system, and this is one of the great things that’s going on in Travis County in general, and we joined, the University joined into that system and Safe Place, so there’s places people can go without having necessarily to talk to a police officer up front.

**Lorenzo Sadun, Professor, Mathematics**

Lorenzo Sadun, Mathematics. I’ve got a question about reporting to the public at large. Every so often my phone buzzes with some safety alert reporting some assault or some sexual assault or suspicious activity in or near campus, and it seems that the rate at which I’ve been getting those has been increasing. And I’m wondering is this a matter of there are more events happening or there are more events being reported to the police or that the policy of what gets sent out the public has changed?

**David Carter, Chief, UT Police Department**

So, the answer is sort of “yes” to all of those to some degree. We went through some growing pains ourselves as a department trying to get out—we want to get out timely, constructive information to folks. Sometimes that’s actually required under the Clery Act, Jeanne Clery Act. It basically says that if a crime of violence has just occurred or there is an ongoing threat to campus, we’re—the University, collectively, is actually responsible to put out a message to that effect. If at—some time has elapsed, we don’t have to put it out on a text, but we might send it
out on an email. So, there are some legal requirements to do that. There’s also a public interest for us. What we’re really focused on, obviously we want to comply with the legal thing, but for our standpoint, it’s really about giving people information not to overload them, but if there is a specific threat, for example I’m going to tell you this now because I actually just did an interview earlier today with The Daily Texan, is that if there is a specific threat to this campus, I’m going to put out a text alert that will hit everybody. But I’m only going to do that, and we kind of went through this back-and-forth, but I’m only going to do that if there’s something specific I’m asking each of you to do.

In other words, we’re not a news organization, so a lot of times, we would get—we get criticism because we wouldn’t put out information. So, we’re trying to figure out how to put out information. People have a right to know what’s going on in their community, but we don’t necessarily want to just put out information because we’re not a news service. So, what we’ve come up with is that if there’s something significant that has happened but it’s not a threat to our community, in other words, we’ve arrived on scene, we broke it up, or we got somebody in custody, we’re going to put that on our social media because that’s like a newsfeed, that Daily Texan and they can get that, that answers that issue there. So, that shouldn’t wake you up.

If you get the text, what we’re—you should be thinking, and what I hope that I get our students to understand, if you receive a text, I’m actually asking you to do something to protect your own life or help us. The last time that we put one out was last Friday, last Friday morning. Last Friday morning, just off campus at the Target there was a robbery, an armed robbery that occurred. Under the Clery rules, that was close enough that we actually were required by law to put that information out even though it was off campus. But we put it out in terms of a text also because we believe that there’s a possibility there was a threat to our community, and we wanted to act on it. When we put that text out, I know it’s a hassle sometimes where you’ve got to—within two to three minutes, we had received calls. And—I’m talking about UTPD. This came from APD. They called us, and we found the guy within five minutes because of that, working together. So, I’m going to say there’s value in this system. So, if you get the text, I would ask you to look. Is this pertinent to me? Am—I’m in this area, or whatever else. But I really want you—I’m asking for something. If I’m putting it on social media, I’m not asking for anything necessarily. Same thing goes on an email. There may be a requirement to put it out on email so we have an official notification, but the text is the one aspect that says, I’m asking you to consider doing something for us to keep us safe. I don’t know—does that help?

[1:02:50]

**Lorenzo Sadun, Professor, Mathematics**

Thanks.

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

Thank you very much.

[applause]
And, again, I know that Faculty Council joins me in wishing you a speedy recovery. [Sound of moving microphone] Tall person. Our final piece of new business today is Jay Dyer, who is Deputy to the President for Government Relations who has come to talk to us about Orange and Maroon Legislative Day. Jay?

**Jay Dyer, Deputy to the President for Government Relations**

Good afternoon, everybody. Thank y’all for having me here. Again, my name is Jay Dyer, and I am the Deputy to the President for Government Relations at the University of Texas at Austin which, I say, is a title that only a mother could love when you really think through that. And she does. She tells all of her friends that her oldest son is the Deputy to the President for Government Relations at the University of Texas at Austin.

[laughter]

And I—you know, her friends will say, “what does that mean exactly?” And I think she says, “it doesn’t matter, right? He’s the Deputy to the President for Government Relations at the University of Texas at Austin.” Thank y’all for having me here. I want to echo a couple of things that the President was talking about earlier. You know, the legislative session started, I guess it was, I know it was three weeks ago tomorrow. They meet every two years for 140 days. I break that down into weeks. 140 days is 20 weeks, and so, we are three weeks into this and 17 weeks to go. And when you compartmentalize it that way, it really doesn’t seem that bad. It just, it just seems that the last 17 weeks really seem to seem like 140 years. There’s the joke, well, they should be there two days every 140 years how nice would that be?

But, really, really quickly, we are off to a really positive start, and that’s something that is unusual at least in the last several years. At least compared to, especially, last session, the waters do seem to be a whole lot more calm than they were certainly two years ago, and I think that’s noteworthy for several reasons but one that I’ll just kind of point out. Is that, when you really think this through, the election was about three months ago. It’s hard to believe that it was three months ago, but it was. I mean, think next week it’ll be three months. And so, you know, Greg Abbott was reelected in November. Dan Patrick was reelected in November. Dennis Bonnen was essentially, for many practical purposes, named Speaker of the House in November. That wasn’t formal and official until about three weeks ago.

But those three guys have really been moving in the same direction and on the same page, at least conceptually, ever since then, which is somewhat remarkable when you consider, you know, we’ve had elections, we’ve had the beginning of a session, we’ve had inaugural speeches, we’ve had committee assignments, the introduction of base bills and base budgets, and not to mention everything that’s going on nationally. And it would have been really, really easy to think that one or two or all three of those guys could have stood up and said, “hey, I have a really great idea, and we need to go off in this direction.” And have one or the other two say, “maybe not so much.” But that really hasn’t happened in the last three months, and those three guys, it really demonstrated, at least thus far, a real commitment to K-12 school finance reform and tinkering with the way that we do property taxes. How exactly we get there I still think is an open question, and I think that there’s going to be some real challenges ahead for those three guys and for the other 180, 181 that make up the Texas legislature. But when those three people
are really moving in the same direction and have the same goals and priorities in mind, there’s really no shortage of miracles that can take place in the building.

The other thing I’ll mention before I talk about Orange and Maroon Day is the President said, you know, the base budgets were introduced, and they’re very, very close. I mean, I think that the overall for the biennium the legislature appropriates, I think it’s something like 830 million dollars of the taxpayers’ money to this university. And the difference between those two bills is maybe 430,000. I mean, it’s very, very small. They approach those two things different ways, but I do think it’s at least somewhat encouraging from our perspective that there seems to be a whole lot of agreement on the investment that the University of Texas is worth to the people of this state, to the legislature, to really the people that help pay for us.

With respect to Orange and Maroon Day, it is February the 5th. That is next Wednesday. We’re still working through some of the logistics. Historically—I thought it was a Wednesday. Is it a Tuesday? Is it a Tuesday? It’s February the 5th. It’s a Tuesday. I’m getting ahead of myself. I’m really—I will constantly get ahead of myself until May 27th. That’s Memorial Day. That’s what I’m telling myself. That’s when this party is over, is Memorial Day. And it may be the 28th. 27th or 28th, one of the two.

So, it’s February 5th, Orange and Maroon Legislative Day. I’ve never participated in this. I am somewhat—I’m pretty excited about it. What we’re going to do, historically what has happened is, there’s been some resolutions recognizing both schools in the House and then in the Senate. There’s going to be a lunch at 800 Congress which, if my memory is right it’s a pretty big, open, it’s almost like a warehouse-type room. It’s a really, really great place to have a reception. The President is going to speak. I think. Yes? Sure? You’re speaking. So, the Presidents are going to speak. We’re going to outline some legislative priorities, and it’s a really great opportunity for people to go into what is really one of the great buildings in Texas.

I always tell people that I hope I quit this job, this job being government relations, working in and around state government, before I get tired of walking into that building. It really, really is a fantastic building. Those of you who really haven’t spent a whole lot of time in it, but it’s a chance to go into that building and really sit down and visit with and talk about the job that you do. Because in many respects, in virtually all respects, you all are where the rubber meets the road from their perspective. You all are the ones who are actually teaching our students, you’re talking to our students, you’re teaching them research, you’re teaching them, you know, critical thought, writing, research, the things that this university does and does very well. You’re mentoring them. You’re teaching them how to innovate. You’re developing them. These are the things that they need to know. Like I said, the people of Texas spend a whole lot of money in support of this institution, and it is incumbent upon us every two years if not more often, if we’re doing this right we’ll do it more often than every two years, but it is important for us to tell them the things that we’re doing, the value that we’re adding, the benefit that we are bringing to the people of this state and to the people of this country. That is really the charge.

It is a fantastic opportunity. You all bring perspectives, I’ll say this also, I can run around that building all day. The President can run around that building all day. The perspective that you all bring by virtue of the fact of your day-to-day interaction, is extremely powerful. That’s the kind
of thing that we really can’t replicate or duplicate really anywhere else, so I think that y’alls’ voices are very important.

Something that’s not up on the board that probably should be: there’s a reception. How is the reception not make it to the board? There’s going to be a reception, I think at 5 o’clock at 800 Congress. It’s also another great opportunity. It kind of gives you a sense—the opportunity to sit down with a lot of these people and maybe in an informal setting, grab a drink with some of these people, talk about the things that you have in common, talk about the things that we all really share and value insofar as this university is concerned. So, February 5th. I thought it was Wednesday. Apparently it’s Tuesday. We have one fewer day to prepare. But anyway, really excited about it. It’s going to be a great opportunity. I hope as many as possible can attend. And you can give—you can give a walk? Do they still do that here? Give walks? No, apparently we don’t. It didn’t happen much when I was here, but every once in a while you just wouldn’t have class, and we called it a “walk.” So, Tuesday afternoon. Surely we can make that time up some other time. It’s going to be a really neat opportunity. Hope for as many of y’all as can come will. Do we have any questions about this or, really, anything else that I can help answer? No? Easy. Easy, easy. Right, everyone wants to go home. So, thank y’all.

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

And so, we are adjourned, but just a reminder. Please look at those announcements, particularly about our February 18th and March 11th meetings. Thank you very much for coming in. I will see you next time.