

DOCUMENTS OF THE GENERAL FACULTY

Following are the minutes of the regular Faculty Council meeting of September 21, 2015.



Hillary Hart, Secretary
General Faculty and Faculty Council

**MINUTES OF THE REGULAR FACULTY COUNCIL MEETING OF
SEPTEMBER 21, 2015**

The first regular meeting of the Faculty Council for the academic year 2015-16 was held in the Main Building, Room 212 on Monday, September 21, 2015, at 2:15 PM.

ATTENDANCE.

Present: Meagan N. Abel, Gayle J. Acton, Arturo Arias, William Beckner, Chad J. Bennett, Lance Bertelsen, Carolyn M. Brown, Patricia L. Clubb, James H. Cox, Elizabeth Cullingford, Arturo De Lozanne, Douglas J. Dempster, David J. Eaton, Catharine H. Echols, Gregory L. Fenves, Alan W. Friedman, Philip M. Gavenda, Sophia Gilmsen, Andrea C. Gore, Terrance L. Green, Marvin L. Hackert, Barbara J. Harlow, Louis Harrison, Hillary Hart, Susan S. Heinzelman, Steven D. Hoelscher, Hans Hofmann, Coleman Hutchison, Brent L. Iverson, Jody Jensen, Maria G. Juenger, Jonathan Kaplan, Harrison Keller, Kerry A. Kinney, Mary Knight, Desiderio Kovar, Judith Langlois, John C. Lassiter, David L. Leal, Naomi E. Lindstrom, Bradford R. Love, Timothy J. Loving, Julia Mickenberg, Julie A. Minich, Jennifer Moon, Donald P. Newman, Gordon S. Novak, Patricia C. Ohlendorf, Sheila M. Olmstead, Rachel A. Osterloh, Dennis S. Passovoy, Na'ama Pat-El, Edward R. Pearsall, Jonathan T. Pierce-Shimomura, Jorge A. Prozzi, Nancy L. Roser, Stanley J. Roux, Cesar A. Salgado, David M. Schnyer, Christen Smith, Vincent S. (Shelby) Stanfield, Karin G. Wilkins, Hannah C. Wojciehowski, Edward T. Yu.

Absent: Dean J. Almy, Jay M. Bernhardt, Lydia Maria Contreras, M. Lynn Crismon (excused), Stephanie W. Crouch (excused), Ann Cvetkovich, Randy L. Diehl, Andrew P. Dillon, David R. Engleman, Bradley G. Englert, Veit F. Erlmann, Ward Farnsworth, Michelle Habeck (excused), Lorraine J. Haricombe, Linda A. Hicke, S. Claiborne Johnston, Manuel Justiz, Susan L. Kearns (excused), Susan R. Klein (excused), Daniel F. Knopf (excused), Rohit Mandalapu, Kelly McDonough (excused), Lauren A. Meyers (excused), Sharon Mosher, Stephanie Mulder, Gage E. Paine (excused), Kenneth M. Ralls, Soncia Reagins-Lilly (excused), Vance A. Roper (excused), Xavier M. Rotnofsky, James C. Spindler (excused), Rajashri Srinivasan (excused), Laura T. Starks, Frederick R. Steiner, Alexa Stuijbergen, Jessica R. Toste, David A. Vanden Bout (excused), Gregory J. Vincent, Kirk L. Von Sternberg (excused), Jo Lynn Westbrook (excused), Brian Wilkey (excused), Robert H. Wilson, Sharon L. Wood, Cara Young (excused), Luis H. Zayas.

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| Voting Members: | 53 present, | 23 absent, | 76 total. |
| Non-Voting Members: | 11 present, | 22 absent, | 33 total. |
| Total Members: | 64 present, | 45 absent, | 109 total. |

I. REPORT OF THE SECRETARY.

Secretary Hillary Hart (distinguished senior lecturer, civil, architectural, and environmental engineering) welcomed everyone and commented “how proud and pleased I am to be the secretary of the Faculty Council for 2015-16.” Following the example set by Past Secretary Dean Neikirk, Dr. Hart kept her report (D 13185-13191) brief citing the fifteen memorial resolutions completed and twenty-one legislative items finalized since the report given in May. She noted thirteen pending memorial resolutions and one received for Boyd Hardesty in chemistry that would be posted in the near future. In addition, she announced that the Faculty Educational Benefit legislation had been returned to the Council at the request of the Faculty Council Executive Committee (FCEC) because it would be much more expensive to implement than the Faculty Welfare Committee had originally thought. The secretary said the FCEC would take a look at the proposal to see if there would be any possibility that it could be modified and brought back to the Council in the future.

II. APPROVAL OF MINUTES.

Secretary Hart asked for and received approval, with no objections or changes to the minutes of the special meeting of the 2015-16 Faculty Council (D 13000-13005) and the regular meeting of the 2014-15 Faculty Council (D 13006-13020), both held May 6, 2015.

III. COMMUNICATION WITH THE PRESIDENT.

A. Comments by the President.

Chair Andrea C. Gore (professor, pharmacy) thanked President Fenves for attending the Faculty Council meetings. She commented that “We kind of take for granted the fact that the president is always here” but at other UT System institutions “This is really unusual.”

President Fenves said it was his pleasure to attend his first Faculty Council meeting as president of The University of Texas at Austin. In reference to his State of the University Address given the week prior he reiterated, he stated, “That the role of the faculty at the University is absolutely central to what we do,” and that “the excellence of the University is fundamentally based on the excellence of our faculty.” The president remarked that an important part of that is shared governance and shared responsibility for UT Austin’s teaching and research mission. He added, “I will never forget the important role that the faculty plays and the Faculty Council as the representative body of over 2,000 faculty here at the University of Texas.”

B. Questions to the President.

President Fenves addressed the following request and questions from the Faculty Council Executive Committee:

Your statement of June 2015 says that the campus-carry legislation passed by the Texas Legislature “authorizes university presidents to develop protocols that are appropriate for their institutions,” and you have pledged to work with “the UT Police Department, students, faculty, staff, student housing officials, the Chancellor, and the Board of Regents to develop those protocols for The University of Texas at Austin.”

We would appreciate an update on your efforts thus far, including the mechanisms you have put or will put into place to collect feedback from all those constituencies. Additionally, once collected, how will this feedback be used to develop the recommendations you will pass on to the Board of Regents before August 2016?

We know that developing those recommendations will not be easy and we thank you for your commitment to ensuring “the safety and security of our entire campus community.”

President Fenves stated that SB 11 “Campus Carry” had passed and is now state law, and that as president of the University, he is responsible for carrying out the law, and “we’ll do that responsibly.” He said the safety of the campus community is of the utmost importance, which is why he tasked the Campus Carry Policy Working Group to look into how the University can address safety and be in compliance. The president stated that Chancellor McRaven wants some

measure of consistency in the recommended policies submitted by the UT System's fourteen campuses given that the Board of Regents will have the authority to disapprove them. President Fenves explained that the working group was in the process of collecting feedback from the campus community via its blog and through open forums. The president said ultimately the working committee would come up with recommendations for his consideration.

President Fenves pointed out that concealed handguns have been allowed on campus for many years—on the streets, parking lots, and campus grounds. He said the big change with the enactment of SB 11 would be that licensed holders would be allowed to carry concealed weapons into campus buildings, which he said would “obviously affect every member of our community.” He said the task at hand was “trying to figure out what is the best way to balance the safety and the feeling and perception of safety—the reality and the perception—with complying with the state law.” The president added that he and the working group recognized that it would “be a difficult task to balance all of these factors.” He explained that in consultation with Chancellor McRaven, he and the working group would look at the “legislative intent of SB 11” and how it is interpreted because “there were some differences in the two chambers of the Texas legislature about how broad or how narrow that discretion could be.” The floor was then opened for discussion and questions.

Julia Mickenberg (associate professor, American studies) said she appreciated the discussion of safety, but beyond that, she was also concerned about the affect SB 11 would have on education. She asked how much leeway the president would be given in making his decisions, how possible it would be for faculty and students to engage in the free exchange of ideas, or to be grading fairly, and whether consideration had been given to the extent the bill “could conflict with our ability to succeed in our educational mission?” President Fenves responded saying

Certainly being able to have open discussion, many times, on very difficult and challenging issues. That's the purpose of education. To challenge our students and challenge ourselves in an environment that's educationally beneficial and also a safe environment so the students and faculty can leave the classroom better educated but also safely.

In answer to Professor Mickenberg's first question, the president said he didn't know at this point.

It has to do with the legislative intent. What did the members of the legislature intend by the words of the law, how we interpret that, how we can defend, legally defend our decision? And, even before we get to that point, can we convince the Board of Regents that the interpretation, the policies are consistent with the law and legally defend it?

Hannah Wojciehowski (professor, English) had a question, which she acknowledged the president could choose not to answer. She asked, “What opportunities are there for litigating what appears to be a really bad decision—at least to lots of people in our community?” President Fenves said that as an officer of the University and head of a public agency, he had to carry out the law, so he couldn't speak on what a plaintiff might do to sue, and that it was a legal question that would be better answered by someone else. He added, “I can tell you that I will only be party to a dispute, probably as a defendant, once we do this.” Professor Wojciehowski responded, “I'll just say it seems like there is an opportunity to protest by litigation.”

Kate Catterall (associate professor, design and art and art history) asked questions she thought might influence future conversations. She asked if a “hypothetical faculty member” who had suffered from PTSD or found it difficult to teach in a space where there are guns present could prohibit weapons in the classroom for health reasons? And, could that same principle be applied to returning veterans who don't want guns in their environment as a student? The president said that he didn't know the answer, but his best guess was that those hypothetical examples would not be reasons to prevent licensed handgun carriers from bringing concealed handguns into the classroom.

President Fenves closed his remarks with a bit of humor by asking, “So, you’ll save the good questions for Steve Goode?” Chair Gore followed by encouraging continued questions from the members after Professor Goode’s report.

IV. REPORT OF THE CHAIR.

Chair Gore announced that the date on the original agenda for the rescheduled annual meeting of the General Faculty had been posted incorrectly and had since been corrected to January 25. She asked members to make sure their calendars were correct.

The chair introduced the Faculty Council Executive Committee (FCEC) members, which include continuing members Bill Beckner (past chair and professor, mathematics), Jody Jensen (chair elect and professor, kinesiology and health education), and Hillary Hart (secretary), and new members Coleman Hutchison (associate professor, English), Maria Juenger (professor, civil, architectural, and environmental engineering), Kerry Kinney (professor, civil, architectural, and environmental engineering), and Lauren Meyers (professor, integrative biology). Chair Gore explained that the FCEC met monthly with each other, the president, provost and other administrators, as well as with other groups on campus. She added, “We would love to hear from all of you.”

Recalling that, at the end of the season last year, a non-Faculty Council member “berated the Council for not asking hard enough questions, Chair Gore encouraged members to ask the hard questions. She informed them that the president would be at each meeting, “So if you have a question don’t send it that morning because sometimes these questions require research, but usually about a week or a couple weeks in advance is a good time to send questions.” She also asked members to send topics that were important to them to her or to anyone on the FCEC.

The chair reminded members that as representatives for their colleges and departments to report back to them to let them know what is happening. She said, “Having that bidirectional communication is really helpful.”

V. REPORT OF THE CHAIR ELECT.

Chair Gore invited Chair Elect Jody Jensen to give her report. Chair Elect Jensen said that she recently had her first opportunity to attend a UT System Faculty Advisory Council (SYSFAC) meeting where some of the chancellor’s new team members, including our own Steve Leslie, were introduced.

In addition, the chair elect reported that there were two main topics of discussion, one on curriculum and dual-credit courses and the other on intellectual property. Regarding the former, it had been questioned whether or not high school students who took courses that would also give them university credit were adequately prepared when they arrived on campus? Chair Elect Jensen said that an effort was underway to look at the number of students who had obtained dual-credit in high school to see how they were doing in college. The concern was that the high school faculty members were not giving students all the background they would need to be successful at the University.

Chair Elect Jensen explained that the conversation on intellectual property related to those who develop technology or materials that might be transferred into commercial products or literary works. She announced that it had been decided that in future negotiations at the System level, SYSFAC would have seats at the table for that discussion—it would not just be an administrative discussion. The chair elect then asked for questions from the floor.

Past Chair Bill Beckner said that he thought our president had served on that UT System Task Force on Intellectual Property. He stated one of the issues with the task force had been that no faculty representatives had been included, and he hoped that future discussions would include faculty viewpoints. He added that some of the issues that were put in the *Regents’ Rules* as opposed to what had been recommended by the task force seemed to be more stringent. He asked if there would be more discussion on that. Chair Elect Jensen said yes, she believed there would be ongoing discussions.

She explained that Vice Chancellor for Research and Innovation Patricia Hurn had acknowledged that there had been a “dearth of faculty input” and assured SYSFAC members that System administrators wanted faculty representatives at the table. Chair Gore added that she had received an email indicating that a committee was being created and that SYSFAC had been asked to give names of faculty members, particularly those who have expertise in intellectual property, to participate on a smaller committee and work with Vice Chancellor Hurn. She said they had reached out to some of the health sciences campuses and to some of the academic campuses, including UT Austin.

Past Chair Beckner asked if Dean Brent Iverson (School of Undergraduate Studies) would comment on “What our experiences have been for preparation for students that come in, particularly from the community colleges and from the high schools, on dual credit?” Dean Iverson responded saying it was being studied but that it was very complex because there was no way of knowing exactly when and what kind of courses the students had taken, i.e. as co-enrollment in high school, as a summer course, or one taken online, “because it all looks the same to us.” In general, the dean said that dual-credit had not affected UT Austin like it had other campuses in the UT System, although his contacts in the Academy of Distinguished Teachers for UT System had been talking about it for quite a while, and it was worth watching. Dean Iverson explained that in general, “our student body isn’t attracted to these programs yet, but that’s a big yet, because I think they are going to be.” In turn, the dean had a question for the chair elect, “What were the plans moving forward for actually addressing it in a way that would really dig into looking at what was happening and what might be done about it?” Chair Elect Jensen said David Troutman (director of strategic initiatives, UT System) had a meeting to figure out how to get the data to the committee. Beyond that, the chair elect said she would have to do more research and ask the committee chair about the plan going forward. She concurred that the matter had been initiated by “a lot of other campuses in an attempt to at least begin to get a sense of how many people this might affect, and what might be a means of identifying success or lack thereof.” Dean Iverson remarked that it would be important for UT Austin to be included in the discussions going forward and that he worried about policies that would not take into account the special nature of our student body. Chair Elect Jensen said she would be happy to take that information back to the committee.

Concluding her report, the chair elect commented that another topic of discussion concerned a working group that was trying to identify some different metrics for success at graduation other than just four and six year graduation rates.

VI. UNFINISHED BUSINESS—None.

VII. REPORTS OF THE GENERAL FACULTY, COLLEGES, SCHOOLS, AND COMMITTEES—None.

VIII. NEW BUSINESS.

A. Discussion of Campus Carry.

Steven Goode (chair, Campus Carry Policy Working Group and professor, law) thanked Chair Gore for giving him the opportunity to talk and to listen to what the Council members had to say on this important issue. He said that he had spent the previous weekend reading more than 2,500 comments that had been posted on the working group’s website, and it became very obvious that there is a lot of passion about campus carry, and also a lot of misunderstanding and misperception. Therefore, he said he wanted to start his report by giving some background about the law—for reference, see his PowerPoint presentation in Appendix A. He explained that the important part of SB11 now pertains to part b:

A licensed holder may carry a concealed handgun on or about the holder’s person while on campus of an institution of higher education.

And in the following except from c, subsection (d), (d-1):

, an institution of higher education may not adopt any rule, regulation, or other provision prohibiting license holders from carrying handguns on the campus of the institution.

Professor Goode clarified that a licensed holder must be at least twenty-one years of age unless in the military or a veteran and to qualify there were a lot of other requirements that include background checks, freedom from substance abuse and mental health issues, etcetera—reference slide 4. He emphasized that less than 1% of UT students have licenses to carry concealed handguns. He further explained that under the law, the president would be allowed to enact some rules and regulations after consultation with the University Community, particularly where handguns would be prohibited. He added that notice would have to be given with respect to any portion of campus on which licensed holders may not carry, see slide 8 and slide 9. Signage in both Spanish and English with letters at least one inch high would have to be placed in each location where handguns are prohibited, see slide 10. There would also be rules and regulations for the storage of handguns in dormitories and other residential facilities and regulations for carrying concealed handguns on campus.

Professor Goode explained that President Fenves would submit his recommendations to the Board of Regents who would have the power to disapprove and amend the provisions, and that the legislature would be “looking over our shoulder.” The University must file a report with the legislature and all relevant legislative committees that set forth the rules and regulations by the September 1, 2016, deadline about what “we have prescribed and that explains our justifications for that.” Furthermore, the law would penalize any state agency that posts a sign that prohibits guns in a place where they are allowed with a fine between \$1,000 and \$1,500 a day for the first violation, \$10,000 to \$10,500 for the second violation, and each day of continuing violation is a separate violation.

Professor Goode said the task force had been working on a fairly expedited timeframe given that Chancellor McRaven had asked President Fenves to submit his preliminary plan by December 4 so that he could give feedback and receive the final plan by December 18. The Board of Regents will review the plan by mid-February with implementation to follow. He opined that this was not a lot of time to consider a very complicated issue.

Professor Good then spoke on one of the major misconceptions that he saw when reading the comments. He said that 15 to 20% of the comments referenced “no open carry on campus.” He reiterated that SB 11 would not allow open carry on campus, but instead deals with concealed carry of handguns by licensed holders. He explained that if one were to violate the law by displaying a handgun at an institution of higher education in Texas, even on the streets, it would be a crime punishable by jail of up to one year. He reiterated that the law would not allow open carry on campus and that it applies to licensed holders who must be twenty-one or older, which is estimated to be only 1% of UT Austin student population. “We are not talking about a campus swarming with people carrying guns, again we are talking about fewer than 1% who have licenses, much less are carrying on campus.”

Professor Goode explained that the statute has provisions built in that create exclusion zones where one may not carry a concealed handgun, such as places that have alcohol licenses that receive more than 51% of their receipts from the sale of alcohol, such as the Cactus Café. In addition, a venue where a high school, collegiate or professional sporting event or interscholastic event is taking place would be an exclusion zone. Other exclusion zones would include correctional facilities, licensed hospitals, amusement parks or a place of worship—see slide 16. He said that it would be likely that the UT Charter School and the daycare centers would be included in the exclusion zones.

In terms of dormitories, Professor Goode said we currently don’t have many students in on-campus residential facilities who are twenty-one or older. For reference, he cited the number of twenty-one and older students living in residence halls: last year there were only 514 students in this category and another 688 contract holders in graduate student housing, of which 544 were

international students who were excluded from being able to obtain a license to carry. He noted that the law would not apply to fraternity and sorority houses or other private residential facilities and that the law makes it a crime for a license holder to carry a concealed handgun while intoxicated. “We cannot regulate things that are not on campus that we don’t own, that we don’t lease. So, we have no power over the fraternities or sororities to regulate; this bill doesn’t affect them.”

Professor Goode pointed out, as did President Fenves, that campus carry is not new to campus since a statute passed in 1995 allowed people to carry concealed handguns on campus but not in the buildings.

You’ve been walking around people who’ve been carrying concealed handguns on campus for a long time. As you do when you go to the grocery store, many places of entertainment throughout the state and city. Concealed carry is the reality of our daily lives”

Professor Goode indicated that the Campus Carry Working Group had been meeting weekly, see slide 24 to view the committee’s subgroups and scheduled public forums. The composition of the working group includes faculty, students, and staff members. Professor Goode remarked that a lot of good suggestions and ideas had come from the online comments such as having more training, more dialogue with certain groups and making mental health outreach more readily available. He welcomed more contributions on the website: <http://campuscarry.utexas.edu/>, saying, since SB 11 is law, “We have to come up with recommendations to make this as palatable as possible.” He indicated that the UT System working group had been meeting concurrently and had representatives from each component institution. In the near future, the group would have a half-day to all-day meeting that would focus on identifying exclusion zones—gun free zones—throughout the UT System. These would be “Places that we can justify and are—regardless of the uniqueness of the particular campus—are the kind of places you would not want to have guns under any rationale scheme that exists.” In Chancellor McRaven’s memo to UT Systems’ presidents last July (see slide 25), he suggested such possibilities as being laboratories that contain chemical agents, student counseling and crisis centers, health clinics, daycare centers, places where MRI’s are operating, and hospitals.

In addition to the online survey and the public forums, Professor Goode said UT Austin’s working group had also reached out to the deans asking them to make recommendations for exclusionary zones. Consequently, because many of the deans had circulated that throughout their departments, the group had already received a lot of feedback, including from research centers like the McDonald Observatory and the Lady Bird Johnson Wildflower Center. “So we are trying to get as much input from as many places as we can.”

In closing, Professor Goode mentioned that Texas is not the first state to have open carry on campuses, see slide 26 for references to other states with such laws. He said the working group had been in touch with a number of different institutions in these states to find out how they have dealt with their state’s campus carry law; he said it varies widely.

Unfortunately, no university system has the same kind of regime we have, which says you can come up with your own reasonable rules and regulations. So to some extent, we are operating in the dark here.

Professor Goode again thanked the Council and opened the floor to questions asking members to remember his motto: “Non Mittet Angelum—Don’t shoot the messenger.” An excerpt of the transcript from the question/answer portion of the meeting can be found in Appendix B.

B. UTS policy and *Regents' Rule* on Sexual Harassment.

Chair Gore introduced Ms. Linda Millstone (investigations program manager) who thanked the Council for inviting her to talk on Title IX—for reference, her PowerPoint slides can be found in Appendix C. She commented that she had not realized that she would follow a conversation on the topic of guns or that her presentation would be on the same day that the AAU survey statistics

were to be published. Regarding that, she stated that she assumed everyone had received President Fenves' email commenting on the survey results.

Ms. Millstone began her presentation by giving a brief history of Title IX and how it came into being. She recalled what it was like being a female university student before Title IX. Ms. Millstone said there were a lot of inequities in how female and male students were treated. For example, there were no sororities; women were locked in their dormitories at night while the men ran free; women had to have notes from their parents granting them permission to leave campus, where men didn't have such restrictions; and in open catalogs, to be admitted, women had to have higher GPA and SAT scores than men. "These were overt discriminatory acts based on gender." But, she said, in 1972, the U.S. Department of Education's Office for Civil Rights (OCR) decided this was wrong and told institutions that if they wanted to receive federal money, they couldn't discriminate based on gender, which is how Title IX came into being. By 1994, OCR turned to athletics, and then in 2011, it decided to go even further making institutions responsible for adhering to Title IX requisites, which "are much, much broader than just men and women. It also includes gender identity, gender expression, and it broadens these concepts." Ms. Millstone explained that prior to 2011, if a woman were raped, it was up to her as the victim to choose between taking an administrative response or a criminal response, doing both, or neither. Then in 2011, OCR increased the language to incidents beyond just sexual harassment, such as discrimination, assault, stalking, and interpersonal violence. Ms. Millstone explained that before OCR made these changes, the Board of Regents (BOR) had created a concept called sexual misconduct— behavior of a sexual nature that is unprofessional and inappropriate but doesn't rise to the level of sexual harassment—and mandated that Texas institutions create sexual misconduct policies to be included in their *Handbook of Operating Procedures*. While OCR was unaware of the BOR's action, it came up with a similar mandate on sex-based harassment, which is the "big umbrella" and covers everything at the top of slide 4. She said it was important to note that Title IX is a predominantly student issue, while the Act of 1964 is about employment and prohibits discrimination on the basis of gender, otherwise, "they basically parallel each other."

In April of this year, Ms. Millstone said OCR published a new guidance package reminding schools of their obligation to designate a Title IX coordinator. The package included the "Dear Colleague letter" and a resource guide. Shortly thereafter, UT System distributed its model policy to address issues such as identifying responsible employees who are required to report when allegations have been brought to them, "The Office of Civil Rights says that once a university, school, knows or reasonably knows or should have known that something happened, then they have to take some action." Responsible employees include all administrators, all faculty, teaching assistants, assistant instructors, and graduate research assistants, academic advisers, supervisory staff, coaches, and other employees who interact with students regardless of whether employed full time or part-time.

Ms. Millstone said that once an incident is reported, the University has sixty calendar days to investigate and resolve it. She explained that most of the complaints to OCR come from students who claim to have filed a report, but the institution took no action. She expounded on three things that must happen under Title IX: 1) prevention of incidents, 2) great record keeping in terms of programs offered, 3) provide support and help to those affected by the Title IX incident; and, she said the University has to "rid predators from our campus."

Ms. Millstone explained what one should do if an individual made them aware of an incident. First, she said it was important to understand that one cannot maintain confidentiality, which is one of the biggest issues for faculty members. She said incidents that fall under Title IX should be handled similar to those where a student asks for accommodation for a special need such as muscular dystrophy. In those cases, a faculty member would refer the individual to Services for Students with Disabilities who would make the necessary arrangements for special accommodations. Likewise, for consistency and to prevent confusion, the Title IX Office would like responsible employees to follow the best reporting process: 1) listen and express compassion, 2) offer assistance, 3) give the student the Title IX Quick Reference Guide, 4) explain that the

incident must be reported, 5) assure the student that there will be no retaliation, 6) report the incident with the name of the victim and, if known, the name of the “bad actor” to the Title IX Office. The Title IX coordinator will reach out to the Dean of Students, Student Emergency Services, and the Office of Institutional Equity. Someone will then reach out appropriately to the complainant and offer him/her the opportunity to go and have a conversation, get resources, and explore the issue further. Ms. Millstone said it would be up to the individual to accept help, “That’s how they have control of their own story, they don’t have to go.” She stated that close to 3,000 employees need to be trained to learn what their responsibilities are and that she and the Title IX coordinator, Latoya Hill would be happy to “come to you” to give a training workshop. She encouraged Council members to share the handout with their colleagues and to utilize the resources provided. She further explained that a student who has been victimized suffers trauma that may not show itself for months and often tries to “blank the incident out,” or pretend that it didn’t happen. During that period, she explained that the student’s grades might suffer; he/she may stop attending classes, all of which will affect his/her academic and educational future. Unless the incident had been reported, she said it would be very difficult to make any changes to the student’s record retroactively.

In closing, Ms. Millstone gave the Title IX coordinators contact information along with other contacts and resources (see slide 11 and slide 12) and thanked the Council members for their time.

C. Proposal to Add an Environmental Engineering Degree Program in the Undergraduate Catalog, 2016-2018 (D 13173-13180).

Gerald Speitel (associate dean for academic affairs, Cockrell School of Engineering) thanked everyone for the opportunity to present a new degree plan and gave some background on the accredited environmental engineering programs across the country, approximately sixty-five, that include peer institutions such as the University of Michigan. For reference, see PowerPoint slides in Appendix E.

Professor Speitel said creating an environmental engineering degree program would “keep us in step with our peers.” He said other advantages were that it would be good for recruiting high school students who are particularly interested in environmental topics, and it would balance UT Austin’s relatively new degree program in environmental science “with an engineering flavored option.” Additionally, the new program would compliment the department’s name, which has “environmental engineering” in it, and it also would be consistent with strategic planning within the department related to water and energy. He said in terms of impact, there would be no net change in undergraduate enrollment within the department since students enrolling in the new program would come from the civil engineering program. He said the new program would have more biology and chemistry than is offered in civil engineering, and there would be a slight increase in the number of students taking Geology 303, all cleared by the College of Natural Sciences and the Jackson School of Geosciences. Professor Speitel said that within engineering, some new elective courses would have to be introduced, and existing environmental engineering courses currently offered as electives in the civil engineering program would be required courses in the new degree program. He said in the spring, the Cockrell School of Engineering Degrees and Courses Committee unanimously supported the new degree program, and two years ago, the college faculty unanimously supported it. The college planned to include the program in the 2016-18 *Undergraduate Catalog* and make it available to students by fall of 2017.

In closing, Professor Speitel noted that the in the most recent *US News and World Report*, UT Austin was ranked fifth nationally as an undergraduate environmental engineering program — “We in fact don’t have one. They are telling the world we have one, so, it might a good idea to actually have one. And, I think it would actually be good for us to have one.”

Because the proposal did not come from a committee, Chair Gore asked for and received a second of the motion to approve and then called for a vote. The Faculty Council unanimously approved the new degree program.

- D. Proposed Addition of a BS in Arts and Entertainment Technology Degree Program in the Undergraduate Catalog, 2016-2018 (D 13181-13184).

On behalf of the College of Fine Arts Curriculum Committee, Andrew Dell'Antonio (associate dean, College of Fine Arts) thanked the Council and presented the proposed new degree plan in arts and entertainment technology, which he said had been “brewing for quite some time.” See the PowerPoint slides in Appendix F. Similar to engineering, the College of Fine Arts had been working to establish a program similar to those put together by peer institutions across the country, as well as in Canada and the United Kingdom. He said that arts and technology is an important and pertinent topic and that the college was “deeply committed to moving forward with the new degree program.” He said one of the interesting things about the degree plan was that it would not require an initial portfolio or audition, unlike other degree programs in the college. As a result, the core courses in the first year were designed to build “common skill sets.” As an example of the interest in the field, Professor Dell'Antonio cited the Digital Arts and Media certificate (DM) in the Bridging Disciplines Program, which he said, “is burgeoning.” He explained that the college’s expectation was to build up to 400 students in four years, starting with 100 in the first year. He mentioned several initiatives alongside the proposed degree plan that were connected to the Center for Arts and Entertainment Technologies, which he said is the first academic center in the College of Fine Arts. He reported that the center had received money from the provost’s office and that it was working to raise additional funds. He reported that the college is currently offering courses with the new AET prefix as pre-degree courses or electives, and that they are all full. He said the college was providing all of the space, including the general use classrooms. Professor Dell'Antonio remarked that as the program grows, space would be needed and that was a high priority for the college.

In summary, Professor Dell'Antonio said the college had received a lot of support coming from the industry as well as from the city of Austin. He said the new degree program was the kind of interdisciplinary initiative that the College of Fine Arts “has really needed for a very long time, and we hope the University will benefit from it as well.” He then opened the floor to questions.

Professor Na’ama Pat-El (Middle Eastern studies) asked if there was any concept of what the potential for employment would be for the students? Professor Dell'Antonio responded saying that the director of the center had been exploring student internships, and many of the Bridging Discipline students had been successful getting positions in Austin. He said the college was “already building connections with Austin industry for opportunities.” He then invited Dean Douglas Dempster to comment. Dean Dempster (College of Fine Arts) remarked that the college was building the program in cooperation with the industry, which would also be involved in the placement program. Dean Brent Iverson (School of Undergraduate Studies) spoke in support of the proposal saying,

I strongly, strongly, strongly support this. You have developed a model for an interdisciplinary degree plan that I think a lot of people can learn from. So besides benefitting these students, I think the success of this program is going to be one that we can build on for future success because I don’t need to remind you that we’ve got a lot of students around here who need some new avenues of study, especially coming from the School of Undergraduate Studies.

Professor Dell'Antonio thanked Dean Iverson for his support. He said that one of the goals of the program would be to provide options for students in the School of Undergraduate Studies.

After having received a second on the motion, the Faculty Council unanimously voted to accept the proposal.

- E. Resolution from the Faculty Council Executive Committee Regarding Conferral of Degrees (D 13170).

Finally, Chair Gore briefly explained that the faculty had the authority to approve or disapprove degree candidates as explained in the *Handbook of Operating Procedures* and asked the Council members to consider the following resolution, which was subsequently unanimously endorsed.

RESOLVED: In reference to the *Handbook of Operating Procedures* 2-1110, section A. Authority and Functions, item d. Approval of Degree Candidates, the Faculty Rules and Governance Committee recommends that the Faculty Council, by affirmative vote, delegate for the academic year 2015-16 the approval or disapproval of all candidates for degrees to the respective deans.

IX. ANNOUNCEMENTS AND COMMENTS.

Chair Gore presented the slide of announcements for members to read. She thanked everyone for staying late, adding, "I promise the next meeting will be shorter. Thank you!"

- A. Suicide Prevention Week, September 20-25. For more information about the week's events, visit cmhc.utexas.edu. Goals for the week will be:
 - Raise awareness about college student suicide on our campus.
 - Aid in the de-stigmatization of mental health and mental illness.
 - Create a safe forum for students to talk about mental health.
 - Provide opportunities for students, faculty, and staff to learn how to talk about suicide.
- B. The next Faculty Council meeting will be October 19 at 2:15 PM in Main 212.
- C. The back-to-back annual meetings of the School of Undergraduate Studies and the General Faculty have been rescheduled from October 19 to January 25 beginning at 1:30 PM in MAI 212.
- D. The joint meeting with Texas A&M will be held March 7 at College Station.
- E. The March 7 Faculty Council meeting has been rescheduled to March 21 at 2:15 PM in MAI 212.

X. QUESTIONS TO THE CHAIR—None.

XI. ADJOURNMENT.

The meeting adjourned at 4:06 PM.

Appendix A

Slide 1



CAMPUS CARRY POLICY WORKING GROUP

Slide 2



NON MITTET ANGELUM

DON'T SHOOT THE MESSENGER

Slide 3



WHAT STARTS HERE CHANGES THE WORLD

Texas Government Code

Sec. 411.2031. Carrying of Handguns By License Holders on Certain Campuses.

(a) For purposes of this section:

(1) "Campus" means all land and buildings owned or leased by an institution of higher education * * *.

* * *

(3) "Premises" has the meaning assigned by Section 46.035, Penal Code ["a building or a portion of a building"] .

(b) A license holder may carry a concealed handgun on or about the license holder's person while the license holder is on the campus of an institution of higher education * * *.

(c) Except as provided by Subsection (d), (d-1), * * *, an institution of higher education * * * may not adopt any rule, regulation, or other provision prohibiting license holders from carrying handguns on the campus of the institution.

Slide 4



WHAT STARTS HERE CHANGES THE WORLD

Texas Government Code

Sec. 411.172. Eligibility

(a) A person is eligible for a license to carry a handgun if the person:

(1) is a legal resident of this state for the six-month period preceding the date of application under this subchapter or is otherwise eligible for a license under Section 411.173(a);

(2) is at least 21 years of age;

(3) has not been convicted of a felony;

(4) is not charged with the commission of a Class A or Class B misdemeanor or equivalent offense, or of an offense under Section 42.01, Penal Code, or equivalent offense, or of a felony under an information or indictment;

* * *

(6) is not a chemically dependent person;

(7) is not incapable of exercising sound judgment with respect to the proper use and storage of a handgun;

(8) has not, in the five years preceding the date of application, been convicted of a Class A or Class B misdemeanor or equivalent offense or of an offense under Section 42.01, Penal Code, or equivalent offense;

(9) is fully qualified under applicable federal and state law to purchase a handgun;

* * *

(12) is not currently restricted under a court protective order or subject to a restraining order affecting the spousal relationship, other than a restraining order solely affecting property interests;

(13) has not, in the 10 years preceding the date of application, been adjudicated as having engaged in delinquent conduct violating a penal law of the grade of felony; * * *

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**CURRENT LAW**

Texas Penal Code

Sec. 46.03. Places weapons prohibited.

(a) A person commits an offense if the person intentionally, knowingly, or recklessly possesses or goes with a firearm, illegal knife, club, or prohibited weapon listed in Section 46.05(a):

(1) on the physical premises of a school or educational institution, any grounds or building on which an activity sponsored by a school or educational institution is being conducted, or a passenger transportation vehicle of a school or educational institution, whether the school or educational institution is public or private, unless pursuant to written regulations or written authorization of the institution;

Slide 6

**LAW AS OF AUGUST 1, 2016**

Texas Penal Code

Sec. 46.03. Places weapons prohibited.

(a) A person commits an offense if the person intentionally, knowingly, or recklessly possesses or goes with a firearm, illegal knife, club, or prohibited weapon listed in Section 46.05(a):

(1) on the physical premises of a school or educational institution, any grounds or building on which an activity sponsored by a school or educational institution is being conducted, or a passenger transportation vehicle of a school or educational institution, whether the school or educational institution is public or private, **unless:**

(A) pursuant to written regulations or written authorization of the institution; or

(B) the person possesses or goes with a concealed handgun that the person is licensed to carry under Subchapter H, Chapter 411, Government Code, * * * on the premises of an institution of higher education * * *, on any grounds or building on which an activity sponsored by the institution is being conducted, or in a passenger transportation vehicle of the institution;

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Texas Government Code

Sec. 411.2031. Carrying of Handguns By License Holders on Certain Campuses.

(a) For purposes of this section:

(1) "Campus" means all land and buildings owned or leased by an institution of higher education * * *.

* * *

(3) "Premises" has the meaning assigned by Section 46.035, Penal Code ["a building or a portion of a building"].

(b) A license holder may carry a concealed handgun on or about the license holder's person while the license holder is on the campus of an institution of higher education * * *.

(c) Except as provided by Subsection (d), (d-1), * * *, an institution of higher education * * * may not adopt any rule, regulation, or other provision prohibiting license holders from carrying handguns on the campus of the institution.



Sec. 411.2031. Carrying of Handguns By License Holders on Certain Campuses.

(d) An institution of higher education * * * may establish rules, regulations, or other provisions concerning the storage of handguns in dormitories or other residential facilities that are owned or leased and operated by the institution and located on the campus of the institution.

(d-1) After consulting with students, staff, and faculty of the institution regarding the nature of the student population, specific safety considerations, and the uniqueness of the campus environment, the president * * * of an institution of higher education in this state shall establish reasonable rules, regulations, or other provisions regarding the carrying of concealed handguns by license holders on the campus of the institution or on premises located on the campus of the institution. The president * * * may not establish provisions that generally prohibit or have the effect of generally prohibiting license holders from carrying concealed handguns on the campus of the institution. * * * The institution must give effective notice under Section 30.06, Penal Code, with respect to any portion of a premises on which license holders may not carry.

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rules, regulations, or other provisions concerning the storage of handguns in dormitories or other residential facilities

reasonable rules, regulations, or other provisions regarding the carrying of concealed handguns by license holders on the campus of the institution or on premises located on the campus

- nature of the student population, specific safety considerations, and the uniqueness of the campus environment
- may not establish provisions that generally prohibit or have the effect of generally prohibiting license holders from carrying concealed handguns on the campus
- must give effective notice under Section 30.06, Penal Code, with respect to any portion of a premises on which license holders may not carry

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Texas Penal Code sec. 30.06(c)

(3) "Written communication" means:

(A) a card or other document on which is written language identical to the following: "Pursuant to Section 30.06, Penal Code (trespass by license holder with a concealed handgun), a person licensed under Subchapter H, Chapter 411, Government Code (handgun licensing law), may not enter this property with a concealed handgun"; or

(B) a sign posted on the property that:

- (i) includes the language described by Paragraph (A) in both English and Spanish;
- (ii) appears in contrasting colors with block letters at least one inch in height; and
- (iii) is displayed in a conspicuous manner clearly visible to the public.

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Board of Regents must review rules, regulations regarding carrying of concealed handguns

- may amend by 2/3 vote

By Sept. 1, 2016, University must submit a report to the legislature and to relevant legislative committees that:

- describes its rules, regulations, or other provisions regarding the carrying of concealed handguns on the campus of the institution; and
- explains the reasons the institution has established those provisions

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Texas Government Code

§ 411.209. Wrongful Exclusion of Concealed Handgun License Holder

- (a) A state agency or a political subdivision of the state may not provide notice by a communication described by Section 30.06, Penal Code, or by any sign expressly referring to that law or to a concealed handgun license, that a license holder carrying a handgun under the authority of this subchapter is prohibited from entering or remaining on a premises or other place owned or leased by the governmental entity unless license holders are prohibited from carrying a handgun on the premises or other place by Section 46.03 or 46.035, Penal Code.
- (b) A state agency or a political subdivision of the state that violates Subsection (a) is liable for a civil penalty of:
- (1) not less than \$1,000 and not more than \$1,500 for the first violation; and
 - (2) not less than \$10,000 and not more than \$10,500 for the second or a subsequent violation.
- (c) Each day of a continuing violation of Subsection (a) constitutes a separate violation.

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Timetable set by Chancellor McRaven:

| | |
|------------|--|
| 12/4/2015 | Campus presidents submit preliminary plans to UT System |
| 12/11/2015 | UT System provides feedback to campus presidents |
| 12/18/2015 | Campus presidents submit final plans to UT System for review by Board of Regents |
| 2/10/2016 | Board of Regents meets and reviews campus plans |
| 2/15/2016 | Campuses begin implementing plans |
| 7/1/2016 | Campuses complete installation of storage lockers; acquisition of signage |
| 8/1/2016 | Law takes effect |

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Texas Penal Code

Sec. 46.035. Unlawful carrying of handgun by license holder

(a-1) * * * a license holder commits an offense if the license holder carries a partially or wholly visible handgun, regardless of whether the handgun is holstered, on or about the license holder's person* * *, and intentionally or knowingly displays the handgun in plain view of another person:

- (1) on the premises of an institution of higher education * * *; or
- (2) on any public or private driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area of an institution of higher education* * *.

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Texas Penal Code

Sec. 46.035. Unlawful carrying of handgun by license holder

(a-3) * * * a license holder commits an offense if the license holder intentionally carries a concealed handgun on a portion of a premises located on the campus of an institution of higher education in this state on which the carrying of a concealed handgun is prohibited by rules, regulations, or other provisions established under Section 411.2031(d-1), Government Code, provided the institution gives effective notice under Section 30.06 with respect to that portion.

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STATUTORY EXCLUSIONARY ZONES

Sec. 46.035. Unlawful carrying of handgun by license holder

(b) A license holder commits an offense if the license holder intentionally, knowingly, or recklessly carries a handgun under the authority of Subchapter H, Chapter 411, Government Code, regardless of whether the handgun is concealed or carried in a shoulder or belt holster, on or about the license holder's person:

- (1) on the premises of a business that has a permit or license issued under Chapter 25, 28, 32, 69, or 74, Alcoholic Beverage Code, if the business derives 51 percent or more of its income from the sale or service of alcoholic beverages for on-premises consumption, as determined by the Texas Alcoholic Beverage Commission under Section 104.06, Alcoholic Beverage Code;
- (2) on the premises where a high school, collegiate, or professional sporting event or interscholastic event is taking place, unless the license holder is a participant in the event and a handgun is used in the event;
- (3) on the premises of a correctional facility;
- (4) on the premises of a hospital licensed under Chapter 241, Health and Safety Code, or on the premises of a nursing facility licensed under Chapter 242, Health and Safety Code, unless the license holder has written authorization of the hospital or nursing facility administration, as appropriate;
- (5) in an amusement park; or
- (6) on the premises of a church, synagogue, or other established place of religious worship.

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(c) A license holder commits an offense if the license holder intentionally, knowingly, or recklessly carries a handgun under the authority of Subchapter H, Chapter 411, Government Code, regardless of whether the handgun is concealed, in the room or rooms where a meeting of a governmental entity is held and if the meeting is an open meeting subject to Chapter 551, Government Code, and the entity provided notice as required by that chapter.

(d) A license holder commits an offense if, while intoxicated, the license holder carries a handgun under the authority of Subchapter H, Chapter 411, Government Code, regardless of whether the handgun is concealed or carried in a shoulder or belt holster.

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STATUTORY EXCLUSIONARY ZONES**Sec. 46.035. Unlawful carrying of handgun by license holder**

(b) A license holder commits an offense if the license holder intentionally, knowingly, or recklessly carries a handgun under the authority of Subchapter H, Chapter 411, Government Code, regardless of whether the handgun is concealed or carried in a shoulder or belt holster, on or about the license holder's person:

(1) on the premises of a business that has a permit or license issued under Chapter 25, 28, 32, 69, or 74, Alcoholic Beverage Code, if the business derives 51 percent or more of its income from the sale or service of alcoholic beverages for on-premises consumption, as determined by the Texas Alcoholic Beverage Commission under Section 104.06, Alcoholic Beverage Code;

(2) on the premises where a high school, collegiate, or professional sporting event or interscholastic event is taking place, unless the license holder is a participant in the event and a handgun is used in the event;

(3) on the premises of a correctional facility;

(4) on the premises of a hospital licensed under Chapter 241, Health and Safety Code, or on the premises of a nursing facility licensed under Chapter 242, Health and Safety Code, unless the license holder has written authorization of the hospital or nursing facility administration, as appropriate;

(5) in an amusement park; or

(6) on the premises of a church, synagogue, or other established place of religious worship.

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STATUTORY EXCLUSIONARY ZONES

Sec. 46.035. Unlawful carrying of handgun by license holder

(b) A license holder commits an offense if the license holder intentionally, knowingly, or recklessly carries a handgun under the authority of Subchapter H, Chapter 411, Government Code, regardless of whether the handgun is concealed or carried in a shoulder or belt holster, on or about the license holder's person:

(1) on the premises of a business that has a permit or license issued under Chapter 25, 28, 32, 69, or 74, Alcoholic Beverage Code, if the business derives 51 percent or more of its income from the sale or service of alcoholic beverages for on-premises consumption, as determined by the Texas Alcoholic Beverage Commission under Section 104.06, Alcoholic Beverage Code;

(2) on the premises where a high school, collegiate, or professional sporting event or interscholastic event is taking place, unless the license holder is a participant in the event and a handgun is used in the event;

(3) on the premises of a correctional facility;

(4) on the premises of a hospital licensed under Chapter 241, Health and Safety Code, or on the premises of a nursing facility licensed under Chapter 242, Health and Safety Code, unless the license holder has written authorization of the hospital or nursing facility administration, as appropriate;

(5) in an amusement park; or

(6) on the premises of a church, synagogue, or other established place of religious worship.

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STATUTORY EXCLUSIONARY ZONES

Sec. 46.035. Unlawful carrying of handgun by license holder

(b) A license holder commits an offense if the license holder intentionally, knowingly, or recklessly carries a handgun under the authority of Subchapter H, Chapter 411, Government Code, regardless of whether the handgun is concealed or carried in a shoulder or belt holster, on or about the license holder's person:

(1) on the premises of a business that has a permit or license issued under Chapter 25, 28, 32, 69, or 74, Alcoholic Beverage Code, if the business derives 51 percent or more of its income from the sale or service of alcoholic beverages for on-premises consumption, as determined by the Texas Alcoholic Beverage Commission under Section 104.06, Alcoholic Beverage Code;

(2) on the premises where a high school, collegiate, or professional sporting event or interscholastic event is taking place, unless the license holder is a participant in the event and a handgun is used in the event;

(3) on the premises of a correctional facility;

(4) on the premises of a hospital licensed under Chapter 241, Health and Safety Code, or on the premises of a nursing facility licensed under Chapter 242, Health and Safety Code, unless the license holder has written authorization of the hospital or nursing facility administration, as appropriate;

(5) in an amusement park; or

(6) on the premises of a church, synagogue, or other established place of religious worship.

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STATUTORY EXCLUSIONARY ZONES – NOTICE REQUIRED

Sec. 46.035. Unlawful carrying of handgun by license holder

(b) A license holder commits an offense if the license holder intentionally, knowingly, or recklessly carries a handgun under the authority of Subchapter H, Chapter 411, Government Code, regardless of whether the handgun is concealed or carried in a shoulder or belt holster, on or about the license holder's person:

(1) on the premises of a business that has a permit or license issued under Chapter 25, 28, 32, 69, or 74, Alcoholic Beverage Code, if the business derives 51 percent or more of its income from the sale or service of alcoholic beverages for on-premises consumption, as determined by the Texas Alcoholic Beverage Commission under Section 104.06, Alcoholic Beverage Code;

(2) on the premises where a high school, collegiate, or professional sporting event or interscholastic event is taking place, unless the license holder is a participant in the event and a handgun is used in the event;

(3) on the premises of a correctional facility;

(4) on the premises of a hospital licensed under Chapter 241, Health and Safety Code, or on the premises of a nursing facility licensed under Chapter 242, Health and Safety Code, unless the license holder has written authorization of the hospital or nursing facility administration, as appropriate;

(5) in an amusement park; or

(6) on the premises of a church, synagogue, or other established place of religious worship.

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STATUTORY EXCLUSIONARY ZONES

Sec. 46.03. Places weapons prohibited.

(a) A person commits an offense if the person intentionally, knowingly, or recklessly possesses or goes with a firearm, illegal knife, club, or prohibited weapon listed in Section 46.05(a):

(1) on the physical premises of a school or educational institution, any grounds or building on which an activity sponsored by a school or educational institution is being conducted, or a passenger transportation vehicle of a school or educational institution, whether the school or educational institution is public or private, unless:

* * *

(B) the person possesses or goes with a concealed handgun that the person is licensed to carry under Subchapter H, Chapter 411, Government Code, and no other weapon to which this section applies, on the premises of an institution of higher education or private or independent institution of higher education, on any grounds or building on which an activity sponsored by the institution is being conducted, or in a passenger transportation vehicle of the institution;

(2) on the premises of a polling place on the day of an election or while early voting is in progress;

(3) on the premises of any government court or offices utilized by the court, unless pursuant to written regulations or written authorization of the court;

* * *

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1. The law does NOT allow open carry of handguns on campus.
2. A person must have a license to carry a concealed handgun on campus.
3. One must be 21 to obtain a license to carry.
4. We estimate that fewer than 1% of UT students have licenses to carry.
5. Only about 500 students 21 and older live in UT residential halls.
6. License holders have been allowed to carry concealed handguns on campus (but not in buildings) for 20 years.
7. S.B. 11 does not affect fraternity or sorority houses or other private residential facilities.
8. The law still makes it a crime for a license holder to carry a concealed handgun while intoxicated.

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Campus Carry Policy Working Group is meeting weekly

Subgroups:

- safety and security
- communication and training
- reviewing online comments
- proactive measures

Public Forums

- Wednesday, Sept. 30, 7:00 – 9:00 pm
- Monday, Oct. 5, 3:00 – 5:00 pm

UT System Working Group is meeting weekly

- First task: identifying “consensus exclusion zones”

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Excerpt from Chancellor McRaven's memo to UT System presidents:

Guidance regarding legislative intent may be gleaned from discussion of the legislation on the floor of both chambers and in conversations with members and staff. For example, all the following were mentioned as possible areas of exclusion: laboratories that contain chemical agents, student counseling and crisis centers, health clinics, on-campus day care centers and places where MRIs are operating. Another excluded area, one which I personally endorse, would be our hospitals. Non-university hospitals are excluded under other provisions of state law, and I see no reason why our hospitals should be treated differently. Identifying consensus categories of buildings to be designated "exclusion zones," as I will call them, on all our campuses will be a useful first step and will help frame the agendas for the conversations on the individual campuses.

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OTHER STATES WITH CAMPUS CARRY

Colorado, Utah, Mississippi, Idaho, Kansas, Wisconsin, and Oregon

Colorado: Colorado-Boulder: not in dorms; stadium; and ticketed public-performance venues [2012]
 CSU: not in residence halls, counseling services area, and health network buildings [2003]

Utah: "Unless specifically authorized by the Legislature by statute, a local authority or state entity may not enact, establish, or enforce any ordinance, regulation, rule, or policy pertaining to firearms that in any way inhibits or restricts the possession or use of firearms on either public or private property" [2006]

Mississippi: license holders who have completed an instructional course in the safe handling and use of firearms may carry on any college or university facility or any school or college athletic event [2011]

Idaho: license holders permitted to carry handguns on campus except universities may prohibit concealed carry in dorms and public entertainment facilities (seating capacity of at least 1,000) [2014]

Kansas: colleges and universities cannot prohibit concealed carry unless a building has "adequate security measures;" however, governing boards of the institutions may still request an exemption for up to four years [2013]

Wisconsin: colleges and universities must allow concealed carry on campus grounds, however, campuses can prohibit weapons from campus buildings if signs are posted at every entrance explicitly stating that weapons are prohibited [2011]

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NON MITTET ANGELUM

Appendix B

(To listen to the Campus Carry Q&A Audio File Excerpt go to
[http://www.utexas.edu/faculty/council/2015-2016/audio_pdf
 transcriptions/fc_mtg_092115/092115_campus_carry_excerpt.mp3](http://www.utexas.edu/faculty/council/2015-2016/audio_pdf_transcriptions/fc_mtg_092115/092115_campus_carry_excerpt.mp3))

Jody Jensen, professor, kinesiology and health education:

We've heard also that it's important that we not try to identify or call out people who may be carrying, you know, concealed weapons. But in our kind of safety and training and concerns, is it possible that we actually want to embrace that community? Because, if there were to be a campus situation in which people might feel, I need to use my concealed weapon to carry, it would seem to me that we would want that constituency to be very informed about how police will respond when they come on campus. So rather than to say, okay they are going to get to do it, and they are off and doing it, is your training subcommittee or educational subcommittee considering anything that might actually try to reach out in a legal way to help these people know what it would be like on campus, and what their obligations might be?

Steven Goode, chair, Campus Carry Working Group, professor, law:

Absolutely. Again, I think that would be a matter of our communication and training and the proactive measures that we are going to try come up with. To the extent that we can manage this issue, to the extent possible, to calm people's fears, which believe me—I may be the only person in this room who has a flunked a convicted murderer—so, I understand the fears that I have—I didn't know she was a convicted murderer at the time, I found out only a few months later. There are real fears out there. I think we need to do everything we can to make sure people have the information about what the law actually does—that it's not an open carry law, that we are not talking about eighteen and nineteen year olds running around with guns, because that's not the law. We are not talking about having dozens of students in your class with guns, because that's just not demographically likely. We need to do that and reaching out to, not just the people who don't have guns, but the people who do have guns and being in contact with them, training them, is something that is a very important aspect of this.

Dennis Passovoy, lecturer, management:

I just need some clarity. I'm trying to make sense of something I think I heard. Maybe I heard it wrong. But I did hear clearly that this is concealed carry only, inside buildings. And I think I heard, possibly from President Fennes, if you have the gun outside your person in plain view than that is a crime. Is that correct? [Goode: That is correct.] So maybe, help me understand the purpose of allowing people to have guns on them, concealed, that they cannot produce? And by the way, I'm not at all in favor of this. I'm just trying to make sense of this.

Goode:

Let me respond with the two arguments I think you would hear from the proponents of concealed carry. The poster child that I keep hearing from proponents of concealed carry is the student who has a class or a lab or something late at night, who has to walk several blocks to where, usually they say her car is parked or even further a half mile off campus to where she lives and wants to be able to have a concealed gun in her handbag. That's their sort of the poster child. That person should be allowed to be able to carry a concealed gun so that if she is attacked she has some means of protecting herself.

The second one you hear, and this is the one I think they use less often as the poster child, is when the guy with the AK47 comes into the classroom as in Virginia Tech, then everyone else can whip out their concealed weapons and shoot in self-defense. There is a self-defense provision that allows you to take out your concealed handgun and shoot it if you're operating in self-defense. That's the logic.

Dennis Passovoy, lecturer, management:

Thank God they won't be arrested I guess, I don't know. [Goode: Again, I...] I understand, I understand. Thank you.

Gordon Novak, professor, computer science:

I would like to relate a short story that happened this summer. A student from Colorado State was hiking in Rocky Mountain National Park on a trail that I know well. A female deer, a mother deer, came toward this

person aggressively; they will do that in the spring to protect their calves. And so, the female with no horns came after the—an elk, a pretty large animal— came toward this guy. So he got behind a tree, which is the right thing to do. And the elk came toward him again, and instead of getting behind another tree and backing off and waiting twenty minutes, he pulled a gun out of his backpack and shot the elk and killed it. I think there's a real danger that these people, some of them, tend to be paranoid and have poor judgment as to what constituents self defense and this was a sad case where what should have been a comedy of deer... elk chases off hiker, it became a tragedy—a mother got shot for protecting her baby. So I would like to have guns prohibited from my office and my classroom. I don't know if that's legal; but if it is, I would.

Goode:

I can assure, you are one of many people who has made that suggestion that they should not be allowed in classrooms and in offices. That's one of the things that's on the list that the Systems group is considering, and it is certainly one of the things on the list that our working group is considering. Yes sir.

Alan Friedman, professor, English:

Steve, you talked at some length about what is required in terms of licenses and age and stability and sobriety and all with regard to who may or may not be carrying the guns. How far have you gotten in your thinking about who will be enforcing all of that?

Goode:

Who will be enforcing all of what?

Friedman:

Well the students who come on campus with guns—whoever they are—come on campus with guns. How will we know if they have a license?

Goode:

In short, we will not. We accept that there is some individualized reason for law enforcement to ask whether or not somebody has a license of DPS from the database, they can't do it. We can't just ask DPS to tell us— here's the list of all of our students, how many of these people have licenses? If police, law enforcement, approach someone on campus and ask, then the person must tell them. The law is anyone can ask, but a licensed holder doesn't have to answer except to law enforcement.

Kristen Smith, anthropology and African and African diaspora studies:

I have a question about vulnerable communities that are often perceived as threats. I know that a number of black students on campus are particularly concerned, black faculty are particularly concerned because there is a history that is quite documented of perceiving black people as threats and shooting and killing them. So I'm trying to figure out where, if at all, within in the conversations around the exclusionary zones, is there conversation around vulnerable populations can come into play?

Goode:

That is also something that's come up again in the comments that I've gone through. It's come up in numerous comments both in regard to African American students, but also LGBT students. So yes, that is something we are considering.

Julia Mickenberg, associate professor, American studies:

I had a question and a comment. The question is related to cost. I wonder if the legislature has put aside any funds associated with implementation of the law and whether there has been any work—you guys already have so much work, it's hard to fathom—but whether there's been any work to calculate what the costs of implementation would be, particularly if that includes assuring people of safety? So maybe I'll give you that, and I'll tell you my comment.

Goode:

My understanding was that yes, cost was estimated. I think the figure that was given at legislature was \$39 million, not just for here, but statewide, and the legislature said, eh. This is an unfunded mandate, if it costs you something, that's your problem.

Mickenberg:

So no, no, no funds? [**Goode:** No funds.]. Okay, and I don't know if saying we can't possibly do this from a financial standpoint is not a valid argument then?

Goode:

The legislature has received the cost estimate and said, we don't think that's a problem.

Mickenberg:

Okay so my comment, or this is just sort of informational for the whole Faculty Council, but also for your committee. A group of faculty have been organizing, there's a group called Gun Free UT, which has a Facebook page. And the other thing that I've just been learning about but I didn't know about the \$1,500 and all the penalties. But, there has been a petition informally going around. It's formally going up on change.org, I think, against guns and a number of professors have signed saying that they would refuse to have guns in their classrooms. That is something that I guess people can sign. I don't know exactly what that would mean for us to refuse guns in our classrooms, or say for the faculty to go on strike or something of that nature... how that works. Obviously, the consequences for that would be pretty dire. So anyway, just putting that out there.

Goode:

With regard to the funding, we had come up with one possible fundraising technique and we're going to raise the football prices. [Laughter from audience]

Jim Cox, professor, English:

Would you please go to the first slide you had up there, the one that lists the restrictions on people?

Goode:

Which restrictions are we talking about?

Cox:

I think it was the first slide that you showed.

Goode:

This one? This was the first slide.

Cox:

Further back. I just wanted to see the specific language. There's just really a variant of the question that Alan just asked. When you flashed up the restrictions, there was something about, you know, people who are intoxicated, right? But there was another one right after that, and I can't remember the precise language of it. I just wanted to see it again.

Goode:

This is the slide, the intoxication one is right here.

Cox:

Keep going back, please. Keep going back, sorry to make all of you wait.

Goode:

That's the first one with the exclusion zones.

Cox:

Well I thought after the one about intoxication, it said something about another restriction that might have had to do with the mental health of the person. No? Chemical dependency?

Goode:

Oh, that's in the eligibility for the permit.

Cox:

Right, eligibility for the permit, that's right, that's the part that I wanted to make a reference to. Really, just what I wanted to ask is, what does the state do, not what will the University be required to do, but what does the state do ensure those particular restrictions? Right, what kind of guidelines are in place? Do they do drug tests of people who request permits?

Goode:

I know they do a background check. I know they have to go through a certain training. How they go about that background check, I really don't know the answer to that question. Again, we have no control over who gets permits

Kate Catterall, associate professor, art and art history:

Just a point of clarification. Did I hear correctly that we will not, or our police, UTPD, will not have access to the names of the people who will carry on campus?

Goode:

That's correct.

Catterall:

How do we manage to implement reasonable training then for the people who are going to carry in these very complex contexts?

Goode:

We can certainly reach out and announce that we are having these kind of training things and invite people to come. But, the law is pretty clear in this state that you cannot just ask DPS, which has the database of all the concealed license holders, for the names of all our students who have concealed licenses.

Catherine Echols, associate professor, psychology:

I have a question about residential halls. I saw this last part here, and I wasn't quite sure what the first part of it was—but if it's saying it's okay to have—to allow storage of guns in residential halls. Because, I think one of my concerns has always been with the, particularly with the residential halls. Even though license holders have to be twenty-one years or older, which helps with one concern which is suicide, because it'll be a small number of people who are actually living there—certainly there are people who are over twenty-one, even if most of the students are over twenty-one, there are plenty of people over twenty-one who can be visiting in the residential halls. Is there any possibility of excluding residential halls, which seems like a place where people can be under a lot of stress, dealing with stress? And, there could be... Is that allowed as an option?

Goode:

Dormitories are certainly one of the things on the list of places that the Systems group is considering as possible exclusion zones. Some of the lawyers that we've talked to seem to think that the law does not allow for the exclusion of concealed carry in dorms. That all we're allowed to do is regulate the storage. But that's not clear at this point.

Carolyn Brown, professor, pharmacy:

I don't know what I have, if it's a question or a consideration. I'm sorry about my voice, it usually projects very well. This sort dovetail—a previous comment, I forgot your name—but we're talking about The University of Texas at Austin and the impression of people—of black people of this this University, and they are already ostracized in people's minds, often times. To get some of the best and the brightest, we are already fighting a lot of battles to get them here. Now if there's an extra thing, an extra perception about their being and so on and so forth, I just think that this stuff is crazy. But, given all of that, is there representation, any representation of black person, black male probably; who can give you all a real feel for what this kind of stuff feels like? So when you're making exclusion criteria and really digesting the real meaning of this stuff, you need to have someone with that experiential, gut-wrenching type of lived experience to truly get the impact of that and be able to couch whatever it is you do in the context of someone other than these questionably sane people making these rules.

Goode:

Let me just respond directly what I think the last question you had was, there are three members of the working group who are African American. Former Chief Justice Wallace Jefferson, a colleague at the law school, Mechele Dickerson and the parent represented is Sandra Blunt are all on the committee. In regard to the first comment you made, the first time I met President Fenves about this, I expressed to him my views that I think the most pronounced effect this will have will be on our ability to recruit students and faculty. To me that is one more reason why—to the extent that we can—do this in a way that lowers people's fears... to... based on what the law really says and really does, and not fears about what the law doesn't do and is not authorizing fraternity, drunken parties to be coming onto campus and wielding their AK47's. That will only help us to try and combat, what your suggesting is, I think, a very real problem.

Of course of all the ironies of this, this law becomes effective on August 1, 2016, which is the 50th anniversary of the Charles Whitman.

Douglas Dempster, dean, fine arts:

Steve, just an information question. The automatic exclusions you itemized, do they require signage on buildings? [**Goode:** I'm sorry?] The automatic exclusions that are itemized in the bill, do they require signage on those buildings? So will Royal Stadium have to have signage indicating guns are off limits?

Goode:

The automatic exclusions, some of them require notice. The one involving, which is b2 there, sporting events—you notice, high school and professional events do not require any sort of notice but college events do. However, written communication doesn't have to be one of these signs if you can provide written communication. One of the things we're talking about is the possibility of having the backs of the football tickets for example, have the statutory language or some other form of written communication that would not involve putting up these signs every time we have a collegiate sporting event, and then taking them down so that you can walk into the stadium to the Starbucks for example.

The signage issue is a huge issue. Not just for that reason, but if you have a building, which has some places where an exclusion zone is going to take, place and some places where there's not going to have an exclusion zone—how do you sign it? Do you do the whole building, or do you do part of the building, and what are the criteria for determining that? That is something that again, throughout the state, all the institutions are struggling with this. This is something we spent a lot of time, both with the working group here and the Systems meeting. It's not just us. The district attorney from Hay's County, just last week, sent in a request for an attorney general's opinion, because one of the exclusion zones are courts and courts offices, and they've got a multi purpose county building, which has courts and court offices and has the tax accessories office and other offices, some of which are excluded and some of which aren't excluded. And, they don't know how to do the signage. This is an issue that has, its not going to just be an issue for the University but for every government agency in the state. I'm not sure the legislature fully realized what they were getting us into. Although some of our people say, we told them about all of these things, and they just shrugged their shoulders.

Jensen:

Question of clarification, can you scroll to the next slide? Because I think it was on that...maybe not. But there was some place where government offices, guns can't be in government offices.

Goode:

It's where there are governmental meetings that qualify under the open meetings act, which would be an open meeting.

Jensen:

Okay, I have a question and this probably goes to Patti Ohlendorf, but one of the questions, President Fenves, the idea is as the office of the University, can any university resources be used to help the faculty make a statement in opposition to this law? To Hannah's point earlier about the possibility of a legal response, can we ask the University as faculty members to ask our administration to assist in the interpretation of the law in case the faculty choose to fight this?

Patti Ohlendorf, vice president for legal affairs:

What was the question? [Inaudible] ...then at the end, you said system [inaudible] interpretation. So I'm not completely clear what your question is.

Jensen:

It's clear that there are faculty, we understand that the law has been passed, but we are uncomfortable with it, and we'll probably take that issue up with our representatives the next time we vote. There is a sentiment on campus, and we are trying to live with, or identify how we can live with the law. But there's clear fear on campus, and we do think it creates a negative image. Can any University resources from your office on down or wherever, work on the side of faculty to try to put as many stops or restrictions on the implementation as possible?

Ohlendorf:

Well, [Inaudible] I think that's what the committee is looking at, [inaudible] resources, [inaudible] I think the committee is looking at all of those issues.

Goode:

The committee is looking at all these issues; again UT System is looking at all these issues. UT Systems lawyers, our lawyers, we're lawyered up on this to try and figure out what this law means.

Jensen:

Are we truly asking the question how can we not implement this?

Goode:

No.

Jensen:

No. Right. So we have this tension between, we are faculty who work at this institution and there's the administration that clearly has the obligation to follow the law. Understood. But also as faculty, we are trying to figure out what are our resources to be able to say, how can we limit this, how can we put the greatest restriction on it, or how can we turn it around?

Bill Beckner, professor, mathematics:

I don't see, just as a matter of common sense, since we are restricted from advocating for legislation that is before the legislature as state employees, I would certainly be surprised that we could use resources of, effectively, of the state to fight a state law. My own sense is that in contrast to some comments made before, this is a great University. We are among the best faculty in the county, and we are faced with various challenges. But I think our main obligation is to preserve the University, and I don't think any purpose is served by, in this case, civil disobedience.

Coleman Hutchinson, associate professor, English:

I'm on the working committee with Steve. Sorry to do this to you in front of everyone, but I think it would be immensely helpful. I had a couple of deans say to me, "once I read the law, I understood how hard your task is." I wonder if you would make available as a PDF, your PowerPoint presentation or an excerpt portion so that faculty and especially this body could distribute this information? We're working really hard on the committee to have some FAQ's, but even having the language of the law, I think, is immensely helpful in getting a sense for how much possibility there is for civil disobedience, or how much there isn't. But just looking at the language, expressed there, could be immensely helpful. If you're comfortable, I think it would be great to put it on the FC website.

Goode:

The language of the law is on our website if you go to the campuscarry.utexas.edu page on the homepage. There's a little box on the right that says, text of Senate Bill 11, you just click on that and you get the law.

Hutchinson:

The other thing that I would, if you could go back to the slide from McRaven's statement, I think that's another thing that's really important for us to have a sense for both—President Fennes had a terrific statement;

McRaven had another. There is a language here and I don't know, I think it comes after this, so maybe if you look at his statement about not wanting to have a campus overrun by signage, metal detectors, something that makes the campus look even more unwelcoming. I think basically having, if you all can go as stewards as the Faculty Council and take a look at the language there, I think it's going to give a sense as what Steve described very beautifully, the restrictions under which the committee and the rest of us are all working. Thanks.

Susan Heinzelman, associate professor, woman's and gender studies, English:

I think that one way in which we demonstrate that this is indeed, as Bill said, a great University with great faculty is that we stand up for certain principles that we believe in. And, if one of those happens to be contrary to the state law, I think we not only should, but we have an obligation—not necessarily to break the law—but I'm not sure that any one of us could afford the cost of putting a sign up in our classroom every day that says no guns. But, I don't think we attract people to this University by staying quiet, by pretending that we can get by and by basically trying to avoid what is really at stake here which is, we do not want our campus to be a place where guns are carried, either concealed or otherwise. And, we will do everything we can to prevent that. This is about the ethos, the obligation of apparently of carrying guns in this country in order to manifest some particular form of individual responsibility and individual rights. But, I also think we have individual rights, and they are not to be terrified, not to be alarmed and not to feel that we are being silenced because there might be somebody in the room with a concealed weapon. [1:16:27]

Stan Roux, professor, molecular biosciences:

A point of clarification, my understanding is that the administration has no way of knowing which students, faculty, or staff have a license to carry a concealed weapon, is that correct?

Goode:

That's correct.

Gore:

Okay, well thank you so much. Clearly there's a lot of passion about the issue, and thank you for demystifying it. I guess let me remind people that you have a couple of forums coming up and those dates are posted. I think what I'm hearing is that a lot of the reason people are upset other, beyond the obvious is not liking the law at all, is that we also have no idea what to do and how to react when... you know what is our particular role as faculty? I'm sure your committee is going to be working, or is working on that. I'm not going to like the law any better but at least I'll feel like I know what I'm supposed to be doing.

Goode:

I just wanted to thank you all for your very thoughtful comments and again, urge you to submit, if you have additional comments either through campuscarry.utexas.edu or if you prefer it, you can send them directly to me at my email address is sgoode@law.utexas.edu. Thank you very much. [Applause]

Appendix C

Slide 1



Title IX: What You Need to Know

Slide 2



What is Title IX?

Education Amendments of 1972

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."



No, it's not just equality in athletics.

Slide 3



University Commitment

UT Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex/gender in its education programs and activities.

UT Austin encourages any student or non-student who thinks that he or she has been subjected to **sex/gender discrimination**, **sexual harassment (including sexual violence)** or **sexual misconduct** by another student, member of the faculty or staff, or campus visitor or contractor, to report to the University.

Slide 4



Title IX Terminology

- Sex Discrimination
- Sexual Harassment
- Sexual Assault
- Sexual Misconduct
- Stalking
- Interpersonal Violence (Dating/Domestic)

[General Information Catalog Appendix D](#)

[General Information Catalog Appendix C, Ch. 11](#)

[Handbook of Operating Procedures 3-3031](#)

[Handbook of Operating Procedures 8-1010](#)

Slide 5



Reporting

“Once a school knows or reasonably should know”, it must take immediate action to end the discrimination and right the wrong

- UT has identified certain employment titles as “Responsible Employees” who have a duty to report incidents: administrators, all faculty, academic advisors, supervisory staff, resident life directors, resident assistants, and coaches and other athletic staff who interact directly with students
- As a TA, AI, or Graduate Research Assistant, you are both a Responsible Employee ([HOP 3-3031](#)) and a student ([GIC Appendix D](#))

Slide 6



Privacy vs. Confidentiality

As a RESPONSIBLE EMPLOYEE you **cannot** maintain confidentiality.

Reporting Process

- Listen and express compassion and offer assistance
- Provide **Quick Reference Guide of Resources and Contacts**
- Inform individual of your need to report the incident
- Contact Title IX Coordinator with name of complainant and name of respondent if known
- Appropriate Deputy Title IX person will reach out to complainant
- Complainant does not have to respond if he/she does not wish to
- If the complainant does not report the Title IX incident in a timely manner, accommodations and remedies provided by the university may be diminished

Slide 8

Quick Reference Guide

[illegible]

Slide 9



Confidential Reporting Options

- Counseling Mental Health Center (CMHC)
512-471-3515
- CMHC Crisis Line (24/7)
512- 471-2255
- University Health Services (UHS)
512-471-4955
- Employee Assistance Program (EAP)
512-471-3366

Slide 10



Retaliation is Prohibited

Any action that adversely affects the academic, employment, or other institutional status of a student or employee of the University, visitor, applicant for admission to or employment with the University, because an individual has, in good faith, brought a complaint under this policy, opposed an unlawful practice, participated in an investigation, or requested accommodations.

EXAMPLES

- Threats, intimidation
- Discipline
- Failure to accommodate needs
- Forcing or pressuring complainant or respondent to take time off from school/work
- Removing complainant from teams, clubs, etc.



Title IX Coordinators

- **University Title IX Coordinator (LaToya Hill)**
512- 232- 3992 1616 Guadalupe, UTA Suite 2.507
 Mail Code D9200 titleix@austin.utexas.edu
- **Deputy Title IX Coordinator for Students (Krista Anderson)**
512 471- 5017
 Student Emergency Services, 100 W. Dean Keaton, SSB 4.104
 Mail Code A9800 studentemergency@austin.utexas.edu
- **Deputy Title IX Coordinator for Faculty/Staff (Brett Lohofener)**
512- 471- 1849
 Office of Inclusion and Equity, 101 East 27th, NOA 4.302
 Mail Code A9400 equity@utexas.edu

Slide 11

Slide 12



Contacts and Resources

| | | |
|--------------------|--------------------------------------|---------------------|
| Campus-wide | Title IX Coordinator | 512-232-3992 |
| | Behavior Concerns Advice Line | 512-232-5050 |
| Anonymous | Anonymous Compliance Hotline | 877-507-7321 |
| Students | Student Emergency Services (SES) | 512-471-5017 |
| Employees | Office of Institutional Equity (OIE) | 512-471-1849 |
| Police | University Police Department (UTPD) | 512-471-4441 |
| | Austin Police Department (APD) 911 | 311 (non-emergency) |

Appendix D

Quick Reference Guide Sexual Harassment and Misconduct Title IX

What resources are available to individuals who think they have experienced sexual harassment or sexual misconduct?

Any incident involving sex discrimination, sexual harassment, sexual assault/violence, sexual misconduct, or stalking is serious, and the following resources are here to help:

EMERGENCY RESOURCES:

University Police Department (UTPD): Individuals may report an incident, with or without filing charges. Phone: 512-471-4441, use 9 for non-emergencies. For emergencies call 911.

Austin Police Department: If the incident is occurring (occurred) in Austin, but off-campus, a report may be filed with APD. For emergencies call 911. For Victim Services, phone 512-974-5037.

Behavior Concerns Advice Line: BCAL gives UT Austin faculty, students and staff an opportunity to discuss concerns about another individual's behavior. Phone: 512-232-5050

EMPLOYEES AND VISITORS' RESOURCES:

Office of Institutional Equity: OIE serves as a neutral investigator of allegations of sexual discrimination, sexual harassment, sexual misconduct, and retaliation against faculty/staff/visitors. Phone: 512-471-1849

Employees Assistance Program: EAP offers **confidential** counseling services regarding personal or work-related problems that may be interfering with quality of life or work performance. All benefits-eligible staff, faculty, dependent (age 18 or older), and retirees are welcome. Phone: 512-471-3366

NON-CAMPUS COMMUNITY RESOURCES:

Texas Advocacy Project: Texas Advocacy Project offers legal advice from attorneys on issues of family violence, dating violence and sexual violence, including protective orders. Phone: 512-476-5377

SafePlace: provides information, support, intervention, counseling and shelter re: sexual assault and relationship violence. 24-Hour Hotline: 512-267-7233

STUDENT RESOURCES:

Student Emergency Services: SES assists students in emergency or crisis situations. SES provides resources and support to students by outlining available processes, advocating for class-related needs, an identifying campus and community resources for additional support and care. Phone: 512-471-5017

Student Judicial Services: SJS is responsible for investigating alleged violations of University rules and for overseeing the discipline process. Phone: 512-471-2841

Voices Against Violence: VAV aims to provide the campus with tools to identify and interrupt interpersonal violence, support survivors, and build a campus that values and promotes healthy relationships and consent. Phone: 512-471-3515

University Health Services: both provides **confidential** medical care (i.e. for STI and pregnancy testing, x-rays, medical exams) and patient education to students. Phone: 512-471-4955

CONFIDENTIAL STUDENT RESOURCES:

Counseling and Mental Health Center: CMHC provides any currently enrolled UT student with **confidential** counseling services provided by licensed psychologists, social workers, and professional counselors. Phone: 512-471-3515

Counseling and Mental Health Center Crisis Line: The crisis line is a **confidential** service UT-Austin students can use to talk with trained counselors about urgent concerns. Phone: 512-471-2255

DEFINITIONS:

Sex Discrimination: Conduct directed at a specific individual or a group of identifiable individuals that subjects the individual or group to treatment that adversely affects the individual or group's employment or education on the basis of sex.

Sexual Harassment: Unwelcome conduct of a sexual nature. Sexual harassment is a form of sex discrimination that includes sexual violence, as defined under the Texas Penal Code, which includes rape, sexual assault, sexual battery, and sexual coercion.

Sexual Misconduct: Behavior or conduct of a sexual nature that is unprofessional and/or inappropriate for the educational and/or working environment.

Incapacitation: A state of being that prevents an individual from having the capacity to give consent.

Stalking: A course of conduct directed at a specific person that would cause a reasonable person to fear for his/her own safety or the safety of others or would cause that person to suffer substantial emotional distress.

Dating Violence: "An act, other than a defensive measure to protect oneself, by an individual that is committed against a victim with whom the actor has or has had a dating relationship; or because of the victim's marriage to or dating relationship with an individual with whom the actor is or has been in a dating relationship or marriage; and is intended to result in physical harm, bodily injury, assault, or sexual assault or that is a threat that reasonably places the victim in fear of imminent physical harm, bodily injury, assault, or sexual assault." Texas Penal Code Section 71.0021

Domestic (Family) Violence: "An act by a member of a family or household against another member of the family or household that is intended to result in physical harm, bodily injury, assault, or sexual assault or that is a threat that reasonably places the member in fear of imminent physical harm, bodily injury, assault, or sexual assault." Texas Penal Code Section 71.004.

Mandatory Reporter: The University has an obligation to maintain an environment free of sex discrimination, thus many University employees have mandatory reporting and response obligations and may not be able to honor a complainant's request for confidentiality. In the event confidentiality cannot be maintained, the University will share information only as necessary and only with people who need to know to fulfill the purposes of this policy and applicable law, such as investigators, witnesses, administrators and the respondent.

WHERE TO REPORT SEXUAL MISCONDUCT AND SEXUAL HARASSMENT:

University Title IX Coordinator
University Compliance Services
The University of Texas at Austin
1616 Guadalupe Street, UTA Suite 2.507,
Mail Code D9200
Austin, TX 78701-1204
Phone: 512-232-3992
Fax: 512-232-3722
Email: titleix@austin.utexas.edu
Website: <https://titleix.utexas.edu/>

Deputy Title IX Coordinator
Student Emergency Services
The University of Texas at Austin
100 West Dean Keeton Street, SSB 4.104,
Mail Code A5800
Austin, Texas 78712-1100
Phone: 512-471-5017
Email: studentemergency@austin.utexas.edu
Website: deanofstudents.utexas.edu/emergency/

Deputy Title IX Coordinator
Office of Institutional Equity
The University of Texas at Austin
101 East 27th Street, NOA 4.302,
Mail Code A9400
Austin, TX 78712-1541
Phone: 512-471-1849
Fax: 512-471-8180
Email: equity@utexas.edu
Website: utexas.edu/equity

Office for Civil Rights, Dallas Office
U.S. Department of Education
1999 Bryan Street, Suite 1620
Dallas, TX 75201-6810
Telephone: (214) 661-9600
Email: OCR.Dallas@ed.gov
Website: hhs.gov/ocr/office/

Failure to timely report any incident involving sex discrimination, sexual harassment, sexual assault/violence, sexual misconduct, or stalking may diminish accommodations the university can provide.

Appendix E

Slide 1



BS Degree Program in Environmental Engineering

Slide 2

Current Accredited BS Programs in Environmental Engineering

- 64 existing accredited programs:
- Notable schools include Stanford, Georgia Tech, MIT, Northwestern, Cornell, and Johns Hopkins;
- Many smaller programs also included;
- Univ. of Michigan is in the process of gaining accreditation.

Slide 3

Advantages

- Keeps degree offerings in step with our peers
- Good for department's appeal to high school students
- Gives incoming students a choice in engineering to balance the new Environmental Science (EVS) degree in Natural Sciences, Jackson School, and Liberal Arts
- Makes degree offerings consistent with CAEE department name
- Is consistent with, and moves forward, CAEE strategic plan for water, energy, and cities

Slide 4

Implementation and Impact

- No net change in CAEE undergraduate enrollment
- 50 students per year in Environmental Engineering; 50 fewer students per year in Civil Engineering
- Somewhat more demand for Biology and Chemistry courses in CNS (Approved by CNS)
- Slight increase in GEO 303 enrollment (Approved by Geosciences)
- Introduction of elective courses in CAEE
- Some Civil Engineering electives become required courses in Environmental Engineering

Slide 5

Summary

- Civil, Architectural and Environmental Engineering faculty overwhelmingly supported the creation of an undergraduate degree in environmental engineering (34Y-4N-1A);
- CSE Degrees and Courses Committee unanimously supported the proposal;
- CSE faculty unanimously supported the proposal;
- Goal is inclusion in 2016-18 Undergraduate Catalog with a Fall 2017 launch of the program.

Slide 6

Questions?

Slide 7

First Year

| | Fall | | | Spring | |
|--------------------------------------|----------------------------------|----|----------|---|----|
| M 408C | Differential & Integral Calculus | 4 | M408D | Sequences, Series, & Multivariable Calculus | 4 |
| CH 301 | Principles of Chemistry I | 3 | CH 302 | Principles of Chemistry II | 3 |
| BIO 311C | Intro Biol I | 3 | CH 204 | Chemistry Lab | 2 |
| UGS 302/3 | First-Year Signature Course | 3 | EvE 302 | Intro Env Eng | 3 |
| RHE 306 | Rhetoric and Composition | 3 | PHY 303K | Engineering Physics I | 3 |
| | | 16 | PHY 103M | Lab for Engrg Physics I | 1 |
| Major changes relative to CE program | | | | | 16 |

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Second Year

| | Fall | | | Spring | |
|--------------------------------------|--------------------------------------|----|---------------|---------------------------|----|
| M 427K | Advanced Calculus for Applications I | 4 | CE 319F | Fluid Mech | 3 |
| PHY 303L | Engineering Physics II | 3 | CE 311K | Computational Methods | 3 |
| PHY 103N | Lab for Engrg Physics II | 1 | CH 318N | Organic Chem | 3 |
| EM 306 | Statics | 3 | CH 118L | Organic Chem Lab | 1 |
| EvE 3xx | Energy and the Environment | 3 | GEO 303 (401) | Geology | 3 |
| GOV | Amer Gov | 3 | E 316K | Masterworks of Literature | 3 |
| | | 17 | | | 16 |
| Major changes relative to CE program | | | | | |

Slide 9

Third Year

| | Fall | | | Spring | |
|--|------------------------|----|--|----------|-------------------------|
| ME 320/CH 353 | Thermo/Phys Chem | 3 | | CE 342 | Water/Wastewater |
| CE 311S | Prob & Statistics | 3 | | CE 374K | Hydrology |
| CE 356 | Hydraulics | 3 | | CE 370K | Water Chemistry |
| CE 3xx | Air (369L or 377K IAQ) | 3 | | HIS 315L | American History |
| GOV | Amer Gov | 3 | | CE 333T | Technical Communication |
| | | 15 | | | 15 |
| Currently electives in CE program; required in EVE program | | | | | |

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Fourth Year

| | Fall | | | Spring | | |
|---|---------------------------|----|--|---|-------------------------|----|
| Soc Sci Elective | Approved list | 3 | | Design Elective: CE 364, 365K, or Pilot to Design class | 3 | |
| ARE 323K | Project Mngmt & Economics | 3 | | 3 hrs | Env Policy Elective | 3 |
| 3 hr | Env Eng Elective | 3 | | 3 hr | Eng or Env Eng Elective | 3 |
| 3 hr | Env Eng Elective | 3 | | HIS 315K | American History | 3 |
| Math or Science Elective | | 3 | | Visual and Performing Arts | | 3 |
| | | 15 | | | | 15 |
| Electives will be a mix of existing and new courses | | | | | | |

Appendix F

Slide 1



BS Degree Program in Arts and Entertainment Technologies



THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF FINE ARTS

Slide 2

Current Programs in Arts and Technology

- Numerous programs across the country and outside USA –
 - ASU, CMU, Drexel, Stanford, NYU, U. Washington, Virginia Tech, Georgia Tech, Cal Arts, U. Michigan, RPI, LSU, Oregon;
 - **UK:** Southampton, Birmingham, Leeds;
 - **Canada:** McGill, Concordia, UBC, SFU

Slide 3

Advantages

- Good for department's appeal to high school students
- Offers more technology depth than other COFA degrees
- Gives students seeking RTF, CS and ECE a viable alternative
- No audition or portfolio (unlike COFA professional degrees)
- Strong links with Department of Computer Science and the School of Information
- A more intensive option for students currently in Bridging Disciplines Digital Art and Media Certificate Program (more than 40 applicants per semester swamping DAM program)

Slide 4

Implementation and Impact

- Net increase to COFA: 400 students over 4 years
- Start up funding currently provided directly from Provost's office
- New facility in the Fine Arts Library – “The Foundry” funded by Hearst Foundation, donors, UT Libraries
- 10 pre-degree courses running now, 250+ students
- Space and equipment provided from COFA

Slide 5

Summary

- Intense demand for the program. 250+ students in 10 pre-degree courses with long wait-lists
- Very strong support from the City of Austin, Austin Technology Council
- Equally strong support from principals in the Austin entertainment tech industry
- This degree meets the President's initiative for interdisciplinary programs – AET is “what's next”

Slide 6

Questions?

Slide 7

Sample Program
BS AET, Game and Media Apps Concentration
First Year

Fall**Spring**

| | | | |
|--|---------------|---|---------------|
| AET 101 – Colloquium 1 | 1 hr | AET 102 – Colloquium 2 | 1 hr |
| AET 304 – Foundations of AET | 3 hrs | AET 306 – Fndtns of Dig Img and Visual | 3 hrs |
| UGS 302 or 303 – First Year Sig Course | 3 hrs | AET 307 – Gender, Fem, Art, and Tech | 3 hrs |
| Vis and Perf Arts – Core Curriculum | 3 hrs | Social and Behavior Sci – Core Curriculum | 3 hrs |
| Math – Core Curriculum | 3 hrs | Science and Tech – Core Curriculum | 3 hrs |
| RHE 306 – Core Curriculum | 3 hrs | American History 1 – Core Curriculum | 3 hrs |
| | 16 hrs | | 16 hrs |

Slide 8

Second Year**Fall****Spring**

| | | | |
|--|---------------|------------------------------------|---------------|
| AET 103 – Colloquium 3 | 1 hr | AET 326 – Dig Production Art 3D | 3 hrs |
| AET 317 – Foundations of Interact Software | 3 hrs | AET 328 – Animation and Rigging | 3 hrs |
| AET 318 – Fndtns of Games and Play Apps | 3 hrs | Science and Tech – Core Curriculum | 3 hrs |
| American History 2 – Core Curriculum | 3 hrs | English – Core Curriculum | 3 hrs |
| GOV 310L – Core Curriculum | 3 hrs | GOV 312L – Core Curriculum | 3 hrs |
| Science and Tech – Core Curriculum | 3 hrs | | 15 hrs |
| | 16 hrs | | |

Slide 9

*Third Year***Fall****Spring**

| | | | |
|-----------------------------------|---------------|-----------------------------------|---------------|
| AET 335 – Game Aesthetics | 3 hrs | AET 337 – Writing for Inter Games | 3 hrs |
| AET 336 – Game History and Theory | 3 hrs | AET 345 – Designing Visual Worlds | 3 hrs |
| Foreign Language 1 | 6 hrs | Foreign Language 2 | 6 hrs |
| Approved Concentration | 3 hrs | Approved Concentration | 3 hrs |
| | 15 hrs | | 15 hrs |

Slide 10

*Fourth Year***Fall****Spring**

| | | | |
|---------------------------------------|---------------|-------------------------------------|---------------|
| AET 346 – Game Scripting and Modeling | 3 hrs | AET 355 – Advanced Game Programming | 3 hrs |
| AET 376 – Game Capstone: 2D | 3 hrs | AET 377 – Game Capstone: 3D | 3 hrs |
| Writing – Core Curriculum | 3 hrs | Social Science and Humanities | 3 hrs |
| Social Science and Humanities | 3 hrs | Approved Concentration | 3 hrs |
| Approved Concentration | 3 hrs | Elective | 3 hrs |
| | 15 hrs | | 15 hrs |

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