

DOCUMENTS OF THE GENERAL FACULTY

Following are the minutes of the regular Faculty Council meeting of October 19, 2015.



Hillary Hart, Secretary
General Faculty and Faculty Council

**MINUTES OF THE REGULAR FACULTY COUNCIL MEETING OF
OCTOBER 19, 2015**

The second regular meeting of the Faculty Council for the academic year 2015-16 was held in the Main Building, Room 212 on Monday, October 19, 2015, at 2:15 PM.

ATTENDANCE.

Present: Meagan N. Abel, Gayle J. Acton, Dean J. Almy, Arturo Arias, William Beckner, Carolyn M. Brown, Patricia L. Clubb, James H. Cox, Stephanie W. Crouch, Elizabeth Cullingford, Ann Cvetkovich, Arturo De Lozanne, Catharine H. Echols, David R. Engleman, Amy S. Enrione, Alan W. Friedman, Philip M. Gavenda, Sophia Gilmsom, Andrea C. Gore, Terrance L. Green, Michelle Habeck, Marvin L. Hackert, Barbara J. Harlow, Louis Harrison, Hillary Hart, Susan S. Heinzelman, Steven D. Hoelscher, Coleman Hutchison, Brent L. Iverson, Jody Jensen, Maria G. Juenger, Jonathan Kaplan, Susan L. Kearns, Kerry A. Kinney, Mary Knight, Daniel F. Knopf, Judith Langlois, John C. Lassiter, Naomi E. Lindstrom, Bradford R. Love, Timothy J. Loving, Kelly McDonough, Lauren A. Meyers, Julia Mickenberg, Julie A. Minich, Stephanie Mulder, Donald P. Newman, Gordon S. Novak, Sheila M. Olmstead, Rachel A. Osterloh, Gage E. Paine, Dennis S. Passovoy, Na'ama Pat-El, Edward R. Pearsall, Nancy L. Roser, Stanley J. Roux, Cesar A. Salgado, Christen Smith, James C. Spindler, Rajashri Srinivasan, Vincent S. (Shelby) Stanfield, Kirk L Von Sternberg, Brian Wilkey, Karin G. Wilkins, Edward T. Yu.

Absent: Chad J. Bennett (excused), Jay M. Bernhardt, Lance Bertelsen (excused), Lydia Maria Contreras, M. Lynn Crismon (excused), Douglas J. Dempster, Randy L. Diehl, Andrew P. Dillon, David J. Eaton (excused), Bradley G. Englert, Veit F. Erlmann, Ward Farnsworth, Gregory L. Fenves (excused), Lorraine J. Haricombe, Linda A. Hicke, Hans Hofmann (excused), S. Claiborne Johnston, Manuel Justiz, Harrison Keller, Susan R. Klein, Desiderio Kovar (excused), David L. Leal (excused), Jennifer Moon (excused), Sharon Mosher, Patricia C. Ohlendorf (excused), Jonathan T. Pierce-Shimomura (excused), Jorge A. Prozzi, Soncia Reagins-Lilly (excused), Vance A. Roper (excused), David M. Schnyer (excused), Laura T. Starks, Frederick R. Steiner, Zachary B. Stone (excused), Alexa Stuijbergen, Jessica R. Toste (excused), Emanuel Tutuc (excused), David A. Vanden Bout, Gregory J. Vincent, Jo Lynn Westbrook (excused), Robert H. Wilson, Hannah C. Wojciehowski (excused), Sharon L. Wood, Cara Young (excused), Luis H. Zayas.

Voting Members:	55 present,	21 absent,	76 total.
Non-Voting Members:	10 present,	23 absent,	33 total.
Total Members:	65 present,	44 absent,	109 total.

I. REPORT OF THE SECRETARY.

Secretary Hillary Hart (distinguished senior lecturer, civil, architectural, and environmental engineering) gave a brief report (D 13316-13320) saying that six memorial resolution committees that had been formed since the last report for Professors Emeriti Ira Iscoe (psychology), Mildred Boyer (Spanish), Mario A. Benitez (curriculum & instruction), Ronald Buonous (social work), Hafez Farmayan (Spanish & Portuguese), and Richard L. Schott (public affairs) and one resolution completed for Professor Emeritus Boyd A. Hardesty (chemistry). The secretary reported that the new degree programs in fine arts and in engineering that were approved by the Council in September were pending review by the provost. Secretary Hart reminded members of the October 22 protest deadline for proposed changes to the *Undergraduate Catalog, 2016-2018*. In closing, the secretary also reminded members that it was important for them to go to one of the microphones and identify themselves before speaking, since the audio-recording would be the basis for creating the transcript and the minutes of the meeting.

II. APPROVAL OF MINUTES.

Secretary Hart asked for and received approval, with no objections or changes to the minutes of the regular meeting of the Faculty Council held September 21, 2015 (D 13321-13371).

III. COMMUNICATION WITH THE PRESIDENT.

President Fenves was unable to attend the meeting since he was away on business.

IV. REPORT OF THE CHAIR.

Chair Andrea Gore (professor, pharmacy) reported that the Faculty Council Executive Committee (FCEC) had received a lot of feedback on the campus carry statement that had been sent to all members of the General Faculty the previous Friday, October 16, 2015. Because the comments reflected some misunderstandings, Chair Gore said that she realized in retrospect that the FCEC probably should have given a preamble explaining the intent of the statement. In light of the vigorous ongoing debate concerning campus carry, she clarified that the FCEC wanted to comment on “the process of having that debate and emphasizing the importance of having a civil discourse in this conversation,” and asked the members to take the FCEC’s statement with that spirit in mind. “This is an ever-evolving situation, and we, all of us very strongly support having a very strong resolution.” But, she said that she and the FCEC hoped that the resolution would come from the Faculty Council at-large or even the General Faculty before the president makes his decision. But, she opined “It is up to this community to make that decision.” Out of courtesy to invited guest speakers, Chair Gore said continued conversation on campus carry would come at the end of the meeting, and at that time she and the FCEC would take any questions and commentary for as long as people wanted to speak.

Closing her remarks, Chair Gore invited Chair Elect Jody Jensen to give her report.

V. REPORT OF THE CHAIR ELECT.

Chair Elect Jensen (professor, kinesiology and health education) gave a brief report on the recent meeting of the Texas Council of Faculty Senates (TCFS), which has representation from campuses from all of the different systems across Texas, including UT System, Texas A&M System, and North Texas System. She said that SB 11 was the number one report item from all of the campuses, and much like UT Austin, others were waiting on reports from their working groups who were gathering information, coming to terms with exactly what is required by the law, and finally they would be making recommendations to their respective presidents. She said the overall sentiment from those present was to keep concealed guns out of classrooms, faculty offices, and dormitories. She opined that UT Austin seemed to be ahead of the game, since there had been widespread campus conversations, which had been vigorous and informative, similar to the one led by Professor Steve Goode, chair of the Campus Carry Working Group at the September 21 Faculty Council meeting. She said TCFS would have continued conversations and would be considering how best to communicate with each other and on “How do we come to consensus?”

Chair Elect Jensen reported that another topic of interest common to the campuses had to do with promotion and tenure procedures (P&T) and that at least five campuses reported that they were modifying language on P&T or considering implementation of new policies. Even though she did not have more detailed information; the chair elect opined that it would likely come up again in the near future.

The third topic of discussion was on shared governance. Chair Elect Jensen explained that TCFS is made up of Faculty Council/Senate representatives that come together to talk about “the means by which shared governance is accomplished,” and that TCFS is not an administrative conference. She commented that UT Austin is quite fortunate in that its president and provost attend Faculty Council meetings regularly and also meet with the FCEC on a monthly basis, “We have great access.” Nonetheless, she said there were some interesting points that the Council ought to give consideration to. One was “the source of policy”—that is, does the faculty governance structure generate policy and send it up and negotiate with the administration, or does it have a top down structure that originates with the administration that then charges a committee to address the concern? As an example, Chair Elect Jensen cited the University of Texas Dallas as having a bottom up structure. She said it had been a great topic of conversation and one worth considering here at UT Austin.

Another topic discussed was on the evaluation of administrators. The chair elect reported that the general sense at the meeting was that “this is a pro forma process and faculty did not feel that there was a good form for expression of or understanding of the outcomes of the administrator evaluations.” She added that this topic had been included in at least five campus reports.

Chair Elect Jensen reported on the discussion of employment security for non-tenured faculty. She stated that a number of campuses expressed “a great deal of concern about employment stability and foreknowledge for their non-tenured colleagues,” and they questioned whether or not the institutions could do more to inform, protect, and help them plan in terms of providing longer contracts.

In closing, the chair elect explained that the meeting was largely about information sharing, and that there had been no action items or resolutions.

Past Chair William Beckner (professor, mathematics) noted that the faculty governance structures across the systems and even within UT System could be quite varied. As an example, he pointed out that the chair of the Faculty Senate at UT Dallas is the president, where as here at UT Austin, the chair is an elected faculty member. Chair Elect Jensen agreed and said Professor Beckner made a great point. Related to the governance structure, the chair elect commented that some campuses reported that changes in P&T policy were essentially being sent down from the president to the university. She mentioned one example where the president had actually pulled all hiring decisions out of the provost’s office and placed them in the president’s office. She concluded her remarks saying, “There are a number of faculties that are wrestling a lot with the mechanism of shared governance.”

VI. UNFINISHED BUSINESS—None.

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

VIII. NEW BUSINESS.

A. Report on Campus IT Security, Regulations, and Best Practices.

Cam Beasley (chief information security officer, Information Security Office) thanked Chair Gore for inviting him to speak. He commented that he would not present the PowerPoint slides that had been provided prior to the meeting, but instead requested that they be made available in the minutes since he wanted his report to be brief, and he wanted to be able to take as many questions as possible (see [Appendix A](#)). He opened his report with some background information about himself and the Information Security Office (ISO), which was created in 1999. Mr. Beasley said

he graduated from UT Austin with a chemical engineering degree and had worked in the ISO in his current role since 2005. He is also an adjunct professor in computer science teaching classes on information security. Regarding his organization, Mr. Beasley explained that the ISO is required by law to exist in every Texas state agency and public institution to ensure a secure and safe environment for the employees to do their computing. He added that between the fourteen UT Austin ISO employees, they have 125 years of experience in information security and that the office is “recognized as one of the premier Information Security Offices in the country in higher education.”

In terms of what they do, Mr. Beasley said they were very proactive, i.e. “getting in front of things that are going into the deployment.” Examples he cited included new servers, systems and cloud-based services. In regard to cloud-based applications, he said there were a lot of vulnerabilities and that each one needed to be reviewed and evaluated for “gaping holes.” He said his team was also involved in evaluating the security of various places on campus like the data center to make sure they are secure, “because there are lots of bad guys who want to get to your data as well.”

On the reactive side, the chief security officer said that the UT campus experiences approximately 15 million attacks each day, and that a large majority of those are from “load mission states” who want to access research data and be the first to publish it. He further explained that the high-risk areas on campus included natural sciences and engineering, and he expected the new medical school might be another target for cyber theft as well.

A few interesting factoids provided by Mr. Beasley included:

- UT Austin gets approximately 17 million emails per day of which 97% are identified as spam or infected.
- There are approximately 250,000 unique devices that connect to campus on any given day throughout the year of which approximately 85,000 are owned by the University.
- On average, there are approximately seventy breaches that occur each month where data is stolen or a departmental machine has been compromised.
- Approximately fifty faculty and staff members are compromised each month by giving up their EID credentials in phishing attacks.
- The percentage of successful phishing attacks has increased by 400 percent in the last two years.

Besides wanting to steal research data, Mr. Beasley said that the hackers are often looking for personal credentials such as EIDs that would allow them to access library journals. He said these kinds of attacks are especially common from China and Iran where access to information is restricted. The chief security officer explained that one way hackers breach devices is via “drive-by-download,” where the user unknowingly downloads unintended software from the internet that might be spyware, malware, crimeware, keywriting, or a computer virus. He said it could happen when visiting a site like CNN where advertisements are posted but are owned by different third parties and are not regulated by the site on which they appear. He said the ad providers could be compromised and by loading the ad, one could be downloading infected material and not know it. Mr. Beasley said that once a device is breached, the hacker does “a recon on your environment” to learn who your colleagues are, or to find out who does the budget or accounting in your department. Once the hacker has this information, he masquerades as those people convincing unsuspecting individuals to open a link or provide personal information that puts them and/or their departments at risk. He cited the major IRS scam that affected not only UT Austin, but other higher education institutions across the country and resulted in hundreds and hundreds of fraudulent IRS returns being submitted in the victims’ names.

So how does one protect oneself? Mr. Beasley suggested that password management tools could be really helpful for storing and generating passwords. He also encouraged members to use two-factor authentication (2FA) wherever possible since it adds an extra layer of security by requiring additional components for identification. These extra components may be something the user

knows (PIN), something the user possesses (smartphone), or something that is inseparable (fingerprint). He said using 2FA discourages hackers because the user is no longer the “low hanging fruit,” and they will move on to an easier target. Mr. Beasley also encouraged members to utilize Managed IT Services for storage or virtualization. He said that relying on trained professionals was “a really, really good thing.” He also encouraged the use of encryption on all devices, not just laptops and desktops. He explained that encryption saves individuals in so many situations—including law enforcement if they were to ever want to start snooping. Lastly, to tie back to drive-by-downloads, the chief security officer said it was critical to keep applications up-to-date, especially browsers and plugins like Flash. Mr. Beasley said there were two major groups on campus that could assist with this and that he would be happy to share that information with anyone who was interested.

Professor Beckner commented that he understood that Toopher, the two-factor application used by UT Austin was to be discontinued or modified. Mr. Beasley confirmed that UT Austin would be transitioning away from Toopher, since Salesforce had purchased the product and had effectively discontinued it. Initially, he said the transition would take place sometime in March, but when Professor Beckner questioned if it would interfere with downloading W2 forms, Mr. Beasley said that Toopher would not be altered in any way during the tax season. He clarified that he expected the change from Toopher to the Duo product to occur in April.

Lauren A. Meyers (FCEC member and professor, integrative biology) remarked, “That was a fascinating and scary presentation.” She wondered if the chief security officer would make the statistics and recommendations of his presentation available to the Council members? She also asked if he had any special precautions for using Google products such as Google Docs, Google Drive, etc. He responded to the first question saying that the data points and recommendations would be made available to the Council and encouraged members to reach out to him with other questions as well. In terms of Google and cloud services, he explained that the ISO had spent thirteen months negotiating with Google on their license for products. He clarified that the license did not apply to individuals’ personal accounts, instead, they were only applicable to University accounts. He said that Google had a big gap with the accessibility requirement that had to be addressed. Other than that, he said the Google offering for UT Austin was solid.

As one whose personal information was stolen with the IRS scam, Kerry A. Kinney (FCEC member and professor, civil, architectural, and environmental engineering) commented that the IRS breach wasn’t simply a “drive-by” but instead was a systematic data compromise. She stated that three years ago, University employees who traveled overseas were mandated to use a travel protection plan called SOS International, which was subsequently hacked. When she had made inquiries about what the University would do about it; she was told that because it was a third party product, UT Austin was not responsible. She asked Mr. Beasley for clarification on UT Austin’s policy in such cases. The chief security officer explained that, in general, it is higher education institutions that use SOS International, and he confirmed that they did have a massive breach in 2013. He further explained that because UT System had negotiated the contract, and because UT Austin had no direct involvement in that, the University was unable to act on the incident. However, he said that by law the third party vendor should have been responsible for providing credit-monitoring services and notification to affected parties in Texas. He opined that if UT Austin had been involved with the contract, he thought they would have been much more careful in terms of how things were negotiated.

Chair Elect Jensen asked who is responsible for managing UT Box and making improvements to it since, in her opinion, it was not a very user-friendly application. Mr. Beasley explained that Box is a cloud storage service provided to campus and is one of the only HIPAA approved products available. He expounded on that saying that there are approximately 30,000 UT Austin users, including faculty and researchers who get a default quota of one terabyte of storage at no cost. He said that there had been mixed reviews of the service, some being very pleased and others

recommending changes. He said he would like Council members to convey their suggestions or experiences to him so that he could take them back to the vendor. He remarked that cloud services are unique in that the vendor can roll out offerings anytime and users often don't have much influence in the roadmap. However, he said it is different with Box because higher education is their largest vertical market. He said the downside was that Box could roll out a new feature, and they were not required to tell us. But, he said he could definitely provide people with feedback.

Dean Brent Iverson (undergraduate studies) asked if there were certain things about Canvas that faculty members should be aware of that would make them less vulnerable? Mr. Beasley said that Canvas is another one of the products that had been reviewed by ISO and was a solid platform. He mentioned one of the biggest things to be aware of is that there had been situations where students had tried to hack into Canvas to change grades. He said students' had actually picked locks and/or crawled over ceiling tiles to break into faculty members' offices to get to their grades. Fortunately, he said, Canvas uses a framework that makes it very easy to verify that the security is in place.

Hearing no further questions, Mr. Beasley again thanked the Council for the opportunity and welcomed additional questions and feedback via email.

B. Report on State of University Compliance.

Chair Gore introduced Paul Liebman (chief compliance officer, University Compliance Services (UCS)) whose PowerPoint presentation can be found in [Appendix B](#). He said he was "especially delighted to speak after Cam" as the information security officer deals with some of the most significant compliance risks and vulnerabilities on campus. Mr. Liebman gave a brief background of his thirty years of professional experience as a compliance professional stating that he had worked for some very large organizations and that he had been at UT Austin for about two and one half years. He said, "This is a wonderful place to be. I truly am honored to present to you all today a little about University Compliance Services, which is the administrative function that runs the compliance and ethics program at the University." The chief compliance officer explained that his office is a direct report to the president, and its purpose is to have a good understanding of the thousands of federal, state, and local laws, rules, and regulations that apply to the University and to have a plan in place to mitigate the most significant risks. Over the last couple of years, he said his focus has been to concentrate on what we can do best in terms of day-to-day compliance and that he has worked closely with the information security, environmental health and safety, and labor and employment groups. He added that his organization has decreased in size to about three people and that their focus has been on four core areas, which includes doing a better job of risk assessment, having a best practice policy management process, improving the compliance training program, and organizing all of the investigations of illegal and unethical behavior that might be alleged on campus. With regard to the centralized function of the office, he made an analogy to it being the "Pep Boys of compliance with all the tools, parts, and service." In addition, he pointed out that there are three substantive areas in his group that have subject matter that is decentralized. Those programs include Title IX, the Cleary Act, and Youth Protection.

Mr. Liebman said the core purpose of his office is actually on the plaque on the front of the Main Building, "To transform lives for the benefit of society." He opined that he is fortunate to see this everyday and that he takes it very seriously. He said the University has a vision strategy, action plans, and lots of resources, and that "we move towards that core purpose all the time." Unfortunately, he said we occasionally hit challenges, i.e. the way people interact with each other; they have to manage people and they have to interface with the government, and that creates challenges. He said the goal of his group is to help employees circumnavigate around those challenges toward the core purpose without hitting either of two boundaries: 1) mandatory boundaries, things imposed upon us from outside such as federal and state rules and 2) the sub-selected boundaries, which are the values of the University, i.e. acting ethically, treating each other with respect, dignity, and integrity. Mr. Liebman said, "It's important that in all of our decisions, we're helping people make the choices so that we never even have to worry about

hitting those walls.” Regarding risk, he stated, “I think it’s also important to talk about what we really mean... We’re trying to avoid some very particular negative consequences that are associated with illegal and unethical behavior.” He stressed that it starts with preventing death and serious injury on our campus and any criminal liability for individuals. He stated that there are problems that occur on campus that can be fixed by money, but there are some that cannot. For example, a lab explosion where someone is severely injured or killed—no amount of money could replace that life; or someone is sexually assaulted—that individual’s life is changed and impacted in such a way that they may never be able to achieve what they came to the University to accomplish. “All of us in terms of society, we all suffer as a result.” Likewise, he said, “If someone were to steal sensitive, confidential information, and it were used in an attack on us, either substantively or intellectually, there is no amount of money that would be able to fix that.” Mr. Liebman said that his focus is on true risk assessment, to identify the things that can’t be fixed by money. Other consequences include civil and administrative penalties, financial loss, loss of business opportunities, and damage to the University’s reputation.

To put some perspective on the numbers of laws and rules that impact the University both as an institution of higher education and as a business, Mr. Liebman cited a study that was commissioned by Vanderbilt University that found that 10 to 18 percent of their budget was spent on compliance and that 11 percent was spent just on federal compliance requirements. Assuming that study was accurate, he said if you were to apply it to UT Austin’s budget of approximately \$2.5 billion, then we are spending an “outrageous” amount of money just on meeting federal requirements. He said, “If we can save just 1 percent, that would be a tremendous savings.” He added that it really goes back to the core purpose—putting people to work on what they should be working on and doing it well.

Mr. Liebman commented on the seven key expectations of the compliance program, the first of which should be to always keep the focus on the core purpose and to align all its activities with that vision strategy and action plan ([see slide 6](#)). Referencing UT S 180 as the perfect example of a rule that may have started out making good sense but became a “nuclear powered flyswatter” requiring everybody to input information in a database that would never be used. The compliance officer said that he had had conversations with UT System about reforming its compliance effort, about how to “stop the spigot” so that we can get caught up on some of the more important requirements. He was pleased to report that UTS 180 was being amended and would have much less impact on faculty. The new version would be designed for people in procurement roles, i.e. executive officers or people with significant procurement roles—so it will impact the people who are making the business decisions. He said it was a perfect opportunity to reduce the administrative burden.

The second key expectation he mentioned is to “Live and Encourage UT Austin’s Values, Tone at the Top, Middle, and Edges.” The chief compliance officer said there was no doubt in his mind that the Executive Compliance Committee, which is a group that facilitates for President Fenves and his executive staff, is “committed to acting leanly and ethically all the way through the organization.” He explained the problem is at the middle and edges where we sometimes lose sight of what it means to act consistently with those values.

The third expectation is to identify, prioritize, mitigate, track, and document all significant risks and to make sure there are “No Gaps. No Waste. And No Surprises.” He said UCS has enough time, resources and competent people to determine what is important to the University, what can and can’t be fixed, and to find where the waste and redundancies are. But, most importantly, there should be no surprises. He said when he was hired, he told President Powers that if he were to read something in the *Austin American Statesman* about a significant compliance issue at the University that he was unaware of, then the president should fire the chief compliance officer. And, he said, if the president wouldn’t fire him, then he would quit, “because I’m not going to

work for somebody who wouldn't fire me for such a mistake. So, I truly believe, no gaps, no waste, no surprises.”

The last four expectations that Mr. Liebman spoke on included 4) the goal to communicate risks, try to make sense of all of the compliance issues out there, and spend resources wisely; 5) to education through training and awareness programs; 6) to promote a retaliation-free environment so that reported allegations can be systematically investigated; 7) to be a good steward of the University's resources. Regarding the last expectation, he acknowledged the outdated compliance program is one that needs to be fixed. He commented that UCS had had conversations about contracting with an outside vendor that would have courses available to all of the UT System institutions, so that UCS could concentrate on compliance efforts and on things that really matter—like “Having conversations with people about behavior that could be more aligned with our core purpose.” Mr. Liebman then opened the floor to questions.

Chair Andrea Gore asked how the transition to Workday would affect UCS and would it be an opportunity to do some of the things he had mentioned? Mr. Liebman responded, “Absolutely.” He said ongoing conversations were taking place to address basic compliance requirements, making sure bills get paid, taxes get paid, and on the learning management side, to move toward a new learning management system and how that would fit “hand-in-glove” with Workday.

Michelle Habeck (associate professor, theatre and dance) mentioned that there was no statement on the UCS website concerning the prohibition of campus violence. Tying into the campus carry issue, Professor Habeck said it would be helpful to know what and where the University policy is related to violence and displaying of a weapon, except those permitted by state law or University policy, and where it would reside moving forward. Mr. Liebman said that he was aware of that and it was something his office would take back once the Board of Regents made a decision on the president's recommendations for campus carry for UT Austin. He indicated that he would stay to hear the comments on campus carry since his office would be involved in creating the actual policy and the training would be a function of UCS. He said he was “very anxious to make sure that we can communicate that out effectively.”

C. Update Core Curriculum Course Lists (D 13272 -13277).

Brent L. Iverson (dean, School of Undergraduate Studies (UGS)) presented changes to the core curriculum, see [Appendix C](#). The dean explained that each year, UGS proposes changes to the core that allows UGS to be more responsive to both student and faculty needs—in particular, he said it responds to students' needs by providing increased variety and choices and by clarifying how students may satisfy the core requirements. In addition, changes are made to respond to faculty needs in the context of core designations, which can attract new and different students and can often offer a gateway to a discipline. And, finally, he said the core lists have to be updated to reflect courses that are no longer used.

Dean Iverson said there were a variety of new courses getting a core designation in Natural Sciences and Technology Part I and Part II, and Social and Behavioral Sciences, which are listed in [slide 6](#). He pointed out new courses in the Visual Performing Arts and an existing course that would get a core designation in mathematics, see [slide 7](#). Working with biology, the dean said they had been able to clarify a number of situations that had arisen and were able to change the designation of three courses moving them from Natural Sciences Part II to Natural Sciences Part I, see [slide 8](#). And finally, on [slide 9](#), he listed courses that were no longer offered and that would be removed from the core list.

Dean Iverson asked if there were questions. Julia L. Mickenberg (associate professor, American studies) asked if the core courses lists were related to flags and “Could you clarify the notion of what that means for the core curriculum.” The dean thanked her for the question saying that flags are one of his favorite topics. He explained that a flag is a designation put on a course by UGS but

is not related to the core curriculum course lists. “What I’m talking about today is the state core, the 42-hour state core requirement.” He added that he would be happy to talk to Professor Mickenberg about flags if she would like.

Hearing no further questions, a motion to accept the updated core curriculum course lists was made, and the core course lists were unanimously approved by voice vote.

IX. ANNOUNCEMENTS AND COMMENTS.

Chair Gore announced that the next Faculty Council meeting would be held November 16 at 2:15 PM.

Having gotten through the agenda, Chair Gore opened the floor for discussion and questions on the FCEC statement on Campus Carry. She said aside from the questions and comments concerning the FCEC statement, she hoped there could be an open discussion about what the faculty members wanted and what message they wanted to communicate to the president. She reminded people to speak into the microphone and to identify themselves by saying their name and department. The chair mentioned that not everyone who wanted to speak was on the Council, but because the FCEC wanted to hear from everyone, permission would be granted in advance to everybody. She asked comments to be limited to just a few minutes to allow equal access to the microphone. The transcript of the conversation is in [Appendix D](#).


X. QUESTIONS TO THE CHAIR—None.

XI. ADJOURNMENT.

The meeting adjourned at 4:12 PM.

[Appendix A](#)

Slide 1




2014:
A Year in Review

cam beasley | 20150128
cam@utexas.edu

Slide 2

Quick Stats for 2014

- FireAMP: 14,344 clients (+105%)
- UTBox: 23,228 users (+133%), 59TB
- UTBackup: 7188 users (+59%), 273TB
- UTV: 1,000 new VMs
- Commodity Servers: 600 retired/migrated
- Stache: 29,144 items (+44%)
- Digital Certs: 3,986 (+32%)



Slide 3

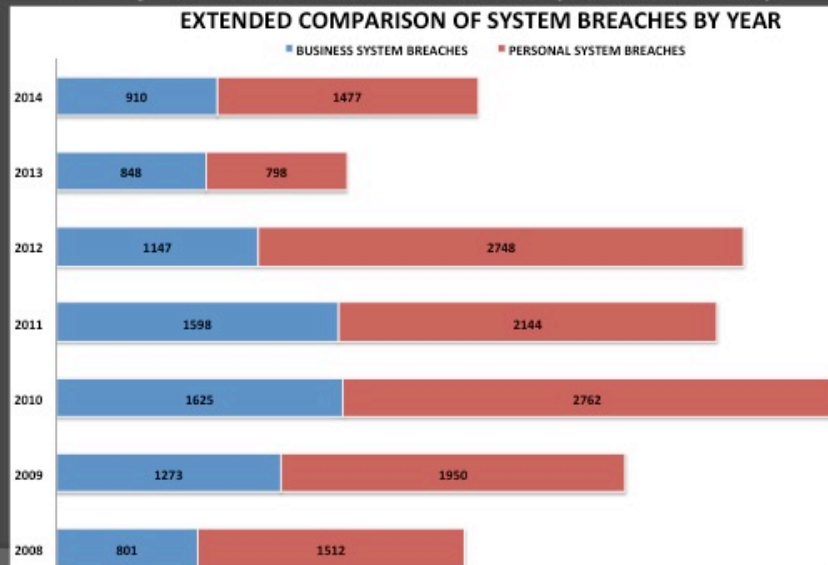
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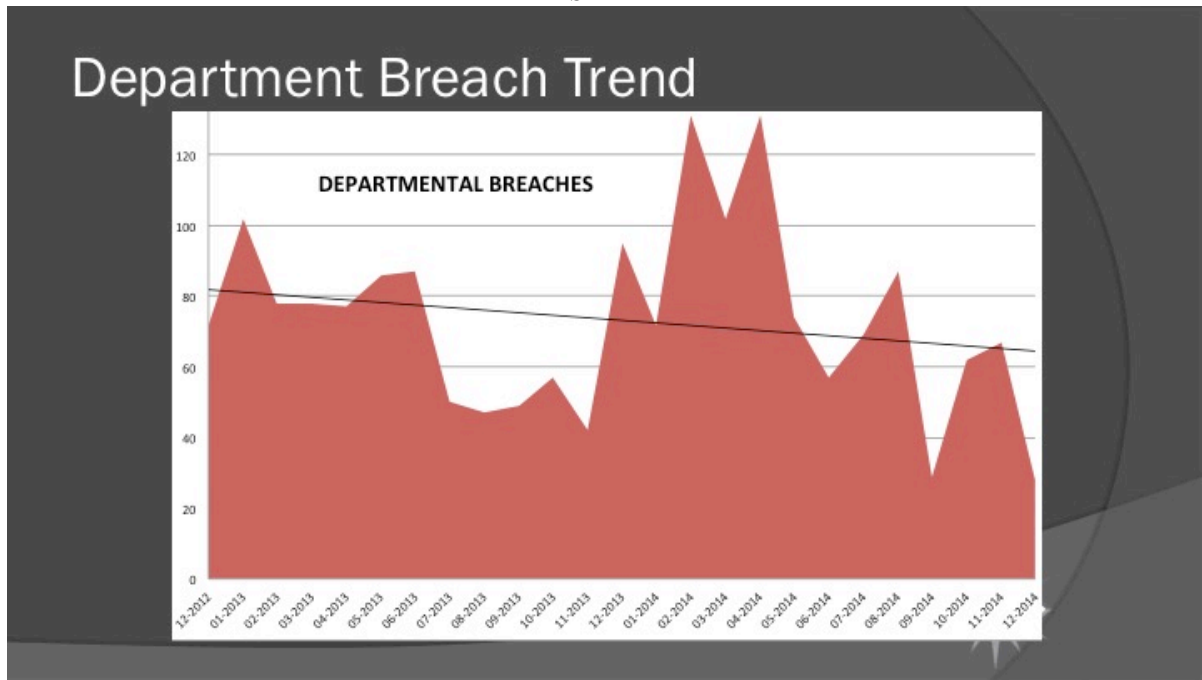


Slide 4

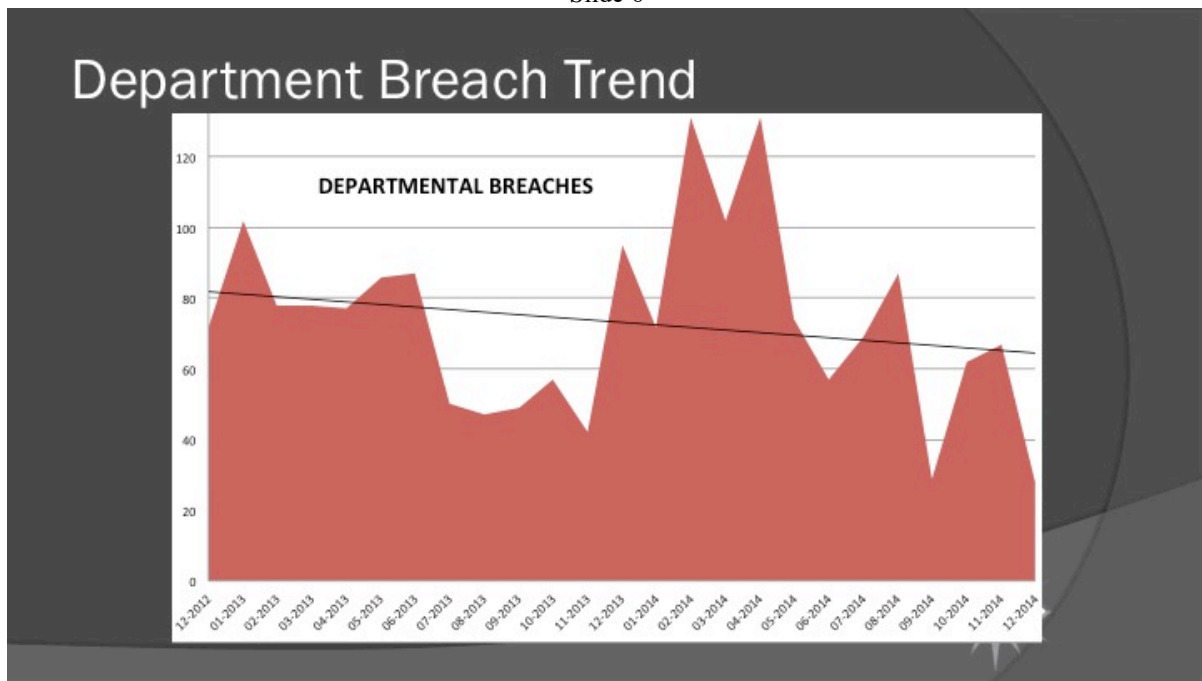
Campus Breach Trends (extended)



Slide 5



Slide 6



Slide 7

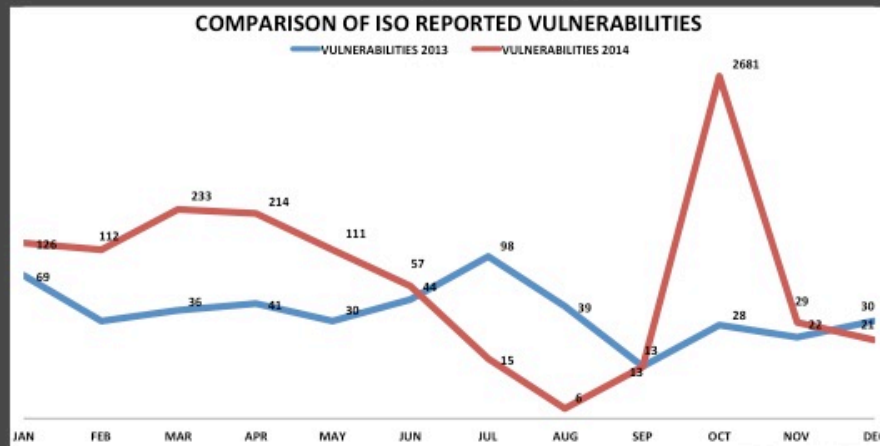
Major Unit Breach Comparisons (2014)

COLLEGE/ SCHOOL/ UNIT	TOTAL BREACHES	% OF ALL BREACHES	TOTAL SYSTEMS	% OF CAMPUS IT FOOTPRINT	BREACHES / FOOTPRINT
ARCHITECTURE	14	1.52%	395	0.58%	2.62
UNIV OPERATIONS, VP	38	4.11%	1268	1.86%	2.22
GEOSCIENCES	81	6.60%	2138	3.13%	2.11
ENGINEERING	238	25.76%	8719	12.76%	2.02
NATURAL SCIENCES	213	23.05%	8220	12.03%	1.92
SOCIAL WORK	9	0.97%	377	0.55%	1.76
PUBLIC AFFAIRS	6	0.65%	332	0.49%	1.34
LIBERAL ARTS	71	7.68%	4630	6.78%	1.13
STUDENT AFFAIRS, VP	29	3.14%	1948	2.85%	1.10
PHARMACY	12	1.30%	884	1.29%	1.00
DEVELOPMENT	5	0.54%	383	0.56%	0.97
DIVERSITY, VP	13	1.41%	1114	1.63%	0.86
COMMUNICATION	31	3.35%	3166	4.63%	0.72
PROVOST	39	4.22%	4278	6.26%	0.67
BUSINESS	26	2.81%	2877	4.21%	0.67
PRESIDENT	2	0.22%	227	0.33%	0.65
ATHLETICS	21	2.27%	2537	3.71%	0.61
NURSING	3	0.32%	459	0.67%	0.48
EDUCATION	14	1.52%	2484	3.64%	0.42
LAW	6	0.65%	1087	1.59%	0.41
INFORMATION SCHOOL	2	0.22%	461	0.67%	0.32
RESEARCH, VP	32	3.46%	8445	12.36%	0.28
FINANCIAL AFFAIRS, VP	37	4.00%	10249	15.00%	0.27
FINE ARTS	2	0.22%	1345	1.97%	0.11
UNDERGRADUATE STUDIES	0	0.00%	286	0.42%	0.00



Slide 8

Annual Vulnerability Comparison



Slide 9

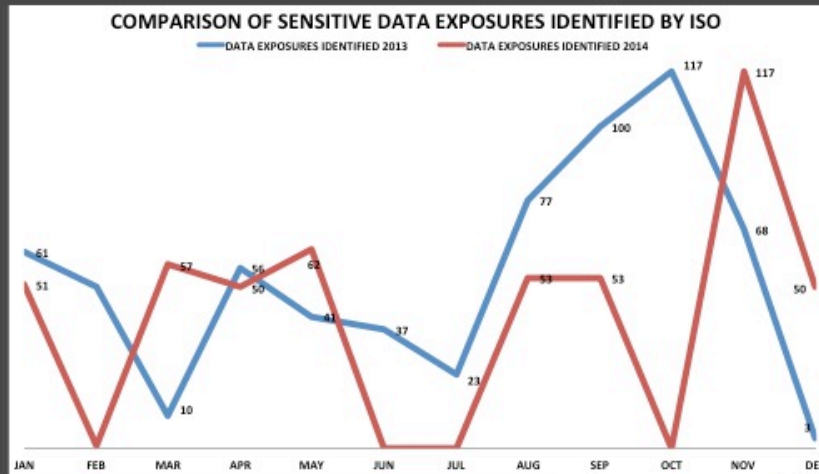
Annual ISORA Comparison

- Improved by 0.6% to 91.8% (goal = 85%)
- 88,262 devices assessed (+15%)
- Opportunities: BCP/DRP, Documentation, Logical Access Controls, Identification/Authentication

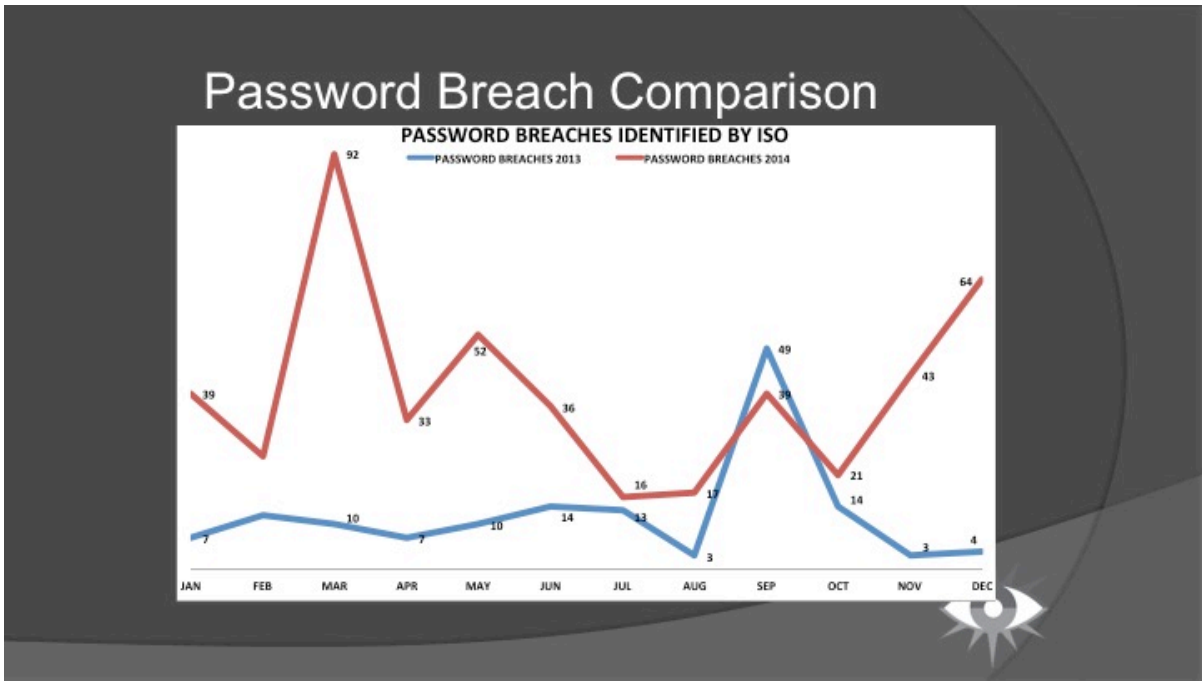


Slide 10

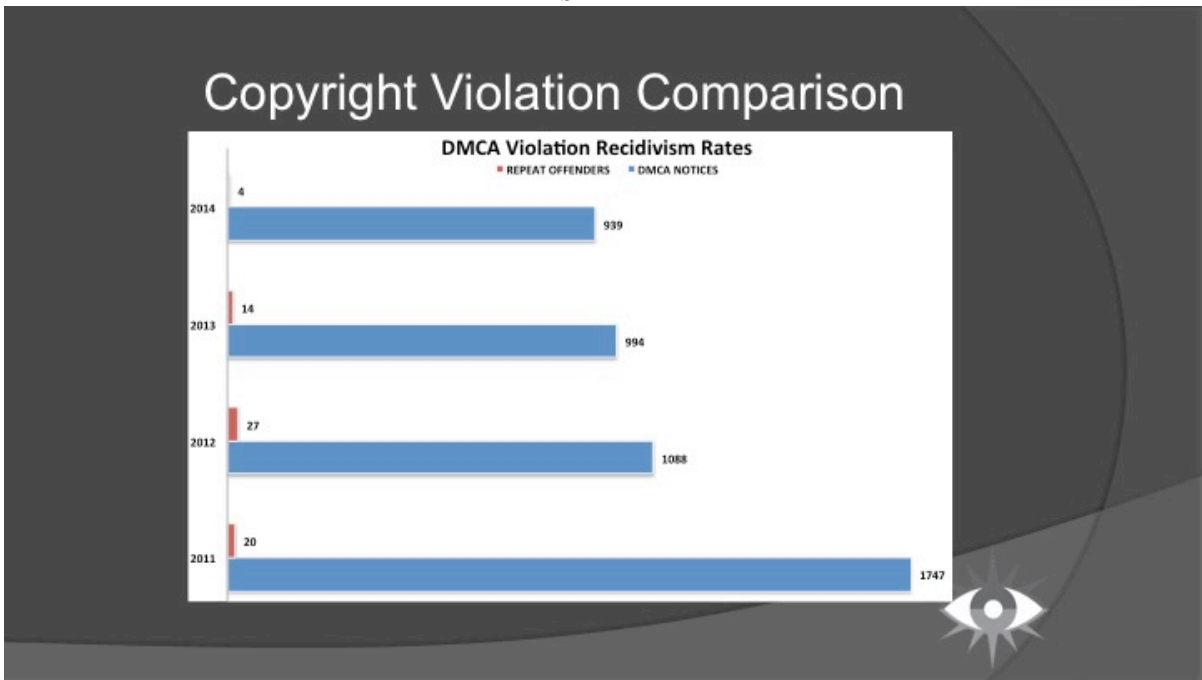
Annual SSN Detection Comparison



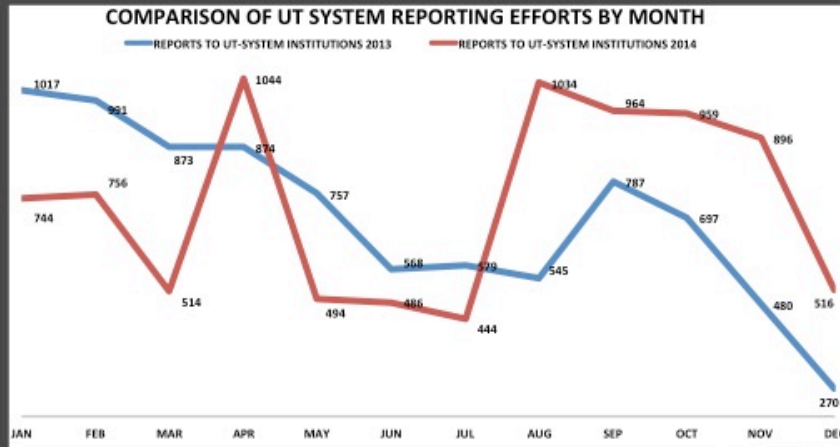
Slide 11



Slide 12



Annual ISAC Comparison

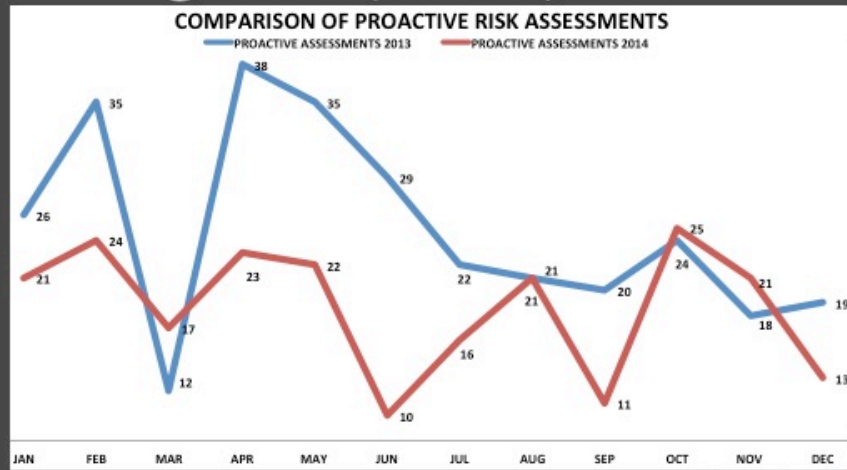


Risk Management (extended)



Slide 15

Risk Management (counts)

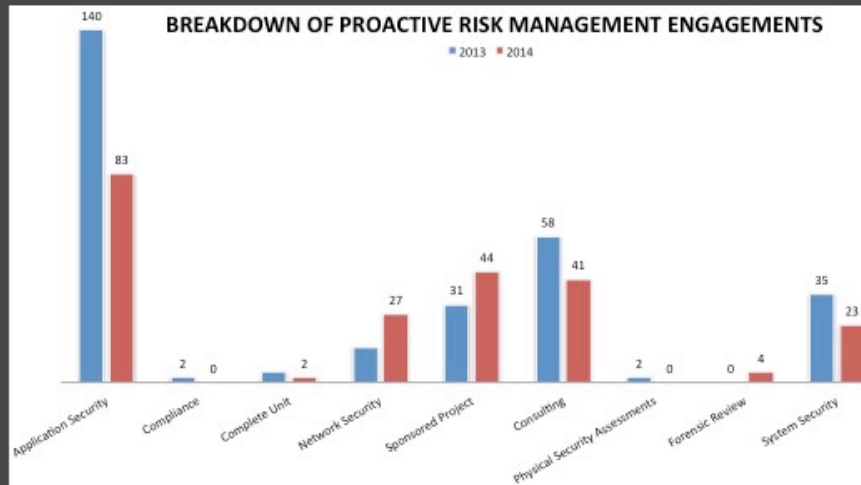


Slide 16

Risk Management (volume)



Risk Management (types)



New Policy Developments

- Commodity servers in UDC (2014-SEP)
- Professional IT Services (2015-SEP)
 - Training for IT Support Staff
 - Admin Access Mgmt
 - Procurement | Inventory Mgmt
- Use of 2nd factor (2015-SEP)
 - VPN
 - Various Banking Applications
 - Off-campus Admin Access to Cat-I Servers
- DIR and UT System updates looming

Slide 19

Areas of Focus: 2015

- IT Support Staff Training (goal = 200)
- Professional System Management
 - FireAMP | UTBackup
- Device Registration Service for 802.1X
- Update ISORA
- Realign Campus Policies
- Commodity Servers (UTV & Colocation)
- More Targeted In-Depth Assessments
- Master Plan for Building Security



Slide 20

kwes-chəns??

How can the ISO better serve your unit?

security@utexas.edu | 475-9242

<http://security.utexas.edu>



[Appendix B](#)

Slide 1

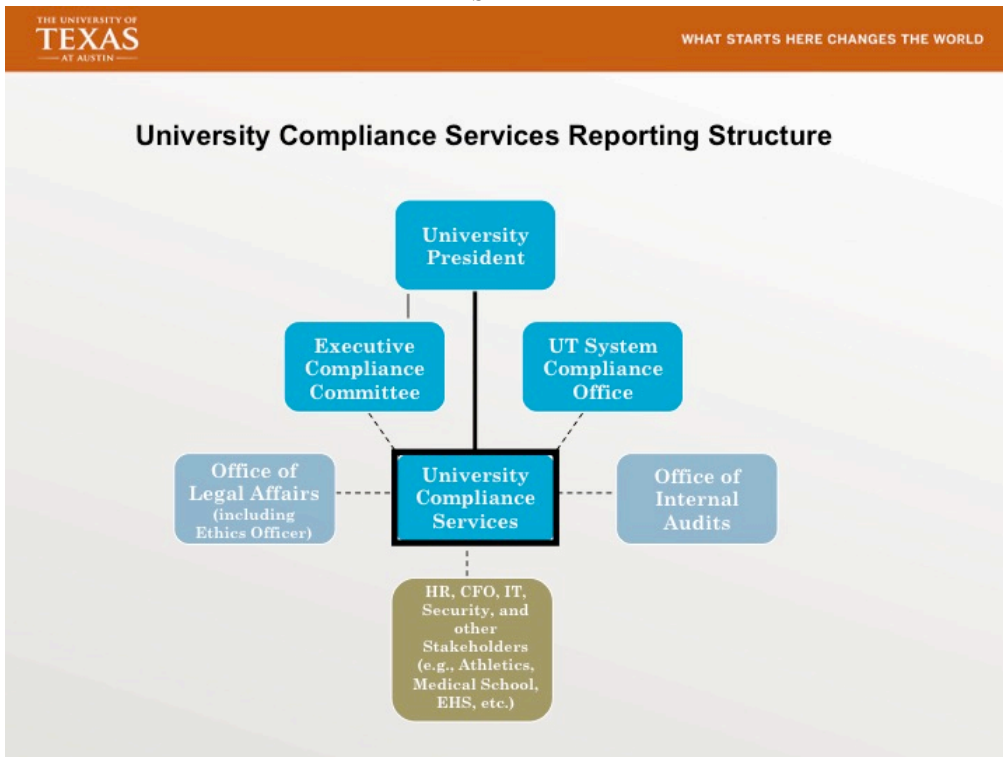
THE UNIVERSITY OF TEXAS AT AUSTIN

WHAT STARTS HERE CHANGES THE WORLD

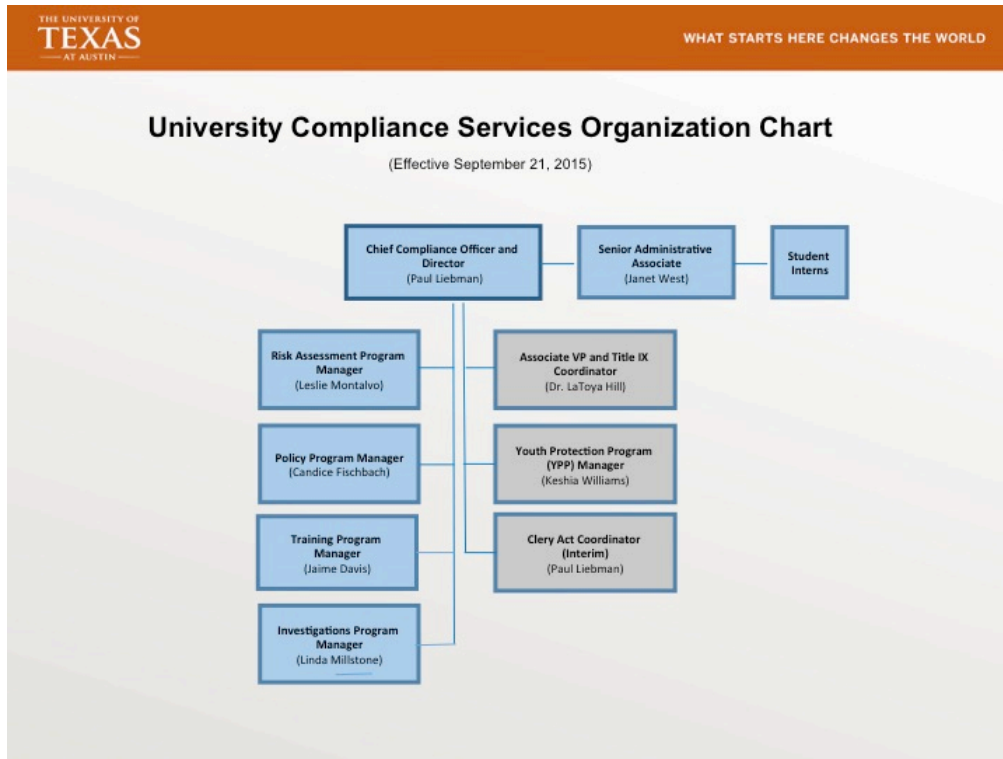
The Compliance and Ethics Program at The University of Texas at Austin

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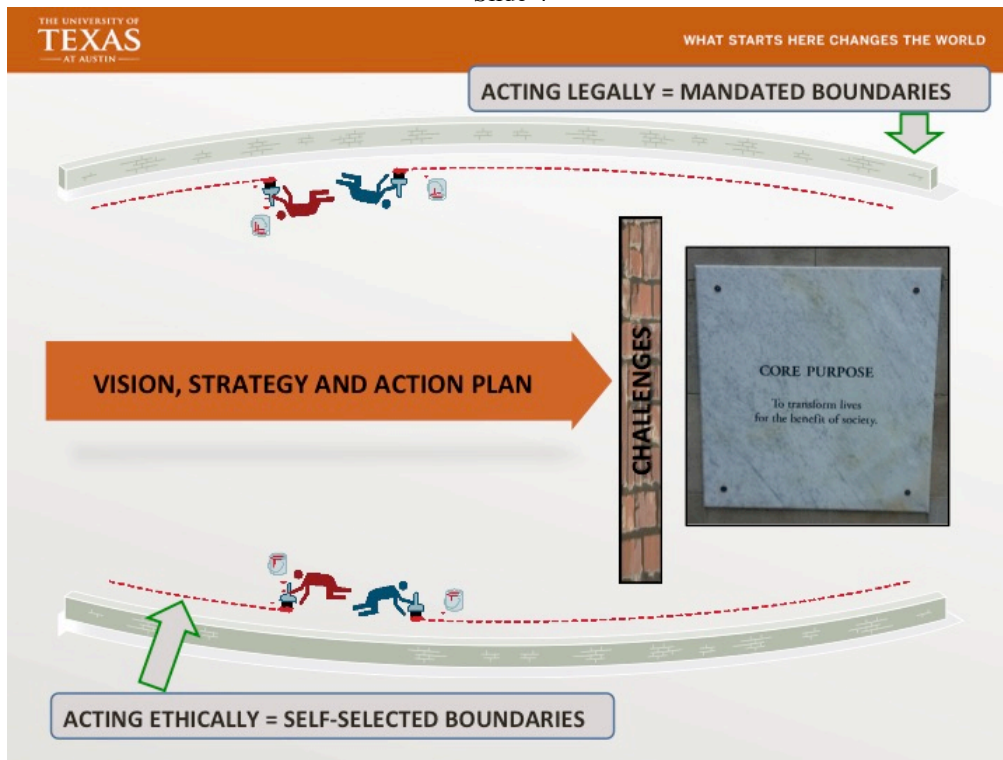
Slide 2



Slide 3



Slide 4



Slide 5

THE UNIVERSITY OF
TEXAS
— AT AUSTIN —

WHAT STARTS HERE CHANGES THE WORLD

When we talk about “compliance and ethics risk” – we’re really talking about how we find and address the potential negative consequences associated with illegal and unethical behavior

- Death or serious injury
- Criminal liability for individuals and the institution
- Civil and administrative penalties
- Financial loss
- Interruption or loss of business opportunities
- Reputation damage
- Change of law

Slide 6

THE UNIVERSITY OF
TEXAS
— AT AUSTIN —

WHAT STARTS HERE CHANGES THE WORLD

Key Expectations of UT Austin’s Compliance and Ethics Program (CEP)

- Maintain focus on UT Austin’s Core Purpose and align CEP activities with UT Austin’s vision, strategy and action plans (“Be effective. Be aligned.”)
- Live and encourage UT Austin’s Values (“Tone at the Top, Middle and Edges.”)
- Ensure that all significant CEP risks are identified, prioritized, mitigated, tracked and documented (“No gaps. No waste. No surprises.”)
- Communicate CEP risks and mitigation activities to UT Austin’s leaders truthfully, accurately and completely in a timely, safe and appropriate manner (“Frame the bet.”)
- Educate students, faculty and staff (and others as necessary) about UT Austin’s CEP expectations through a best practice policy process; appropriate controls; and, relevant/risk-based training and awareness
- Promote retaliation-free reporting of allegations of illegal and unethical behavior; ensure allegations are investigated and resolved in fair and systematic manner; document corrective action; and, share (as appropriate) lessons learned to prevent reoccurrence
- Be a good steward of UT Austin’s resources by partnering with Legal, Audit, PO, Provost, HR, ITS/ISO, other UT Austin administrative functions and substantive subject matter experts, and UT System; and, strive for continuous improvement

[Appendix C](#)

Slide 1

Update to the Core Curriculum Course Lists in the *2016-17 General Information Catalog*



 School of
UNDERGRADUATE STUDIES
THE UNIVERSITY OF TEXAS AT AUSTIN

Slide 2

Reasons for making changes to the core:

Annual changes in the core allow us to be more responsive to changing student and faculty needs

 School of
UNDERGRADUATE STUDIES
THE UNIVERSITY OF TEXAS AT AUSTIN

Reasons for making changes to the core:

Annual changes in the core allow us to be more responsive to changing **student** and **faculty needs**

1. Providing increased variety/choice for students
2. Clarifying how students satisfy core requirements
i.e. pairings of courses

Reasons for making changes to the core:

Annual changes in the core allow us to be more responsive to changing **student** and **faculty needs**

3. A core course designation attracts a larger number and variety of students to the course – departments can use these courses as a “gateway course” to their discipline

Reasons for making changes to the core:

Annual changes in the core allow us to be more responsive to changing **student and faculty needs**

4. **Courses that are no longer being offered need to be removed from the core list**

New Courses

Core area

Natural Science and Technology part I

AST 309C Birth of Stars and Planets

Natural Science and Technology part II

SCI 365 Physics by Inquiry

Social and Behavioral Sciences

MAS 301 Introduction to Mexican American & Latino/a Studies

MAS 309 Bilingualism in the Americas

SOC 307Q Environment Inequality and Health

New Courses (cont.)

Core area

Visual and Performing Arts

E 310F Literature, Film, and Other Arts
AET 304 Foundations of Art and Entertainment Technologies

Adding Variety/Choice for Students

Core area

Mathematics

EDP 371 Introduction to Statistics

Clarifying Choice (pairings) for Students

Core area

Move from Natural Science and Technology part II to part I

BIO 305F How Plants Sense & Respond to Stimuli
BIO 309D The Human Body
BIO 309F Heredity, Evolution, & Society.

[Slide 9](#)

Courses No Longer Offered - Remove

BIO 305E
FA 311, 330, 331, 332, 333
RTF 314, 316

Slide 10



Questions?

Contact Brent Iverson:
512-475-7000
iversonb@austin.utexas.edu
www.utexas.edu/ugs

 School of
UNDERGRADUATE STUDIES
THE UNIVERSITY OF TEXAS AT AUSTIN

[Appendix D](#)

Transcript of Campus Carry Conversation
(Audio: http://www.utexas.edu/faculty/council/2015-2016/minutes/min101915/101915_cropped.mp3)
Faculty Council Meeting
October 19, 2015

Dennis Passovoy (lecturer, management)

My question is more of a procedural nature I guess. We can have the Faculty Council or the Faculty at-large issue a resolution, and maybe that's the right way to do it. My question is what kind of mechanism, what kind of process do we have available to challenge, essentially, this law? The legislature has issued a law. It has certain parameters. I would expect that if the law goes un-amended, then, we have to live within those parameters. The president is also bound by those same obligations. So, when we talk about not wanting guns in classrooms, in offices, in dormitories, personally, without hesitation I'm in favor of that. But, if the law doesn't explicitly allow the president to exclude those areas, then it's just talk, and it's of no use. So, how do we come to understand what those limits are, and then what our recourse is to deal with those limits? Is it a resolution that then goes back to the legislature and maybe asks them to reconsider, or is it some other mechanism?

Gore

Unfortunately, I do not have the legal expertise that Steve Goode does. I think Bill wants to say something. Go ahead Bill.

Beckner

I talk about... Well, I'll talk about my own appraisal of where we stand and answer some of these questions. We're not going to change the law. I do not... I think it's of course a political duck. I do not think that the senate is going to be able to change the law either. The law, I encourage you to read, maybe listen to the, which I haven't done, but I've seen the excerpts, the *Texas Tribune* interviews with the Lt. governor and the speaker of the house. Certainly, there are people in the legislature who feel that they wrote in and out for us. We should tell the president how to design the University's response. The University, the response, technically, has to be a recommendation that comes from the president. A... It goes to the chancellor. There are different opinions about who is going to carry the most weight in that conversation. The final decision is going to be made by the chancellor. I believe that the Board of Regents will approve, because of his status, whatever the chancellor decides to recommend. We are not... We live in the state of Texas. We are not going to change this law, maybe far in the future. However, gun violence is going to be part of the political discussion. One of the political parties has decided in contrast to the past twenty years, that it will be a major issue. This is an evolving situation. There is a lot of energy on campus. What... I'll answer the question. What difference does it make if we pass a resolution? And, I was struck by some remarks one of our colleagues made at the previous meeting. This is an important time, and we should make our voice heard. And, that carries moral, ethical, and intellectual stature. We are one of the top public research universities in the country. At the moment, we are the only university among our peer group that faces this challenge. I think this is as words were put in this report, this is a defining moment for the campus. It's not a question of technically changing anything. It is a question of making our voices heard. I also do not know how the president will respond to this. I think... a quick comment and then I'll sit down. I think the working group is siloed by their looking at what are the legal issues involved. I think we should take a wider view. Thank you.

Passovoy

Bill, I completely agree with you. I think that making our voice heard, signing a document that has, you know, a hundred thousand signatures on it, I think has weight, no question. But, we also ought to understand what our limits are in terms of what that document can accomplish. What I believe it cannot accomplish... What I think it can accomplish is the working group can recommend that guns not be allowed in a laboratory because there's flammable materials there, or a place where children are located, that all makes sense, obviously. What I think they can't do is say that guns cannot be allowed in a classroom or an office, because I think that does exceed the boundaries of the law. If I'm right, we just ought to know that. That's all. I'm not suggesting that we don't put down the resolution and put our thoughts. We just need to know how far our requests can legally go unless the law itself gets changes.

Jensen:

The law is, will become effective August 1st of 2016. We can't make a change to the law now but our faculty voice should be heard very clearly that an institution of higher education is not a place to introduce the concept of weapons and violence. Institutions of higher education schools should be thought of as special places where we in fact develop our next generation for civil discourse for the democracy and that we should be keeping weapons and the thoughts of violence off. We should go to extreme lengths to try and make it very clear that guns have no place on this campus. Now, where will that information go if that in fact is the consensus? It is a clear statement to the president that this is the wish of the faculty. And, then the president has to decide whether or not if he will speak for the faculty. He's made it clear that we have to follow the law, that is true, but in this time, we need to make clear what are our intention is. The working group has been charged with coming up the workable plan. It is clear from the law that we cannot make restrictions that in essence prohibit guns on campus; and that would be the claim that if you keep them out of classrooms, and you keep them out of offices that serves to essentially say you can't carry. But we should be making that claim.

We should force the legislature, as has been threatened at one of our own public forums where Jerry Carson stood there and said, "if you grant all that the the faculty and the students here are asking for, and that is keep guns out of classrooms and our offices, the legislature will come back and take away your discretion." And, I say make them do it because then it becomes a public battle. It puts it back on them to say we are going to take this right away from you to make those decisions. It is very clear that from the perspective of the legislature and the senate that this is a Second Amendment issue--that we should be making a decision and a recommendation. This is not about the Second Amendment, this is about how we view guns in our society. And it's a First Amendment right, yes. But it's clear that they see this as only as a Second Amendment. But, we need to make a stand. If, as Paul put up on the slide—is. as we have talked about that the core of this University is about changing lives for the betterment of society, then we should be making the stand that guns have no place.

Ann Cvetkovich, professor, English

I have to go teach so I am going to speak and run. But I do really hope that Faculty Council will issue some kind of statement. I appreciate the work the Executive Committee has done although as I emailed to them earlier, I thought it was a rather too mild statement. I think that there's a real place for Faculty Council here independently of the Working Group because I do see this law as directly and indirectly an attack on Faculty Governance in so far as it prevents us from having control over major features of our classrooms, and how we do our work. I think, if it's okay to say Jody, that one of the issues that you raised with me in your response to my email earlier today was the question of whether the majority of faculty in fact oppose SB 11 or not. I think that's certainly a key issue for Faculty Council as a representative body. But I would also like to raise the issue of the disproportionate impact of this legislation on some of us who do certain kinds of teaching. I am about to go to a working group on gender equity next week as part of a group. I think as a feminist teacher, as a women teacher, there are many ways in which we have a sense of vulnerability on this campus, and this has only reminded me of that. I feel that this also ties in with issues trying to create a climate that works for everybody. Many of us feel ourselves to belong to minoritarian populations, so we feel that our voices do need to be heard in this and to feel that our minority on this issue would only exacerbate or just confirm a sense of already being in a kind of minority. So that in and of itself, the idea that not a majority of faculty—I mean, I would like to think that a majority would, but even if they didn't, I would still want my voice to be heard, and I would wish for Faculty Council to be a place where that wor could happen.

Gore

Over here then over here then Carolyn.

Megan Crowhurst, associate professor, linguistics

I'm Megan Crowhurst from the Linguistics Department. May I have permission to speak? (**Gore:** Everybody has permission, yes) I too think it's important to send a message. I'm concerned about the language of the message. When I read the text on Friday when it came across, I was struck by the fact that if you read it in a certain way, it actually seems to, it could be read as indicating opposition to the opposition of the faculty to this issue. Here's the issue, so the resolution starts out with two very strong (**Gore:** a statement, not a resolution) I'm sorry? (**Gore:** It's a statement, not a resolution) Okay, it's a statement, very strong observations defining moment and that there is overwhelming opposition to the presence of weapons in the classroom. Then the next

statement distances itself from the campus context in expressing concern for gun violence in our society today. Then to follow with a sequence of statements that none of us would disagree with, they are all about our commitment to free and fair and civil discussion. So, what we have here and then further on there is a, in one of the later bullet points, it says that we, which one is it? It's third from the bottom, "We strongly support the right of individuals to freely express their viewpoints, concerns, opposition or support in this and all debates," which in a sense is to put the gun debate on the same footing as any other debate in society, whereas, some of us would feel that this is perhaps has a special place. So, the way I read this statement, we start out in a strong way and then there's a progressive distancing from the initial observations that this is an important issue to us. I would simply say that I would personally like to see a stronger statement than this. But, I think it would be very important to be attentive to nuance and avoid statements that seem to imply dissonance among the faculty on campus. Thank you.

Gore:

Thank you. You want to clarify something Hillary?

Hart:

As one of the signers of the statement, Hillary Hart, civil engineering. This was, this is not a resolution, it is important for you to realize it's not a resolution. It was never intended to be a resolution. It's something we thought we would bring to you and have this discussion. And as such, it's not our opinion on exactly what should be done, or how we feel about SB 11. It's a statement of principles, about civil discourse, about listening and about the students. What's not here is the final statement that says we affirm our mission here to the students, so I just wanted to clarify that.

Gordon Novak, professor, computer science:

Guns are not allowed in courtrooms, Travis County Courthouse has armed guard, airport style security and an X-ray machine to make sure that no guns are brought in there for obvious reasons. Faculty also are judges. We judge the students and assign grades, and sometimes those judgments are unpopular. The *Regents' Rules*, as I understand it, say that faculty can design the method of grading of their courses. One of the things that conservatives gripe about a lot is grade inflation. It seems that faculty could simply say, if people are going to bring guns to my class, everybody gets an A. If I'm going to be making judgments of the students, I don't want any unhappy campers. We might tell them that if you want judgment, if you want hard, critical judgment, fair judgment, you better give us the same protection as judges.

Gore:

I'd like to follow up on that, Andrea Gore, because I went to the State Capital to testify, and when we... and I sat in the room for the entire day listening to the testimony both on open carry and on campus carry and that point was raised by some of the people were concerned about campus carry. Some people actually challenged the senators who were on the committee, that how would they feel about being in their office without all of the levels of protection that they have. Because, as far as I understand it, guns are not allowed in the senators offices. They also have a panic button, and so people also mentioned as faculty, we would like to have the same privilege of having a panic button and having those levels of protection, which the senators did not choose to answer that day. But I thought that I would at least mention that that argument had come up in one of the logical points of why we did not want guns on campus. So, yeah. I think Carolyn, you're next.

Carolyn Brown, professor, pharmacy:

I just find it really hard to think logically about something that I think is so illogical, irrational, and I just would like to meet people who actually, even brought this stuff up, because I really don't get it. But the one thing—and this is kind of emotional for me—because when I came here, what people don't know is what black professors go through here. People saying that I don't belong in front. I came here as role model for the students, especially black students. And I don't want, you don't get how I might feel in the front of the classroom knowing that you have potential lunatics like we have in society looking at me as a potential, as a potential victim. So my thing is, what do I have to do, walk up packing and be ready to protect myself? I can tell you there's no way I can stay in a place that would even, I don't know if I can stay in a place that would even entertain the thought that you could put people like me under this kind of pressure. Sorry about this, but I get periodic comments that I don't belong in the front of the class or other crazy stuff that kids can write because of the layers of junk they come here with. And I'll tell them, and you know I'm defensive, I've been here twenty-

one years, and I'm defensive about a telling people when they are doing evaluations, there's no need to put personal attacks in there, because it's irrelevant to any changes we're going to make. So because I'm used to this and I'm, I thought I was more harden than what I am, but this tells me that I'm not.

I just can't logically get through something this crazy and this, in a lot of ways, racist. And students who come here, I mean there are black men being killed, that aren't even armed, if you think they are armed, then what's going to happen to them? I would never encourage another student to come to this place. I quite honestly don't think I could stay. It's not that I'm afraid, but I shouldn't have to act in a way that's not consistent with my own constitution. But come in here with the attitude that if you jump, I'm going to jump first. I'm going to kill you before you kill me. That is crazy. I don't think that people understand that. That's why the last time I asked, who is on that task force? I don't even know. I can't believe we are wasting all this time concentrating on this. We should know right off what can we do for this to not happen here? I don't hear any of my colleagues at UNC, Minnesota, Wisconsin, many of the people I interact with, having the... I mean this is quite frankly, they ask me, would you stay there? I mean, why would I stay here? And that's why I ask if someone, not just someone, someone black in skin, I want someone with the black experience on that thing to make these people understand what it means to us. Not for The University of Texas to go back to the old University of Texas in the 60s, you won't see anybody like me here, so it wouldn't matter in terms of systemic, crazy, racism that will be present here. I felt it. I'm not paranoid about it because I'm way too narcissistic for that. But, I mean, I don't think people get it. And I know the types of people who ran it. I know some of you all understand, this thing. You know when I have colleagues that are like, "What the hell are you doing there in Texas? What is that?" That I have to stand up here in front of Faculty Council crying to try to get this visceral thing out of me, you just don't understand how irrational, crazy and threatening that is for some people. That's all I just wanted to say. I didn't mean to get emotional about it, but obviously it's very much more emotional than I thought it was because, I hate to try to make rational comments about stuff that makes no sense whatsoever. It's my first year of Faculty Council, but by next year you probably won't see me cause I really don't think I can stay. And I think I'm crying because this is a place, otherwise I love being here. But there is no way, and I wouldn't conceal it, I'd wear guns loaded... you go... I will not ever subject myself to that kind of craziness.

Gore:

Carolyn, I don't think we are going to be able to top that, but I would like to say as your colleague in the College of Pharmacy, we are really proud of you. And Carolyn has been a voice for diversity in the college ever since the first day I walked into the door of the College of Pharmacy, so thank you. I think...

Edward Yu, professor, electrical and computer engineering:

Actually the previous speaker talked partly about how this is perceived from outside the University. In ECE and I'm sure in other departments, we are also just gearing up right now for our faculty searches for the upcoming year, including a number of searches to fill senior faculty positions. And I'm wondering if you or others have advice or suggestions for how to address this in discussions with people who we are trying to recruit to come to UT. This applies not only to faculty but in recruiting students, undergraduate and graduate students. So I'm concern about this, because that's really the future of the University, is recruiting the best people, faculty, students and colleagues.

Gore:

Yeah, so again, I don't really have the authoritative answer, but we have raised that issue. And in fact one of the articles I was quoted in, I think it was Frank Bruni's article in *The Times*, the one quote he said, attributed to me was my point that it was going to be harder to get students, the best students to, or any students to come to UT now, and I made the same comment about faculty. So I agree with you with your perception. I also will share with you that after that that got published, I also got emails from people around the state saying that I won't send my children to UT Austin now. So I don't have a best practices for you, I would say that some of the commentary in the campus carry working group email that went out maybe a month ago now, tried to demystify things at least a little bit to, whether there's any sense to it or not, I have to agree with Carolyn. I think there might be some advice in there, but I would definitely recommend talking to the working group to get the answer to that question, because their recommendation on what goes forward from there will have a big effect on what's going to happen. And right now we don't know what that is yet. I'm sorry that I don't know more than that.

Charters Wynn, professor, history:

I just want to echo that last comment. I think the Faculty Council should push back and push back hard. Maybe we can't change the law, but our voices are being heard—those of us that have been active in GunFreeUT. Fenves said that he doesn't think that the law won't change very much. I think that you know that having guns in dorms where students will commit suicide will make the University very liable for that if it doesn't issue strong statements against it. But I think perception about the University is changing dramatically as the last speakers have said, it's making our university less attractive to colleagues. I think some faculty will be leaving. I know of some who have already talked about that. It's certainly going to make recruitment and retention harder than it has been before.

Jonathan Kaplan, assistant professor, Middle Eastern studies:

I will say that my department met on Friday, and everyone in the faculty meeting was universally opposed. There is absolutely no debate in our department about the fact that SB 11 is a bad law. And it will be creating an environment that is not conducive to proper education processes for the wide variety of courses that we teach in our department. I think in our department, like many other departments in the College of Liberal Arts, it's preparing a statement in response to the enactment of SB 11 here on campus that should be forthcoming this week. I will say that one thing that my department and my colleagues in my department would respond well to is if the Faculty Council made an assertive resolution in response to SB 11. One component of which I think would be very helpful is if we reframe the debate. I believe that as Jody pointed out, the debate has been made about the Second Amendment and many of us applauded to that but we need to do what we all do very well which is reframe debates and think about it from different perspectives. If we change the language and talk about the Second Amendment and talk about the First Amendment or Title VI or Title IX or other things in which this law in many respects can be viewed as a violation of, I think it would do a great service to public discourse in the state.

The second thing is, as sad as it is with the implementation of SB 11, we are faced with a research opportunity and I think we should we call upon the president and administration to the support active research through the enactment of campus carry law. Because the reality is, there is very little research, as far as I can tell from a humanist perspective, on guns in public society or guns on campuses. I think it would behoove us to utilize the diverse and interdisciplinary resources we have at the University to actively research and address this. And as we continue this public discussion, we have the resources to say that this is crazy, and we have proof that it is crazy. Not just our guts and very visceral reactions to the insanity of it proven by years of facing this type of ridiculous violence in our society. Thank you.

Habeck

I think that I agree, I'm also opposed to guns on campus or within the boundaries of campus even. One point that I'd also like to bring up, I think that this campus carry also puts a heavy burden on our police, campus police. And how are they to know which person with a gun in their hand is the violent and which person with the gun in their hand might be trying to resolve an issue? I think it's unfair for the campus police. I think it's unfair for anyone in this population, but I'd be curious if there were any challenge to the senate when you were in witness of the testimony in regard to the campus police forces opinion?

Gore:

Yes, so the campus police were there, and they strongly stated that they did not want this law to pass. Art Acevedo, Chief of Police in Austin, he unambiguously said, "This is a nightmare for the police force" and used that exact scenario. A lot of law enforcement officers testified throughout the course of the day. And out of all of them, there was one who was a retired campus officer, I don't remember what campus, he spoke in favor of it. But all of the rest of law enforcement, there were a lot of law enforcement people who spoke against it. There really wasn't much of a debate in law enforcement.

Mickenberg

One thing that I don't understand is why people keep saying that this law can't be changed. The legislature provides what, 12% of our funding? And they can make, they can require us to do something that I'm pretty sure the majority of faculty and the majority of administrators are opposed to. There have been people signing a petition so far, I think there are 800 faculty who have signed a petition saying they oppose guns in their classroom, and there are other people who have been afraid to sign petitions because they don't want to be

targeted and because they are concerned about opposing something that's the law. So I just want clarification on why people are saying we are not going to be able to change this law, and also I would love clarification for why the legislature gets to have this level of control over something that's so sacred to us? On the matter of challenging the law, this very much violates our First Amendment rights in addition to violating the entire academic enterprise. But to be able to engage freely in debate is impossible when there are people holding guns. And then just a related thing, there have also been other faculty talking about making this... funding programs for research and everything else. But I agree with the common sense of helplessness, and I'm kind of trying to resist it. I feel like there ought to be more that we could do particularly because we are all invested in this being the greatest institution that it could be and it's becoming pretty clear that it's going to be really negatively effected by this.

Gore:

Thank you.

Julie Minich, assistant professor, English:

I just wanted to respond briefly to the colleague from, I think, Middle Eastern Studies who made the point about thinking about ways to reframe the debate and take it away from thinking about the Second Amendment right, because I think another population of students, especially that could be very negatively affected is student with disabilities. Particularly students with sensory processing disorders and social cue miscommunications like students in the Autism spectrum. Because I think that as teachers feel threatened by students, there will be increased efforts to kind of find ways to get students out of classrooms. Students who people are afraid of, right, for whatever reason, will be, I think, denied an education under this law. So I think it's also important to think about whose right to an education trumps the Second Amendment.

Gore:

I guess sort of a side comment to that, there was a commentary in the *New York Times*, one or two Sunday's ago, talking about how Autistic people were being unfairly targeted as being killers or being involved in some of these mass killings, and how that was a misperception but I think there can certainly be misunderstandings. Bill?

Beckner:

I want to come back to the purpose of this statement, Of course, we are seven individuals and each of us has contributed a little to this statement, and we each have slightly different interpretations. But I will speak from my side. So first of all, I think there are, these statements, some people have described as sort of being platitudes, but these statements have a nuance that makes clear, I think, what our feeling is. Even in spite of that, this is like building a foundation. This is going to be a long and arduous struggle, and it is not something that is going to be finished in a month, two months or anything like that. It will certainly go through the beginning of next August and probably the fall. So this is meant to be a foundation of what we are trying to do, to put certain statements out on the table that there is no dispute about. To answer one earlier comment, we are concerned about gun violence, and we think that the efforts to have guns on campus all across the country contributes to that. We looked at a number of social issues, but this is like the foundation of a structure which we do not want to be blown away by the wind.

One thing that has been raised by a couple of individuals, and it was disappointing to hear the statement by the Chancellor on the NPR interview two weeks ago, and I think was picked up by our president. But this is the question, first of all there is a law and several people have remarked about the intent of the law. I think a number of faculty have said, we don't want to support the intent. I want to emphasize again, I apologize for repeating my words, but I think that the spontaneous and in some cases innovative arguments that have arisen from individuals in the faculty are very important. I like to see those comments coming from, sort of speak the backbench. People who feel they must say something, they must let their voice be heard, and that is very powerful. It's not about changing the law, it's about preserving our University and preserving its core values. I think, not because of the implementation, but because this issue has come, this is a defining moment for the campus.

I think it was suggested in some emails that we might have a resolution today, but I think it will almost be certain that we will have a resolution at the next meeting, and I will at least argue that it will be put on the

agenda. It would be my preference if that resolution came from the floor, because I think that will indicate that subsidy feeling from the council. But if it doesn't, there will be a resolution at the next meeting on this issue. I just want to say since there was an earlier remark, we appreciate the fact that the provost is in attendance.

Coleman Hutchinson, assistant professor, English:

I'm one of the signers of the statement, I'm also along with maybe just Janet, the only person that is on the campus carry committee. I just wanted to say, there are a lot of things I could say, but what I'll say now is, I think to echo the comments of Middle Eastern Studies, it would be terrific to have some sort of reframing and some sort of movement for the next Faculty Council meeting. The timing is perfect, there is no way, I can say with authority that the Campus Carry Working Group is going to have our recommendations by the 16th of November, but we certainly will by the 7th of December, which are the next two Faculty Council meetings. I think, I'm wearing a couple of hats awkwardly here, one if the Faculty Council moves on a resolution for the next meeting there will certainly be time then I think after that for some sort of response. If not at the December 7th the meeting, certainly the January 25th meeting.

I would just really encourage, as always being as committed to shared governance as I am, that this bodies, one, set aside the time, and two, the hours, the energy, the back and forth to have a resolution come from the floor and not from the FCEC.

Jensen:

So in terms of what happens in the next month, as Faculty Council representatives, as you are members of the elected body, then please go back to your departments and your colleges, because what we really want is to encourage that ground swell, and we need to hear more. The personal statements are very important. The departmental statements that are emerging are very important. But rather than just sending those to GunFreeUT, send them to the Faculty Council. Because let's in fact put that collective voice together and say that in unity we stand against this. And in fact, as we act, I do believe having just been at the conference with the other faculty senates representatives, that we should share that position, because this is across the state, and there are others who are willing to stand with. In fact, the private universities got exempted from this, they don't want to see this come down on them either. This is an educational issue, and we need to widely make the point that you know, we don't solve our problems by bringing guns into the mix. Let's make it clear that the academy is a different place. So please bring those comments forward, that's how we act and out of that will go a very strong resolution in opposition to guns on campus. Then we put them on the president's desk for how he will stand.

Alan Friedman, professor, English:

I'm not quite sure I'm understanding where we are at the moment. I think it's clear that virtually everyone who has voiced an opinion on this feels the same way. What I would suggest in terms of procedure going forward is that the Faculty Council Executive Committee elicit, in writing, in emails, the views of those who wish to speak out and address an impending resolution. And that the Faculty Council Executive Committee bring to the next meeting a resolution, which to the best of its ability, brings those views together and then offers that as a resolution, which can be amended at the Council meeting, and then be said to express the will of the Council, then be sent to the General Faculty for its support. I think you then have a clear and coherent procedure for doing the kinds of things that everyone in this room would like to see happen. [1:35:59]

Wynn:

I've been active with the leaders of GunFreeUT. Would you welcome the GunFreeUT representative speaking at the next Faculty Council meeting?

Gore:

Sure.

Wynn:

We played the key role in getting department after department now to sign resolutions from the History Department for example, fifty-three faculty members. I don't know exactly how many are in the department but sixty or so. And English and Anthropology and Sociology, it has just been one department after another that has written a statement tailored to their department that has been put forth these resolutions that they have been

giving to us. I am happy to hear that you want to have us have them encourage them to send them to the Faculty Council.

Gore:

Really, we want to hear all the voices. I haven't heard, I don't want to open up too many cans of worms here, but I haven't seen a single person who has supported this law. And I think we've very consistently, I mean I've been working on this for a year and a half, so I think we have a lot of consensus. I hear what you say Alan also, there has to be a process, I'm not quite sure what the process should be yet, but I think your suggestion is definitely, probably an expeditious way of doing it, just to be able to gather the input—but potentially a lot of work for us also.

Wynn:

Just a little PS. People say we can't change the law. I mean I was on the Faculty Council a couple of years ago, the regents wanted to fire Bill Powers, and we pushed back. This semester began with everyone just passively accepting this, and it's generated lots of attention. Frank Bruni's article in *The New York Times* review section, the *Houston Chronicle* yesterday ran a big story, it's become a national news story.

Gore:

I agree, but I don't think we've been passive. I think that we've been very active on this issue. But it just didn't get on the radar until everyone came back to campus. Bill, what were you going to say? Or Lauren, I'm sorry.

Meyers:

So I find just the process and what's next just a little bit confusing and a couple points that I'm just not completely clear on, so I hope it's okay if I take an opportunity to ask a couple questions. So one thing that came up earlier that I still don't have resolution on is, is it possible that the recommendation from the president could be to protect, to leave all classrooms and offices gun free? Maybe, that question should be directed to Cole, is that on the table for discussion by the committee still as a possibility or is it clear to everyone that that is not within the flexibility of the law?

Hutchinson:

I think it's not within the flexibility of the law, I think that the President can still and the committee can still make recommendations. It's a matter of what will happen once it gets to, the Chancellor has been very clear, publicly and privately and in every setting how much he thinks this is a very dumb and ill advised law. He's also made it clear that—and I think Greg has reiterated this—that there will be an attempt to enforce the law as written that has passed the legislature. I'll just say that I really take Charters' point about, you know, the need to continue to push back. The difference I think between Bill Powers' defense last summer, two summers ago, and this is it's gone through the senate. There are mechanisms that are, so no, if you're asking me if politically do I think it's possible that that is going to come at some point whether it gets to the Board of Regents, the chancellor, the president, by the time it goes up, I doubt, we think very little chance that they are going to ban all classrooms. Not least because the debate on the floor, which is available to everybody-- *Texas Tribune* as really good access for this, makes it very clear that that was part of the law that was not really on the table.

I won't say anything other than, we're moving forward on the committee to make a series of— and I think we're making good progress—sensible, safe implementations. But my sense, I've said it publicly, I'll say it here, my sense is that our horizon of possibility is significantly limited by the law, by Chancellor McRaven's statement, by President Fenves' statements and a general sense of what the political climate is in the state of Texas is. This was, from the great state of Oregon, which has been another place that has very complicated politics, very libertarian politics, this law was hugely popular and did very, very well outside this very blue dot in a very red state. I just don't know the political rules there. I don't know that that's a reason not to fight, I'm just saying that our sense on the committee is that we are working under very prescribed conditions, not least because the law was written—it's actually a very messy law in the way that it's written, but it's written very closely, which is to say that they anticipated things. And indeed, I think one interpretation of the law is that they had very clearly identified The University of Texas at Austin as a place where there will be significant resistance. There are things I could go into about the ways they even defined collegiate athletics in a way that inhibits our ability to ban conceal carry licenses at football games and things like that. Yeah I think anybody

who has read the law, who has seen Steve Goode recent presentation, whose listened to me make a presentation, our strong sense is that our hands are tied in many ways.

Now I do think the committee will come forward in a few weeks time with some very helpful and even audacious recommendations. Some of it is going to be very basic things that you can anticipate about certain types of laboratories being excluded. My sense as an FCEC member and as a member of the Working Group is that we are significantly inhibited by the law as its written, the interpretations of the law that are in circulation, and the statements that have been made all the way up to the administration about implementing the law, and in some ways, I think the rhetoric is even in the spirit of the law not just the letter of the law.

Meyers:

Thank you, I guess I must have missed some of that since I wasn't at the last Faculty meeting when Steve Goode presented. The other question I have is I'm coming from a department that hasn't yet discussed or voted on any statement, and I'm wondering what kinds of statements are coming from the departments? Are they opposing the law, are they advocating for specific recommendations from the president to the lawmakers? What kinds of statements are being made and is there, from the Faculty Council, some kind of consensus or some kind of unified voice we hope to be hearing from the different departments?

Elizabeth Cullingford, professor, English:

We are opposing the law in our statement in a general sort of way. I want to say that I think that whether or not we can change it, it's very important to speak against it. But not to sort of suggest that the Working Group is in any way falling short, if they are admitting that their hands are tied. We will send our statement to you as we send it to GunFreeUT, and we send it to the administration. And if there's anywhere else, I think practically every COLA department will have a statement by the end of next week. They've all been almost universally signed, I believe. I've seen about four of them already.

Gore:

A lot of those statements, those statements are all posted and I...

Beckner:

On GunFreeUT. Can I just talk? Let's see, I have a question for Cole. But I've talked to Lauren, I guess this means that my emails aren't being read by my colleagues, because I did post one of these statements to us. I think as I've said before, I think the statements by Psychology and Sociology are very detailed. They discussed research that is going within their fields and in their departments. Sociology has a large section on criminology. They also reflect what's happening at their national organizations. I would definitely say that we have not, faculty have not been passive, there's not any passive acceptance of this. There was an issue that we needed to sort of respond to the Working Group, and we were—I think some of us, I in particular, I myself, speaking only for myself, was influenced by the presentation made by the Working Group here, which I think narrowed my perspective. And I'm very appreciative personally, individually, of the efforts made by GunFreeUT. And I think they have achieved things, objectives that the Faculty Council could not do.

I think also that this issue, what we say here will have an impact across the country. I know it seems like rogue, but there are two rogue legislators in Milwaukee who are trying to take away the right of the regents in Wisconsin to restrict guns on the Madison campus. I do have a question for Cole, in the sense, so my understanding, I did not listen to the interview, but my impression is that Joe Strauss, who is speaker of the House, said something quite different. There is a question that he did not want to directly antagonize his colleagues in the Senate, but one reading of what he said is basically the University gets to decide this.

I think also in answer to Lauren's statement, some people have made, I think from COLA ingenious suggestions that you should set aside a block of buildings on campus where no guns will be allowed, classroom, buildings and individuals who give classes that they feel are controversial in terms of the response to teach in those buildings. I think there are opportunities for people to come up with interesting proposals. I do think that the Working Group is very focused on legal issues, it does have representatives of individuals, distinguished faculty who are individuals, women in this case, women of color. So I don't know what to say. but I think they have a very narrow vision, and one of our opportunities as the Faculty Councils is to try to enlarge that debate. Not

letting Alan get off for free, I would be interested— also after Cole answers this question— if he would feel it would be useful to convene a meeting of the General Faculty this fall.

Hutchinson:

Let me say that all good ideas come from the College of Liberal Arts, I think that is just true. I'll also say that this issue of, especially the tension between the Senate Bills and the House Bills or between the Senate and the House, goes back to the actual arguments in late May. There's an excellent article that I would recommend everybody by Morgan Smith, *Texas Tribune*, called Campus Carry Bill Heads to Governor Abbott, which was written at the immediate aftermath of the passage of the legislation. It also then had several updates, but at the end of this, there's a really clear debate between Senator Birdwell, one of the authors of the bill, and Representative Trey Martinez Fisher, both of whom are arguing exactly over this question of how much discretion universities have in implementing this law. And it comes down to reconcile of the two bills but also having just a different understanding of the intention and the interpretation of the law. Martinez Fisher says "The words in the conference committee report that exist in various sections completely disagree with those remarks and sentiments made by Senator Birdwell and Taylor", who essentially say universities have very little control over this. The presidents are not in fact empowered. And Martinez Fischer comes back and says that this is exactly why we wrote "opponents of campus carry exactly what they wanted — complete local control over licensed concealed carry at Texas public colleges." So even in the groups that were advocating for this law, there is debate about how much power we do or do not have.

I'll just say one more part of our process of the Campus Carry Working Group is Steve Goode, who is working extraordinarily hard on all of this, in addition to meeting with us several hours a week, is meeting with System several hours a week because System is trying to come up with a series of special exclusion zones, things that we can...that will basically be handed to each campus as don't get stuck on this stuff, get stuck on other parts of the unique characteristics of your campus. So we do expect and we should have very, very soon a series of recommendations from System about exclusion zones for the entire system and maybe even some policy recommendations there. So I think that that's a very, and I watch the Tribune Fest footage and it's the exact same debate that's been going on for months and months and months. Where that leaves us with possibilities for change, that to me seems like a bit of hope for the future of this law. At the same time there are threats in the same article. A group called Students for Concealed Carry, quoted, again on the 31st of May, right after this law passes, they say "We at Students for Concealed Carry would appreciate it if the bills authors and sponsors would quit confusing the issue by claiming a victory for our side." Alright, they've just gotten this bill passed that they advocated for for years, and they are saying, don't say this is a victory. "We don't need to hide behind a gutted bill to save face, we'll try again in 2017." And so the force of this is the exclusions that were arguing about the intention and indeed the letter of this new part of the law, that individual control be given to the campus presidents, they don't even want to touch that part, they just want to say that we'll be back in 2017 to strip all of those, any autonomy the universities' had away at public institution at the next legislative session.

Gore:

I cant resist following up on that, also from having been at the State Capital, so much of the testimony was people speaking against the gun bills because they didn't go far enough to give people the right to carry whatever they want, wherever they want, however they want. I had never heard that before, so it was quite astounding. Alan, I think Bill had addressed something to you? Well Bill had addressed a question to Alan. Sorry Hillary. I thought it was a question.

Friedman:

I think that having a General Faculty meeting about this issue could be a very good thing to do. I would not like it however merely to be a repetition of this occasion or at large, where everyone expresses the kinds of sentiments that have been expressed today, and they go nowhere. If the Faculty Council has a resolution that it has passed and wishes to present to the faculty at large, I think that would be a very good idea.

Hart:

I agree Alan. So two comments, Cole if there really is some disagreement about the power that we have to restrict this law, then I say go grab what power you can. For everyone, what will be really useful, if you do send the departmental resolution and statements to us, to the Faculty Council, they are on the GunFreeUT site but I think it makes good sense for them to be collected on one place on the Faculty Governance institution site.

Also, it will help us create a resolution that responds what the faculty are voicing, what is really the faculty voice. That's our job, to voice the voice, broadcast the voice. So please do that.

David Engleman, Student Government:

Hi, I'm a student representing Student Government. I'm one of the voting members of Faculty Council. I can imagine how my fellow six student members of Faculty Council will vote on any resolution against campus carry, I imagine they'd all be supporting, for what its worth, I hope that perhaps as difficult as it might be to organize students, I hope that in the spirit of what we saw accomplished in the case of potentially firing President Powers that there would be some effort amongst students to join Faculty Council in this effort, and I hope that maybe there could be an opportunity for a joint resolution or something of that nature between Faculty Council and the legislative student organizations. I think that part of the way that I personally am seeing this play out in the media, there is, it's a little easy for proponents of campus carry to hide behind a unified student voice in the face of a more unified voice from the faculty, and I hope that if students join Faculty Council in this with a joint resolution or some sort of other procedure that it could give some added force to this discussion.

Gore:

Thank you. Great idea. Actually, we're missing the last line of this statement, which talks about the faculty setting an example and working with the students. And what motivated this in the first place was conversations that we had with some of your student leadership who asked for guidance on how to move forward. The process of moving forward and that's why we wrote this statement on what we think the process ought to be, and laying the foundation for moving forward. So thank you, that's a great idea. Any other comments? I know it's not late but, okay, well thank you so much. Great conversation.