

## DOCUMENTS OF THE GENERAL FACULTY

Following are the minutes of the regular Faculty Council meeting of April 9, 2018.



Alan W. Friedman, Secretary of the General Faculty and Faculty Council  
The University of Texas at Austin

Arthur J. Thaman and Wilhelmina Doré Thaman Professor of English and Comparative Literature

**MINUTES OF THE REGULAR FACULTY COUNCIL MEETING OF  
APRIL 9, 2018**

The eighth regular meeting of the Faculty Council for the academic year 2017-18 was held in the Main Building, Room 212 on Monday, April 9, 2018, at 2:15 PM.

**ATTENDANCE.**

**Present:** Ronald J. Angel, Minou Arjomand, Lucinda Jane Atkinson, Simon D. Atkinson, Luciano C. Barraza, Casey A. Boyle, Christopher P. Brown, Charlotte Canning, Austin Cooney, M. Lynn Crismon, Charles Michael Cunningham, Janet M. Davis, Glenn P. Downing, Brian L. Evans, Gregory L. Fenves, Alan W. Friedman, Donald S. Fussell, Sophia Gilmsen, Linda L. Golden, Laura I. Gonzalez, Andrea C. Gore, Alejandrina Guzman, Lorraine J. Haricombe, Michael P. Harney, Martha F. Hilley, D. Eric Hirst, Steven D. Hoelscher, Heather Houser, Brent L. Iverson, Vishwanath R. Iyer, Jody L. Jensen, Christine L. Julien, Kerry A. Kinney, Robert C. Koons, John C. Lassiter, Naomi E. Lindstrom, Bradford R. Love, Blinda E. McClelland, Jennifer Moon, Gordon S. Novak, Robert A. Olwell, Deborah Parra-Medina, Dennis S. Passovoy, Anthony J. Petrosino, Pengyu Ren, Austin B. Reynolds, Loriene Roy, Jasleen K. Shokar, Mark J. T. Smith, D. Max Snodderly, Pauline T. Strong, Kimberly Sullivan, Stefano Tiziani, Jeffrey Treem, James W. Tunnell, Steven Warach, Karen M. Wickett, Matthew A. (Micky) Wolf, Patrick P. Wong.

**Absent:** Michelle Addington, Hal S. Alper, C.J. Alvarez, Darrell L. Bazzell, Jay M. Bernhardt, Randolph G. Bias, Mark L. Bradshaw (excused), Allan H. Cole (excused), Juan J. Colomina-Alminana (excused), Ann Cvetkovich, Douglas J. Dempster, Randy L. Diehl, David J. Eaton (excused), Joshua D. Eisenman (excused), Angela M. Evans, Ward Farnsworth, Sherry L. Field, Benny D. Freeman (excused), Elizabeth Cobbe Goeller, Lalitha Gopalan, Courtney Handman, Tracie C. Harrison, Jay C. Hartzell, Linda A. Hicke, Coleman Hutchison (excused), Huriya Jabbar (excused), Daniel T. Jaffe, S. Claiborne "Clay" Johnston, Jonathan Kaplan (excused), Harrison Keller, Mark A. Lawrence (excused), Alexandra Loukas (excused), Maurie D. McInnis (excused), Leonard N. Moore, Sharon Mosher, Patricia C. Ohlendorf (excused), Scott A. Rabenold, Soncia Reagins-Lilly (excused), David W. Robertson (excused), Jonathan L. Sessler (excused), Vincent S. (Shelby) Stanfield, Alexa M. Stuijbergen, Rabun M. Taylor (excused), Jason P. Urban (excused), Miguel V. Wasielewski (excused), Lauren J. Webb (excused), Jennifer M. Wilks, Sharon L. Wood, Luis H. Zayas.

Voting Members:	52 present,	23 absent,	75 total.
Non-Voting Members:	7 present,	26 absent,	33 total.
Total Members:	59 present,	49 absent,	108 total.

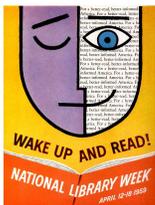
## I. REPORT OF THE SECRETARY (D 16442-16452).

Secretary Friedman announced that Professor David Eaton of LBJ School of Public Affairs replaced Professor Zoltan Barany of Government. Unfortunately, Professor Eaton was unable to attend the meeting and had requested an excused absence due to a pre-existing conflict. The Secretary reported that President Fenves had granted final approval of the proposal to change the policy for transcript-recognized certificate programs to include the Texas Extended Campus. Other approved and pending items can be found in the written Report of the Secretary. The Provost approved proposed changes to the BFA Dance Major in the College of Fine Arts. And she recommended that the Council leadership consult with Dr. Lilly and the Office of the Dean of Students concerning proposed changes to the Student Discipline and Conduct and the Faculty Disposition form. She approved proposed changes to sixteen degree programs and certificates in the College of Natural Sciences and proposed changes to eight degree programs and certificates in the College of Liberal Arts. In the Moody College of Communication, she approved proposed changes in Academic Policies and Procedures; Academic Degrees and Programs; Academic Graduation; proposed changes to six degree programs and certificates as well as the deletion of the Sports Media Certificate.

Under consideration at the Higher Education Coordinating Board are an update to the Core Curriculum Course lists for 2018-19; proposals from Liberal Arts to create certificates in Business Spanish and in Spanish for the Medical Professions; and proposed changes to the Aerospace and Civil Engineering degree programs.

Under review by UT System are proposed changes to the Music Studies degree program in Fine Arts and to the BS in Textiles and Apparel degree program and the Evidence and Inquiry Certificate in the College of Natural Sciences. President Fenves appointed Hugh Brady, Clinical Professor of Law, to a four-year term on the Co-op Board of Directors; and Diana Berry of History for a three-year term beginning in September to the Police Oversight Committee. He is still considering the faculty appointments to the Intercollegiate Athletics Councils for Men and Women. Items referred by the President to the Provost for review and recommendation include proposed changes to the Chemical Engineering degree, to the Business Administration degree program, and to Graduation in the Business School; and proposed name changes to three majors in the College of Fine Arts. Also under consideration by the Provost are proposed changes to the Creative Writing Certificate in Liberal Arts; a proposal to create a Design Strategies Certificate in Undergraduate Studies; proposed changes to seven degree programs in Communication and to the Bachelor of Science in Nursing; proposed changes to nine majors or degree programs in Education, and to create a new minor; several proposed changes in the Law School; proposed changes to several degree programs in the School of Engineering; and proposed changes in 14 majors and programs in Liberal Arts.

Currently under review by the Faculty Council on a no-protest basis are three proposals from Liberal Arts and proposed changes to the Electrical and Computer Engineering degree program. The Resolution on Academic Analytics awaits the report of the investigating committee on which Chair Steven D. Hoelscher (Professor, American Studies) serves, and the Resolution on the University of Texas Libraries Committee's statement concerning the Fine Arts Library has resulted in a report and some very positive action in response.



The Secretary then wished everyone a happy National Library Week. Chair Hoelscher added, "Not only is it National Library Week, it's the 60<sup>th</sup> anniversary. So, we timed this well."

## II. APPROVAL OF MINUTES (D 16453-16471).

Secretary Friedman said the minutes for the last Faculty Council meeting in March had been posted and the summary version circulated. Hearing no additions or corrections, the minutes were approved as submitted.

## III. COMMUNICATION WITH THE PRESIDENT.

President Gregory Fenves opened his remarks by speaking about the tragic death of UT Austin Pharmacy Professor Richard Morrisett, whose off-campus behavior and felony conviction spurred strong reactions of varying perspectives among members of the University community and raised important questions about policies and how they are implemented. President Fenves remarked, "In the

end, we're left with a profound sense of sadness and loss that this unfortunately was the result. We do grieve with his family and his colleagues, especially in the College of Pharmacy." President Fenves said as a result of the controversies, a task force was formed to look at policies related to off-campus conduct, and on March 30 the committee submitted its report, which has since been distributed to the campus. President Fenves said that he accepted the recommendations of the task force to modify two policies in particular: one has to do with notification of final disposition of a criminal case; the other relates to the standards by which we evaluate off-campus conduct and how it may or may not relate to the University's mission, core values, and code of conduct. President Fenves said that he will begin the process to make the recommended changes to those policies, which are in the *Handbook of Operating Procedures* (HOP). He said the changes to the HOP will involve wide consultation across the University including the Faculty Council. President Fenves then asked if there were any questions or comments concerning the policy changes. Brian Evans (Chair of the Committee on Academic Freedom and Responsibility and Professor, Electrical and Computer Engineering) said that he had read the recommendations and did not see any opportunity for due process inside the University; he asked if there was a plan to add that for faculty and staff? President Fenves said that the changes would not alter any of the due process provisions that currently exist. The primary charge of the task force was to look at policies that govern off-campus conduct that result in a criminal violation.

President Fenves then addressed several questions related to the *Information Resources Use and Security Policy* that were submitted prior to the meeting by Professor Evans.<sup>1</sup> The text quoted from the *Information Resources Use and Security Policy* (IRUSP) Section 2.1e is language that all UT System institutions are mandated to have according to UT System and Board of Regents' rules and that Professor Evans' questions relate to how UT Austin interprets the policy. The first question: "What is the protocol that the university follows to authorize searching or other access to the content of files in faculty computer accounts including faculty e-mail correspondence?" President Fenves explained that any request to look at email or files of a faculty or staff member is referred either to the Information Security Office (ISO) or to the Vice President for Legal Affairs, and if it goes to the ISO first, the Vice President for Legal Affairs ultimately determines whether a search is legally required or is necessary. He said the consideration of the request depends upon its purpose. If the purpose is one of law enforcement with a subpoena or court order, the law enforcement agency will have their own protocol for how materials are accessed. If the request has to do with an internal investigation such as an allegation of fraud, then it would be handled by UT Austin's Office of Internal Audits. Occasionally, a unit head may make a request when an employee is no longer at the University or is no longer able to access their accounts for various reasons and requires management to request access to avoid interruption of business.

In response to the following question, "Which persons at the university have the right to read, search or otherwise access messages sent through university platforms such as Canvas for which they were not the sender or a recipient?" President Fenves said that he was unaware of any situation where there has been access to anything that's not an email or file depository like Box. He said that if there were such a situation, it would have to undergo the same assessment to determine if it's legally required or necessary.

Responding to the next question, "Which persons at the university have the right to search personally owned devices for University Data?" President Fenves said he was not aware of this ever coming up. In general, when the University needs to access documents on an employee's personal device, the employee is asked to search the device and produce the requested documents.

And, finally, President Fenves answered the question, "Other than prohibitions against notification in certain court orders, why couldn't the university notify faculty that their files have been searched and why?" He said that notifying faculty would be the normal process, but that there have been situations involving law enforcement when they don't want to notify the individual that they are looking at their information. He added that that would only be done with a court order. For clarification, Professor Evans asked if it is possible then to notify faculty unless there is a compelling legal reason not to? President Fenves said that it is his understanding that, normally, a notification is sent if files or an account is accessed and that the only reason notification would not be sent is if there is a law

---

<sup>1</sup> See Appendix A.

enforcement reason and a court order or subpoena that allows it. There were no further questions or comments.

#### **IV. REPORT OF THE CHAIR.**

Chair Hoelscher commented that it was unfortunate that Executive Vice President and Provost Maurie McInnis was not in attendance since he wanted to thank her for listening to faculty concerns about the Fine Arts Library at the last Council meeting. He expressed gratitude for her “wise decision that she made regarding the maintenance and the enhancement of the Fine Arts Library book collection on the 5<sup>th</sup> floor and applauded her decision to appoint a new University task force to study Libraries on campus.” He said that he looked forward to working with her in ensuring that faculty involvement is central to those discussions.

Chair Hoelscher then invited Past Chair Andrea C. Gore (Professor, Pharmacy) to the podium. Professor Gore said that she wanted to say a few words about Professor Morrisett, who was a colleague in her Division of Pharmacology and Toxicology in the College of Pharmacy. She wanted to speak about him so that Council members and guests could hear that there was much more to Professor Morrisett than was portrayed by the media and that she hoped to humanize him a little bit. She said, “Rick was really a brilliant, warm, caring, generous, funny person. He loved his science and, he was all about research. He did cutting-edge research on the neurobiology of alcoholism and addiction. I had a great deal of respect for the kind of research that he published.” She commented that all human beings make mistakes; some are bigger than others and some are really terrible and life changing. She said that she hopes the campus community can learn from the experience. In this day and age, she said, victims are becoming empowered to speak out, which she fully supports. But, she added, “We’re creating a class of lifelong pariahs.” She asked, “When is forgiveness and acceptance and the opportunity to give somebody the chance to make amends going to become allowable?” She said she thought it important for people to figure out a mechanism for reintegrating those who do bad things or else they are at risk of being kept out of society forever. She said, “I think we need to think about it for this type of situation, and we need to think about it for other situations that probably are going on right now around us.” She then shared a bit of her personal interactions with Professor Morrisett, starting from when she first gave a seminar in the College of Pharmacy while being considered for a faculty position 15 years ago. She said that Professor Morrisett “gave me a very warm welcome and just made me feel like this was a place where I could be for the rest of my career.” She said that last year, when she chaired a search committee for hiring a new assistant professor, Morrisett was instrumental in bringing the candidate to UT Austin and convincing her that this was the place where she was going to initiate her career. She said that he was incredibly generous and gave a large portion of his lab space to the new candidate, leaving almost nothing for himself, just to ensure that she would get off to a good start. She closed her remarks saying, “I know you’ve heard a lot about Rick in the newspaper. I just want you to know that there really was so much more to Rick and that we will all really miss him.”

Chair Hoelscher mentioned that Professor Morrisett had been a Faculty Council member up until January when Professor Gore took his place representing the College of Pharmacy.

#### **V. REPORT OF THE CHAIR ELECT.**

Chair Elect Charlotte Canning (Professor, Theatre and Dance) gave a brief report about the Joint Meeting of UT Austin’s Faculty Council and Texas A&M’s Faculty Senate on March 23. She said that four members of the Faculty Council Executive Committee attended the meeting hosted by A&M in College Station. She said they felt very welcomed and that the collegiality was warm and supportive. She said they enjoyed the opportunity to hear from Erwin Chemerinsky, the Dean of the Law School at Berkeley, who gave an interesting talk about free speech and campus issues, and from our own Dr. Leonard Moore (Interim Vice President for Diversity and Community Engagement), who spoke on a panel following the talk. She then read the following joint statement, which was ratified by unanimous vote of the Executive Committees of UT Austin’s Faculty Council and Texas A&M’s Faculty Senate prior to March 23 and was shared at the meeting:

On the occasion of this joint meeting of the University of Texas at Austin Faculty Council and the Texas A&M University Faculty Senate, we offer this statement from our Executive Committees in honor of the two universities’ commitment as public institutions to the right of free speech as expressed in the First Amendment of the United States Constitution. We honor, as Texas A&M University declares in its

mission statement, “The historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing the human mind and spirit.” We honor, as The University of Texas expresses in its core values, “The freedom to seek the truth and express it.” This statement on the occasion of our joint meeting as faculty leadership exploring issues related to academic freedom, freedom of speech, and civility on our campuses reaffirms our commitment to the missions and values of our two institutions as sites of integrity, honesty, trust, fairness, and respect towards peers and community.

Chair Elect Canning said UT Austin would host the next joint meeting between the Senate and Council in spring 2019 and that she looked forward to our members’ participation.

**VI. UNFINISHED BUSINESS—None.**

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

**VIII. NEW BUSINESS.**

**A. Election of Members to Undergraduate Studies Advisory Council (UGSAC) (D 16225-16226).**

Chair Hoelscher explained that UGSAC is the governing body for the School of Undergraduate Studies and that every year two new members are elected by the Faculty Council to serve on this important committee. He then read statements of interest from Eric Knuth, Professor of Curriculum and Instruction and Jeremi Suri, Professor in the LBJ School of Public Affairs and History since they were unable to attend. Secretary Friedman also read statements for two candidates from the Cockrell School of Engineering who were unable to attend: Brian A. Korgel, Professor of Chemical Engineering, and Carolyn C. Seepersad, Associate Professor of Mechanical Engineering. Yolanda C. Padilla, Professor of Social Work was then invited to the podium to say a few words about herself.<sup>2</sup> After the ballots were tallied, Chair Hoelscher announced that Professors Korgel and Padilla were elected to serve three-year terms of service beginning September 1, 2018.

Dean Brent Iverson (School of Undergraduate Studies) thanked the Faculty Council for making wise choices. He said, “As we strive to enhance the success and learning of all student in the University, I’ve always felt that the School of Undergraduate Studies (UGS) is a model of faculty governance. And, so nothing important happens in UGS without UGSAC approval. So, I appreciate getting great people. I think that helps our decisions become even stronger.”

**B. Resolution Concerning Scholars at Risk Network (SAR).**

Max Snodderly (Professor, Neuroscience) read the following resolution urging the University to join the Scholars at Risk Network.<sup>3</sup>

The Faculty Council urges the University of Texas at Austin to join the Scholars at Risk Network (SAR) to protect scholars and academic freedom in the global community. Further, we recommend that a consultative committee of faculty, staff, and students be constituted as an advisory body to recommend how best to assist threatened scholars seeking opportunities to continue their scholarly work without grave risks and intimidation.

Professor Snodderly said that, by joining the network, UT Austin would become a member of a very large group of societies and universities that offer temporary employment or research or scholarly opportunities to people who have been identified as being at risk in their home country. He cited two success stories that exemplified SAR’s humanitarian efforts to preserve traditions of academic inquiry and academic freedom. Professor Snodderly said that Texas currently has only six universities represented in SAR, none of which are in the UT or Texas A&M Systems. He said joining would enhance UT Austin’s reputation for supporting academic freedom and scholarly inquiry and would bring scholars to our campus who will expose students and faculty to new points of view and new types of experiences. He said that Dr. Moore in the Division of Diversity

<sup>2</sup>See the statements of interest in Appendix B.

<sup>3</sup> PowerPoint slides and URL for Scholars at Risk Network can be found in Appendix C.

and Community Engagement endorsed joining the consortium and offered to host it through his office. Professor Snodderly said that the cost to join could be as little as \$1,000 for a contributing membership or \$5,000 for a sustaining membership per year. He said that he thought it would be important for the consultative committee to be proactive in identifying opportunities and matches that work for UT Austin and for the scholar at risk such as temporary lectureships or participation in workshops. He closed his remarks saying, "I think this would be a positive contribution the University can make without a lot of cost to us." He then asked if there was any discussion?

Past Chair Jody Jensen (Professor, Kinesiology and Health Education) spoke in favor of the resolution. She said she was Chair of the Faculty Council when discussion of the project first began one year ago. She opined that "this matches the University's desire for a more global presence and global involvement." She reiterated that Dr. Moore has accepted responsibility for being the coordinating and fiduciary agent for the program. She said that there were two similar programs on campus, one being a Project 2021 program called the Global Classroom<sup>4</sup> which pairs classrooms here on campus with those in other countries that are accessed via skype or video conference. The other one is a program called Sites of Conscience<sup>5</sup>, which is a global network of historic sites, museum, and memory initiatives that connect past struggles to today's movements for human rights. She said that UT Austin has faculty and programs invested in Sites of Conscience.

Hearing no further discussion, Chair Hoelscher read the resolution again and called for a vote. The resolution was unanimously endorsed by voice vote.

C. Report from the New Title IX Coordinator.

Krista Anderson, the new Title IX Coordinator, said that she was honored to be invited to give an update on Title IX initiatives that result from the CLASE (Cultivating Learning and Safe Environments) Report, which was released February 2017 by the Institute of Domestic Violence and Sexual Assault.<sup>6</sup> She reminded members that all of the data that was reported related to experiences that students had when they first came to UT Austin. She presented statistics on prevalence rates relating to student on student harassment; faculty/staff perpetrated sexual harassment; dating/domestic abuse and violence; and unwanted sexual contact (see slide 2 of presentation). She noted that the prevalence statistics correlated with prevalence statistics nationwide and that UT Austin is not immune to these behaviors and experiences. The Title IX Office, which is an important part of our campus as well as our compliance to federal and state regulations, relies heavily on campus partners to fulfill the different regulations and requirements that need to be upheld, including being able to investigate reports of misconduct and adjudicating those behaviors as well as providing a fair and thorough investigation and process for those who are responding to the reports and accusations. Title IX works with the Dean of Students, the Office for Inclusion and Equity, the President's Office, the Provost's Office, and Student Emergency Services.

Ms. Anderson shared data collected by the Title IX Office and its partners. Snapshots of the data relating to student and employee reporting can be viewed in slides 4-14. Student reports have increased over the past five years, jumping from 69 in 2012-13 to 445 in 2016-17; and 300 students have already reported this year. Employee reporting has also increased: with 17 reports in 2015-16 and 57 this year as of April 2018. She attributed the increase to the national conversation with the Weinstein effect, #MeToo, TimesUp.

Ms. Anderson explained that not all reports to the Title IX Office can be investigated. Student reports related to individuals not affiliated with the University or reports of inappropriate conduct that do not fall under Title IX are referred to other offices, such as Student Conduct or the Office for Inclusion and Equity. Employee reports that apply to individuals who are no longer at the University or related to things that cannot be investigated at this current time are also referred to the Office for Inclusion and Equity or another office. Often a report can't be investigated because the information provided is very limited. Reports are primarily allegations of sexual assault and sexual harassment, with both student and employee reporting parties predominately female; the

<sup>4</sup> <https://world.utexas.edu/special-projects/global-classroom>

<sup>5</sup> <http://www.sitesofconscience.org/en/home/>

<sup>6</sup> See PowerPoint presentation in Appendix D

respondents are identified predominately male. Most reports from employees occurred on-campus; the location of the majority of student cases is unknown because of limited information provided in the reports. For both students and employees, most of the reports were submitted in the same semester that they occurred. For employees, the next highest reporting period was one or more years after the incident occurred.

The Title XI Coordinator said it was important for students and employees to report incidents so that they could receive protection, support, and remedies. Reporting also offers the opportunity to seek justice, accountability, and/or stop the behavior from continuing, and it facilitates tracking and trends for prevention and education. Lastly, reporting empowers the victim to be part of the efforts to stop sexual harassment, discrimination, and violence in our community.

Ms. Anderson closed her remarks by highlighting multiple initiatives and resources in the Title IX Office, which can be viewed in slides 16-19. They have expanded the non-mandatory reporting options to include the Ombuds Offices. This means that the Ombuds Offices are neutral, impartial, and independent of other offices on campus and can talk to individuals about options and processes without it necessarily triggering a report to the Title IX Office. She reported that her office is currently adopting more Title IX deputies and liaisons in the academic units. The Title IX Office is partnering with the colleges and schools to increase reporting and provide resources and educational opportunities. The Deans in most of the Colleges have already appointed liaisons who are currently receiving training and will begin their work at the start of the next academic year. They are also partnering with the Institute for Domestic Violence and Sexual Assault to continue to assess the Title IX processes and services related to individuals who are going through an investigation as well as receiving support and services. The Counseling and Mental Health Center has hired a BeVocal Bystander Intervention Coordinator and is currently searching for a Healthy Masculinity Coordinator to coordinate the MasculinUT Education Program. Ms. Anderson said her office would continue to review and update all Web and promotional materials to make sure they are acceptable and readable and cover every access point possible for those looking for information. They are also working with University Communications to create a Title IX Guide so that responsible employees, deans, and administrators are well informed as to how to respond when someone either discloses or reports an incident. To increase transparency, data collected would be included in an impact report to better inform the community on trends and statistics here on campus. She closed her remarks by thanking the Council members for their time.

D. Faculty Response to the CLASE Report from the Faculty Welfare Committee.

Dr. Amanda Hager (Committee Chair and Lecturer, Mathematics) was asked by the Faculty Council Executive Committee to look at the CLASE Report and to recommend faculty responses to it. Her full report can be viewed in Appendix E. She spoke briefly on what the project is and what the researchers recommended; she described her recommendations; and finally, she talked about how faculty can become involved.

Dr. Hager gave additional background information on the CLASE Report and the current status of the researchers' recommendations for immediate and future actions. Dr. Hager talked to stakeholders on campus including the Title IX Office, the Institute on Domestic Violence and Sexual Assault, Student Emergency Services, UTPD, Counseling and Mental Health Center, Athletics, Office for Inclusion and Equity, Victim's Advocate Network, and the Employee Assistance Program, among others. Her final report includes six ideas for faculty actions:

1. Training program for graduate students
2. Title IX liaison duties and funding
3. Required language in syllabi, job postings, and offer letters
4. Changes to faculty training materials/requirements
5. Support services for faculty/staff
6. Annual reporting of report/investigation results

Following her report, Dr. Hager opened the floor to comments and questions.

Mr. Austin Reynolds (Senate of College Councils President, 2017-18) commended many of the recommendations put forth, especially the one about including information on syllabi concerning reporting. He thought it important to let people know what mandatory reporters are. He said that there is confusion even among experienced student leaders on this issue. He thought if it could be clarified and added to the syllabi, students wouldn't have to ask peers about where to go for help. He then asked what the responsibility is of student leaders regarding mandatory

reporting? Ms. Anderson said that it is recommended that student leaders report, but it isn't a requirement unless they are also a student employee. In terms of being an employee, regardless of whether one is listed as a responsible employee, they might be deemed a responsible employee if someone perceives that person as having the ability to respond or redress the situation.

There were no further comments or questions.

E. State of the University Libraries.

Dr. Lorraine J. Haricombe (Vice Provost and Director of University Libraries) thanked Chair Hoelscher for the opportunity for Faculty Council members to learn more about the state of the University Libraries. She hoped that she could report annually in the spring semester when she has a better sense of what the impact of budgets are on the Libraries.<sup>7</sup> Dr. Haricombe described the five core functions of the Libraries to include:

- Select collections/content
- Discovery and Access
- Research Support
- Teaching and Learning services
- Preservation

She said librarians with expertise help faculty and students select collections and content for research and scholarly work. It is important for them to be able to access those materials, so an important function of the libraries is to make sure the collections are organized, discoverable, and accessible. She said the Libraries support research in a number of ways. Recently, the structure of the Libraries was reorganized to enable librarians to be more actively engaged in the research process. Teaching and learning services have always been a function of the Libraries and this is where the librarians help faculty with student learning outcomes and in helping students learn to think critically and to evaluate information.

Dr. Haricombe said that there are three primary resources required for librarians to perform the core functions of the Libraries:

- Sustainable Information Resources Budget
- Personnel (core staff and functional expertise)
- Modern Infrastructure (facilities and technology)

The Director described how the resources are supported by the budget, with most of the money going first to information resources, then to personnel, and a small amount for maintenance and operations. Because the Libraries are open 24/5 throughout most of the academic year and 24/7 as we approach finals, 3% of the budget goes toward student wages to help staff the Libraries.

Looking at the 2016-17 core budget and breaking it out into just the acquisition funds, Dr. Haricombe said that 73% came from recurring funds, 25% from UT System funds, and 2% from one-time funds. Over the past 20 years, the Libraries received consistent increases in the acquisition budget up until 2011-12 when the recession hit. From that point on, the budget has been relatively flat with no increase in the base budget. As a result of the flat budget, Dr. Haricombe said the Libraries struggle to maintain world class status. She showed how UT Austin's Libraries budgets compare to those of peer institutions which received considerably more funding (see slide 10).

Dr. Haricombe summarized key drivers of change in academic libraries. Faculty teaching and research and student learning have changed over the years, largely driven by fast-paced transformations in technology. New technologies require training and new expertise; as a result, the Libraries now also hire non-librarians to bring in the expertise needed to drive the Libraries in new directions and to provide required support for new technologies. All of this is complicated by flat or reduced budgets. However, Dr. Haricombe said, it is not all doom and gloom. She summarized the Libraries' response to these changes as follows:

- Invest in analog and digital collections
- Focus on building distinction in our collections
- Engage with faculty in new forms of scholarship

---

<sup>7</sup> See PowerPoint presentation in Appendix F.

- Leverage technology to enhance discovery, access, and innovative use of our collections
- Commit to professional development of current staff
- Preserve analog and digital collections with high quality preservation facilities & robust digital infrastructure

She said that with faculty input, she wants to continue to focus on building the distinction of UT Austin's collections and to leverage the technology to enhance discovery and access, and to use tools that will help faculty and students use its analog collections in innovative ways. She said that expanding the perception of the Libraries as only a repository of analog collections to Libraries as a platform strengthens the central role at the intersection of research and pedagogy online with the use of analog materials to make sure that our faculty and students have tools and opportunities to touch new forms of scholarship both in analog and in digital collections. Slides 13 and 14 provide additional benefits of expanding this view.

Dr. Haricombe reaffirmed that UT Libraries is still world class; however, she said it will take increased investment to maintain its status and commitment to the University. She applauded Provost McInnis' recommendation to form a University-wide task force to include all the stakeholders—faculty, researchers, students, staff, and librarians—to consider and articulate a vision for the Libraries moving forward. She noted that the first generation of the 21<sup>st</sup> century is on our campus this year, and they come with very different expectations. She said it would be important for the task force to “try to articulate a vision that will take all of the diversity of needs across the spectrum—disciplinary, generational, digital natives, and digital immigrants—all into consideration.”

The Director then opened the floor to discussion. Chair Hoelscher observed that there were a number of people who were not members of the Council who wished to speak and asked permission for that to happen. There were no objections.

Aloysius Martinich (Professor, Philosophy) asked exactly what the task of the new task force would be? Dr. Haricombe said she had not yet seen the charge but thought it would be to engage the campus community in identifying the needs in the various disciplines and to help the Libraries find the right mix in terms of its onsite, browsable collections and those that are in storage and preservation facilities to ensure that everyone has access to what they need. Professor Martinich opined that the top item of the task force should be how to get more funding for the Libraries. The Director agreed, “I hope that the advocacy and the energy that we've seen over the last few months will not wain in that exercise.”

Anthony Petrosino (Associate Professor, Curriculum and Instruction) thanked Dr. Haricombe for her presentation. He asked how long the Libraries could maintain their world class library status if no new major funding for appropriations is received? She responded, “I don't have a clear answer of how long we will go on, but I do know that you as faculty and as students will begin to feel the pinch when your materials are no longer available.” She said that at some point the decision was made not to invest in the Libraries on an annual basis, “We are beginning to see the effects of that; we are down to bone.” Professor Petrosino thanked her again and said that she has his full support. Dr. Haricombe expressed hope that all present will support advocacy for much more central investment in the Libraries. She pointed out that the Libraries don't graduate students, yet undergraduates and graduates alike graduate with the Libraries' help.

Dr. Haricombe then turned to the questions that had been submitted beforehand by Professors Palaima and Martinich. The questions and Dr. Haricombe's responses can be found in Appendix G. After having read and responded to each question and before opening the floor to questions and comments, Professor Haricombe thanked the task force members, some of whom were present, for the remarkable job in providing the summary with trends and the issues, and she thanked everyone for their energetic advocacy. “If there's one silver lining from all of this that I really want to thank you for it is that you've elevated the role and the value of the Libraries more than we could ever do on our own.”

Professor Martinich asked if she thought the people who made the decision to remove the books from the 4<sup>th</sup> floor of the FAL followed a good policy in coming to that decision? Dr. Haricombe clarified that the decision to move the books was not made by the Libraries. The Libraries does not make decisions about space in colleges and schools on campus. She said the Libraries, as a rule, does not move thousands of books at any one time. This occurrence was the

first time in her tenure here at UT Austin and probably had not happened before with the exception of the Undergraduate Library next door. Wanting clarification, Professor Martinich asked, “In effect, the Library books were evicted from the Library?” Professor Haricombe said the Library was asked to vacate the floor because the space was needed for a strategic initiative in the College of Fine Arts (CoFA). All the branch libraries on campus are in spaces that belong to the colleges and schools, and it is the deans who decide the importance of Libraries in their spaces. Dean Dempster gave her a deadline to vacate the materials and the librarians did the best that they could with the timeframe they were given. Professor Martinich asked if she had an opinion on whether Dean Dempster made a good decision? She opined that if there had been more time, there may have been different decisions. It was a unique situation and not the way she runs a Library under normal circumstances. She said, “We curate collections all the time. And, there were people at the branch Library there who know the materials and the research agendas of those faculty best.” Professor Martinich then asked if there were plans to change the function of the first floor of the Perry Castaneda Library (PCL)? Dr. Haricombe said they had begun to create spaces that the students have asked for and that it is her hope to continue to evolve the space pending approval and funding, with faculty input, to create something along scholarship in the digital environment—a sandbox so to speak of tools and spaces. She said that it is something the Association of Research Libraries developed and that it is something she is exploring.

Chair Elect Canning also thanked Dr. Haricombe for her willingness to report and have this discussion. She said there had been a lot of confusion about the events of the FAL. She understood from the Director’s presentation that, without COFA’s need for the 4<sup>th</sup> floor space, the books would still be there. She asked if the initial suggestion for clearing the books came from the College of Fine Arts and not from the Libraries. Dr. Haricombe said that the Dean of CoFA consulted with her, saying that he needed the space in the Library to develop a new center. She reiterated that the Libraries do not control the size or space of Libraries within the colleges. Those decisions are made by the deans. Dr. Canning then asked if the items that were sent to the Joint Libraries Facility (JLF) could be restored to the UT Austin campus if that is something that faculty want to happen? If there is only one surviving copy of a given item because the other institution has decided to decommission it or get rid of it, does that mean we cannot pull our items back? Or does that mean that in some cases we don’t have, we no longer have, something to pull back? Dr. Haricombe said that she did not have the data in front of her but pointed out that the questions are exactly why the new Advisory Council will be necessary and helpful.

Linda Henderson (Professor, Art and Art History) said that what she had heard confirmed what she already sensed was true: that the decision to move the books from the FAL was made by the Dean with virtually no consultation of the faculty in the college. Referring to Dr. Haricombe’s remarks that consultation occurred in February 2016, she said that at that time, when she saw the books and journals packed up and ready to be moved out the door, she approached the librarian asking that the art journals be kept in the Library. Professor Henderson said that she had emails to David Hunter—who was present at this meeting—and other correspondence supporting the chronology. She said that the email and correspondence in February 2016 could not be considered consultation. She asked that the record be corrected to reflect that CoFA faculty were not consulted before the boxing of materials occurred and that the first visit of any librarian with faculty was in March and that the faculty in the Butler School of Music were finally visited in August. Dr. Haricombe thanked Dr. Henderson for the clarification. She said that engagement may take different forms and different means given the circumstances the librarians were placed under with the deadline, and that they probably would have done more otherwise. The librarians work very closely with faculty on a day-to-day basis and have a good sense of faculty’s research agendas and needs are. Professor Henderson agreed and said she was very grateful for their help and concurred that the FAL situation was unusual: “I understand really that you were under a terrible constraint and that is not a problem with the Libraries.” Concerning the circulation figure that was cited in the task force report, Dr. Henderson thought it was useful to note that in 2008, all of the DVDs from the Flawn Academic Center were moved to the FAL and that there also were approximately 150,000 CDs in circulation in 2009. As streaming came into being, circulation declined, reflecting a change in media, not declining book usage. Dr. Henderson also commented that her Dean does not seem to understand what browsing means to an art historian doing research. She said the ability to browse the shelves and by chance discover that the book next to the one you

were originally seeking has exactly what you were searching for is invaluable. Dr. Haricombe agreed and said, “I get totally the browsing thing. I like to browse too.” She said that with so many materials out of the FAL and in different places like the HRC, the Blanton, and the PCL, more improvements needed to be made in enhancing discovery in the catalog. She acknowledged that the catalog would never emulate the physical book, but a lot could be done to improve it. Professor Henderson agreed with Dr. Haricombe about the energy that came as a result of the FAL debate, “You couldn’t have produced that effect with this kind of passion.” She added, “The physical book in our disciplines is really crucial, and, we are so grateful that that’s been recognized.”

Professor Palaima asked when it was first known that the 4<sup>th</sup> floor of the FAL had to be vacated? Dr. Haricombe said it was summer of 2016. He then asked what prevented the Library from consulting with faculty regarding which books and journals were essential for research and teaching? And he asked if she regretted that more wasn’t done during that period? Dr. Haricombe responded, “Of course, I think that more could have been done. The timeframe was such that we needed to work very quickly to do that. There were a lot of steps that needed to be taken to get to the point of even packing up the books.” Professor Palaima suggested that she could have contacted faculty via email, asking them to let her know which books were needed for their teaching and research. Concerning the JLF, he commented, “It just flabbergasts me that we have to wait now for another task force to figure out what the status of those books are after we’ve already committed them to the place.” Dr. Haricombe said that the Advisory Council will engage very directly with faculty so that the Libraries can correct and return and discuss some of the materials for bringing back to our campus. Professor Palaima asked if she knew the status of the books at the JLF, whether a given book could be returned to the UT Austin campus? She said that it depends on the status of the book in the JLF. She didn’t have the data in front of her, but if the book in question is not one that somebody has laid claim to or is not identified as a “Resource in Common” (RIC), then it could be returned. The FAL will work with the CoFA Advisory Council that will consist of faculty, students, and librarians to identify those books. Dr. Palaima then asked Dr. Haricombe what shifts of perspective she underwent when coming from the University of Kansas in terms of consultation with faculties? Dr. Haricombe replied: I think librarianship, the core values of librarianship remain the same, no matter the size of the university, and no matter the size of the library or the type of library. And, I commit to and embrace those values. My role is to make the connection and to make sure that we support the University’s mission—teaching, learning, and research. And, that was the same at the University of Kansas as it is here. And that is my commitment to The University of Texas at Austin.

Professor Palaima disagreed, saying that he thought that there is a difference in managing libraries of different sizes. He opined that at a smaller library, one doesn’t have the same kind of critical need for accessing books and that you can’t apply the same methods and values everywhere.

## **IX. ANNOUNCEMENTS AND COMMENTS**

- A. Standing Committee annual reports due April 30.
- B. Standing Committee Preferences due in by April 16.
- C. Nominations for 2018-19 Faculty Council Officers due by April 16.
- D. The next Faculty Council meeting will be held on May 7, immediately following the special meeting of the 2018-19 Faculty Council at 2:15 in MAI 212.

## **X. QUESTIONS TO THE CHAIR—None**

## **XI. ADJOURNMENT**

Chair Hoelscher adjourned the meeting at 4:44 PM.

## Appendix A

**QUESTIONS TO THE PRESIDENT****Questions for the President for the Faculty Council Meeting on April 9, 2018**

Submitted by Professor Brian L. Evans, Chair of the Committee of Counsel on Academic Freedom and Responsibility

According to the UT *Information Resources Use and Security Policy* [1], we faculty have no privacy of any of our university e-mail correspondence or other university data:

1. What is the protocol that the university follows to authorize searching or other access to the content of files in faculty computer accounts including faculty e-mail correspondence?
2. Which person(s) at the university has(have) the right to read, search or otherwise access e-mail messages for which they were not the sender or a recipient?
3. Which person(s) at the university has(have) the right to read, search or otherwise access messages sent through university platforms such as Canvas for which they were not the sender or a recipient?
4. Which person(s) at the university has(have) the right to search personally owned devices for University Data?
5. Other than prohibitions against notification in certain court orders, why couldn't the university notify faculty that their files have been searched and why? [2]

[1] *Information Resources Use and Security Policy, The University of Texas, esp. Section 2.1*, [security.utexas.edu/policies/irusp](http://security.utexas.edu/policies/irusp)

[2] "Contours of Academic Freedom", American Association of University Professors, <https://www.aaup.org/i-need-help/workplace-issues/contours-academic-freedom#c1>

**Additional Information**

From the *Information Resources Use and Security Policy* (IRUSP) Section 2.1:

"University Data: All data or information held on behalf of University, created as result and/or in support of University business, or residing on University Information Resources, including paper records."

"Users who are University employees, including student employees, or who are otherwise serving as an agent or are working on behalf of the University have no expectation of privacy regarding any University Data they create, send, receive, or store on University owned computers, servers, or other information resources owned by, or held on behalf, of University. University may access and monitor its Information Resources for any purpose consistent with University's duties and/or mission **without notice**." (emphasis added)

"Users have no expectation of privacy regarding any University Data residing on personally owned devices, regardless of why the Data was placed on the personal device."

## Appendix B

**STATEMENTS FROM CANDIDATES FOR UGSAC SPRING 2018****College of Education****Eric Knuth, Professor, Curriculum and Instruction**

Eric Knuth is a professor of STEM Education in the College of Education. Prior to joining the faculty at UT, he spent 18 years as a professor in the School of Education at the University of Wisconsin-Madison. He received a bachelor's in electrical engineering from the University of Illinois, a master's in mathematics as well as a secondary school mathematics teaching credential from San Diego State University, and a doctorate in mathematics education from the University of Colorado at Boulder. Prior to entering academia, his work experience included four years of teaching high school mathematics and physics, and six years working as an electrical engineer.

His work with undergraduate students has included both teaching and research: at UT, he teaches STEM education undergraduates in the UTeach Program, and he has supported undergraduate engagement in research through his federally-funded research projects.

"I believe my interdisciplinary training and varied work experiences, including teaching high school students preparing to enter college, as well as my experience at another major research university have provided me with unique insights about undergraduate education that I would bring to the Committee. In my short time at UT, I have been impressed with the quality of the undergraduate programs and students, and look forward to the opportunity to be a part of that continuing excellence as a member of the UGSAC."

**LBJ School of Public Affairs and****Jeremi Suri, Professor**

During last seven years I have worked closely with Undergraduate Studies through my work as an instructor for 400+ undergraduates each year, a supervisor of more than ten undergraduate research/thesis projects each year, and a creator of the first synchronous online US history course at UT. I lecture widely on the topic of undergraduate education and I played a leading role in our recent Campus Conversation on the future of undergraduate education. My research and teaching have received numerous awards, including in the last year: The President's Associates Teaching Excellence Award and the Pro Bene Meritis Award for the promotion of the liberal arts from the UT College of Liberal Arts.

**Cockrell School of Engineering****Brian A. Korgel, Professor, Chemical Engineering**

Brian A. Korgel is the Edward S. Hyman Chair in Engineering and T. Brockett Hudson Professor of Chemical Engineering at the University of Texas at Austin. He directs the Industry/University Research Center (I/UCRC) for Next Generation Photovoltaics and the Emerging Technologies area of the UTIPortugal program, and he is the Education & Outreach Director for the Center for Dynamics and Control of Materials MRSEC at UT Austin. He is an Associate Editor of Chemistry of Materials and has co-founded two companies, Innovalight and Piñon Technologies. His research focuses on nano & mesoscopic materials chemistry and complex fluids, tackling problems in energy storage, chemical transformations, energy harvesting and conversion, and medicine. He is also an artist, exploring collaboration, language and human-artificial intelligence/robot cohabitation. He has published more than 250 papers and has been a Visiting Professor at the University of Alicante in Spain, the Université Josef Fourier in France and the Chinese Academy of Sciences in Beijing. He received various honors including the Professional Progress Award from the American Institute of Chemical Engineers (AIChE) and membership in the National Academy of Engineering (NAE).

A few additional things: I was a Humanities Institute Fellow in 2016 (the first ever from engineering that I am aware of). For three years, I taught a Maymester course in Barcelona, Spain, on Nanotechnology Innovation and will be teaching the course this year in Japan. I am a huge proponent of study abroad experience for our undergrads. I have also been working to bring art and engineering/science closer together on this campus. Last year I published a paper with a visiting professor in art and an

undergraduate art student. I am fairly certain that this is the first ever publication from UT Austin in a scientific peer-reviewed journal co-authored by faculty from both engineering and art. That student became interested in our research after taking a new laboratory course called “Microbiology for Artists” co-taught by professors in art and botany with students from both art and natural sciences enrolled.

**Carolyn C. Seepersad, Associate Professor, Mechanical Engineering**

I am an ME professor with 13 years of teaching experience with graduates and undergraduates. I have earned a Regents Outstanding Teaching Award. I am a member of the Provost Teaching Fellows. And, I have started a new freshman research program in mechanical engineering, among other innovations.

**School of Social Work**

**Yolanda Padilla, Professor** (*Plans to attend the meeting*)

My name is Yolanda Padilla. I am a professor at the Steve Hicks of Social Work where I serve as the Clara Pope Willoughby Centennial Professor in Child Welfare. I am interested in serving in the School of Undergraduate Studies Advisory Council to support the exciting agenda of the School. UGS is already so beautifully structured and I would love to be a part of it.

I am deeply invested and bring relevant experience to the position. Undergraduate education is my passion and the focus of my teaching in social work and at UGS. I teach a signature course titled HOW TO CHANGE THE WORLD, which I have been teaching for almost 10 years. I also have supervised many students in research and community internships through the Bridging Disciplines Program, Women’s and Gender Studies Internships, and other internships, including the Health Science Scholars Capstone Experience Research Project.

In addition, I take my work to a national level in my role as director of the Center for Diversity and Social & Economic Justice, which is a Center of the Council on Social Work Education. The Council advances the quality of social work education at the undergraduate as well as the graduate level. The work of the Center supports the implementation of the *Educational Policy and Accreditation Standards* required for social work programs. Students are expected to demonstrate the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. In my role, I am responsible for helping guide the development of innovative curriculum on in the areas of diversity and social justice for over 750 accredited social work undergraduate and graduate programs.

## Appendix C

**Resolution Concerning Scholars at Risk Network**  
PowerPoint Slides from April 9, 2018 Presentation

# Give what you have

To someone it may be better than you dare to think

Henry Wadsworth Longfellow

From Kavanagh: A Tale (1849)

## THE SCHOLARS

SAR provides sanctuary and assistance to more than 300 threatened scholars worldwide each year.



**Dr. Anna Dolidze**  
International Law

Dr. Dolidze fled Georgia in 2006 after experiencing intimidation, surveillance and arrest in retaliation for her open criticism of Georgian judiciary policies. SAR helped her secure positions at NYU Law School and Western University, Canada, where she later became a tenured professor. While abroad, Dr. Dolidze continued to advocate for justice and human rights in Georgia. In May 2015, she was able to return home safely to begin her new appointment as Deputy Defense Minister.

Mr. Mathé is a Congolese human rights advocate and scholar whose research on security issues during the Kivu conflict led to threats on his life. Through SAR, the University of Lausanne, Switzerland offered Mr. Mathé a position of academic refuge where he was able to pursue his PhD and reunite with his wife and son. From afar, Mr. Mathé serves as director of the Great Lakes Peace Initiative Center, an academic organization committed to promoting human rights, democracy, and good governance.



**Mr. Guilain Mathé**  
Political Science

**CONTACT US TO RECEIVE DETAILED INFORMATION ON ONE OF THE BELOW SCHOLARS:**

Show 30 entries

Case ID	Degree	Field	Risk/Status	Seeking placement	Timing
AZ0000	PhD	Political Science, Corruption	Threat of Access Violation (Displaced)	Europe, United States, German-speaking countries	August 2009
BANG000	PhD	Gender and Development Studies	Threat to Life/Person (Threat of Access Violation (Displaced))	Canada	July 2009
BR00079	MA	Political Science, Sociology	Threat to Life/Person	French-speaking Europe and Canada	Immediately
BR00086	MA	Journalism, Communications, African Studies	Threat to Life/Person (Displaced)	The Netherlands	Immediately
BU00056	PhD	Physics	Threat to Life/Person (Displaced)	United States	Immediately
ETH0000	PhD	Urban Geography	Threat to Life/Person (Displaced)	United States	Immediately
IRAN000	PhD	Psychology	Harassment/Intimidation (Displaced)	United States	Immediately
IRAN000	MA	Educational Psychology	Risk of Imprisonment	United States, Canada, Europe	Immediately
IRAN000	PhD	Human Resource Management, Gender Studies	Threat to Life (Displaced)	United States	Immediately
IRAN000	PhD	Middle Eastern Studies, History	Harassment/Intimidation (Displaced)	United States	Immediately
IR00000	PhD	Middle Eastern Studies, History	Harassment/Intimidation (Displaced)	United States	Immediately
IR00070	PhD	Archaeology	Threat of Access Violation, Harassment/Intimidation	Europe, North America	Immediately
IR00200	PhD	Neurophysiology	Threat to Life/Person	Europe, North America, Mexico, Canada, Africa	Immediately
IR00270	MBCAB	Anatomy, Surgery	Threat to Life/Person	North America, Europe, Africa	Immediately
IR00270	PhD	Diagnostic Radiology	Harassment/Intimidation	Europe, United States, Canada	Immediately
IR00282	PhD	Engineering	Threat to Life/Person, Harassment/Intimidation (Displaced)	Europe, United States, Canada, United Kingdom, Australia	Immediately
IR00283	PhD	Mechanical Engineering	Threat to Life/Person (Displaced), Harassment/Intimidation	United States	Immediately
IR00300	BA	Music	Threat to Life/Person (Displaced)	United States	Immediately
IR00379	PhD	Theater	Threat to Life/Person, General Situational Risk (Displaced)	United States	Immediately
IR00384	PhD	Human Resource Management	Threat to Life/Person (Displaced)	France	Immediately
IR00386	PhD	French Literature	General Situational Risk (Displaced)	North America, Europe	Fall 2009
IR00407	PhD	Fracture Mechanics	Threat to Life/Person, General Situational Risk	France or English-speaking countries	Immediately
IR00408	PhD	Agricultural Science	General Situational Risk (Displaced)	Belgium	Immediately

## SAR member Universities in Texas

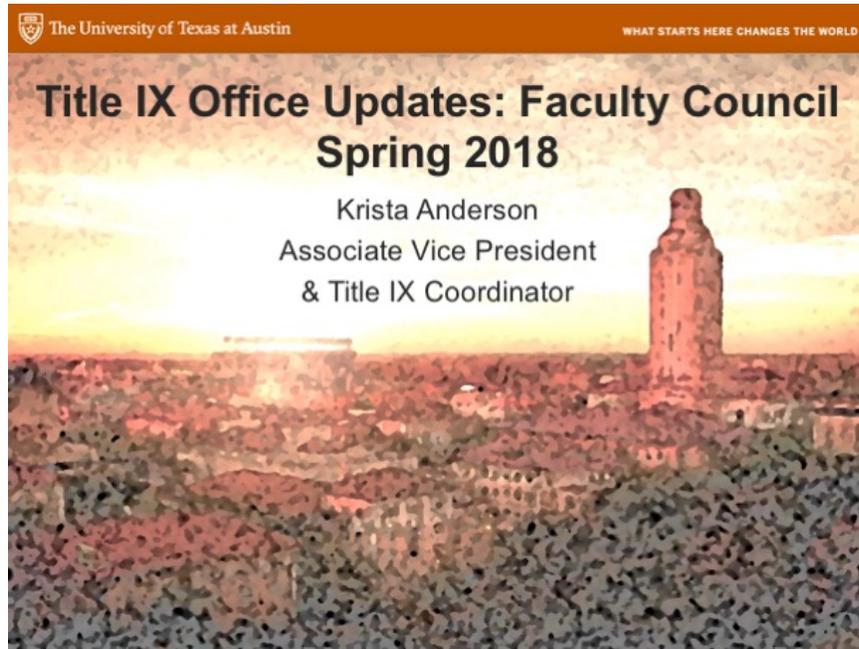
Institution	Location	Section/Partner Network
Baylor University	USA, Texas	
Rice University	USA, Texas	
St. Edward's University	USA, Texas	
Texas Christian University (Sustaining)	USA, Texas	
Texas Tech University	USA, Texas	
Trinity University	USA, Texas	

Showing 1 to 6 of 6 entries (filtered from 531 total entries) ◀ Previous Next ▶

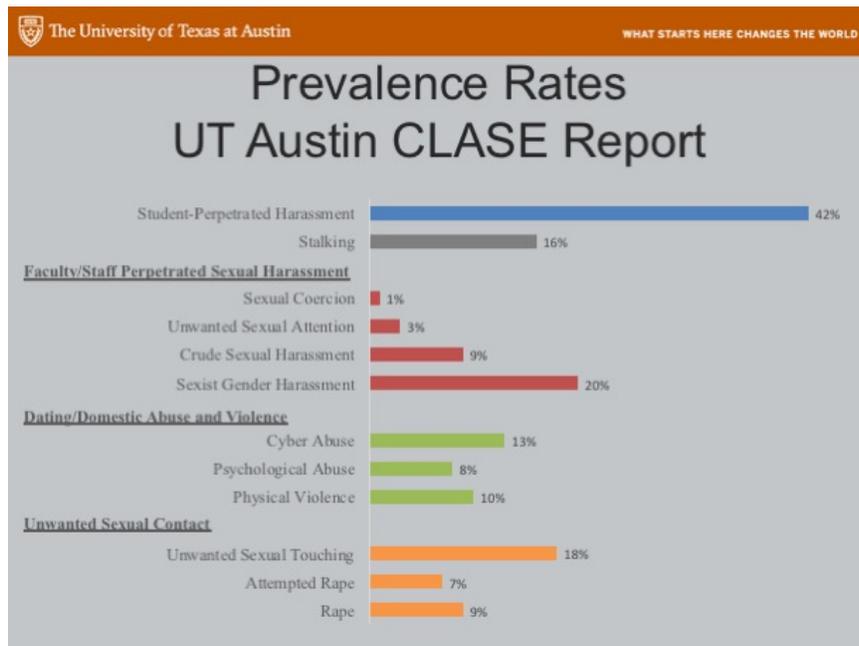
Appendix D

**Title IX Office Updates**  
 PowerPoint Slides from April 9, 2018 Presentation

Slide 1



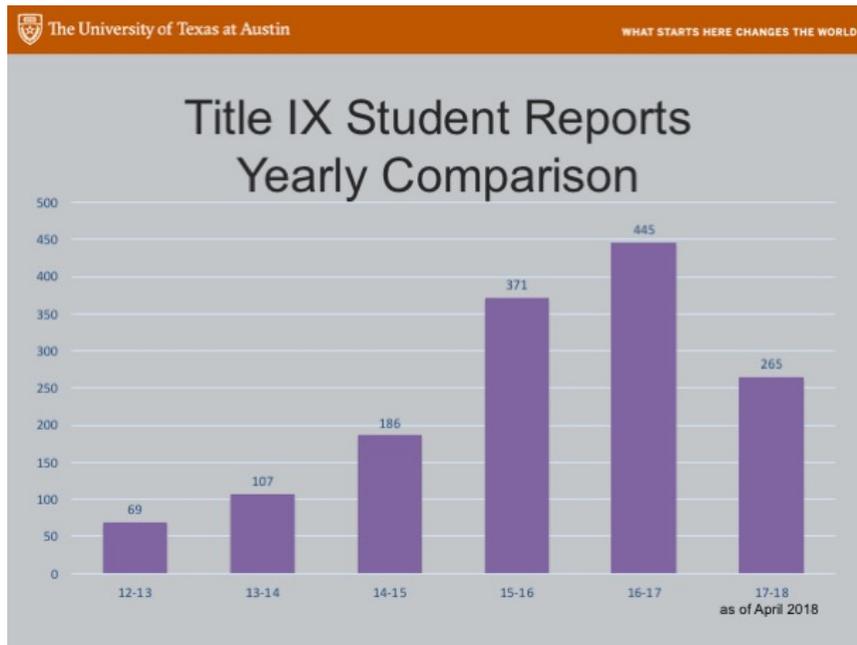
Slide 2



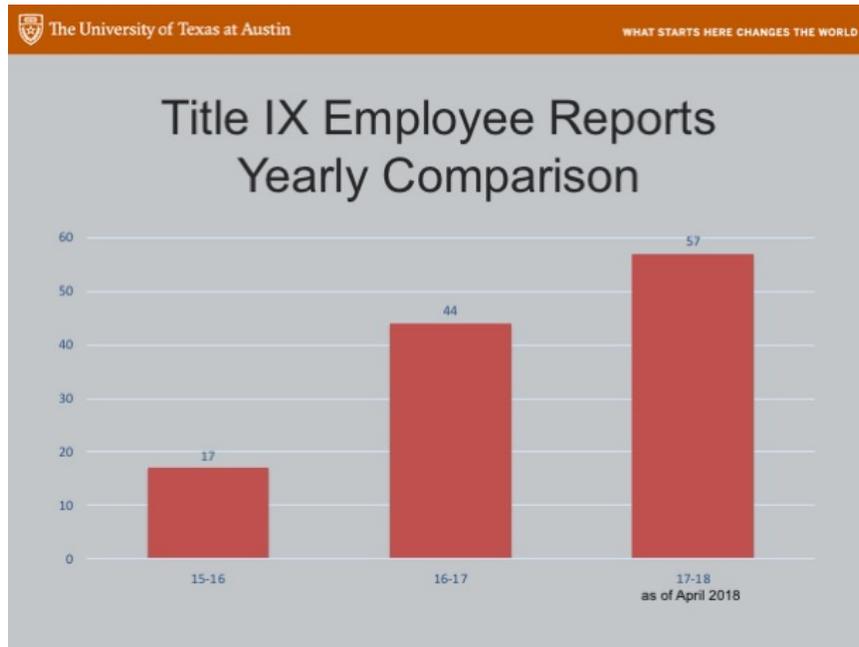
Slide 3



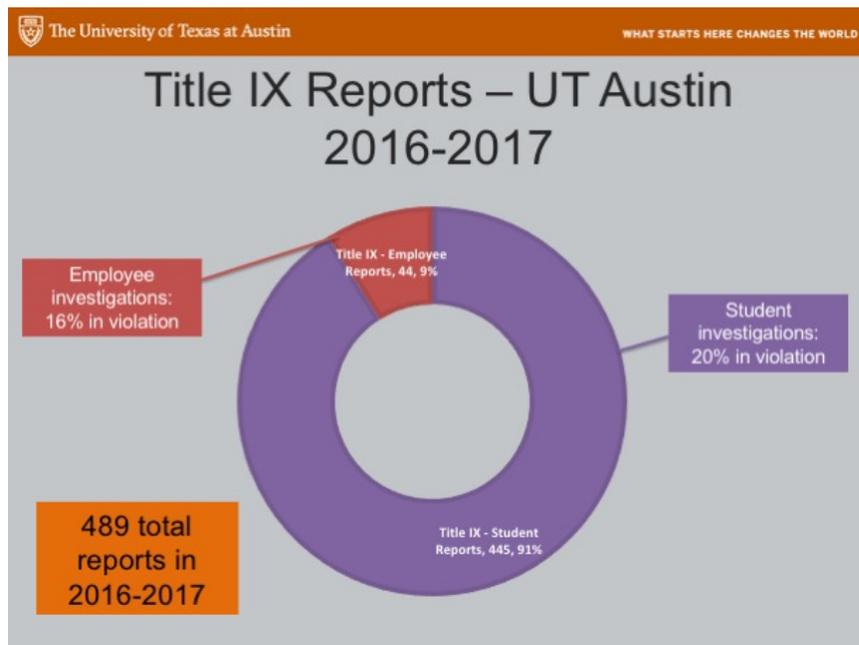
Slide 4



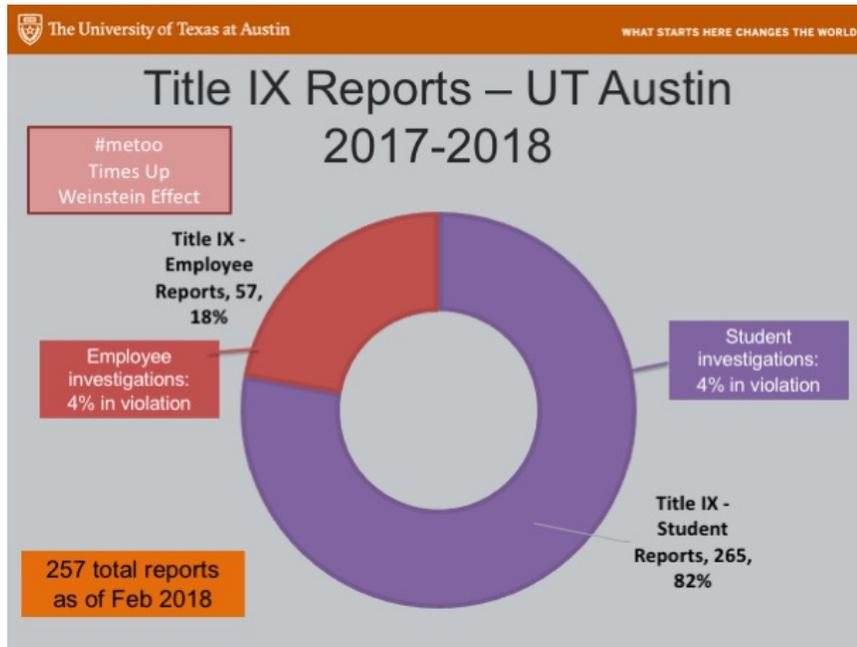
Slide 5



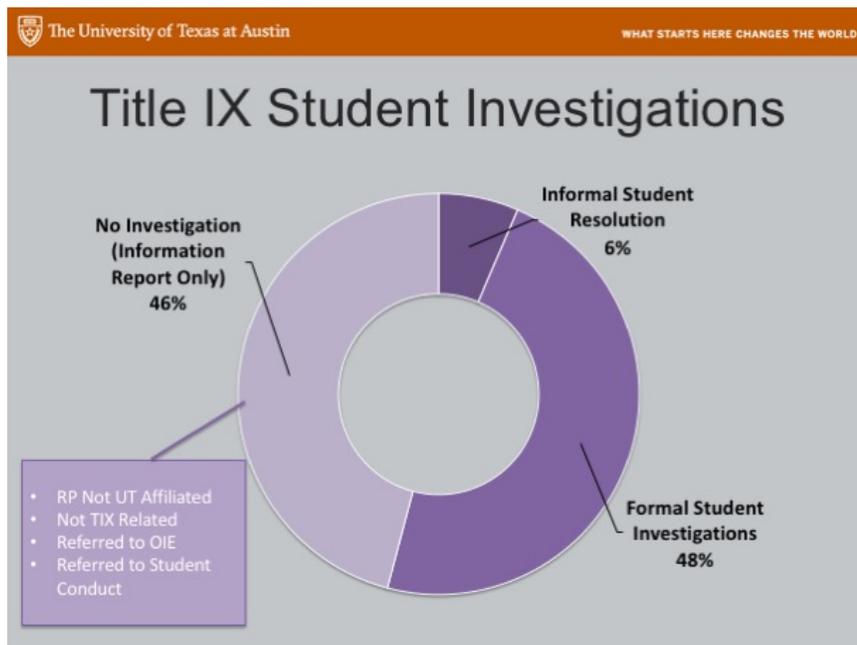
Slide 6



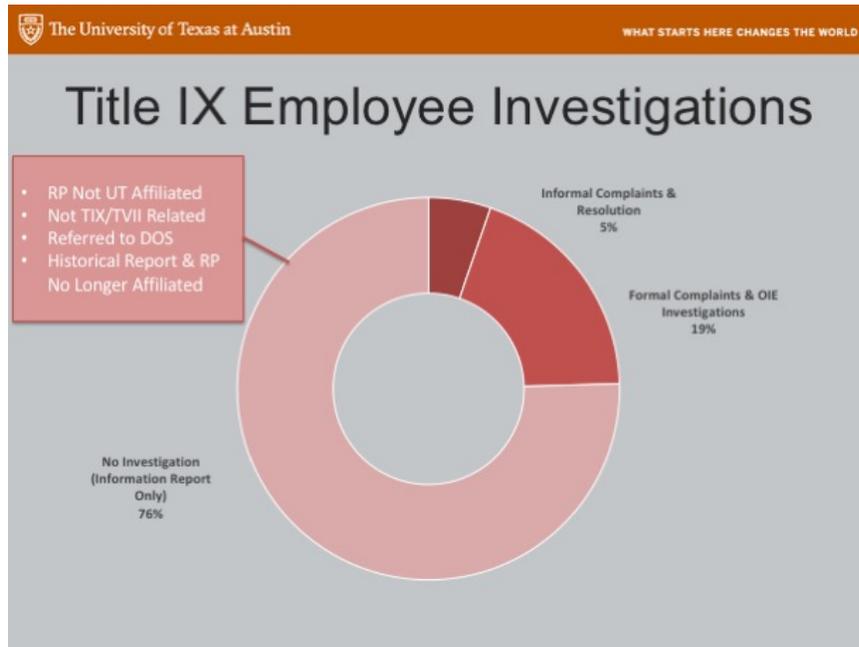
Slide 7



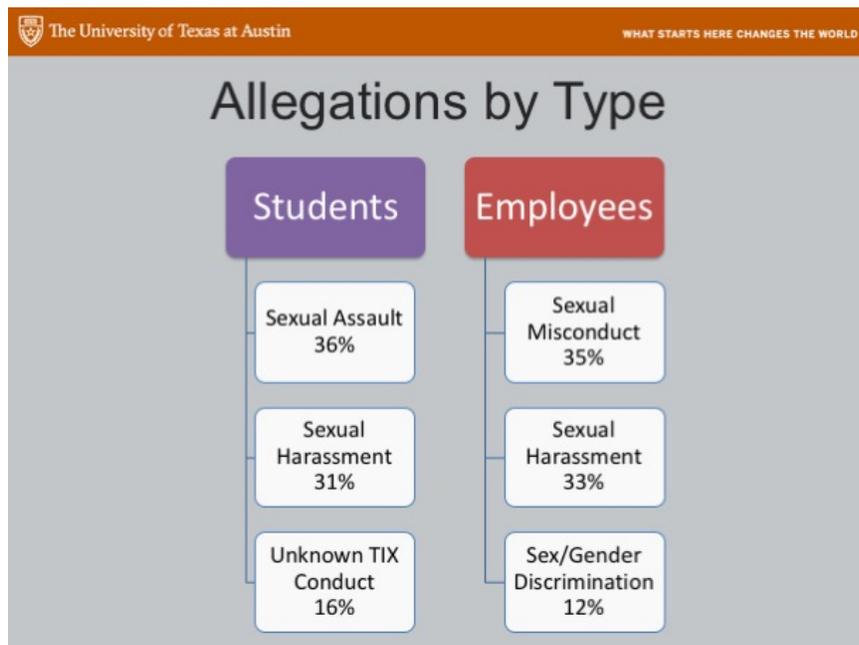
Slide 8



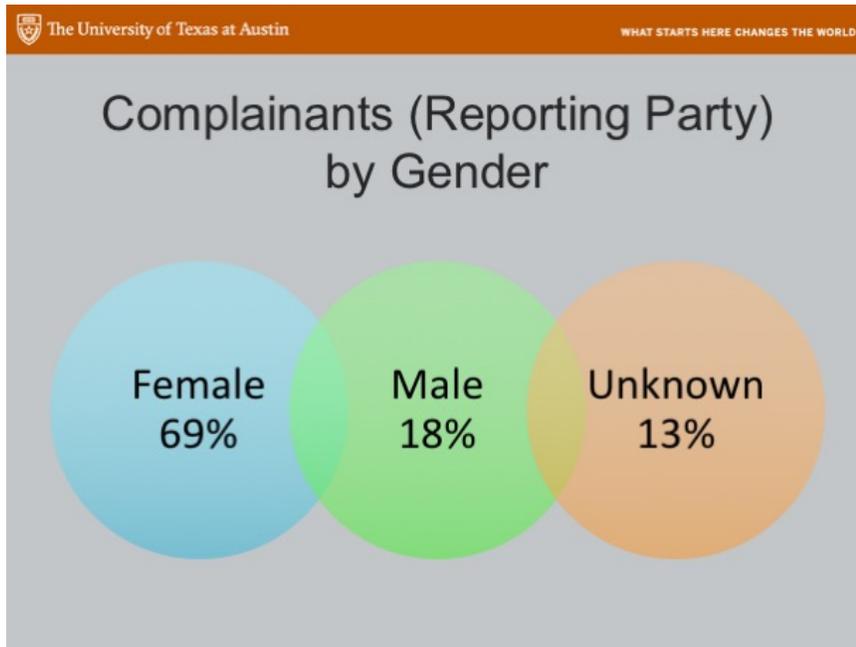
Slide 9



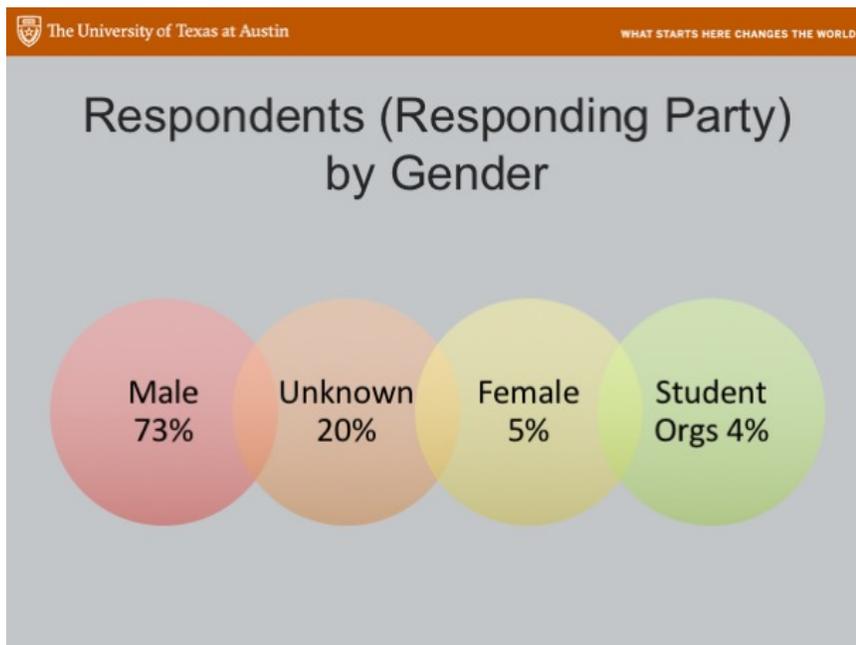
Slide 10



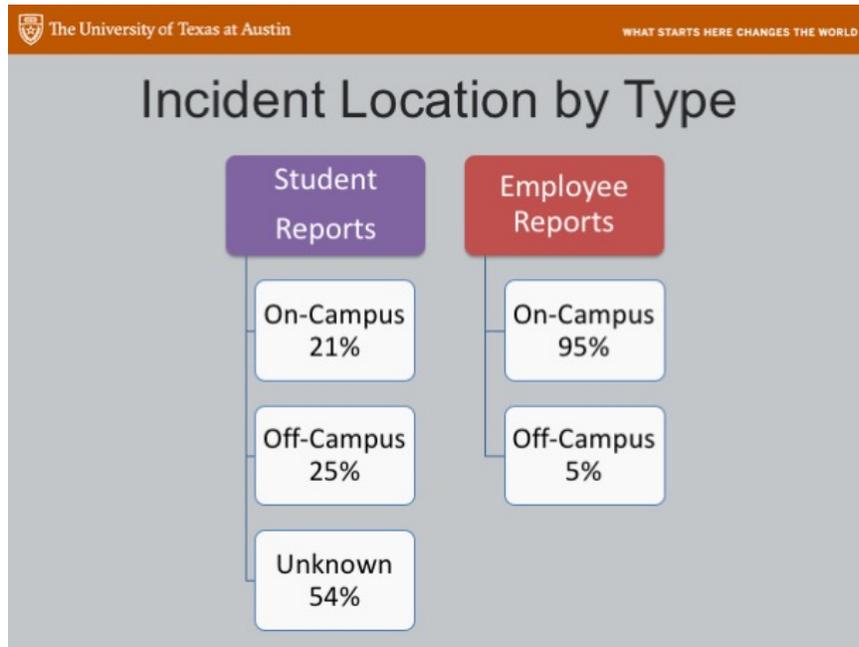
Slide 11



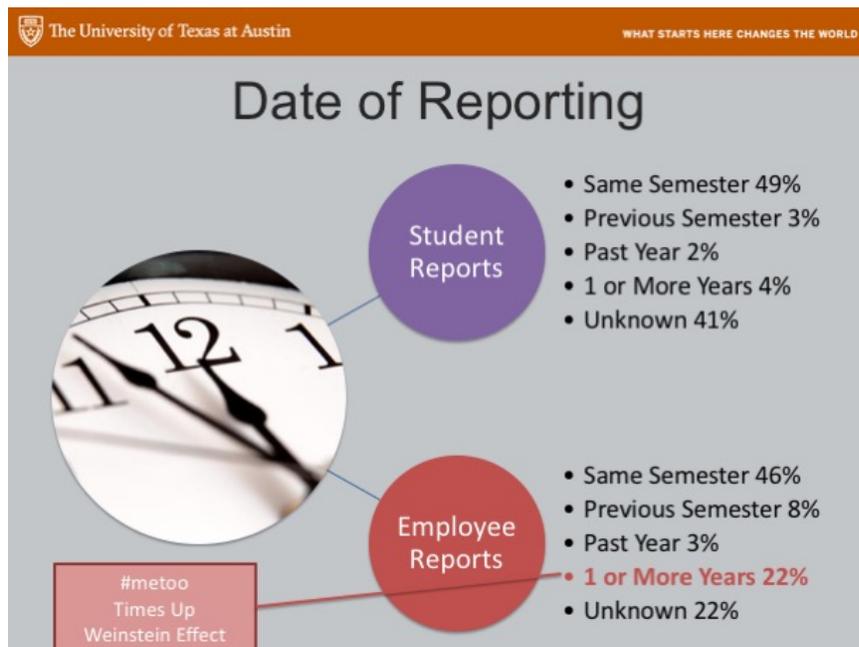
Slide 12



Slide 13



Slide 14



## Slide 15

The University of Texas at Austin WHAT STARTS HERE CHANGES THE WORLD

## Why Report?

---

Offers protections, support, and remedies

---

Provides opportunity to seek justice, accountability, and/or stop the behavior from continuing

---

Facilitates tracking and trends for prevention and education

---

Gives **YOU** the empowerment to be part of the efforts to stop sexual harassment, discrimination, & violence in our community

## Slide 16

The University of Texas at Austin WHAT STARTS HERE CHANGES THE WORLD

## 2017-2018 Highlights

	Interim Dear Colleague Letter 2017
Expand Non-Mandatory Reporting Spaces	
	Expand Reporting Options in Academic Colleges

Slide 17

The University of Texas at Austin WHAT STARTS HERE CHANGES THE WORLD

## 2017-2018 Highlights

-  Increase TIX Education Opportunities
- Research on TIX Processes & Services 
-  Engage Men & Bystander Intervention

Slide 18

The University of Texas at Austin WHAT STARTS HERE CHANGES THE WORLD

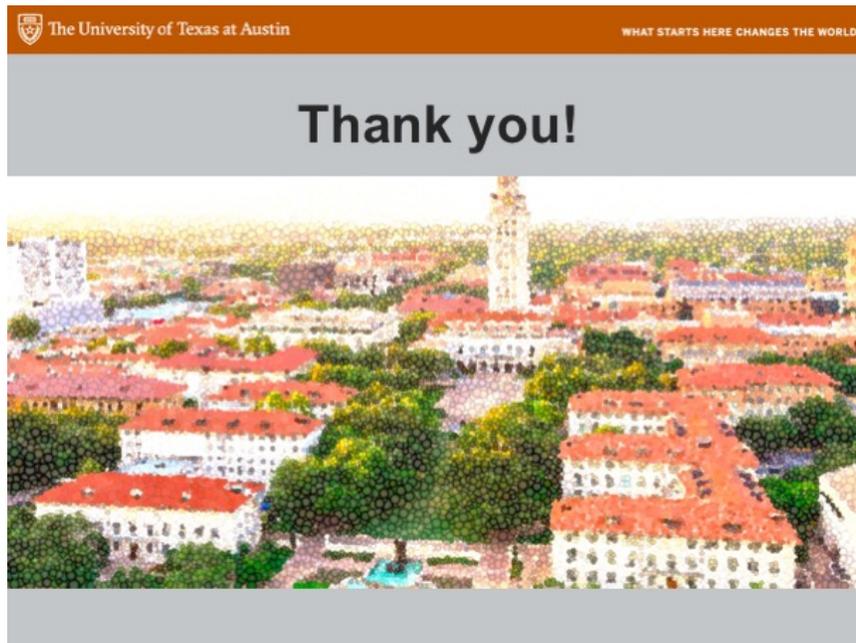
## 2017-2018 Highlights

-  Readability & Accessibility of Resources
- TIX Guide for Faculty & Staff 
-  TIX Impact Report & Transparency

## Slide 19

Type	Unit	Phone
<b>Campus-wide</b>	Title IX Coordinator & Title IX Office	232-3992
	Behavior Concerns Advice Line (BCAL) (24/7)	232-5050
<b>Anonymous</b>	Anonymous Compliance Hotline	877-507-7321
<b>Students</b>	Student Emergency Services (SES)	471-5017
<b>Employees</b>	Office for Inclusion & Equity (OIE)	471-1849
<b>Police</b>	UT Police Department (UTPD)	471-4441
	Austin Police Department (APD)	311 or 911
<b>Confidential</b>	Counseling & Mental Health Center (CMHC)	471-3515
	CMHC Crisis Hotline (24/7)	471-2255
	Confidential Advocate in Title IX Office	471-6953
	Confidential Advocate in SES	471-5017
	Interpersonal Violence Peer Support (IVPS)	<a href="mailto:ivps@austin.utexas.edu">ivps@austin.utexas.edu</a>
	University Health Services (UHS)	471-4955
	Employee Assistance Program (EAP)	471-3366
University Ombuds Office (Students/Staff)	Faculty Ombuds Office	471-3825
		471-5866

## Slide 20



## Appendix E

**FACULTY RESPONSE TO THE CLASE REPORT****Background**

The Cultivating Learning and Safe Environments (CLASE) project is a three-part multiyear study headed by Professor Leila Wood and Professor Noël Busch-Armendariz which seeks to understand sexual assault, dating violence, sexual harassment, and stalking crimes at thirteen campuses in The University of Texas System.<sup>1</sup> The CLASE Report is the published results of the “shallow dive” portion of the project, a climate survey which explored incidence and prevalence of victimization and perpetration, evaluated school efforts to address intimate interpersonal violence, and examined post-assault behavior of students.<sup>2</sup> The study was conducted in Fall 2015, with the data released in Spring 2017.

The CLASE Report details a set of immediate actions and next steps for institutions to take. These recommendations were developed by Institutional Stakeholder Groups who were involved in the CLASE project.

## Immediate actions:

- Enhance sexual violence prevention to address higher rates of victimization among undergraduate women;
- Implement strategic education plans for teaching assistants, assistant instructors, and graduate assistants;
- Develop a collaborative, robust, and comprehensive faculty and staff education plan with a specific focus on sexual misconduct and harassment policies;
- Hire a peer advocacy coordinator, to be housed within Student Emergency Services, to develop and implement a survivor peer advocacy program to increase access to information, options, and non-mandatory reporting spaces outside of CMHC;
- Develop and implement a collaborative Title IX awareness campaign;
- Expand BeVocal to include a full-time staff member focused on bystander intervention strategies for students, faculty, and staff;
- Develop and implement survivor peer advocacy program to increase access to information, options, and non-mandatory reporting spaces outside of CMHC;
- Expand non-mandatory reporting to include student, faculty, and staff ombuds;

## Future Steps:

- Identify non-mandatory reporting advocates for survivors and accused individuals.
- Explore establishing a faculty liaison within each academic unit who can serve as a Title IX deputy and resource for colleagues and students;
- Explore establishing a centralized location for reporting and resources/information, such as a hotline similar to Behavioral Concerns Advice Line (BCAL);
- Explore mandatory implementation of Haven Plus for graduate students.

UT Austin is already acting on several of these recommendations. The Haven Plus training module for graduate students is now being offered, BeVocal hired a full-time staff member in Summer 2017, non-mandatory reporting was expanded to include the ombuds office, a Peer Advocacy program was implemented in Fall 2017, and Title IX liaisons for each college/school will begin their work in Summer 2018.

In Fall 2017, the Faculty Council Executive Committee asked the Faculty Welfare Committee (A-5) to study how our faculty might respond to the findings of the CLASE Report. Amanda Hager chairs the Faculty Welfare Committee, led the study, and prepared this document on behalf of the committee.

In addition to the results and recommendations contained in the report, various stakeholders on campus were consulted to obtain additional recommendations for actions from the faculty body, including representatives from:

- Title IX Office
- Institute on Domestic Violence and Sexual Assault
- Student Emergency Services
- UT Police Department
- School of Social Work
- Counseling and Mental Health Center
- Voices Against Violence
- BeVocal
- Registrar's Office
- Provost's Office
- Athletics
- Office for Inclusion and Equity
- Victim's Advocate Network
- Employee Assistance Program
- Faculty Council Executive Committee

## Recommendations

### 1. Training program for graduate students

Graduate students are frequently reporting parties in Title IX cases involving faculty/staff; they are also often responding parties in cases involving undergraduate and other graduate students. Many of our graduate students are preparing for careers in academia, and it behooves us to be sure we are training the next generation of professors and researchers to be stronger advocates and better bystanders (and, obviously, not perpetrators). A new online training module, Haven Plus, has already been implemented for use with this population. The module is not, however, currently mandatory for all graduate students to complete, and it should be.

We support the development and requirement of a comprehensive training program for all graduate students. This training should occur in multiple sessions, using multiple modalities. It should begin with Haven Plus being mandatory for all graduate students to complete at the beginning of their first year. This training program should also include mandatory, regularly scheduled, in-person workshops that do not repeat each other.

There are several examples of workshops which could either be used as is or could be adapted for use with the graduate student population. Maggie Campbell, Title IX Deputy and Education Coordinator, is tasked with developing and offering these types of workshops; recent examples include Leading for Respect<sup>3</sup> and Respect in the Workplace.<sup>4</sup> Voices Against Violence offers the Theater for Dialogue program, in which participants complete a one-hour interactive workshop on issues of interpersonal violence.<sup>5</sup> This format could be used for workshops on issues of harassment, interruption of oppression, and effective advocacy. The Employee Assistance Program is currently developing a workshop on the topic of healthy boundaries that will soon be offered to faculty in the College of Liberal Arts. Finally, the BeVocal bystander intervention initiative offers materials for a one-hour workshop which can be offered by any facilitator who has completed training.<sup>6</sup> A possible training model for graduate students would be to identify faculty or graduate student volunteers to train and offer an adapted version of the BeVocal program.

### 2. Title IX liaison duties and funding

UT is currently in the process of naming and training Title IX liaisons in every school/college. The specific duties of these individuals are currently being established, and they will attend training hosted by the Title IX office and begin their work in Summer 2018. The responsibilities of these liaisons have been defined by the Title IX office:

Title IX Liaisons will be designees of the Title IX Coordinator with the following responsibilities:

- Be visible and accessible to students and employees to take Title IX reports and submit reports officially to the University.
- Be a resource to students and employees to explain Title IX related policies, and have a good

understanding of institutional processes and support services for complainants, respondents, and third-parties for referrals as appropriate.

- Be a liaison for department training (be visible, available to employees) in coordination with the Title IX Office or other campus partners related to Title IX education and professional development for employee and student orientations, or as needed.
- Be a resource to the Title IX Office relating to College, departmental and academic-related navigation, and vice versa for Title IX to the Colleges, as needed.

Visibility is crucial; lack of awareness of resources is a chronic problem amongst the faculty. It is good that visibility and accessibility are emphasized in these duties. It would be a good idea to revisit these duties in Summer 2019 to ensure that the liaisons are meeting the needs of the community. If feasible, the faculty could be surveyed in 2019 in order to assess visibility and impact of the team of liaisons.

The Title IX liaisons are currently volunteers who are providing this service to the University unpaid. The issue of possibly funding these positions or providing appropriate compensation should be explored.

### 3. Required language in syllabi, job postings, and offer letters

One requirement for creating a well-informed population (both students and faculty) is clear and regular communication regarding all Title IX policies and obligations. We recommend that all colleges and schools publish required syllabus language regarding Title IX reporting. For example, the School of Social Work currently requires the following:

*TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, agency-based field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>*

Several divisions on campus maintain websites with up-to-date information on victim support and reporting procedures, and the required language could simply direct interested parties to these sites. The required language could read as follows:

*Violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, religion, national origin, etc.*

*If you or someone you know has been harassed or assaulted, you can contact Professor Liaison at [liaison@austin.utexas.edu](mailto:liaison@austin.utexas.edu), and you can find appropriate resources here:*

- Student Emergency Services <http://deanofstudents.utexas.edu/emergency/>
- Counseling and Mental Health Center [http://www.cmhc.utexas.edu/vav/vav\\_sexualviolence.html](http://www.cmhc.utexas.edu/vav/vav_sexualviolence.html)
- Title IX Office <https://titleix.utexas.edu/>

We also recommend that language be added to all job postings and offer letters that states UT's commitment to a harassment-free and inclusive workplace and informs candidates of their responsibilities as mandated reporters. For example, Athletics is currently using the following clause about mandated reporters in their postings and offer letters:

*This position is designated as a Responsible Employee, pursuant to Title IX and University policy. Responsible Employees have a duty to promptly report incidents as per policy to the*

*University Title IX Coordinator or Deputy Title IX Coordinators. Responsible Employees are not confidential reporting resources.*

UT (and state law) require an Equal Employment Opportunity statement in all job postings. Additionally, UT is in the process of adding language indicating our commitment to a harassment-free work environment to the requirement for job ads, a move which we support. There is currently no requirement about EEO, harassment, or Title IX for job offer letters.<sup>7</sup>

We recommend that UT go further in requiring language about mandated reporters in job advertisements, and that a statement of our commitment to a harassment-free workplace and a notification of the candidate's role as a mandated reporter (if applicable) be included in all offer letters. An example of job advertisement language in full could then read:

*As an equal opportunity/affirmative action employer, UT Austin complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, or veteran status in employment, educational programs and activities, and admissions.*

*The University of Texas at Austin is committed to providing an inclusive educational environment in which all students, faculty, and staff can learn, research, create, work and thrive free from all forms of harassment, discrimination, and misconduct.*

*This position is designated as a Responsible Employee, pursuant to Title IX and University policy. Responsible Employees have a duty to promptly report incidents as per policy to the University Title IX Coordinator or Deputy Title IX Coordinators. Responsible Employees are not confidential reporting resources.*

#### 4. Changes to faculty training materials/requirements

We support the development of a robust and comprehensive training program which includes compliance training, workplace incivility training, and bystander intervention training. The faculty should be involved in the development of new training materials, requirements, and incentive structures for faculty members. This involvement could take the form of increased faculty presence on the Title IX Task Force, or the creation of some other committee or administrative body tasked with participating in the design of the new training procedures.

A truly robust training program would consist entirely of interactive, in-person training experiences.<sup>8</sup> However, with approximately 3,000 faculty members, mandatory biennial in-person training may not be reasonable. Some possible initiatives to explore:

- Requiring live training for all new faculty during summer orientation;
- Developing live training experiences based on the BeVocal peer-to-peer model or the Voices Against Violence Theater for Dialogue model;
- Incentivizing completion of required training, either with a positive incentive such as an honorarium or a negative incentive such as withholding promised merit increase pay (as occurs at University of Wisconsin - Madison);<sup>9</sup>
- Establishing a committee or task force to routinely evaluate the effectiveness of anti-harassment training.

#### 5. Support services for faculty/staff

The University Ombuds office is currently available to all UT community members. Additionally, students have access to other forms of support, such as Confidential Advocates (through Student Emergency Services or the Title IX office), and CMHC. Some of these sources of support are not available to faculty and staff members, who are often reporting parties or complainants in Title IX cases and likely need or could use these types of support. We support the creation of parallel support structures that would be available to faculty and staff.

One example is Confidential Advocates.<sup>10</sup> Like the Ombuds office, Confidential Advocates are not mandated reporters. However, ombudspersons are required to remain neutral in their discussions with UT community members, and CAs are permitted to provide support to a student who has been impacted by interpersonal violence. Services provided include:

- Offering a safe and confidential setting to discuss questions, concerns, and experiences regarding an incident of interpersonal violence
- Engaging in respectful, active listening and emotional support
- Providing information about students' rights and options regarding the Title IX reporting and investigation process
- Exploring academic, housing, medical, and/or financial accommodations and remedies
- Referrals for on and off campus resources

Our faculty and staff are currently supported by the ombuds office, as mentioned, and most carry health insurance which covers medical needs, including mental healthcare. Additionally, faculty, staff, and graduate students have access to the Employee Assistance Program, which is analogous to the Counseling and Mental Health Center and provides confidential counseling and support. Finally, the Victim's Advocate Network is another resource available to faculty and staff. The network is offered through and managed by Support Services in UTPD, and the volunteer advocates are non-mandated reporters.

Despite these resources, a physician, mental health professional, or VAN advocate cannot support or guide an employee through an investigation, does not know UT's policies and programs, may not be familiar with applicable law, and cannot help an employee secure a workplace accommodation. Confidential Advocates provide all of those services (or parallel services) to students. A Confidential Advocate position for faculty and staff could be housed in the Title IX office, which has recently hired a CA for students (other CAs are managed by Student Emergency Services).

#### 6. Annual reporting of report/investigation results

In order to maximize faculty trust and confidence in UT's reporting process and in order to increase the rate of reporting, there should be open channels of communication between the Title IX office, the Office for Inclusion and Equity, and the faculty. To that end, we request that OIE aggregate results of reports and investigations and submit an annual report to the Faculty Grievance Committee (A-4) and to all Title IX Liaisons. This report should not contain identify individuals, nor should it be made public, as the Title IX office already publishes an impact report.<sup>11</sup>

---

<sup>1</sup> <https://socialwork.utexas.edu/projects/clase-university-of-texas-system/>

<sup>2</sup> <https://utexas.app.box.com/v/utaustinclasesurveyreport>

<sup>3</sup> [https://eeotraining.eeoc.gov/accounts/register123/eeoc/events/website/Outline\\_Supervisors\\_Leading\\_for\\_Respect.pdf](https://eeotraining.eeoc.gov/accounts/register123/eeoc/events/website/Outline_Supervisors_Leading_for_Respect.pdf)

<sup>4</sup> [https://eeotraining.eeoc.gov/accounts/register123/eeoc/events/website/Outline\\_All\\_Employees\\_Respect\\_in\\_the\\_Workplace.pdf](https://eeotraining.eeoc.gov/accounts/register123/eeoc/events/website/Outline_All_Employees_Respect_in_the_Workplace.pdf)

<sup>5</sup> [https://cmhc.utexas.edu/vav/vav\\_theatrefordialogue.html](https://cmhc.utexas.edu/vav/vav_theatrefordialogue.html)

<sup>6</sup> [https://www.wellnessnetwork.utexas.edu/BeVocal/bv\\_materials.html](https://www.wellnessnetwork.utexas.edu/BeVocal/bv_materials.html)

<sup>7</sup> <https://provost.utexas.edu/faculty-affairs/forms>

<sup>8</sup> EEOC Select Task Force on the Study of Harassment in the Workplace,

[https://www.eeoc.gov/eeoc/task\\_force/harassment/report.cfm](https://www.eeoc.gov/eeoc/task_force/harassment/report.cfm)

<sup>9</sup> <https://compliance.wisc.edu/titleix/employee-training/>

<sup>10</sup> <http://deanofstudents.utexas.edu/emergency/advocacysupport.php>

<sup>11</sup> <https://titleix.utexas.edu/wp-content/uploads/Title-IX-Impact-Report-15.17-1.pdf>

Appendix F

**State of the University Libraries**

Slide 1

# State of the University Libraries

An Overview for the Faculty Council

---

LORRAINE J HARICOMBE  
APRIL 9, 2018



Slide 2

## Core Functions of Libraries

---

- Select collections/content
  - Discovery and Access
  - Research Support
  - Teaching and Learning services
  - Preservation
-

Slide 3

## Core resources required

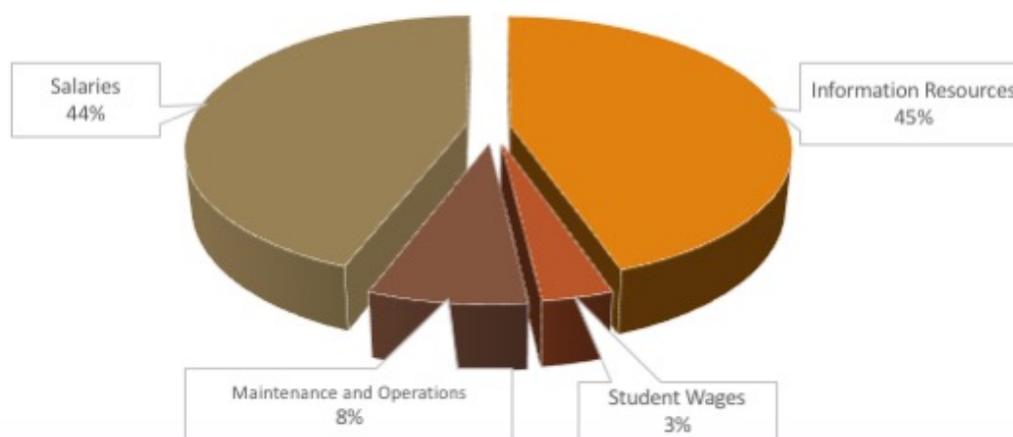
---

- Sustainable Information Resources Budget
- Personnel (core staff & functional expertise)
- Modern Infrastructure (facilities & technology)

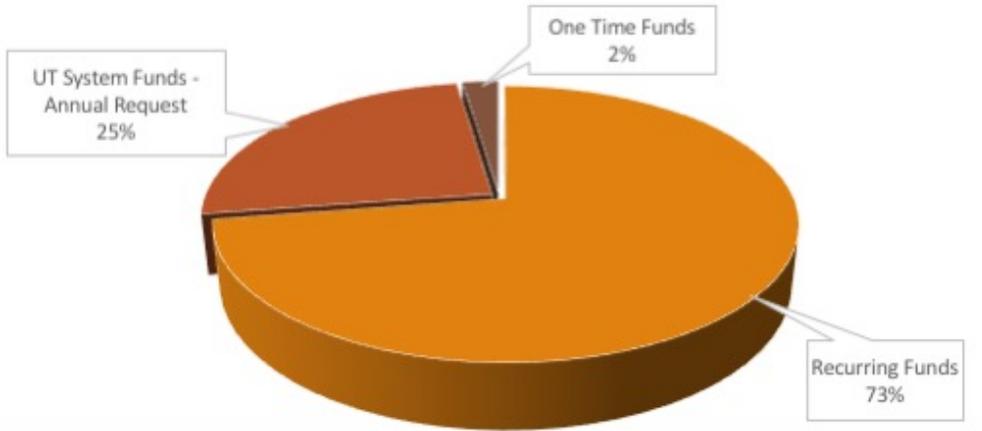
Slide 4

## UT Libraries Recurring Core Budget FY16-17

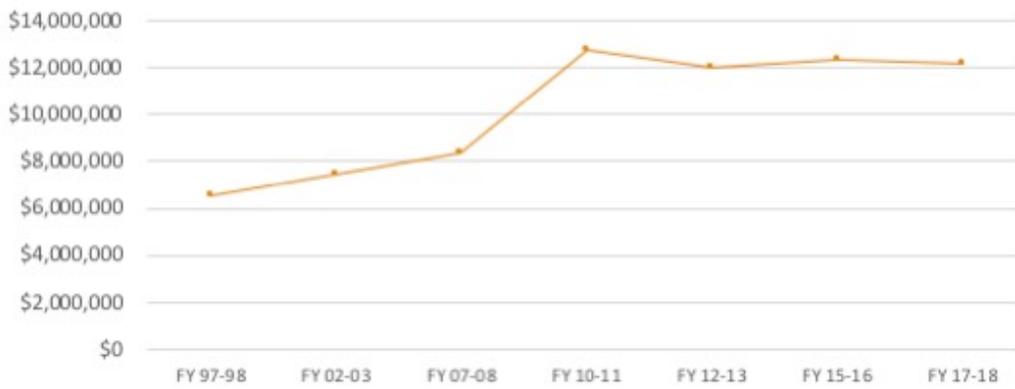
---



## UT Libraries Acquisitions Funds FY16-17

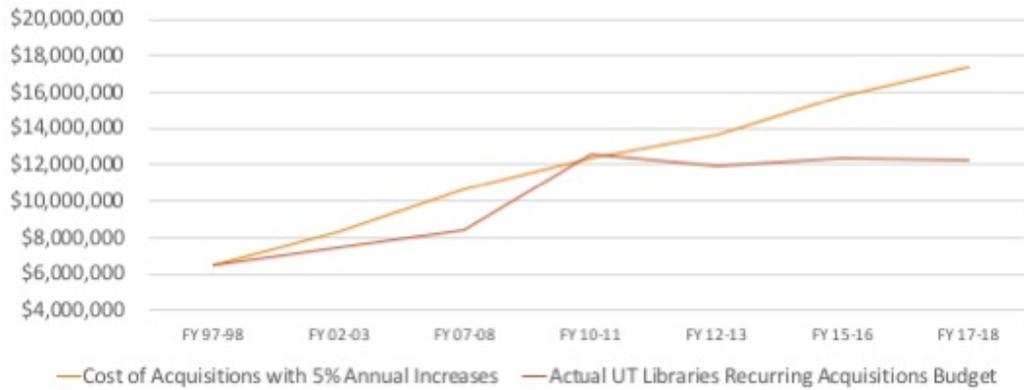


## UTL Recurring Acquisitions Budget 1997 - 2017



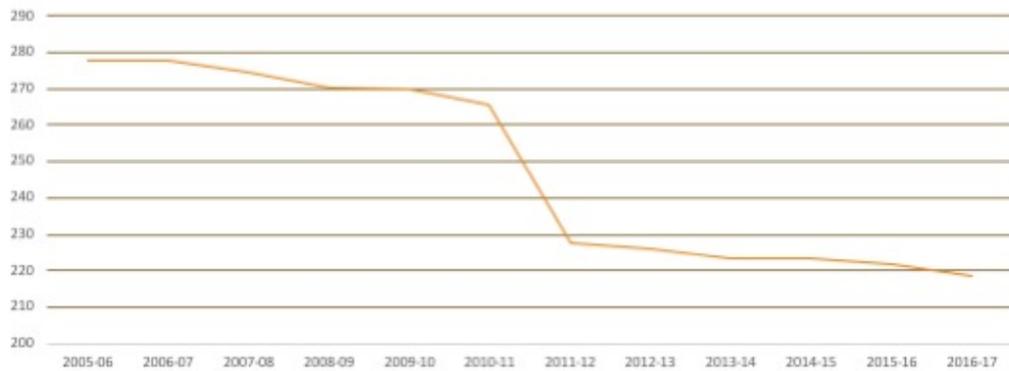
Slide 7

## UTL Recurring Acquisitions – Actual vs. 5% Annual Cost Increase

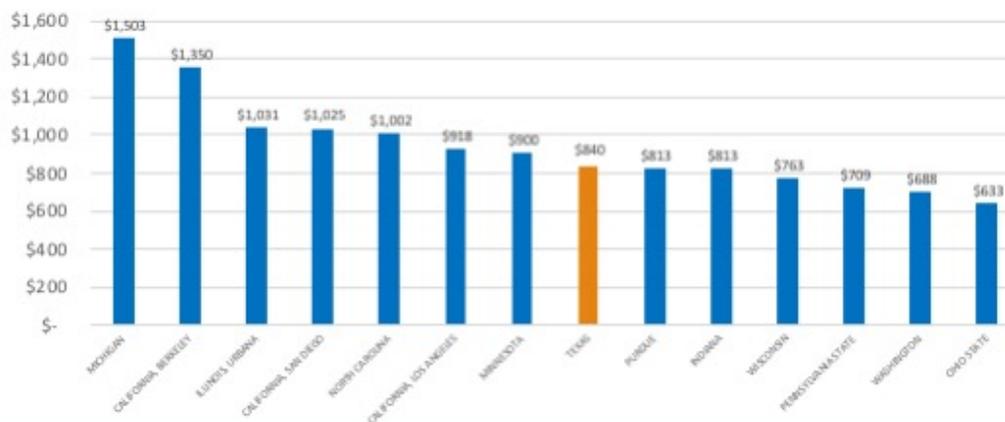


Slide 8

## UTL Recurring Core FTEs FY06 to FY17



## Peer Comparison – Library Investment Per Student FTE (2016)



## Recurring Funds Needed to Match Peers

Minnesota - \$2.8M per year

UCLA - \$3.6M per year

North Carolina - \$7.6M per year

UC San Diego - \$8.6M per year

Illinois - \$9M per year

UC Berkeley - \$23.8M per year

Michigan - \$31M per year

Slide 11

## Key drivers of change in academic Libraries

---

- Higher Education (teaching, research and pedagogy)
- Technology (fast paced-changes)
- Resources (flat budgets or reduced budget, personnel, new expertise)



Slide 12

## Our response to the changes

---

- Invest in analog and digital collections
  - Focus on building distinction in our collections
  - Engage with faculty in new forms of scholarship
  - Leverage technology to enhance discovery, access and innovative use of our collections
  - Commit to professional development of current staff
  - Preserve analog & digital collections with high quality preservation facilities & robust digital infrastructure
- 

## Library as Platform

---

- Broaden focus from “library as collection” and “library as place” to include “library as platform”
- Strengthen central role at intersection of UT research & pedagogy
- Fuel new forms of scholarship in analog and digital collections that facilitate discoveries
- Capture and preserve new types of scholarly output
- Facilitate discovery and use of our collections and content from by UT faculty, students and staff anywhere, anytime

## Library as Platform

---

- Provide access to our collections anytime and anywhere
- Advance new forms of publishing
- Facilitate connection among users in order to work across disciplines
- Develop innovative tools that will enhance research, teaching, and student learning
- Expand our ability to partner with peer research libraries across the country and world

Slide 15

## What's next for UT

---

- UTL is still a world class library: however, it will take increased investment to maintain our status and our commitment to UT.
- Launch a university-wide Libraries Task-Force.
- Articulate a campus vision for UT Libraries which reflects changes in higher education.



Slide 16

Questions?



## Appendix G

**Response to Questions from Drs. Palaima and Martinich**  
Lorraine J. Haricombe, Vice Provost and Director, UT Libraries

**1. What were the nature, frequency and extent of consultation with the faculties of art history, musicology, and theater and dance from 2016 to the present (and expected going forward) in determining how to manage the removal and de-duplicating of books and journals in the Fine Arts Library?**

- Distinction must be made between the procedures followed in preparing for a major project such as the DFA 4<sup>th</sup> floor renovation and the procedures followed for routine curation of the collection on an ongoing basis.
- The DFA 4<sup>th</sup> floor renovation was a large project of strategic importance to the college that had to be completed on a very ambitious timeline, less than 18 months from initiation to completion, in order to meet the College's requirement that the new facilities be available for the beginning of Fall semester 2017 classes.
- For the DFA 4<sup>th</sup> floor renovation project, the procedures/timelines were:
  - Jan 2016: Provost's Office approved funding and project planning began.
  - Jan 2016: Interim FAL Librarian joined CoFA Dean's monthly Deans, Directors and Chairs meeting to brief them on the upcoming changes. They requested a direct email to faculty advising them of the same.
  - Feb 2016: Email communication was sent to faculty in all CoFA departments alerting them to the nature and scope of the project, projected impact on the onsite collection, and general parameters for selecting materials to be sent to storage.
  - April 2016: Interim Head Librarian attended meeting of the Art History faculty to update them on the project, again describing the nature and scope of the project, projected impact on the onsite collection, and general parameters for selecting materials to be sent to storage.
  - August 2016: Interim Head Librarian attended music department faculty meeting to update them on the project.
  - Feb – Aug 2016: Throughout this 6-month period of initial communications and planning, some individual faculty responded with questions or concerns about specific titles or subject areas and subject librarians tried to find a way to work around those.
  - Feb 2016 – Feb 2017: Librarians and library staff identified library materials from 4<sup>th</sup> & 5<sup>th</sup> floors to be relocated, sent selected materials off-site, and consolidated remaining materials on the 5<sup>th</sup> floor.
    - Librarians and library staff developed lists of books, scores, and serials to consider for storage and/or withdrawal, focusing on non-serial titles that had been in the collection for more than five years and were identified as no or low use titles.
    - Librarians and library staff developed lists of serials volumes to be sent to storage, focusing on titles with large runs of volumes more than three years old.
    - Those lists were reviewed by subject librarians who flagged titles that should remain due to their need for research and teaching activities based on their knowledge of the field and individual faculty members. Subject librarians contacted individual faculty members for assistance as needed.
- For ongoing curation of the collection, librarians and library staff will follow procedures similar to those described above, but at a smaller scale and with more time available for review and consultation with the proposed CoFA advisory Council.

**What is your understanding of the nature of research in these fields, particularly with respect to two important points:**

- (a) the 20,000 journal volumes that were removed in fields where the journals are essential for study and teaching; and
- (b) the critical role that browsing and ready access to books, scores, and scripts plays in these disciplines?

The answer to this question, in general and with respect to the points listed below, is that library directors at tier 1 research universities have a well-developed overall understanding of the scope and variety of research methods and needs across the entire range of scholarly fields present in most American universities. Cognizant of the need for specialized knowledge of faculty research interests, often at the departmental level, we employ and support subject librarians such as those working in the Fine Arts Library to develop the localized knowledge to inform collection curation. The decisions made about FAL materials to be sent to storage reflect their collective understanding that CoFA faculty value browsing access to materials of all formats as an integral part of their research practice, and that they prioritize browsing access to monographs and scores over serials as a general, but not exclusive, rule.

- 2. Circulation of items from the FAL is currently 90,000 plus items. Can this be dismissed as “low” circulation, when in addition many resources are used within the library itself and not checked out?**

I agree that this is not an insignificant volume of checkouts in a single year. Compared to the circulation volume of the past decade, it does reflect a significant decline, though. Admittedly, we do not know why there is a decline. We know that browsing is a key research strategy for CoFA faculty and that some view browsing as key to students’ understanding of the field. We do not currently have reliable measures for browsing behavior. My goal is to explore new ways of identifying the areas that are “hotspots” to help us better understand user behavior.

- 3. The website of the Joint Library Facility at Texas A&M specifically states that ownership “rests with both institutions.” In what sense then are the materials still “owned” by UT? Can they readily be restored to the libraries in Austin, should that become desirable in the future?**

Materials stored in the JLF facility are governed by policies that allow both systems (UTS and TAMU) to “count” the materials as their own. Based on the policy, materials that are owned by UT that have been claimed as RICs by other partners cannot be returned without approval of all participating libraries. Moving forward we will work with the CoFA Advisory Council to explore strategies for eligible materials to be returned, if desired in the future.

**In your letter of March 16 to the Provost and in Prov. McInnis’s statement in the FC meeting of March 19, Harvard and peer institutions were described as following the same principles of library management that are used at UT Austin. Please discuss how the changes made to the UT Fine Arts Library relate to practices at Harvard and at a significant peer, Cornell University.**

Universities may use different methods of faculty engagement. In general, though, the guiding principles libraries employ in collection management include criteria like usage, duplication, and condition of item, to help determine which titles to move offsite. Our librarians use similar variables. It is true that they may not have engaged *every* single CoFA faculty member given the tight timeline they were given to vacate the site for construction. However, some faculty took the time to engage our librarians and that resulted in retaining some of the selected materials onsite.

**According to Vice President for Harvard Library Sarah Thomas, transparency and faculty consultation are the cornerstone of all policy involving the reallocation of space in the branch libraries; further, she notes that stack space has not been reduced in Harvard’s core libraries (Widener, Pusey, and Houghton). Harvard’s Fine Arts Library, though it has been physically moved to a new venue in recent years, maintains an impressive footprint in its current venue. This is because Dr. Thomas and the chief branch librarian have been keenly aware that the fine arts remain a browsing-intensive discipline with strong commitment to maintenance of print collections on site.**

**One highly competitive peer, Cornell University, has just announced a massive *expansion* of physical collections in the Ho Fine Arts Library, placing its book and journal collections at the center of its mission.**

**How do you see these policies squaring with those at UT Austin?**

I agree that transparency and faculty consultation are necessary components of any discussion involving the reallocation of space. Decisions about space allocations for branch libraries e.g. in CoFA or EERC or the Jackson School of Geological Sciences are the prerogatives of the deans of those colleges. Our role in all of these facilities has been to manage the library facility in that space and to provide analysis of the usage of the collections, space and other services that we provide on behalf of that college or school. Moving forward the proposed CoFA Advisory Council will be directly engaged about these issues in their college.