Threat Assessment and Behavior Interventions for Sexual Misconduct

Krista Anderson, Systemwide Title IX Coordinator

Fall 2022

Agenda

1. Triage & Case Mgt
2. Threat Assessment Tools
3. Title IX & Behavior Intervention Teams: Reporting & Interventions
4. Documentation & Record Keeping
Triage & Case Management

Types of Concerning Behavior

- Sexual Harassment or Sexual Misconduct
- Sexual Violence
- Dating or Domestic Violence
- Stalking
- Sexual Exploitation
- Disruptive or Interfering Conduct
- Suicidal Ideation or Threats
- Hospitalizations
- Homicidal Ideation or Threats
- Property Damage
- Safety Concerns
- Actions Endangering Self or Others
Other Triage Analysis & Considerations

- Person(s) Affiliation to the Institution?
- Incident Location(s)
- Date/Time of Incident
- Time of Alleged Incident: Institutional Nexus or Jurisdiction?
- Institutional Action? Preventative Action? Remedies?
- Level of Concern? Threat Level?

Diversity & Intersectionality: Challenges & Barriers

- Family pressure or disagreements
- Care for family and/or dependents
- Financial stress
- Housing and/or food insecurity
- Disabilities
- Medical and/or mental health issues
- Unhealthy relationships or boundaries
- Relationship breakups
- Lack of coping skills
- Addiction and/or substance use
- Academic issues

### Other Required Action?

<table>
<thead>
<tr>
<th>Type of Concern</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-emergency behavioral or wellness issues(s)</td>
<td>Refer to Behavior Intervention Team (BIT) or campus equivalent</td>
</tr>
<tr>
<td>Immediate safety concerns (emergencies) or welfare check required</td>
<td>Report immediately to 911</td>
</tr>
</tbody>
</table>
| Clery reportable crimes that meet Clery geography requirements and/or timely warning requirements | **Timely Warnings:** Report immediately to campus law enforcement  
**Clergy Crime Reporting:** Report to the campus Clergy Manager |
| Alleged abuse and/or neglect of minors                | Report immediately to Child Protective Services or state equivalent     |
| Alleged conduct could violate other institutional policies | Refer to the appropriate office(s) who oversees the applicable policies |

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**Time Out**  
Limitations of your role
Threat Assessment Tools

Crisis/Threat Continuum

**LEVEL OF CONCERN**

**LOW**
- 1st time seeing a concern
- Makes you or others uncomfortable but nothing specific
- No direct threats made

**MODERATE**
- Not the first time seeing a concern
- Continuation (persistence) of low-level behaviors
- Threat implied or issued in a vague manner
- Threat through verbal or electronic medium
- Quick change in disposition or behavior

**HIGH**
- Any serious/severe incidents
- Multiple incidents in short time frame
- Multiple concerns (pervasive) or escalating from the "low" to "moderate" continuum
- Access to or potential to access weapons
- Clear direct and specific threat and/or plan

**EXAMPLES OF BEHAVIORS**

- Excessive eye rolling
- Constant interruptions
- Disruptive to others
- Crying, sad, angry
- Insults, derogatory language
- Apathy, lack of energy
- Delayed responses
- Distracted or difficulty concentrating
- Impulsive
- Interference in your or other's learning or work duties
- "You are incompetent & stupid"
- "I don’t care if I live anymore" or "No one will miss me"
- Feelings of hopelessness
- "You'll be sorry" or "You'll pay for this"
- Repeated insults or derogatory language toward others
- Threatening or posturing in intimidating manner
- Violent statements
- Weapon present, or intentionally exposed
- Physically violent

Adapted from Student Emergency Services & the Behavior Concerns & COVID Advice Line (BCCAL), UT Austin
Terminology Examples

- **“Threat”**: Threat of...physical violence or harm, safety, exploitation, damages (implicit or explicit), or possible emotional or mental harm
- **“Severe”**: Physically threatening or humiliating; effects of the alleged conduct to a reasonable person (using a “reasonable person” standard)
- **“Pervasive”**: Frequency, duration of the alleged conduct
- **“Objectively offensive”**: To a reasonable person (using a “reasonable person” standard)
- **“Reasonable person” standard**: An objective test to denote a hypothetical person who exercises average care, skill, and judgment in conduct under similar circumstances as a comparative standard.
- **“Totality of the circumstances”**: Examples: the degree of the alleged conduct’s interference with a person or effects in an educational or work setting, type of alleged conduct, frequency and duration of the conduct, knowingly unwelcome in nature

Macro-Analysis – Level of Threat

- Assess & contextualize the **known risk factors**
- Examine the **totality of the circumstances**
- Identify **unknown areas** for probing
Pathway to Violence Model

Risk Factors for Targeted, Premeditated Violence

Source: Contemporary Threat Management (Calhoun & Weston, 2003)

Source: Culturally Competent Threat Assessment, International Alliance for Care & Threat Teams (InterACTT) (2022)
Risk Factors for Targeted, Premeditated Violence (Cont.)

- Hardened Perspective
- Lacking Empathy or Remorse
- Violent Fantasy Rehearsal or Ideation
- Mental Illness (Untreated or Undiagnosed)
- Fixation/Focus on Person or Group
- Location Targeted
- Direct Communicated Threat of Violence
- Current Suicidal Ideation & Planning

Source: Culturally Competent Threat Assessment, International Alliance for Care & Threat Teams (InterACTT) (2022)

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Risk Factors for Targeted, Premeditated Violence (Cont.)

- Timeframe for Planned Violence
- Access to Means & Weapons
- Leakage of Plan
- “Last Act” Behaviors

Source: Culturally Competent Threat Assessment, International Alliance for Care & Threat Teams (InterACTT) (2022)
Hunters vs. Howlers

Example Tactics of Hunters:
Operates in stealth, avoiding notice from others; typically has a goal of wanting to harm others; and follows a path of progression toward violence through (a) surveillance, (b) gathering intelligence, (c) obtaining weapons, and then (d) acting on a plan of violence.

Example Tactics of Howlers:
Makes transient threats; attracts attention; acts out toward others to frighten or intimidate; wants to be seen and heard; wants to control a victim's emotional state; can be overtly "in your face;" and typically doesn't want to harm others physically.

Source: Perspectives on Threat Assessment
(Calhoun & Weston, 2015)

The Speech in Question: Escalation of Impact?
Transient vs. Substantive Threats of Violence

- Statements that do not express a lasting intent to harm themselves or someone else
- “Figure of speech” or short-term feelings
- Impulsive or reactionary
- “Howlers” typically engage in transient threats
Substantive Threats

- Statements that express a **credible** and/or **continuing threat to harm** themselves or someone else

### Affective Violence
- **Impulsive;** Exhibits lack of control, forethought, or planning
- **Emotional reaction;** Exhibits impaired emotional regulation
- Based on **situational and environmental stressors**
- More difficult to predict or assess from a threat assessment perspective

### Premeditated Violence
- **Long-term feelings established** which extends beyond an immediate incident or argument
- Deliberate **planning**
- Desire to harm self or others; Willing to sacrifice self for a “cause”
- Based on **perceived grievance(s)**
- “**Hunters**” typically engage in **premeditated violence**
Pathway to Violence Model

Source: Contemporary Threat Management (Calhoun & Weston, 2003)
Common Considerations:

- Indicators of power & control
- Presence or threat of a weapon
- History of dating or domestic violence
- Aggressive or hostile body language
- Pre-existing protective orders or “no contact” directives
- Comparative extent of injury (if both are injured)
- Property damage
- Elements of fear

Source:
The National Center for Campus Public Safety
Power & Control Wheel (Examples)

Source: www.alteristic.org

Examples of Predatory Behaviors

- Tests the **boundaries** of the prospective victim.
- Uses **grooming** tactics: Isolation of the prospective victim, trust building, gift giving, have “secrets” between the perpetrator & victim.
- **Plans** and **premeditates** assaults.
- Uses “**psychological” weapons** – power, control, manipulation, threats*.
- Uses **alcohol** and/or **drugs** as a weapon to incapacitate a prospective victim.

*Note: “Threats” may not be threats of violence
### Examples of Psychological Manipulation

<table>
<thead>
<tr>
<th>Type of Response</th>
<th>Example Statements</th>
<th>Other Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dismissive</strong></td>
<td>I never said/did that.</td>
<td>That didn’t happen. [or] That’s not what happened.</td>
</tr>
<tr>
<td></td>
<td>Your memory is bad.</td>
<td>I have no idea what you are talking about.</td>
</tr>
<tr>
<td></td>
<td>I don’t remember it that way.</td>
<td></td>
</tr>
<tr>
<td><strong>Minimizing</strong></td>
<td>It’s only a joke. [or] It’s not that bad.</td>
<td>Nobody got hurt.</td>
</tr>
<tr>
<td></td>
<td>We’re just having fun.</td>
<td>What’s the big deal?</td>
</tr>
<tr>
<td><strong>Rationalizing or Making Excuses</strong></td>
<td>This wasn’t ever an issue before now.</td>
<td>That’s not how things used to be.</td>
</tr>
<tr>
<td></td>
<td>I said/did _____ because ____.</td>
<td>No one else is saying anything.</td>
</tr>
<tr>
<td></td>
<td>I didn’t even know I did anything.</td>
<td>Others, even you, do the same thing too.</td>
</tr>
<tr>
<td><strong>Attacking or Defensive</strong></td>
<td>You’re too sensitive. [or] You’re overreacting.</td>
<td>It’s your fault because _____.</td>
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<tr>
<td></td>
<td>You’re petty. [or] You’re jealous.</td>
<td>What about when you said/did ____?</td>
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<tr>
<td></td>
<td>You’re taking it the wrong way.</td>
<td>Why are you so emotional?</td>
</tr>
<tr>
<td></td>
<td>You think you are better than everyone else.</td>
<td>You’re letting your emotions get the better of you.</td>
</tr>
<tr>
<td></td>
<td>You can’t take a joke.</td>
<td>Who told you that? What did they say?</td>
</tr>
<tr>
<td></td>
<td>This is why nobody likes you.</td>
<td>What do you have to back that up?</td>
</tr>
</tbody>
</table>

### Escalation of Verbal Responses

- **Dismissive**
  - **Minimization**
  - **Rationalization**
  - **Defensiveness**
  - **Verbal Attacks or Insults**
Warning Signs: Triage Questions

Assessing Danger
Example Questions for the Person Targeted

Has the person of concern:
- Prevented you from talking to others such as family or friends?
- Listened to your private phone calls or read your email?
- Acted jealous?
- Humiliated you at home or in public?
- Broken your personal belongings or damaged your property?
- Prevented you from leaving or held you against your will?
- Behaved violently or aggressively at home or in public?
- Assaulted your friends or family?
- Been arrested in the past for violence?

Sources: National Center for Campus Public Safety; Stalkingawareness.org
Has the person of concern:

- Have access to a weapon, and/or threatened to use a weapon?
- Threatened to harm or kidnap your children?
- Threatened to kill you, themselves, or others?
- Harmed your pet(s)?
- Been abusing alcohol or drugs?
- Stalked or followed you? Showing up unannounced?
- Forced confrontation(s) with you?
- Forced you or your children to flee in the past?

Sources: National Center for Campus Public Safety; Stalkingawareness.org
Protective Factors for Preventing Targeted, Premeditated Violence

Individual Protective Factors
Personal Attitudes, Beliefs, & Behaviors

Relationship Protective Factors
Peers, Social Groups, & Family Influences

Community Protective Factors
Characteristics of the Physical & Social Environment

Societal Protective Factors
Societal & Cultural Norms

Source: Culturally Competent Threat Assessment, International Alliance for Care & Threat Teams (InterACTT) (2022)

Relationship of the Protective Factors

Societal
Community
Relationship
Individual
Individual Protective Factors

- Empathy toward Others
- Personal Accountability
- Positive Future Viewpoint
- Sense of Identity
- No Weapons Access
- Resiliency
- Emotional Stability
- Positive Self-Esteem

Source: Culturally Competent Threat Assessment, International Alliance for Care & Threat Teams (InterACTT) (2022)

Relationship Protective Factors

- Family & Peer Support
- Emotionally Connected to Others
- Social Outlets
- Intimate Relationships
- Feeling Accepted & Valued
- Sharing Positive Future Viewpoints
- Consequence Aware
- Sharing Non-Violent Activities

Source: Culturally Competent Threat Assessment, International Alliance for Care & Threat Teams (InterACTT) (2022)
Community Protective Factors

- Positive Work Setting
- Academic Environment
- Housing Stability
- Affordable Transportation
- Community Resources
- Church/Spiritual Outlets
- Extracurricular Activities
- Community Engagement

Source: Culturally Competent Threat Assessment, International Alliance for Care & Threat Teams (InterACTT) (2022)

Societal Protective Factors

- Positive Social Norms
- Inclusive Laws & Policies
- Cultural Norms
- Geographic Norms
- Healthy Economy

Source: Culturally Competent Threat Assessment, International Alliance for Care & Threat Teams (InterACTT) (2022)
Title IX/BIT Reporting

Title IX Coordinator should receive information about:

• Information or disclosures of sexual violence, sexual assault, dating violence, domestic violence, stalking, or other sexual misconduct cases
• Signs of possible ‘abusive’ relationship
• Power and control behaviors, predatory behaviors relating to sexual violence, sexual assault, dating violence, domestic violence, stalking cases
• Threats of violence/harm, homicidal threats relating to IPV
Reporting Information to the BIT

BIT should receive information about:

- Information or disclosures of **wellness issues** or **basic needs not met**
- **Personal impacts**: Decline in academics or mental health, financial instability, unsafe housing
- **Self-harm, suicidal ideation, or suicide attempts**
- **Disruptions, interruptions, or “acting out”** in learning or working environments
- Signs of possible ‘**abusive**’ relationship
- **Power and control** behaviors, **predatory behaviors** relating to sexual violence, sexual assault, dating violence, domestic violence, stalking cases
- **Threats of violence/harm, homicidal threats**

Title IX & BIT Information Sharing - What & When?

**Title IX Coordinator**

- Promptly, daily triage

**BIT**

Title IX Office should receive information about:

- Sexual violence, sexual assault, dating violence, domestic violence, stalking, or other sexual misconduct cases

BIT should receive information about:

- Wellness issues or basic needs not met
- **Personal impacts**: decline in academics or mental health, financial instability, unsafe housing
- **Self-harm, suicidal ideation, or suicide attempts**
- Disruptions, interruptions, or “acting out” in learning or working environments

May be applicable to Title IX Coordinator and BIT:

- Signs of possible ‘**abusive**’ relationship
- **Power and control** behaviors, **predatory behaviors** relating to sexual violence, sexual assault, dating violence, domestic violence, stalking cases
- **Threats of violence/harm, homicidal threats**
Title IX/BIT Intervention Strategies

Title IX Example Interventions

- **Outreach** to CP (victim/survivor) or RP (alleged of a policy violation)
- Coordinate **supportive measures** for CP or RP
- **Safety planning** options
- **Sexual Misconduct Grievance Process**
  - Formal grievance process
  - Informal resolution process (if available)
- Refer for **Interim Action** considerations:
  - **Emergency Removal** (**Dean of Students**)
  - **Admin Leave** (**Provost** or **HR**)
- Refer to **BIT** (wellness or safety concerns)
- Collaborate with **BIT** on **intervention strategies**
- Contact **police** for emergency welfare check, close patrol, or other
Examples of Supportive Measures

Non-Disciplinary & Non-Punitive Measures… that do not unreasonably burden the other party

- Housing Reassignment
- Counseling Services
- Class Extensions or Adjustments
- Work or Class Modifications
- Class Withdrawal or Retake (w/o penalty)
- Leave of Absence
- Mutual No-Contact Btwn Parties
- Campus Escort Services
- Increased Campus Security

BIT Example Interventions

- **Outreach** to the person of concern
- **Wellness meeting** w/ person of concern
- **Warm referrals** to resources or support services
- Coordinate resources & support services
- **Data mining & collaboration** with w/ key campus stakeholders (advisors, faculty, supervisors, Dean of Students, etc.)
- Contact emergency contact(s) listed
- Refer to **Title IX** (TIX reportable information known)
- Refer for **Disciplinary Review/Action** (including **Interim Action** considerations)
- Collaborate with **Title IX**
- Call **police** for emergency welfare check, close patrol, or back-up
- Refer for a **No Trespass Directive** (non-affiliated visitors)
Privacy & Confidentiality of Records

All records are treated with the greatest degree of confidentiality possible...

…With respect to the university’s obligations to investigate allegations of sexual misconduct & take appropriate action in accordance with institutional policy.

Examples of “Need-To-Know” Basis

<table>
<thead>
<tr>
<th>Who Needs-To-Know?</th>
<th>Example Information-Sharing &amp; Rationales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost, Dean, Chair</td>
<td>Administrative leave, pending an investigation outcome</td>
</tr>
<tr>
<td>Advisors, Professors</td>
<td>Coordinating class modifications, alternative assignments or make-up exams, academic drops</td>
</tr>
<tr>
<td>Supervisor, HR Director</td>
<td>Work accommodations, flexible scheduling, remote work option, alternative supervision/evaluations</td>
</tr>
<tr>
<td>Campus Police</td>
<td>Emergency welfare check, threat assessment, close patrol, escort services</td>
</tr>
<tr>
<td>Dean of Students, Behavior Intervention Team</td>
<td>Wellness issues, disruptive conduct, escalating conduct, self-harm or suicidal thoughts, threat assessment</td>
</tr>
</tbody>
</table>
Strategies for Wellness Meetings

Macro-Analysis – Level of Threat

- Assess & contextualize the known risk factors
- Examine the totality of the circumstances
- Identify unknown areas for probing
Active Listening

- **Goal:** Provide the person a sense of feeling heard and understood
- **Listener’s Mindset:** Open-minded, objective, & impartial
- Pay full attention to the person
- Nodding, affirmative non-verbals
- Not interrupting; using silence
- Open-Ended Phrases
- Clarifying checks & validations:
  - Validating & emotional acknowledgements
  - Reflecting (mirroring/paraphrasing)
  - Summarizing
  - Restating

Active Listening: Examples

<table>
<thead>
<tr>
<th>Type</th>
<th>Example Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Validating</td>
<td>• “That sounds difficult.”</td>
</tr>
<tr>
<td></td>
<td>• “It’s okay to feel upset.”</td>
</tr>
<tr>
<td>Emotional Acknowledge-</td>
<td>• “You seem disappointed right now.”</td>
</tr>
<tr>
<td>ments</td>
<td>• “Having to consider different options can be stressful to navigate.”</td>
</tr>
<tr>
<td>Reflecting</td>
<td>• “What I’m hearing is...”</td>
</tr>
<tr>
<td></td>
<td>• “Sounds like you are saying...”</td>
</tr>
<tr>
<td>Summarizing or Restat-</td>
<td>• “Let me summarize to check my understanding [Repeat back]... Did I get that right?</td>
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<tr>
<td>ing</td>
<td>• “[Repeat/rephrase what the other person said]...Is this what you mean?”</td>
</tr>
<tr>
<td>Open-Ended Phrases</td>
<td>• “Tell me more about...”</td>
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<td></td>
<td>• “What do you mean when you say...?”</td>
</tr>
<tr>
<td></td>
<td>• “Help me understand...”</td>
</tr>
<tr>
<td>Affirmative Comm</td>
<td>• “Yes”</td>
</tr>
<tr>
<td></td>
<td>• “I see.”</td>
</tr>
<tr>
<td></td>
<td>• “Go on.”</td>
</tr>
<tr>
<td></td>
<td>• “Right.”</td>
</tr>
</tbody>
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Motivational Interviewing: De-escalation Tool

- **Goal**: Provides an avenue for someone to take action for changing behavior
- Conduct-specific focus
- The person is interested in the need for change
- Organize a plan & actionable pathway for change
- Facilitator uses Active Listening skills:
  - Validating & emotional acknowledgements
  - Reflecting (mirroring/paraphrasing)
  - Summarizing
  - Restating
- Avoid conflicts and stay solution-focused

Motivational Interviewing: Crisis Mgt Example Prompts

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Example Prompts</th>
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</thead>
<tbody>
<tr>
<td><strong>Draw out ideas</strong></td>
<td>“What are your thoughts/feelings about the situation?”</td>
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<td></td>
<td>“What was your thought process at the time?”</td>
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<td>“Who has been affected by your conduct?”</td>
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<td></td>
<td>“How did your actions impact others?”</td>
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<td></td>
<td>“What do you think about ____?”</td>
</tr>
<tr>
<td><strong>Be open to all types of responses</strong></td>
<td>“How would you like to proceed?”</td>
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<td></td>
<td>“What are some applicable takeaways that you can learn and grow from this experience?”</td>
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<td></td>
<td>“The decision to accept or not accept certain terms or remedies is up to you.”</td>
</tr>
<tr>
<td></td>
<td>“What do you think might be getting in the way of you doing things differently in the future?”</td>
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</tbody>
</table>
Motivational Interviewing: Other Considerations

- Be mindful of the person’s **desire**, **ability**, **reasons**, and/or **needs** to change one’s own behavior, mindset, or attitude on the subject matter.
- Tailor facilitation prompts or responses based on the person’s **interest** to changing one’s own behavior.
- Acknowledge the person’s **concerns**, **emotions**, and **needs**.

Motivational Interviewing: Refocusing Conversations

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Example Prompts</th>
</tr>
</thead>
</table>
| If the person doesn’t respond to the relevant prompts... | • Rephrase the prompt again.  
  • Acknowledge the shift: “It seems like the discussion is evolving to ____ , but we started off exploring ____.” |
| If the person makes an argument about a different topic... | • Acknowledge the concern & attempt to finish the initial discussion first: “I want to talk about that, but let’s first finish addressing ____?” |
| If the person attempts to change the subject... | • It might be to **vent** or release some tension.  
  • **Prompt** the person to discuss what’s on their mind.  
  • Then, use **active listening** to acknowledge the person’s current concerns, emotions, and/or needs.  
  • Try to **link** the person’s concerns with the initial discussion topic. |
Micro-Expressions: Receptive Signals

- Eyebrow Flashes
- Head Tilt Up
- Smiling
- Head Nodding
- Mirroring Body Language
- Inward Lean
- Verbal Nudges
- Focused Listening & Silence

Micro-Expressions: Closed Signals

- Elongated Stare
- Eye Squinting
- Furrowed Eyebrows
- Pursed Lips
- Body Scan
- Eye Roll
Best Practices for Title IX & BIT’s

- Collaboration
- Partnerships
- Open Communication Pathways
- Resource Sharing
- Continuing Professional Development & Inter-Relationship Building
- Collective Problem-Solving
- Open to Constructive Disagreements
- Transformational Relationships & Goals
- Holistic Focus
- Documentation

Documentation & Record Keeping: TIX & BIT’s

When disclosing information under FERPA’s “health or safety emergency” exception, document the following:

- **What is the significant threat** to the health or safety of a student or other individual(s) that formed the basis of the discloser?
- **To whom, when, what, and how** the information was disclosed?
- **What is the legitimate educational interest** in the behavior of the student?

- Intake & Initial Triage
- Case Management Timelines, Decisions & Interventions
- Contact & Communications
- Data Systems for Electronic & Hard Copy Records
Utilize the Title IX Office, Behavior Intervention Teams (BIT’s), and threat assessment tools to mitigate institutional risks and address campus safety.

Establish & maintain a communication plan to key partners.

Know WHO is making the key decisions.

Be consistent with communication & decision-making.

Refer to case precedent (e.g. similar fact or elements).

Follow your policy and process.

Document accordingly.

Support & Resources for **YOU**

- Your Supervisor and/or Human Resources (HR)
- Employee Assistance Program (EAP)
- Behavior Intervention Team (BIT)
- Dean of Students Office
- Campus Police & Victim Services
- Ombuds Office
- Legal Affairs
- Off-Campus Medical and/or Mental Health Providers
Contact Information

<table>
<thead>
<tr>
<th>Krista Anderson</th>
<th>Sean Flammer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systemwide Title IX Coordinator</td>
<td>Assistant General Counsel</td>
</tr>
<tr>
<td>Office of Systemwide Compliance</td>
<td>Office of General Counsel</td>
</tr>
<tr>
<td>UT System (Austin, TX)</td>
<td>UT System (Austin, TX)</td>
</tr>
<tr>
<td>Phone: 512-664-9050</td>
<td>Phone: 512-579-5106</td>
</tr>
<tr>
<td>Email: <a href="mailto:kranderson@utsystem.edu">kranderson@utsystem.edu</a></td>
<td>Email: <a href="mailto:sflammer@utsystem.edu">sflammer@utsystem.edu</a></td>
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