TEXAS WOMAN'S UNIVERSITY

Faculty Senate General Session
April 11, 2025
LIB 101 and Zoom

The meeting was called to order at 10:03am.

Roll Call

Abbott X	Acho X	Barnett X	Burke, A. X	Burke, M. X
Dello Stritto X	Dice X	Dillon X	Du X	Dunlap X
Elkins X	Ernst X	Gates X	Gullion X	Hynds X
Lambert X	Landrum X	Lucero Jones ABS	Miketinas X	Morgan SUB
Petersen X	Richmond X	Rosa-Dávila X	Sen X	Sit X
Smith X	Talleff X	Terrizzi X	Trujillo-Jenks X	Van Erve X
Woods X				

Parliamentarian: Jacob Blosser
TCFS Representative: Shawnda Smith

Substitute:
- Dr. Adesola Akinleye   Substitute for Dr. Ilana Morgan, Division of Dance

Recognition of Guests:
Faculty:
- Dr. Rebecca Fredrickson   School of Education/Teacher Education
- Dr. Ellina Grigorieva   School of the Sciences/Mathematics
- Dr. Jincy Immanuel   College of Nursing/Denton
- Dr. Catherine Mbango   College of Nursing/Houston
- Dr. Junalyn Navarra-Madsen   School of the Sciences / Mathematics
- Dr. Linda Rubin   Faculty Ombudsperson / Professor, Division
                                     of Psychology & Philosophy

Staff:
- Ms. Stephany Compton   Academic Outreach – TWU Libraries

Approval of Minutes
Motion to Approve, J. Terrizzi; second, D. Hynds
Motion passed unanimously.

Approval of Agenda
Motion to Approve, A. Elkins; second, R. DelloStritto
Motion passed unanimously.

Guest Speaker:
Advancing Research through Private Philanthropy - Lisa Rampy, VP Division of University Advancement
Shared structure in place, with representatives for each college, including an embedded gift officer (e.g., CHS - Greg Garland), Corporation and Foundation Relations (CFR) support, and monthly UA-ORSP meetings. Clarified that a charitable gift may be a gift that is accompanied by an agreement that restricts the use of the funds to a particular purpose; no other contractual requirements are imposed. More flexible than sponsored research. UA is developing clear protocols/guidelines for researchers to make sure the appropriate office (UA or ORSP) is contacted. Future initiatives shared. Provost and UA partnership includes a new "industry roundtable" to understand workforce needs and steward deeper connections between academia and industry leaders. Encouraged faculty to work with College/Unit gift officers to assist with writing grants in a manner aligned with foundations and private grants. Larger or all colleges/unit initiatives may be routed to Peter Cohen. Discussion of low or no indirect costs with gifts and foundations. UA is working with ORSP with guidance for researchers. Discussion of how foundations are identified and information communicated to faculty and units. Often, opportunities are systematically sent out to colleges/units based on deadlines.

Current Texas Legislation and Possible Impact on Higher Education - Dr. DiAnna Hynds
Speaking on behalf of the North Texas AAUP/AFT Texas Conference.
Current Legislative Session (89th Legislative Session): Bills first filed in November with the Lt. Governor, announcing 25 of 40 priority bills. Not expecting any new bills to be introduced before the end of the legislative session (June 2). Conference items discussed included:
- Senate Committee on Education K-16, co-chairs B. Creighton (R) and D. Campbell (R). DiAnna noted that Brent Hagenbuch (R) active on the committee, and he is the senator for TWU and much of Denton County.
- House Committee on Higher Education also discussed. AAUP tracks the legislative activity with priority for issues impacting higher education, including freedom to research, maintaining tenure, freedom to learn and teach, and shared governance. Current barriers to research also discussed. Although it was not the intent of SB17 (88th session) to create barriers to research expansion, researchers are struggling to apply for and receive research funding. It has also impacted to a lesser extent course content/teaching.
- Discussion of Faculty Employment and SB 18 (from 88th Session), which defines 10 reasons that any fixed term, tenure track or tenured faculty member can be dismissed.
  Current Bills of Concern:
  - SB 37 consolidates all power of a public community college, university or health institution in the governing board. It is a state government takeover of public universities and health institutions. Creates an investigative unit - the Office of Excellence in Higher Education - to cover academic discourse and refer findings to the State AG. It would also abolish all faculty senates and empowers a governing board to overturn any institutional decisions. Creates a new structure for faculty senates where ½ of the senators are appointed by the President, and

½ are elected by the faculty. Prohibits faculty from being involved in grievances or faculty discipline processes. Will essentially stop university processes as we currently know them.

- SB 452 - Gives Boards of Regents and Trustees the sole authority to appoint heads of academic departments. This overrides shared governance between the faculty and the administration of the college or university.
- SB 1489 (Bettencourt) - Requires Faculty Senates to be authorized by the Board of Regents. Members are elected by the General Faculty or Colleges and Schools. A Faculty Senate is advisory only, reports to President. May not conduct an investigation. All meetings are public, and all votes recorded. Institution shall make decisions on degree and curriculum matters under direction of the institution's governing board.
- HB 2548 (Harris) - Bans teaching of dozens of topics related to gender, racism, ethnicity, equity, and social justice in any course required for a program or degree requirement. Faculty teaching electives on these topics won't have the elective counted in workload, merit raises, or promotion.
- SB 2614 (Creighton) - Amends SB 17 (88th Session) to ban "DEI" in academic course instruction offered by a medical or dental unit.
- HB 281 (Tepper) / SB 757 (Middleton) - Defunds/ discontinues academic programs if the median salaries do not exceed student loan debt 2 years (BS), 3 years (MS), and 5 years (doctoral) after graduation.
- HB 1705 (Shofner) / SB 530 (Sparks) & HB 1870 (Leo-Wilson) / SB 1322 (Hagenbuch) - remove the Southern Association of Colleges and Schools as the sole accrediting agency for public and private colleges and universities (except for law and medical schools). SACS evaluates the procedures and policies to ensure freedom to teach and shared governance.
- HB 1830 - bans future offerings of tenure of similar intent as the original version of SB 18 from the previous Legislative session.

Current Bills in Support of Higher Education:
- HB 4277 explicitly lists grants as an exemption from anti-DEI legislation.
- HB 237 - raises pay by 10K for all higher education employees.
- HB 435 - exempts certain requirements regarding DEI initiatives of certain activities for vets and individuals with disabilities.
- HB 1330 - allows a student to have an academic fresh start after a set period of time.
- HB 2321 - aligns GPA points for dual credit and AP classes.
- SB 8 requires local law enforcement to assist feds with deportation efforts, though this was flagged because of immigration and student impact.
- HB 160 involves IHEs to share enrollment data, including resident status and tuition rates. Other bills related to the determination of resident status.
- Faculty can testify to the house and senate committees as bills come up (2-3 minutes), can include written testimony (for House only), or you can contact the

individual committee members with phone calls (most effective) or written communications, especially for "your" representative or senator.
● Noted there are multiple ways for faculty to stay up to date as well as get involved. Visit the Texas AAUP-AFT website. Slides will be made available in the Senate Google Drive for dissemination to faculty.

Provost Forum – Dr. Angela Bauer
TWU Nondiscrimination Policies: Provost invited Wonny Lervisit, OGC, to share updates on the TWU nondiscrimination policy. New state and federal executive orders are precipitating changes to the policy. Affirmative action policies must be phased out by April 21st. TWU also has to remove all references to DEI language. Also, in the employment context, gender identity is no longer a protected class. The EEOC commissioner has indicated that it is her intent to roll back the Title 7 protections but right now that is not the situation. Discussion of what happens if an injunction is applied to an executive order, how TWU will respond. OGC emphasized that all TWU employees have the right to speak out on matters of public concern but clarified that they should always be clear that they are doing so as a public citizen. It is illegal to represent TWU.

Regalia and Graduation: Provost shared that efforts to increase faculty engagement at graduation now include support with regalia. TWU has purchased a collective of robes, and faculty can borrow for graduation day. Report for faculty robing room 30-minutes prior to graduation to acquire the regalia. Discussion of how often faculty are expected to attend. Provost indicated that faculty are expected to attend at least one graduation ceremony a year to support our students.

Project Thrive: Provost discussed her initiative, Project Thrive. Objectives are to (a) ensure academic programs are financially sustainable and contribute to long-term institutional stability, and (b) foster a data-driven culture to strengthen and make transparent our program and financial decision-making. Multiple challenges currently exist including limited access to data for decision-making (financial and enrollment data). Provost is forming two working groups: (a) Budget Transparency and Literacy and (b) Academic Program Viability. These committee will work to improve the data-driven decision making as well as improve the sustainability of programs in conjunction with town hall meetings for additional faculty engagement. Committee work may ramp up over the summer and begin in the fall. Discussion of how colleges/units will be represented. Provost will share break down of committee to Faculty Senate. Discussion of how this work is different from Budget Advisory Committee. Provost noted that the two new committees will be limited term committees.

AI at TWU: AI survey administration and results discussed. Recommendations - develop and promote training and resources for faculty related to the use of generative AI, and provide clear policies and guidelines related to the use of generative AI. Dr. Scott is leading an AI community of practice but those faculty are engaged in addition to their workload. As such, Provost is proposing the development of a Chief AI Officer with funding from the Chancellor's office and

Jane Nelson. Discussion of AI within the arts, acknowledging the potential negative impacts and challenges within the field. Discussion using AI to in efforts, such as Project Thrive, to save funds for the university.

Senator discussion of centralization of AI position/resources, and might it be best to try it out first or get a director with a few supports rather than hiring a CAIO. Discussion of how this position aligns with the new Vice Provost of Academic Affairs and the Executive Director of Faculty Success. Provost does not see the CAIO within CFS, which should be focused on teaching and learning. The CAIO (or Executive Director) would address teaching and learning as well as research and other processes. Provost envisions having this person report to the provost and use existing resources and staff to execute their functions. Senator discussion of decentralized engagement with AI to reduce "rule" or protocol making but have the CAIO be a resource that support AI use specific to the field. Provost endorsed that notion noting that the centralized efforts would be around issues like FERPA, private information, and ethical use. Senator discussion of guidelines specific to students' ethical use of AI. Senator discussion continued of bringing in another administrator into the University when administrator bloat is an issue across higher education. Discussion of how the position will be integrated into the regular budget when the Jane Nelson funding expires, and at what cost (does it take away resources from units to hire or pay faculty). Discussion of how the position and efforts are promoted. It feels like there is a lot of momentum behind new initiatives, like AI, but not any momentum behind getting faculty paid merit. The burst of energy and momentum by the administration are great but it feels like it is never towards merit, which is defeating. Acknowledgement of Provost's efforts to be transparent as well as larger systemic issues. Discussion of how we are being prepared for budget cuts but that we're also creating new "administrative" positions - the perception is problematic for the university particularly as it relates to retention of faculty. Acknowledgement that the Provost has been open on the process, but that we request additional discussion and discourse as this moves forward. Discussion of data-driven decision making related to the staff currently employed and whether they have the skills and bandwidth to take on new roles.

Speaker Report – Dr. Emarely Rosa Dávila
Policies: Faculty grievance policy has been reviewed by the Board of Regents and approved. The policy should be posted. Affiliate faculty policy and the administrator returning to faculty policies have not yet been brought to Academic Council. The Faculty Senate should expect to see these policies again in the fall.

Google Drive: TWU's Google Drive is almost full so IT is working to reduce contents. The University has been paying for expanded storage, but we can't continue just increasing storage because of the costs. Henry Torres will be working with administrators first but will eventually be asking faculty to engage in freeing up storage space. Look for an email from IT on this matter. Discussion of student accounts that may no longer be in use. Speaker indicated that those types of efforts are already underway. Discussion of computer issues related to "standard issue" computers (e.g., computer with 1TB of storage replaced with one with 512GB).

TEXAS WOMAN'S UNIVERSITY

Academic Council: No Academic Council meeting this past week.

Board of Regents: Board of Regents meeting in May will just be a single day meeting 9:00-3:30 in Dallas. Faculty Senate will receive 5 minutes to make remarks.

Unfinished Business:
Constitution and Bylaws Amendment: Second reading. Aaron Elkins reviewed changes made by the committee
> Motion to approve the by-law changes, D. Hynds; second, J. Lambert.
> Motion passes anonymously. By-laws will move to the Chancellor for approval.

New Business:
> *Committee Selection Committee*:
> Nominating Committee Members for electing 2025-2026 Faculty Senate officers - Call for nominations for the positions of speaker, speaker pro tem, and secretary. Please contact Jennifer Talleff if interested.

Speaker Pro Tem Report – Dr. Peggy Landum - no report.

Secretary Report – Dr. Suzanna Dillon - no report.

Report from TCFS Representative – Dr. Shawnda Smith - no report.

Standing Committee Chair Reports:
> Academic Freedom and Responsibility:
> - Additional remarks regarding SB 37 (current legislative session). Should it pass, puts the power with the Board of Regents, curriculum decisions, and would require roll call votes.
> - Noted that a new SB 17 has been filed, not coming out of Higher Education Committee. Prohibits individuals from four specific countries from owning or renting properties in close proximity to certain entities (e.g., airports, train tracks, etc.). This would mean students and faculty from these countries would not be able to live on or near campus.
> - Collaborative best practices document, in conjunction with Academic Standards Committee, is forthcoming.
>
> Academic Standards Committee: No report.
> Administrator Evaluations: No report.
> Budget and Planning: Advisory committee is fully formed, Report for next meeting.
> Committee Selection Committee: No report.
> Constitution and Bylaws: No report.
> Elections:
> - Senate elections will be complete on Monday, April 14th. The FRC elections are on-going with ballots in COPE and COBE. The first call for nominations for FEDC will be sent to the colleges next week.

Equity, Inclusion, and Anti-Racism:
- Committee met with Angela Cagle at Human Resources and learned that there are options for taking leave that don't have tax implications. Angela was very receptive to the request for a better set of guidelines or a flowchart to explain the process as faculty look to navigate leave requests. Noted that the Leave Pool has over 100,000 hours available. Additional details in the Google Drive. Discussion of matter of parental leave.

Faculty Handbook. No report.

University Committee Liaison Reports

Budget: Getting the list out soon with the membership.
Athletic Council: Report in Google drive meeting folder.
Curriculum Committee: Report in meeting folder.
Distance Education Advisory Committee: No report.
Faculty Evaluation & Development Committee: Promotion and tenure criteria for social work review and feedback provided. First reading of differential tracks is still being discussed.
Graduate Council: Report in the meeting folder.
Honorary degree: No report.
Undergraduate Council: No report.

Ad Hoc Committees

Ad Hoc Committee for Student Success: No report, have not met.

New Concerns:
- Speaker asked that all reports for the May meeting be submitted in writing by Tuesday before so that we can use a consent agenda. This will be important given the number of guests and the scheduled lunch between meetings.
- Discussion of open positions being reposted with lower salaries (e.g., previous person recently hired at agreed upon rate, but replacement position listed for $10,000 less).
- Discussion of safety issues on Houston campus, including a mugging on campus. While administrators were notified, students and faculty were not notified or warned to be more aware. Grave concerns about how TWU community is being kept aware and safe.
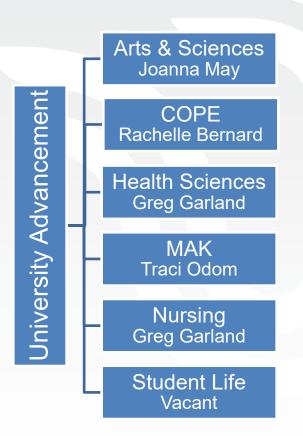
Adjournment
Motion to Adjourn, C. Acho.
Meeting was adjourned at 1:02 pm

Submitted by Suzanna Dillon, Secretary

Strengthening Internal Collaboration

University Advancement

Arts & Sciences   Joanna May
COPE   Rachelle Bernard
Health Sciences   Greg Garland
MAK   Traci Odom
Nursing   Greg Garland
Student Life   Vacant

- Embedded Gift Officers:
  - Assigned to each college/unit to facilitate tailored philanthropic strategies.

- Corporation and Foundation Relations (CFR):
  - Dedicated area within UA focusing on building and nurturing relationships with corporate and foundation partners.

- Monthly UA-ORSP Meetings:
  - Regular discussions to align efforts, share insights, and identify new opportunities in corporate relations.

2

Navigating Philanthropic Opportunities

Charitable Gift

Gifts may be accompanied by an agreement that restricts the use of the funds to a particular purpose. No other contractual requirements are imposed (beyond stewardship), no "deliverables" to the donor, no formal fiscal accountability to the donor beyond periodic progress reports and summary reports of expenditures.

Reports are not characterized as contractual obligations or "deliverables."

Sponsored Research

Externally funded activities in which a formal written agreement, i.e., a grant, contract, or cooperative agreement, is established between Texas Woman's University (TWU) and a sponsor.

A sponsored project is further defined as a transaction in which there is a specified statement of work with a related, reciprocal transfer of something of value.

- Guidelines for Researchers:

- Development of clear protocols to direct researchers to the appropriate office (UA or ORSP) when seeking funding.

- Private Foundations Supporting Research:

- Numerous foundations offer grants for academic research, providing flexible funding options.

3

Philanthropic Gifts to Research

Woodcock-Muñoz Foundation: $12M to the Woodcock Institute

Communities Foundation of Texas: $30,000 to Deaf Education: Future Classroom Summer Camps

Moody Foundation: $235,000 to Crocker House OT Research

Doswell Foundation: $1.9M to Nursing Research

Total Research Gifts: $34,084,679

(campaign period to date)

Benefits of Private Philanthropic Funding

Flexibility in Fund Utilization:

- Private funds often allow for adaptable allocation towards project needs, including pilot studies, equipment purchases, and staffing.

Complementing Other Funding Sources:

- Ability to fill gaps not covered by federal or state grants, enabling comprehensive project support.

Future Initiatives and Collaborative Engagement

Provost and UA Partnership:

- Launching an Industry Roundtable to understand workforce needs and steward deeper connections between academia and industry leaders.

Engagement Opportunities:

- Encouragement for faculty and researchers to participate in private foundation requests for proposals that are initiated by UA through the college/unit gift officers.

- College/Unit gift officers will also assist with writing grants and will submit through the CFR process.

Higher Ed Legislative Ac

Updates & Ho

Involved

Hosted by Texas AAUP-AFT

March 24, 2025

COMMUNITY G

- We listen respectfully and demonstrat[e] perspectives and experiences shared [...]
- Please mute yourself when you are no[t ...]
- Criticize ideas, not individuals.
- It's okay to say you don't know enoug[h] contribute.
- We recognize how our own social posi[tion...] gender, sexuality, ability) informs our [...] the event content and activities (e.g., [...]
- Presenters are speaking for themselve[s ...]

AGEND

- Breathe.
- Overview of the Legis
- Texas AAUP-AFT Legi
- Higher Ed Bills in the

89th LEGISLATIVE

- Nov. 11, 2024. First day bills could be fil
- Jan. 14, 2025. Opening day. Speaker Du
- elected. House has 88 R 62 D. Senate
- Jan. 17, 2025. Senate Committees anno
- Jan. 29, 2025. Lt. Governor announced
- Feb. 13, 2025. House Committees anno
- Mar. 14, 2025. Deadline for bills to be fi
- Mar. 20, 2025. Senate Comm Educatio

Donna
Campbell (R)
Co-Chair

Brandon
Creighton
(R) Chair

Adam
Hinojosa (R)

Brent
Hagenbuch (R)

Paul
Bettencourt (R)

Ho
on

Representative
Perez, Vincent M.

Representative
Howard, Donna

Vice Chair

Representative
Lambert, Stan

Representative
Wilson, Terry M.

Chair

Representative
Lalani, Suleman

Representative
Davis, Aicha M.

Lege Priorities

Freedom to Learn & T[each]

Encourag[ing] and prote[cting] free inqu[iry] free expressio[n] intellectu[al] exploratio[n]

Maintaining Tenure

Upholding current tenure policies that recruits and retains instructors for workforce

Freedom to Research

Removing barriers that hinder competitiveness for research teams to win government and private

Barriers to R

Although it was not the intent of SB 17 to research researchers at c and health institutions are struggling t funding.

Since the implementation of SB 17, facu disciplines are struggling to apply, rece

Faculty Emp

- **SB 18 (88th Session) has three parts**
  - Tenure defined as continuous emp (has due process protections from
  - Defines 10 reasons that any fixed-te faculty member can be dismissed
  - Defines summary (fast-track) dism
- **Tenure: earned after after six-year probatio** annual evals & cumulative eval of tea
- Tenure allows faculty to

Freedom to Teach

- Teachers need freedom to teach so stud[ents]
  - Free inquiry, free expression, intelle[ctual] are critical for student learning and
- Academic freedom is the freedom from the instructional staff's teaching, resear[ch]
- AF allows instructors to develop/dissemi[nate] viewpoints, including conservative, mod[erate]
- Safeguards include shared governance,
- Codified in the 1940 AAUP Statement of

Shared Gove

- Higher ed Administration delegates tas
- Shared decision-making among studen
  and board of governors based on comm
  understanding, and transparency
- Faculty (due to expertise) have primary
  - Curriculum, subject matter, and me
- Matters related to faculty status – appoi
  non-reappointments, promotions, gran
- Faculty have authority in financial exige

Hearings s

- **3/4 and 3/11 - House Higher Ed Committee Org**
  - Highlights:
    - Addressing workforce shortages & aligning hig
    - Credentials of value
    - Dual credit
    - Research expansion
  - Chairman Terry Wilson on research and downstre
    - "We have unintended consequences when when we grandstand to a point that we're not also ackn their participation within the manufacturing in Science Foundation, and so forth. The knee-jer the type of research faculty we get, or need to g

Bills of Concer

**Consolidates all power at a public community coll
the governing board. It's a state government tak
institutions. (Community College Boards**

- **Curriculum**
  - Empowers a governing board to manage and oversee the curriculum
  - Prohibits core curriculum courses, which are required for Associate and Bachelors degrees, from endorsing specific public policies, ideologies, or legislation
  - Removes faculty oversight in the curriculum
- **New Investigative Unit**
  - Creates new investigative unit, the "Office of

Bills of Co[n...]

SB 452 (Middleton)
- Gives Boards of Regents and Boards of Trustees the sole authority to appoint heads of academic departments. This overrides shared governance between the faculty and the administration of the college or university.

SB 1489 (Bettencourt)
- Requires Faculty Senates to be authorized by the Board of Regents. Members are elected by the General Faculty or Colleges and Schools. A Faculty Senate is advisory only, reports to President. May not conduct an investigation. All meetings are public, and all votes recorded. Institution shall make decisions on degree and curriculum matters under direction of the institution's governing board.

HB 2548 (Harris)
- Bans teaching of dozens of topics related to

Bills to Support

- Filed by Donna Howard
- Explicitly lists grants as an exemption
- **We need concrete examples of impac... bill**

(2) scholarly research, including research funded or
to be funded wholly or partly by government or private grants,
or a creative work by an institution of higher education's
students, faculty, postdoctoral fellows, or other research
personnel or the dissemination of that research or work;

- **HB 237 (Bucy) / SB 572 (Eckhardt & Zaf**
  - Raises the pay by $10,000 for all highe... last session, all state employees receiv... and higher education employees.
- **HB 435 (Davis)**
  - Exempts certain requirements regard... inclusion initiatives for certain activitie... disabilities provided by public institut...
- **HB 1330 (Howard)**
  - Allow a student to have an Academic...

Students and In

- **We're flagging this for faculty who m[...] new immigration bills might affect th[...]**

  ○ **SB 8 Senate Bill 8 – Requiring Local Law Enfo[...] Government's Deportation Efforts**

  ○ **HB 160 Leo Wilson (R):** Relating to the enrollm[...] rates, of certain persons, including persons not [...] States, in public institutions of higher educatio[...]

  ○ **HB 232 Cody Vasut (R), HB 424 Richard Hayes[...] Mike Olcott (R), and HB 1815 Jared Peterson ([...]**

Upcoming This Week:

HB 102   Wilson
Relating to early registration for certain students at public institutions of high

HB 126   Tepper
Relating to the compensation and professional representation of prospective studer
athletic programs at certain institutions of higher education.

HB 271   González, Mary
Relating to a report by the Texas Higher Education Coordinating Board regarding er
disabilities.

HB 290   Lopez, Ray | et al.
Relating to assistance for tuition and fees at postsecondary educational instituti

HB 300   Wilson
Relating scholarships under the Texas Armed Services Scholarship Program.

HB 538   Bernal
Relating to student access to certain academic records; authorizing a fee.

HB 718   Bell, Cecil
Relating to prohibiting a public institution of higher education from partnering w
housing facility.

HB 1022   Morales, Eddie | et al.
Relating to the course levels offered at Sul Ross State University Rio Grande Coll

HB 1330   Howard

Getting Involved Remotely

- ❖ Come to thes... Apr. 21 and Ma...
- ❖ Sign the [Texa...](#) for K-12 and h...
- ❖ Get active in y... start one if th...
- ❖ Look for oppo...

Getting Involved in Person

- Join Texas AAU... on Thursdays, 9...

- Testify at the Ho... Committee on E... Education on T...

- Testify at the Se... Committee on ... Education K-16 Thursdays

How to Testify

- Example 11/7 H... and SB 37 Talk...
- Write your test...
- Please be clea... yourself as a p...
- Max 2 minutes... 3 minutes for a...
- Review backgr... hearing agend...

Join Texas AAUP-AFT Action Committees!

- Join Texas AAUP-AFT Action Committees!
  - Legislative Advocacy
  - Organizing
  - Media & Messaging
  - Legal Analysis
- 1 year commitment

Thank

Project Thrive:
Strengthening Programs and People

Initiative Objectives

Ensure academic programs are financially sustainable and contribute to long-term institutional stability

Foster a data-driven culture to strengthen and make transparent our program and financial decision-making

Challenge #1: Limited Access to Data for Decision-Making

Problem:

- Leaders lack real-time access to financial and enrollment data
- Decision-making lacks strategy

Strategic Actions:

- Develop real-time data dashboards and predictive analytics
- Standardize data-sharing practices
- Provide training to ensure effective data utilization

Challenge #2: Need for Budget Literacy, Availability, Clarity & Shared Governance in Decision-Making

Problem:

- Faculty, staff, and students feel disconnected from financial decisions
- Lack of available information leads to mistrust and resistance to budgetary alignment

Strategic Actions:

- Expand faculty, staff, and student representation in budget processes
- Launch a budget education initiative (announce at fall assembly)
- Create continuous communication (town halls, email updates, budget website)

Challenge #3: Deficit-Spending in Some Programs Leads to Budgetary Constraints

Problem:

- Some programs operate at a financial deficit
- This limits resources for faculty/staff salary increases and other priorities

Strategic Actions:

- Require all programs to generate sufficient revenue
- Implement a data-driven program evaluation process
- Develop restructuring plans (consolidation, reinvention, or sunsetting)
- Establish regular assessment cycles for ongoing adjustments

Challenge #4: Need for Continued Investment in Faculty & Staff Growth & Retention

Problem:

- Budget constraints have limited salary increases
- This negatively impacts morale, retention, and program quality

Strategic Actions:

- Prioritize faculty and staff salary increases using industry benchmarks
- Implement transparent workload distribution and resource allocation
- Use data-driven financial decisions to sustain competitive compensation

Formation of the following two working groups is proposed:

1. Working Group on Budget Transparency and Literacy

2. Working Group on Academic Program Viability

Working Group on Budget Transparency and Literacy

Charge

The Budget Transparency and Literacy Working Group is tasked with improving access to and understanding financial and programmatic data across the institution. The group will develop strategies for increasing data literacy, ensuring that faculty, staff, and administrators have the information they need to make informed decisions about budgeting, resource allocation, and program sustainability.

Working Group on Academic Program Viability

Charge:

The Academic Program Viability Working Group is responsible for evaluating and improving the financial sustainability of academic programs while maintaining alignment with the institution's mission and student success priorities. The group will develop a data-driven framework to assess program viability, establish clear criteria for resource allocation, and support strategic decision-making for academic offerings.

Working Group on Budget Transparency and Literacy

Charge

The Budget Transparency and Literacy Working Group is tasked with improving access to and understanding financial and programmatic data across the institution. The group will develop strategies for increasing data literacy, ensuring that faculty, staff, and administrators have the information they need to make informed decisions about budgeting, resource allocation, and program sustainability.

Problem Statement

Institutional leaders, faculty, and staff often lack access to timely, accurate financial and programmatic data, making it difficult to engage in strategic planning. Without a shared understanding of financial data and its implications, decision-making processes can be reactive, inconsistent, and misaligned with institutional priorities. To build a data-driven culture, we must provide clearer financial insights, improve data availability, and enhance data literacy across all governance levels.

Key Questions to Consider

1. What financial and programmatic data do faculty, staff, and administrators need to make informed decisions?
2. How can we improve access to financial data while maintaining security and confidentiality?
3. What tools (e.g., dashboards, reports, trainings) would help institutional leaders interpret and use budget data effectively?
4. How can we standardize budget reports and financial modeling to ensure consistency across units?
5. What role should training and professional development play in fostering data literacy among decision-makers?

Deliverables

1. Inventory of Available Data – A comprehensive review of what financial and enrollment data currently exists, who has access, and how it is used.
2. Data Access Plan – A set of recommendations for improving access to key financial and budgetary data, including potential dashboard tools.
3. Standardized Reporting Framework – Templates and guidelines for consistent budget reports across schools, colleges, and units.
4. Training and Communication Plan – A strategy for improving financial data literacy, including workshops, guides, and ongoing education efforts.
5. Recommendations for Integration – Suggestions on how to embed financial transparency into governance structures, including alignment with the Budget Advisory Committee.

Community Engagement

To ensure transparency and inclusivity, the broader campus community will have multiple opportunities to provide feedback throughout this process. Regular feedback sessions will be held and surveys administered to engage faculty, staff, and students in discussions about the Data Access Plan, Standardized Reporting Framework, training opportunities, and other recommendations. Updates will be shared through campus-wide communications, governance meetings, and a dedicated webpage.

Proposed Constituents for the Working Group (about 19 people)

- Chief Budget Officer and Chair of Budget Advisory Committee
- Members:
  - Institutional Research Office
  - Finance Staff within Schools/Colleges
  - Faculty Representative from each School/College (data literate)
  - Faculty Senate Representatives
  - Academic Component Administrators (ACAs)
  - Staff Council Representative
  - Budget Advisory Committee Representative
  - MarComm (for communication and transparency efforts)
  - Representative from SGA
  - IT Representative

Timeline

Fall Semester: Data Collection and Analysis (August – December)

Goal: Gather information, assess gaps in available data or data access, and develop initial strategies.

August – September: Working Group Kickoff & Planning

- Establish the working group, define roles, and confirm meeting schedules.
- Review existing financial and enrollment data structures and access limitations.
- Identify key stakeholders for input (faculty, staff, deans, finance, institutional research).

October: Inventory of Available Data *(Deliverable 1)*

- Conduct an audit of existing financial and enrollment data across units.
- Determine who has access to what data and identify gaps in access or usability.
- Document key financial reporting tools and dashboards and assess their effectiveness.

November – December: Draft Data Access Plan *(Deliverable 2 - Initial Recommendations)*

- Develop an initial Data Access Plan with recommendations for improved availability and usability.
- Begin identifying potential dashboard tools or enhancements to existing reporting systems.
- Mid-Year Progress Report to leadership for feedback.

Spring Semester: Implementation and Governance Integration (January – May)

Goal: Build structured reporting frameworks, finalize recommendations, and prepare for full-scale implementation in the next academic year.

January – February: Standardized Reporting Framework Development *(Deliverable 3)*

- Establish templates and guidelines for budget reports across schools, colleges, and units.
- Define key financial indicators and standardized data formats to ensure consistency.
- Work with finance and institutional research teams to align reporting needs.

March: Training and Communication Plan Finalization *(Deliverable 4)*

- Develop a financial data literacy strategy, including:
    - Budget training workshops
    - Online guides and FAQs
    - Regular training sessions for academic and administrative leaders
- Engage faculty and staff governance groups to support communication and adoption.

Draft Recommendations for Integration *(Deliverable 5 - First Version)*

- Outline how financial transparency and data-sharing practices will be embedded into governance structures.
- Work with the Budget Advisory Committee and shared governance groups for input and feedback.

April – May: Finalization and Institutional Review

- Incorporate feedback from faculty, administration, and finance teams into final versions of:
    - Data Access Plan
    - Standardized Reporting Framework
    - Training and Communication Plan
    - Recommendations for Integration
- Work with IT and Institutional Research to finalize data dashboards and reporting tools.

End-of-Year Report and Next Steps

- Present finalized recommendations to leadership, governance groups, and the Budget Advisory Committee.
- Develop an implementation roadmap for the following academic year (launching in August).
- Establish a review cycle for ongoing data literacy efforts and budget transparency to ensure continued progress.

Timeframe	Deliverable
Sept - Oct	Inventory of Available Data
Nov - Dec	Draft Data Access Plan
Jan - Feb	Standardized Reporting Framework
March	Training & Communication Plan
March	Draft Recommendations for Integration
April - May	Finalize all Deliverables & Present to Leadership

Working Group on Academic Program Viability

Charge

The Academic Program Viability Working Group is responsible for evaluating and improving the financial sustainability of academic programs while maintaining alignment with the institution's mission and student success priorities. The group will develop a data-driven framework to assess program viability, establish clear criteria for resource allocation, and support strategic decision-making for academic offerings.

Problem Statement

When academic programs operate at a financial deficit, they create a structural challenge for institutional sustainability. Without consistent program evaluation and financial oversight, resource allocation can become misaligned with student demand, workforce needs, and strategic priorities. To support the long-term success of both academic programs and faculty, we need a clear, data-driven approach to evaluating and sustaining academic offerings.

Key Questions to Consider

1. What financial and enrollment metrics should be used to evaluate academic program viability?
2. How can we ensure that academic program decisions align with institutional priorities, student demand, and workforce needs?
3. What are best practices for restructuring or consolidating programs in a way that maintains academic integrity and student success?
4. How can we incorporate faculty governance and shared decision-making into the program evaluation process?
5. What mechanisms should be in place for continuous program assessment and adaptation?

Deliverables

1. Academic Program Evaluation Framework – An annual data-driven model for assessing program viability, incorporating financial performance, enrollment trends, and workforce alignment.
2. Faculty and Administrative Governance Guidelines – A structure for shared decision-making in academic program financial planning.

Community Engagement

To ensure transparency and inclusivity, the broader campus community will have multiple opportunities to provide feedback throughout this process. Regular feedback sessions will be held and surveys administered to engage faculty, staff, and students in discussions about the Academic Program Evaluation Framework and Faculty and Administrative Governance Guidelines. Updates will be shared through campus-wide communications, governance meetings, and a dedicated webpage.

Proposed Constituents for the Working Group

- Chair: Institutional Research and an ACA

- Members:
    - Faculty Senate Representatives
    - Deans or Academic Component Administrators (ACAs)
    - Institutional Research Office
    - Central Finance Representative
    - Vice President for Finance and Administration or Chief Budget Officer
    - Budget Advisory Committee Representative
    - Student Shared Governance Representative

Timeline

Fall Semester: Data Collection, Analysis, and Initial Framework Development (August – December)

Goal: Gather relevant data, assess existing program evaluation models, and define governance structures for decision-making.

August – September: Working Group Kickoff & Planning

- Establish the working group, define roles, and confirm meeting schedules.
- Identify key stakeholders (faculty, deans, institutional research, finance, governance bodies).
- Review existing academic program evaluation methods and governance structures across units.

October: Academic Program Evaluation Framework Development – Initial Draft *(Deliverable 1)*

- Define evaluation criteria and metrics for assessing program viability, including:
    - Financial performance
    - Enrollment trends
    - Workforce alignment
    - Student success outcomes
- Conduct an inventory of current program assessment practices across departments.
- Identify gaps in current data collection and reporting processes.

November – December: Faculty and Administrative Governance Guidelines – Initial Draft *(Deliverable 2)*

- Outline roles and responsibilities of faculty, administration, and finance teams in academic program financial planning.
- Develop a decision-making process that incorporates faculty input while ensuring financial sustainability.
- Draft initial governance structures for program evaluation, approval, and potential restructuring.
- Present mid-year progress report to leadership and governance bodies for feedback.

Spring Semester: Refinement, Governance Integration, and Final Recommendations (January – May)

Goal: Refine recommendations, integrate governance structures, and finalize the academic program evaluation model.

January – February: Refinement of the Academic Program Evaluation Framework

- Incorporate feedback from faculty, deans, finance, and institutional research.
- Develop a standardized annual review process for program assessment.
- Define how evaluation findings will inform budgetary and strategic planning decisions.

March: Governance Guidelines Finalization *(Deliverable 2 - Final Draft)*

- Refine faculty and administrative governance structures based on stakeholder input.
- Establish clear decision-making protocols for program viability, restructuring, and resource allocation.
- Ensure alignment with faculty governance bodies and institutional policies.

April – May: Finalization and Institutional Review

- Present final versions of:
  - Academic Program Evaluation Framework
  - Faculty and Administrative Governance Guidelines
- Secure approval from leadership, Faculty Senate, Deans, and the Budget Advisory Committee.
- Develop an implementation roadmap for the following academic year.

End-of-Year Report and Next Steps

- Summarize findings and present recommendations to executive leadership.
- Establish an ongoing review process for continuous assessment and refinement.
- Create a schedule for annual program evaluations moving forward.

Timeframe	Deliverable
Sept - Oct	Academic Program Evaluation Framework (Draft)
Nov - Dec	Faculty & Administrative Governance Guidelines (Draft)
Jan - Feb	Refinement of Program Evaluation Framework
March	Final Faculty & Administrative Governance Guidelines
April - May	Finalize all Deliverables & Present to Leadership

Differentiating the Budget Advisory Committee (BAC) and the Budget Transparency & Literacy Working Group (BTLWG)

1. Purpose & Scope

- BAC is an ongoing advisory body that provides strategic recommendations on budget priorities, financial planning, and resource allocation for Academic Affairs.
- BTLWG is a time-limited working group focused on improving access to and understanding of financial data, ensuring faculty, staff, and administrators have the tools to engage in data-informed budgeting.

2. Responsibilities

- BAC evaluates and monitors university revenue streams, budget performance, and cost efficiencies, making recommendations for strategic investments and financial sustainability.
- BTLWG builds financial literacy by identifying gaps in budget data access, creating reporting tools, and developing training programs to support informed decision-making.

3. Deliverables

- BAC delivers ongoing budget reports, investment recommendations, and cost efficiency analyses to leadership and governance bodies.
- BTLWG develops a Data Access Plan, standardized financial reports, and training programs before concluding its work.

4. Stakeholder Engagement

- BAC engages faculty and administrators in resource allocation discussions and provides long-term budget oversight.
- BTLWG gathers input through campus-wide forums and surveys to improve budget transparency and understanding.

5. Relationship Between the Two

- BTLWG supports BAC's work by improving financial data access and literacy, ensuring that faculty and staff can engage more effectively in budget discussions.
- Once BTLWG completes its charge, its recommendations can be integrated into BAC's ongoing financial governance efforts.

**Faculty Survey:
Artifical Intelligence**

FACULTY EXPERIENCE WITH AI SURVEY

Texas Woman's University

March 2025

OVERVIEW

KEY OBJECTIVES

- How are faculty at TWU utilizing AI?

- What factors influence faculty's use of AI?

- What are faculty's perceptions of TWU's policies related to AI?

SURVEY ADMINISTRATION & SURVEY SAMPLE

- The survey was administered online in January and February 2025 using the Qualtrics platform.

- The analysis includes a total of 183 respondents following data cleaning.

RESPONDENT QUALIFICATIONS

- Respondents must belong to a contact list provided by Texas Woman's University.

RECOMMENDATIONS

Based on the analysis of this survey, Hanover recommends that Texas Woman's University (TWU):

Develop and promote training and resources for faculty related to the use of generative AI.

While the majority of TWU faculty respondents are interested in learning about using AI in their field (62%), only about half report having participated in related training or educational sessions. Faculty broadly report that TWU is *not* teaching them how to use generative AI ethically and effectively. However, most respondents report wanting training and support for faculty on how to use generative AI effectively (70%). TWU does have faculty resources related to AI, such as sample syllabus language, a guide for developing assignments that "outsmart" AI, and an AI speaker series. TWU should increase communication regarding existing resources, while continuing to develop and expand additional opportunities for faculty to learn about and implement AI. Topic areas of high interest to faculty include addressing AI-related academic dishonesty (68%), best practices for using generative AI in teaching (67%), and guidelines for ethical use of generative AI in the classroom (64%). Resources should also align with faculty interest and excitement around using AI to provide more interactive and personalized learning (50%) and the automation of administrative tasks to free time for other purposes (49%).
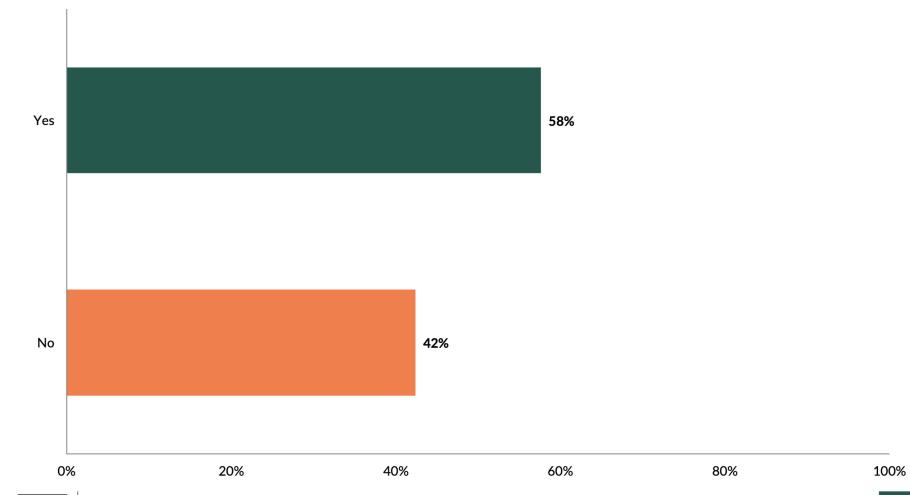
Provide clear policies and guidelines related to the use of generative AI.

While over half of faculty respondents report currently using AI in their job role (58%), the majority of respondents report that either TWU does not have any policies/procedures around generative AI use (48%) or that policies/procedures are unclear (41%). Overall, faculty express an interest in having established guidance related to AI. Most participating faculty want TWU to implement clear guidelines on ethical use of generative AI in teaching and research (73%) and would like TWU to provide guidelines on student engagement with generative AI tools (69%). TWU could address these concerns by creating and broadly communicating guidance regarding the use of AI for faculty, staff, and students.
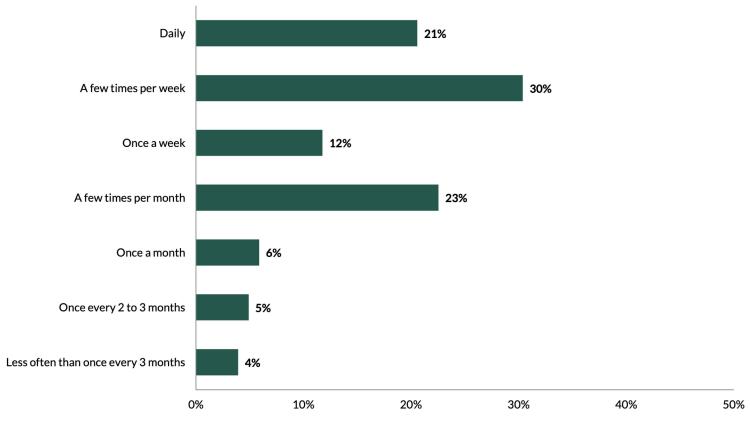
GENERATIVE AI USE IN JOB ROLE

Do you currently use generative AI in your job role? (n=177)

Yes — 58%

No — 42%

(x-axis: 0% 20% 40% 60% 80% 100%)
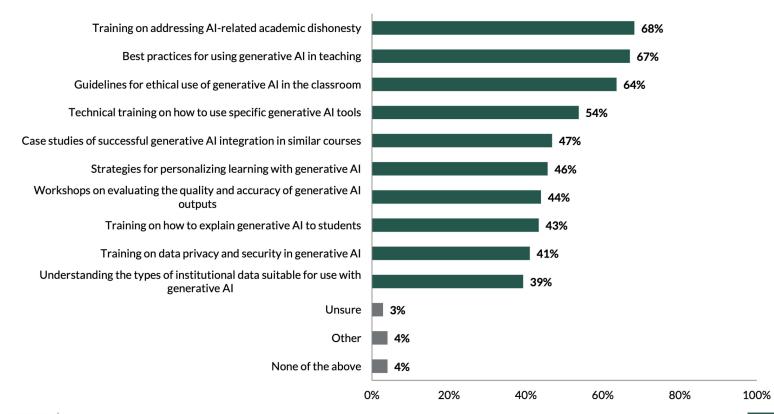
DESIRED ADDITIONAL TRAINING ON GEN AI
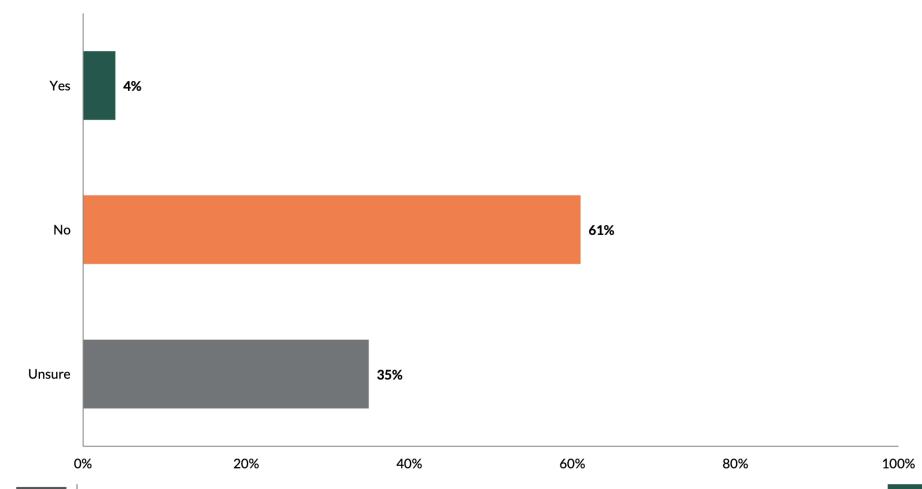
What additional training would you find helpful for integrating generative AI into your curriculum? Please select all that apply. (n=173)

Category	Percentage
Training on addressing AI-related academic dishonesty	68%
Best practices for using generative AI in teaching	67%
Guidelines for ethical use of generative AI in the classroom	64%
Technical training on how to use specific generative AI tools	54%
Case studies of successful generative AI integration in similar courses	47%
Strategies for personalizing learning with generative AI	46%
Workshops on evaluating the quality and accuracy of generative AI outputs	44%
Training on how to explain generative AI to students	43%
Training on data privacy and security in generative AI	41%
Understanding the types of institutional data suitable for use with generative AI	39%
Unsure	3%
Other	4%
None of the above	4%

HIGHER EDUCATION

33

TWU'S GENERATIVE AI POLICY

Which of the following best describes TWU's policy for generative AI usage? (n=178)

My college or university does not have any policies/procedures around generative AI usage — 48%

My college or university has policies/procedures around generative AI usage, but the rules are unclear — 41%

My college or university has clear policies/procedures around generative AI usage — 11%

HIGHER EDUCATION

KEY FINDINGS – GENERATIVE AI USE

- **Respondents are broadly unsure about access to generative AI tools.** Over half of faculty respondents report they are unsure (53%) if TWU provides access to these tools and a third of respondents report that TWU does not provide any access to generative AI tools (37%).

- **Over half of respondents report they do currently use generative AI in their job role (58%).**
  - Respondents who have been at TWU for less time are more likely to use generative AI in their job role (64% - 67%) than respondents who have been employed at TWU for 11 years or more (37% - 46%).
  - Full-time respondents use generative AI in their role (63%) significantly more than part-time respondents (45%).

- **Of faculty that use generative AI, 30% report using it a few times per week, while 21% report using generative AI in their job role on a daily basis.**
  - Full-time faculty report using generative AI daily (24%) significantly more than part-time respondents (9%) and generally use generative AI more frequently.

- **Among the respondents who use generative AI for their work, they most often turn to generative AI to generate ideas for course content or research (68%), followed by performing/automating repetitive tasks (53%) and finding information needed for teaching or research (53%).**
  - Full-time faculty report they use generative AI to perform/automate repetitive tasks (58%) significantly more than part-time respondents (35%).
  - Similarly, tenured faculty report they use generative AI to perform/automate repetitive tasks (71%) and to find information needed for teaching or research (77%) significantly more than those not eligible for tenure (38% & 38%).

- **A quarter of respondents report they integrate generative AI content often or very often (24%).** An additional two-fifths of respondents (44%) report they incorporate generative AI content into their teaching strategies sometimes.

HIGHER EDUCATION

Discussion

Proposed amendment:
Adding language to clarify that officers must be seated senators during their terms of office; the proposed language is in bold and underlined.

Constitution, Article VI.

<u>Section 4</u>.
Terms of Office
Faculty Senate Officers are elected for a one-year term **<u>and must be seated senators during their terms</u>**; the Delegate to the Texas Council of Faculty Senates is elected for a three-year term **<u>and must be a seated senator for at least the first year of their term</u>**.

The Nominating Committee members and chair have been selected for administering the nominations and elections for the 2025-26 Faculty Senate officers:

Chair: Jennifer Talleff – CON (jtalleff@twu.edu)

DiAnna Hynds – Den CAS

Supriya Sen – Hou CHS

Sandra Gates – Den COBE

There are three officer positions open for the 2025-26 Senate: Speaker, Speaker Pro Tem, and Secretary. A brief bio is requested from the officer nominees. The nominees will be provided a few minutes to speak to the Senate prior to the election of each position.

FACULTY SENATE

Committee Selection Committee

Report of Committee Selection Process for Senate Appointed University Committees

April 9, 2025

Process to Select Intellectual Property Committee

The Faculty Senate is permitted to appoint three members of the Intellectual Property Committee. The precedent is that each of the three faculty be from a different College. Thus, three out of five of the colleges can be represented. Also, ideally at least two (and if possible, all three) of the campuses are to be represented.

Faculty appointed by the Faculty Senate are permitted to serve only four consecutive years (that is, two terms, each of which is for two years). In order to serve, however, a member MUST indicate on the Committee Interest Survey of the desire to serve in the forthcoming academic year. If a person has NOT volunteered on the Committee Interest Survey, then he/she is not eligible to serve on that specific committee.

The Faculty Senate does not appoint staff or any professional librarian to this committee.

The Process of Determining Members of the Intellectual Property Committee

Step 1:

The first step is to determine which of those who served previously on the Intellectual Property Committee in 24-25 are not eligible to serve on the next Intellectual Property Committee. Linda Rubin has served 5 years and is not eligible to serve.

Intellectual Property Committee for the 2024-2025 term:

* = Chairperson			X = Ex Officio	% = Resource Member	S = Student Rep.	
+ = Co-Chair			A = Alternate	Z = Citizen Member	^ = Senate Rep.	

Code	Expires	Served	Name	Fac/Staff	Department	Campus
^		1	Du, Xiaofen	FAC	Nutrition & Food Sciences	Denton
*			Hansen-Thomas, Holly	STA	Research & Sponsored Programs	Denton
		1	Headrick, Elizabeth	STA	Library	Denton
		2	Kapinus, Carolyn	STA	Dean Graduate School	Denton
		2	Peterson-Ahmad, Maria	FAC	School of Education	Denton
^		5	Rubin, Linda	FAC	Executive Vice President for Academic Affairs & Provost	Denton
Z			Final List As Of 7/25/24			

Step 2:

The following individuals requested to be placed on the committee (year represents 25-26 placement):

Name	Fac/Staff	Department	Campus
Benner, William	FAC	Department of Language, Culture & Gender Studies-English, Rhetoric & Spanish	Denton
Yang, Philip	FAC	Department of Social Sciences & Historical Studies-Sociology	Denton
Ennis, Joyce	FAC	Nursing Dallas	Dallas
Bell, Ronda	FAC	Nursing Denton	Denton
Du, Xiaofen	FAC	Nutrition & Food Sciences	Denton
Dice, Jenifer	FAC	Physical Therapy Houston	Houston
Bergel, Michael	FAC	School of the Sciences-Biology	Denton

Step 3:

Determine which representatives were in the middle of their two year terms and will finish the second year of their term.

Xiaofen Du

Step 4:

The following names were put into a number generator and X# was chosen at random to represent - N/A

The following names were selected to balance representation between colleges and across campuses:
Jenifer Dice - HOU, Joyce Ennis - DAL

Step 5:

See attached list of Faculty recommended to serve on the Intellectual Property.

Process to Select the University Curriculum Committee

Regarding representation on the University Curriculum Committee, listed below by college is the number of members each component is allotted:

College of Professional Education:	2 members
College of Health Sciences	3 members
College of Nursing	3 members
College of Arts & Sciences	5 members
College of Business	1 member
Professional Librarians	1 member

Faculty appointed to the University Curriculum Committee by the Faculty Senate are permitted to serve only four consecutive years (that is, two terms, each of which is for two years). In order to serve, however, each year a member MUST indicate on the Committee Interest Survey the desire to serve during the forthcoming academic year. If a person has NOT volunteered on the Committee Interest Survey, then he/she is not eligible to serve on the University Curriculum Committee. Administrators are not eligible to be appointed by the Faculty Senate.

Principles Guiding the Recommendations:

A.   The first principle of appointment is that the number of representatives from each college is determined by apportionment allotted to each college. The Faculty Senate confirms 15 members on this committee (one-half the number of faculty senators).

B.   The second principle of appointment is that as many academic components within a college are to be represented among the allotted number as is possible (selected from among those who are eligible to serve on a committee and who have also volunteered).

C.   The third principle is representation of all three campuses.

D.   Administrators and staff (other than professional librarians) are not eligible to be appointed by the Faculty Senate.

E.   Individuals are not appointed based on their rank, their personalities, or other considerations such as "their need to be on a committee" or that "they have served on too many committees."

The Process of Determining Members of the Committee

Step 1:

The first step is to determine which of those who served previously on the University Curriculum Committee are not eligible to serve on the next University Curriculum Committee.

Curriculum Committee for the **2024-2025** term:

* = Chairperson			X = Ex Officio	% = Resource Member	S = Student Rep.	
+ = Co-Chair			A = Alternate	Z = Citizen Member	^ = Senate Rep.	

Code	Expires	Served	Name	Fac/Staff	Department	Campus
		1	Acho, Christiana	FAC	Nursing Dallas	Dallas
		2	Aguirri, Amanda	FAC	Nursing Houston	Houston
		1	Becker, Kristen	FAC	Library Science	Denton
		2	Burke, Megan	FAC	College of Business Accounting & Finance	Denton
		3	Chang, Pei-Fen	FAC	Occupational Therapy Houston	Houston
		1	Dillon, Suzanna	FAC	Health Promotion & Kinesiology	Denton
		1	Gratch, Jonathan	FAC	School of the Sciences-Computer Science	Denton
		2	Grubbs, Lisa	FAC	School of Human Sciences	Denton
		1	Johnson, Merri	FAC	Physical Therapy Dallas	Dallas
		1	Navarra-Madsen, Junalyn	FAC	School of the Sciences-Mathematics	Denton
		1	Spadachene, Joy	FAC	Nursing Denton	Denton
		2	Tarr, Jeffrey	FAC	School of the Arts & Design-Music	Denton
		1	Williams, James	FAC	Department of Social Sciences & Historical Studies-Sociology	Denton
		3	Wills, Faedra	STA	Library	Denton
		1	Zander, Cecily	FAC	Department of Social Sciences & Historical Studies-History	Denton
Z			Final List As Of 05/30/2024.			

25-26 Interest List below:

Name	Fac/Staff	Department	Campus
Munthe, Ryann	STA	Business	Denton
Burke, Megan	FAC	College of Business Accounting & Finance	Denton
Flanagan, Jennifer	FAC	College of Business Management & Marketing	Denton
Litton, Kelly	FAC	Communication Sciences & Oral Health	Denton
Dawson, Kenyatta	FAC	Dean Arts & Sciences	Denton
Sahlin, Claire	FAC	Dean Arts & Sciences	Denton
Abunasser, Rima	FAC	Department of Language, Culture & Gender Studies-English, Rhetoric & Spanish	Denton
Mooney, Angela	FAC	Department of Language, Culture & Gender Studies-English, Rhetoric & Spanish	Denton
Williams, James	FAC	Department of Social Sciences & Historical Studies-Sociology	Denton
Dillon, Suzanna	FAC	Health Promotion & Kinesiology	Denton
Weaver, Lucy	FAC	Health Promotion & Kinesiology	Denton
Becker, Kristen	FAC	Library Science	Denton
Tmava, Ahmet	FAC	Library Science	Denton
Acho, Christiana	FAC	Nursing Dallas	Dallas
Fogg, Niki	FAC	Nursing Denton	Denton
Richmond, Misty	FAC	Nursing Denton	Denton
Shin, Chanam	FAC	Nursing Denton	Denton
Spadachene, Joy	FAC	Nursing Denton	Denton
Aguirri, Amanda	FAC	Nursing Houston	Houston
Freysteinson, Wyona	FAC	Nursing Houston	Houston
Sen, Supriya	FAC	Occupational Therapy Houston	Houston
Johnson, Merri	FAC	Physical Therapy Dallas	Dallas
Hurlbut, Amanda	FAC	School of Education	Denton
Grubbs, Lisa	FAC	School of Human Sciences	Denton
Nahar, Shamsun	FAC	School of Social Work, Psychology & Philosophy-Social Work	Denton
Burris, Michael	FAC	School of the Arts & Design-Music	Denton
Hood, Samuel	FAC	School of the Arts & Design-Music	Denton
Thomas, Paul	FAC	School of the Arts & Design-Music	Denton
Adame, Christine	FAC	School of the Arts & Design-Visual Arts	Denton
Ebeid, Islam	FAC	School of the Sciences-Computer Science	Denton
Gratch, Jonathan	FAC	School of the Sciences-Computer Science	Denton
Yanambaka, Venkata	FAC	School of the Sciences-Computer Science	Denton

Step 2:

Professional Librarians are entitled to one position. No professional librarian submitted their name.

Step 3:

Determine which representatives were in the middle of their two year terms and will finish the second year of their term:

Kristen Becker (COPE - DEN), Lisa Grubbs (COPE DEN), Suzanna Dillon (CHS-DEN) Merri Johnson (CHS - DAL), Amanda Aguirri (CON- HOU), Christiana Acho (CON - Dal), Joy Spadachene (CON - DEN), Jonathan Gratch (CHS - DEN), James William (CHS-DEN), Megan Burke (COB-DEN).

Step 4:

Determine that all three campuses are represented.
Dallas - Merri Johnson (CHS), Christiana Acho (CON)
Houston - Amanda Aguirri (CON)

Step 5:

Choose remaining names to fill remaining spots. If more than 1 name is eligible, names are put into a number generator and chosen at random.

For remaining CHS: Supriya Sen

For remaining CAS: Angela Mooney, Venkata Yanambaka, Christine Adame.

Step 6: At-Large Position

Determine remaining open positions. There was 1 open position for Professional Librarian. Ahmet Tmava - Library Science was selected.

Step 7: See attached list of Faculty recommended to serve on the University Curriculum Committee.

Process to Select the University Library Advisory Committee

A basic principle of representation and apportionment is that to the extent possible all three campuses are to have representation on these university committees.

The Faculty Senate does not appoint/confirm staff or administrators (other than professional librarians) to this Committee.

Regarding representation on the University Library Advisory Committee, listed below by college is the number of members each component is allotted for 25-26. Please note: the number allotted to each voting unit may change (except for professional librarians who are allotted one).

College of Professional Education:	2 members
College of Health Sciences	3 members
College of Nursing	3 members
College of Arts & Sciences	5 members
College of Business	1 member
Professional Librarians	1 member

Faculty appointed to the University Library Advisory Committee by the Faculty Senate are permitted to serve only four consecutive years (that is, two terms, each of which is for two years). In order to serve, however, a member MUST indicate on the Committee Interest Survey that he/she wishes to serve during the forthcoming academic year. If a person has NOT volunteered on the Committee Interest Survey, then he/she is not eligible to serve on the University Library Advisory Committee.

Principles Guiding the Recommendations:
A.   The first principle of appointment is that the number of representatives from each college is determined by apportionment allotted to each college. The Faculty Senate confirms 15 members on this committee (one-half the number of faculty senators).
B.   The second principle of appointment is that as many academic components within a college are to be represented among the allotted number as is possible (selected from among those who are eligible to serve on a committee and who have also volunteered).
C.   The third principle is representation of all three campuses.
D.   Administrators and staff (other than professional librarians) are not eligible to be appointed by the Faculty Senate.
E.   Individuals are not appointed based on their rank, their personalities, or other considerations such as "their need to be on a committee" or that "they have served on too many committees."

The Process of Determining Members of the Committee

Step 1:

The first step is to determine who of those who served on the 2024-2025 University Library Advisory Committee are not eligible to serve during the 2025-2026 term. No one is ineligible.

University Library Advisory Committee for the **2024-2025** term:

* = Chairperson			X = Ex Officio		% = Resource Member	S = Student Rep.	
+ = Co-Chair			A = Alternate		Z = Citizen Member	^ = Senate Rep.	

Code	Expires	Served	Name	Fac/Staff	Department	Campus
		1	Abbott, Brandy	STA	Library	Denton
		1	Adame, Christine	FAC	School of the Arts & Design-Visual Arts	Denton
		1	Ashley, Justin	FAC	School of the Arts & Design-Theatre	Denton
		1	Averitt, Dayna	FAC	School of the Sciences-Biology	Denton
		3	Bynane, Patrick	FAC	School of the Arts & Design-Theatre	Denton
		1	Castoe, Devon	STA	Library	Denton
		1	Cottrell, Damon	FAC	Nursing Dallas	Dallas
		1	Hwang, Shann Hwa	FAC	School of Human Sciences	Denton
		2	Lanier, Amy	FAC	Library Science	Denton
		2	Loeb, Aaron	FAC	Nursing Houston	Houston
		3	Milan, Daniel	FAC	School of the Arts & Design-Music	Denton
		1	Terrizzi, John	FAC	School of Social Work, Psychology & Philosophy-Psychology & Philosophy	Denton
		1	Valderas, Michael	FAC	School of the Arts & Design-Visual Arts	Denton
		1	Wiedower, Gabrielle	STU	Center for Student Involvement	Denton
		1	Zander, Cecily	FAC	Department of Social Sciences & Historical Studies-History	Denton
		1	Zimmerman, Tara	FAC	Library Science	Denton
Z			Final List As Of 9/24/24.			

25-26 Interest List below:

Name	Fac/Staff	Department	Campus
Jordan, Jason	FAC	College of Business Accounting & Finance	Denton
Raisinghani, Mahesh	FAC	College of Business Accounting & Finance	Denton
Flanagan, Jennifer	FAC	College of Business Management & Marketing	Denton
Hodges, Leanna	FAC	Communication Sciences & Oral Health	Denton
Durham, Veronica	STA	Dean Arts & Sciences	Denton
Bender, Ashley	FAC	Department of Language, Culture & Gender Studies-English, Rhetoric & Spanish	Denton
Fehler, Brian	FAC	Department of Language, Culture & Gender Studies-English, Rhetoric & Spanish	Denton
Mooney, Angela	FAC	Department of Language, Culture & Gender Studies-English, Rhetoric & Spanish	Denton
Born, Vivienne	FAC	Department of Social Sciences & Historical Studies-Political Science	Denton
Compton, Stephany	STA	Library	Denton
Becker, Kristen	FAC	Library Science	Denton
Harrod, Kerol	FAC	Library Science	Denton
Kizhakkethil, Priya	FAC	Library Science	Denton
Lanier, Amy	FAC	Library Science	Denton
Loomis, Kathryn	FAC	Library Science	Denton
Tmava, Ahmet	FAC	Library Science	Denton
Zimmerman, Tara	FAC	Library Science	Denton
Moore, Linda	FAC	Literacy & Learning	Denton
Bell, Ronda	FAC	Nursing Denton	Denton
Brinzo, Julie	FAC	Nursing Denton	Denton
Fogg, Niki	FAC	Nursing Denton	Denton
Shin, Chanam	FAC	Nursing Denton	Denton
McDaniel, Kristen	FAC	Occupational Therapy Houston	Houston
Jones, Adam	FAC	School of Human Sciences	Denton
Harding, Brian	FAC	School of Social Work, Psychology & Philosophy-Psychology & Philosophy	Denton
Mercado, Marta	FAC	School of Social Work, Psychology & Philosophy-Social Work	Denton
Biggers, Samuel	FAC	School of the Arts & Design-Music	Denton
Bynane, Patrick	FAC	School of the Arts & Design-Theatre	Denton
Adame, Christine	FAC	School of the Arts & Design-Visual Arts	Denton
Ebeid, Islam	FAC	School of the Sciences-Computer Science	Denton
Yanambaka, Venkata	FAC	School of the Sciences-Computer Science	Denton
Wimberly, Erin	STA	Undergraduate Admissions Recruitment	Denton

Step 2:

Professional Librarians are entitled to one position. Stephany Compton volunteered and is eligible.

Step 3:

Determine which representatives were in the middle of their two year terms and will finish the second year of their term:

COPE - Tara Zimmerman, Amy Lanier
CAS - Christine Adame, Patrick Bynane

Step 4:

Determine that all three campuses are represented. No one from Dallas volunteered.

Step 5:

Choose names to fill remaining spots. If more than 1 name is eligible, names are put into a number generator and chosen at random.

CHS - Leanna Hodges - DEN, Kristen McDaniel- HOU

CON - Ronda Bell, Julie Brinzo, Niki Fogg - all DEN

CAS - Venkata Yanambaka, Marta Mercado, Brian Hardin - all DEN

COB - Jason Jordan

Step 6: At-Large Position
*There was 1 at large position open for CHS. Kerol Herrod - COPE was selected.

Step 7: See attached list of Faculty recommended to serve on the University Library Advisory Committee.

Process to Select the Research Support Committee

Before starting this process, the chair emailed the list of faculty who indicated interest in this committee to Holly Hansen-Thomas to confirm their eligibility by having secured an internal or external grant in the past 3 years. The RSC will be reviewing grants so the expectation is that the committee members are grants active.
(https://docs.google.com/document/d/1wWOlnvgBdNCVMTxJ3ZT3Xoo4akacd7h7Qzj0RhNhJkk/edit)

Regarding representation on the Research Support Committee, listed below by college is the number of members allotted to each college:

Faculty appointed to the Research Support Committee by the Faculty Senate are permitted to serve only four consecutive years (that is, two terms, each of which is for two years). The only exception is the situation in which an insufficient number of faculty from that specific college has volunteered to serve during the forthcoming year to fill the positions allotted to that college. Additionally, as of 23-24, members of the committee must have secured an internal or external grant in the previous 3 years.
https://drive.google.com/drive/u/0/folders/1nXea8SR_klXirsjylVJ2Ns9PxSgDUika

In order to continue serving on the Committee, however, each year a member MUST indicate on the Committee Interest Survey that he/she wishes to serve during the forthcoming academic year. If a person has NOT volunteered on the Committee Interest Survey, then he/she is not eligible to serve on the Research Support Committee.

College of Professional Education:	2 members
College of Health Sciences	3 members
College of Nursing	3 members
College of Arts & Sciences	5 members
College of Business	1 member
Professional Librarians	1 member

Action/Principles Guiding the Recommendations:
A.   First, who is eligible for committee service per Holly Hansen-Thomas (see above details) by having secured internal or external grants in the previous 3 years. The RSC will be reviewing grants so the expectation is that the committee members are grants active. This becomes the working list of potential committee members.
B.   The first principle of appointment is that the number of representatives from each college is determined by apportionment allotted to each college. The Faculty Senate confirms 15 members on this committee (one-half the number of faculty senators, which is 30).
B.   The second principle of appointment is that as many academic components within a college are to be represented among the allotted number as is possible (selected from among those who are eligible to serve on a committee and who have also volunteered).
C.   The third principle is representation of all three campuses.

D.   Administrators and staff (other than professional librarians) are not eligible to be appointed by the Faculty Senate.

E.   Individuals are not appointed based on their rank, their personalities, or other considerations such as "their need to be on a committee" or that "they have served on too many committees."

The Process of Determining Members of the Committee

Step 1:

See above Item A. The first step is to determine which of those who serve on the previous are not eligible to serve on the next Research Support Committee.

Research Support Committee for the **2024-2025** term:

* = Chairperson		X = Ex Officio	% = Resource Member		S = Student Rep.	
+ = Co-Chair		A = Alternate	Z = Citizen Member		^ = Senate Rep.	

Code	Expires	Served	Name	Fac/Staff	Department	Campus
		1	Abunasser, Rima	FAC	Department of Language, Culture & Gender Studies-English, Rhetoric & Spanish	Denton
		1	Anderson, Mary	FAC	School of the Sciences-Chemistry & Biochemistry	Denton
		2	Averitt, Dayna	FAC	School of the Sciences-Biology	Denton
		1	Chang, Pei-Fen	FAC	Occupational Therapy Houston	Houston
		1	Davis, Kathleen	FAC	Nutrition & Food Sciences	Denton
		1	Du, Xiaofen	FAC	Nutrition & Food Sciences	Denton
		1	Fuchs, Jordan	FAC	School of the Arts & Design-Dance	Denton
		1	Gumienny, Tina	FAC	School of the Sciences-Biology	Denton
		1	Hintz, Lou	FAC	Occupational Therapy Dallas	Dallas
		2	Hwang, Shann Hwa	FAC	School of Human Sciences	Denton
			Li, Yunxiang	FAC	School of the Sciences-Chemistry & Biochemistry	Denton
		1	Lybrand, Zane	FAC	School of the Sciences-Biology	Denton
		1	Pislariu, Catalina	FAC	School of the Sciences-Biology	Denton
		2	Shin, Chanam	FAC	Nursing Denton	Denton
		2	Sinha, Sushmita	FAC	School of the Sciences-Biology	Denton
		2	Zimmerman, Tara	FAC	Library Science	Denton
Z			Final List As Of 7/25/24			

Interest List 25-26:

Name	Fac/Staff	Department	Campus
Abunasser, Rima	FAC	Department of Language, Culture & Gender Studies-English, Rhetoric & Spanish	Denton
West, Margaret	FAC	Department of Language, Culture & Gender Studies-English, Rhetoric & Spanish	Denton
Yang, Philip	FAC	Department of Social Sciences & Historical Studies-Sociology	Denton
Newmire, Daniel	FAC	Health Promotion & Kinesiology	Denton
Zimmerman, Tara	FAC	Library Science	Denton
Shin, Chanam	FAC	Nursing Denton	Denton
Freysteinson, Wyona	FAC	Nursing Houston	Houston
Mbue, Ngozi	FAC	Nursing Houston	Houston
Du, Xiaofen	FAC	Nutrition & Food Sciences	Denton
Goh, Hui-Ting	FAC	Physical Therapy Dallas	Dallas
Goo, Minkowan	FAC	School of Education	Denton
Hwang, Shann Hwa	FAC	School of Human Sciences	Denton
Jones, Adam	FAC	School of Human Sciences	Denton
Na, Elisa	FAC	School of Social Work, Psychology & Philosophy-Psychology & Philosophy	Denton
Smith, Gabrielle	FAC	School of Social Work, Psychology & Philosophy-Psychology & Philosophy	Denton
Li, Yong	FAC	School of Social Work, Psychology & Philosophy-Social Work	Denton
Gorman, Rhonda	FAC	School of the Arts & Design-Theatre	Denton
Averitt, Dayna	FAC	School of the Sciences-Biology	Denton
Hynds, DiAnna	FAC	School of the Sciences-Biology	Denton
Lybrand, Zane	FAC	School of the Sciences-Biology	Denton
Sinha, Sushmita	FAC	School of the Sciences-Biology	Denton
Yanambaka, Venkata	FAC	School of the Sciences-Computer Science	Denton

Interest List Names - Eligible to serve per Dr. Hansen-Thomas (3/25/25)

Abunasser	Du	Averitt
Newmire	Goh	Lybrand
Zimmerman	Hwang	Sinha
Shin	Jones	Li
Mbue	Na	Smith

Step 2:

Professional Librarians are entitled to one position. No professional librarian submitted their name.

Step 3:
Based on the criteria enacted in 23-24, fill spots first with eligible individuals who also served in 24-25:

COPE - Tara Zimmerman, Shann Hwa, Hwang
CHS - Xiaofen Du
CON - Chanam Shin
CAS - Rima Abunasser, Dayna Averitt, Zane Lybrand, Sushmita Sinha, Yunxiang Li

Step 3:

Compile list of individuals who meet criteria, but did not serve in 24-25 (per list provided by Holly Hansen-Thomas):

CHS - Daniel Newmire
CHS- Hui-Ting Goh
CON - Ngozi Mbue

Step 4:

Determine that all three campuses are represented. Denton, Dallas, and Houston are currently represented based on criteria.

Step 5: At-Large Positions

Determine remaining open positions. Remaining eligible names for at-large positions:

Adam Jones - CHS - for At-Large CON
Eliza Na - CAS - for At-Large COB
Gabrielle Smith - CAS for At-Large Professional Librarian

Step 7:

See attached list of Faculty recommended to serve on the Research Support Committee

Submitted by: Jennifer Talleff, Chair, Committee Selection Committee

Senate Standing Committee on Equity, Inclusion, and Anti-Racism (EIAR)
EIAR Report

Dr. Jason Lambert
April 8, 2025

The Senate Standing Committee on Equity, Inclusion, and Anti-Racism (EIAR) met with Angela Cagle, Manager of Benefits & Wellbeing in the HR Department at TWU, to gain clarity on options for sick leave for themselves or a family member, for a pregnancy or adoption, and to better understand how the sick leave pool functions. Below is a summary created by Angela regarding the three types of leave we discussed:

Sick Pool:

Employees donate to the general sick pool. For the employee to qualify, the condition must be catastrophic and last at least 45 days. There are no tax implications to this policy. We have over 100K hours in this pool. Most faculty and staff members donate their unused sick leave to the pool when resigning and/or retiring.

Person-to-Person Donation:

Employees can donate to anyone who provides a doctor's note indicating need. Our leave coordinator administers this plan. If the condition is not considered catastrophic and/or a medical emergency, the donation is taxable to the donor, not the recipient. The tax rate is based on the donor's salary. An example of a medical emergency or catastrophic condition is cancer, a heart attack, and we consider pregnancy catastrophic under this policy. The leave can be used when the medical provider indicates the staff/faculty member must be off for medical reasons. We do rely on the provider to help us determine if the condition is catastrophic.

Family Leave Pool:

Under these provisions, state agencies must establish a family leave pool that allows an employee to voluntarily transfer sick or vacation leave earned by the employee to the pool. Employees are eligible to apply for leave from the pool for any of the following reasons after exhausting their own eligible compensatory, discretionary, sick, and vacation leave:

The birth of a child.
The placement of a foster child or adoption of a child under 18 years of age.
The placement of any person 18 years of age or older requiring guardianship.
A serious illness of an immediate family member or the employee, including a pandemic-related illness.
An extenuating circumstance created by an ongoing pandemic, including providing essential care to a family member.

— or —

A previous donation of time to the pool.

Taxable donations will be used for employees whose need for time off is not considered a "medical emergency" by the Internal Revenue Service (i.e., bonding with a new child, minor illnesses, etc.). Non-taxable donations will be used for employees whose need for time off is considered a "medical emergency" by the Internal Revenue Service (i.e., serious accidents or illnesses that result in extended unpaid time off), but is not eligible for an award of time from the Sick Leave Pool.

Based on our conversation, Angela was receptive to the EIAR committee's following recommendations.

1. Create a flowchart for employees to use when deciding which option is best for them.
2. Add language that explicitly identifies and describes any tax implications associated with the sick leave option chosen.
3. Rewrite the policies to be more intuitive and address tax implications.

TWU Faculty Senate
Curriculum Committee Report
For April 4, 2025

The Curriculum Committee Meeting was held on April 4, 2025 and is being reported at the April senate meeting.

Round 4 Curricular Items were considered:

- 2 Notifications were announced
    2 courses in the English, Rhetoric and Spanish Division

- 12 New Courses were approved:
    1 course in the Music Division
    1 course in the Theater Division
    2 courses in the Doswell School of Aeronautical Sciences
    1 course in the Communication Sciences and Oral Health Department
    1 course in the School of Physical Therapy
    2 courses in the Accounting and Finance Department
    2 courses in the Educational Leadership Division
    1 course in the Literacy & Language Division
    1 course in the College of Nursing

- 6 Course Modifications were approved:
    1 course in the Doswell School of Aeronautical Sciences
    1 course in the Mathematics Division
    1 course in the Sociology Division
    1 course in the School of Physical Therapy
    2 courses in the Educational Leadership Division

- 2 Course Deactivations were approved:
    1 course in the Doswell School of Aeronautical Sciences
    1 course in the Communication Sciences and Oral Health Department

The next meeting of the Curriculum committee is scheduled for fall semester, 2025.

Submitted by Misty Richmond, committee liaison

Graduate Council Meeting 3-19-25

1. Admission numbers are up for fall.
2. Max McCullum 3-26/25 hired as new leader
3. CODA - help with research projects. Work with students 1 on 1 on thesis or dissertation.
4. Academic Coaching -
    a. Individualized 45-60 minute sessions virtual (Denton, Dallas, Houston) or in person (Houston).
    b. Collaborative and tailored to needs
    c. Topics
        i. Time Management
        ii. Navigating graduate school
        iii. Motivation and accountability
        iv. Test-taking
        v. Note-Taking
        vi. General Study Skills
        vii. Learning Styles
        viii. Navigating the University
        ix. Balancing home responsibilities
        x. Having hard conversations
    d. Academic Workshops
        i. Interactive, group-based experience
        ii. Covers general academic skills
            1. Note-taking
            2. Time Management
            3. Test-taking strategies
            4. Study Skills
        iii. Open to all TWU students
        iv. Past workshops on the YouTube channel
    e. Experiential Student Scholars
        i. Yearlong hands-on research opportunity
            1. Fall application
            2. Must be enrolled in Fall & Spring semesters
            3. March completion date
        ii. Work with a TWU faculty/staff member
        iii. Funding Available
            1. $1,000 to selected students
            2. $500 to mentors (for project costs)
    f. Dissertation Boot Camp (DBC)
        i. Dedicated writing time
        ii. One-on-one consultations with experts
            1. Center for Research and Design Analysis
            2. Library
            3. Write Site

4. TWU Graduate School
                5. PCSE Academic Coaching
        iii. Offered virtually twice a semester
    g. Three Minute Thesis
        i. Annual virtual competition (Fall)
        ii. 3 minutes, 1 slide, general audience
        iii. Enhance your professional presentation skills
                1. Networking
                2. Job Interview
                3. Elevator Pitch
        iv. Build your academic portfolio and CV
5. Graduate Course Revalidation
    a. To ensure alignment with current academic and professional standards, master-level courses included in the graduate plan of study must be no more than six years old at the time of graduation. Courses that exceed this time frame may be revalidated through a standard process.
    b. Revalidation Process
        i. Submission of Evidence
        ii. Approval Determination
    c. Revalidation Limits
        i. Max of 9 credit hours may be revalidated for programs requiring 30 credit hours or fewer
        ii. Max of 12 credit hours may be revalidated for programs requiring 36 credit hours or fewer
        iii. Individual programs may compose stricter limitations
        iv. Only courses originally completed at TWU are eligible for revalidation.
6. Graduate Program Overview and Process
    a. In accordance with Texas Administrative Code - Rule 2.181 and requirements of the Southern Association of Colleges and Schools Commission on Colleges, each public university is required by the Texas Higher Education Coordinating Board to have a process of review and continuous improvement of degree programs. This process requires a self-study document, external review, and actions the institution will take to improve the program.
    b. Guidelines for Graduate Program Self-Study
        i. For your self-study document, include the following information using the given structure. Any readable font is acceptable. Please number your pages and include a cover page with the name of your program, as well as a Table of Contents (see sections below). The chair and/or program director of the program being reviewed is responsible for the content, accuracy, and completeness of the self-study. The chair may designate another faculty member or team of faculty to carry out the self-study but should be actively involved in the supervision the preparation of the study. All full-time faculty members should be involved in the preparation of the

study. The self-study should assess the program's strengths, weaknesses, and immediate and long-term actions