

# TEXAS WOMAN'S UNIVERSITY

Faculty Senate General Session  
November 3, 2023  
Library 101 and Zoom

The meeting was called to order at 10:02 am.

## Roll Call

Acho ✓	Beatty ✓	Bender ✓	Burke, A.	Burke, M.
Darwish ✓	DelloStritto ✓	Dillon ✓	Dunlap ✓	Elkins ✓
Goh ✓	Hynds ✓	Keele	Landrum ✓	Miketinas ✓
Night ✓	Norton	Petersen	Raisinghani ✓	Richmond ✓
Rosa-Dávila ✓	Sen	Sit ✓	Smith ✓	Sourdoot
Terrizzi ✓	Thomas ✓	Washington ✓	Whitmer ✓	Woods

TCFS Representative: Brian Fehler

Parliamentarian: Karen Dunlap

Substitutes: Dr. Chanam Shin for Dr. Becky Keele; Dr. Suh-Jen Lin for Dr. William Sit; Prof. Kristin Corkins for Dr. Gayle Night; Prof. Lizabeth Spoons for Dr. Alisa Woods

## Recognition of Guests

Faculty: Dr. Vivian Casper, Dr. Rebecca Fredrickson, and Dr. Ellina Grigorieva

Staff: Ari LaPlace

## Approval of Minutes

Motion to Approve, Bender; second, Raisinghani

Burke,A., Burke, M., and DelloStritto abstained; motion passed.

## Approval of Agenda

Motion to Approve, Bender; second, DelloStritto

Motion passed unanimously

## Interim Provost Forum – Dr. Finley Graves

No report

## Guest Speakers

Holiday Gift Program – Mere Maddox, CARE Associate Director

Holiday gift program was originally implemented to support student parents in TWU housing; expanded to include all students on all campuses. This year, supporting 180 students with 356 children; you can donate money or be given anonymous children to shop for; online students receive a gift card to do their own shopping; contact Mere Maddox.

## SB17 and SB18 – Wonny Lervisit, Asst. General Counsel

There has been much confusion and consternation surrounding the effects of SB 17. SB 17 does not affect your teaching or scholarship; Office of the General Counsel (OGC) is working to develop guidance

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for the institution to explain what is allowed/forbidden. OGC asserts it is not 'illegal' to use DEI terms but requests you carefully consider the use of DEI terminology to avoid raising attention. A hiring committee can ask about experiences working with diverse student populations, ask follow up questions if candidate volunteers information. Affinity groups can still meet and operate. Various issues that have already arisen were discussed; the need for clear guidance and soon was emphasized, OGC to reach out to parties that are acting beyond compliance to ensure that the law is followed with minimal disruption, especially those actions that are unnecessary according to the law.

## **Speaker Report** – John Terrizzi

Unpredictability and uncertainty are destabilizing forces, inconsistencies lead to conspiratorial thinking and rumor holds sway. Senate is working to regularize processes, conducting policy review is part of our role in shared governance, having and following regularized processes also works to calm concerns. Met with four of the five Deans to discuss compensation issues, working to operationalize definitions so we are all having the same conversation; conceptions of merit and compensation vary, inversion is fairly standard; these phenomena affect our retirements. There are ways to ensure compensation is consistently addressed, issues of people not knowing where/what the various 'buckets' are. Appropriate for policies that affect academic life to receive Senate review, Academic Affairs owns most policies. It is the job of administration to make a functional university system; simple systems are harder to disrupt. Making progress on getting Senate representation on Cabinet. Hopeful that Oracle will help demystify existing budget process/system which has very limited capacity, need systems that are appropriate for our needs as a university system. Faculty Senate retreat December 1, Chancellor will join us; IT will speak to Faculty Senate in spring to address their policy process.

## **Speaker Pro Tem Report** – Emarely Rosa-Dávila

Data on survey regarding effects of SB 17 available in shared drive, please direct concerns to EIAR committee, we will work to get answers to faculty.

## **Secretary Report** – Aaron Elkins

Working to prepare guidance for storing information in Faculty Senate shared drive.

## **Report from TCFS Representative** – Brian Fehler

No report.

## **Standing Committee Chair Reports**

Academic Freedom and Responsibility: First reading of URP 02.440: Authorship in Scholarly or Scientific Publications, up for review, please solicit feedback from constituents and bring back before Faculty Senate Executive Committee meeting.

Academic Standards Committee: Student Academic Integrity committee moving from Student Life to Academic Affairs, Provost. Report in shared drive.

Administrator Evaluations: No report.

Budget and Planning: Jason Tomlinson available to meet with Senate, you have received an invitation to Oracle Cloud, please accept.

Committee Selection Committee: No report.

Constitution and Bylaws: Discussion about adding two Senate seats, one seat for professional track (contingent) faculty, and one that will be rolled in with the next apportionment. Concern about how the professional track seat could affect apportionment (i.e. one college would effectively gain an additional seat depending on the 'home' of the professional track Senator); concern about eligibility requirements for professional track seat, two years of service would stay unchanged.

Elections: FDLC, FEC, and FRC are all seated.

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Equity, Inclusion, and Anti-Racism: Working on benchmarking parental leave data from peers; hope to bring to next meeting.

Faculty Handbook: Ombudsperson policy has been updated on the website.

## **University Committee Liaison Reports**

Athletic Council: Next meeting on November 8, Dean's Cup on November 16.

Curriculum Committee: Report in shared drive.

Distance Education Advisory Committee: No report.

Faculty Evaluation & Development Committee: No report.

Graduate Council: No report.

Undergraduate Council: Minutes in shared drive soon.

## **Ad Hoc Committees**

Ad Hoc Committee for Student Success: No report.

## **New Concerns**

Communication from the Graduate School is lacking; the Faculty Senate Executive Committee will work to address this concern at the next meeting.

No policy on going up for P&T early; people do it, but there is also a service time requirement on P&T; Faculty Senate Executive Committee will discuss action.

Are there time limits on visiting professors? Some have been visiting for over a decade.

## **Adjournment**

Motion to Adjourn, Bender.

Meeting was adjourned at 12:33 pm

Aaron J. Elkins, Secretary

**From:** [dentonstaff-request@lists.twu.edu](mailto:dentonstaff-request@lists.twu.edu) on behalf of [Maddox, Meredith](#)  
**To:** [Maddox, Meredith](#)  
**Subject:** TWU Holiday Gift Program - Call for Sponsors  
**Date:** Monday, October 30, 2023 10:16:15 AM

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**Make a wish come true!**  
**TWU HOLIDAY GIFT PROGRAM...**

The TWU Holiday Gift Program for students with young families was established over 30 years ago to assist TWU student parents with financial needs by providing gifts for their children during the holiday season. Last year we served over 250 TWU student parents and their families (almost 500 children).

We need your help. Please consider sponsorship as a Family Sponsor, either individually or as a department. Your support will help make the holidays merry for our students and their children. If you volunteer to be a TWU family sponsor, you will be notified of your sponsored family November 15, 2023.

**2 Options for sponsorship:**

1. Complete the brief survey and receive gift suggestions for your children. [Apply here](#).
2. If you don't have time or desire to shop you can simply make a monetary donation by visiting <https://giving.twu.edu/holiday-gift-program>.

UNWRAPPED\* gifts should be delivered the week of November 27 – December 1, 2023:

- 1) **on-campus families**, deliver your gifts to the Lowry Woods Community Center
- 2) **off campus families**, deliver your gifts to CARE in SUHH, room 2231
- 3) **Dallas & Houston campus sponsors** will be contacted directly regarding locations

\*We ask that your gifts are delivered to our office **unwrapped**. Please donate a roll of wrapping paper, or some gift bags with tissue paper, along with your families' gifts if you would like to give additional support in this area.

**Summary:**

If you would like to be a TWU student family sponsor, please [apply here](#). This link will take you to Holiday Gift Program's sponsor sign up.

We thank you for bringing the spirit of the holiday season to our student families!

Sincerely,

**Mere Maddox**

Co-chair, Holiday Gift Program  
Associate Director, CARE

**Shaneka Guyton**

Co-chair, Holiday Gift Program  
Family Services Coordinator, Housing & Dining

**Meredith Maddox, MA** (*she/her*)

Associate Director, [CARE](#)  
Texas Woman's University  
P: 940-898-3343 | [Connect with CARE](#)

TWU Faculty Senate

Academic Standards Committee Report

November 3<sup>rd</sup>, 2023

The Provost has created the Student Academic Integrity Committee to move the process of dealing with student academic misconduct from Student Life to Academic Affairs. The newly formed Integrity Committee is composed of the following members:

Dr. Joshua Adams, Vice Provost for Student Success, Co-Chair

Dr. Carolyn Kapinus, Dean of the Graduate School, Co-Chair

Dr. Abigail Tilton, Dean, College of Arts & Sciences

Dr. Gray Scott, Director of Academic Assessment and Accreditation

Dr. Alyssa Fiss, Director, School of Physical Therapy

Dr. John Beatty, Chair, Academic Standards Committee, Faculty Senate

Alli Peterson, Associate Director, Center for Development, Design, and Delivery

Symone Osieko, Director, Office of Civility & Community Standards/Title IX Coordinator

Toby Wilkerson, Assistant Director/Investigator, Office of Civility & Community Standards

As of Nov. 3<sup>rd</sup>, this committee has not met.

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

### EIAR Report

Dr. Emarely Rosa-Dávila  
November 1, 2023

On behalf of the EIAR committee, the survey to explore the impact of SB17 in teaching, scholarship, and service was sent on October 13. As of October 27, 30 faculty members completed the survey. 67% of the participants expressed concerns about SB 17 affecting their jobs. These concerns revolve around the potential impact of SB 17 on the freedom to teach, discuss, and advocate for diversity, equity, and inclusion in educational settings. They also raise alarms about the potential chilling effects of the legislation on research related to these critical topics, potentially affecting funding, academic careers, and the ability to conduct sensitive research. Additionally, these concerns shed light on the challenges and uncertainties faced by those engaged in service work related to diversity, equity, and inclusion due to SB 17, resulting in a reevaluation of DEI initiatives, increased caution in service activities, and a shift in how DEI-related questions are addressed within academic institutions.

The summary and interpretation of the data are attached to this report.

## Summary and Interpretation

### Teaching

The concerns about SB 17 in teaching within the survey answers are primarily related to academic freedom, diversity, equity, and inclusion in the classroom. Here is a summary of the concerns:

1. Difficulty hiring and ethical concerns about the legislation's impact on academic values and freedom.
2. A desire for merit-based evaluations of students rather than other criteria.
3. Worries about potential changes to teaching frameworks and equity.
4. Concerns about curriculum and accreditation being impacted by new standards, particularly those related to social justice.
5. Questions about whether certain topics, such as cultural aspects of healthcare, can still be taught.
6. Apprehension about potential backlash and pushback from students, particularly regarding diversity and anti-racism discussions in the classroom.
7. Some individuals have yet to make any changes.
8. Increased sensitivity to historically marginalized groups due to the perceived minimization of their concerns by SB 17.
9. Self-censorship when addressing diversity and uncertainty about the legality of including diversity statements in syllabi.
10. Nervousness about teaching a diversity course and potential formal complaints from students.
11. One-word response: "Yes" indicating some level of concern.
12. Doubts when covering topics related to DEI (Diversity, Equity, and Inclusion), the potential need for more evidence, and structuring to accommodate differing viewpoints.
13. Fear of discussing topics related to the human condition, such as racism and gender issues, in a therapy degree program.
14. Changes in syllabus wording for safety reasons, even though DEI discussions still occur in courses.
15. Concerns about mentioning diversity and inclusion topics due to potential misinterpretation and reporting.
16. Changes to readings and textbooks to avoid focusing heavily on critical race theory and diversity.
17. Increased caution in selecting readings and providing feedback on topics related to race, gender identity, sexuality, and disability.
18. Concerns about backlash or changes in programs that emphasize social justice, equity, and accessibility, including assignments related to DEI issues.
19. Battle fatigue due to the state's current situation and workload policies.
20. A pervasive sense of teaching with fear.

These concerns reflect apprehensions about the potential impact of SB 17 on the ability to teach, discuss, and promote diversity, equity, and inclusion in the classroom and the broader academic environment.



## Scholarship

The concerns about SB 17 in scholarship within the text are primarily related to research, funding, and the impact of the legislation on research topics that touch on diversity, equity, and inclusion. Here is a summary of the concerns:

1. The decision to conduct research outside the state was due to concerns about the chilling effects of the state's politics.
2. An emphasis on academic capability as a priority, highlighting concerns about other factors impacting research.
3. Research materials and mentoring programs are adjusted due to SB 17 regulations, particularly regarding preferences for teachers of color.
4. A perception that changes in leadership have rectified issues related to exploring how politics impacts society in research proposals.
5. A query about the ability to continue studying healthcare by race/ethnicity in dissertation research.
6. Challenges in obtaining research funding related to racially minoritized women and concerns about equity in research opportunities. This is creating even more disparity for faculty of color.
7. Worries about the impact on grant applications due to questions about DEI (Diversity, Equity, and Inclusion) at the program and university level.
8. Increased focus on research in the context of SB 17.
9. Uncertainty about whether grant proposals related to diversity may be negatively affected by SB 17.
10. Continued research on racism and equity issues, with no change in research focus.
11. The necessity of addressing topics related to inequity, injustice, and inequality in research to understand their impact on health outcomes.
12. Concerns about restrictions on research topics and potential violations of research principles, such as the Belmont Report.
13. Challenges in obtaining funding for diversity-related research, impacting promotion and tenure prospects.
14. Concerns about potential political policing of research with "critical" perspectives.
15. Internal grants for research are denied, particularly to diverse faculty engaged in diversity work.
16. Uncertainty about research being flagged due to target populations.
17. Flagging of scholarship and potential risks to tenure and promotion due to the impact of SB 17 on research topics and populations.

These concerns highlight the potential chilling effects of SB 17 on research related to diversity, equity, inclusion, and other sensitive topics, including its impact on funding, academic careers, and the ability to conduct certain types of research.

## Topics that emerged from the teaching and scholarship survey answers

Some common topics and themes emerge from the survey answers, reflecting the concerns of individuals affected by SB 17. The common topics and themes highlight the multifaceted concerns and impacts of SB 17 on academia, including teaching, research, funding, and academic freedom.

1. **Academic Freedom and Expression:** Many individuals express concerns about the potential impact of SB 17 on academic freedom and freedom of expression. They worry about their ability to address topics, including diversity and equity, in their teaching and research without facing consequences.
2. **Diversity, Equity, and Inclusion (DEI):** Numerous comments in the text revolve around the impact of SB 17 on topics related to diversity, equity, and inclusion. This includes concerns about teaching and research on racial and ethnic diversity, LGBTQ+ issues, and critical race theory.
3. **Research Funding and Opportunities:** Several individuals express concerns about obtaining research funding, particularly if their research focuses on diversity-related topics. They mention difficulties in securing grants and internal funding for their research.
4. **Impact on Scholarship:** Many comments touch on how SB 17 affects their scholarly activities. This includes concerns about their research being flagged, tenure and promotion prospects, and the ability to research certain topics.
5. **Chilling Effects:** The term "chilling effects" is used in the text to describe concerns about self-censorship, apprehension, and fear in teaching and research environments due to SB 17. Many individuals worry that they may need to be more cautious in discussing certain topics.
6. **Teaching and Curriculum:** Some individuals express concerns about the impact of SB 17 on teaching, curriculum, and classroom discussions. They mention challenges in addressing diversity and equity in their courses and the potential for student pushback.
7. **Grant Applications:** Concerns about grant applications and how to respond to questions about DEI in grant proposals are also common in the text. Individuals worry that their applications may be negatively affected by SB 17.
8. **Impact on Students:** Some comments reflect concerns about how SB 17 affects students' experiences and education. This includes worries about declining enrollment and the ability to provide a diverse and inclusive learning environment.
9. **Lack of Clarity:** The lack of clarity and ambiguity in the legislation is a recurring theme. Many individuals express uncertainty about what is and is not allowed under SB 17, which adds to their concerns.
10. **Equity and Inequity:** There are discussions about equity in terms of research opportunities, funding, and the potential impact of SB 17 on marginalized populations. Some individuals emphasize the importance of ensuring fair access to research participation.

## Service

The concerns about SB 17 in service within the text revolve around the impact of the legislation on diversity, equity, and inclusion (DEI) initiatives and various service activities within academic institutions. Here are the common concerns and themes that emerged from the survey:

1. **Impact on DEI Initiatives:** Many individuals express concerns about how SB 17 has affected their involvement in DEI-related committees and initiatives. They mention pauses in DEI work, revisions to organizational documents, and uncertainty about the future of DEI efforts.
2. **Chilling Effect on Service:** Several comments indicate a chilling effect on service activities related to DEI. Faculty and staff feel less comfortable discussing, organizing, or participating in DEI-related service activities due to the perceived legal constraints of SB 17.
3. **Changes in Committee Activities:** Multiple individuals mention changes in committees' activities related to DEI and anti-racism. Some committees have been paused, while others have felt a lack of clarity about their mission and purpose.
4. **Concerns about Recruitment and Questions:** Some participants expressed concerns about limitations on their ability to ask questions related to DEI in faculty recruitment, which impacts hiring process. They mention the need to find alternative ways to assess candidates' potential contributions to diversity.
5. **Shift in Terminology:** Participants describe the need to change the language used in documents and activities, such as revising organizational constitutions and naming student organizations, to comply with SB 17.
6. **Discomfort and Safety Concerns:** Several participants expressed discomfort and a sense of safety concerns about openly discussing diversity and inclusion. They feel the need to be cautious in their interactions with students and colleagues.
7. **Doubts About Institutional Values:** Some individuals express doubts about their institutions' commitment to DEI values and whether these values are being undermined by SB 17. They question the impact of the legislation on their institutions' diversity initiatives.
8. **Loss of Promotional Opportunities:** A few participants mentioned concerns about the impact of SB 17 on their promotion and tenure prospects. Due to the changing climate, their involvement in DEI-related service work may jeopardize their P&T.

These concerns highlight the challenges and uncertainties faced by individuals involved in service work related to diversity, equity, and inclusion as a result of SB 17. The legislation has led to an apparent reevaluation of DEI initiatives, increased caution in service activities, and a shift in how questions related to DEI are addressed in academic institutions.

**TWU Faculty Senate  
Curriculum Committee Report  
For October 2023**

The meeting was held on October 27, 2023.

Round 1 curricular items were considered at this meeting. Approvals included:

- New courses in Music, Biology, Accounting (2), and Nursing.
- Course modifications in Math, Nutrition & Food Sciences, and Literacy & Learning (2).

The next meeting of the Curriculum committee will be held on December 1, 2023 when Round 2 curricular changes will be considered. The courses for the new Aviation Program are expected to start coming through soon.

Submitted by Misty Richmond, committee liaison