

# TEXAS WOMAN'S UNIVERSITY

Faculty Senate General Session

Friday, October 10, 2025

LIB 101 and Zoom

The meeting was called to order at 10:00 a.m.

## Roll Call

Akinleye X	Acho X	Barnett X	Beatty X	Beins X
Blosser X	Burke X	Chen X	Dice X	Dillon X
Du X	Dunlap X	Elkins X	Fredrickson X	Gates X
Gullion X	Immanuel X	Landrum X	Lucero Jones X	Maier X
Miketinas X	Night X	Petersen X	Rosa-Dávila X	Sen
Smith X	Trujillo-Jenks X	Van Erve X	Williams X	Woods X

Parliamentarian: Dr. Parker Hevron

TCFS Representative: Dr. Shawnda Smith

## Recognition of Guests

Faculty: Dr. Rhonda Buckley, Dr. Wyona Freysteinson, Dr. Ellina Grigorieva, Prof. Kerol Harrod, Dr. Mindy Menn, Dr. Catherine Mbango,

Staff: Dr. Heidi Collins, Ms. Stephany Compton, Dr. Lynda Murphy

## Approval of Minutes

Motion to Approve, Gates; second, Barnett

Motion passed unanimously.

## Approval of Agenda

Motion to Approve, Van Erve; second, Gates

Discussion: Speaker motions to take the Faculty Affairs Report off the consent agenda.

Motion to amend the agenda: Dillon; Second, Acho.

Motion passed unanimously.

## Guest Speakers

### Revised Title II Regulations under the Americans with Disabilities Act — Dr. Terisa O’Dowd

- Deadline upcoming for compliance with ADA Title II. Deadline is April 2026.
- The standards have been explained and concretized, and there are now content accessibility guidelines for institutions. Department of Justice is using the WCAG standards to determine whether there is compliance with ADA Title II.
- Any digital content needs to be made accessible.
- Framework was always “accommodation” as opposed to “accessibility.” That’s changing now.

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- A relatively easy adjustment of your workflow. Highlights the importance of alt text for images and that videos need to be captioned. PDFs of articles should be avoided as much as possible. Use permalinks to Library database if possible.
- Videos by students need to be transcribed or captioned as well.
- Faculty Commons will help with making PDFs accessible if needed. You could use Word and PowerPoint to make accessible PDFs as well.
- Mentions available resources: workshops and training, on demand resources, and availability of accessibility consultations.
- Faculty Commons Access Hub will contain resources on accessibility all in one place. Access to it can be through <https://bit.ly/4ohMRkx>.

## IT Solutions — Dr. Henry Torres

- Adobe licensing: University was informed by vendor that university sitewide licensing was going to be converted by Adobe to individual licensing. Wasn't driven by IT. Distributed 410 licenses; the cost of the sitewide licenses would cover approximately 350 licenses. Looking into alternative solutions/software packages but keeping with this temporary solution for fall and spring semesters.
- Turnover in IT solutions staff resulted in reduced availability for chat and telephone. Chat is now turned off, so prioritizing phone availability for now. Students are being trained to support Chat; available in two weeks. Question was asked if it's possible to request callbacks. Torres stresses improvements are being made; they're recording and reviewing calls and working on implementation of new software.
- Visual Arts ran into incompatibility issues. Temporary Windows machines have been made available; new Macs have been ordered and are going to be deployed soon. This dovetails with some compatibility and licensing issues with Adobe as well, but it's being addressed by the service desk. It's a time-intensive process, however. There were problems with incompatibility issues in labs as a result of staff turnover. IT ran behind, but is catching up.
- International travel. IT can assist with a loaner Windows or Apple MacBook. Loaner device requests need to be submitted at least two weeks prior to traveling due to various processes/procedures needed for IT staff to ensure the device is prepared appropriately. Last-minute requests have caused confusion or delays in obtaining a device. Employees planning university or personal travel to foreign adversary countries must submit a notification to HR. Question re: travel: Can faculty make their own devices compliant? Yes, that's possible.
- Emeritus faculty access to email. Any access that was inadvertently lost is being restored. IT works based on lists generated by HR; HR supplied incomplete lists and that's now being corrected. Requests from faculty retirees to have access to an email address; complicated due to licensing issues which is why it hadn't been done. Open to renewing that discussion with Erika Armstrong. Retiree access question: emeritus faculty will retain access; faculty without emeritus status don't have access to resources. Graduate students can keep their email for 27 months; undergraduates can keep their emails for 18 months.
- Quick help in classroom: different process. QR code on podium, or button on classroom touch panel. More information can be found on <https://twu.edu/classrooms>.

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- IT Solutions is starting to measure performance; will send performance statistics to Senate.
- Question about Mathematics getting a new printer: an efficiency question, when ticket was submitted for the floor, they were advised that individuals would each have to create their own tickets for their devices.
- Progress with Multi-Factor Authentication: Duo is being shut off and we're switching to Microsoft for MFA only.

## **Provost's Forum — Dr. Angie Bauer**

- Good news: retention has been improved for first-year students. It used to be around 69% retention for first-year students; increased to 76.3%. A 7% increase. Getting students into developmental education courses is helpful to get students to take the college readiness exam (TSI) and get them to return. Helps with preventing students from falling off the radar. Significant reduction in number of students who were not TSI complete. Enhanced retention boosted our enrollment numbers despite lower FTIC enrollment.
- Separate Faculty Tracks: Talked last year about separate research and teaching tracks. A Hanover study was conducted but response rate was too low; study was redone in July. Hanover was asked to help us understand how other institutions structured their tracks; get a sense of typical workloads and responsibilities of teaching and research track faculty; analyze the process and criteria related to promotion, evaluation, and compensation. 157 respondents from public universities. Institutions had separate tracks or varying responsibilities with primarily teaching or primarily research responsibilities. Hanover recommends moving forward with tracks; highlights improvements in research output, retention, faculty and student satisfaction, research funding, and student retention. Recommends implementation deadline of at least three years. Proactively address challenges regarding fairness and equity. Next steps would be formation of an advisory committee, conduct a faculty survey, ending with a recommendation to the Provost. Some institutions had it established as a track before hiring; some institutions allow switching post-tenure. Provost adds that while we officially are a 4-4 institution, that's not the median teaching responsibility, so anticipates the cost to not be hugely impactful. In R2 institutions it was common to see 2-2 workloads for research workload and 4-4 workloads for teaching faculty.
  - Question was raised in regards to future hiring requirements; Provost states that these might change if that serves the department.
  - Question re clinical faculty: Provost stresses that this would have to be figured out in the discussions to set this up; there might be different solutions for different departments.
  - Another question was brought up in regards to grant funding: does the Provost expect that to be a requirement for Faculty on the research track? Provost does not expect this to be required but would hope to see an increase in grant funding or at least in grant applications.
  - Senators express appreciation for this potential option.
  - Faculty raise questions about 2-2 workload: would there still be given workload credits for advising students? Provost indicates that the departments would have to be able to support that with their SCH volume.

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- Additional question: do we need this? Is this compatible with wanting more faculty teaching, etc.? Provost responds that she hopes that this process with the exploratory committee should be able to help determine if we need this structure.
- Tagging courses: Meant to provide information to students about content of courses. Some course descriptions are not descriptive enough or are out of date. We will have an expedited process to revise course descriptions so students are fully aware of the content of the course. Since that's not all going to happen before Spring 2026, registration AA has devised these tags. Want to conclude review of course descriptions in March 2026 to be ready for Summer registration. Tags are temporary; courses that should be tagged are those in which gender identity or trans identity is a core component of the course. Provost has heard various faculty concerns. Spreadsheets will be erased as soon as tagging is complete. Tags will be removed as soon as course descriptions have been revised, they are temporary. Provost has had conversations with faculty and students to further explain the process.
  - Faculty raise concerns about possibly complying in advance. Feels like it will expose faculty or put a target on their backs; possibly promising too much in terms of making the students comfortable—thinks it may be possible that this is just part of a snowball effect. Provost is stressing that the path forward is to make sure these situations don't escalate, has responsibility to faculty and students. This is a path forward, and she says it would be appropriate at least in this point in time.
  - Question in regard to the surprise element: Provost stresses that there will always be a surprise element in classes, and that faculty may have to respond to current events—this is not meant to squelch discussions. We can't avoid stuff coming up in classes, and this is more about what's coming to the students from the faculty. Can't control what's spontaneously occurring in class and it's not meant to do so.
  - Faculty voiced concerns about anxiety of tagging, fueled by message from the Dean—communication could have been clearer.
  - Faculty also voice concerns about language slippage; worried this could result in tagging classes that merely discuss “gender”. Provost indicates that this is not the intention. Faculty ask for clearer definition of “gender identity”; Provost is open to suggestions.
  - Faculty raise concerns about this on a pedagogical level. Students are going to have to deal with diverse populations in the workforce; we cannot isolate them from this and have them be ready for the workforce. Provost stresses importance of the content and the subject matter expertise faculty bring to the table. No curriculum changes are required.
  - Faculty raise the concern of a chilling effect: faculty may choose to not discuss certain topics; faculty are nervous and it is changing the way they teach. Provost does not like the chilling effect and wants faculty to feel empowered to teach but understands faculty making choices to make them feel better. Hopes we can change course descriptions and move on.

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## **Vice Provost for Faculty Affairs — Dr. Erika Armstong**

- All faculty support services have now been integrated into Faculty Commons.
- Reduced faculty-facing communications to a single newsletter. Faculty should read that one.
- Update on Watermark: CV module has been rolled out. Student workers are being recruited to help faculty with converting their Sedona CVs. Email faculty commons if in need of support.
- Year 2 evaluations and all future ones will be going through performance evaluations in Watermark.
- Process engineering update: met with Tony Sanchez. Identified updating requisitioning process in Oracle Cloud. Hiring process is also cumbersome and will continue to make improvements.
- Collecting data on faculty turnover and looking at benchmarks. Will come up with a plan in response.

## **Speaker's Report – Dr. Emarily Rosa Dávila**

- Academic Freedom Committee will upload two documents to Faculty Senate drive. TWU's academic freedom policy and a faculty rights document for information; developed by a group outside of TWU.
- PRC reviews: last year school/department level PRCs got their reports sent back by ACA or Dean and requested to make changes. This should not happen; ACAs and Deans can have different opinions and they can be heard in their spot in the process, but they should not be asking to change the opinions of any other entities in the process.
- Senate Executive Committee Meeting next week will take place in Dallas. Room available for faculty preferring to participate from Denton.

## **First Readings — Dr. Emarily Rosa-Dávila**

- URP 01.200 Speech, Expression, and Assembly
  - Some changes that were mandated by the state have to be implemented by October 31<sup>st</sup> for the University to be in compliance with state law. Senate will still review the policy following the regular process with respect to other changes.
- URP 02.100 Graduate Council
- URP 02.235 High Stakes Testing
- URP 02.250 Courses in Shortened Format
- URP 02.450 Export Controls
- Regent C.30000 Academic Administration Policy
- NEW URP 01.205: Responsible and Ethical Use of Artificial Intelligence

Speaker recommends sending the list of these policies to faculty on Monday and request feedback from them and to have that available at least one week prior to the November meeting. Feedback due by November 1 to the Faculty Senate email.

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## Unfinished Business

- Discussion of Alternatives for 2026-27 Senate Membership Transition. Executive council has discussed potential processes.
  - If we decide to establish ourselves as a new Senate, then half of the elected members of the Senate would have to roll off at the end of the year.
  - College Senate representatives should have a Zoom meeting together and decide who will roll off at the end of the year. Someone from the executive committee will call the meeting.
  - Speaker has the numbers available.
    - CAS: 5
    - COPE: 2
    - Health Sciences: 3
    - Nursing: 3

Move to implement this proposal as outlined: Blosser; Landrum, second.

Abstentions: 0. Nays: 0. Motion is approved unanimously.

- Will invite professional librarians to join faculty senate committees. Can no longer be members of the Faculty Senate, but their opinions and expertise are appreciated on committees.

## Speaker Pro Tem Report – Dr. Suzanna Dillon

Project Thrive:

Comments from Committee Co-Chair, Dr. Aaron Norton, via Academic Affairs

- The committee is working on its deliverables, which are to develop a draft report by the end of the semester that can be presented and reviewed by the Faculty Senate. This report will include a method and process for a multi-staged program self-evaluation for program viability.
- The committee has established guiding principles for the review, which are:
  - a. Mission & Market Alignment
  - b. Context & Multiple forms of Data
  - c. Transparency & Shared Governance
  - d. Multi-Stage Review Process
    - Intended to Mitigate Unintended Consequences
    - Intended to Avoid Planning Silos
- Continuous Improvement Designed to Support Innovation and Adaptation
- The committee has also established initial metrics to be used in the reviews. Benchmarks for metrics have not yet been established.
- Currently, the committee has started developing the multi-stage review process where there will be an initial cursory review (level 1) followed by more in-depth reviews (levels 2 and 3) for programs indicated as needing further attention.

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Comments from S. Dillon, Faculty Senate Representative

1. Committee's work to date was shared in September to Academic Leadership.
2. Committee has worked collaboratively to develop a combination of both quantitative and qualitative data in the multi-stage review process.
3. Recently reviewed work from the Project Thrive Budget Committee to inform our continuing work.
4. Guiding principles clearly indicate that review process is intended to improve the viability and sustainability of programs and that "discontinuance of a program is a measure of last resort."

Please reach out to Dr. Suzanna Dillon or Dr. Jessica Gullion if you have questions about the Project Thrive Program Viability Committee.

**Secretary Report** – Dr. Wouter van Erve

No report.

**Report from TCFS Representative** – Dr. Shawnda Smith

- Report from TCFS meeting is available in Faculty Senate Google Drive. Shared our bylaws with other institutions looking for guidance.

**Faculty Concerns:**

- Access to alumni emails: faculty finding it difficult to get access to alumni contact information for newsletters, CEUs on offer, etc. Dean refers to Program Director, etc. Would like to be able to do so.
- Presence on campus: is it a university mandate for all faculty to be present at least one day a week even if they teach fully online? Provost: if faculty teach fully remotely but are in a position that wasn't characterized as fully remote, you can have your office hours remotely. Deans may have other expectations. Academic Affairs is not being heavy-handed about enforcement of this policy. We are in compliance with state law.
- Equity adjustments: is the equity adjustment process complete for this academic year? Are all funds distributed? Can we expect further adjustments for those who are still not compensated equitably? Provost: process is complete for this year. Check paychecks, make sure it's reflected. There is still some money left for adjustments; we'll keep going through the same exercise this year. Mark Hamner and Michael Stanke will continue to do these individual enhancements.
- Academic Affairs Budget Advisory Committee: what's the status, and how does it work in light of Project Thrive. Provost: the first meeting of the committee is scheduled in October. The work of the committee is set up year-to-year, providing recommendations to Provost. Budget Advisory would make recommendations based on frameworks produced by Project Thrive. This year, looking at spending of program fees on food for social events and activities.
- Policy on Membership in Professional Organizations — URP 04.330: we have to submit a form every year that requires many signatures; significant administrative burden. Provost: working to shorten that process.



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- Google Gemini in AI: included in Canvas on short notice and without faculty input; could it be opt-out as opposed to opt-in and could there be faculty input to be solicited before making these potentially impactful changes relative to faculty. Dr. Armstrong: looking into option of making these things opt out as opposed to opt-in and include faculty in decision-making process in the future.
- Question about Google on Campus: are Google services going away on campus? No, just multi-factor authentication will be switching to Microsoft. IT would like to minimize storage used by Google Drive but not eliminating everything.

## Consent Agenda

### Standing Committee Chair Reports

#### Faculty Affairs:

- Progress Report – Budget Transparency and Literacy Working Group
  - The committee has focused its early efforts on addressing the key questions posed by Provost Bauer regarding financial transparency and data literacy. Using a collaborative Post-it activity, members engaged in structured discussions to explore questions such as what financial and programmatic data are needed for informed decision-making, how access to data can be improved while maintaining security, what tools (e.g., dashboards, reports, trainings) would best support institutional leaders, how to standardize budget reports across units, and what role training should play in fostering data literacy. All committee members actively participated in identifying themes, gaps, and priorities, and the group has since organized and synthesized these ideas into a preliminary framework to guide future deliverables.
  - Building on this foundation, the committee is finalizing a survey to gather comparable input from all Academic Administrators (ACAs) to ensure broad representation of perspectives across colleges and schools. In parallel, members have begun compiling an inventory of existing financial and enrollment data as part of the first deliverable due at the end of October, the Inventory of Available Data. The next steps include analyzing survey responses and continuing data collection to inform the development of recommendations and frameworks related to access, reporting, training, and governance integration.
  - Finally, the working group will be deliberating on a set of guiding principles to inform its work moving forward. And to allow more time for discussion, the committee has expanded its standing meeting time on Fridays from 8:45 to 10:00 a.m. We appreciate the dedication and engagement of our sixteen members!
  - Please reach out to Drs. Nasrin Kohan or Beth Reissenweber, Co-Chairs of this important committee if you have feedback.
- Faculty Travel near Borders:
  - Committee is developing recommendations for faculty traveling near borders in an official capacity; things to think about and resources to make available.



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Academic Freedom and Responsibility:

Academic Standards Committee:

Administrator Evaluation:

Budget and Planning:

Committee Selection Committee:

Constitution and Bylaws:

Elections:

Faculty Affairs:

Faculty Handbook:

## **University Committee Liaison Reports**

Academic Affairs Budget Committee:

Athletic Council:

Curriculum Committee:

Distance Education Advisory Committee:

Faculty Evaluation & Development Committee:

Graduate Council:

Honorary Degree Committee:

Project Thrive Program Viability Committee

Undergraduate Council:

## **Adjournment**

Motion to Adjourn, Blosser; Van Erve, second.

Meeting was adjourned at 1:17 p.m.

Wouter van Erve, Secretary

# Ensuring Digital Accessibility Under the New Title II ADA Regulations

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Alli Peterson

Director of Instructional Development & Learning Design



FACULTY COMMONS  
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# What Changed?

In April 2024, the Department of Justice finalized new regulations under Title II of the ADA. These updates require **all digital content provided by public institutions** — including course materials—to meet **Web Content Accessibility Guidelines (WCAG) 2.1 Level AA** standards.

This includes:

- Course materials in LMS platforms (e.g., Canvas)
- Videos, podcasts, PDFs, and presentations
- Third-party content (e.g., publisher materials)
- Any digital content shared with students, even behind password protection

[ADA Fact Sheet](#) | [WCAG 2.1 Guidelines](#)

# Why It Matters

Historically, accessibility was only legally required when a student had a formal accommodation. That's no longer the case.

Now, **all digital course content must be accessible from the moment it is made available**, regardless of whether a student has an accommodation.

This shift is about **equity**: students with disabilities face systemic barriers in higher education, and this regulation aims to remove one of the most persistent—digital inaccessibility.

Think **Accessibility** over **Accommodation**

# What Faculty Can Do Now

- Check for and use alt text for all images
- Ensure videos are captioned
- Avoid color combinations with poor contrast
- Make sure interactive elements (quizzes, forms, etc.) are usable with screen readers
- Use accessible document formats (e.g., properly structured Word/PDF files)
- Work with the library to use permalinks to library materials

\*We recommend using Ally in Canvas

# How We Support You

- Workshops and training: <https://twu.edu/faculty-commons/events/>
  - Ally Training, Making PDFs Accessible, Making Documents & Presentations Accessible, Making Audio & Video Accessible, October Accessibility Lunch & Learn
- On Demand resources
  - [Universal Design Toolkit](#)
  - [Universal Design YouTube How To](#)
- Accessibility consultations - [Contact an Instructional Designer](#)

Visit the new  
ACCESS Hub @Faculty Commons

(<https://bit.ly/4ohMRkx>)





# Alli Peterson

[apeterson@twu.edu](mailto:apeterson@twu.edu)

<https://twu.edu/faculty-commons>

This is a significant shift, but it's also an opportunity to make our digital learning environments more inclusive.

Thank you for your attention, and I welcome any questions.

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## Concerns Regarding IT Solutions – Faculty Senate Requests Resolution of Issues

1. Issue: limitation on licenses for Adobe Acrobat. This was not brought to Faculty Senate, but faculty need Acrobat.
  - a. A surprise to IT Solutions
    - In mid-April 2025, our Adobe vendor/distributor informed us they had received a directive from the Adobe corporate licensing group, that effective immediately all Education campuswide licensing was being eliminated. They would only distribute individual licensing moving forward and all licensing required conversion to individual basis immediately. Surprise!
    - The result - the amount we paid for unlimited enterprise-wide licensing would only cover 350 individual licenses.
    - Executive Cabinet was informed, and a plan was developed to minimize impact to operational areas without stopping/freezing required work duties.
    - ITS worked with Deans (and some Dept Chairs), administrative support Directors and various campus areas where jobs/positions are highly dependent on the use of Adobe.
    - Finance Administration provided funding assistance in increasing licensing after the 350 were deployed.
    - In many cases Deans, Directors, and area leaders where more than 3-5 licenses were absolutely required, paid for extra needed licenses.
  - b. Going forward and next steps
    - The goal is for ITS to provide a highly comparable solution and fund it 100% campuswide. We may need to continue with Adobe for some time and alternatives to expand licenses are being considered.
    - Director of IT Operations & Strategy, Allen Claytor, is available to work with individuals and groups needing additional licensing. He offers alternative solutions to fulfil the operational needs and can assist with ideas on funding.
    - Allen is also working with various vendors to secure enterprise-wide licensing of similar products (competitors) to Adobe. i.e. the FoxIt product has identical features as Adobe but at a fraction of the cost and is highly recommended. TBD.
    - A plan and approach are expected by end of Spring semester.
2. IT availability: Problems with Chat and Phone availability - faculty are concerned with ongoing concerns with IT issues.
  - a. Unusually high unplanned Service Desk staff turnover occurred starting May through August 2025. 4 of the 8 full-time employees and 6 of the 9 student workers or 59% turnover over a 4-month period. Customer service suffered.
  - b. Voice answering is prioritized over Chat; therefore, Chat was/is deactivated.
  - c. 3 of the 4 full-time vacant positions are filled with the 4<sup>th</sup> beginning next week.
  - d. Student availability increased in August, and all positions are filled. Training is underway and the Chat is scheduled to reopen in the next weeks.
  - e. A walk-in Service Desk is scheduled to open Spring 2026 in Hubbard Hall – former bookstore location – a central and more accessible location.
  - f. Alternate solutions to provide late hours support and/or 24-hour support are being investigated. Will also help support unexpected turnover.

3. Faculty highlight that there are some structural issues with reports of updates, incompatibility, security updates etc. that keep occurring.
  - a. The root issue is the forced change from Acrobat enterprise licensing to individual user licensing.
  - b. The move from enterprise to individual licensing causes program compatibility issues.
  - c. This change requires login to redirect users to individual license activation.
  - d. If for some reason the individual login switched to enterprise login, an alert of “license is expired” occurs. This has caused confusion and mimics security flaws.
  - e. When this occurs and login to enterprise licensing is successful, it requires a complete uninstall to start over and requires service desk assistance.
  - f. Instructions are available on the Service Desk webpage/knowledge base and are distributed to users when licensing is assigned, but some users inadvertently log in via the wrong path.
  - g. This is not a unique issue at TWU. Other universities are experiencing similar issues, and we are working to eliminate the obstacles.
4. This year, computers were found to not be working at the beginning of the semester both in Visual Arts and Biology; Senate requests that there is evaluation of operations over the summer so that faculty have access to teaching tools they need by the beginning of the semester.
  - a. Normal ITS operations include conducting thorough classroom, and lab checks, hard drive reimaging, software updates, hardware repairs and replacements - all beginning after Spring commencement in May when most classrooms and labs are not heavily in use.
  - b. This year, critical activities at two new facilities scheduled for opening impacted staff scheduling. This, along with the turnover at the Service Desk, impacted delays in both Visual Arts and Biology.
  - c. In addition, in the Visual Arts areas, the forced Adobe license switch caused extreme collision within the older Mac Sequoia OS forcing transition to the newer Mac Tahoe OS, but older Mac hardware could not support the newer OS sufficiently.
  - d. An interim solution utilizing Windows PCs for Adobe needs in Visual Arts was implemented, and new Mac computers were ordered.
  - e. The new Macs have been received and are being imaged and prepped for delivery.
5. IT and international travel - previous rules about taking a clean laptop; but then no loaner laptops were available. Is the protocol just to contact IT and have them look at your computer?
  - a. For employee international travel, IT Solutions can assist with a loaner Windows laptop or an Apple MacBook.
  - b. A request/service ticket to obtain a loaner device is required at least two weeks prior to traveling due to various process/procedures needed for IT staff to ensure the device is prepared appropriately.
  - c. Recently, last minute requests have caused confusion or delays in obtaining a device.
  - d. Employees planning university or personal travel to foreign adversary countries must submit a Foreign Adversary Nations Travel Form Pre-Travel Notification to the Office of Human Resources not later than thirty (30) calendar days prior to their departure and complete a Post-Travel Brief and submit to the Office of Human Resources no later than seven (7) calendar days after returning from the trip.

- e. Any employee sending, shipping, or traveling internationally with university electronic devices, research, or other export-controlled items must comply with URP 02.450: Export Controls and all U.S. Export Control laws.
  - f. The following TWU University Regulations and Procedures (URPs) should be followed for international travel:
    - i. Foreign Adversary Countries – URP: 01.295
    - ii. Export Controls – URP: 02.450
    - iii. Purchase of Goods and Services – URP: 04.360
    - iv. Other important references/forms
      - 1. Foreign Adversary Nations Travel Form
      - 2. Executive Order No. GA-48, Governor of Texas (Nov. 19, 2024)
      - 3. HB127, Comprehensive Measures to Protect Public Higher Ed Institutions from Foreign Adversaries
  - g. For additional information and/or clarification contact TWU Office of Human Resources and/or TWU Office of General Counsel
6. Access to university Microsoft 365 programs by emeritus faculty who retain offices and continue research at TWU – one such faculty has lost access and e-mail address (I don't know if IT has a role in making the decision).
- a. Once emeritus status is assigned through the HR process, access to MS365 products including the @twu.edu email account is configured to continue as active. Activation is managed in IT solutions only after receiving the green light from HR.
  - b. During routine data storage cleansing by IT Solutions staff in early summer 2025, actions taken while deactivating expired (older than 30 months) email accounts residing on multiple databases, several approved emeritus email accounts were deactivated in error.
  - c. The emeritus lists were restored shortly after it occurred, but some were missed. If any emeritus faculty continue to experience issues, they can call the Service Desk for assistance and we will diagnose and/or reestablish activation.
7. There used to be a quick way to request support in each classroom - how is it done now?
- a. On each classroom front podium computer desktop screen there is a QR code titled Help Desk. Click or scan it and answer three short questions and help is on the way.
  - b. You can also find this form via the QR codes on Classroom Quick Start Guides on your classroom podium computer. Topics include - Intro to Classroom Technology, The Touch Panel: The Heart of Classroom Technology, The Document Camera, Zoom Walkthrough, and more! and under the Help Desk button on your classroom touch panel.
  - c. More information can be found on the [TWU Classrooms Web Page](https://twu.edu/classrooms/)  
<https://twu.edu/classrooms/>



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# **Hanover Study on Differentiated Faculty Tracks (Teaching vs. Research)**

**October 10, 2025**

# Key objectives

- Understand how faculty positions are structured
- Get a sense of the typical workloads and responsibilities of teaching-track and research-track faculty
- Analyze the process and criteria related to promotion, evaluation, and compensation
- Lay out the additional leadership and collaborative roles expected of the various faculty tracks
- Study the outcomes and challenges associated with specialized faculty tracks

# Survey Information

- July 2025
- 157 respondents – all public universities
  - 15% our size (10,000-20,000 students); 78% >20,000 students; 8% between 5,000 and 9,999 students
  - 69% were R1; 31% were R2
- Either had separate tracks or had varying responsibilities with primarily teaching or primarily research responsibilities within their criteria



# Hanover's recommendations

- Consider moving forward with teaching-focused and research-focused tracks for tenured/tenure-track faculty given the positive impacts on research output, faculty retention, faculty satisfaction, research funding, student satisfaction, and student retention
- Plan for an extended implementation timeline of at least 3 years
- Proactively address potential challenges related to equity and fairness
  - Challenges of defining clear and fair criteria for each track
- Resistance from faculty members due to perceived inequities or fairness concerns

# TWU Policy Considerations

- Promotion and Tenure
- Performance Review
- Workload

# Next steps

- Advisory Committee
- Faculty Survey
- Recommendation to Provost



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**Questions? Ideas? Feedback?**

**Thank you for all that you do for TWU students!**

## Progress Report – Budget Transparency and Literacy Working Group

The committee has focused its early efforts on addressing the key questions posed by Provost Bauer regarding financial transparency and data literacy. Using a collaborative Post-it activity, members engaged in structured discussions to explore questions such as what financial and programmatic data are needed for informed decision-making, how access to data can be improved while maintaining security, what tools (e.g., dashboards, reports, trainings) would best support institutional leaders, how to standardize budget reports across units, and what role training should play in fostering data literacy. All committee members actively participated in identifying themes, gaps, and priorities, and the group has since organized and synthesized these ideas into a preliminary framework to guide future deliverables.

Building on this foundation, the committee is finalizing a survey to gather comparable input from all Academic Administrators (ACAs) to ensure broad representation of perspectives across colleges and schools. In parallel, members have begun compiling an inventory of existing financial and enrollment data as part of the first deliverable due at the end of October, the Inventory of Available Data. The next steps include analyzing survey responses and continuing data collection to inform the development of recommendations and frameworks related to access, reporting, training, and governance integration.

Finally, the working group will be deliberating on a set of guiding principles to inform its work moving forward. And to allow more time for discussion, the committee has expanded its standing meeting time on Fridays from 8:45 to 10:00 a.m. We appreciate the dedication and engagement of our sixteen members!

We value any feedback, thoughts, and ideas you may have for our working group. Please reach out to Drs. Nasrin Kohan or Beth Reissenweber, Co-Chairs of this important committee.

9 October 2025