TEXAS WOMAN'S UNIVERSITY

Faculty Senate General Session
September 11, 2026
OMB 257 and Zoom

The meeting was called to order at 10:00am.

Roll Call

Acho x	Adams (SUB)	Barr x	Beatty x	Beins x
Bones x	Born x	Burke x	Chen x	Dillon x
Du x	Dunlap (SUB)	Fanning x	Fehler x	Gates x
Grigorieva x	Grubbs x	Hintz	Jones x	Karakkattil x
Ko x	Maier x	Mooney x	Pahlavani	Patterson x
Petersen x	Pyland	Richmond x	Scheller x	Schneider x
Sen x	Trujillo-Jenks x	Williams x	Woods x	Zou x

Speaker: Dr. Wouter van Erve
Secretary: Dr. Becky Fredrickson (SUB)
Parliamentarian: Dr. Parker Hevron
TCFS Representative: Prof. Suzanne Scheller

Substitute:
Prof. Aurbrey Eikenhorst - Nursing Houston (substitute for Dr. Jayne Dunlap)
Dr. Amanda Hurlbut – Teacher Education (substitute for Dr. Becky Fredrickson)
Prof. Taylor Steele – Nursing Denton (substitute for Dr. Carin Adams)

Recognition of Guests
Faculty:
Staff: Mr. Scott Martin, Manager of Curriculum, Catalogs & Academic Communications

Approval of Minutes
Motion to Approve, Dillon; second, Gates
1 abstained; motion passed with edit.

Approval of Agenda
Motion to Approve, Maier; second, Scheller
Motion passed unanimously.

Provost Forum – Dr. Angela Bauer

- Lots of great things happening. Update on Census–Wednesday was Census Day
    - Record enrollment this year. There are 16, 412 students enrolled on all 3 campuses. Up 5. 9% compared to last year.
    - UG enrollment is at 10,765, up 8.1%
    - Graduate enrollment is 5,647, up 1.9%
    - We have worked on improving FTIC students. 76.3% increase last year. This year we are at 72.2%. This lower number reflects many things, and Dr. Hamner said we need to dissect this more.

- We had the record highest retention of our sophomores, up to 4.2%. This is a really good number for us.
- As you recall, working on 2% merit pool, which will take effect December 1st. And getting those whose salaries that are not where they are supposed to be will happen.
- Question posed—There have been faculty concerns about staff salaries, with the increase of administrative positions, like associate deans, being created.
    - Many times, the associate deans' money comes from a different stash of money.
    - An associate dean gets about a $1000 monthly stipend.
    - Oftentimes, it is not the case that an associate dean is costing us more money.
    - I'd like to talk to you a bit more about administrative positions. We have more of these that reflect our growth. Our number of administrator positions, relative to other institutions, is student to administrator ratio. We benchmarked this with other institutions, and we look really good. I'll go over this with you at the next session.
    - Over the past year, many academic leaders have worked hard to adjust pay to meet market value, and some have reclassified staff for higher pay.
- Question—There is a need for some staff to work more hours, but it seems that we don't want to pay them to work overtime.
    - If there is something specific, let me know. Certain areas are really dependent on fees to help fund their staff.
    - We can bring in HR to talk to us.
- Question—At the recent Board of Regents meeting, the Chancellor was given a 3% raise. This aligns to what is given to faculty and staff.
    - In terms of the amount of money we are generating, we are in the 2% pool for merit. We can't give everyone an across-the-board cost of living raise.
    - It is possible that you could get a 7% raise.
    - We are below market in some programs, and in others we are above market.
    - As for our Chancellor, her salary is not at market. I want us to be supportive for those who get raises, including our Chancellor. Let's celebrate when people have title changes and an increase in salary.
    - Know that we are not ignoring raises for faculty and staff.
    - We will talk more about merit review process; more to come.
    - We can't do a market adjustment for everybody, but can we start with our lowest programs? What if we start with a little progress every year?

- Next steps for the Gen Ed Review Comm
    - SB37 Review
        - Board of Regents was charged with reviewing our Gen Ed Curriculum.
        - We went to the board and asked to create a committee with community members.
        - What are areas of flexibility? The component area 90 and the core curriculum mandated by the state. Gen Ed includes the core and anything else we are asking from the state.
            - Global Perspectives Course (3 Credits)

- Survey–
  - We sent a survey to faculty, students, and alumni. Based on this, we went with these recommendations
    - MWGS–we are going to call this a Woman in Society course. Everyone said this is a needed course–supported by the Regents. If you have an existing MWGS course and you want it to be considered to be the Woman in Society course, please submit it. More information on this will be sent via email. The Curriculum Committee will review the submissions and take the recommended course to the Board in November.
    - UNIV–feedback was that students could take this course more seriously. Piloting a new UNIV course: 3-credit course that many universities nationwide have and replaces the 2-hour math or wellness credit course. There will be two different versions. The Regents love this idea.
    - Global Studies–The THECB is looking to revise the history and science, which will go from 6 credits to 3 credits, so maybe these depts could come up with UNIV courses. We have the Board support to eliminate the global studies course. We know not everyone is happy about this, but it seems that it is the case that many of us teach globalization in other courses.
    - Workforce Readiness Skills–We map critical thinking through the core, but we don't intentionally teach it. A survey about critical thinking and where it should be taught will be coming out next week.

- 3-year degrees
  - The purpose of this is to open a discussion and think if this will work in your program or not. This movement began in Ivy League schools, and they really did think that students could do what they need to learn in 3 years. Maybe have a newly designed major, or a revamped major where this might work.
  - Some people are huge proponents of this because of less time in college. It reduces the time for them to get to the workforce by 25%. Many institutions are on board.
  - Texas is reviewing the statute of 120 hours for a BS/BA.
  - Some employers think this is a great idea, while others are concerned about the age and maturity of the graduates.
  - For Graduate programs, some may be able to have a 4+1, or something similar to make this work. Not all programs would be able to do this. An internship or a co-op may be something that can happen after the 3-year degree.
  - Think about this and send an email to Angie with your thoughts.
- Project Thrive
  - This is helping us learn how we can fix and tweak to pay competitive salaries.
  - This also helps programs to become successful.
  - Started with questions—How do we get more transparent about our budget? How do we get more formula funding? How do we get enrollment up? Etc.
  - Here is what will happen this year. We are doing a soft launch. We will work with UG programs in the fall and graduate programs in the spring. All will go through a 4-step

process: Orientation, Data, Analysis, Review. We will review Project Thrive for each program annually.

- Tracking graduates is important–how did their degree help them succeed in the real world?

- Come to Believe College
  - Was discussed at the most recent Regent Board meeting. This is the efforts to grow the Dallas campus. This is a Dallas initiative, where money is coming from donors and set aside for Dallas.
  - Come to Believe College is a program that usually works with private colleges; we may be the first public university. This program focuses on helping students think about going to college. Students will earn an AA, then move on to earn a BA/BS.
  - This will be a unique college with a dean and an interdisciplinary group of faculty. The search for a dean is about to be launched.

Vice Provost for Faculty Affairs – Dr. Erika Armstrong

- New Faculty—Welcomed close to 60 new faculty. The level of energy of this new faculty and the joy that they are bringing is so refreshing. They felt so welcomed and comfortable at TWU.
- Watermark–If you are going up for post-tenure review this year, make sure your CV is up to date.
- Faculty profile page. Next week, an email will go out to everyone on how to update it. This should serve as a directory, so add phone number, office number, and building.
- Listserv—found out that the faculty listserv is wonky. Three emails were sent, but not everyone received them, so numerous emails may be coming.
- Faculty and Admin have been asking for guidance on teaching observations, so workshops will be put together to provide consistency in the process. More to come.
- Faculty Commons–Developing programming to help teach faculty teach workforce readiness skills.
- Faculty Exit Survey–When faculty leave, they will get a survey to help us understand how to help us to support faculty better. Also, Becky Fredrickson recommended surveying pre-exit to ask why you want to stay at TWU. This survey will be sent out soon.

Guest Speaker: Wonny Lervisit, General Counsel

- The discussion focused on how recent Texas legislation and Texas Education Agency (TEA) requirements may affect courses and faculty involved in the Texas Woman's University Educator Preparation Program (EPP). Faculty have raised questions about notifications they received and whether they were expected to acknowledge receipt. The primary concern is the relationship between EPP requirements, Senate Bill 37, and principles of academic freedom.
- If you are not sure, about what the law means, please contact Wonny.

Speaker Report – Dr. Wouter van Erve

- New senators were introduced and received mugs.
- Shared Governance–Faculty has a role in shaping the institution and sharing our opinions and expertise. How we interact really affects how the institution works. We are a body that brings the voice of the faculty to be heard. As a collective body, we

represent a unit or department, and we translate what we hear to our community. The Senate is a proxy for everybody else.
- If you have any specific issues that are individual to a faculty member or to a program, send an email to Wouter, who will look into the issue to help get it solved.
- Committees should meet as much as possible. Try to meet at least 2 times a semester.

New Business:
- Approval of 2026-2027 Meeting Calendar. Motion for approval, Woods; second, Dillon. Motion passed.
- Senate approval of the parliamentarian. Motion for approval, Dillon motion; second, Schnieder. Motion passed.
- Component of representation assignments. Look at the document and communicate with the units that you are representing.
- Selection of University Committee Liaisons and/or Representatives. All selected for in meeting.

Unfinished Business:
- Workload Survey–Received 539 responses from faculty, which is a 61.2% response rate.
  - Overload—There is a significant variation among colleges. Lecturers are more likely to get an overload than faculty.
  - Research–largely not accounted for in workload. 83% stated that they don't get workload credit for research.
  - Significant variation between colleges on research credit. 6X gap between Health Sci and COPE.
  - Raising large course caps has little variation among colleges.
  - Minimum enrollments fall unevenly among colleges.

Speaker Pro Tem Report – Dr. Suzanna Dillon; no report

Secretary Report – Dr. Becky Fredrickson; no report

Report from TCFS Representative – Prof. Suzanne Scheller; no report

Faculty Concerns:
- Dr. Suzanna Dillon
  - Syllabus Templates–Is there something we can do about continuously updating course syllabi? Suggestion is to create a website with the policies that can be linked to the syllabus.
- Dr. Sandra Gates
  - Peer review of course content–Answered by Dr. Erika Armstrong above.
- Dr. Sandra Gates
  - Emotional regulators in College of Business–Some faculty are concerned that they may be serving as some sort of an ombudsman or emotional monitors. Concern that they have to monitor each other.
    - Dr. Angie Bauer will look into this and comment later.

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Consent Agenda

- Committees will submit reports before each meeting. If you would like something discussed, we can talk about it in the meeting.

Standing Committee Chair Reports

Academic Freedom and Responsibility: Dr. Agatha Beins
Academic Standards Committee: Dr. John Beatty
Administrator Evaluation: Dr. Laura Trujillo-Jenks
Budget and Planning: Dr. Suzanna Dillon

- If your program has questions about Project Thrive, specifically, the viability of programs, please contact Suzanna.

Committee Selection Committee: Dr. Jayne Dunlap/Dr. Lisa Grubbs
Constitution and Bylaws: Dr. Camelia Maier
Elections: Prof. Suzanne Scheller
Faculty Affairs: Dr. Jeffrey Williams
Faculty Handbook: Dr. Dan Chen

University Committee Liaison Reports

Academic Affairs Budget Advisory Committee: Dr. Suzanna Dillon
Athletic Council: Dr. Suzanna Dillon
Curriculum Committee: Dr. Lisa Grubbs
Distance Education Advisory Committee: Dr. Paul Bones
Faculty Evaluation & Development Committee: Dr. Alisa Woods
Faculty Promotion & Tenure Committee: Dr. Vivienne Born
Graduate Council: Dr. Kristen Schneider
Honorary Degree Committee: ~~Dr. Jeffrey Williams~~ Dr. Brian Fehler (edited)
Performance Review Committee: Dr. Ellina Grigorieva
Undergraduate Council: ~~Dr. Dan Chen~~ Dr. Patrick Bynane (edited)
Workload Policy Committee: Dr. Amy Burke

Adjournment

Motion to Adjourn, Maier; second, Scheller. Motion approved.

Meeting was adjourned at 12:15 pm

Laura Trujillo-Jenks, Substituting Secretary

Workload Survey Results

Faculty experience with URP 02.305, Faculty Workloads

353

responses
61.2% of full-time faculty

Wouter van Erve
Faculty Senate Executive Committee Retreat
July 31, 2026

About the survey

Fielded April 16-30, 2026, ahead of the AY 2026-27 review of URP 02.305

539
full-time faculty at TWU

330
full-time faculty responded

61.2%
response rate

Design and purpose

- Instrument designed by Faculty Senate officers in cooperation with the Hanover Group.
- 353 total responses, including part-time faculty.
- Purpose: identify pain points ahead of the policy revision process

What the policy says

Twelve work units per fall and spring semester constitutes full-time employment. For research-active tenure-line faculty, that standard is typically met by teaching six to nine credit hours of organized classes plus research, scholarship, creative activity, or service at a level warranting three to six units.

The survey asked whether that description matches faculty experience.
For a substantial share of respondents, it does not.

Sources: URP 02.305, Faculty Workloads; TWU Fact Sheet, Fall 2025.

No Compensation No Man's Land

Full-time employment consists of 12 workload units, but additional compensation is only triggered if faculty exceed 15 workload units.



79% of faculty here report no compensation

Overload compensation begins

68%

of respondents report that they have been assigned more than twelve units.

79%

of those carrying 12-15 units received no compensation and no future course reductions.

151

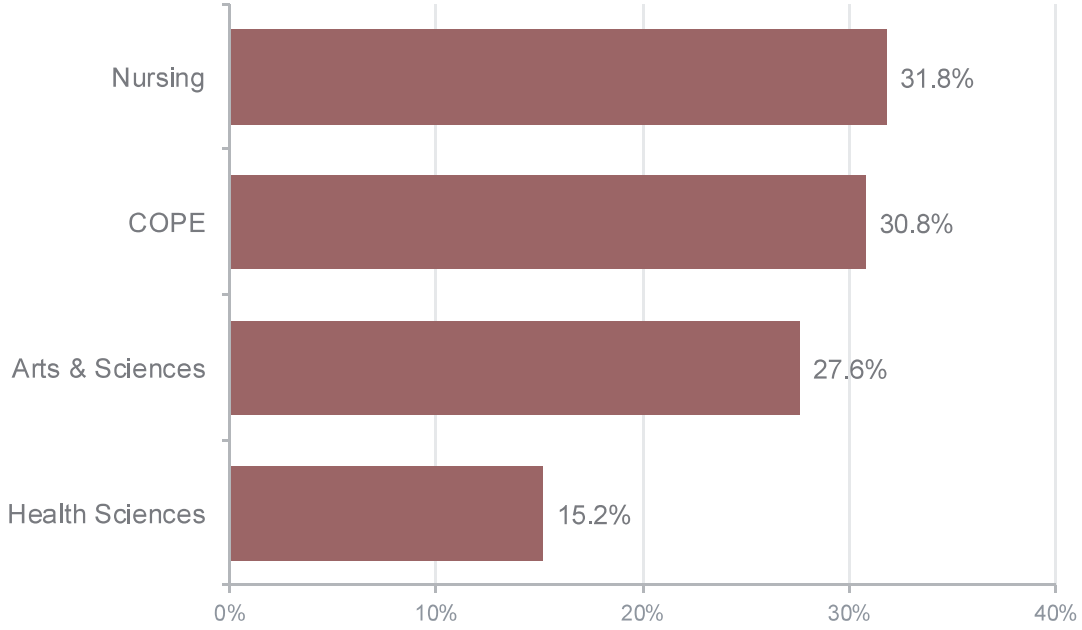
faculty report carrying 12-15 units with nothing in return.

Compensation becomes more likely above 15 units: 31% of faculty at 15+ units report being compensated, against 21% in the 12-15 band. The 15-credit threshold works, but it sits above the range where most if not all overload actually occurs.

Q5.2 (n = 305); Q5.3 (n = 208 reporting specifics; 176 in the 12-15 band, 70 at 15+).

Whether overload is paid depends on where you work

Share of faculty reporting overload who were ever compensated or given a future reduction



By rank

Lecturer / senior lecturer	**50%**
Clinical / practice	**28%**
Tenured or tenure-track	**24%**

The policy is ambivalent on overload. Written responses attribute the variation to that ambivalence/gap, which leaves the question to college and academic unit discretion.

Q5.3 among respondents reporting overload specifics. Business omitted (n = 5).

Research is largely not accounted for in workload

Article 1(E)(1) reaches twelve units by crediting three to six for research, scholarship, or creative activity

1 in 5

tenure-line respondents receive workload credit for research

83%

of tenure-line faculty who say the policy misdescribes them receive no research credit

Research and service are not substitutes

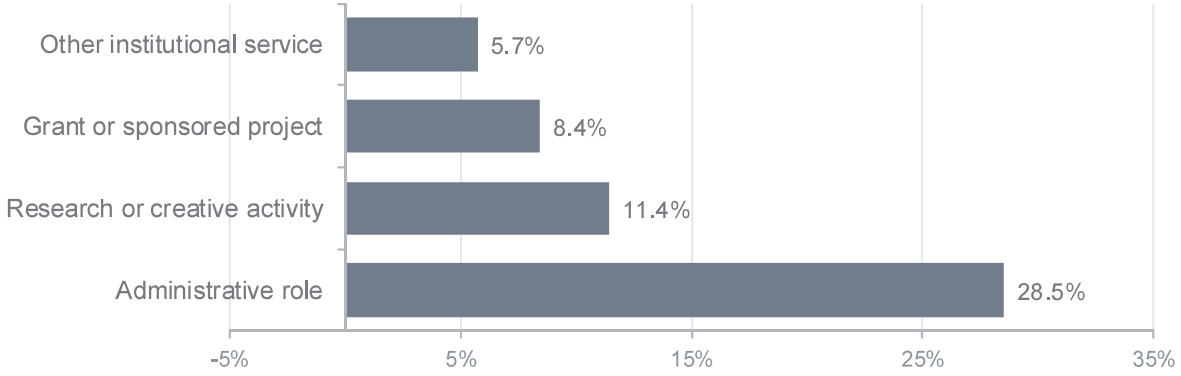
The policy treats research and service as interchangeable routes to the same three to six units.

Whether or not a respondent perceives the policy to accurately describe their average semester tracks the award of research credit closely and shows no relationship to service or administrative credit at all.

Release time follows the same pattern: administrative work draws releases at 2.5 times the rate of scholarship.

This discrepancy is notable: both research and service are promotion and tenure criteria, but research is rarely accounted for in workload calculations.

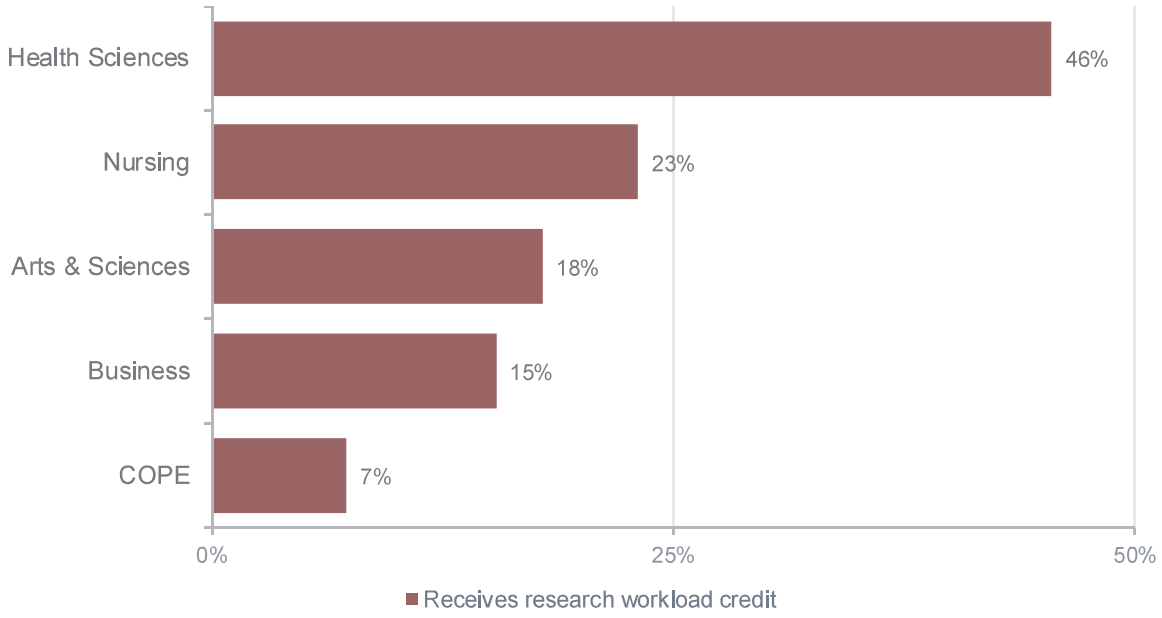
Course releases granted this semester



Q4.2 and Q4.6, tenure-line respondents (n = 219); Q6.5 (n = 263).

Significant variation between colleges on research credit

This graph only includes tenure-line faculty to not confound these findings with additional rank effects. (Nursing faculty is often clinical.)



6x

the gap between Health Sciences and Professional Education

What does not explain it

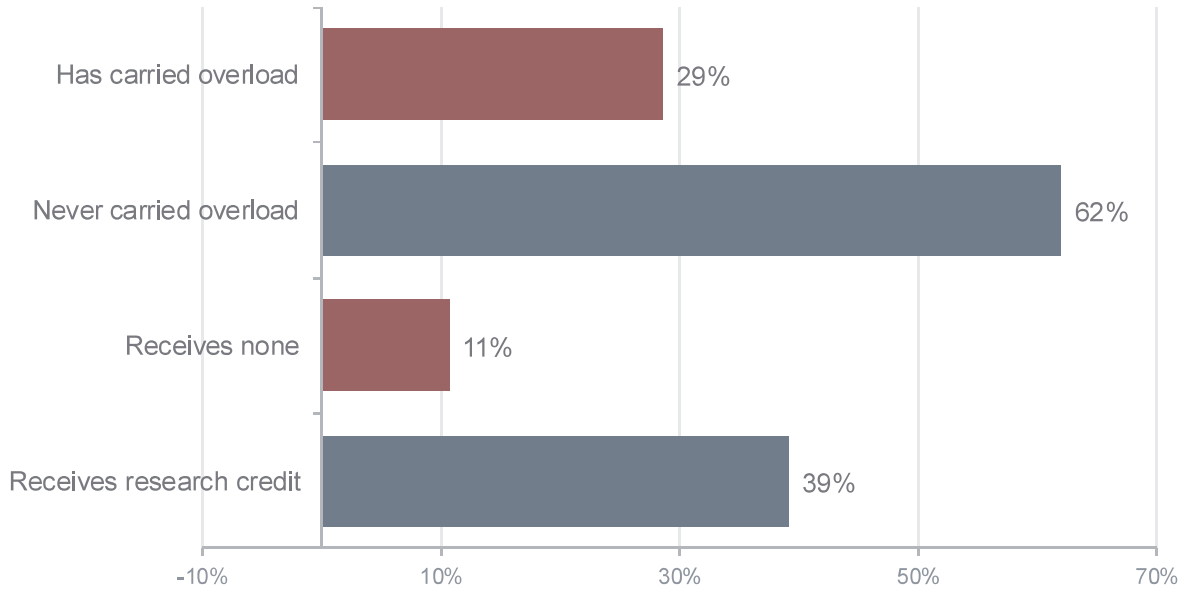
- Grant funding. Nursing has the highest rate of grant-related releases and one of the lowest rates of research credit.
- Seniority. Health Sciences has the least senior tenure-line group among the large colleges.

Service and administrative credit shows no significant variation among colleges. The disparity is specific to research.

Q4.6, tenure-line respondents (n = 219): chi-square = 20.6, p = 0.0004. Q6.5, tenure-line (n = 190). Q4.7 across colleges: p = 0.33.

Two sides of the same coin

Tenure-line faculty who say the policy describes their average semester *accurately.*



What connects them

The 3 to 6 units the policy assigns to research are, for a large share of tenure-line faculty, being filled with additional teaching instead.

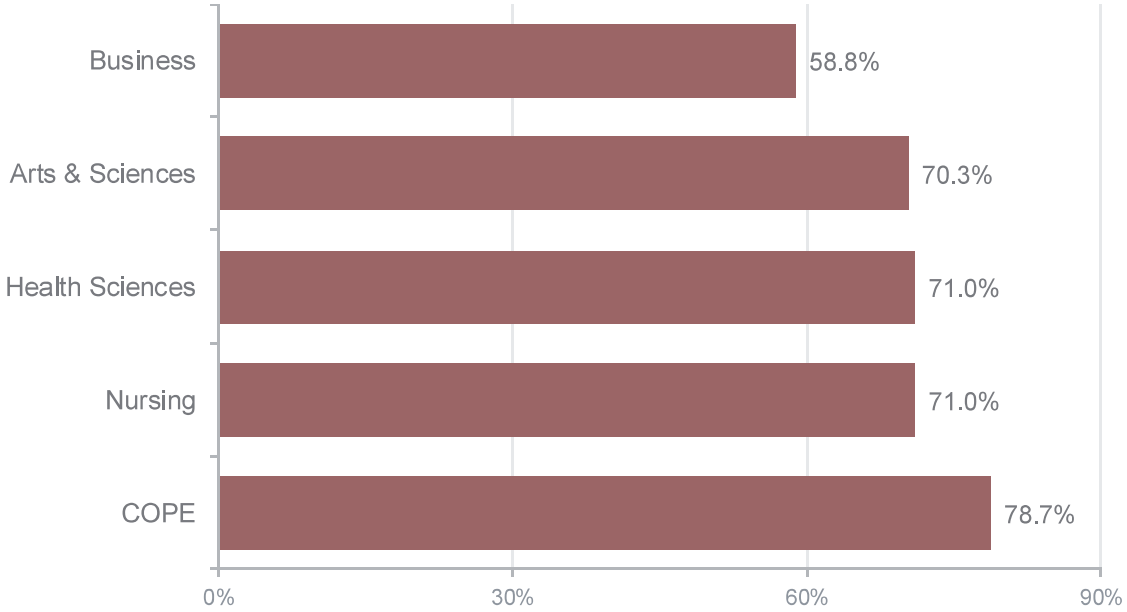
That teaching goes uncompensated, because the compensation trigger sits above the 12-15 unit range where it occurs.

Faculty who report both conditions are the same faculty who say the policy does not describe their average semester accurately.

Q4.2 by Q4.6 and by Q5.2, tenure-line respondents. Both differences significant at $p < 0.001$.

Raising large course caps draws opposition

Expected impact of raising caps on large courses, by college



71%

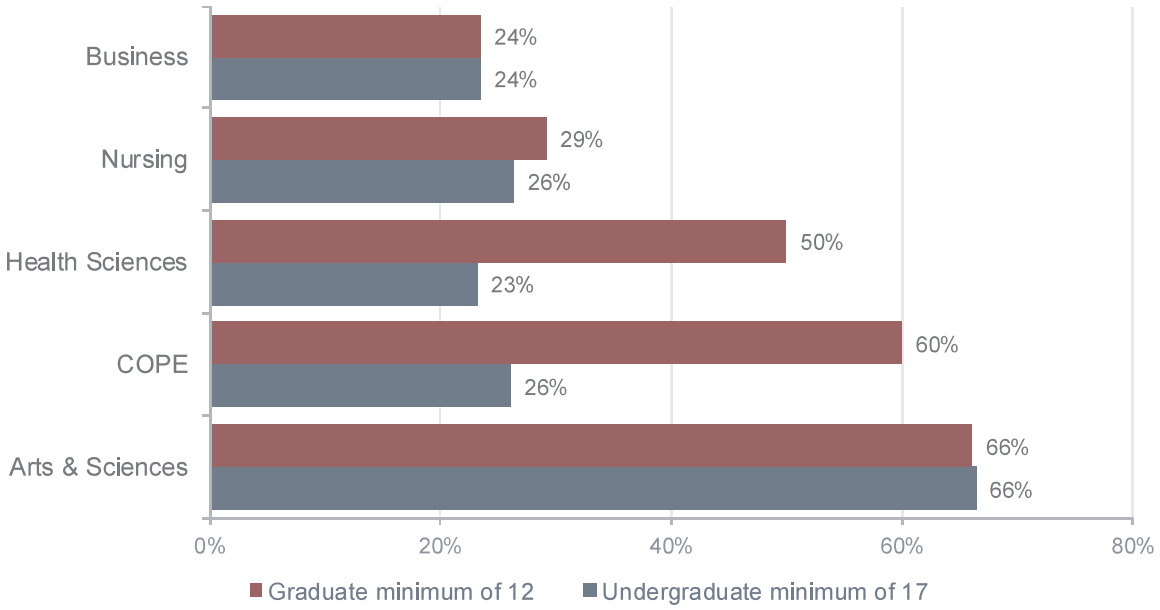
expect a negative impact overall; 3% expect a positive one

- No statistically significant variation among colleges. This is not a single-college concern.
- Not driven by faculty already teaching large sections: those with 60 or more students are no more opposed than those with fewer.
- Two-thirds of faculty who said the proposed minimums would not affect them still expect a cap increase to.

Q3.3 (n = 320). Chi-square across colleges: p = 0.62.

Minimum enrollments fall unevenly

Share of faculty expecting a negative impact from proposed floors of 17 undergraduate and 12 graduate students



Formats respondents named

- Studio and performance courses
- Laboratory and clinical sections
- Developmental writing
- Language instruction
- Study abroad offerings, which presently require twelve students to run

Unlike the cap proposal, these differences are large and college-specific. A uniform floor does not affect faculty opinions uniformly.

Q3.2_1 (n = 323) and Q3.2_2 (n = 320). Both chi-square tests across colleges: p < 0.001.