

Minutes  
Meeting of the Faculty Senate  
Board Room, Sid W. Richardson Hall  
1 May 1986 at 3:30 p.m.

Senators present: Don Jackson, Betsy Colquitt, Neil Daniel, Jim Farrar, Jean Giles-Sims, Wayne Ludvigson, Margaret McWhorter, Ken Morgan, Pat Paulus, C.A. Quarles, Frank Reuter, Durward Smith, Spencer Tucker, Dick Waits, John Wortham, David Gouwens, Geraldine Dominiak, Frank Murph, Cherie Lohr, Dan Southard, Lisa Fusillo, Bill Jurma, Ruth Whitlock, Mildred Hogstel, Rhonda Payne, Willadean Williams, Charles Becker, Sanoa Hensley, Ken Lawrence, Ed McNertney, Linda Moore, Keith Odom, Nell Robinson, Daryl Schmidt, Bill Vanderhoof.

Absent: Richard Forrer, Walter Naff, Dave Polk, Dan French, Etta Miller, Peter Hodgson, Joel Persky, Emmet Smith.

New members of the Faculty Senate 1986-87 were invited to attend.

The Chair called the meeting to order at 3:30. In its first business, the Senate approved the Minutes of the April meeting as distributed. Dr. McNertney then welcomed new Senate members. A roster of the 1986-87 Senate was distributed. He noted that Dr. Giles-Sims had resigned from the Senate because of her forthcoming leave of absence and that Dr. James R. Henley, Jr. has agreed to complete her term. As well, Dr. Bryant, newly elected Senator by Brite faculty, resigned because of a class schedule conflict in the Fall. Dr. Glenn Routt has agreed to accept this term (Senate roster for 1986-87 is attached to the Minutes).

Dr. McNertney called attention to the Faculty Assembly scheduled for May 8 at 3:30 in SWR Lecture Hall #1. Chancellor Tucker will comment on the economic state of the University. The Chair also noted that Dr. Ludvigson's request to comment about the Budget Committee added an agenda item to this Senate meeting. Dr. McNertney remarked also on the status of the revised University Curriculum Requirements. He noted that Vice Chancellor Koehler is pessimistic about submitting the UCR proposal to appropriate committees this spring. Action may be delayed until the fall. The only change recently made is these requirements came from the Core Revision Committee, which recommended that the Historical Studies requirement be 6 hrs. distributed equally between US Studies and Non-US Studies. Dr. Koehler supports this recommendation.

The Chair also announced that 1) Dr. Becker had resigned as chair of the Retirement, Insurance, and Benefits Committee, his resignation being prompted by two proposed policy changes affecting the tuition benefits TCU personnel presently have; and 2) the Executive Committee had been asked for a report on the Chancellor's decision on the University policy to discontinue the University's contribution to retirement benefits for faculty over 65 holding a full-time appointment. Minutes of the November meeting of the Senate indicate that the Executive Committee was to have inquired about administrative decision on this policy (the 1985-86 Senate passed a motion recommending continuation of these benefits, and the administration agreed to examine the present policy). The Executive Committee had not, however, inquired as to the disposition, if any, of this matter. The new Executive Committee is to inquire at the earliest opportunity.

The next agenda item was Dr. Jurma's report for the Committee on Committee; the first portion of this report was recommendations on faculty appointees to University committees (report is attached, with changes/corrections entered). He noted that Dr. Spencer Tucker was the nominee for appointment to the Budget Committee and that an emeritus faculty member was added to the Insurance, Retirements, Benefits Committee (Dr. Jeff Horn is recommended for this membership). The Committee on Committees report also recommends faculty members for the committee structures created by the Grievance Policy effective Fall 1986. Dr. Jurma commented that his Committee's report reflected a distribution criterion so that major academic units of the University were represented on University committees. A motion to approve these recommendations passed.

A second portion of the Committee on Committees report recommended a revision of the charge of the Academic Appeals Committee. Rationale for the revision is to assure that academic appeals are under the purview of the Vice Chancellor for Academic Affairs. At present, the Academic Appeals Committee handles only charges of academic misconduct. In the absence of an appellate body for other academic matters, such appeals go to the Student Grievance Committee, which reports to the Vice Chancellor for Student Affairs. Considerable discussion followed the motion to approve this change. Several Senators remarked that the charge was unclearly phrased. In support of the motion, Dr. McNertney quoted from a letter (4/18/1986) from Dean Proffer supporting clarification of this committee's role. Her letter notes that "historically, academic misconduct covers only various forms of cheating. Other kinds of academic problems are referred to the Student Grievance Committee, which serves as an appeals board for grievance cases brought to it by students when such cases do not fall within the jurisdiction of other quasi-judicial committees." Dr. Jackson stressed that the Student Bill of Rights specifies the appellate right and that presently the route for such appeals is unclear. Dr. Quarles offered a friendly amendment to the revised charge. As amended, the charge of the Academic Appeals Committee is as follows (bold print indicates additions to current descriptions):

1) The Academic Appeals Committee (1985-86 University Calendar/ Student Handbook, p. 41) The Academic Appeals Committee shall hear cases brought to it by students who have been accused of cheating on examinations, plagiarism, or other academic dishonesty. It shall also hear cases brought by students appealing academic matters. Controversies in this area may only be brought to the Committee after regular channels of department and college have been used.

2) University Committee on Academic Appeals (Handbook for Texas Christian University Faculty and University Staff, 1985-86, p. 145). Serves as an appellate body for students who have been accused of academic misconduct. Also hears cases brought by students appealing other academic matters. Controversies in these areas may only be brought to the Committee after regular channels of department and college have been used. The committee's decision is final unless either party appeals to the Vice Chancellor for Academic Affairs. The ultimate appellate route is to the Chancellor.

The Senate approved the above statements.

The final portion of the Committee on Committee report was the slate proposed for Senate officers 1986-87. No nominations were made from the floor, and the proposed slate was approved. Voting on officers was delayed for Dr. Ludvigson's remarks on the Budget Committee and for discussion of the paper (attached) that he read.

Questioned about effects on the University should oil prices drop to \$6-\$10 per barrel, Dr. Ludvigson responded that concern would be likely. He noted, however, that TCU Trustees were wise to set up the quasi-endowment. These funds aren't protected like endowment funds and can be used as necessity requires. He also remarked that some faculty had questioned or opposed establishing the quasi-endowment. Questions also probed Dr. Ludvigson's meaning in encouraging the Budget Committee to assume a "critical" role on University fiscal handlings. Another Senator remarked that the administration supported making the Budget Committee a standing Senate committee. A member of this committee noted the increased information available to the committee and the confidence that the administration thereby showed in the Committee's work.

Dr. McNertney then expressed his gratitude to Dr. Ludvigson, who has chaired the Budget Committee and whose Committee term ends this spring. Dr. Wortham noted that the faculty also should be grateful for Dr. Ludvigson's studies of faculty pay scales; reports based on data from AAUP and from TCU sources have been distributed annually for six years. Dr. Wortham moved that the Senate commend Dr. Ludvigson for this work. The motion was unanimously approved.

The following ballot was distributed for a vote on new Senate officers:

Chair Elect:	Ken Morgan Daryl Schmidt
Secretary:	Rhonda Payne Dick Waits
Assistant Secretary	Lisa Fusillo Cherie Lohr

Under the recent revision of the Senate Constitution, Dr. Daniel, as chair-elect, becomes chair of the 1986-87 Senate. Election results showed Dr. Payne and Dr. Fusillo as new officers, and a tie for the office of chair-elect. The Senate Parliamentarian, Dr. Jackson, recommended a mail ballot to the 1985-86 Senate members for a vote on the chair-elect. (Note: In the mail run-off, Dr. Schmidt was elected.)

Following the election, Dr. Daniel made the following motion:

Whereas the work of the Faculty Senate depends importantly on the leadership, the organizational skill, and the political spirit of its Chair; and

Whereas the 1985-86 Faculty Senate has the benefit of sound leadership and good organization, and has enjoyed the cheerful courage of its Chair;

Be it therefore resolved that the 1985-86 Faculty Senate commends Professor Ed McNertney on a job well done, thanks him for his long hours of devoted service, and wishes him well as he retires from the chair.

This motion passed unanimously. Dr. Daniel then began his term as Senate chair and directed the final part of this meeting. One further item was introduced and briefly discussed. A question was raised as to the reasons for the Dr. Becker's resigning as chair of the Retirement, Insurance, and Benefits Committee. Dr. Becker declined comment on his action. Dr. McNertney, who received copies of correspondence on this matter, remarked that Dr. Becker was concerned about two matters: 1) the proposed deletion of the tuition assistance program with Baylor University, and 2) proposed modification/cancellation of tuition assistance benefits for spouse or dependent not enrolled at the time of the death or disability of the faculty or staff member. Dr. McNertney also noted that this Committee is, if possible, to remain active during the summer. The Senate Executive Committee is also to stay informed about these proposals. It was also noted that Dr. Becker's term on the Benefits Committee ended with this academic year. It was also suggested that the Faculty Assembly on May 8th could allow inquiries about the status of the tuition benefit policy.

The meeting adjourned at 5:00 p.m.

5 May 1986

Respectfully submitted,



Betsy Colquitt, Secretary  
Faculty Senate 1985-86

THE FACULTY SENATE--1986-1987

TEXAS CHRISTIAN UNIVERSITY

AddRan College of Arts and Sciences

Jim Farrar, Religion Studies, 1987  
Richard Forrer, Religion-Studies, 1987  
Neil Daniel, English, 1989  
Ron Flowers, Religion Studies, 1989  
Spencer Tucker, History, 1987  
Dick Waits, Economics, 1987  
Margaret McWhorter, Design and Fashion, 1987  
James R. Henley, Jr., Sociology, 1987  
Frank Reuter, History, 1988  
Arthur Berliner, Sociology, 1989  
Ken Morgan, Geology, 1988  
C. A. Quarles, Physics, 1988  
Durward Smith, Biology, 1988  
Pat Paulus, Biology, 1989

Brite Divinity School

David Gouwens, 1987  
Dave Polk, 1988  
Glenn Routt, 1989

M. J. Neeley School of Business

Frank Murph, 1987  
Dan French, 1988  
Jack Jones, 1989

School of Education

Etta Miller, 1987  
Cherie Lohr, 1988  
Elene S. Demos, 1989

School of Fine Arts

Peter Hodgson, Music, 1987  
Joel Persky, Radio-TV-Film, 1987  
Lisa Fusillo, Theater & Dance, 1988  
Ruth Whitlock, Music, 1988  
Cynthia Folio, Music, 1989

Harris College of Nursing

Mildred Hogstel, 1987  
Willadean Williams, 1988  
Rhonda Payne, 1989

Members-at-Large

Charles Becker, Economics, 1987  
Keith Odom, English 1987  
Nell Robinson, Nutrition and Dietetics, 1987  
Ken Lawrence, Religion Studies, 1988  
Linda Haviland Moore, Sociology, 1988  
Bill Vanderhoof, Education, 1988  
Daryl Schmidt, Religion Studies, 1989  
Ed McNertney, Economics, 1989  
Sanoa Hensley, M. J. Neeley School of Business, 1989

Committee on Committees Recommendations for New Committee Members

- Academic Appeals: Anne Lind (Nursing, 1991)
- Admissions: Patricia Paulus (Biology, 1991), Willadean Williams (Nursing, 1991)  
Recommended Chair: James Farrar (Religion Studies)
- Compliance and Affirmative Action: Anne Lieberth (Speech Communication, 1991)
- Computer Center: Jim Baumlin (English, 1991), Brian Gray (Business, 1991),  
Cynthia Folio (Music, 1990), Ernest Couch (Biology, 1989)  
Recommended Chair: James Comer (Computer Science)
- Courses of Study: Henry Patterson (Education, 1991), Neil Daniel (English, 1991)  
Recommended Chair: Carol Stephenson (Nursing)
- Energy Conservation: Recommended Chair: Philip Hartman (Biology)
- Evaluation : Daryl Schmidt (Religion Studies, 1991)  
Recommended Chair: Kathryn Nichols (Nursing)
- Faculty Development: Marilyn Eigsti (Family Studies/Home Economics, 1991), Bill Moncrie  
Recommended Chair: Roger Pfaffenberger continues through 1987. (Business, 1991)
- Honors Council: John Breyer (Geology, 1991), Marjorie Lewis (English, 1991)  
Recommended Chair: Charles Becker (Economics)
- Honors Week: David Lambert (Geology, 1991), Dale Huckaby (Chemistry, 1991),  
Ann Ashworth (English, 1990), Karl Krayner (Speech Communication, 1990),  
Etta Miller (Education, 1991)
- Intercollegiate Athletics: Spencer Tucker (History, 1991)  
Recommended Chair: Henry Patterson (Education)
- International Students: Donald Frischmann (Modern Languages, 1991)
- Library: Winifred Horner (English, 1991), Jim Chambers (History, 1991),  
Larry Peters (Business, 1991)  
Recommended Chair: Dick Hoehn (Brite)
- Public Presentations: Bill Jurma (Speech Communication, 1991)
- Research: William Graham (Physics, 1991), Keith Odom (English, 1991)
- Retirement, Insurance and Benefits: Dan French (Business, 1991), Curtis Wilson  
(Music, 1991), Jeff Horn (Emeritus Education, 1988)  
Recommended Chair: James Henley (Sociology)
- Safeguards in Human Research: Carolyn Cagle (Nursing, 1991), Bill Rees (Sociology, 1991),  
Roger Thomas (Psychology, 1991), David Cross,  
Psychology, 1991)  
Recommended Chair: Jennifer Watson continues on  
committee as chair through 1987

Safety and Health: Paul King (Speech Communication, 1991)

Scholarship: No changes

Student Conduct: Odette Bruneau (Education, 1991), Gregg Franzwa (Philosophy, 1991)

Student Grievance: No change

Student Organizations: Jane Kolar (Design and Fashion, 1991), Kathleen Martin,  
Education, 1991)

Student Publications: John Freeman (Radio-Television-Film, 1991)  
Recommended Chair: Joann Karges, Library)

Traffic Regulations and Appeals: David Barker, Radio-Television-Film, 1991)  
Frank Reuter (History, 1991), Bill Head (Criminal  
Justice, 1991), Robert Rhoades (Business, 1991),  
Nancy Edwards (Art, 1991)  
Recommended Chair: Joyce Harden (Speech Communication)

University Court: No changes

Use of Facilities: Chandler Schuffe Music, 1991)

Grievance Personnel

Mediators (Three to be selected): Manny Reinecke, Katy Nichols, Wayne  
Ludvigson, Geraldine Dominiak, James Farrar

Hearing Committee: Two people not selected to be mediators will join this group.  
Don Jackson (Political Science), William Jurma (Speech Communication),  
Noah Knepper (Music), Luther Clegg (Education), Jim Henley  
(Sociology), Betsy Colquitt (English), Jim Baumlin (English),  
Claudia Camp (Religion Studies)

Alternates: Ben Strickland (Education), Rhonda Payne (Nursing),  
Billie Sue Anderson (Education), John Woldt (Music),  
Dave Finn (Business)

Budget Committee: Spencer Tucker (History).

[Note: The Senate recommendation for membership on the  
University Advisory Committee is Gregg Franzwa - Dept. of Philosophy.  
This recommendation was made through the Senate Exec. Committee].

## THE FACULTY BUDGET COMMITTEE AT TCU, 1986

Wayne Ludvigson, Committee Chair

"It is imperative that all members of the university community understand the critical role of budgeting in communicating institutional priorities. Since many of the academic policy decisions of the 1980s have been and will continue to be strongly influenced by budget decisions, collegial decision making must be informed by a broad understanding of institutional finances and fiscal issues. Few committee responsibilities can compare in importance with service on a budget committee....In the future some faculty and all academic administrators will be more actively involved in influencing budget choices; those persons will need not only to understand generally but also to approach budget problems at the more sophisticated level discussed herein."  
--from the forward to COLLEGE AND UNIVERSITY BUDGETING: AN INTRODUCTION FOR FACULTY AND ACADEMIC ADMINISTRATORS, by R. J. Meisinger, Jr., and Leroy W. Dubeck, 1984, National Association of College and University Business Officers (One Dupont Circle, Washington, DC 20036)--a recent study and handbook jointly sponsored by the American Association of University Professors and the National Association of College and University Business Officers.

In discussing the Faculty Budget Committee at TCU, consider what a budget and "budgeting" are, or can be, according to the authorities cited above. The all-too-common view is that the budget is something static and mechanical, an accountant's delight but a layman's nightmare, a necessary evil but one too boring to engage the interest of most administrators, not to mention faculty members. Instead "budgeting should be viewed as a dynamic consensus-building process that involves all the key decision makers in an institution..." (op. cit., p.6). A budget is

1. a mechanism for setting priorities,
2. a plan of action (proposed activities with price tags attached),
3. a control mechanism for directing and monitoring the flow of resources to activities,
4. a communications network permitting, first, units to express objectives and identify needed resources, and, second, decision makers to specify the resources available to units and thereby the relative values of competing activities, as judged by the decision makers,
5. a political achievement reflecting the outcome of a series of negotiations over what activities should be funded and at what levels--the result of bargains struck and trade-offs made by participants asserting leadership and influence,



6. an opportunity, for persons with a commitment to the institution, to examine carefully the programs and activities of that institution.

Though negotiations can be acrimonious, if structured properly they should lead to a consensus and a better understanding of activities that compete with one's own.

Such is the view presented by Meisinger and Dubeck. In any thorough review of budgeting at TCU, it would seem reasonable to consider the extent to which our situation corresponds to the above conceptions and to other conceptions of the budgeting process. Some of the relevant questions are these:

1. To what extent is the critical role of budgeting appreciated?
2. To what extent is there a broad understanding of finances and fiscal issues?
3. To what extent is decision-making "collegial," and to what extent is it informed by budgetary considerations?
4. Are faculty and administrators in fact becoming more involved in influencing budget choices?
5. Is budgeting a consensus-building process involving all the key decision makers?
6. Are faculty among the "key decision makers?"
7. Does the budget function effectively as a many-way communications network?
8. Is the budget the outcome of serious and perhaps extensive negotiations?
9. Do we end up with a better understanding of units and activities outside our immediate domain of interest?

A full consideration of these, and many other, questions will have to await the efforts of future budget committees and senates. Today I shall concentrate on only those centering around the nature of the faculty's role in the budget process, as realized through the Faculty Budget Committee. My comments address the extent to which budgetary decisions are "collegial," involving negotiations among key decision makers that include faculty members of the Faculty Budget Committee, and, by implication, the extent to which they contribute to a consensus on university activities.

Put simply, the question is, are faculty, via the Budget Committee, actively and meaningfully involved in budget formation and revision? Put bluntly, the answer is, not very much. Or such is the assessment of one who has served on the committee since its inception.

I hasten to add the following comments, however:

1. This seemingly less-than-desirable state of affairs does not appear to be the result of conscious motives to bring it about; there is no reason to impugn or suspect the intentions of administrators (or faculty) involved or to believe that these persons have anything but the best interests of all in mind.
2. This is not the result of conflict between the committee and administration or among the committee members. Indeed, it is hard to imagine a more appropriately congenial atmosphere.
3. This has not resulted from lack of effort on the part of the committee. Indeed, the committee no doubt works harder than many and perhaps as hard as any.
4. This probably has not resulted from lack of effort on the part of the administration, specifically the vice chancellor for finance and planning. At least, relative to the degree of faculty involvement in policy formation traditionally evident at TCU, the

administration cannot be faulted.

5. It remains to be seen whether it is practicable to expect any other state of affairs.

6. It remains to be demonstrated that the most effective means of faculty involvement is as a genuine participant in the formation and revision of the budget.

The following will be an attempt to explicate these contentions.

#### THE ROLE OF THE BUDGET COMMITTEE IN BUDGET FORMATION

Virtually every member of the budget committee has, since its inception, at one time or another and often many times, voiced frustration over what seemed to be a "reactive," as opposed to a "proactive," role for the committee. It has appeared that by the time the committee was brought into the process, the major decisions had already been made. True, the administration has been quite willing to listen to the committee's discussion and recommendations, and it has even stated, at least on one occasion, that a committee recommendation had been followed. The case in point was our recommendation, during the budgeting of a year ago, that the average salary increment be pegged at the upper limit of a range under consideration. The case is illustrative because the committee was in no way involved in establishing or considering the range to begin with.

As another example, in the most recent round of budgeting, a budget objective was added to the official list upon the recommendation of the committee, but eleven objectives were already rather firmly in place when the package of objectives was presented to the committee. Parenthetically, I may note that the committee was pleased by the addition, because many hours of individual and collective labor had preceded it. It was less than gratifying to note recently that our added objective probably had no budgetary impact, as best I can tell, because, most likely, of a drop in endowment income from mineral resources coupled with implicitly higher priorities for other objectives.

In general, the sheer timing of the process has meant that the only possible role for the committee has been a reactive one, since pertinent information has not come to the committee until very real and important deadlines were upon us. (At least some of this information is not ready until the last minute, and in any case the "whole picture," as it has been presented to the committee, is simply not ready until the last minute.)

Furthermore, getting pertinent and timely information is not easy, not necessarily because of any unwillingness to share it, but because of the mechanics of getting it, as well as the simple fact that the committee must know what to ask for even though it has little idea of what is available and what is likely to be relevant. In any case, for whatever reason the committee has almost never had access to the basic data which inform the budget constraints and objectives that eventually emerge. (The qualifier "almost" appears in the last sentence because for the first time this year the committee had access to the current year's budget, which was a very significant addition to its data base. Furthermore, the information was about as detailed as one could hope for [of course, the committee never sees individual salary figures, nor is there reason or desire to do so]. Since next year's budget is based on this year's budget, this promises to be of substantial assistance to the committee in considering objectives and constraints for the coming year. It is, of course, only part of the information needed for budgetary decisions.)

The current fiscal situation faced by TCU is a particularly

interesting test case of the proactive role of the committee. Toward the latter part of February of this year the committee was provided a planning matrix of what are called "current funds" revenues and expenditures for 1986-87, i.e., the proposed budget. It was predicated on the price of oil staying above a certain value--a value that appears to be higher than the current price that TCU's endowment trusts may be receiving. We were orally given some indication of what would happen to the budget if the price did fall below the projected value. Was the committee involved in worrying about what to do should the budget need revision because of the price of oil? --No, not at all. Does TCU now find it necessary to operate on a revised budget? --You may know more about that than I. Are certain rumors I hear about such a revised budget already being in operation true? --Had I been informed by the administration I wouldn't admit it, unless authorized to do so, but the truth is I don't know, though some of you may. The committee meets with the Vice Chancellor for Finance and Planning tomorrow, and answers will no doubt be forthcoming. The point is, however, the committee has not enjoyed much of a proactive role in budget planning. If ever it should be involved, it is in times of budget constriction.

But can it? How realistic is it? A genuine role would involve a great deal of time and effort on the part of all concerned--most pertinently the faculty. The process is time-consuming and time-pressured enough without burdening it with slow-acting faculty--or so the argument might go. And that argument is not without merit. Any faculty member who would play a genuine proactive role in the budget process must be prepared to sacrifice other activities substantially. And just how much complexity can we reasonably expect to add to what may already be an impossible schedule for a vice chancellor? And can we expect the faculty to make a useful contribution commensurate with the expenditure of resources and increase in complexity?

I honestly do not know the answers to such questions, though I do know they must be wrestled with--perhaps continually--in future years. What does seem clear is that what keeps the committee from playing a proactive role, aside from the serious practical problems, are two factors:

1. a clear, precisely detailed, widely understood conception (definition) of what its role is, and
2. the motivation by all concerned to nurture the conception into reality.

It may sound strange to hear that we lack a conception of what we are about, but that may be the crucial problem. Both faculty and administration lack this conception. Both faculty and administration tend to view committees as congenial social gatherings where information is exchanged and morale is boosted but little work is accomplished, and certainly no important decisions are made, in large part because feathers are to remain unruffled. This implicit view of committees may well be the fault, if fault is to be assessed, of faculty, at least as much as administration. And if it is to change, it surely falls upon faculty to change it. In any case it is well entrenched at TCU, and it constitutes a major obstacle to proaction by the Budget Committee. If this strikes you as wrong, I invite your rebuttal. In fact, I'd like to believe I'm just getting old and crotchety.

To establish a clear conception of its role, I believe the committee should attempt to work out in detail, first on its own, and later with the vice chancellor, specific functions, specific information needed, a specific calendar, etc. There must evolve,

somehow, a better conception of what this committee should be doing. This will be no small task! We have made progress in this, but much needs to be done. And it must be done by faculty--it will not be handed to us, nor should it be. I do not believe that further progress in "proaction" will occur without this; whether it would be successful is more difficult to judge.

Regarding the second requirement noted above, appropriate motivation, I have only space to say that I assume it would not be a problem, at least with our present administration. In any case, the conception must be detailed before any assessment of a "motivational" problem can be made.

#### THE EVALUATIVE ROLE OF THE COMMITTEE

Though not overly optimistic about a proactive role in budget formation and revision, I can foresee a critically important role in the evaluation of the budget, the budget process, and the effects of the budget. Indeed, I believe the committee already performs an evaluative role, and does it well, in the form of reports that are distributed to the TCU community. The annual salary report is the primary example of this, and this report by itself is reason enough for the committee's existence. There have been other reports of evaluative analyses that have also been important, such as the report on quasi endowment. These are very important, because they document for all to see the effects of prior budget decisions. And such public information can be expected to influence future budgetary decisions, perhaps even more effectively than proactive advice by the committee.

Perhaps the most useful thing the committee can do in the near future is to expand its evaluative role. Every year interested persons need to know some important indices of what is happening. I won't try to specify these, but I am confident that future committees can discern what they might be. I would only point out that this is work that can be done by the committee acting on its own, to a large extent. Of course it will need data, but there is every reason to expect the pertinent data are obtainable. And the faculty senate should certainly take an active interest in assuring that the data are available.

The only other requirement for making the evaluative role of the committee effective in influencing budgetary decisions is publicity. Some creative thought needs to go into this matter. I have on the past suggested the need for a "faculty voice," that is, some kind of written forum for thoughtful analyses and commentary by faculty. Of course, the problem there is that too could be a lot of work.

And that leads me to the end of this. I've enjoyed the committee assignment, but, considering how much work looms ahead, I surely am glad to be finishing my term. Thank you.

#### SUMMARY

For complex reasons the committee has not played the proactive role it would have liked to play.

To increase its proactive role it must first develop a detailed conception of its role, and this conception must be widely understood.

A more useful role, at least in the short term, may be evaluation/data reporting, and this should be expanded.

Good publicity of the evaluations and reports of data needs to be assured.

Minutes  
Meeting of the Faculty Senate  
Board Room, Sid W. Richardson Hall  
3 April 1986 at 3:30 p.m.

Senators present: Don Jackson, Betsy Colquitt, Neil Daniel, Jean Giles-Sims, Ken Morgan, Pat Paulus, Frank Reuter, Spencer Tucker, Dick Waits, John Wortham, David Gouwens, Geraldine Dominiak, Etta Miller, Lisa Fusillo, Peter Hodgson, Ruth Whitlock, Rhonda Payne, Charles Becker, Sanoa Hensley, Ed McNertney, Linda Moore, Keith Odom, Nell Robinson, Daryl Schmidt.

Absent: Jim Farrar, Richard Forrer, Wayne Ludvigson, Margaret McWhorter, C.A. Quarles, Durward Smith, Walter Naff, Dave Polk, Dan French, Frank Murph, Cherie Lohr, Dan Southard, William Jurma, Joel Persky, Emmet Smith, Mildred Hogstel, Willadean Williams, Ken Lawrence, Bill Vanderhoof.

The first business of the April meeting was approval of the minutes of the March meeting of the Senate. Dr. Spencer Tucker proposed amending the account in the minutes of Dr. McNertney's second announcement (p. 1, paragraph 2, ll. 4-6) to read as follows:

2) that the Senate will defer further consideration of University Library matters until the University Librarian is available to meet with the Senate.

With this change the minutes were approved.

Dr. McNertney then made several announcements:

1. A 3/24/86 letter from Vice Chancellor Koehler indicates his personal support of the Senate resolution for a graduation requirement specifying a minimum GPA in the student's major. He thinks that clarification of the second part of this resolution may be necessary (note: this portion of the resolution recommends that academic departments consider "whether they would deem it appropriate to require students majoring in their field to achieve a GPA higher than 2.0 and indicate their decision to the appropriate dean.") The academic deans and Dr. Koehler recommend deferring consideration of the Senate resolution until Fall 1986 because of policy changes already approved and scheduled to become effective in the next academic year.

2. Dr. McNertney noted that Chancellor Tucker had approved the revision of the Grievance Policy which the Senate passed in Spring 1985. The new policy becomes effective in Fall 1986.

3. The Chair called on Betsy Colquitt to comment on the status of the University curriculum revision. She noted that to Dr. Koehler's request for responses to the Core Revision Committee Report and to the Deans' paper on this Report, she had received 25 from individual faculty (17 in AddRan; 7 in the School of Education; 1 in the Neeley School) and from 10 departments in AddRan

and 2 in the School of Fine Arts. The Neeley School submitted two reports: 1) from the School's Executive Committee and 2) a summary of two meetings of the Neeley faculty. The AddRan Strategic Planning Committee also submitted a report, and the Faculty Senate passed several recommendations on core matters. A letter from Vice Chancellor Barr presented the response of persons in her unit of the University.

Dr. Koehler received a summary of these responses on 3/18/86 as well as the responses themselves. Though the responses show varied and differing views, they are helpful in pointing to parts of the Report about which there is concern, if not necessarily a consensus as to the best solution. Using the responses and keeping to the intent and purpose of the Committee Report, the Vice Chancellor after consultation with the academic deans and with the Core Revision Committee expects to propose as University Curriculum Requirements the following, here briefly outlined:

A 47-hour requirement--11 hours in Foundations and 36 in Studies; a writing-emphasis requirement; and a junior-level examination in composition. 6 UCR hours can be applied to other baccalaureate requirements such as those for major, minor, teaching specialty, etc.

Foundations--11 hrs. as follows: 6 hrs. in composition courses; 3 in mathematics; 2 in Physical Education.

Studies--36 hrs. Each of the Studies sections requires a minimum and allows a maximum number of hours acceptable for UCR credit:

Physical and Life Sciences--min. of 6 hrs., max. of 9.

Social Sciences--min. of 6 hrs., max. of 9.

Cultural Heritage--min. of 12 hrs., max of 15, with the minimum to be distributed as follows:

1. Religion--3 hrs.
2. Historical Studies--3 hrs. in US Studies.
3. Critical Inquiry--3 hrs.
4. Fine Arts--min. 3 hrs.

Languages and Literature--min. of 6 hrs., max. of 9.

1. Foreign Language--min. of 6 hrs.
2. Oral Communication--min. of 3 hrs.
3. Literature--min. of 3 hrs.

The two non-credit hr. requirements are: two upper-division courses with a writing-emphasis designation; and a junior-level composition examination.

Betsy Colquitt noted that as compared by the Committee Recommendation, this revised UCR 1) increases by 6 the number of semester hours required but allows more freedom in application of UCR credits to other academic requirements; 2) reduces the required hrs. in Historical Studies and specifies the minimum requirement to be in US Studies; 3) allows more flexibility than did the 41-hour UCR proposed by the Committee, includes a critical inquir-

ies requirement, and allows an oral communications option. The revision also drops two proficiency exams (in foreign language and in mathematics) recommended in the Committee Report, but also proposes strengthening admissions requirements. Dr. Koehler plans to appoint a new committee to study junior-level writing examinations in other institutions and to recommend means of implementing such an examination at TCU. Dr. Koehler expects that planning for the revised UCR will be completed in time for the new requirements to become effective in Fall 1987.

Questions about the revised of the UCR mainly concerned the reduction of the Historical Studies requirement as well as its specificity. Dr. Jackson moved and the Senate passed the following motion:

It is the sense of the Senate that the requirement in Cultural Heritage give attention to a culture not our own.

It was also mentioned that the Academic Services Center, approved by the Board of Trustees in its recent meeting, will include a learning center, which should prove helpful to the effective development of the proposed core requirements.

Dr. McNertney next announced that the Constitution of the Faculty Assembly requires that the Assembly convene each semester. He asked Senators for suggestions about topics for the Spring meeting. Dr. Morgan proposed that Chancellor Tucker be invited as speaker and be asked to discuss the effects on the University of the present oil/gas markets. The proposal was favorably received, and Dr. McNertney will extend the invitation.

Dr. McNertney mentioned that the three honorary degrees nominations approved by the Senate were also approved by the Board of Trustees. Dr. Schmidt noted that the Chancellor supports the Senate-approved amendments to the Senate Constitution and that these changes will appear in the next printing of the Constitution.

The Senate Chair called on the Chair of the Student Relations Committee, Pat Paulus, for a committee report, which offered five recommendations on commencement procedure. The Committee Chair indicated the views of Dr. David Edmunds, who is Chief Marshal, on each of the recommendations. The Senate did not approve one of the recommendations but passed the following four (the first of these recommendations is slightly amended version of the Committee's proposal):

- 1) That in the "Chancellor's Remarks" a request be made that the audience keep their applause or other acknowledgement of individual students within the bounds of politeness and propriety;
- 2) That the University consider adopting an admission ticket policy. This policy should serve to emphasize that commencement is a serious and special occasion;

3) That the instructions for procedures at the commencement ceremony (which are mailed out by the Chief Marshal and/or the Registrar) be modified to include suggestions for appropriate dress and to include a revised and more clearly stated guideline for wearing a mortar board (note: an attachment to the Report commented on these matters);

4) That the marshals be provided with a copy of these guidelines and with suggestions for handling behavior problems. It is unclear if this is one of their responsibilities.

Dr. McNertney then called on Dr. Daniel for a report from the Committee on Committees. Dr. Daniel noted that the Committee's major work—making recommendations for appointees to University Committees—was almost complete and that this report will be made at the May Senate meeting. He mentioned "new developments" in the committee structures for next year as the following:

1) Computer Center Committee. One member has been added to insure campus representation;

2) Energy Committee. The Com. on Com. did not replace one departing member. A cap has been placed on this committee because of its relative inactivity.

3) Retirement, Insurance, and Benefits Committee. The Com. on Com. recommends the addition of an Emeritus faculty member to represent a vital perspective on this committee;

4) Traffic Appeals Committee. This committee has requested additional members. Its size will be increased;

5) Academic Appeals Committee. The Com. on Com. is looking at the charge to this committee. It must be changed to handle student appeals on such matters as course policies and grade disputes so that these appeals do not go as student grievances to the Office of Student Life.

Dr. Daniel also mentioned that the institution in Fall 1986 of the new Grievance Policy requires that nominations be made for a Committee of Mediators (3 faculty members) and a list of potential members of hearing committees (10 potential members, plus 6 alternates). The Com. on Com. will submit five names from which the Chancellor will appoint 3 to the Committee of Mediators. The 2 not appointed will be included on the list of potential members of hearing committees.

The Com. on Com. will also nominate one person from the Humanities Division of AddRan to fill a vacancy on the University Advisory Committee. The VCAA will appoint a member from the School of Education.

The double slate of nominees for the Senate Executive Committee will be distributed to the Senate before the May meeting. At the May meeting current Senators will elect the new Executive Committee.

Dr. Daniel made the following motion, which the Senate passed:



The Faculty Senate Committee on Committees works long and difficult hours filling the committees that do such important work for the University;

We therefore extend our thanks to the Committee on Committees for its tireless and useful service.

Two other matters were briefly mentioned; the first of these was the current deliberations on the University policy of tuition remission. Dr. Becker, who chairs the University Committees on Retirements and Benefits, responded to the question about this policy by noting that these deliberations are in process but that no final decisions had been made. He noted too that the University had concern about some abuses under the terms of the policy as presently stated. Dr. McNertney commented that he had inquired about the status of this policy revision and was assured that although changes are being considered, the University has no intention of discontinuing such benefits for TCU personnel.

The second "Other Business" item was a question about the rationale for the revision of the University policy on holidays. Dr. McNertney noted that one reason mentioned by the Administration for this revision was that they thought keeping the University open would actually decrease employee costs.

There being no further business, the Senate adjourned at 5:10.

17 April 1986

Respectfully submitted,



Betsy Colquitt, Secretary

MAR 31 1986

Agenda  
Meeting of the Faculty Senate  
Board Room, Sid W. Richardson Hall  
3 April 1986 at 3:30 p.m.

Approval of minutes of the March meeting of the Senate.

Announcements.

Student Relations Committee Report (see attachment).

Committee on Committees Report.

Other business.

Adjournment.

Minutes  
Meeting of the Faculty Senate  
Board Room, Sid W. Richardson Hall  
6 March 1986 at 3:30 p.m.

Members present: Don Jackson, Betsy Colquitt, Neil Daniel, Jean Giles-Sims, Margaret McWhorter, Ken Morgan, Pat Paulus, Frank Reuter, Durward Smith, Spencer Tucker, Dick Waits, John Wortham, Geraldine Dominiak, Dan French, Frank Murph, Cherie Lohr, Etta Miller, Dan Southard, Lisa Fusillo, Ruth Whitlock, Mildred Hogstel, Willadean Williams, Sanoa Hensley, Ed McNertney, Linda Moore, Keith Odom, Nell Robinson, Daryl Schmidt. Chancellor Tucker and Vice Chancellor Koehler also attended this meeting.

Members absent: Jim Farrar, Rich Forrer, Wayne Ludvigson, C. A. Quarles, David Gouwens, Walter Naff, Dave Polk, Peter Hodgson, Wm. Jurma, Joel Persky, Emmet Smith, Rhonda Payne, Charles Becker, Ken Lawrence, Bill Vanderhoof.

The first action of the Senate was approval as distributed the minutes of the March meeting of the Senate.

Dr. McNertney made two announcements: 1) that the Faculty Assembly voted to approve the two Constitutional revisions the Senate recently recommended; approval by the TCU Board of Trustees will now be requested; 2) that the Senate agenda for the rest of this academic year will probably not include further consideration of operational matters at the University library.

The Senate then convened in executive session to consider nominees for honorary degrees.

Following the executive session, Dr. McNertney called on Dr. Spencer Tucker for the Academic Excellence Committee report on the proposed revisions in the University core. The Senate accepted this

Minutes, p. 2

report but did not forward it to the Core Revision Committee.

Senators then discussed several matters in the Core Revision Committee Report, the first being the Report's recommendation that comprehensive examinations be required in all core courses. It was mentioned that academic freedom might be compromised by such a requirement and that for many courses, e.g., the freshman writing workshop classes, comprehensive finals were inappropriate. It was also noted that the proposed Core Oversight Committee might threaten academic freedom. Out of the discussion came the following motion, proposed by Dr. Dominiak, amended by Dr. Schmidt, and passed by the Senate:

The sense of the Faculty Senate is that the proposed Core Oversight Committee, charged with approving courses acceptable for core credit, should not have the authority to require comprehensive examinations in all core courses. Though the Senate encourages comprehensive final examinations, such exams are unsuited to many courses likely to be a part of core study.

Dr. Tucker then moved that the new core "retain the 6-hour foreign language requirement for all students" (the Core Revision Committee report recommends this requirement, which some academic deans do not support). The motion passed.

Dr. Lohr expressed concern that proposed core requirements apparently excluded courses in philosophy. She moved that the cultural heritage section of the proposed core become 18 semester hours (the Core Revision Committee report recommends 15 hours here) with the additional 3 hours to be met by a course in the Department of Philosophy. In discussion on this motion, staffing problems of such a philosophy requirement were mentioned. Dr. Lohr's motion passed.

The meeting adjourned at 5:05.

17 March 1986

Respectfully submitted,



Betsy Colquitt, Secretary

TO: Faculty Senate  
FROM: Student Relations Committee  
DATE: February 17, 1986  
RE: Commencement Procedures and Behavior

The FSSRC was charged to "study commencement decorum and make fitting recommendations." There is consensus in the committee first, that commencement could and should be a more decorous occasion, second, that most people want to behave properly, but may be ill-informed as to appropriate behavior, and third, that some unseemly spontaneous outbursts probably can not be controlled, but perhaps can be minimized.

In accordance with these perceptions, the FSSRC makes the following recommendations:

- 1) That in the "Chancellor's Remarks" a request be made that the audience refrain from applause or other acknowledgement of individual students until the Chancellor indicates the appropriate time.
- 2) That uniformed security personnel be conspicuous in the coliseum where their presence may have some deterrent effect and where, if necessary, they can caution rowdy individuals or escort them from the coliseum.
- 3) That the university consider adopting an admission ticket policy. This policy should serve to emphasize that commencement is a serious and special occasion.
- 4) That the instructions for procedures at the commencement ceremony (which are mailed out by the Chief Marshall and/or Registrar) be modified to include suggestions for appropriate dress and to include a revised and more clearly stated guideline for wearing a mortar board. (Suggested language is attached.)
- 5) That the Marshalls be provided with a copy of these guidelines and with suggestions for handling behavior problems. It is unclear if this is one of their responsibilities.

Attachment

Chuck Becker  
Etta Miller  
Frank Murph  
Walter Naff  
Pat Paulus, chair

Rhonda Payne  
Nell Robinson  
Emmet Smith  
John Wortham

Attachment to FSSRC Report to the Senate, February 17, 1986

All students who participate in commencement exercises will wear the designated academic regalia. For attire under the robe a dark skirt or slacks are suggested. Any garment that shows from beneath the robe should not detract from the robe. A white collar is provided if needed by those persons not wearing collar and tie. Dark shoes are recommended.

The mortar board is worn parallel to the floor and with the tassel on the right for those students who have not yet earned a degree. Instructions for moving the tassel to the left will be given from the podium. Traditionally, women do not remove the mortar board during the exercises; men remove the mortar board during the prayers, the National Anthem, and the Alma Mater.

Minutes  
Meeting of the Faculty Senate  
Board Room, Sid W. Richardson Hall  
6 February 1986 at 3:30

Members present: Don Jackson, Betsy Colquitt, Neil Daniel, Jim Farrar, Rich Forrer, Jean Giles-Sims, Wayne Ludvigson, Ken Morgan, Pat Paulus, Durward Smith, Spencer Tucker, Dick Waits, John Wortham, Geraldine Dominiak, Dan French, Frank Murph, Cherie Lohr, Etta Miller, Dan Southard, Lisa Fusillo, William Jurma, Emmet Smith, Ruth Whitlock, Mildred Hogstel, Rhonda Payne, Willadean Williams, Charles Becker, Sanoa Hensley, Ken Lawrence, Ed McNertney, Linda Moore, Keith Odom, Nell Robinson, Daryl Schmidt, Bill Vanderhoof.

Members absent; Margaret McWhorter, C. A. Quarles, Frank Reuter, David Gouwens, Walter Naff, Dave Polk, Peter Hodgson, Joel Persky.

Dr. McNertney called the meeting to order at 3:30. In the first business of the meeting, minutes of the December meeting were approved.

The Senate Chair then called on Jack Arvin of the Residential Living staff, who spoke about the annual TCU Blood Drive, sponsored by the Carter Blood Center and scheduled Feb. 17-20 from 10 a.m. to 6 p.m. in the Brown-Lupton Student Center. Mr. Arvin noted that the drive aids our community and is of special importance to members of the TCU community. TCU's account with the Carter Blood Bank has helped TCU persons and their families on many occasions. He emphasized that success of this year's drive requires faculty/staff participation.

Dr. McNertney then made the following announcements:

1. Problems in Faculty Senate mailings this year should now be corrected. Mrs. Roach, of Dr. Koehler's staff, supplied the number of the missing mailing list (#822).

2. With approval of the Senate Executive Office, the Senate Chair wrote the Chancellor to inquire about the state of the search to name a permanent appointee as Vice Chancellor for Administrative Services. The Chancellor is to meet with the Executive Committee on February 10 to discuss this matter and the honorary degree nominations to come to the Senate in the March meeting.

3. Responses to the recently distributed papers on revisions of University core requirements are due by 3/7/86. The Academic Excellence Committee will present its report on the core proposals in the March Senate meeting. Dr. McNertney noted that by April 1 a final report on core changes is expected.

The next business concerned TCU's summer school policy, which Dr. Charles Falk, Director of the Summer School, discussed (his paper on the summer school was distributed with the December Senate minutes). He said that 1) 7% of the 160,000-170,000 credit hours generated per year come from summer enrollments; 2) important in TCU budget estimates is predicted tuition income; 3) salary scale for summer teaching goes up as academic-year salaries increase; 4) budget practices for summer income/salaries are consistent with these practices for academic-year tuition income/salaries.

Analysis of recent summer school enrollments shows that of the 2000-2200 students (80% undergraduate; 20% graduate) annually enrolled, fewer than 100 are non-TCU students. This analysis suggests that summer enrollment is a convenience more than a necessity for TCU students, who by taking 15 credit hours in the fall and spring semesters would usually not need to enroll in summer sessions.

In discussion following Dr. Falk's remarks, Senators inquired about University's purpose for the summer school: is it intended to serve students and/or to augment faculty salaries? Dr. Falk noted that defining major purposes is difficult but that operational problems are easily noted; among these, cancellation of scheduled classes has been primary. In the 1985 sessions, for example, cancellation of the second course in a two-semester science sequence posed problems for students. To preclude such cancellations, scheduling now reflects a knowledge of the classes most likely to make; it's expected that a further policy development will be to schedule some "guaranteed" courses which will be offered even if their enrollments are less than the class-level requires. He stressed that determining how to serve student/faculty constituencies involved in the summer sessions is a major purpose of the new policies. To this end, hours at which summer classes meet is now set so that a student can enroll in more than one course. Efforts to assure that classes scheduled are offered necessitates reducing the number of courses/sections scheduled. He also mentioned recruiting efforts being made to attract non-TCU students to these sessions.

Questioned about how these policies were formulated, Dr. Falk commented that he studied data on TCU summer sessions in order to make some recommendations, which were examined and approved by Dr. Koehler and the academic deans. His study included budget information, which showed that faculty salary budget was "grossly exceeded" in 1984; under the new policies, the 1985 summer sessions operated within budget. Dr. Falk's recommendation about the number of sections scheduled in Summer 1986 permitted the academic deans to increase the number by 15%.

Asked whether summer school was expected to make a profit, Dr. Falk noted that "income exceeds expenses" as academic-year sessions are expected to do. To a question about the meaning to a faculty member of a guaranteed summer contract, he and Dr. Koehler remarked that as yet no policy had been determined but that a provision allowing the faculty member to decline to teach a guaranteed course if enrollment was too small for effective course operation would be likely. A teaching contract for a non-guaranteed course would require the specified enrollment before the course was offered. Dr. Falk indicated that he anticipated little distinction in salary scale for guaranteed and risk courses.

Asked about policies for Summer 1986, he replied that the summer scheduling follows his recommendations, but that faculty contracts are unchanged from previous years. Asked about guaranteed 8-week night classes offered last summer, Dr. Falk replied that such courses will be offered in 1986.

To a query about setting a maximum class size, he noted that he did not favor "running sections through the roof." Questioned about summer pre-registration to determine enrollment patterns, Dr. Koehler

replied that in the pre-registration for Fall 1985, about 10% of these enrollments were cancelled because of lack of payment. Though 82% of the 350 students whose pre-registration enrollments were cancelled reenrolled in Fall 1986, a 10% cancellation in summer school preregistration would negate the value of this registration in predicting summer school enrollments.

Dr. Falk remarked that most colleges and universities find it difficult to predict summer enrollment, which is usually discretionary. The only clear pattern seems to be that in a good economy, jobs rather than credit hours attract college students in summer; in a depressed economy, summer enrollments increase. Asked if his intention was to increase summer enrollment, he noted that to do so would be "trading dollars" because most students enrolled study at TCU in the academic year. Increase is desirable only if it comes through enrolling non-TCU students or non-traditional students.

About the procedure for cancelling summer sections, he noted that cancellation usually occurs before the second class session; sections which lack sufficient enrollment and are allowed to continue are those serving special needs of students, particularly those planning summer graduation.

Asked about the policy change requiring 8 (rather than 5) students in a summer graduate class, Dr. Falk said that budget practices made the change necessary. Graduate classes usually earn no tuition income and often involve the University's paying tuition for most of those enrolled. To questions about the summer school budget, he stated that faculty salary budget for Summer 1985 was approximately \$571,000. The summer school budget figures do not include administrative or physical plant costs. His examination of summer costs studied only salary costs vs. tuition income. Salary budget for Summer 1986 is increased over the previous year's allocation; increasing summer salaries imposes constraints on budget available for academic-year contracts.

Dr. Falk proposed 162 courses for Summer 1986, with the academic deans having the discretion to include this number by a maximum of 15%. Dr. Koehler indicated that Summer 1986 offerings show the deans made such an increase.

Dr. McNertney asked how the faculty could be involved in policy decisions on the summer school. Dr. Koehler replied that one means is faculty/chair/dean channel; he suggested that the Faculty Senate might also like to designate a committee to meet with Dr. Falk.

The Chair thanked Dr. Koehler and Dr. Falk for their comments. The Senate took no action about the summer school matter.

Dr. McNertney called on Dr. Spencer Tucker, who moved that the tabled motion about a minimal GPA in the major be open for discussion. This motion passed, and Dr. Tucker, chair of the Academic Excellence Committee, presented a slightly revised version of the earlier motion:

The Academic Excellence Committee of the Faculty Senate proposes that requirements for graduation include the accomplishment of a grade point average in the candidate's major field(s) at least equal to that expected for graduation from the university, i.e., 2.0. Further, the Committee Recommends that the Senate propose that academic departments consider whether they would deem it



appropriate to require students majoring in their field to achieve a GPA higher than 2.0 and indicate their decision to the appropriate dean.

Dr. Tucker's motion to approve this policy was seconded. He noted that SMU, Trinity, and Rice had similar or more rigorous policies than this; of other Texas institutions comparable to TCU, only Baylor has no such requirement.

The Senate passed this motion; the Senate Secretary is to send a copy of the motion to Dr. Koehler with the request that it be considered by the University Council.

Also for the Academic Excellence Committee, Dr. Tucker presented a resolution unanimously passed by the University Library Committee on December 12, 1985, and asked Senate support for the resolution (attached). He spoke of the "crisis situation" in the Library, which has doubled in physical size but has had no staff increases since the library expansion. A major problem is the large number of uncatalogued books.

Discussion of the resolution and its possible endorsement by the Senate centered on the wisdom of the Senate's supporting this resolution because Senators lacked adequate information about conditions prompting the resolution. It was also mentioned that the resolution was directed only to one major problem and proposed a single solution; whether other possible solutions were examined wasn't clear; e.g., was some reassignment of present staff considered? Another suggestion was that the Senate could best serve the University as well as the Library by examining the problems and making some recommendations for their correction.

Other Senators argued that the Senate's immediate endorsement was in order and that delay would suggest lack of faculty concern and support for the Library. Endorsing the University Library Committee's statement would not prevent the Senate's examining and making recommendations on such matters as library security, poor morale among student employees, etc. It was also mentioned that the Library Committee resolution reflected examination of the problem it addressed and that the Senate should honor such work by our colleagues.

Dr. Daryl Schmidt's motion--that the Faculty Senate endorse the resolution of the University Library Committee and that the Senate seek further information about problems affecting the Library--was seconded. A motion to call the question passed, as did the motion to endorse the resolution. It was then proposed that the Senate invite the University Librarian and others immediately concerned with the Library's operations to meet with the Senate. The Secretary was also directed to inform Vice Chancellor Secrest immediately about the Senate's action of the resolution, a copy of which was to be attached.

The meeting adjourned at 5:10.

18 February 1986

Respectfully submitted,



Betsy Colquitt  
Secretary, Faculty Senate

A library is the heart of a University. The importance of the library is so self-evident, that it is embarrassing and redundant to have to propose a rationale for its significance.

The Mary Couets Burnett Library is an excellent library. The faculty and staff of the Library are among the finest "assets" that Texas Christian University can claim. They are, however, hampered by a personnel shortage that makes it impossible to process the required enormous flow of materials on a timely basis. There is currently a backlog of approximately 15,000 monographs. That deficit has grown at a rate of 3,000 volumes a year since 1981 and is continuing to increase. There is every reason to believe that the backlog will grow every year until additional staffing is provided.

Over the long term, library automation may eventually reduce the number of staff required. But the conversion from present to more fully automated systems will require, in the meantime, even more personnel. None of this will help alleviate the present backlog.

How important is the backlog? It means that faculty and students are unable to obtain many current titles needed for their research. Or, if they do make a special request for a title, an unwarranted amount of staff time is lost locating and readying each individual volume. Faculty sometimes turn to Interlibrary Loan for materials that are present in, but difficult to obtain from, the TCU Library. The cost in time and money of these two alternatives to current cataloging is impossible to calculate. But it is reasonable to assume that the present backlog is costly in many ways to the University.

At one point the library staff considered simply leaving 9,000 volumes permanently uncatalogued. University Librarian Paul Parham estimates that the current backlog of 15,000 titles represents a \$400,000 to \$450,000 investment. Uncatalogued, it is an investment on which there is precious little return, like inventory which is kept but cannot be sold.

More important, finally, than the economics of the situation or cost-benefit ratios, is the violation of the central purpose of a library in a University. Materials that are unavailable or difficult to obtain hinder study, research, writing, teaching and learning.

The Library Committee is aware that 2.75 FTE were transferred within the Catalog Department in the fall of 1985 into the current cataloging process. The Committee is equally aware that it is undetermined what the impact of this shift will be on the production of the Department, but this has halted retrospective conversion and the costs of this will have to be borne by the University in the future.

The Library Committee is convinced that at least three positions must be added to the Catalog Department of the Library. This number is still one half of the staffing request in last year's budget. It is, in the Committee's judgment, an absolutely minimum request.

University Library Committee  
December 12, 1985

DEC 20 1985

Minutes  
Meeting of the Faculty Senate  
Board Room, Sid W. Richardson Hall  
3:30 p.m., 5 December 1985

Present: Don Jackson, Betsy Colquitt, Neil Daniel, Wayne Ludvigson, Margaret McWhorter, Pat Paulus, C.A. Quarles, Frank Reuter, Durward Smith, Spencer Tucker, Dick Waits, John Wortham, David Gouwens, Geraldine Dominiak, Dan French, Cherie Lohr, Etta Miller, Dan Southard, Lisa Fusillo, Peter Hodgson, William Jurma, Joel Persky, Ruth Whitlock, Mildred Hogstel, Rhonda Payne, Willadean Williams, Charles Becker, Sanoa Hensley, Ed McNertney, Linda Moore, Keith Odom, Daryl Schmidt, Bill Vanderhoof.

Absent: Jim Farrar, Rich Forrer, Ken Morgan, Walter Naff, Dave Polk, Frank Murph, Emmet Smith, Ken Lawrence, Nell Robinson.

In the first business of the meeting, the minutes of the November meeting were approved as distributed.

Dr. McNertney then made several announcements:

1. A schedule conflict with the Service Recognition Awards program precluded Dr. Koehler's attending this Senate meeting to discuss the summer school policy matter. He plans to attend the February Senate meeting. Senators received a paper containing Dr. Daniel's summary of summer school scheduling and management 1982-86 and Dr. Falk's briefing outline on the summer school 1980-85 (paper attached to the minutes).

2. The Chair also announced that Dr. Larry Adams' application to the Burlington Northern Foundation for a grant to fund awards for "significant and meritorious achievement in teaching" was approved. This grant, which is renewable, funds a total of nine awards to be made over a three-year period. The grant further specifies that the awards are to be made for "achievement . . . toward ensuring the quality of students' learning experience and the possession of high scholarly standards for both teaching content and for the level of student performance with respect to these standards."

3. Dr. McNertney announced 3 February 1986 as the date for submitting honorary degree nominations. Nomination forms are available from Toni Newton in the Chancellor's Office; completed forms can be returned to that office or sent to a member of the Faculty Senate Executive Committee.

4. The Chair also reported on the Executive Committee's discussion with Dr. Koehler about the Bad Weather Policy effective as of 6/1/85. Dr. McNertney noted that Dr. Koehler interpreted the policy as formalizing current practice, i.e., when classes are cancelled, the University remains open mainly because of its resident students, and University personnel are expected to follow a usual work sched-

ule. In discussion following the Chair's report, it was mentioned that the recently issued policy does represent a policy change; that the University may face legal actions should a staff member be injured in trying to come to work in bad weather; and that if a contract change is involved, both parties to the contract (the University and the staff member) did not participate in the change. It was also noted that phrasing of the document is ambiguous (see the use of may in sentence 2, paragraph 2 of the General Policy section of the document.)

5. Dr. Daniel reported on the 12/4/85 Faculty Assembly, which he described as well-attended. The assembly was called to hear reports on the University curriculum requirements. Dr. Koehler's remarks focused on current trends and concerns in undergraduate education (i.e., the current interest in outcomes testing); Betsy Colquitt, who chaired the Core Revision Committee, summarized the recommendations in the Committee's report; Dean McCracken presented the academic deans' response to the Committee report. The Committee report and the statements from Dr. Koehler and Dr. McCracken will be distributed to all faculty members and to the Student House of Representatives. With this mailing, the Vice Chancellor for Academic Affairs will request that written responses on the proposals for revising the University curriculum requirements be sent to the chair of the Core Revision Committee. A deadline for responding will be set. The Courses of Study Committee is expected to act on the revised UCR in the spring of 1986, with the new requirements to become effective in Fall 1987. The Senate is also to respond to the proposals on the UCR.

6. Dr. McNertney reported that a 12/2/85 letter from Dr. Koehler indicates that the Board of Trustees approved the Faculty Senate Constitution changes recommended by the 1984-85 Senate. The Senate secretary is to prepare a copy of the constitution as it is to appear in the 1986-87 Faculty and University Staff Handbook.

Dr. Tucker, chair of the Academic Excellence Committee, presented the following report from his committee:

"Proposed Change in Requirement for the Bachelor's Degree

Present requirement (#2, p. 65, 1985-86/1986-87 catalog)

'Earn, under the point system of the University, a GPA of at least 2.0 in all work taken, and fulfill the grade point requirements of his/her major and minor departments. On work done in TCU, a transfer student must make a GPA of at least 2.0.'

Substitute for the above, the following:

'Earn, under the point system of the university, a GPA of at least 2.0 in all work taken. On work done in TCU, a transfer student must make a GPA of at least 2.0. In the major field(s), a GPA of at least 2.5 must be earned.'

It was moved and seconded that the substitution recommended by the committee be approved. Discussion on the motion centered on the following:

1. Machine Records presently lacks the capability to determine the GPA in the major; to approve the motion means acting on a recommendation without adequate knowledge of its consequences;

2. Some academic units now have minimal grade requirements in the major; the motion counters departmental policies specifying a C grade or better for courses in the major;

3. Departments and academic deans might be able to provide data useful for evaluating effects of such a requirement;

4. Such a requirement might further grade inflation: a 2.5 GPA demands that all students be above average in their major. It was suggested that Carol Patton's office might also have information on the effects of such requirements.

The motion was tabled.

Dr. Daryl Schmidt, chair of the Role and Function of the Senate, moved approval of the motion on the Budget and Finance Committee (this motion was presented to the Senate in November and is included in the minutes of the November meeting). The motion passed and will be submitted to the Faculty Assembly.

He also moved approval of the substitute motion on the Senate term of the Senate Chair-elect (the substitute motion was also included in the November minutes). The motion as further amended in the December meeting reads:

#### ART. II. Section 4. Officers.

##### C. Eligibility for Office.

Any elected Senator who served in the Senate during the current academic year is eligible for nomination to any office providing there is at least one year remaining in the Senator's term. If the Senate term of the office of the Chair-elect shall expire before the conclusion of the Chair-elect's term of office as Chair, the Chair-elect shall be designated an ex-officio member of the Senate during the term as Chair.

After brief discussion, the motion passed; this revision of the Senate Constitution is also to be sent to the Faculty Assembly for a vote.

The final business of the December meeting was a report from the Student Relations Committee, which Pat Paulus as chair presented. The report on commencement procedures and behavior contained several recommendations. Following acceptance of the report, the Senate voted to approve the following recommendations:

1. That major professors participate in the hooding of doctoral candidates.

2. That the program include a page which briefly explains the history and symbolism associated with academic regalia.

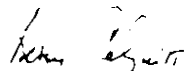
3. That all students participating in commencement exercises at TCU wear the regalia traditional at this institution. We also encourage the wearing of distinctive ceremonial clothing to such events as the graduation reception. (Note: This motion reflects the Committee's response to a request that international students be allowed to wear "various types of native ceremonial dress while participating in commencement exercises at TCU. . . . The FSSRC is sensitive to the students' desires to celebrate this event in accordance with the customs and traditions of their homeland. We also realize that exposure to customs other than our own is beneficial to the TCU community. However, the type of academic garb one wears is a function of the institution conferring the degree and of the particular degree conferred. Therefore, one wears it because one has chosen to obtain that degree from that institution regardless of one's prior or subsequent affiliations or cultural ties.")

A motion to table other recommendations in this report passed. It's expected that the Senate will consider these recommendations in February. It was suggested that the Senate might act more expediently if committee reports clearly distinguished between rationale statements and motions.

The meeting adjourned at 5 p.m.

10 December 1985

Respectfully submitted,



Betsy Colquitt  
Secretary

SUMMARY  
of  
Recent Evolution of Summer School Scheduling  
and Management at Texas Christian University

Prepared by Senate Executive Committee  
Based on a Report by Charles Falk

1. General drift toward closer control, more rigorous accountability.

1982 Adoption of a scheduling grid with common course beginning and ending dates.  
Evening term inaugurated with courses "guaranteed" to run.  
Increased promotion.

1983 Standardized compensation scale.  
New 8-week evening summer term.  
Limit on student load for summer terms -- 7 hours  
Critique by North American Association of Summer Sessions.

1984 A substantial overrun of summer salary budget led to reduced number of sections to be offered 1985.  
New minimum class sizes  
lower div. from 12 to 15  
upper div. from 8 to 10  
graduate from 5 to 8  
Increased stipend for summer department chairs.  
Improvements in computerized information gathering.

1985 Faculty committee on summer compensation and adjunct faculty compensation.  
"Guaranteed" summer contracts considered.  
Complete review of summer schedule and enrollments.  
Recommended 1986 summer schedule sharply reduced in AddRan; little changed in Fine Arts, Nursing, Education; increased in Business.  
15% cushion built in to recommended reductions.  
Second semester of sequenced courses "guaranteed."

2. Rationale for 1986 changes.

Tightened schedule to minimize cancellations.  
Deans allowed to exceed schedule limits by up to 15%.  
Deans Council considered alternative summer schedule "grids."

3. Sequence of decisions leading to 1986 changes.

Director of Summer Sessions analyzed enrollments and sections cancelled for 1983, 1984, 1985.  
Deans Council discussed a proposed schedule for 1986 including reduced offerings.  
Recommended cutbacks accepted with proviso that the schedule could exceed the proposal by 15% if necessary.  
Deans communicated the reductions to unit heads.

**THE RECENT EVOLUTION OF SUMMER SCHOOL SCHEDULING AND MANAGEMENT  
PRACTICES AT TEXAS CHRISTIAN UNIVERSITY**

The following is intended as a briefing outline concerning the recent operation of summer sessions at TCU. It more or less follows a chronological presentation outlining developments in the tenure of the current Director of Summer Sessions.

By way of a general introduction, some information applying to the entire period (1980-85) should be shared. Enrollments for summer sessions during this period have been relatively stable. From 1980-83 slight increases were realized each year, and then in 1984 and 1985, slight reductions were experienced. None of the movements have been unusually dramatic.

Additionally, there has been a secular trend in this period toward the "front-loading" of the summer program. The "mini-term" and the first five week term have been increasing in popularity at an increasing rate. The second five week term has gotten weaker and weaker. To some extent this could represent a realization of a self-fulfilling prophecy in the sense that not enough courses of interest are offered to draw students in the second five week term.

Selected developments in the TCU summer program on a year-by-year basis are as follows.

**1980-1981**

I. An extended discussion of the philosophy and purposes of summer sessions at TCU took place among the Deans Council constituency.

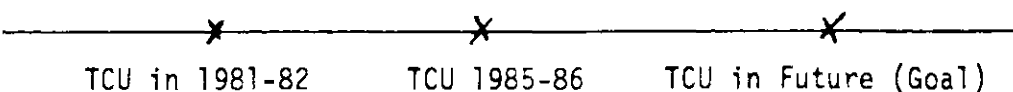
A. **Philosophy.** Two extreme philosophical positions concerning summer sessions program were described and related to TCU.

**PRODUCT ORIENTATION**  
"We have these faculty, who are willing to teach these courses, at these times."

vs.

**MARKETING ORIENTATION**  
"We offer courses needed/desired by students, at times convenient to students, and staff them with faculty willing to teach the desired courses at the desired times."

**Time  
Line:**





**B. Purposes of Summer School Programs.** A college or university's goals or purposes for having summer school programs can be varied and can relate to the institution's constituencies as well as to the institution itself.

**1. Student Objectives in Attending Summer School.**

- To catch up on courses missed or failed
- To get ahead to speed up graduation
- To permit lighter loads in the long terms
- To participate in an enrichment experience either not available or not feasible (for the student) during the regular academic year
- To engage in a socially acceptable alternative to working in the summer
- To continue academic progress by default when summer employment is not available
- For adult/non-traditional learners, summer is simply an opportunity to maintain normal academic progress toward degree completion. For this clientele, summer is not vacation time, but is just another academic term.

**2. Faculty Objectives for Participating in the Summer School Program.**

- Added personal income
- Meet student needs not practical to address in the regular academic year (field studies, for example).
- Test new course content, method, and/or delivery during a less stressful time of the year with possibly smaller student groups.
- Render service to student and community populations.

**3. Institutional Objectives for Sponsoring a Summer Program.**

- Financial gain/incremental income
  - by attracting non-native students
  - by "selling" more than the minimum number of units required for graduation to native students
- Make more effective use of the existing physical plant and services which are under year-around contract
- "Spread" enrollment to minimize demand pressure during the regular academic year
- Render community and public service

These purposes and objectives were discussed at some length with no real agreement about those particularly applicable at TCU with the following exceptions:

1. TCU's principal market for summer students is those students who are enrolled during the academic year. Thus, scheduling promotion and service should be primarily directed to meeting the needs of such students.

2. The income generated by summer sessions activities is very important in the sense that it is counted upon to fund regular academic year activities.

3. The opportunity to supplement incomes is the principal and a very important motivation for faculty teaching in that period.

II. A written policy on faculty compensation for summer teaching was developed. This policy statement addressed the following issues:

A. Standardization of compensation practices for courses meeting in other than a 3 credit hour mode.

B. Creation of policy for compensating faculty in "team taught" courses.

C. Definition of what constitutes a "normal" teaching load for faculty teaching in summer sessions.

## 1982

I. In an effort to more fully integrate the academic year program with that of summer sessions a recommendation was offered that the university start a university-wide 8 week summer evening term, Term IE in summer, 1983.

A. It was argued that such an effort would be responsive to the student market. It was suggested that this would be especially vital to working adults trying to complete a TCU degree exclusively through evening study, and for whom summer is "just another term."

B. The recommendation was adopted, and implementation was scheduled for summer 1983.

C. Contracts for faculty agreeing to teach in the new evening term were to be "guaranteed" to dispel the fear that the failure of this program would deprive faculty of summer earnings (which would otherwise have been more secure if they were to have taught a day class).

II. A summer course scheduling "grid" was adopted. The "grid" with common course beginning and ending times, was proposed to minimize problems of courses with overlapping starting or ending times. The overlaps had, in the past, precluded multiple student enrollments where they might have otherwise occurred.

- III. A new format and development timetable was introduced for the "Preliminary Summer Announcement." In essence, the announcement assumed a more professional appearance and was less expensive to distribute in mass quantities.
- IV. Several promotional practices (which continue today) were initiated to promote TCU summer sessions more heavily among non-native TCU students.
  - A. Mailing lists, including names of students (whose home is in Tarrant or the surrounding counties and who are attending school elsewhere) were purchased and approximately 25,000 of such persons received the TCU summer announcement in the mail.
  - B. In the spring, preceding the start of the summer term, newspaper ads were purchased in the student newspapers at UT-Austin, Texas A&M, and Texas Tech encouraging students at these institutions to consider making TCU their "academic summer home" when they return to town in the summer months.
  - C. Newspaper ads in local papers were purchased during "spring break" weeks for most Texas institutions, and the ads--hoping to catch students in their year-around homes--suggested that they begin to think about their summer plans, and that these plans include study at TCU.

### 1983

- I. The policy on compensation for summer sessions teaching was revised to develop standardized methods:
  - A. Compensating part-time, occasional faculty teaching in the summer terms.
  - B. Compensating full time faculty members who are either leaving the university, or who are about to join the university, and who are also assigned to teach in a summer session.
- II. The new 8 week evening summer term was implemented with modest success.
- III. The four-day week schedule was adopted for Summer Term III.
- IV. A "Summer Sessions Academic Load Policy" was discussed and adopted for implementation in summer, 1984. The policy approved by the Deans' Council was:

"A student may not be enrolled (and actively pursuing) more than seven credit hours at any one time. Exception to this policy must have the written approval of the dean of the major."
- V. The TCU Summer Sessions Announcement was submitted for a critique to a committee of the North American Association of Summer Sessions. The critique prompted several suggestions for change and modification in the announcement when it was to be printed next.
- VI. A travel-study program policy and procedure statement was developed to govern the operation of such programs operating in the summer terms. This effort addressed problems emergent from a too tolerant posture about how such programs were structured, financed, operated, and staffed.

**1984**

- I. A substantial over-run in the summer sessions salary budget in 1984 prompted detailed analysis of summer scheduling practices and minimum class size goals for summer courses.
  - A. The analysis prompted academic deans in many units to work with departmental chairs for a reduction of sections scheduled for 1985. Most reductions were logged in AddRan College and the School of Fine Arts.
  - B. New "minimum" class size goals for summer courses were adopted by the Deans Council and approved by the VCAA for implementation in 1985.

	Prior Class Size Goals	Class Size Goals for 1985
	-----	-----
Lower Div Class	12	15
Upper Div Class	8	10
Graduate	5	8

- II. A decision was made to enrich the summer chair stipends in an effort to cause persons involved to take these responsibilities more seriously, and to more properly reward people for undertaking the "hassle."
- III. Format of the formal summer sessions announcement was changed to a more functional and attractive look. This change added flexibility in making up the piece. Several recommendations from the NAASS critique were incorporated in the new piece.
- IV. The Division of Continuing Education field tested a new microcomputer software program developed by the summer sessions administrators at the University of Arizona. For its efforts, TCU received a free copy of the software package and some publicity among other summer school operators. More importantly, the package contained elements to permit generation of more information in a more timely manner to facilitate managing summer sessions while they are in progress, instead of dealing with the whole matter in an ex post facto manner. (An attachment reveals some of the capabilities of this system.)

**1985**

- I. A committee of the TCU Faculty Senate began discussion of university practices concerning the compensation of part-time faculty teaching throughout the year and of full time faculty teaching in the summer.
  - A. Discussion by faculty suggested that not only is the rate of compensation an issue, but "guaranteeing" summer teaching contracts for faculty may also be a goal.

- B. The Director of Summer Sessions suggested to the Deans Council that if TCU got into the business of guaranteeing summer teaching contracts, that this would place summer scheduling practices in a whole new context. For the university to avoid being unnecessarily "at risk," a substantially different attitude toward summer course scheduling would be required. Specifically, the university cannot afford to be so permissive in dealing with departmental recommendations (many of which have often failed to meet the test of the market place in the past).
- C. In response to a request from the VCAA, the Director of Summer Sessions analyzed enrollments, sections scheduled, and cancelled classes for the 1983, 1984 and 1985 summer sessions.
1. One purpose of the review was to see how extensive a schedule could be permitted if a contract guarantee was offered and the university wanted to be "safe" (free from having guaranteed to too many faculty salaries to teach classes with too few students).
  2. Another aspect of the review speculated about salary costs associated with new salary practices and certain levels of scheduling.
  3. This review revealed, as the Director of Summer Sessions had contended previously, that the university was grossly "over-scheduled" for the number of students who could reasonably be expected to participate in the TCU summer sessions. (See attachment for this gross recommendation, and also for an example of a recommendation for one of the units.)
  4. Based upon the review, a 1986 summer schedule was recommended to the Deans Council. This recommendation included a sharply reduced schedule of courses in AddRan College, a moderate reduction in the School of Fine Arts, little change for Harris College and the School of Education, and an increase in sections in the M. J. Neeley School of Business.
  5. In principle, this recommendation was agreed upon, except that the number of sections recommended by the Director of Summer Sessions could be exceeded by as much as 15% if and where a dean felt it necessary to respond to overall programmatic considerations.
  6. It was also decided that in sequential courses, an operating practice should include automatically deciding to run the second half of a course in those instances where the first half was already allowed to run.
  7. One goal in developing a "tighter" summer 1986 schedule would be to minimize the number of courses which may need to be cancelled. Cancellations are unsettling and disappointing to students and faculty alike, and they are a cause of significant negative public relations.

- II. In summer 1985, and for the first time, summer tuition and fees are determined by tuition and fee rates for the following fall term. The abruptness of this policy change caught the summer sessions office "in the middle" for summer programs where tuition and fees had already been announced.
- III. During fall, 1985, the Deans Council gave extended consideration to modifying the summer sessions "grid" for 1986. Several alternative plans were evaluated including a "twin-six" pattern with several overlapping terms of shorter or longer duration. The Director of Summer Sessions cautions, that while he has no concerns about making changes, small schools cannot create too many summer terms because of the "fractionalizing" effect this could have on enrollments, exasperating the small size class problem. After the extended discussion was completed, it was decided that the 1985 grid would continue in use for 1986.
- IV. Alternate methods of determining the "right" number of sections/courses for a given summer school program are described in an attachment. This illustration will demonstrate how some summer school scheduling decisions/policies can be derived.

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10/15/85 cff

# "MACRO" METHODS OF BUILDING A SUMMER SESSIONS SCHEDULE

## Guide to Abbreviations

- SHC = Estimate of student headcount enrollment  
E = Estimate of the number of courses in which each headcount student will enroll  
ACS = Target Average Class Size for Summer Sessions  
AFS = Mean Faculty Salary Estimate  
SEC = Number of salaried sections to be scheduled  
ASB = Available Salary Budget for Faculty Salaries

## Schedule Development Models:

### I - The Historical Model

- Step 1 -  $SEC \text{ (next year)} = SEC \text{ (last year +/-)}$   
Step 2 - Sections permitted to run = those meeting minimum enrollment goals (more or less)

### II - The Enrollment-Driven Model

- Step 1 -  $SHC \times E = \text{Total Enrollments}$   
Step 2 -  $\frac{\text{Total Enrollments}}{ACS} = SEC$   
Step 3 - Sections permitted to run = those meeting minimum enrollment goals (more or less)

### III - The Salary Budget-Driven Model

- Step 1 -  $\frac{ASB}{AFS} = SEC$   
Step 2 - Sections permitted to run = those meeting minimum enrollment goals (more or less)

### IV - A "Mixed" Model

- Step 1 - SHC and E are foundation stones for planning, and ASB is the ultimate determinant of how many sections will be scheduled and permitted to run.  
Step 2 -  $SEC \times AFS = \text{Estimate of summer salary expense}$   
Step 3 - (a) If Estimate of Summer Salary Expense is greater than ASB, then SEC must be reduced.  
(or)  
(b) If the Estimate of Summer Salary Expense is less than ASB, then SEC may be increased, or the minimum class size goals may be relaxed, or no special action may be taken.

DEPARTMENT BY DEPARTMENT ANALYSIS OF PAST ENROLLMENT PATTERNS

C = Cancelled Class

▪ Class w/less than minimum enrollment.

Dept	1983				1984				1985			
	I	IE	II	III	I	IE	II	III	I	IE	II	III
Dept.												
X 2213			23	(11)			(11)	23			(11)	C
2223			C	(14)			19	C			C	16
3303	21				23				24			
3373				21								
5493			8				8				8	

LEADS TO 1986.....

(Name of Dept Deleted)

Recommendation for X

Department based upon Analysis of 1983-1985 Patterns

	I	IE	II	III	Comment Column
X (3) 2213			✓		
2223				✓	
5493			✓		SERVICE TO SCHOOL OF EDUC

In 1985, the department scheduled 6 classes, two of which were cancelled. One class with eleven students was allowed to run, although it had fewer than the minimum enrollments.

\* In three UG classes, the department had 51 enrollments. For 1986, 51 students could easily be accommodated in two sections (one of 25 and one of 26), hence the recommendation.



**SUMMARY OF RECOMMENDATIONS FOR A UNIVERSITY-WIDE "BASE" SUMMER  
SESSIONS SCHEDULE OF COURSES**

College/ School	1985 Experience: Courses Scheduled By Term						Recommended for 1986: Courses by Term					Difference '85 vs '86 (totals)	
	I	IE	II	III	Tot.	#Canc	I	IE	II	III	Tot.		
AddRan	22	12	40	27	101	15	13	10	25	18	66	- 35	
Education	3	8	17	13	41	4	2	5	15	12	34	- 7	
Fine Arts	5	4	15	5	29	5	4	4	7	5	20	- 9	
M. J. Neeley	0	8	9	4	21	0	0	12	10	8	30	+ 9	
Nursing	8	0	1	5	14	0	7	0	1	4	12	- 2	
Totals:	38	32	82	54	206	24	26	31	58	47	162	- 44	
Add section equivalents for travel/study programs:													
AddRan						6						4	
Fine Arts						3						3	
Nursing						0						1	
Business						2						2	
Grand total of sections:						<u>217</u>						<u>172</u>	<u>-45</u>
						=====						=====	=====

cff/092485

Dr. William H. Koehler  
Academic Affairs, VC  
30788  
00000

Agenda  
Meeting of the TCU Faculty Senate  
Board Room, Sid W. Richardson Hall  
5 December 1985  
3:30 p.m.

Approval of minutes of November meeting.  
Announcements--Dr. McNertney, Chair, Faculty Senate.  
Report of the Academic Excellence Committee.  
Report of the Role and Function Committee  
Report of the Student Relations Committee  
Other Business.  
Adjournment.

Announcement

Faculty Assembly, 4 December 1985, SWR Lecture Hall 2, 3:30 p.m.  
Discussion of the Report of the Core Revision Committee.  
Panelists for this discussion will be Dr. Koehler, Dr. Adams, and  
Betsy Colquitt.

Minutes  
Meeting of the Faculty Senate  
Board Room, Sid W. Richardson Hall  
7 November 1985--3:30 p.m.

Present: Jackson, Colquitt, Daniel, Farrar, Giles-Sims, Ludvigson, McWhorter, Paulus, D. Smith, Tucker, Waits, Wortham, Gouwens, Dominiak, Miller, Southard, Fusillo, Hogstel, Becker, Hensley, Lawrence, Moore, Robinson, Schmidt, Vanderhoof.

Absent: Forrer, Morgan, Quarles, Reuter, Naff, Polk, French, Murph, Lohr, Hodgson, Jurma, Persky, E. Smith, Whitlock, Payne, Williams, McNertney, Odom.

With Dr. Daniel, chair-elect of the Senate, presiding, the meeting began with the approval of the minutes of the October 3 Senate meeting.

Dr. Daniel made the following announcements:

1. Dr. McNertney is improving after a brief illness and sends regrets at missing the Senate meeting;
2. The Executive Committee meeting with Dr. Koehler scheduled for November 5 was cancelled. Executive Committee agenda for the meeting included questions about administrative actions on two motions approved in the 1984-85 Faculty Senate: the revised Grievance Policy and the increased membership of the University Advisory Committee. The Executive Committee will inquire about both matters.

Representing the TCU Hunger Week Committee, Dr. Andrew Fort outlined the committee's plans for the week of November 15-23. Activities include the Ending Hunger Auction (Nov. 20), the CROP Walk (Nov. 17), and the Frog Family Fast. A keynote address by Lawrence Bruce, president of the US Committee for UNICEF, will begin the week's activities. Dr. Fort encouraged Faculty Senate to support these and other Hunger Week projects. Previous fund-raising efforts at TCU have been successful, and senators and other faculty can aid the Committee's achieving the 1985 goal of \$25,000.

Dean Priscilla Tate summarized the report of the Committee on Summer School Compensation (the previous Senate chair, Don Jackson, appointed the committee; Dr. McNertney has received the committee report). Dean Tate noted that the committee charge was to gather information suitable for comparing TCU faculty summer pay scales and pay for occasional faculty with compensation practices in other universities. The committee requested information from Baylor, NTSU, TWU, Rice, SMU, and other institutions. The committee concluded that TCU came within salary scales elsewhere but that TCU pay was on the low end of the scale. The TCU practice of using the highest graduate degree to determine pay for occasional faculty is common. Summer pay scales for full-time faculty range from 8% to 12% of annual salary (TCU's 8% is the lowest of the percentage-based pay among institutions surveyed; 8.5% is next lowest). Two institutions pay flat fees: \$2500 for instructors and assistant professors; \$3000 for associate and full professors. The committee report is informational and includes no recommendations. It was suggested that a written summary of this report be made available to the Senate and that recommendations may be forthcoming.

Minutes, 7 November 1985, 2

Dr. Daniel reported on the Executive Committee's meeting with Dr. Koehler and Dr. Falk about summer school policies. Dr. Falk presented a detailed report, which will be summarized and distributed to the Senate before the December meeting at which Dr. Koehler and Dr. Falk are to appear. Dr. Daniel noted that both administrators stressed that the policy changes were discussed in the Deans Council and that academic deans were to communicate this information to unit heads, who would inform faculty. The Administrative Handbook required summer school schedules two days after these new policies were made; this timing made it difficult to publicize these policy changes prior to their becoming effective.

Dr. Schmidt, chair of the Committee on the Role and Function of the Senate, briefly discussed the motion proposed by his committee to amend the Faculty Senate Constitution to include a section on the Faculty Budget Committee. On behalf of the Faculty Budget Committee, Dr. Ludwigson, chair of this committee, proposed two revisions of the amendment. These revisions were accepted; as revised, the statement from the Role and Function Committee reads:

**Recommendation from the Faculty Senate Committee on Role and Function of the Senate.**

Constitutional Amendment Making the Faculty Budget Committee a Faculty Senate Budget and Finance Committee.

In the light of the report to the Faculty Senate, October 3, 1985, on "Historical Notes on the Faculty Budget Committee," the Committee on the Role and Function of the Senate recommends that the Faculty Budget Committee become the Faculty Senate Budget and Finance Committee.

Proposed amendment: Section 6. Committees.

D. Budget and Finance Committee. The committee shall consist of three senators elected by the Senate at the final Senate meeting each academic year. Two additional faculty members, not necessarily senators, shall be appointed by the Vice Chancellor for Finance and Planning. The three elected senators shall serve three-year terms, with one term expiring each year. Committee members not re-elected to the Senate may complete their terms. The committee shall serve in an advisory capacity in the preparation of the University budget and as a channel of communication between the faculty and administration concerning financial decisions. The chair of the committee shall be chosen by the committee from the elected members.

Dr. Schmidt moved acceptance of the recommendation, though the Senate, following custom, will not vote on the proposed amendment until the next Senate meeting.

The Role and Function Committee also offered a revision in Article II, Section 4, B and C of the Senate constitution. Below are the pertinent passages as they appear in the present constitution and as revised: From the Constitution as presented in the current Handbook:

Art. II. Section 4. Officers.

B. The Chair-elect, Secretary, and Assistant Secretary shall be elected by the Senate at the May meeting and the term of office shall be one year. The incumbent Chair-elect shall become Chair.

C. Eligibility for Office.

Any elected Senator who served in the Senate during the current academic year is eligible for nomination to any office, providing its term of service does not exceed the years remaining in the Senator's term.

Revision proposed by the Role and Function Committee:

No change in B.

C. Eligibility for Office.

Any elected Senator who served in the Senate during the current academic year is eligible for nomination to any office, providing there is at least one year remaining in the Senator's term. If necessary, the Senate term of the office of of the chair-elect shall be extended an additional year.

Discussion centered on units electing only one senator per year and thus being disenfranchised by this proposal. No substitute proposal was offered. (NOTE: After the meeting, Dr. Schmidt asked the secretary to include in the minutes a possible substitute motion on Part C. This motion will be discussed in the December meeting. In the substitute motion, Part C reads as follows:

C. Eligibility for Office.

Any elected Senator who served in the Senate during the current academic year is eligible for nomination to any office, providing there is at least one year remaining in the Senator's term. If the Senate term of office of the Chair-elect shall expire before the conclusion of the Chair-elect's term of office as Chair, the Chair-elect shall be designated an ex-officio member of the Senate.)

The next agenda item was the Faculty Budget Committee reports on faculty compensation (copies of the two reports are attached). Dr. Ludvigson noted that the report on TCU faculty salaries came from data supplied by Ann Sewell, director of Institutional Research and Planning. He remarked that though faculty interest in salary matters can be viewed mainly self-serving, this interest also represents concern for the state and health of the profession. It's expected that many present faculty will retire within ten years or so; if academic salaries are low and non-competitive with compensation in other professions, effects on the academy will likely be unfortunate because compensation implies much about the way in which work is valued. Among the responsibilities of current faculty is concern for the future of the profession; seeking to achieve a salary scale that will attract persons of ability and talent to the professorate is a professional responsibility of current faculty.

Dr. Waits noted that the second report used data from the March/April 1985 issue of Academe. He also mentioned an error in the narrative

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section of his report: TCU is not 107 in the list of Category I institutions but ties with Texas Tech for 106 ranking.

Dr. Ludvigson and Dr. Waits responded to questions about their reports and the implications of the data. It was suggested that similar Faculty Budget Committee reports in subsequent years should include detailed information about the salaries of women faculty and also should indicate how chair or name professor positions affect the salary schedules. Dr. Ludvigson commented that the Faculty Budget Committee would benefit by having available to each committee member a copy of a recent publication, College and University Budgeting (available from NACUBO, PO Box 3504, Washington, DC 20013).

Final business of this meeting included brief comments from Dr. Becker on the tuition assistance options as stated in current handbooks for the administration and the faculty/staff. Contradictions in these statements should be reconciled; the description in the latter handbook doesn't clearly specify the options available.

Dr. Giles-Sims, chair of the Senate Committee on Tenure, Promotion, and Grievance, reported that the motion proposed by this committee and approved by the Senate last year that the University continue retirement and other benefits for full-time faculty over 65 was referred to the Chancellor. She read the Chancellor's letter of April 22, 1985 to Dr. Don Jackson, Senate Chair 1984-85, which stated that Dr. Tucker and the vice chancellors "will consider the matter and let the Faculty Senate know our thinking sometime during the coming academic year." Dr. Becker commented that the University Committee on Insurance, Retirement, and Other Benefits had also received this motion. Recent court decisions support plaintiffs in suits filed against institutions dropping such benefits for persons over 65 who continue to teach full-time. His committee had been encouraged to think that administrative action on the Senate motion may be favorable. The Executive Committee is to inquire about the status of this matter.

The meeting adjourned at 4:55.

18 November 1985

Betsy Colquitt  
Secretary

Nov. 5, 1985

To: TCU Faculty Senate, for general distribution

From: Faculty Budget Committee, Wayne Ludvigson, Chair (other members: Geraldine Dominiak, Joseph Helmick, Cherie Lohr, Richard Waits [secretary])

For quite some years the Senate has facilitated the in-house distribution of an annual "Instructional Faculty Salary Study" of TCU faculty salaries. Some of these data are essentially the same as those provided to the national AAUP for their annual report on the economic status of the professoriate. In the last few years, at the request of the Faculty Budget Committee, this study has been accompanied by data showing the frequency distribution of merit increases awarded for the given year.

Enclosed are both of these sets of data, not only for the current year, 1985-86, but also for last year, 1984-85.

Last year's data were not distributed last year because of a simple miscommunication and an oversight. We sincerely regret that, and we hope it produced no problem or inconvenience. In the future we invite faculty members to inquire about these data, because their distribution is a routine matter; however, it nonetheless requires impetus via a faculty channel, which in recent years has been the Faculty Budget Committee.

It should be noted that these two sets of data are not generated by the Faculty Budget Committee, but rather come directly from TCU's Office of Institutional Research and Planning. They are to be distinguished from the annual report by the Committee, which compares TCU's salaries with those of other institutions. It may also be noted that the Committee's own report of comparative salaries is necessarily one year behind the current year, whereas the report from Institutional Research and Planning is for the current year.

Thank You.

TEXAS CHRISTIAN UNIVERSITY  
INSTRUCTIONAL FACULTY SALARY STUDY  
FALL 1984

ALL RANKS

COLLEGE/DIVISION	NUMBER OF FACULTY 1984	.....MINIMUM.....		.....MEAN.....		.....MAXIMUM.....	
		Fall '84	Fall '83	Fall '84	Fall '83	Fall '84	Fall '83
ADDRAN COLLEGE OF ARTS & SCIENCES	160	\$ 18,868	\$ 17,500	\$ 32,136	\$ 30,642	\$ 56,340	\$ 52,650
Humanities	42	18,868	17,500	29,843	28,188	53,550	52,240
Natural Sciences	76	21,000	19,620	33,768	32,281	56,340	52,650
Social Sciences	42	18,880	18,480	31,475	30,286	53,220	49,500
M. J. NEELEY SCHOOL OF BUSINESS	40	23,632	22,400	41,149	39,313	66,950	62,700
SCHOOL OF EDUCATION	23	20,000	18,360	31,223	29,085	45,350	43,570
SCHOOL OF FINE ARTS	58	20,000	18,960	28,878	27,555	45,420	42,820
<b>T.C.U. CORPORATION</b>	<b>281</b>	<b>18,868</b>	<b>17,500</b>	<b>32,672</b>	<b>30,980</b>	<b>66,950</b>	<b>62,700</b>
BRITE DIVINITY SCHOOL	13	25,300	24,000	35,028	32,547	58,040	53,170
HARRIS COLLEGE OF NURSING	27	21,640	21,040	28,089	26,259	41,500	38,300
<b>UNIVERSITY TOTAL</b>	<b>321</b>	<b>18,868</b>	<b>17,500</b>	<b>32,282</b>	<b>30,640</b>	<b>66,950</b>	<b>62,700</b>



TEXAS CHRISTIAN UNIVERSITY  
INSTRUCTIONAL FACULTY SALARY STUDY  
FALL 1984

PROFESSORS

COLLEGE/DIVISION	NUMBER OF FACULTY 1984	.....MINIMUM.....		.....MEAN.....		.....MAXIMUM.....	
		Fall '84	Fall '83	Fall '84	Fall '83	Fall '84	Fall '83
ADDRAN COLLEGE OF ARTS & SCIENCES	50	\$ 27,070	\$ 27,070	\$ 41,421	\$ 39,213	\$ 56,340	\$ 52,650
Humanities	12	28,050	27,240	39,610	37,805	53,550	52,240
Natural Sciences	26	33,200	31,510	42,933	40,506	56,340	52,650
Social Sciences	12	27,070	27,070	39,956	37,701	53,220	49,500
M. J. NEELEY SCHOOL OF BUSINESS	13	34,310	32,910	54,109	50,378	66,950	62,700
SCHOOL OF EDUCATION	6	29,050	26,830	38,048	36,483	45,350	43,570
SCHOOL OF FINE ARTS	13	24,000	25,250	36,062	35,031	45,420	42,820
T. C. U. CORPORATION	82	24,000	25,250	42,336	40,067	66,950	62,700
BRITE DIVINITY SCHOOL	3	Deleted to protect the confidentiality of individual faculty members.					
HARRIS COLLEGE OF NURSING	1	"	"	"	"	"	"
<b>UNIVERSITY TOTAL</b>	<b>86</b>	<b>24,000</b>	<b>25,250</b>	<b>42,515</b>	<b>40,197</b>	<b>66,950</b>	<b>62,700</b>

TEXAS CHRISTIAN UNIVERSITY  
INSTRUCTIONAL FACULTY SALARY STUDY  
FALL 1984

ASSOCIATES

COLLEGE/DIVISION	NUMBER OF FACULTY 1984	.....MINIMUM.....		.....MEAN.....		.....MAXIMUM.....	
		Fall '84	Fall '83	Fall '84	Fall '83	Fall '84	Fall '83
ADDRAN COLLEGE OF ARTS & SCIENCES	52	\$ 24,640	\$ 23,640	\$ 32,240	\$ 30,834	\$ 42,500	\$ 44,380
Humanities	13	24,640	23,640	30,168	29,190	40,500	37,820
Natural Sciences	22	28,260	27,060	33,584	31,693	42,500	40,200
Social Sciences	17	27,630	25,930	32,085	31,067	38,860	44,380
M. J. NEELEY SCHOOL OF BUSINESS	6	34,220	33,420	42,075	40,857	46,300	46,000
SCHOOL OF EDUCATION	8	22,700	21,720	32,424	29,890	38,100	35,000
SCHOOL OF FINE ARTS	26	23,000	22,090	29,365	27,599	43,500	40,070
T. C. U. CORPORATION	92	22,700	21,720	32,085	30,501	46,300	46,000
BRITE DIVINITY SCHOOL	7	30,230	28,500	33,111	30,704	37,840	34,850
HARRIS COLLEGE OF NURSING	8	26,660	25,910	30,544	29,543	33,120	31,240
UNIVERSITY TOTAL	107	22,700	21,720	32,037	30,459	46,300	46,000

TEXAS CHRISTIAN UNIVERSITY  
INSTRUCTIONAL FACULTY SALARY STUDY  
FALL 1984

ASSISTANTS

COLLEGE/DIVISION	NUMBER OF FACULTY 1984	.....MINIMUM.....		.....MEAN.....		.....MAXIMUM.....	
		Fall '84	Fall '83	Fall '84	Fall '83	Fall '84	Fall '83
ADDRAN COLLEGE OF ARTS & SCIENCES	52	\$ 18,880	\$ 18,480	\$ 24,358	\$ 23,247	\$ 39,400	\$ 38,000
Humanities	14	21,570	20,000	23,130	21,763	26,940	25,940
Natural Sciences	26	22,200	21,000	25,645	24,812	39,400	38,000
Social Sciences	12	18,880	18,480	23,004	21,855	25,700	24,150
M. J. NEELEY SCHOOL OF BUSINESS	14	30,150	29,350	35,969	33,822	41,000	39,110
SCHOOL OF EDUCATION	8	23,970	22,500	26,305	24,807	28,340	26,370
SCHOOL OF FINE ARTS	16	20,000	18,960	23,817	24,204	35,420	33,260
T. C. U. CORPORATION	90	18,880	18,480	26,241	25,122	41,000	39,110
BRITE DIVINITY SCHOOL	3	Deleted to protect the confidentiality of individual faculty members.					
HARRIS COLLEGE OF NURSING	18	21,640	21,040	26,253	24,672	32,430	30,600
UNIVERSITY TOTAL	111	18,880	18,480	26,258	25,043	41,000	39,110

IRP 84-088-1 (9/28/84)

TEXAS CHRISTIAN UNIVERSITY  
INSTRUCTIONAL FACULTY SALARY STUDY  
FALL 1984

INSTRUCTORS

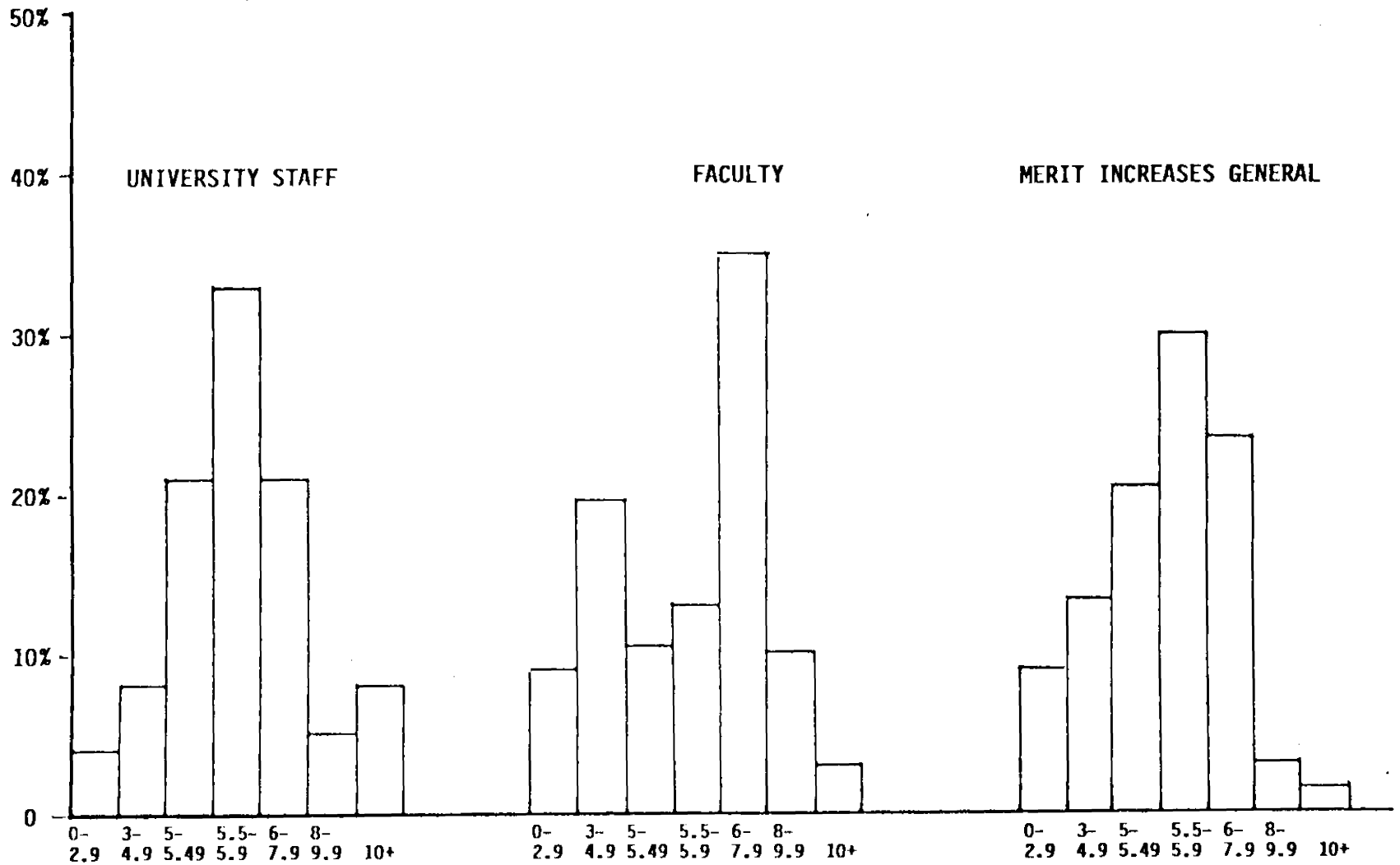
COLLEGE/DIVISION	NUMBER OF FACULTY 1984	.....MINIMUM.....		.....MEAN.....		.....MAXIMUM.....	
		Fall '84	Fall '83	Fall '84	Fall '83	Fall '84	Fall '83
ADDRAN COLLEGE OF ARTS & SCIENCES	6	\$ 18,868	\$ 17,500	\$ 21,263	\$ 20,645	\$ 24,230	\$ 22,970
Humanities	3	Deleted to protect the confidentiality of individual faculty members.					
Natural Sciences	2	"	"	"	"	"	"
Social Sciences	1	"	"	"	"	"	"
M. J. NEELEY SCHOOL OF BUSINESS	7	23,632	22,400	26,644	25,180	32,000	28,500
SCHOOL OF EDUCATION	1	Deleted to protect the confidentiality of individual faculty members.					
SCHOOL OF FINE ARTS	<u>3</u>	"	"	"	"	"	"
T. C. U. CORPORATION	17	18,868	17,500	23,273	21,739	32,000	28,500
BRITE DIVINITY SCHOOL	0	0	0	0	0	0	0
HARRIS COLLEGE OF NURSING	<u>0</u>	0	0	0	0	0	0
UNIVERSITY TOTAL	17	18,868	17,500	23,273	21,739	32,000	28,500

TEXAS CHRISTIAN UNIVERSITY  
 DISTRIBUTION OF 1984-85 MERIT INCREASES  
 BY CLASSIFICATION

	UNIVERSITY STAFF		FACULTY		MERIT GENERAL		UNIVERSITY TOTAL	
	#	%	#	%	#	%	#	%
Under 3%	10	3.9	26	8.6	36	8.8	72	7.4
3.00-4.99	20	7.7	59	19.5	55	13.4	134	13.8
5.00-5.49	55	21.2	32	10.5	84	20.5	171	17.6
5.50-5.99	85	32.9	39	12.9	123	30.0	247	25.4
6.00-7.99	55	21.2	107	35.3	96	23.4	258	26.5
8.00-9.99	14	5.4	31	10.2	11	2.7	56	5.8
10+	<u>20</u>	7.7	<u>9</u>	3.0	<u>5</u>	1.2	<u>34</u>	3.5
TOTAL	259		303		410		972	

Excludes: (1) Positions with change in F.T.E., (2) Football coaches not eligible for June 1 increases, (3) General Staff below Step 5 and thus not eligible for merit increases, (4) Vacancies.

TEXAS CHRISTIAN UNIVERSITY  
AND AFFILIATES  
DISTRIBUTION OF 1984-85 MERIT INCREASES  
BY CLASSIFICATION



Excludes: (1) Positions with change in F.T.E., (2) Football coaches not eligible for June 1 increases, (3) General Staff below Step 5 and thus not eligible for merit increases, (4) Vacancies.

TEXAS CHRISTIAN UNIVERSITY  
INSTRUCTIONAL FACULTY SALARY STUDY  
FALL 1985

ALL RANKS

COLLEGE/DIVISION	NUMBER OF FACULTY 1985	.....MINIMUM.....		.....MEAN.....		.....MAXIMUM.....	
		Fall '85	Fall '84	Fall '85	Fall '84	Fall '85	Fall '84
ADDRAN COLLEGE OF ARTS & SCIENCES	158	\$ 20,095	\$ 18,868	\$ 33,885	\$ 32,136	\$ 59,730	\$ 56,340
Humanities	44	20,095	18,868	31,780	29,843	56,250	53,550
Natural Sciences	73	22,000	21,000	35,264	33,768	59,730	56,340
Social Sciences	41	22,680	18,880	33,687	31,475	56,950	53,220
M. J. NEELEY SCHOOL OF BUSINESS	38	20,000	23,632	44,735	41,149	71,840	66,950
SCHOOL OF EDUCATION	25	20,500	20,000	31,455	31,223	46,660	45,350
SCHOOL OF FINE ARTS	61	20,500	20,000	30,133	28,878	48,870	45,420
<b>T.C.U. SUB-TOTAL</b>	<b>282</b>	<b>20,000</b>	<b>18,868</b>	<b>34,320</b>	<b>32,672</b>	<b>71,840</b>	<b>66,950</b>
HARRIS COLLEGE OF NURSING	23	21,600	21,640	29,664	28,089	44,500	41,500
<b>T.C.U. CORPORATION</b>	<b>305</b>	<b>20,000</b>	<b>18,868</b>	<b>33,969</b>	<b>32,270</b>	<b>71,840</b>	<b>66,950</b>
BRITE DIVINITY SCHOOL	12	25,000	25,300	36,380	35,028	62,100	58,040
<b>UNIVERSITY TOTAL</b>	<b>317</b>	<b>20,000</b>	<b>18,868</b>	<b>34,060</b>	<b>32,382</b>	<b>71,840</b>	<b>66,950</b>

TEXAS CHRISTIAN UNIVERSITY  
INSTRUCTIONAL FACULTY SALARY STUDY  
FALL 1985

PROFESSORS

COLLEGE/DIVISION	NUMBER OF FACULTY 1985	.....MINIMUM.....		.....MEAN.....		.....MAXIMUM.....	
		Fall '85	Fall '84	Fall '85	Fall '84	Fall '85	Fall '84
ADDRAN COLLEGE OF ARTS & SCIENCES	50	\$ 27,070	\$ 27,070	\$ 43,595	\$ 41,421	\$ 59,730	\$ 56,340
Humanities	13	29,000	28,050	42,392	39,610	56,250	53,550
Natural Sciences	25	34,530	33,200	44,860	42,933	59,730	56,340
Social Sciences	12	27,070	27,070	42,264	39,956	56,950	53,220
M. J. NEELEY SCHOOL OF BUSINESS	13	35,690	34,310	57,495	54,109	71,840	66,950
SCHOOL OF EDUCATION	5	32,000	29,050	40,682	38,048	46,660	45,350
SCHOOL OF FINE ARTS	14	26,410	24,000	39,283	36,062	48,870	45,420
<b>T.C.U. SUB-TOTAL</b>	<b>82</b>	<b>26,410</b>	<b>24,000</b>	<b>44,885</b>	<b>42,336</b>	<b>71,840</b>	<b>66,950</b>
HARRIS COLLEGE OF NURSING	1	*	*	*	*	*	*
<b>T.C.U. CORPORATION</b>	<b>83</b>	<b>26,410</b>	<b>24,000</b>	<b>44,880</b>	<b>42,326</b>	<b>71,840</b>	<b>66,950</b>
BRITE DIVINITY SCHOOL	3	*	*	*	*	*	*
<b>UNIVERSITY TOTAL</b>	<b>86</b>	<b>26,410</b>	<b>24,000</b>	<b>45,080</b>	<b>42,515</b>	<b>71,840</b>	<b>66,950</b>

\* = Deleted to protect the confidentiality of individual faculty members.



TEXAS CHRISTIAN UNIVERSITY  
INSTRUCTIONAL FACULTY SALARY STUDY  
FALL 1985

ASSOCIATES

COLLEGE/DIVISION	NUMBER OF FACULTY 1985	.....MINIMUM.....		.....MEAN.....		.....MAXIMUM.....	
		Fall '85	Fall '84	Fall '85	Fall '84	Fall '85	Fall '84
ADDRAN COLLEGE OF ARTS & SCIENCES	52	\$ 25,600	\$ 24,640	\$ 33,983	\$ 32,240	\$ 45,500	\$ 42,500
Humanities	12	25,600	24,640	32,149	30,168	43,150	40,500
Natural Sciences	22	29,550	28,260	35,248	33,584	45,500	42,500
Social Sciences	18	27,550	27,630	33,659	32,085	41,290	38,860
M. J. NEELEY SCHOOL OF BUSINESS	7	34,220	34,220	45,090	42,075	50,000	46,300
SCHOOL OF EDUCATION	8	23,590	22,700	33,225	32,424	41,000	38,100
SCHOOL OF FINE ARTS	26	23,870	23,000	30,129	29,365	38,230	43,500
<b>T.C.U. SUB-TOTAL</b>	<b>93</b>	<b>23,590</b>	<b>22,700</b>	<b>33,676</b>	<b>32,085</b>	<b>50,000</b>	<b>46,300</b>
HARRIS COLLEGE OF NURSING	9	27,720	26,660	32,367	30,544	34,770	33,120
<b>T.C.U. CORPORATION</b>	<b>102</b>	<b>23,590</b>	<b>22,700</b>	<b>33,561</b>	<b>31,962</b>	<b>50,000</b>	<b>46,300</b>
BRITE DIVINITY SCHOOL	6	30,830	30,230	34,017	33,111	40,500	37,840
<b>UNIVERSITY TOTAL</b>	<b>108</b>	<b>23,590</b>	<b>22,700</b>	<b>33,586</b>	<b>32,037</b>	<b>50,000</b>	<b>46,300</b>

TEXAS CHRISTIAN UNIVERSITY  
INSTRUCTIONAL FACULTY SALARY STUDY  
FALL 1985

ASSISTANTS

COLLEGE/DIVISION	NUMBER OF FACULTY 1985	.....MINIMUM.....		.....MEAN.....		.....MAXIMUM.....	
		Fall '85	Fall '84	Fall '85	Fall '84	Fall '85	Fall '84
ADDRAN COLLEGE OF ARTS & SCIENCES	47	\$ 22,670	\$ 18,880	\$ 25,458	\$ 24,358	\$ 33,400	\$ 39,400
Humanities	15	22,670	21,570	24,662	23,130	27,900	26,940
Natural Sciences	22	24,000	22,200	26,413	25,645	33,400	39,400
Social Sciences	10	23,000	18,880	24,547	23,004	27,750	25,700
M. J. NEELEY SCHOOL OF BUSINESS	13	33,660	30,150	38,078	35,969	43,610	41,000
SCHOOL OF EDUCATION	10	24,000	23,970	27,508	26,305	30,090	28,340
SCHOOL OF FINE ARTS	17	21,000	20,000	24,638	23,817	38,022	35,420
<b>T.C.U. SUB-TOTAL</b>	<b>87</b>	<b>21,000</b>	<b>18,880</b>	<b>27,419</b>	<b>26,241</b>	<b>43,610</b>	<b>41,000</b>
HARRIS COLLEGE OF NURSING	13	21,600	21,640	26,652	26,253	30,580	32,430
<b>T.C.U. CORPORATION</b>	<b>100</b>	<b>21,000</b>	<b>18,880</b>	<b>27,319</b>	<b>26,243</b>	<b>43,610</b>	<b>41,000</b>
BRITE DIVINITY SCHOOL	3	*	*	*	*	*	*
<b>UNIVERSITY TOTAL</b>	<b>103</b>	<b>21,000</b>	<b>18,880</b>	<b>27,306</b>	<b>26,258</b>	<b>43,610</b>	<b>41,000</b>

\* = Deleted to protect the confidentiality of individual faculty members.

TEXAS CHRISTIAN UNIVERSITY  
INSTRUCTIONAL FACULTY SALARY STUDY  
FALL 1985

INSTRUCTORS

COLLEGE/DIVISION	NUMBER OF FACULTY 1985	.....MINIMUM.....		.....MEAN.....		.....MAXIMUM.....	
		Fall '85	Fall '84	Fall '85	Fall '84	Fall '85	Fall '84
ADDRAN COLLEGE OF ARTS & SCIENCES	9	\$ 20,095	\$ 18,868	\$ 23,384	\$ 21,263	\$ 30,000	\$ 24,230
Humanities	4	20,095	*	22,874	*	30,000	*
Natural Sciences	4	22,000	*	24,070	*	27,000	*
Social Sciences	1	*	*	*	*	*	*
M. J. NEELEY SCHOOL OF BUSINESS	5	20,000	23,632	28,380	26,644	34,080	32,000
SCHOOL OF EDUCATION	2	*	*	*	*	*	*
SCHOOL OF FINE ARTS	4	20,500	*	21,490	*	22,050	*
<b>T.C.U. SUB-TOTAL</b>	<b>20</b>	<b>20,000</b>	<b>18,868</b>	<b>24,021</b>	<b>23,273</b>	<b>34,080</b>	<b>32,000</b>
HARRIS COLLEGE OF NURSING	0	0	0	0	0	0	0
<b>T.C.U. CORPORATION</b>	<b>20</b>	<b>20,000</b>	<b>18,868</b>	<b>24,021</b>	<b>23,273</b>	<b>34,080</b>	<b>32,000</b>
BRITE DIVINITY SCHOOL	0	0	0	0	0	0	0
<b>UNIVERSITY TOTAL</b>	<b>20</b>	<b>20,000</b>	<b>18,868</b>	<b>24,021</b>	<b>23,273</b>	<b>34,080</b>	<b>32,000</b>

\* = Deleted to protect the confidentiality of individual faculty members.

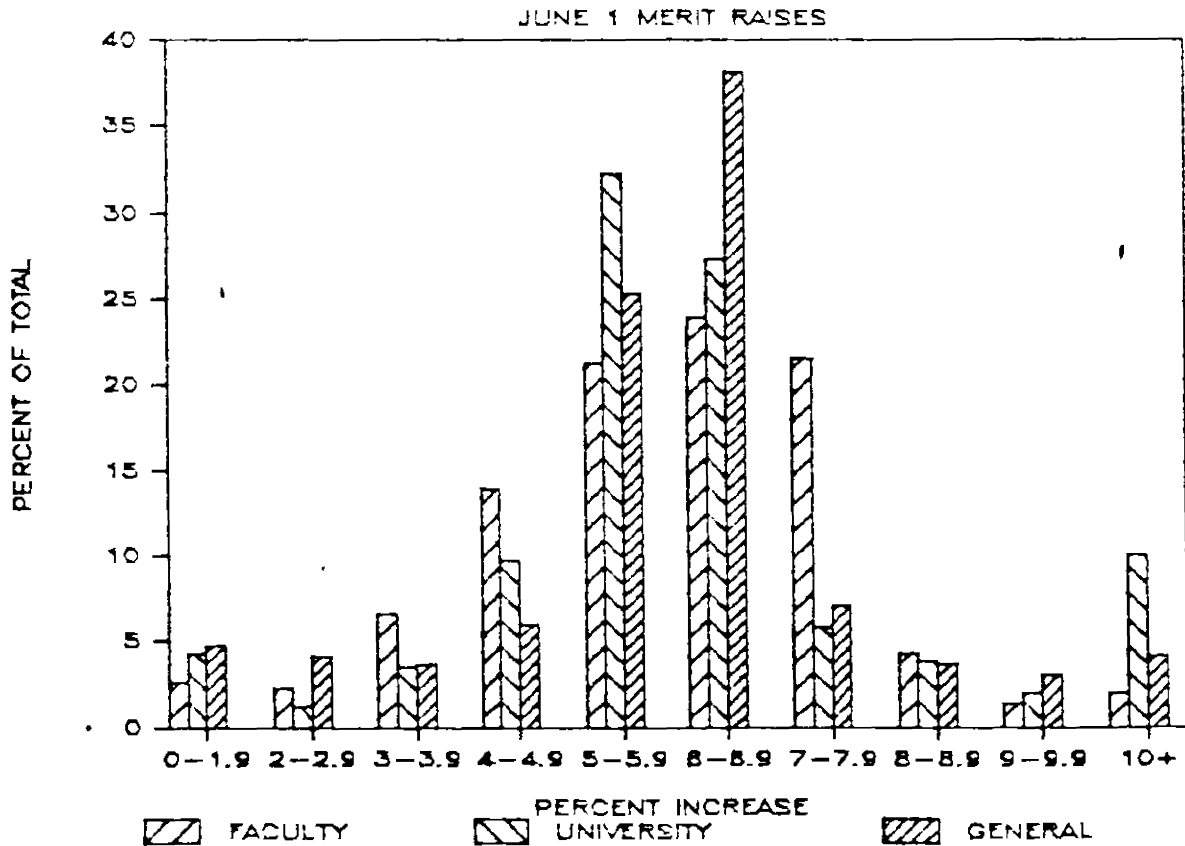
TEXAS CHRISTIAN UNIVERSITY  
 Distribution of 1985-86 Merit Increases  
 By Classification

Ranges % Change	FACULTY		UNIVERSITY		GENERAL	
	No.	%	No.	%	No.	%
0-1.9	8	3	8	3	21	5
2-2.9	7	2	2	1	18	4
3-3.9	20	7	9	4	16	4
4-4.9	42	14	24	10	26	6
5-5.9	64	21	80	33	110	25
6-6.9	68	23	64	26	166	38
7-7.9	65	22	15	6	31	7
8-8.9	15	5	12	5	16	4
9-9.9	5	1	5	2	13	3
10+	7	2	26	10	18	4
	301	100	245	100	435	100

NOTES:

- Excludes (1) Positions with changes in FTE
- (2) Football coaches not eligible for June 1 increases
- (3) General Staff below Step 5 and not eligible for merit
- (4) Vacancies

University Staff positions in Housing were upgraded this year.  
 Some General Staff positions were regraded to reflect market values.



FACULTY COMPENSATION AT TCU  
1984/85

FACULTY BUDGET COMMITTEE  
C. Richard Waits

This report on faculty compensation at TCU is the fifth in a series of reports on the levels of compensation and on certain comparisons with other universities. As in past reports, information is presented on which faculty may base their judgments concerning the relative rates of compensation. The latest data reflect salaries and fringe benefits for the academic year 1984/85. Information on current salaries is not yet available.

The primary source of the data presented in this report is the annual report of the Committee on the Economic Status of the Profession of the American Association of University Professors. The computation of compensation levels adjusted for inflation (Table 2) was accomplished with price level data from the Bureau of Labor Statistics, Monthly Labor Review.

Comparisons are made against a group of universities which are included in what the AAUP has defined as Category I. The following definition is given in Academe, March/April 1985.

These are institutions characterized by a significant level and breadth of activity in and commitment to a doctoral-level education as measured by the number of doctorate recipients and the diversity in doctoral-level program offerings. Included in this category are those institutions that are not considered specialized schools and which grant a minimum of thirty doctoral-level degrees. These degrees must be granted in three or more doctoral-level programs.

It should be pointed out that this is a heterogeneous group of

institutions in terms of size and number of doctoral-level programs offered. There were data for eleven universities in the state of Texas included in this category, Baylor University, North Texas State University, Rice University, Southern Methodist University, Texas A&M University, Texas Tech University, Texas Women's University, University of Houston, University of Texas at Austin, and University of Texas at Dallas as well as TCU.

In addition to comparisons with these other ten institutions, comparisons were also made with a group that is referred to as "Local Distinguished Universities." These are universities in AAUP's Category I and each of them has chapters of Phi Beta Kappa and Sigma Xi on their campuses.

The last set of comparisons include all universities in the United States which are grouped in Category I. Data for 162 such universities were included in the AAUP Committee's report for 1984/85.

Levels of compensation have always been a matter of concern to faculty as well as to administrators. In addition to the obvious personal interest in these levels, both faculty and administrators are concerned about the relative position of TCU faculty in these comparison groups based on two motivations. One of these is the recruitment of new faculty at whatever rank. The other is the retention of faculty members after they have been recruited. In order to achieve its academic goals, the university must be in a position to offer outstanding faculty prospects compensation which will attract them to this faculty. Once here, outstanding faculty members must be remunerated at levels reasonably consistent with their next best

alternatives. All three of these concerns guided the construction of the information contained in this report to the TCU faculty. Growth in real income, our ability to purchase goods and services, is important on both personal and institutional grounds.

Finally, it should be noted that the numbers used in most of the tables in this report are average figures for all ranks where ranks are not specified. As in all averages, these are affected by unusually large observations. That is, they are sensitive to variations in the range from highest to lowest. In most instances, the averages used in this report are also affected from one year to the next by retirements, promotions, resignations, and new hires. A discussion of these factors is contained in the report of the AAUP committee.

#### Comparative Compensation Data

There are four sets of comparisons included in this report. The first set is presented in Tables 1 through 8 and refer to all Category I universities in Texas. The second set of comparisons is between TCU and the other eight Local Distinguished Universities in Texas, Louisiana, Oklahoma, and New Mexico. The third set relates the salaries of men and women faculty members as presented in Tables 9 and 10. The fourth set of comparisons is among all Category I universities in the United States in Tables 12 and 13.

The data in Table 1 provide a picture of the pattern of change in the average compensation at Category I universities in Texas since 1970/71. Compensation includes salary and other employee benefits such as retirement fund contributions and insurance supplements. The

average figure is a weighted mean by faculty rank. Relative rates of change in compensation at TCU are indicated by the changes in the percentage of the average which TCU's compensation represents. In 1970/71 this percentage was 83.0 percent. By 1978/79 TCU's average compensation was 88.7 percent of the average of Texas Category I universities. In 1984/85 average compensation at TCU was 96.2 percent of the average for the eleven universities listed. The difference between average compensation at the eleven universities and average compensation at TCU declined from \$4800 in 1981/82 to \$1500 in 1984/85. These two sets of figures show the relative gains at TCU.

From the data in Table 2, one can see that these relative gains were also realized when compensation is reduced to real purchasing power terms. In 1970/71 TCU's average "real" compensation was 83 percent of the average at all eleven universities. In 1984/85 this comparison was 96 percent.

In Table 3 average salaries in 1984/85 (without the benefits) may be compared rank by rank. The rightmost column contains percentage differences between average compensation in 1983/84 and average compensation in 1984/85. One may readily see the wide variation between growth rates over the previous year in these data. Percentage differences ranged from 0 percent at Texas A&M to 9.5 percent at Baylor University. For full professors, TCU was tied for sixth place with A&M. For Associate Professors, TCU ranked seventh. At the Assistant Professor rank, TCU stood behind seven other universities. Only one other university in this group reported average salaries for instructors higher than TCU reported. The average salaries of all



ranks together shows TCU in sixth place.

It is interesting to note that Baylor out-ranked TCU in average compensation but not in average salaries. The reason for this unusual relationship can be appreciated from the data in Table 8. According to that data, Baylor's level of benefits is considerably higher than it is at TCU or at any other university on the list. Furthermore, a sizable portion of the large percentage increase in average compensation at Baylor reported in Table 3 can be explained by the fact that benefits at Baylor increased from 23 percent of salaries in 1983/84 to 25 percent of salaries in 1984/85.

When compared to the set of nine LDU's in Table 4, TCU ranks below the middle of the group. TCU's average compensation is 97 percent of the average of all nine universities in this group.

A variety of comparisons are made in Table 5. TCU has shown material improvement relative to all groups described in the first section of Table 5 but remains below the average in each set. In the second section of Table 5, average salaries by rank at TCU may be compared to all Category I universities in the United States. Average salaries of full professors at TCU is below the average salaries in the other two categories. Associate professors at TCU rank almost the same as those at all Category I universities and below those at church-related Category I universities. Similar relationships are shown for assistant professors. Average salaries of instructors at TCU are higher at TCU than at either of the two groups.

Each year the AAUP reports an overall percentile ranking of salaries and compensation for the various categories of universities.

Table 6 presents the percentile divisions for Category I universities in the United States. The definition of this rating system is given in the footnote to Table 6. Average compensation and average salaries at TCU receive a designation of "3" indicating that these averages fall between the 40th percentile and the 60th percentile. Similar ratings are shown for each rank at TCU in Table 7.

Table 9 presents figures for the percentage of men faculty represented by salaries of women faculty at TCU, all Category I universities, and church-related Category I universities. Women's salaries at TCU were a slightly smaller percentage of men's salaries at the top ranks than for the two comparison groups in 1983/84 but noticable larger in 1984/85. Table 10 shows comparisons of women's salaries at the eleven Category I universities in Texas. Women's salaries showed some gains against the other universities at the full professor and assistant professor ranks but not much change at the associate professor ranks.

The numbers in Table 11 indicate the percentage gain in salaries for continuing faculty only. These changes exclude the effects of retirements, resignations, promotions, and new hires. Here also, TCU lies in the middle of the range for Texas Category I universities at each rank.

Table 12 contains information on average compensation at all Category I universities reported by the AAUP together with the rank of each according to compensation levels. According to this information, TCU dropped from 97th to 107th in ranking and, as shown in Table 13, from the 40th percentile to the 34th percentile in this group.

A comparison with the data from 1983/84 shows some rather large gains by certain universities. The difference between average compensation in 1983/84 and 1984/85 for the University of Florida, for instance, was over 21 percent. For three of these universities the difference exceeded 17.5 percent. Five universities showed lower average compensation in 1984/85 than they showed in 1983/84. Forty-nine universities reported average compensation in 1984/85 between 5 percent and 7.5 percent higher than than they reported in 1983/84. TCU was in this group.

#### Summary

In summary, faculty compensation at TCU remained below the average for Texas Category I universities although it drew a bit closer to that average. TCU was tied for eighth among eleven such universities. Baylor University showed a substantial gain in average compensation and moved from a level just below that of TCU to a level somewhat higher. This can be explained in part by an increase in fringe benefits from 23 percent of compensation to 25 percent of compensation. When salaries are compared, Baylor, TCU and Texas Tech were virtually tied behind six other Texas Category I universities. Percentagewise, TCU gained in real income with respect to this group but remained about \$1000.00 below the average in terms of constant purchasing power.

Comparisons by rank in Table 5 showed that the average salary of full professors at TCU was about 96 percent of the average for all Category I universities in the United States. The ratios for associates and assistants were 100 percent and 99 percent,

respectively. Average salaries for full professors at other Texas Category I universities relative to the national average at this rank ranged from 86 percent at North Texas State University to 110 percent at Rice.

These comparisons suggest a possibility that full professors are less well compensated on average than faculty members at lower ranks. If so, then this is true of five other Texas Category I universities as well. However, nationwide the average salary of full professors was 26.5 percent higher than the average of all ranks at all Category I universities in the U.S. At TCU and at five other Texas Category I universities average salaries of full professors were between 30 percent and 34 percent higher than the average for all ranks at their respective institutions.

With respect to Local Distinguished Universities, TCU's rank slipped from 5th to 6th. However, TCU's average compensation remained in almost the same relationship to the average compensation of his group of institutions. Baylor is the university which jumped ahead of TCU. This jump represented an unusual effort on the part of Baylor University in comparison to other universities in the state.

Average compensation at TCU rose at a slower rate than did the average compensation at other Category I universities in the nation. As a result, TCU's average compensation as a percentage of average compensation at other U.S. Category I universities fell from 95 percent to 93 percent. TCU's ranking in this group fell from 97th to a tie for 107th with Texas Tech. In spite of this, full professors, associates and assistants at TCU each remained above the 40th percentile in both

salaries and compensation relative to the national norms. This apparent contradiction could be due to the fact that a smaller proportion of TCU's faculty held the rank of full professor.

Compensation of women faculty members at TCU showed very small gains relative to compensation of men at the upper ranks and a modest gain relative to men at the assistant professor level. Average compensation of women faculty members at all Category I universities slipped relative to men.

Finally, the level of effort at TCU barely maintained its position relative to the comparison groups by some measures and showed some improvement by other measures, and slipped by still other measures. It must be pointed out that the absolute differences between TCU and similar universities were not large. For instance, in the previous year TCU ranked 97th among 163 Category I universities in 1983/84. In 1984/85 TCU ranked 107th. If the increase in average compensation at TCU had been \$600.00 greater, TCU would have ranked 97th again. A gain of \$1,000.00 would have placed TCU's ranking at 93 of 162 such universities. This would have placed TCU well above the 40th percentile in national comparisons which is the place it occupied in 1983/84.

TABLE 1  
Average Compensation, All Academic Ranks  
Category I Universities in Texas, 1970/71, 1978/79 to 1984/85  
(thousands of dollars)

University	1970/71	1978/79	1979/80	1980/81	1981/82	1982/83	1983/84	1984/85
Baylor		24.1	26.7	28.0	31.7	34.2	36.3	40.3
NTSU	14.7	25.1	26.8	27.6	32.4	34.9	36.4	37.3
Rice	17.3	27.1	29.7	32.3	36.8	40.6	44.0	46.8
SMU	14.4	23.9	26.1	28.4	32.2	36.6	41.8	43.4
TCU	12.5	21.7	22.3	24.4	27.8	32.0	36.9	39.2
Texas A & M	15.3	25.6	27.9	30.6	36.9	40.0	39.8	40.2
Texas Tech U	14.6	24.0	24.9	26.5	31.0	36.3	37.5	39.2
TWU	14.3	22.1	23.3	25.8	29.2	31.8	33.1	34.3
U. of Houston	15.3	24.6	28.6	31.2	35.7	39.1	40.8	43.1
UT/Austin	17.2	26.5	28.8	30.6	36.0	39.3	41.1	42.9
UT/Dallas					28.5	36.0	38.7	41.5
Column Average	15.1	24.5	26.5	28.5	32.6	36.4	38.8	40.7
TCU Percentage of Column Average	83.0	88.7	84.1	85.5	85.4	87.8	95.2	96.2
Difference between TCU Average and Column Average					4800	4400	1900	1500

Source: The Annual Report on the Economic Status of the Profession,  
Academe, American Association of University Professors,  
March/April, 1985

TABLE 2

Comparison, Average Compensation in Current and 1978 Dollars,  
 TCU and Texas Category I Universities  
 1970/71 and 1978/79 to 1984/85

YEAR	TCU		TEXAS CATEGORY I UNIVERSITIES	
	Current Dollars	1978 Dollars	Current Dollars	1978 Dollars
1970/71	\$12.5	\$21.7	\$15.1	\$26.2
1978/79	21.7	21.7	24.5	24.5
1979/80	22.3	19.8	26.5	23.6
1980/81	24.4	19.4	28.5	22.7
1981/82	27.8	20.4	32.6	24.0
1982/83	32.0	22.5	36.4	25.6
1983/84	36.9	25.0	38.8	26.3
1984/85	39.2	25.5	40.7	26.5

(1) Calendar year price indexes converted to academic year indexes.

(2) Index for 1985 estimated as the index for June 1985.

(3) Index used for the period since 1978 is for all urban consumers including technical, professional and managerial workers. This index tends to be larger than the index for urban wage earners so that the constant dollar figure for 1970/71 overstates the actual figure for professional workers by an indeterminate amount. This figure should be used as an indication of the actual comparative purchasing power in 1970/71.

(4) Beginning in 1983, the index contains an allowance for "rental equivalence" in computing the cost of home ownership. The effect on the comparisons of constant purchasing power is not known.

TABLE 3

AVERAGE SALARIES BY RANK AT TEXAS CATEGORY I UNIVERSITIES  
1984/85  
(thousands of dollars)

University	Prof	Assoc Prof	Assist Prof	Inst	Average Salaries	Average Comp.	% Change 1983/84- 1984/85
Baylor	42.0	32.1	27.1	20.3	32.3	40.3	9.5
NTSU	37.9	30.4	25.9	21.6	31.0	37.3	2.3
Rice	48.3	35.6	27.4	24.4	40.0	46.8	5.0
SMU	46.8	33.3	26.8	---	36.6	43.4	4.3
Texas A&M	42.5	32.7	26.5	19.2	33.1	40.2	0.0
TCU	42.5	32.0	26.2	23.3	32.4	39.2	5.9
Texas Tech	42.0	31.2	25.4	18.9	32.5	39.2	4.5
TWU	38.3	31.4	25.1	22.6	28.7	34.3	4.0
U of Houston	45.9	32.7	27.1	22.2	35.3	43.1	4.7
UT/Austin	45.5	31.1	27.1	18.9	35.6	42.9	3.8
UT/Dallas	46.0	32.4	27.2	---	34.3	41.5	5.9

Source: The Annual Report on the Economic Status of the Profession, American Association of University Professors, Academe, March/April 1985.

Note: % change from 1983/84 includes the effects of promotions and retirements as well as the effects of increases for faculty continuing in the same rank in 1984/85.



TABLE 4

AVERAGE COMPENSATION AT LOCAL DISTINGUISHED UNIVERSITIES  
 Ranked by level of average compensation  
 1984/85  
 (compensation in thousands of dollars)

State	University	Average Compensation	Rank in U. S.	Rank in LDU's
Arkansas	U. of Arkansas	36.3	140	9
Louisiana	Tulane	40.8	87	4
New Mexico	U. of New Mexico	36.9	135	8
Oklahoma	U. of Oklahoma	37.4	130	7
Texas	Baylor	40.3	91	5
	Rice	46.8	39	1
	SMU	43.4	58	2
	TCU	39.2	107	6
	UT/Austin	42.9	68	3
Average for LDU's		40.4		
TCU as percent of Average for LDU's		97.0		

Local Distinguished Universities are those located in Texas and contiguous states which have both a chapter of Phi Beta Kappa and a chapter of Sigma Xi.

Universities are ranked against all Category I universities in the United States.

TABLE 5

AVERAGE COMPENSATION, ALL RANKS, AT TCU COMPARED WITH  
SELECTED INDICATORS, 1970/71 AND 1981/82 TO 1984/85

Comparison Group, Comparison Statistic	<u>Percentage</u>				
	<u>1970/71</u>	<u>1981/82</u>	<u>1982/83</u>	<u>1983/84</u>	<u>1984/85</u>
Average Compensation, Texas Category I Universities	83	85	88	95	96
Average Compensation, Highest Ranked University among Texas Category I Universities	72	75	79	84	84
Average of LDU's (excluding TCU)	85	86	88	97	97
Average Compensation, All Category I Universities in the United States	—	85	87	95	93
Average Compensation, All U.S. Church Related Category I Universities	—	88	89	96	93
Average Compensation, All U.S. Category I Universities with Phi Beta Kappa and Sigma Xi Chapters	—	79	83	92	89
<hr/>					
Average Salaries by Rank (1984/85):					
	<u>PR</u>	<u>AO</u>	<u>AI</u>	<u>IN</u>	<u>AR</u>
TCU	42.5	32.0	26.2	23.3	32.4
All Category I Universities	44.1	31.9	26.5	19.8	34.8
Church Related Category I Universities	44.7	33.3	27.2	22.1	34.6

Table 5 (Continued)

Average Salaries at TCU as Percentage of  
Average Salaries at all Category I Universities in the U.S.

Rank	1970/71	1981/82	1982/83	1983/84	1984/85
Professor	71	84	90	97	96
Associate Professor	81	86	91	101	100
Assistant Professor	82	88	92	101	99
Instructor	80	95	101	115	118

Average Salaries at TCU as Percentage of Average Salaries  
at Church Related Category I Universities in the U.S.

Professor	91	96	95
Associate Professor	90	98	96
Assistant Professor	93	98	96
Instructor	93	100	105

TABLE 6

PERCENTILES OF THE DISTRIBUTIONS BY AVERAGE SALARY AND  
AVERAGE COMPENSATION, CATEGORY 1 UNIVERSITIES, 1984/85

Rating <sup>1</sup>	1*	1	2	3	4
Percentiles	95	80	60	40	20
SALARIES					
Professor	\$53,300	\$47,800	\$44,800	\$40,800	\$37,800
Associate	37,000	34,200	32,700	31,100	29,200
Assistant	29,900	28,000	26,700	25,700	24,500
Instructor	25,700	22,600	20,800	19,700	18,700
COMPENSATION					
Professor	\$66,100	\$58,800	\$53,700	\$49,400	\$45,700
Associate	45,800	42,300	39,900	38,000	35,000
Assistant	37,200	34,000	32,700	31,200	29,700
Instructor	31,100	27,500	25,700	24,100	22,300

Source: The Annual Report on the Economic Status of the Profession,  
American Association of University Professors, Academe,  
March/April 1985, p. 14.

<sup>1</sup>

Interpretation of ratings: Compensations lower than the 20th percentile are rated 5; those above the 20th percentile but below the 40th are rated 4; those above the 40th but below the 60th are rated 3; those above the 60th but below the 80th are rated 2; those above the 80th are rated 1; those above the 95th are rated 1\*.

For example, TCU's average compensation for full professors at \$51,500 falls between the 40th percentile and the 60th percentile and is rated 3.

TABLE 7

1984/85 RATINGS OF AVERAGE COMPENSATION AT TCU

PR	AO	AI	IN
3	3	3	2

TABLE 8

Benefits as Percentage of Salary  
 Texas Category I Universities and  
 All Universities in the U.S. with Professorial Ranks  
 1983/84 and 1984/85

University	Benefits as Percent of Salary		Rank Order
	1983/84	1984/85	
Baylor	23	25	1
NTSU	20	20	7
Rice	16	17	11
SMU	19	19	9
Texas A&M	20	22	2
TCU	21	21	4
Texas Tech U.	21	21	4
TWU	20	19	9
U. of Houston	21	22	2
UT/Austin	20	20	7
UT/Dallas	20	21	4
<hr/>			
Average for Texas Category I Universities	20	20.6	
All Universities in United States	20	22.2	

TABLE 9

Average Salary by Rank for Women Faculty as a Percentage of  
 Average Salary for Men Faculty  
 TCU, All Category I Universities and Church Related Category I Universities  
 1983/84 and 1984/85

Rank	TCU		All Category I		Church Related Category I	
	1983/84	1984/85	1983/84	1984/85	1983/84	1984/85
Professor	91.1	91.8	91.3	89.1	91.3	89.9
Associate Prof	89.1	89.3	94.1	93.6	91.5	91.7
Assistant Prof	93.1	95.5	91.8	91.2	92.3	90.8

TABLE 10

AVERAGE SALARY BY RANK FOR WOMEN FACULTY  
 TEXAS CATEGORY I UNIVERSITIES, 1984/85  
 (thousands of dollars)

University	Professor	Associate Professor	Assistant Professor	Instructor
Baylor	36.3	29.6	25.6	----
NTSU	37.4	29.8	25.1	----
Rice	40.3	33.9	25.9	----
SMU	43.0	31.4	24.5	----
Texas A&M	38.6	30.0	24.9	----
TCU	39.4	29.3	25.6	----
Texas Tech	38.1	29.0	24.1	17.4
TWU	37.5	30.6	25.2	----
University of Houston	42.3	30.7	25.6	23.1
UT/Austin	42.8	29.5	25.6	18.3
UT/Dallas	----	31.5	25.8	----
<hr/>				
Average	39.6	30.5	25.3	20.3
<hr/>				
Average Salaries at TCU as Percentage of Average 1983/84	97	96	100	----
Average Salaries at TCU as Percentage of Average 1984/85	99.5	96.1	101.2	109.4



TABLE 11

PERCENT CHANGE IN AVERAGE SALARIES, CONTINUING FACULTY  
1983/84 TO 1984/85

	PR	AO	AI	IN
TCU	5.9	5.9	6.3	7.7
All Category I Universities	6.6	7.3	8.0	7.5
Church Related Category I	7.4	7.7	7.7	7.9

Continuing faculty members are those who were employed at the same institution in the previous year and includes the salary effects of promotion in rank.

Texas Category I Universities  
Percent Change in Average Salaries, Continuing Faculty,  
1983/84 to 1984/85

University	PR	AO	AI	IN
Baylor	7.4	7.4	7.3	7.6
NTSU	3.4	4.8	6.3	2.9
Rice	7.0	10.1	8.8	4.7
SMU	5.4	5.6	6.5	
Texas A&M	4.1	4.5	4.8	2.2
TCU	5.9	5.9	6.3	7.7
Texas Tech	Not Reported			
TWU	9.5	9.4	9.3	9.5
University of Houston	3.2	3.6	4.5	3.5
UT/Austin	3.2	3.6	4.2	5.6
UT/Dallas	5.6	6.1	7.4	

---

Average

5.5

6.1

6.5

5.5

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TABLE 12

CATEGORY I UNIVERSITIES IN THE UNITED STATES  
 RANKED BY AVERAGE COMPENSATION, 1984/85  
 (Compensation in thousands of dollars)

University	Average Compensation	Rank	PBK SX
-----	-----	----	---
1 Stanford University	61.4	1	X
2 California Institute of Technology	59.0	2	
3 Massachusetts Institute of Technology	58.0	3	X
4 Harvard University	57.5	4	X
5 University of California-Berkeley	55.5	5	X
6 University of Pennsylvania	53.0	6	X
7 Claremont Graduate School	52.8	7	
8 University of Chicago	52.5	8	X
9 Columbia University	52.4	9	X
10 University of California-San Diego	51.3	10	
11 Princeton University	51.3	10	X
12 University of California-Los Angeles	51.1	12	X
13 Lehigh University	50.7	13	X
14 State University of New York-Buffalo	50.5	14	
15 State University of New York-Albany	50.4	15	X
16 Northwestern University	50.4	15	X
17 Yale University	50.2	17	X
18 State University of New York-Stony Brook	50.1	18	
19 Carnegie-Mellon University	50.1	18	
20 University of California-Santa Barbara	50.1	18	X
21 Rensselaer Polytechnic Institute	50.1	18	
22 New York University	49.8	22	X
23 Duke University	49.8	22	X
24 Brown University	49.0	24	X
25 University of Southern California	48.4	25	X
26 University of Michigan-Ann Arbor	48.3	26	X
27 University of California-Davis	48.0	27	X
28 University of California-Irvine	47.9	28	
29 University of Notre Dame	47.5	29	X
30 University of Connecticut	47.5	29	X
31 University of California-Riverside	47.3	31	
32 State University of New York-Binghamton	47.3	31	X
33 Cornell University	47.3	31	X
34 Georgetown University	47.3	31	
35 Johns Hopkins University	47.2	35	X
36 George Washington University	47.2	35	X
37 Dartmouth College	47.2	35	X
38 University of Minnesota-Twin Cities	47.1	38	X
39 Rice University	46.8	39	X
40 University of California-Santa Cruz	46.5	40	

41	Ohio State University-Main Campus	45.9	41	X
42	Washington University	45.6	42	X
43	University of Virginia	45.3	43	X
44	Boston College	45.3	43	X
45	University of Rochester	44.9	45	*
46	Vanderbilt University	44.6	46	X
47	Tufts University	44.5	47	X
48	Brandeis University	44.4	48	
49	Case Western Reserve University	44.1	49	X
50	University of Iowa	44.0	50	X
51	University of Illinois-Urbana	44.0	50	X
52	University of Maryland-College Park	43.9	52	
53	University of Cincinnati-Main Campus	43.8	53	X
54	University of Utah	43.8	53	X
55	University of Florida	43.8	53	X
56	University of North Carolina-Chapel Hill	43.7	56	X
57	Northeastern University	43.6	57	
58	Fordham University	43.4	58	X
59	Southern Methodist University	43.4	58	X
60	University of Wisconsin-Madison	43.3	60	X
61	American University	43.3	60	
62	Purdue University	43.3	60	X
63	University of Arizona	43.3	60	X
64	Syracuse University	43.3	60	X
65	University of Pittsburgh	43.2	65	X
66	University of Houston-University Park	43.1	66	X
67	University of Toledo	43.0	67	
68	University of Hawaii-Manoa	42.9	68	
69	University of Texas-Austin	42.9	68	X
70	Indiana University-Bloomington	42.9	68	X
71	Michigan State University	42.5	71	X
72	University of Delaware	42.5	71	X
73	Drew University	42.1	73	
74	Rutgers University-New Brunswick	41.9	74	X
75	Temple University	41.9	74	X
76	Virginia Polytechnic Institute/State University	41.8	76	X
77	Emory University	41.8	76	*
78	University of Miami	41.6	78	*
79	Illinois Institute of Technology	41.6	78	
80	University of Texas-Dallas	41.5	80	
81	Bryn Mawr College	41.5	80	X
82	Rockefeller University	41.4	82	*
83	University of Washington	41.1	83	X
84	University of Georgia	41.1	83	X
85	Georgia State University	41.0	85	
86	Marquette University	41.0	85	
87	Tulane University	40.8	87	X
88	Ohio University-Athens	40.5	88	
89	College of William and Mary	40.4	89	
90	University of Tennessee-Knoxville	40.4	89	X

91	University of Alabama	40.3	91	X
92	Baylor University	40.3	91	X
93	Arizona State University	40.2	93	
94	Texas A&M University-Main Campus	40.2	93	X
95	Florida State University	40.0	95	X
96	University of Wyoming	40.0	95	X
97	Loyola University of Chicago	40.0	95	
98	University of Massachusetts-Amherst	39.8	98	X
99	Kent State University-Main Campus	39.7	99	X
100	Adelphi University	39.5	100	
101	Miami University-Oxford	39.4	101	X
102	Pennsylvania State University-Main Campus	39.4	101	
103	University of Vermont	39.3	103	
104	Iowa State University	39.3	103	
105	University of Rhode Island	39.3	103	X
106	Texas Christian University	39.2	106	X
107	Texas Tech University	39.2	106	
108	Wayne State University	39.1	108	
109	University of Colorado-Boulder	39.1	108	X
110	University of Kansas-Main Campus	39.1	108	
111	North Carolina State University	38.8	111	
112	Western Michigan University	38.7	112	
113	Bowling Green State University	38.6	113	X
114	University of Akron-Main Campus	38.6	113	
115	St. Louis University	38.6	113	X
116	University of South Florida	38.5	116	
117	University of Wisconsin-Milwaukee	38.5	116	
118	Utah State University	38.4	118	
119	Howard University	38.4	118	X
120	University of Alabama-Birmingham	38.2	120	
121	University of Kentucky	38.2	120	X
122	Clemson University	38.1	122	
123	University of Nebraska-Lincoln	37.8	123	
124	University of Oregon	37.8	123	X
125	University of Illinois-Chicago	37.6	125	
126	University of Missouri-Columbia	37.5	126	X
127	University of Idaho	37.5	126	X
128	University of South Carolina-Main Campus	37.5	126	
129	University of Oklahoma	37.4	129	X
130	University of New Hampshire	37.3	130	
131	North Texas State University	37.3	130	
132	University of Louisville	37.2	132	
133	Washington State University	37.1	133	X
134	University of New Mexico	36.9	134	X
135	Oregon State University	36.8	135	
136	Virginia Commonwealth University	36.7	136	*
137	University of Missouri-Kansas City	36.5	137	
138	Auburn University-Main	36.4	138	
139	University of Arkansas-Fayetteville	36.3	139	X
140	University of North Carolina-Greensboro	36.3	139	

141	University of Detroit	36.2	141	
142	New Mexico State University-Las Cruces	36.1	142	
143	Colorado State University	36.0	143	X
144	Kansas State University	36.0	143	
145	Mississippi State University	35.9	145	X
146	University of Denver	35.7	146	X
147	Louisiana State University	35.0	147	
148	Catholic University of America	35.0	147	
149	Oklahoma State Univeristy-Main Campus	35.0	147	
150	University of Montana	34.9	150	
151	University of Nevada-Reno	34.3	151	
152	Texas Woman's University	34.3	151	X
153	West Virginia University	34.0	153	X
154	University of Mississippi	34.0	153	
155	University of Southern Mississippi	33.8	155	
156	Ball State University	33.8	155	
157	University of Northern Colorado	33.2	157	
158	Northern Illinois University	32.9	158	
159	University of North Dakota	32.5	159	X
160	Illinois State University	32.4	160	
161	Southern Illinois University-Carbondale	32.0	161	
162	University of South Dakota	30.6	162	

TABLE 13

PERCENTILE RANKING OF AVERAGE COMPENSATION AT TCU  
 RELATIVE TO ALL CATEGORY I UNIVERSITIES IN THE U.S.  
 1980/1981-1984/1985

Year	Number of Universities	Ranking	Percentile
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1980/1981	199	197	1
1981/1982	201	182	10
1982/1983	161	142	12
1983/1984	163	97	40
1984/1985	162	106	34

Minutes  
Meeting of the Faculty Senate  
Board Room, Sid W. Richardson Hall  
3 October 1985--3:30 p.m.

Present: Colquitt, Daniel, Farrar, Giles-Sims, Ludvigson, McWhorter, Morgan, Paulus, Reuter, Smith, Tucker, Waits, Gouwens, Dominiak, French, Murph, Lohr, Miller, Southard, Fusillo, Hodgson, Jurma, Smith, Whitlock, Hogstel, Payne, Williams, Becker, McNertney, Moore, Odom, Schmidt, Vanderhoof.

Absent: Jackson, Forrer, Quarles, Wortham, Naff, Polk, Persky, Hensley, Lawrence, Robinson.

Minutes were approved with one correction: Dr. Ludvigson attended the September Senate meeting.

Dr. McNertney announced that a Faculty Assembly is scheduled for December 4 for discussion of the Fall meeting of the Board of Trustees and of the core curriculum revision.

Representatives of the University Bookstore--Ross Friou, manager of the textbook department, and Sonia Moreno, who handles tradebooks--made reports on their respective departments. Mr. Friou noted the importance of faculty meeting the October 18 submission date for book orders for the spring semester. Though some faculty meet this date, a majority do not (50% of book orders are received three or more weeks after the due date). Late submission complicates the ordering process for the bookstore and publishers, and can result in books not being available at the beginning of the spring term. Mr. Friou also mentioned that the bookstore has extended its hours and is now open on Wednesdays and Thursdays until 7 p.m. Saturday hours are usually 10 to 2, but vary when there are home football games.

Ms. Moreno remarked that the tradebook section is getting new fixtures which will increase shelf space for tradebooks. She indicated willingness of the Bookstore to order tradebooks faculty recommend. Such orders are most efficiently processed when books suggested are issued by one publisher. The Bookstore also likes to stock volumes by persons coming to campus as visiting lecturers. Minimal time for ordering tradebooks is about three weeks; early notice of such visits is important. She also stressed that even with expanded shelf facilities, the Bookstore can't carry an extensive tradebook stock. Suggesting specific books is preferable to sending a publisher's catalog with the recommendation that all titles be carried. She noted that the Bookstore special-orders book and foregoes the service charge most bookstores add.

Dr. Schmidt, chair of the Role and Function of the Senate Committee, presented a report on the Budget Committee (report attached). His report summarized the history of this committee. He expects to present a recommendation on the status of Budget Committee at the November meeting of the Senate.

Dr. Jurma, Chair of the Committee on Committees, mentioned that the Chancellor has sent letters on University committee appointments and that the 1986-86 Handbook will include committee charges along with the membership lists. Dr. Jurma's report recommended the following changes in committee assignments:



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Mark Thistlethwaite, to be added to the membership of the Honors Council;  
Roy Combrink, to replace Reva Bell on the Scholarship Committee;  
Kip Sullivan, to replace Reva Bell on the Library Committee.

The report was accepted.

Dr. McNertney presented a summary of Dr. Koehler's remarks in a meeting on October 1 with members of the Senate Executive Committee at which the administrative policies on the summer school were discussed. To questions from the Committee about the summer school policies having been enacted without consultation with the faculty or its representatives, Dr. Koehler indicated that:

1. Summer must be profit-making for the University;
2. Restructuring of the summer program must fit this budget requirement;
3. In recent years, the summer program has "slipped financially";
4. The practice of allowing faculty to determine when and what summer courses are offered has caused imbalances in the summer schedule;
5. Examination of previous summer courses scheduled and of those that made indicates that some offerings are more likely than others to generate sufficient enrollments;
6. A set of summer courses needs to be scheduled with a guarantee of being offered regardless of enrollment. Other courses can be scheduled which lacking sufficient enrollment will be cancelled.

Dr. McNertney also noted that the Executive Committee is to meet soon with Dr. Koehler and Dr. Charles Falk, who gathered data on the summer school program.

In the following discussion, Senators expressed concern about faculty exclusion from the processes leading to the new summer school policies. A motion to request Dr. Koehler and Dr. Falk make a report at a forthcoming Senate meeting (probably in December) passed.

The meeting adjourned at 5 p.m.

22 October 1985

Betsy Colquitt  
Secretary

(4)

Report of Committee on the Role and Function of the Senate  
Daryl Schmidt, Chair

Historical notes on the Faculty Budget Committee:

The Committee appears to have been a response to the need felt among the faculty in 1978-79 for some input into the budget process at TCU. The following resolution was presented to the Faculty Senate by the TCU Chapter of AAUP on February 1, 1979:

Two problems surface again and again as we consider budget constraints handed down from the central administration; first, that faculty have not been consulted in a major way in decisions that will substantially affect the academic life of the university; second, that the budget planning is short term in nature and crisis oriented. Furthermore, we have no assurance that steps have been taken to prevent budgetary crises in coming years. Whatever the realities of our budget situation, the university stands only to gain from the participation of faculty in the central budget process.

WE THEREFORE RESOLVE and hereby request that representative faculty (1) be involved from the inception and continuously in formulating budgetary priorities and allocations, and (2) be charged with reporting to the faculty on budgetary problems confronting the university and plans being developed to deal with them.

At the time the Senate had a Committee on Finances and Compensation whose general charge was: To obtain and report information concerning the absolute and relative status of the university's situation with respect to finances and compensation. However, this committee chose not to consider itself the vehicle for the new charge in the resolution, but rather recommended the formation of a special committee, the Faculty Budget Committee, which was not part of the Senate, but was composed of three members elected by the Senate and two appointed by the administration. This committee was charged:

1. To provide a two way channel of communication between faculty and administration concerning budget decisions which impact on the educational functions.
2. To provide an opportunity for the faculty to participate in an advisory capacity in the preparation of the University budget and in determining priorities.
3. To provide inputs into the development of plans to improve efficiency and thus to reduce cost.

Such a committee was created by the Senate on May 1, 1980. The committee proposed a set of By-Laws which were approved on May 7, 1981, that dropped charge #3 above.

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The May 1980 Senate discussion included questions about how the new committee affects the purpose of the Senate Finance and Compensation Committee and how this committee differs from both Senate and University committees. Apparently, these questions were never satisfactorily answered. Within two years the Senate Finance and Compensation Committee was dissolved, because the new Budget Committee was now making the reports to the Senate on Faculty Compensation, which had been a charge of the Senate Committee.

The Faculty Budget Committee did succeed in establishing rapport with the new office of Vice Chancellor for Finance and Planning. However, the status of the Committee has remained ad hoc, and the question has again been raised: Why is it not a Senate Committee or a University Committee? The functioning of the Faculty Budget Committee would seem to best fit into the structure of the Faculty Senate. The Senate Constitution Section 1. Functions and Duties includes: D. The Faculty Senate may establish such committees and subcommittees as it chooses to aid in the performance of its duties and may invite persons not members of the Senate to serve on these committees and subcommittees. The latter provision would allow for a Faculty Senate Budget Committee to always include the necessary expertise required by the current structure of the committee.

Consultation with disinterested faculty senators who were involved in the 1978-80 Senate leadership and Senate Committee on Finances and Compensation indicates strong support for making the Faculty Budget Committee a Faculty Senate Budget and Finance Committee, providing it can maintain its relationship with the Vice Chancellor for Finance and Planning.

**Minutes**  
**Meeting of the Faculty Senate**  
**Board Room, Sid W. Richardson Hall**  
**5 September 1985**

The chair of the Faculty Senate, Dr. McNertney, called the meeting to order at 3:30 p.m. Attending were Don Jackson, Betsy Colquitt, Neil Daniel, Jean Giles-Sims, Margaret McWhorter, Ken Morgan, Pat Paulus, C. A. Quarles, Frank Reuter, Durward Smith, Spencer Tucker, Dick Waits, John Wortham, Walter Naff, Geraldine Dominiak, Dan French, Frank Murph, Cherie Lohr, Etta Miller, Dan Southard, Peter Hodgson, William Jurma, Emmet Smith, Ruth Whitlock, Mildred Hogstel, Rhonda Payne, Willadean Williams, Charles Becker, Sanoa Hensley, Ken Lawrence, Ed McNertney, Linda Moore, Keith Odom, Nell Robinson, Daryl Schmidt, William Vanderhoof. Absent were Jim Farrar, Richard Forrer, Wayne Ludvigson, David Gouwens, Dave Polk, Lisa Fusillo, Joel Persky.

In the first business of the meeting, the minutes of 2 May 1985 Senate meeting were unanimously approved as distributed.

Dr. McNertney then made the following announcements:

1. Schedule for Senate Executive Committee meetings. These meetings are for preparing the Senate agenda and occur about two weeks before the Senate meeting. Meetings of the Executive Committee are scheduled at 1:30 p.m. on the following dates: 9/16; 10/21; 11/18; 1/20; 2/17; 3/10; 4/14; 5/12. Dr. Koehler is to meet with the Executive Committee on 9/30, 11/4, 12/1, 2/3, 3/3, 3/31, 4/28, 5/12. Senators or others wishing to place an item on the Senate agenda or on the Executive Committee agenda for a meeting with Dr. Koehler should be in touch with Dr. McNertney or another member of the Senate Executive Committee prior to these scheduled meetings. The Chancellor will meet with the Executive Committee in February regarding nominations for honorary degrees.

2. Faculty Senate Committees and their charges (this information is attached to these minutes). Dr. McNertney noted that membership changes in the Committee on Committees reflected the Executive Committee's compliance with the Senate constitution requiring that the committee include members from each of the major academic units of the University.

3. Dr. McNertney announced that he had named Dr. Don Jackson, immediate past chair of the Senate, as parliamentarian for the 1985-86 Senate.

4. Membership of the Faculty Budget Committee. Chancellor Tucker's appointment of Dr. Cherie Lohr and Dr. Joe Helmick completes the committee. Senate-elected members are Dr. Richard Waits, Dr. Geraldine Dominiak, and Dr. Wayne Ludvigson, who chairs the committee.

5. Election results on ex-officio Senate memberships for the Chancellor and Vice Chancellor for Academic Affairs. By a vote of the faculty, these memberships are withdrawn. The ex-officio membership of the past chair of the Senate continues.

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Dr. McNertney called on Dr. William Jurma, chair of the Committee on Committees, for his report, approved by the Senate and summarized here. The persons listed below represent "alterations in faculty membership on University committees" necessitated by personnel changes. Dr. Jurma noted that where possible his committee had made replacements so as to maintain the balance of various academic units on committees:

1. Academic Appeals: Marlene Kiker to replace Linda Richardson (both of Nursing), 1989.

2. Computer Center: Graydon Dawson (Education) to replace Billie Cunningham (Business), 1987.

3. Courses of Study: Linda Moore (AddRan) to replace Ted Klein (AddRan), 1989.

4. Honors Week: Billie Sue Anderson (Education) to replace Mike Wolfe (Education), 1987.

5. Library: Dick Hoehn to replace James Duke (both of Brite), 1987; Mary Martof to replace Eugenia Tickle (both of Nursing), 1987.

6. Student Conduct: Carol Saunders added because "one member with an 85 term was not replaced," 1990.

7. Traffic Regulations and Appeals: Joyce Harden (Fine Arts) to replace Susan Williams (Nursing), 1989; Mary Maddux to replace Marilyn Forney (Dr. Jurma noted that this latter change involved TCU staff).

Dr. Jurma remarked that in accord with its charges, the current Committee on Committees expects to examine several policies and procedures concerning University committees. At present, precedent more than policy apparently determines the number of committee members as well as the practice of naming the committee chair. He also mentioned that monitoring procedures need to be established.

Dr. McNertney reported on the August 26 meeting of the Executive Committee with Dr. Koehler in which the core curriculum revision was discussed. There are at present four papers on the revision: the draft proposal from the Core Revision Committee, a paper prepared by the academic deans responding to the draft proposal, a discussion paper prepared by Dr. Koehler, and the Academic Excellence Committee report on the draft proposal (the Senate approved the report of the Academic Excellence Committee).

The chair asked Betsy Colquitt, who chairs the Core Revision Committee, to comment on the work of the committee. She noted that the committee is to meet on September 6 and that November 1 is set as the date for the Committee's revised report on the core. This report is to take account of suggestions in the four papers on core revision. In the following Senate discussion, a motion was passed requesting that a summary of the four current papers and the November report be distributed to the Senate. Though no other motions were made, the sense of the discussion conveyed concern about procedures for approving a revised core. Several senators expressed that view that procedures should be established to assure the inclusion of TCU faculty and students in the consultative

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process prior to the approval of a new core curriculum.

The meeting adjourned at 4:30.

13 September 1985

Betsy Colquitt, Secretary

### **Faculty Senate Committees and their Charges, 1985-86**

#### **Committee on Academic Excellence**

Members: Ken Lawrence, Frank Reuter, Peter Hodgson, Sanoa Hensley, Cherie Lohr, Ken Morgan, Spencer Tucker, Chair. Liaison: Ed McNertney.

##### **Charges:**

1. To study and report on Vice Chancellor Koehler's discussion paper on the core curriculum revision.
2. To study and report on materials emanating from the Core Revision Committee.
3. To study and report on the application and consequences of TCU's criteria for graduate faculty members.
4. To study and make recommendations regarding procedures for evaluation of teaching at TCU.
5. To consider whether TCU should adopt a policy which would enforce a university-wide requirement of a 2.0 or higher GPA in a student's major field.
6. To consider whether TCU should adopt a policy which would require students to take at TCU some minimum percentage of hours in a student's major field.
7. To study and make recommendations on the effective policies regarding athletic scholarships and the academic preferences of individual students.
8. Review any matters referred from the Student House.

#### **Committee on Committees**

Members: Mildred Hogstel, Margaret McWhorter, Bill Vanderhoof, Dave Polk, Dan French, Linda Moore,, Keith Odom, Bill Jurma, Chair. Liaison: Neil Daniel.

##### **Charges:**

1. To recommend to the Faculty Senate names of faculty to be appointed to serve on University Committees for the following academic year.
2. To monitor committee performances.
3. To conduct an annual evaluation of the effectiveness of the existing committee structure.
4. To review the judicial committees which do not meet regularly to see if all are necessary: University Court, Student Government, Academic Appeals, Public Presentations.
5. To monitor the process for selecting Search Committees.

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**Committee on the Role and Function of the Senate**

Members: Geraldine Dominiak, Joel Persky, Dan Southard, C. A. Quarles, Jim Farrar, Durward Smith, Daryl Schmidt, Chair. Liaison: Don Jackson.

Charges:

1. To study and make recommendations regarding the Faculty Budget Committee:
  - a. Should the Budget Committee keep its current status? Should it become a Senate Committee/ Should it become a University Committee?
  - b. Should the membership of the Committee be limited to Senators? Faculty?
  - c. What should be the charge and by-laws of the Committee?
2. To resolve the potential problem of a Chair-elect whose Senate term expires at the end of the year he/she spends as Chair-elect.
3. To study the procedures for electing members of the Faculty Senate and determine if the procedures can be streamlined.

**Committee on Student Relations**

Charles Becker, Etta Miller, Frank Murph, Walter Naff, Nell Robinson, Emmet Smith, John Wortham, Pat Paulus, Chair. Liaison: Rhonda Payne.

Charges:

1. To study and make recommendations regarding procedures for evaluation of teaching at TCU.
2. To study and make recommendations regarding the proposed calendar.
3. To solicit student views on the core curriculum revision.
4. To study the question of allowing international students to wear "traditional garb" to commencement.
5. To study commencement decorum and make fitting recommendations.
6. To take the initiative in establishing effective communication between the Senate and the House.

**Committee on Tenure, Promotion, and Grievance**

Members: Richard Forrer, Dave Gouwens, Wayne Ludvigson, Dick Waits, Willadean Williams, Ruth Whitlock, Lisa Fusillo, Jean Giles-Sims, Chair. Liaison: Betsy Colquitt.

Charges:

1. To examine the tenure and promotion criteria established by individual colleges and units within those colleges.
2. To examine the handbook statements on general tenure and promotion criteria.
3. To examine the Administration's response to the question of extending retirement benefits to full-time faculty over 65.