

**THE FACULTY SENATE
TEXAS CHRISTIAN UNIVERSITY**

A summary sheet of the minutes from September 6, 1996.

- The following items were distributed to the Senate and are included with the minutes:
 - The Faculty Senate Roster
 - The Faculty Senate Goals
 - Draft document from Cornell Thomas with regard to campus diversity
 - Proposed teaching materials policy
 - E-mail on Lexis-Nexis personal information database
- Chair Kathleen Martin briefly discussed the way in which the goals of the Faculty Senate have been directly linked to the specific changes to the senate committees.
- Secretary Kenneth Raessler had each senator introduce her/himself.
- Senator David Grant, Chair of the Academic Excellence Committee discussed the goals of the committee during this academic year, particularly with regard to the present status of the UCR.
- Past Chair Sally Fortenberry reported on the status of the Benefits Study Committee work with regard to equal retirement benefits for all employees.
- Chair Kathleen Martin reported on the status of the resolution on priority housing for international students which has been referred to the Committee on International Students for their review.
- The report by Cornell Thomas, Chair of the Committee to Study the Need for a Committee on Diversity was presented along with a request for additional input from the Senate and the Academy.
- Chair Kathleen presented the proposed “Teaching Materials Policy” which prompted much discussion and reaction.
- The issue of the involvement of the Provost/Vice Chancellor for Academic Affairs in Faculty Senate meetings was addressed and discussed. A straw vote was taken with the majority favoring inviting the Provost to attend Faculty Senate meetings.
- Chair Martin requested suggestions for matters to be addressed at the Fall Faculty Assembly in October.
- Senator Rinewalt informed the Senate of concerns with regard to the Lexis-Nexis personal database which could endanger the privacy of Americans.
- **Motion was passed that future Senate meetings will be held in Dan Rogers Hall, room 264.**

**TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE**

NOTE: MEET IN DAN ROGERS Room 264

October 3, 1996

3:30 P.M.

Meeting Agenda

Approval of Minutes from September 5, 1996

Announcements (Kathleen Martin, Chair)

New Business

- Comments on work of Student Relations Committee (Fred Oberkircher)
- Comments on work of Tenure, Promotion, and Grievance Committee (Roger Pfaffenberger)
- Fall Assembly: Can we rethink the need for and purpose of?
- Faculty Lounge: Glassware and smoking

Old Business

- Faculty feedback on Draft Statement from Committee to study need for Committee on Diversity
- Faculty feedback on proposed Teaching Materials Policy and consideration of Alternative Policy
- Request for information from Academic Excellence Committee

Other

**TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE MINUTES**

September 3, 1996

The Faculty Senate of Texas Christian University met at 3:30 p.m. on September 5, 1996, in Dan Rogers Hall, room 264, with Chair Martin presiding. Senate members present included: Grant, Hughes, Fortenberry, Jenkins, Kucko, Moore, Gorman, Rinewalt, Paulus, Donovan, Nelson, Reinecke, Miles, Gorsuch, Martin, Sacken, Patton, Moreland, Curry, Solomon, Haigler-Robles, Meckna, Garrison, Smith, Nichols, Greer, Pfaffenberger, Vigeland, Raessler, Reynolds, Cagle, Wilson, Becker, Szajina, and Tucker. Senators not in attendance included: Franzwa, Cross, White, Flahive, and Oberkircher.

APPROVAL OF MINUTES FROM MAY 2, 1996

The minutes from the May 2, 1996, Senate meeting were approved as written with the following correction: Professor Susan Haigler-Robles (so stated on page 21) is Dr. Susan Haigler-Robles.

ANNOUNCEMENTS

Chair Martin made the following announcements:

Introduction of Assistant Secretary Sherrie Reynolds who announced that Senator Freeman of Fine Arts and Communication will be unable to complete his term as Senator, due to illness. The person who received the next highest number of votes for that senate slot then becomes eligible, according to the By-Laws. Thus, Roger Cooper of RTVF becomes Senator Cooper. He has agreed to serve out the vacated slot. Also Senator Trachtenberg in Addran Humanities is retired and thus will not serve out his term. There is no one eligible to fulfill this slot, thus an election will be held similar to the one in the spring except both the nomination and the election forms will be sent to only the Addran Humanities' faculty.

Introduction of Donna Burg, representative from the Student House of Representatives and Angela Suetter, Representative from the *Skiff*.

NEW BUSINESS

Chair Martin introduced Secretary Raessler who reminded senators to sign the attendance sheet each month when they arrive for the meeting and requested that each senator give their names when addressing the Senate Body. Each senator then introduced her/himself and the area which they represent.

Chair Martin called attention to the following handouts (attached to the minutes): Faculty Senate Roster and Faculty Senate Goals.

She then briefly discussed the specific charges of each senate committee as well as informing the

Senate that the Executive Committee attended a portion of the Dean's Retreat on August 19, 1996.

Chair Martin expressed pleasure that there is now a TCU Faculty Senate home page on the Web to keep senators and faculty aware of events and concerns. To access, click on Academic Programs. There is also a "Speak Out" to click on in order to send E-mail to the Executive Committee. There is hope that a system can be set up where various senate committees can also get feedback.

David Grant, Chair of the Academic Excellence Committee was introduced. He posed several questions to the Senate:

- Why UCR?
- Why would the Senate welcome this study? Senator Grant stressed several pertinent issues with regard to this question:
 - The committee has not been given the charge of redesigning the UCR.
 - The purpose of the study is to encourage faculty and student perceptions of the UCR and to undertake a more formal evaluation of the UCR.
 - The UCR varies somewhat in each college.

Senator Grant also requested the following from the senators:

- Look at the UCR as it is "laid out" in your particular college or at least familiarize yourself with the UCR as it applies to your college.
- Look at the Philosophy, Objectives, and Goals of the University and ask yourself how the UCR fits with these philosophies, goals, and objectives.
- Respond to the need to solicit student views and perceptions with regard to the UCR.
- This fall is a time of information gathering, and the need for faculty input as well as involvement is critical to the success of the charge.

Chair Martin then challenged the Senators to involve their constituency. The input of the entire faculty is extremely important.

OLD BUSINESS

Past Chair Sally Fortenberry reported on the status of the Benefits Study Committee. She reported that Edd Bivin responded to the charge of the RIB Committee chaired by Ken Morgan to put together a committee to study the benefits for all employees of TCU. The charge focused on matters that were inequitable. Senator Fortenberry stated that two options were agreed upon:

1. All employees would be raised to 11.5% for retirement benefits contribution. (A budget

- impact of \$450,000). This would be accomplished by the 1997-98 academic year.
2. A gradual increase based on years of service until all are equal at 11.5% (a budget impact of \$180,000 annually).

Senator Fortenberry also noted that the turnover rate of the general staff was significantly higher than that of the faculty and University staff. Discussion ensued, no motions were initiated. A final report has been submitted to the administration.

Chair Martin then reported on the status of the Resolution on Priority Housing for International Students. This has been referred to the Committee for International Students for their review and an eventual report back to the Senate.

The agenda item on the Status of Committee to Study the Need for Committee on Diversity was introduced. Cornell Thomas is heading the committee to study this issue. His report is attached, which reflects the views of his committee at the close of the Spring Semester 1996. He solicits responses from the Senate and academia with regard to this issue.

Chair Martin then addressed the proposed "Teaching Materials Policy" (attached) which prompted much reaction from the Senate, much of which was "off the record." This issue will be placed on the agenda of the October meeting of the Senate, as the Administration has requested feedback on this proposed policy. Chair Martin stressed that this issue is still under discussion and not a matter of policy.

The issue of the involvement of the Provost/Vice Chancellor for Academic Affairs in the Faculty Senate meetings was then addressed by Chair Martin. She requested from the Senate, thoughts on the involvement of the person in this position. Historically, this individual's involvement has ranged from attending meetings, to reporting before meetings, to no involvement at all. Again, much discussion ensued and a straw vote was taken with the majority favoring inviting the Provost to attend Faculty Senate meetings.

Chair Martin suggested to the Senate that the Fall Faculty Assembly should be moved to October in order to have a sense of issues the faculty wish to have represented. She noted that attendance in the past has been poor and charged the Senate members to investigate, from their constituency, why people are not attending this event.

At this point in the meeting, Senator Rinewalt informed the Senate of concerns with regard to the Lexis-Nexis personal identification database. Lexis-Nexis sells a commercial database called "Ptrax" which holds detailed personal information on nearly all Americans (L-N claims it contains 300 million names). The database includes name, social security number, mother's maiden name, and possible other personal information. This information could be available to any individual with a credit card. (Handout attached)

After some discussion, it was moved and seconded that future Senate meetings be held in Dan

Rogers Hall, room 264. **The motion passed by unanimous consent.**

A question was raised concerning the consideration that a faculty representative serve on the Board of Trustees, a consideration discussed in prior years. The Executive Committee will pursue this issue with the Board of Trustees.

The meeting adjourned at 4:40 p.m.

Respectfully Submitted,

A handwritten signature in cursive script, appearing to read "Kenneth R. Raessler".

Kenneth R. Raessler
Kenneth R. Raessler, Secretary

**FACULTY SENATE ROSTER
1996-97**

Kathleen Martin	C&I	Chair	297900	Ext. 6774
Sally Fortenberry	DEFA	Past Chair	298630	Ext. 6327
Ken Raessler	MUSI	Secretary	297500	Ext. 7602
Bob Vigeland	BUS	Chair-Elect	298530	Ext. 7215
Sherrie Reynolds	EF&A	Asst. Secretary	297900	Ext. 6782

ADDRAN HUM

Gregg Franzwa	PHIL	1997
David Grant	RELI	1998
Nadia Lahutsky	RELI	1998
Linda Hughes	ENGL	1999

ADDRAN SS

Sally Fortenberry	DEFA	1997
David Jenkins	SOWO	1997
Jane Kucko	DEFA	1998
Linda Moore	SOWO	1999

ADDRAN NS

Mary Ann Gorman	NTDT	1997
Dick Rinewalt	COSC	1997
David Cross	PSYC	1998
Pat Paulus	BIOL	1998
Nowell Donovan	GEOL	1999
Hal Nelson	ENGR	1999
Manfred Reinecke	CHEM	1999

BRITE

Rebekah Miles		1998
		1999
Susan White		1999

SCHOOL OF ED

Kathleen Martin	C&I	1997
Mike Sacken	EF&A	1998
Mary Patton	EDEL	1999

HARRIS COLLEGE

Susan Weeks		1997
Alison Moreland		1998
Linda Curry		1999

FINE ARTS AND COMM

Lynn Flahive	COSD	1997
Judy Solomon	MUSI	1997
Roger Cooper	RTVF	1998
Susan Haigler-Robles	MODA	1998
Michael Meckna	MUSI	1998
Ellen Page Garrison	BAMD	1999
Luther Smith	ART	1999
Roger Cooper	RTVF	1998

SCHOOL OF BUSINESS

Don Nichols	ACCT	1997
Bob Greer	MANA	1998
Roger Pfaffenberger	DESC	1999
Robert Vigeland	ACCT	1999

AT LARGE MEMBERS

Ken Raessler	MUSI	1997
Sherrie Reynolds	EF&A	1997
Carolyn Cagle	NURS	1998
Fred Oberkircher	DEFA	1998
Curt Wilson	MUSI	1998
Chuck Becker	ECON	1999
Bernadette Szajna	MANA	1999
Spencer Tucker	HIST	1999
C. A. Quarles	PHYS	1997

TO BE ELECTED IN 1997

Addran Humanities	1
Addran Social Sciences	2
Addran Natural Sciences	2
Brite	0
Education	1
Nursing	1
Fine Arts & Communication	2
Business	1
At Large	3

COMMITTEE CHAIRS 1996-97

Academic Excellence: David Grant

Committee on Committees: Manfred Reinecke

Role and Function: Bob Greer

Student Relations: Fred Oberkircher

Tenure, Promotion
and Grievance: Roger Pfaffenberger

Budget and Finance: Gregg Franzwa

SENATE COMMITTEE CHARGES 1996-97

ACADEMIC EXCELLENCE

MEMBERSHIP: David Grant, Chair; Sherrie Reynolds, Liaison.
Nowell Donovan, Linda Hughes, Jane Kucko, Michael Meckna, Mary Patton,
Don Nichols, Dick Rinewalt.

STANDING CHARGES:

1. To maintain interest in and awareness of all policies, procedures, programs, and goals that affect the academic excellence of the University.
2. Study and advise the Faculty Senate on requests concerning academic matters forwarded by the Student House of Representatives.
3. In conjunction with the University Library Committee, monitor the status of library resources.
4. Meet with the Student House of Representatives' Academic Excellence Committee at least annually to trace issues of concern for University

SPECIFIC CHARGE:

1. Study the status of the UCR and generate a report to the Faculty Senate which includes:
 - a history of the development of the UCR and how they have evolved;
 - perceptions of faculty and students regarding the purposes of the UCR, their effectiveness, and current problems in the requirements;
 - a summary of statistical data related to what courses students are taking, size of the classes, rank of the course instructors, grade distributions, and the like;
 - a description of the University Curriculum Advisory Committee and its procedures, including criteria used for course approval, numbers of courses approved and rejected, and relationship to Undergraduate Council and Freshman Seminar Committee.

SENATE COMMITTEE CHARGES 1996-97

TENURE, PROMOTION, AND GRIEVANCE

MEMBERSHIP: Roger Pfaffenberger, Chair; Kathleen Martin, Liaison. Hal Nelson, David Jenkins, Rebekah Miles, Mike Sacken, Susan Weeks, C. A. Quarles.

STANDING CHARGES:

1. Monitor the operations of the University policies on tenure and promotion as set forth by the Handbook for TCU Faculty and University Staff.

SPECIFIC CHARGES:

1. Study the status of teaching as it relates to tenure and promotion and generate a report to the Faculty Senate which includes:
 - perceptions of faculty about the relationship of teaching to tenure and promotion and the process used to evaluate teaching;
 - suggestions about how to better evaluate teaching effectiveness and who should be involved in the process;
2. Examine the role and responsibilities of faculty mentors in the grievance process and recommend changes, if needed.

SENATE COMMITTEE CHARGES 1996-97

ROLE AND FUNCTION

MEMBERSHIP: Bob Greer, Chair; Kathleen Martin, Liaison.
Ellen Page Garrison, Carolyn Cagle, Alison Moreland, Susan White,
Curt Wilson, Spencer Tucker.

STANDING CHARGES:

1. Monitor the structure and functions of the Faculty Senate and Senate committees and recommend changes that will improve their effectiveness in University Governance.

SPECIFIC CHARGES:

1. Review the name and the standing charge to the committee, determine if changes are needed, and make recommendations accordingly.
2. Examine the responsibilities of the Chairs of the Undergraduate and Graduate Councils, determine if it is feasible for faculty to chair those Councils, and make recommendations accordingly.

SENATE COMMITTEE CHARGES 1996-97

STUDENT RELATIONS

MEMBERSHIP: Fred Oberkircher, Chair; Sally Fortenberry, Liaison. Linda Moore, Bernadette Szajna, Mary Ann Gorman, David Cross, Roger Cooper, Susan Haigler-Robles.

STANDING CHARGES:

1. Represent the Faculty Senate on matters involving student concerns.
2. Meet with the officers of the Student House of Representatives at least annually to track issues of concern to the student community of the University.

SPECIFIC CHARGE:

1. Study the status of student advising and generate a report to the Faculty Senate which includes:
 - perceptions of students and faculty regarding the advising process;
 - a description of the general pattern of the advising process from admission to matriculation, including the role of orientation in advising;
 - a profile of students on probation if such can be compiled;
 - a description of who does the advising including advising of undeclared majors, pre-majors, majors, and scholarship students.

SENATE COMMITTEE CHARGES 1996-97

COMMITTEE ON COMMITTEES

MEMBERSHIP: Manfred Reinecke, Chair; Ken Raessler, Liaison.
Linda Curry, Judy Solomon, Luther Smith, Lynn Flahive, Chuck Becker,
Nadia Lahutsky.

STANDING CHARGES:

1. Represent the interests of the faculty in the structure, functions, and membership of University Committees.
2. Review University Committees to determine if (1) existing committees are necessary; (2) their charge, membership, and administrative oversight are appropriate; and (3) new committees are needed.
3. Working jointly with the Executive Committee, nominate candidates for senate offices, with the goal of providing more than one candidate for each position.
4. Nominate the membership of all university committees.

There are no specific changes to this committee. Rather the committee is encouraged to attend specifically to charge #2 through a systematic review of the University Committees.

SENATE COMMITTEE CHARGES 1996-97

BUDGET AND FINANCE COMMITTEE

MEMBERSHIP: Gregg Franzwa, Chair (2 years); Bob Vigeland, Liaison(3 years). Sanoa Hensley (1 year), Pat Paulus (2 years), Joe Bobitch (1 Year).

STANDING CHARGES:

1. Participate in an advisory capacity in the formulation of budgetary priorities and allocations for the University.
2. Serve as a channel of communication between faculty and administration concerning financial issues.

SPECIFIC CHARGES:

1. Continue effort to gain earlier consultation and more input on budget.
2. Monitor developments in the handling of discretionary accounts.

TO: WILLIAM H KOEHLER
P O BOX 297040

FR: FACULTY SENATE
TCU BOX 297500

**TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE MINUTES
May 3, 1996**

The Faculty Senate of Texas Christian University met at 3:30 p.m. on May 3, 1996 in the Faculty Center of Reed Hall with Chair Fortenberry presiding. Senator members present included: Franzwa, Grant, Kucko, Jenkins, Paulus, Comer, Hatcher, Rinewalt, Miles, Martin, Sacken, Moreland, Garrison, Meckna, Clark, Flahive, Solomon, Greer, Vigeland, Reynolds, Cagle, Wilosn, Becker, Fort, Raessler and Oberkircher. Senators not present include: Trachtenberg, Tucker, Cross, Van Beber, Gorman, Gouwens, Vanderhoof, Davis, Gudmundsen, Haigler-Robles, Freeman, Nichols and Pohl.

Approval of the Minutes from April 4, 1996

Senator Becker moved that the minutes be approved with Senator Grant seconding the motion. The minutes were approved.

Announcements

Chair Fortenberry presented the following general announcements:

The Fall Leadership Retreat is scheduled for Sept. 20-21, 1996. Please mark your calendars.

University Council for 1996-97 has been established (see attached).

Gregg Franzwa and Linda Hughes will be evaluating the Grievance and Non-Discrimination Policies to see if a common process can be established.

Department Chairs will hold a workshop during the fall, 1996 semester and the Executive Committee of the Senate will be attending.

The Executive Committee of the Senate will be participating in the Dean's Retreat this Fall, 1996.

New parking lots on the east side of campus will be established this summer.

NEW BUSINESS

Election of Senate Officers

The elections for the new senate officers for 1996-97 was held and the results are as follows:

Chair-Elect: Bob Vigeland

Secretary: Ken Raessler

**TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE**

NOTE: MEET IN DAN RODGERS 264

September 5, 1996

Meeting Agenda

Approval of Minutes from May 2, 1996

Announcements (Kathleen Martin, Chair)

New Business

- Introduction of Senators: (Senator Raessler)
- Discussion of Committee Charges
- Request for Information (Academic Excellence Committee: David Grant)

Old Business

- Status of Benefits Study Committee
- Status of Resolution on Priority Housing for International Students
- Status of Committee to Study Need for Committee on Diversity

Other

Assistant Secretary: Sherrie Reynolds

All senators need to sign up for senate committee assignments for next year after this meeting. Chair Fortenberry reviewed the purposes of each committee for the senate.

Elections for the University Budget Committee will occur at our first meeting next Fall.

ACADEMIC EXCELLENCE COMMITTEE

Sherrie Reynolds, Chair of the Academic Excellence Committee presented a report concerning their work this past year. Research on the freshmen seminar program and the freshmen experience was presented (see attached report). The evaluation of the UCR, freshmen advising and further investigation on grade inflation should occur. Grade inflation in particular is a very complex issue and this may need to be a separate committee.

MOTIONS FROM THE SENATE EXECUTIVE COMMITTEE

Motion: The Faculty Senate endorses the election of a faculty member to the Board of Trustees of Texas Christian University.

Senator Grant asked if the senate would elect the member or would the Board of Trustees elect a faculty member? Chair Fortenberry stated that the faculty at large would elect a member to the Board. Chancellor Tucker clarified that the Board of Trustees elect their own members. Therefore, the intent of the motion is that the Board of Trustees would elect a faculty member to the Board.

The motion passed.

Motion: The Executive Committee of the Faculty Senate shall meet with the Academic Deans of TCU at least once per semester to enhance communication and planning.

Senator Fortenberry stated that the purpose of this motion is to provide a direct communication link between the Faculty Senate and the Academic Deans. This includes participation at the annual, fall retreat with the deans. The motion passed.

INTRODUCTION OF NEW SENATORS

Senator Vigeland, Assistant Secretary of the Faculty Senate introduced the new senators. The senate expressed appreciation to the new senators for their willingness to serve in this important capacity.

UNIVERSITY COMMITTEE ASSIGNMENTS

Senator Hatcher, Chair of Committee on Committees presented the University Committee Assignments for 1996-97 (see attached). Chair Fortenberry thanked Senator Hatcher for completing this challenging and important task.

OLD BUSINESS

Motion from the Executive Committee: The Faculty Senate endorses the waiving of the General University Fees for all TCU Employees.

Chair Fortenberry explained what the University Fees fund. Several of the services such as Programming Council, Student Center, the Library, and other areas, are benefits of being an employee. Senator Oberkircher asked about the cost of University Fees. The fees are \$1050 for the year for more than 24 hours. For 9 hours or less, the university fee is \$30.00 per hour. An employee may take one course during the day and evening courses. Senator Grant stated that it appears that the proration has accounted for that employees do not fully utilize all the services that the fees fund. Senator Franzwa stated that he felt the proration is in accommodation of part-time students rather than employees. Senator Vigeland offered that the motion be amended to clarify that this is for general staff. The motion was amended to state ". . . for general staff." Chancellor Tucker stated that university fees should be considered a revenue source. Senator Grant asked if we knew what the impact would be if this motion passed. Chair Fortenberry responded that the impact would be minimal according to the Controller's Office. The motion was tabled.

REVIEW OF 1995-96 COMMITTEE CHARGES: ACCOMPLISHMENTS/CHALLENGES

Chair Fortenberry presented a summary of the Senate's accomplishments for 1995-96 (see the attached listing of motions passed and the reports from each senate committee).

Chair Fortenberry summarized the following accomplishments:

- revision of Senate By-Laws and Constitution
- addition of 10 new faculty positions
- evaluation of the freshmen experience
- enhanced communication between the senate and student house

The following are challenges that need to be addressed:


- continue efforts to increase the number of full-time faculty
- ensuring the quality of the freshmen experience
- evaluation of the UCR (a committee of faculty and students will serve in this capacity).
- evaluation of academic advising and establish a procedure to evaluate advising. Pat Miller will head this charge.

- learning more about the orientation process for new students
- encouraging Chancellor Tucker to implement a State of TCU Address annually
- establishing a self-publishing policy for faculty
- develop a procedure for addressing sub-par teaching
- focus goals for the senate to address specific academic issues
- encourage participation on the faculty senate

Senator Fortenberry thanked all of the Committee Chairs and officers for their hard work. Senator Fortenberry thanked Senator Franzwa for all of his work for the senate as chair-elect, chair and past-chair. He has been very dedicated to the senate. Chair Fortenberry also presented new Chair Martin with the gavel and thanked her for her work. She also thanked all of the senate for their contributions. Senator Franzwa also thanked Chair Fortenberry for all of her dedication and work for the Senate; she has done great work in behalf of the senate.

The meeting adjourned at 4:45 p.m.

Respectfully Submitted,

A handwritten signature in cursive script, reading "Jane Kucko", written over a horizontal line.

Jane Kucko, Secretary

THE FRESHMAN EXPERIENCE AND ITS EFFECT ON STUDENT RETENTION

The challenge of promoting student retention (graduation) is one of the major issues facing higher education today. Nationally, the retention rate is less than fifty percent. Since the freshman year is the time of greatest attrition, student success in the first year of college should be of utmost importance to an institution. Consider the following facts: A freshman's critical transition period is during the first two to six weeks of college. One-third of each year's full-time entering freshmen are not at the same institution one year later. Student attrition decreases by fifty percent with each passing year of a student's education.

Factors Contributing to Student Attrition

1. academic boredom - student is uncertain about academic and career goals (this may be a result of poor advising);
2. irrelevancy - student does not sense college as useful (often because teachers do not interpret the usefulness to students);
3. unrealistic expectations of college - student does not understand the environment and makes little effort to do so;
4. academic unpreparedness - leads to frustration and feelings of failure by student (student must be reached out to by institution);
5. transition difficulties - a student's previous support systems may be gone (student needs to have someone he/she can feel comfortable turning to for advise);

6. lack of certainty about major/career - most frequent reason high ability students give for dropping out;
7. incompatibility - mismatch between individual and institution (the institution is to blame for poor recruiting).

The Need for Support Services During the Freshman Year

Administrators must learn to recognize behavior patterns of drop-out prone freshmen. The exist~~nt~~ interview is not the time to assess attrition. It is the institution's responsibility to devise programs to help freshmen connect to their new environment, make the transition to college life, work successfully toward achievement of academic goals, and succeed in the classroom. A most important step for the institution is to ensure that every freshman feels attached to someone at the institution. Studies indicate freshmen who could name a campus-affiliated person in which to turn were twice as likely to return the following semester.

Support services should be provided in great concentration during the freshman year. A strong orientation program and advising program are key and positively linked to student learning and graduation. It has also been shown that retention rates improve when an institution includes substantial career/life planning and academic advising services to all freshmen. These programs must be intrusive; it is the job of the institution to reach out to students. These programs should help students develop decision-making skills, clarify values, assess abilities and interests, and plan future careers.

In addition, to promote academic success by students, an institution must regularly assign the best teachers to freshman courses. It is suggested that college administrators reallocate faculty and other resources toward increased service to first and second year students. The strongest, most student-centered people, programs, and services should be offered during the freshman year. The staffing decision should be one of the foremost decisions by the administration. In summary, all retention efforts must put student needs first.

The Purpose of Advising Re-defined

Traditionally, course scheduling is the main focus of many advising sessions. However, this task should occupy no more than twenty-five percent of the time that a faculty member/administrator spends with an advisee. A redefinition of advising is in order. Advising should be the forming of relationships to assure that at least one educator is close to each student to assess the quality of his/her college experience. The developmental needs of a student must be addressed. Not just a time to "keep records", academic advising should be a relationship in which an advisor helps a student select, plan, and complete his/her academic goals without unnecessary delays and expense.

Freshman Seminars

Today approximately two-thirds of American colleges and universities offer a freshman or first-year seminar. While the format may differ from institution to institution, the freshman seminar provides an opportunity for students to interact with other students and the instructor to foster a sense of community within

the large environment of the campus. Three common goals of all seminars offered, regardless of course topic, are to provide an orientation to campus resources and facilities, to ease the transition and adjustment of students to the college environment, and to develop academic skills.

In 1994, the National Resource Center for the Freshman Year Experience and Students in Transition at the University of South Carolina conducted a survey of freshman seminar programs among colleges and universities (N = 2460) in the United States. The results of the survey are summarized in the following paragraphs.

Of the colleges and universities surveyed, 1,001 (40.7%) responded. Seventy-two percent of the responding institutions reported offering a freshman seminar. Another 5% reported plans to offer a freshman seminar in 1995-96.

The majority of institutions (72.2%) offered the freshman seminar as a college survival course, which consisted of a blend of topics essential for student success. The remainder of the respondents indicated that they offered an academic seminar containing content fairly uniform across the disciplines (11.3%), containing content determined by the instructor (7.8%), or a basic study skills course (9%).

Most of the freshman seminars (81%) were begun in the last ten years; while 32.1% have begun within the last three years. Nineteen percent of the freshman seminars have been offered for over ten years, with the oldest one offered at Lees College in Jackson, Kentucky (112 years old).

Maximum enrollment in the freshman seminars ranged from 15-40

students, with 60% having an enrollment of 16-25 students. The majority of freshman seminars (75.4%) were graded by letter grade, while 24.6% were graded pass/fail, satisfactory/unsatisfactory, or ungraded.

At 42.8% of the institutions, the freshman seminar was a required course for all first-year students. The remainder of the institutions required the course for high-risk students (28.7%) or offered it as an elective for all new students (28.5%).

Approximately one-half (50.2%) of the freshman seminars were given one credit hour. Two credit hours were given at 15.9% of the institutions; 3 credit hours were given at 23.8% of the institutions, and more than 3 credit hours were given at 10.2% of the institutions.

Approximately one-half (49.8%) of the freshman seminars were offered as an elective course, while 18.9% of the seminars met core requirements.

The freshman seminars were taught or co-taught by faculty, administrators, upper level undergraduate students, graduate students, and student affair professionals, with the majority (86%) being taught or co-taught by faculty. Training was offered for instructors at 70.8% of the institutions, and at 48.2% of the institutions, training was considered a prerequisite for teaching the freshman seminar. In 33.5% of the institutions, the freshman seminar instructor was also the advisor for all the seminar students.

A majority of institutions (56.2%) reported "high" or "very high" campus support from students, faculty, and administrators

regarding the freshman seminars. Student satisfaction with the course and instructor was reported by 49% of the institutions. Use of campus services and freshman-to-sophomore persistence was reported by 46% of the institutions.

University 101

The freshman seminar has enjoyed success on many college and university campuses in recent years. Although the structure and curricula may differ from institution to institution, this type of cooperative learning environment provides students with social integration, peer bonding, and support that is essential to improving the rate of retention. A well-known model for freshman seminars is University 101, which has been offered at the University of South Carolina since 1972. This three-credit hour, letter-graded course provides freshman and first-year transfer students an enhanced orientation to the university by teaching college survival skills. Only those students with less than 30 credit hours are eligible to register for University 101. It is offered in the fall and spring semesters and is taught in groups of 20-25 students by faculty and administrative personnel.

Course requirements for University 101 include regular writing and note taking, oral communication activity, textbook readings, use of the library, examinations, computer competency, and use of a weekly calendar. Course content includes sex and the college student, alcohol/drug abuse, career planning, critical thinking, multiculturalism, on-campus and off-campus safety, academic integrity, the meaning of higher education, wellness and health issues, time/stress/financial management, community service,

cultural events, and good citizenship.

Research conducted annually since 1974 indicates that University 101 course participants achieved higher sophomore return rates than did nonparticipants. In addition, a statistically significant difference in graduation rates has been reported between completers and non-completers during a seven year period from Fall 1979 through Spring 1986.

FACULTY SURVEY

A survey was sent to all full-time faculty asking for their perceptions of the freshman experience and grade inflation. The results were analyzed and are reported below.

FRESHMAN EXPERIENCE

Several faculty members asked that a study of the freshmen be undertaken to find out what is and is not working for them with respect to their academic experience on campus. One person further suggested that:

"A separate study might be conducted related to those freshmen who do not return to TCU. Regarding the latter, it seems important to distinguish among those who did not return because TCU may have been an inappropriate academic choice to begin with; those who did not return for non-academic reasons, such as the feel of exclusion due to heavy emphasis on fraternities/sororities; and those whose academic experience at TCU was disappointing, and thus they chose to go elsewhere. The faculty can help do something about the latter situation; student services and admissions need to respond to the former situations. Regarding those students who continue at TCU after their freshman year, two questions seem pertinent: (1) Were they well advised as freshmen? and (2) How did they experience the courses?"

One faculty member suggested that Greek rush be moved to second semester: "I think that fall rush both adds to first year anxiety and detracts from academic performance in a terrible way."

The Students

There was some concern about the retention study in terms of how TCU compares with other similar universities and whether there is a correlation between SAT's of those retained and departing. There was a sense that, while we have increased members, we have the same number of good students.

Smaller Classes

Several faculty members suggested that smaller freshman classes would help retention. It was suggested that this would allow faculty to get to know students and more closely monitor students' progress. "Students have a good experience if they succeed--even if the material is difficult for them."

There was also a concern that entering students are not prepared "to perform at the university level. They are told that they are special and highly talented, when they should be told that they may become special and have the ability to develop their talent to a high level if they commit to the task. In particular, I see weakness in basic English writing skills, mathematics and time management. What about a battery of tests given to all entering students to provide the basis for placement in courses of the proper level?"

UCR

Several faculty members suggested that the UCR be evaluated. One member expressed it as, "I find it absolutely unbelievable that any institution would craft an agenda so close to the heart of its identity as the UCR and provide NO means for evaluating it at regular intervals."

It was also suggested that the core be simplified and/or be reduced to a smaller portion of the total requirements. There were questions about whether the UCR courses fulfill their original promise, e.g.: "Are CI courses requiring critical thinking?"

One faculty member suggested a totally different approach to the UCR:

"In my view, a truly educational experience is mostly a holistic experience. Therefore the Freshman year should be organized around topics not around accumulating credit hours on "studying" unrelated issues. Some titles: "America in the 21st century, or: What should the New World Order be?" "Capitalism and democracy: or money and politics." "Do we have a right t die?" "Why do we need the human genome project?" "Does NAFTA produce a sucking sound?" As I see it- one would need to find a faculty interested in any (and many other) such topics. this facilitator should then ask her/his fellow faculty to

come in (may be once or twice?) and help with their expertise on a particular facet of the problem. In a nut shell: the pigeon hole approach to the UCR is utterly antiquated. Why? Because real problems have to be discussed in a transdisciplinary, holistic way."

And a faculty member suggested a change in the number of courses students take in a semester:

"All of the other universities that I've been associated with have long since switch from a norm of 5 courses a semester to 4, with the accompanying assumption that outside-class assignments would be proportionately larger (not to mention that teaching loads would be smaller). One way, it seems to me, to academically enhance the first year (and every year) experience would be to allow students to have a greater focus on fewer subjects."

Advising

There was general agreement that advising needs to be evaluated, that it needs to be improved, and that "faculty have to take responsibility to improve." "We need to brace ourselves for the information that we may discover - and then do something about it."

Concerns ranged from: faculty do not help students or give superficial attention to advising, students are advised into inappropriate courses (core when they should be in remedial classes), that students are ill-advised about pre-requisites. "Students - early on - are hooked on the idea that every course must count toward core. . . as a result they are in courses they aren't ready for intellectually or emotionally." We should make effective and timely advisement of all our undergrads and top concern.

Freshman Seminars

"I have concern about granting critical inquiry credit for some of these courses. It appears that we are granting highest level credit to our lowest level classes." If freshman seminars are to be continued, they need to be examined as a part of the core experience at TCU, not separate from it. The real contribution of the freshman seminars might be to force a long overdue re-examination of the University Core Requirements. Small classes at the freshman level

taught by professors who care about teaching freshman and are committed to quality teaching seem necessary, whether in the context of the UCR or freshman seminars.

Grade Inflation

Grade inflation was a concern for all but one faculty member who responded. In general the responses indicated the complexity of the problem.

"The issue of grade inflation is complex and not to be undertaken lightly. Unless faculty share a set of common beliefs about student evaluation, grade inflation will continue to be a problem at TCU. "Rigor" without reflection is also a problem. At the least, it would seem that a study might be conducted to determine if there is a correlation between grades and student evaluations. Such a study would affirm or dispel the conjecture that such exists. It also seems that grade distributions might be examined across units and over time to determine trends or patterns that could then constitute the basis of conversation. It would also be helpful to know student perceptions of grading on campus through a student conducted survey."

Concern was expressed that administration judges issues just by number without sufficient sensitivity to student level, qualification, class enrollment, amount of work, etc. It was thought that this contributed to grade inflation. One faculty member said "Students and faculty alike know in their heart of hearts that it is trading worthless teaching evaluations for worthless grades." Another faculty member said that "Concern with student retention and the viewing of students as 'customers' must be expected to have some sort of impact on grades that are assigned." Students expect to get A's or B's - "so do their parents." It was thought that grade inflation was encouraged when administrators "automatically take the students' side in a dispute with a faculty member."

A few faculty members acknowledged that grade inflation exists but attribute high grades to good teaching or a disbelief in grading. Others attributed it to a lack of uniform criteria for content or evaluation. Still others related it to heavy dependence on adjunct faculty related. Students have said they feel cheated since "the grade inflation necessarily deflated the meaning of her true 4.0 in that field.

Solutions There were few solutions offered. One faculty member said that "ultimately it can only be controlled by a personal sense of responsibility and professionalism by the instructor."

The Academic Excellence Committee learned of an attempt to address grade inflation and interviews were conducted with the persons involved. The result of that interview follows:

Telephone interview with Mark Toulouse --- March 8, 1996

Brite divinity school worked with institutional research. They pulled the previous 5 years worth of courses, concluding with the Spring 1993 semester, divided out the introductory lecture (6000 level) from the seminar courses for each professor. Readings courses (less than 2 students) were eliminated. All summer courses were also eliminated.

Reports were generated by course, the number of grades, and percent of grades (a,b,c,d,f,i). He looked at each course to see if the A's were increasing or constant over the 5 year period. For each faculty member, numbers and percentages of A and B grades were also added together to see if these were consistent over the five year period. Was the relation of A's to B's constant, or, over time, did the percentages of B's begin to lessen while the percentages of A's increased?

He scrambled faculty names and had numbers assigned to the names (for confidentiality) and then reported course by course summary sheets. Faculty were given their profile course by course and a comparative sheet (current profs.). Adjuncts and former profs. were divided out. The sheet reported faculty wide and course by course the # and % of A's for intro courses and for seminar courses. It also reported the % a's, b's, a's and b's, c's, d's, f's, and i's. A GPA was computed for each professor in each of the two course categories (intro. and seminar).

Attached to the distribution of this information was a listing of questions for faculty to consider:

1. What does each letter grade mean to you? Example: Does a C mean "average" work or something else?
2. How do the percentages of my grades, and my cumulative GPA, compare with those of other professors?

3. Over this five year period of time, are there consistencies or inconsistencies in your grading percentages? Have the grades given over the five year period been consistent in the same kinds of classes? Has the percentage of A's and B's in relationship to other grades (C,D,F) gotten larger or smaller? How do grades in classes over the five year period relate to the quality of students as a whole?

4. Do larger classes negatively or positively affect the grades of students? Is there pressure to give better grades to smaller classes?

5. Is there a relationship between grades and your student evaluations? When you give higher percentages of A's and B's are course evaluations for the course generally more positive?

6. How would you describe your grading style?

Faculty then had a series of meetings to talk seriously about what grades mean. They found that faculty were thinking about grades differently. There has been no follow-up study but overall a sense that there have been some adjustments made by some of the faculty.

Faculty Members of University Committees 1996-1997

1. Academic Appeals

Jane M. Kucko, Chair (1997)
William E. Pohl (1997)
Joseph R. Jeter (1998)
Carol Ann Stephenson (1998)
Richard J. Allen (2000)
Lena J. Allman (2001)
George T. Gilbert (2001)

2. Academic Computing

Jane M. Mackay, Chair (2000)
James R. Comer, Chair (1997)
Gerald L. Gabel (1998)
Mary Ann Gorman (1998)
Peng Fan (1999)
Andre P. Mazzoleni (1999)
Susan E. Anderson (2000)
Myra L. Moore (2000)
John D. Horner (2001)

3. Animal Care and Use

Timothy M. Barth, Chair (1997)
C. Magnus Rittby (1997)
Mauricio R. Papini (1999)
N. Ray Remley (1999)
Stephen Infantino (2001)

4. Compliance and Affirmative Action

Linda S. Moore, Chair (1997)
Carolyn R. Durham (1998)
Carol Y. Thompson (1999)
Andrew O. Fort (2000)
Michelle G. Briscoe (2001)
Ze-Li Dou (2001)

5. Evaluation

Art B. Busbey, Chair (1999)
Etta M. Miller (1998)
Mary Susan Haigler-Robles (1999)
Donald W. Jackson (1999)
Steven B. Breese (2000)
Bernadette A. Szajna (2000)
Richard A. Estes (2001)
Kenneth S. Richardson (2001)

6. Honors Council

Babette Bohn, Chair (2001)
Ted E. Klein (1997)
Edward M. McNértney (1998)
Robert S. Doran (1999)
Gregg E. Franzwa (1999)
Carroll a. Quarles (1999)
Lazelle E. Benefield (2000)
Rudolf B. Brun (2000)
Roger C. Pfaffenberger (2000)
J. Ronald Shearer (2000)
Linda K. Hughes (2001)
Sara H. Sohmer (2001)

7. Honors Week

Margaret B. Thomas, Chair (1998)
Sheila M. Allen (1997)
Andrew Paquet (1997)
Bruce N. Miller (1998)
Robert S. Doran (1999)
Barbara M. Raudonis (1999)
Donald W. Jackson (2000)
Alison F. Moreland (2000)
Kenneth R. Stevens (2001)

8. Institutional Biosafety

David R. Cross, Chair (1999)
C. Magnus Rittby (2000)
Robin L. Roof (2001)

9. Instructional Development

Nadia M. Luhutsky, Chair (1998)
 Joan S. Aker (1999)
 William W. Ray (1999)
 William H. Vanderhoof (1999)
 Ralph G. Carter (2000)
 Tommy G. Thomason (2001)
 Gary W. Whitman (2001)

10 Intercollegiate Athletics

James W. Riddlesperger, Chair (1998)
 Kenneth R. Raessler (1997)
 Michael R. Butler (1999)
 Roger C. Pfaffenberger (1999)
 Ginger F. Clark (2000)
 Henry J. Patterson (2000)
 Joseph B. Lipscomb (2001)

11. International Students

Morrison G. Wong, Chair (1997)
 Yumiko Keitges (1997)
 Peng Fan (1998)
 Yushau Sodiq (1998)
 Charles F. Bond (1999)
 In-Mu Haw (1999)

12. Library

Joseph C. Britton, Chair (1999)
 John P. Freeman (1997)
 Jane M. Mackay (1998)
 Ellen Page Garrison (1999)
 Susan Staples (2000)
 Stephen Weis (2000)
 Bruce A. Elleman (2001)
 Sherre Geller (2001)
 David J. Gouwens (2001)

13. Mediators (Faculty Grievance)

Don M. Coerver (2000)
 Geraldine F. Dominiak (1999)
 C. David Grant (2000)
 Stuart A. Youngblood (2000)
 Alan C. Shepard (2001)

14. Research and Creative Activities

Joel B. Mitchell, Chair (1997)
 Fred R. Erisman (1998)
 Susan Douglas Roberts (1998)
 Tadeusz W. Zerda (1998)
 Mauricio R. Papini (1999)
 Lee A. Daniel (2000)
 Ranga Ramasesh (2000)
 Gene A. Smith (2000)
 Howard W. Stone (2001)

15. Retirement, Insurance and Benefits

Ken M. Morgan, Chair (1998)
 Betty S. Benison (1997)
 Efton Park (1998)
 Luther B. Clegg (1999)
 Donald R. Nichols (1999)
 N. Ray Remley (1999)
 Danna E. Strength (1999)
 David W. Sloan (2000)
 Yushau Sodiq (2000)

16. Safeguards in Human Research

Nancy B. Meadows, Chair (1997)
 Ellen Page Garrison (1999)
 Francis X. Pizza (1999)
 Carol Jean Pope (1999)
 Joan S. Aker (2000)
 Carolyn S. Cagle (2001)
 Gail Davis (2001)
 Susan J. White (2001)

17. Scholarship and Financial Aid

Blaise J. Ferrandino, Chair (1997)
 Thad A. Duhigg (1998)
 John R. Burton (1999)
 Rhonda L. Hatcher (2001)

18. Student Conduct and Grievance

Sanoa J. Hensley, Chair (1997)
 Lynn K. Flahive (1997)
 Donal M. Sacken (1997)
 Douglas A. Newsom (1998)
 Donald R. Nichols (1998)
 Michael R. Butler (1999)
 Patricia A. Paulus (1999)
 Marinda E. Allender (2000)
 Auturo C. Flores (2000)
 Peggy W. Watson (2000)

19. Student Organizations

Kenneth T. Lawrence, Chair (1997)
 David A. Jenkins (1997)
 Billie S. Anderson (1999)
 Lark F. Caldwell (2000)
 Pat T. Kinkade (2000)
 Laura A. Talbot (2000)
 John T. Harvey (2001)

20. Student Publications

Linda C. Curry, Chair (1997)
 Anne M. D. VanBeber (1998)
 Daryl D. Schmidt (1999)
 Lewis A. Glaser (2000)
 Bonnie E. Melhart (2001)

21. Traffic Regulations and Appeals

Harold D. Nelson, Chair (2000)
 William E. Jurma (1997)
 Tracy J. Dietz (1999)
 Charles R. Williams (1999)
 David A. Jenkins (2000)
 Allene Jones (2001)
 Gregory K. Stephens (2001)

22. Undergraduate Admissions

Robert L. Vigeland, Chair (1998)
 Cornell Thomas (1997)
 Jennifer B. Watson (1997)
 Harold D. Nelson (1998)
 C. Robert Greer (1999)
 Patricia A. Paulus (1999)
 Judith A. Solomon (1999)
 Raymond H. Bazemore (2001)
 Philip S. Hartman (2001)

23. University Court

Neil Easterbrook (1997)
 Ralph G. Carter (1999)
 Julie Hardwick (2000)
 Stephanie B. Woods-Rand (2001)

UNIVERSITY COUNCIL FOR 1996-97

Chair: Dr. William H. Koehler, Vice Chancellor
for Academic Affairs

Elected Members:

		<u>Term Expires</u>
Dr. Richard Galvin	(Humanities)	1997
Dr. Ken Stevens	(Social Sciences)	1999
Dr. Ken Morgan	(Natural Sciences)	1998
Dr. Bob Greer	(Business)	1997
Dr. Dan Southard	(Education)	1998
Prof. Susan Haigler-Robles	(Fine Arts)	1999
Dr. Margaret Thomas	(Communication)	1997
Dr. Lazelle Benefield	(Nursing)	1998
Dr. Andrew Lester	(Brite)	1999

Ex Officio Members:

Dean Michael McCracken	(AddRan)
Dean H. Kirk Downey	(Business)
Dean Douglas Simpson	(Education)
Dean Robert Garwell	(Fine Arts)
Dean Kathleen Bond	(Nursing)
Dean Leo Perdue	(Brite)
Dean Joseph Helmick	(Graduate Studies)
Dr. Donald B. Mills	(Student Affairs)
Mr. Robert Seal	(Library)
Dr. Kathyryne McDorman	(Honors)
Mr. Patrick Miller	(Registrar)

Student Members:

President of Student House of Representatives
Vice President of Student House of Representatives

GRADUATE COUNCIL FOR 1996-97

Chairman: Dr. Joseph Helmick, Dean of Graduate Studies and Research

Elected Members:

		<u>Term Expires</u>
Dr. David Vanderwerken	(Humanities)	1998
Dr. Michael Butler	(Social Sciences)	1997
Dr. Bonnie Melhart	(Natural Sciences)	1999
Dr. Gregory Stephens	(Business)	1998
Dr. Janet Kelly	(Education)	1999
Dr. Blaise Ferrandino	(Fine Arts)	1997
Dr. Jennifer Watson	(Communication)	1998
Dr. Eugene Boring	(Brite)	1999

Appointed Members:

Dr. Spencer Wertz	(Humanities)	1996
Dr. Jean Giles-Sims	(Social Sciences)	1998
Dr. Ray Drenner	(Natural Sciences)	1997
Dr. Stuart Youngblood	(Business)	1997
Dr. Mike Sacken	(Education)	1998
Dr. Mark Thistlethwaite	(Fine Arts)	1998
Dr. Ginger Clark	(Communication)	1996

Ex Officio Members:

Dr. Priscilla Tate	(AddRan)
Dr. Shannon Shipp	(Business)
Dr. Carol Pope	(Education)
Dr. John Burton	(Fine Arts & Communication)

UNDERGRADUATE COUNCIL FOR 1996-97

Chairman: Dr. Robert Garwell, Dean of College of Fine Arts and Communication

Elected Members:

		<u>Term Expires</u>
Dr. David Grant	(Humanities)	1999
Dr. Carol Thompson	(Social Sciences)	1998
Prof. Patricia Paulus	(Natural Sciences)	1997
Prof. Sanoa Hensley	(Business)	1999
Dr. Susan Anderson	(Education)	1997
Prof. Steven Breese	(Fine Arts)	1998
Prof. Lynn Flahive	(Communication)	1999
Dr. Patricia Bradley	(Nursing)	1997

Appointed Members:

Dr. Patricia McIntyre	(Humanities)	1998
Dr. Manochehr Dorraj	(Social Sciences)	1999
Dr. Jeffery Coffey	(Natural Sciences)	1997
Dr. Charles Williams	(Business)	1998

**REPORT FROM THE FACULTY SENATE CHAIR 1995-1996
SALLY L. FORTENBERRY, PH.D.
MAY 2, 1996**

ACCOMPLISHMENTS:

-REPORTS FROM COMMITTEES

-MOTIONS PASSED AND ISSUES RESOLVED

**-MORE FACULTY POSITIONS: 8 FULL-TIME INSTRUCTORS/2 FULL-TIME
TENURE TRACK POSITIONS**

**-ENHANCED COMMUNICATION WITH THE STUDENT BODY VIA JOINT
MEETINGS WITH THE STUDENT HOUSE OF REPRESENTATIVES AND THE
SENATE**

-MORE FACULTY INVOLVEMENT WITH THE MARKETING INITIATIVES OF TCU

-REVISION OF THE FACULTY SENATE BYLAWS AND CONSTITUTION

**-INITIAL INVESTIGATION AND EVALUATION OF THE UCR, GRADE INFLATION
AND THE FRESHMAN EXPERIENCE**

**-OVERALL VISIBILITY ENHANCED VIA FACULTY SENATORS INVOLVEMENT
WITH VARIOUS CAMPUS COMMUNITY GROUPS**

CHALLENGES:

**-CONTINUED EMPHASIS ON INCREASED FULL-TIME TENURE TRACK FACULTY
POSITIONS SPECIFICALLY RELATED TO THE UCR COURSES/THE FRESHMAN
EXPERIENCE AND THE NUMBER OF VERY LARGE COURSES THAT ARE A PART
OF THESE TWO SPECIFIC AREAS OF CONCERN**

**-EVALUATION OF THE UCR: PROVOST KOEHLER HAS GIVEN THE EXECUTIVE
COMMITTEE THE GO AHEAD TO RECOMMEND FACULTY MEMBERS FOR A
COMMITTEE TO EVALUATE THE UCR--THIS COMMITTEE WILL ALSO HAVE A
SOPHOMORE AND JUNIOR STUDENT APPOINTED TO IT**

-EVALUATION OF ADVISING: PROVOST KOEHLER HAS GIVEN THE EXECUTIVE COMMITTEE HIS SUPPORT TO INITIATE THIS PROPOSED GROUP AND PROCEDURE FOR ASSESSMENT AND EVALUATION OF ADVISING AND HAS SUGGESTED THAT PAT MILLER BE INCLUDED IN THIS GROUP

-EVALUATION OF ADVISING AS IT RELATES TO THE UCR AND THE NEW STUDENT ORIENTATION SESSIONS

-ENCOURAGE CHANCELLOR TUCKER TO EMBRACE A "STATE OF THE UNIVERSITY ADDRESS" WITH THE FACULTY SENATE CHAIR PARTICIPATING IN THE PRESENTATION

-ASSIST IN DEVELOPING A TEACHING MATERIALS/SELF-PUBLISHING POLICY

-ASSIST IN THE DEVELOPMENT OF A PROCEDURE FOR IMPROVING SUB-PAR TEACHING

-CONTINUE TO ENHANCE THE CREDIBILITY OF THE FACULTY SENATE THROUGH FOCUSED GOALS THAT RELATE DIRECTLY TO FACULTY ISSUES/ACADEMIC ISSUES

--CONTINUE TO PROMOTE THE IMPORTANCE OF FACULTY AND FACULTY SENATORS' INVOLVEMENT IN GOVERNANCE ISSUES THAT WILL IMPACT ACADEMIC ISSUES

--CONTINUE TO ENCOURAGE FACULTY PARTICIPATION ON THE FACULTY SENATE VIA COMMUNICATION WITH DEANS, CHAIRS AND THE ADMINISTRATION

**THE FACULTY SENATE
1995-1996**

The motions passed by the Senate and Status of each:

	Being Discussed	Approved by V C for further action	Resolved
<u>September 7, 1995</u>			
1. Senator Tucker moved that the Senate support the request from the Benefits committee of the Office Staff Personnel Council to have the PIB Committee investigate retirement equalization and report to the Senate. The motion passed.	X	X	
2. Chair Fortenberry presented the proposed Non-discrimination policy to the Senate. The Executive Committee moved to recommend that this policy be accepted. The motion passed.	X	X	
<u>October 5, 1995</u>			
1. Motion: The Faculty Senate requests that the administration give priority to international students in the rental of some of its off-campus housing. The motion passed.	X		
<u>November 2, 1995</u>			
1. The Senate passed a resolution which supports the formation of a task force to study retirement opportunities and incentives to faculty. The motion passed.		X	
2. The Senate passed a motion which states before administration establishes a university-level advisory committee or equivalent, the rationale for the establishment and the charges should be reported to the Faculty Senate Committee on Committees. The motion passed.		X	
3. The Senate passed a motion which clarifies the rule pertaining to applying for full professorship. The motion reads "As a general rule, <u>more than five years of service in this rank are expected before applying for a full professorship.</u> " The motion passed.			X

	B e i n g Discussed	Approved by V C f o r f u r t h e r a c t i o n	Resolved
<u>December 7, 1995</u>			
1.	The Senate approved the proposed changes to the Senate Constitution and By-Laws (see attachment to the December 7, 1995 agenda). These were presented to the faculty at large and the Board of Trustees for approval this spring, 1996. The motion passed.	X	X
2.	The Faculty Senate approved a motion from the Tenure, Promotion, and Grievance Committee which recommends the addition of the formal AAUP definition of academic freedom to the Faculty/Staff Handbook. The motion passed.	X	X
 April 4, 1996			
1.	The following Motion came from the Senate Student Relations Committee: "To institute as policy of the Faculty Senate a joint meeting of the Faculty Senate and the House of Student Representatives each fall and spring semester. Said meeting to be held in order to discuss areas of mutual concern and to help foster communication between these two bodies. Said meeting to be arranged by the Presidents of both bodies." The motion passed.		X
2.	The following Motion was presented by Dr. Ken Morgan, Chair of Retirement, Insurance, and Benefits Committee: "We request that the Vice Chancellor for Administrative Services review our current benefits package. This request is based on differences in retirement contributions for general staff, university staff and faculty and concerns about other differences in the package relative to the general staff. We request "options" be explored that might improve the present package of all employees with reduction of current benefits and the findings reported back to the RIB committee in the fall of 1996. The motion passed.	X	

ANNUAL REPORT OF ROLE AND FUNCTION COMMITTEE
FACULTY SENATE
1995-96 ACADEMIC YEAR

Committee Members included: Carolyn Spence Cagle (Chair), Ginger Clark, Anne Gudmundsen, Alison Moreland, Bill Vanderhoof, Bob Greer, Ellen Page Garrison, Bill Pohl (Fall semester only), and Sally Fortenberry (Senate Liaison)

The Role and Function Committee formally met three times (September 14, October 12, and March 14) and informally once (November 6) this past year to provide recommendations relevant to the charges from the Senate Executive Committee (see attached minutes). The actions of the Role and Function Committee relevant to these charges include the following:

1. *to monitor the structure and functions of the Faculty Senate and Senate Committees and recommend changes that will improve the effectiveness in University Governance:*

The Committee responded to various ideas in this general charge as delegated by the Executive Committee. In its March 14, 1996 meeting, the Committee discussed and agreed to use the "strategic initiatives" in the TCU Institutional Effectiveness Report as themes for Senate Committee charges for the 1997-98 year. At this time, the Committee also examined the latest draft of the Graduate Faculty Policy (later presented to the Senate in April) and provided direction to the Senate Chair, Sally Fortenberry, about changing the length of term for the Chair and advocating for increased Senate Chair involvement with University administration.

2. *to evaluate and revise the current Faculty Organization Constitution and ByLaws; and present recommended changes for vote by mail ballot to the Faculty Assembly:*

Changes were recommended to the Faculty Senate and approved by full faculty in a mail ballot of early Spring. The TCU Board of Trustees also approved changes to the Faculty Senate Constitution at its March BOT meeting.

3. *followup and bring closure to the following issues that have been pending for 2 or more years: makeup and guidelines for election to University Council, Undergraduate Council, Graduate Council, UCR Committee, Budget and Finance Committee and Peer Advisors and Mentors as AdHoc Committee:*

The Provost responded in a memo of 12/11/95 that he would ONLY support changing the election and membership of the University Council of all the Committees listed in the original Senate proposal. The Senate Chair has been requested to notify the Assistant Secretary (Bob Vigeland) of the Senate to conduct an election for at-large members of the University Council according to the process approved by the Senate several years ago.

This election should occur after the usual election of college Senators. The Role and Function Chair will continue conversations with Gregg Franzwa, Past Senate Chair and author of the Peer Advisors and Mentors document to finalize that piece. Once this is done, the document can be brought to Senate discussion before placing that document in the Faculty/Staff Handbook



Carolyn Spence Cagle

PhD, RNC

Associate Professor

Role and Function Committee Chair 1995-6

Academic Excellence Committee
Year-End Report
April 1996

SPECIFIC CHARGES:

1. To analyze the purposes, effectiveness and alternatives of the Freshman Seminars on the retention of Freshman Students.
2. Examine grade inflation.
3. Follow up and bring closure on the following issues that have been pending for 2 or more years:
 - a. Final exam policy - as revised and passed by the Senate
 - b. Consistent University Calendar relative to the period to withdraw from class without penalty.

The third charge had been taken care of before our first meeting in the fall. It was reported to us that both of these items had been approved by the Provost.

We spent most of the fall semester addressing the first charge.

- Brochures and other documents describing Freshman Seminars were obtained.
- Information was obtained about the task force which was involved in the initial consideration of Freshman Seminars.
- Professors and chairs of departments in which freshman seminars were offered in 1994 and 1995 were interviewed.
- Chairs of all academic departments were surveyed to determine the departments' plans/intentions with respect to Freshman Seminars for 1996-1997.
- A letter was sent to Associate Vice Chancellor Larry Adams requesting information.

The data which was obtained was analyzed and reported in the February meeting of the Faculty Senate. We were not able to obtain sufficient evidence to analyze the effectiveness of the seminars. It did become clear that Freshman Seminars were only a part of a larger academic concern about the freshman experience.

In the spring semester we attempted to obtain more information about the freshman experience. Literature about freshman seminars was obtained and summarized by the committee.

(This summary is being furnished to the executive committee and will be made available to any senator who requests it.) We sent a survey to all full-time faculty in the spring asking for their perception of the freshman experience, particularly as related to the UCR and freshman advising. Since we were also charged with investigating grade inflation, we included a question about grade inflation on the survey.

A number of responses were received by telephone, written mail and email. Most were lengthy and appeared quite thoughtful. Some were brief notations on the survey itself. A full report on the survey was written summarizing the responses. This report has been furnished to the executive committee of the faculty senate and will be furnished to any senator who requests it.

The patterns in the responses evidenced clear concern about the UCR and freshman advising. Most of the respondents requested that an evaluation be undertaken. Grade inflation was clearly of concern as well. The responses to grade inflation illuminated the complexity of the issue and the need for further study. In our meeting with the student Academic Excellence Committee, similar concerns were expressed. They suggested that they might be able to assist with evaluation of the freshman experience by conducting some evaluation groups in the freshman dormitories. It was too late in the semester to conduct these groups this year, but it might be something to include next year.

Our results appear to be consistent with the data reported by the Institutional Effectiveness Committee. The Academic Excellence Committee, supported by the responses of the faculty, therefore recommend that the faculty senate undertake the following:

1. Evaluation of the UCR
2. Evaluation of Freshman Advising
3. Further investigation of the complexities of grade inflation.

We further suggest that the Executive Committee determine how these investigations should be undertaken.



TEXAS CHRISTIAN UNIVERSITY
P.O. Box 32869
Fort Worth, Texas 76129-0001
817-921-7499

Department of Design and Fashion

To: Lynn Flahive
Sally Fortenberry
Gregg Franzwa
David Grant
Mike Meckna
Ken Raessler
Spencer Tucker
Curt Wilson

From: Fred Oberkircher

Re: Student relations Committee 1996

Date: April 8, 1996

I would like to take this opportunity to thank all of you for your work on the Student Relations Committee during the past year. Due to a fortunate set of circumstances and your own hard work, this committee has managed to accomplish all of it's assigned tasks plus some. A short review:

1. Academic Conduct Policy - passed in December of 1995 by University Council
2. Set up schedule and attended every House of Student Representatives
3. Set up both Fall and Spring joint meetings of the Faculty Senate and House of Student Representatives.
4. Passed a policy continuing joint meetings of the House and Senate
5. Passed on to the University Evaluations Committee the task of revising Student Evaluations of Faculty
6. Passed on to the Director of Enrollment Management (Pat Miller) the task of developing comprehensive student exit interviews
7. Moved the concept of the Frog Finder from print medium to the WEB

All of this, and I believe that we have had a good time doing it all!

So, give yourself a pat on the back for a job well done, and remember that this committee will not meet again this academic year!

. Thanks!

May 1, 1996

From: Senate Committee on Tenure, Promotion & Grievance

We received three specific charges at the beginning of the year; all three were completed.

1. Develop a procedure for the university to be able to maintain the vita and supporting materials for all faculty denied tenure and/or promotion.

By letter dated March 17, Dr. Koehler notified all TCU deans that all materials considered during the tenure process should be forwarded to his office for archiving and will not be returned. This apparently addresses the charge directly.

2. Determine procedure on submissions of Tenure and Promotion materials with regards to all letters from review committees or groups being sent forward to the University Advisory Committee.

All letters will be sent forward from now on (see Koehler's letter of 3/17/95, in which he specifies that he will be provided "the judgment of the tenured faculty and that of advisory committees").

3. Addition of Statement from AAUP Policy Document to Section IIB, No. 4 of TCU Tenure Policy.

This recommendation was approved by the Senate and forwarded to TCU's administration.

4. One additional change in policy involved language on page 15 of the current Handbook, in section II(B)(1), which is part of the Guidelines for Appointment, Reappointment and Promotion, the concluding sentence reads: "As a general rule, five years of service in this rank are expected before consideration to a full professorship." There has been some confusion in the interpretation of this language, according to the Provost, leading to some Associate Professors submitting materials for review for Full Professor at the beginning of their 5th year as an associate, rather than at the beginning of their 6th year, as was intended by the drafters. Those submitting a year early are at some risk of refusal. Thus, the Provost requested that the sentence be redrafted as follows: "As a general rule, *more than* five years of service in this rank are expected before consideration to a full professorship."

The committee's recommendation, with slight wording modifications, was passed by the Senate.

Report from the Committee on Committees

Standing Charges

The committee carried out standing charges 1, 3, and 4 by filling faculty vacancies that arose on university committees during the 1995-1996 academic year, working with the Assistant Secretary of the Faculty Senate in nominating candidates for senate offices, and nominating new faculty members to university committees for the 1996-1997 academic year.

In response to standing charge 2, the committee did a review of university committees by asking faculty who were on university committees for the 1994-1995 academic year to complete a survey (please see attached sheet). The response to the survey was quite good. At the last meeting of the committee on committees, we reviewed the survey responses. On the basis of on these responses, we determined that all of the current committees should be continued and the following suggestions were made:

- a. The Evaluation Committee should put more emphasis on administrator evaluation.
- b. The appeal process for parking tickets should be changed so that the Traffic Regulations and Appeals Committee does not have to review so many appeals. The committee currently must consider approximately one thousand traffic tickets per year.
- c. The Instructional Development committee should emphasize the support of the "development" of new courses and instructional methods rather than the support of already existing courses.
- d. The Senate Executive Committee should consider becoming more involved in the mediation process with the Faculty Grievance Committee.

These issues should be considered by the Committee on Committees for the 1996-1997 academic year, possibly in the form of specific charges.

Specific Charges

Specific Charge 1:

The committee decided not to propose a motion for a change in the University Court. Since such a change can be made only by going through the amendment procedure described on page 48 of the TCU Undergraduate Studies Bulletin and this procedure involves a university-wide vote, we determined that we did not want to proceed with any changes.

Specific Charge 2

The committee made the following motion (in its amended form), and it was passed by the Faculty Senate: *Before administrators establish a university level ad hoc committee or equivalent, the rationale for establishing the committee and the specific charges should be reported to the Faculty Senate Committee on Committees. Whenever appropriate, the Committee on Committees will request that the tasks be assigned to a standing university committee. In the event that the Committee on Committees determines that it is not appropriate to make such an assignment, an ad hoc committee will be formed with recommendations from the Committee on Committees for faculty members.*

Specific Charge 3:

The committee agreed that this charge is nearly impossible to fulfill. We decided not to pursue it.

Specific Charge 4:

David Gouwens, a Brite faculty member and a member of our committee, agreed to encourage Brite faculty to serve on university committees. Three Brite faculty volunteered to serve on university committees and have been given committee assignments beginning with the 1996-1997 academic year.

Specific Charge 5:

The current TCU administration has decided that the University Curriculum Committee (commonly known as the UCR Committee) will remain a nominated committee.

Rhonda L. Hatcher

Dr. Rhonda L. Hatcher
Chair of the Committee

Evaluation of the _____ Committee

1. Is this committee necessary? ____yes ____no ____not certain
Comments:

2. Are there other university committees that you think overlap in function with this committee? ____yes ____no ____not certain
If yes, which committees? _____

3. Could this committee be combined with any other university committee? If so, which one and why?
Comments:

4. How many times did the committee meet last year? _____

5. Is the size of the committee appropriate? ____yes ____no

6. Is the proportion of faculty, students, and administrators on the committee appropriate?
____yes ____no
Comments:

7. Is the committee meeting its charge, and are there are other things the committee should be doing?

8. Is the administration receptive to the committee's recommendations?
____yes ____no
Comments:

Please return this form by Friday, December 8, 1995 to:
Rhonda Hatcher, TCU Box 32903

FACULTY ORGANIZATION

CONSTITUTION OF THE FACULTY ASSEMBLY AND FACULTY SENATE

ARTICLE II. THE FACULTY SENATE

ARTICLE I. THE FACULTY ASSEMBLY

Section 1. Function of the Faculty Assembly

A. The Faculty Assembly is the organization of the whole faculty. Its major function is to facilitate and encourage communication within the University, among the several schools, and among the faculty, students, administrative officials and the Board of Trustees.

B. The Faculty Assembly may be convened to hear reports on the state of the University from the Chancellor or other administrative officials.

C. The Faculty Assembly may be convened to permit members to direct questions to the Chancellor or other administrative officials or to the Chair of the Faculty Senate.

D. The Faculty Assembly may discuss any University policy or practice and express its opinion thereon to the Chancellor or other appropriate administrative officials or under unusual circumstances to the Board of Trustees.

Section 2. Composition and Voting Rights

A. Composition. The Faculty Assembly consists of members and associate members.

B. Members. Full-time faculty with rank of Instructor or above, full-time administrative officers with similar faculty rank, and University staff with similar rank are members of the Faculty Assembly with the right both to participate in deliberations and to vote.

C. Associate Members. Part-time faculty and other professional staff not included in Section 2B, Article I, are associate members of the Faculty Assembly with the right to participate in deliberations but without the right to vote.

Section 3. Officers

A. The Chair of the Faculty Senate shall serve as Chair (ex officio) of regular meetings of the Faculty Assembly and special meetings except those called at the request of the Chancellor or Vice Chancellor responsible for academic programs, or Provost of the University.

B. The Chancellor or someone designated by him/her shall preside at special meetings of the Faculty Assembly called by the Chancellor.

C. The Vice Chancellor responsible for academic programs shall preside at meetings called by him/her.

D. The Secretary of the Faculty Senate shall serve as Secretary of the Faculty Assembly (ex officio).

Section 1. Functions and Duties

A. The Faculty Senate is the representative body of the Faculty Assembly designed primarily to express the views of the teaching and research members of the faculty.

Actions of the Faculty Senate shall be subject to review by the Faculty Assembly, and may be revoked at a meeting of the Faculty Assembly by a majority vote of the members present and voting.

B. The Faculty Senate may discuss and express its views upon any matter affecting the University.

1. The Faculty Senate shall have the power to review and evaluate the educational policies, degree requirements, curricula, questions on academic freedom, student-faculty relations, faculty-administration relations, budget processes, and practices of the University and may make recommendations concerning them through appropriate channels.

2. The Faculty Senate may review admissions policies, research contracts policy, student behaviors policies, athletic policies, and broad financial policies and make recommendations to the Administration, University Council, Undergraduate Council, Graduate Council, House of Student Representatives, and under unusual circumstances, to the Board of Trustees.

C. The Faculty Senate may originate nominations for honorary degrees.

1. Faculty members, administrative officials, members of the Board of Trustees, or any other person may suggest nominees to the Chair of the Senate.

2. Nominations by the Faculty Senate and Board of Trustees shall require the confirmation of both bodies.

3. After careful screening by the Executive Committee of the Faculty Senate and approval by the Senate in executive session, names shall be forwarded confidentially to the Board of Trustees through the Chancellor.

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.

Section 2. Membership

A. Elective Members. Membership shall be by general election of the faculty.

1. Only full-time faculty members with the academic rank

of Instructor or higher on tenure-track appointments and who are eligible to vote and whose duties include more than half-time teaching and/or research shall be eligible for election to the Faculty Senate.

2. There shall be members representing the several schools and colleges and members-at-large.

B. *Ex Officio Members.* The immediate past Chair of the Faculty Senate (if not otherwise an elected member of the Senate) shall be an *ex officio* member of the Faculty Senate with the right to participate fully in the deliberations and to vote.

C. The Chancellor of the University, the Vice Chancellor responsible for academic programs, and other University administrative officials shall be invited to attend meetings of the Faculty Senate at the discretion of the Faculty Senate Executive Committee.

D. Faculty Election Committee. Election of members to the Faculty Senate shall be administered by a Faculty Election Committee, composed of the Executive Committee of the Faculty Senate.

Section 3. Officers

A. The Officers of the Senate shall be the Chair, Chair-elect, Secretary, and Assistant Secretary. No more than three of these officers shall be from the same College or School.

B. The Chair-elect, Secretary, and Assistant Secretary shall be elected by the Senate at the last meeting of the academic year and the term of office shall be one year. The incumbent Chair-elect shall become Chair. The Committee on Committees shall serve as the nominating committee for all officer elections.

Section 4. Meetings

A. Regular Meetings. The Faculty Senate shall hold a minimum of four regular meetings each year.

B. Special Meetings. The Chair of the Senate may call special meetings of the Senate and shall do so upon the written request of the elected members of the Senate. The Senate may hold an executive session when matters of a confidential nature are being considered; only regularly elected Faculty members and *ex officio* members may attend unless the Senate votes to invite others.

C. A quorum shall consist of a simple majority of the membership.

D. Visitors. Members of the faculty may attend Faculty Senate meetings; the Chair of the Senate may invite others to attend.

Section 5. Committees

A. Executive Committee. The Executive Committee of the Faculty Senate shall consist of the Chair, the Secretary, the Chair-elect, the Assistant Secretary and the immediate past Chair.

B. Consultative Committee. Elected members of the Senate in the final year of their term of office, the Chair and the Secretary shall constitute the Consultative Committee. This committee is charge with consulting with and advising the Chancellor and other administrative officers and, under unusual circumstances, the Board of Trustees on matters of general University concern, including faculty grievance appeals. The

Consultative Committee shall meet with the Chancellor at his/her request, or upon request of a majority of the members of the Consultative Committee, or by direction of the Senate. No formal votes shall be taken at such consultations, nor shall the Consultative Committee take any action that might commit the Senate against its will.

C. The Committee on University Committees. A Committee on University-wide Committees shall be appointed by the Executive committee in session. It shall consist of one Senator from each of the schools, colleges, and divisions that elect Senators. This Committee shall nominate to the proper appointing authorities faculty members of committees established by the Senate, the Administration, or the Student Body. All nominees must be approved by the Senate. Faculty members so nominated are not required to be elective members of the Senate, though they may be.

D. Budget and Finance Committee. The Committee shall consist of five members, each elected by the Senate at the final Senate meeting of an academic year. At least three Committee members shall be senators with one being a current member of the Executive Committee. Members shall serve a three year term with no more than two terms expiring each year. Committee members not reelected to the Senate may complete their terms. The committee shall assess faculty views regarding budgetary priorities and communicate those to the University in time to be considered in the budget preparation process. The Committee shall also report to the Senate the extent to which the University budget reflects those faculty budgetary priorities. The chair of the committee shall be chosen by the committee from the elected members. (approved 1294 FS)

E. Other Committees of the Faculty Senate shall be appointed by the Executive Committee, as it deems necessary. These may include the Role and Function, Academic Excellence, Tenure, Promotion and Grievance, and Student Relations Committees.

Section 6. Bylaws

Unless otherwise herein provided, the Senate may adopt its own regulations, bylaws, and rules of order.

ARTICLE III. AMENDMENTS

Amendments to this Constitution may be proposed by the Faculty Senate or by any members of the Faculty Assembly. Amendments shall become effective when approved by a two-thirds majority of the Faculty assembly voting thereon by mail ballot, and upon ratification by the Board of Trustees. Adequate written notice of the proposed amendments shall be given to the members of the Faculty Assembly.

ARTICLE IV. RATIFICATION

The provisions of the Constitution shall become effective upon adoption by a majority of the Faculty Assembly voting thereon by mail ballot, and upon approval by the Board of Trustees of Texas Christian University.

BYLAWS OF THE FACULTY ASSEMBLY AND FACULTY SENATE

ARTICLE I. THE FACULTY ASSEMBLY

Section 1. Meetings

A. **Regular Meetings.** The Faculty Assembly shall meet during the University sessions as necessary, with at least one regular meeting each semester. The date and time of the regular meetings shall be set by the Chair of the Faculty Senate.

B. **Special Meetings.** The Chair of the Faculty Senate shall call a Special Meeting of the Faculty assembly at any time upon the request of the Chancellor, the Vice Chancellor responsible for academic programs, the Executive Committee of the Faculty Senate, or the written request of thirty members of the Faculty Assembly.

C. Twenty percent (20%) of voting members shall constitute a quorum.

ARTICLE II. THE FACULTY SENATE

Section 1. Functions and Duties

A. The agenda for each meeting of the Faculty Senate shall be distributed to all members of the Faculty Assembly prior to each Senate meeting.

B. Minutes of the Faculty Senate shall be distributed to all members of the Faculty Assembly after each Senate meeting.

Section 2. Membership and Elections

A. Members represent the schools and colleges of the University. Each school and college is allocated one member in the Faculty Senate for every eleven full-time members in that school or college, with an additional seat allocated when there are six or more full-time faculty beyond multiples of eleven. No school or college, or division of AddRan College of Arts and Sciences, or division of the College of Fine Arts and Communication, shall be allocated fewer than three members, with at least one member elected at each regular election.

B. Term of Office and Elections

1. The term of office of elected senators shall be three years, with the exceptions provided in B.3 below.

2. The official list of the faculty shall be obtained by the Faculty Election Committee each February 1 from the Vice Chancellor responsible for academic programs. The Faculty Election Committee has the final decision on questions regarding eligibility of faculty members to vote and to be nominated to the Faculty Senate.

3. The Faculty Election Committee shall reapportion the number of members allocated to each school and college annually, based upon the number of full-time faculty in each school and college as of February 1. In order to

preserve the principle that approximately one-third of the members of a school or college are newly elected each year, the Faculty Election Committee may either postpone deleting a seat for one year, or may declare a new seat to be for less than three years.

4. During February, the Faculty Election Committee shall prepare a list of the faculty members who are eligible for election to the Senate. A letter shall be sent to each eligible faculty member, with a request to respond, in writing, whether he or she would be willing to serve in the Senate.

5. During the first half of March, faculty members eligible to vote in each College or School shall receive a primary ballot containing the names of those faculty members in that College or School who are eligible for election to the Senate and who have expressed their willingness to serve. From this list each faculty member will vote for as many individuals as his or her School or College has Senators to be elected that year.

6. During the second half of March, a final ballot shall be prepared and distributed for faculty members to vote for as many of the candidates as there are Senate positions to be filled. The list of candidates shall contain the names of those receiving the largest number of votes on the primary ballot. The number of candidates of the final ballot shall

equal to twice the number of Senate posts to be filled that year for that school or college. (in the case of ties, the addition of one or more nominees may be required.) A tie vote on this final ballot shall be broken by lot by the Faculty Election Committee.

7. During the first half of April, members at large shall be elected from the eligible and willing-to-serve list, who have not already been elected to the Senate. The names of the top six candidates, plus ties, shall appear on the final at-large ballot. The final election shall be held during the second half of April. Each member of the faculty qualified to vote shall be permitted to vote for three of the candidates. A tie vote in the final election shall be broken by lot by the Faculty Election Committee.

8. The election procedure shall be by secret ballot.

9. Vacancies occurring between elections shall be filled by the Faculty Election Committee. The position shall be filled by the candidate receiving the next highest vote in the preceding election for that position.

Section 3. Officers

A. **Eligibility for Office.** Any Senator who has served 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 Chair-elect shall expire before the conclusion of the Chair-elect's term of office as Chair, the Chair-elect shall assume the office of Chair a

ex officio member of the Senate.

1. Nominations for Senate Office will be actively sought by the Committee on Committees on or before the March Senate Meeting.

2. The Committee on Committees will contact nominees to establish willingness to serve. The Committee will insure that there is at least one nominee for each office.

3. Nominations will be announced at the April Senate Meeting. Nominations from the floor will also be requested. Discussion and elections will be held at the May Senate Meeting.

4. Platform campaign statements may be included with the May Faculty Senate agenda (approved 493 FS).

B. *Parliamentarian.* At the last meeting of each academic year, the Chair shall appoint a Parliamentarian from among the elected members.

C. *Vacancies.* In the event of a vacancy in the office of Chair, the Chair-elect becomes Chair, and a new Chair-elect is elected by the Senate. In the event of a vacancy in the offices of Chair-elect or Assistant Secretary, a new Chair-elect or Assistant Secretary, is elected by the Senate. Election of officers to fill these vacancies shall be administered by the Faculty Election Committee through mail ballot within 30 days of the occurrence of the vacancy.

Section 4. Meetings

(See Article II, Section 4 of Faculty Assembly and Faculty Senate Constitution)

Section 5. Committees

A. The Executive Committee shall serve as the Election Committee of the Faculty Senate.

B. The Executive Committee shall serve as the Screening Committee in forwarding names of nominees for honorary degrees to the Chancellor and Board of Trustees.

C. The Executive Committee, in conference with the Vice Chancellor responsible for academic programs, shall plan the agenda of the regular Faculty Assembly meetings.

D. Between Spring Commencement and Fall Semester registration, the Executive Committee shall act in behalf of the Senate on matters that in their judgement cannot be deferred. The Executive Committee may invite appropriate Senate Committee Chairs, or designated representatives, to participate in any such actions, including Senator membership on Senate committees.

E. An annual letter from the Chair of the Senate shall be written to Department Chairs, articulating the professional values of Senate membership and asking for departmental support for such memberships, including support for Senators from that particular academic unit.

F. The Senate's work shall be publicized through continued publication of Senate activity in faculty-relevant University publications and through an end-of-the-year summary of Senate activities and University budget information sent directly to faculty.

FR: DR KENNETH RAESSLER
TCU BOX 297500

TO: WILLIAM H KOEHLER
P O BOX 297040

**TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE MEETING**

A G E N D A

**Thursday, May 2, 1996 3:30 p.m.
The Faculty Center of Reed Hall**

Approval of Minutes from April 4, 1996

Announcements (Sally Fortenberry, Chair)

NEW BUSINESS

Election of Senate Officers (see attached platforms):

Chair-elect: Fred Oberkircher
Bob Vigeland

Secretary: Ken Raessler

Assistant Secretary: Sherrie Reynolds
Mike Sacken

Academic Excellence Committee (Sherrie Reynolds, Chair)

Motions from the Senate Executive Committee

The Faculty Senate endorses the election of a faculty member to the Board of Trustees of Texas Christian University.

The Executive Committee of the Faculty Senate shall meet with the Academic Deans of TCU at least once per semester to enhance communication and planning.

Introduction of New Senators (Bob Vigeland, Assistant Secretary)

University Committee Assignments (Rhonda Hatcher, Committee on Committees)

OLD BUSINESS

Review of 1995-96 Committee Charges: Accomplishments/Challenges

Motion from the Senate Executive Committee

The Faculty Senate endorses the waiving of the General University Fees for all TCU employees.

SUMMARY OF THE FACULTY SENATE MEETING OF
Thursday, April 4, 1996
(complete minutes attached)

Registrar Pat Miller presented an overview of his new roll as TCU Enrollment Manager. His goals for this position, which includes exit interviews for students who left TCU, were presented.

The following Motion from the Senate Student Relations Committee was passed:

To institute as policy of the Faculty Senate a joint meeting of the Faculty Senate and the House of Student Representatives each fall and spring semester. Said meetings to be held in order to discuss areas of mutual concern and to help foster increased communication between these two bodies. Said meetings to be arranged by the Presidents of both bodies.

The following motion presented by Dr. Ken Morgan, Chair of the Retirement, Insurance and Benefits Committee passed:

"We request the Vice Chancellor for Administrative Services review our current benefits package. This request is based on differences in retirement contributions for general staff, university staff and faculty and concerns about other differences in the package relative to the general staff. We request "options" be explored that might improve the present package of all employees with reduction of current benefits, and the findings reported back to the RIB committee in the fall of 1996."

**TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE MINUTES
April 4, 1996**

The Faculty Senate of Texas Christian University met at 3:30 p.m. on April 4, 1996 in the Faculty Center of Reed Hall with Chair Fortenberry presiding. Senator members present included: Franzwa, Grant, Trachtenberg, Kucko, Tucker, Fortenberry, Hatcher, Van Beber, Gorman, Rinewalt, Gouwens, Miles, Vanderhoof, Martin, Davis, Moreland, Garrison, Clark, Solomon, Vigeland, Nichols, Wilson, Becker, Fort, Raessler and Oberkircher. Senators not present included: Infantino, Jenkins, Comer, Cross, Sacken, Gudmudsen, Haigler-Robles, Freeman, Meckna, Flahive, Greer, Reynolds, Cagle, and Pohl.

APPROVAL OF THE MINUTES

A motion to approve the minutes of March 7, 1996 was presented by Senator Oberkircher with Senator Martin seconding the motion. The minutes passed with the following correction: Page 3, Senator Kitchen should be replaced by Mr. Kitchens.

ANNOUNCEMENTS

Chair Fortenberry summarized the Executive Committee's meeting with the Board of Trustees in late March. Senator Fortenberry reviewed the Institutional Effectiveness Plan with the trustees and reinforced the importance of embracing these initiatives. The Board of Trustees approved 10 new positions (2 enrichment positions; 8 full-time instructors) in response to the need for more faculty. Senator Fortenberry reviewed the non-tenure faculty position adopted by AAUP, and presented the Senate Handbook to the trustees. Past-chair Franzwa requested that a faculty member be elected to the Board of Trustees. The Board did not see the need for such a position at this time. The Board of Trustees did approve the by-laws and constitutional changes of the Faculty Senate.

Chair Fortenberry announced that there will be a joint meeting between the Student House of Representatives and the Faculty Senate on Thursday, April 18. All senators are encouraged to attend.

The General Assembly was held where faculty and administration heard presentations on technology and marketing of TCU. Minutes from the assembly will be presented by Secretary Kucko.

There will be a open discussion regarding marketing the TCU Community on August 23 from 3:30-5:00 p.m. in the Student Center, Room 205. Everyone is welcome to attend.

REPORT FROM PAT MILLER, TCU REGISTRAR AND ENROLLMENT MANAGER

Senator Oberkircher, chair of the Student Relations Committee presented Registrar Miller to the Senate. Mr. Miller presented an overview of his new position as Enrollment Manager. The main goal is to establish a strategic plan for enrollment management for 5 and 10 years. The first stage of this process is to develop priorities and expectations of enrollment management. The second stage is to establish a set of research questions which will lead to empirical research.

For example, a student questionnaire after admission to TCU could be developed which compares the student experience against what they expected and/or were told when they chose to come to TCU. A second area would be to learn the profile of students who choose not to come to TCU. Another important aspect is to develop an exit interview system. Beginning in June, 1996, students who have left TCU will be interviewed to learn why they made this decision. Parents will also be contacted to discuss similar issues.

Currently, 200 students whose academic performance was below 2.0 GPA are being studied. Ways of improving academic advising and creating intervention steps for these types of students are being developed.

The third phase will result in tactical strategies (including long-term tactics) which should be implemented to complement the enrollment management plan.

Senator Martin inquired asked if we have resources to manage our enrollment and will data be more readily available so that problems can be more clearly understood? Mr. Miller responded affirmatively. He did state that the student record system needs to be updated, however, information is still obtainable.

Senator Fort recommended that Senator Reynolds be on the Enrollment Management Committee as a representative from the Academic Excellence Committee of the Faculty Senate. Mr. Miller acknowledged the recommendation. Senator Fort also expressed his concern over the term "customer" in that it implies that TCU will do whatever we can to please the students. This may affect academic integrity. Several senators confirmed Senator Fort's concern.

Chair Fortenberry thanked Registrar Miller for his presentation on behalf of the Senate.

STUDENT RELATIONS COMMITTEE

Senator Oberkircher presented the following motion:

To institute as the policy of the Faculty Senate a joint meeting of the Faculty Senate and the House of Student Representatives each fall and spring semester. Said meetings to be held in order to discuss areas of mutual concern and to help foster increased communication between these two bodies. Said meetings to be arranged by the presidents of both bodies.

Donna Burg, representing the House of Student Representatives, stated that she thoroughly enjoyed attending the Senate meetings and thanked the senators for all of their work.

Senator Vigeland seconded the motion which passed.

RETIREMENT, INSURANCE AND BENEFITS COMMITTEE, DR. KEN MORGAN, CHAIR

Dr. Ken Morgan presented the following motion which will be presented to TCU administration on April 5:

The RIB Committee solicits the support of the Faculty Senate for the following recommendation formulated on March 26, 1996 to the Administration:

"We request the Vice Chancellor for Administrative Services review our current benefits package. This request is based on differences in retirement contributions for general staff, university staff and faculty and concerns about other differences in the package relative to the general staff. We request "options" be explored that might improve the present package, without reduction of current benefits, and the findings reported back to the RIB committee in the Fall of 1996."

Senator Grant asked Dr. Morgan if he would accept a friendly amendment that clarified that this affects all university employees. The amendment was accepted. Therefore the last sentence of the motion reads:

". . .We request "options" be explored that might improve the present package of all employees without reduction of current benefits . . ."

Senator Becker asked if reduction in faculty benefits is an option in order to gain equity for all employees. Dr. Morgan stated that this is not an option. Dr. Morgan further stated that it appears that there is support from the administration to investigate this issue.

The motion passed.

WAIVER OF UNIVERSITY FEES FOR GENERAL STAFF, Senator Fortenberry

Senator Fortenberry presented a proposal from Yvonne Mann who proposed that university fees be waived for all employees. Discussion regarding this proposal was held and it was determined that further research on the topic needed to be addressed prior to making a decision.

PRESENTATION OF SENATE EXECUTIVE COMMITTEE BALLOT

Senator Hatcher, Chair of Committee on Committees presented the ballot of senate officers for 1996-97. The ballot is as follows:

Chair-Elect:	Fred Oberkircher
	Bob Vigeland

Secretary: Ken Raessler
Assistant Secretary: Mike Sacken
Sherrie Reynolds

The motion to close the ballot passed.

Senator Kucko stated that if an officer-nominee would like to submit a platform to be included in the next mailing of the May agenda, that she needs to receive it by April 15.

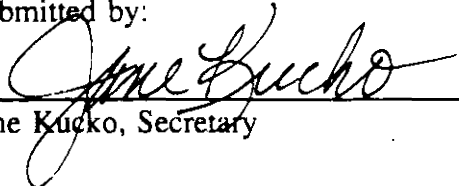
OLD BUSINESS

Senator Tucker inquired as to the status of TCU providing graduate student housing for international students. Chair Fortenberry responded by stating that Dr. Don Mills and Vice-Chancellor Edd Bivens are exploring the issue and she anticipates a response in May, 1996.

Senator Oberkircher presented a resolution to commend the university for pursuing the evaluation of instructors. The motion was withdrawn with the Senate noting the Senate's support of the House of Student Representatives Resolution which commends the University.

The meeting adjourned at 5:00 p.m.

Submitted by:



Jane Kucko, Secretary

Position: Chair - Elect

Candidate: Fred Oberkircher
Associate Professor
Dept. of Design & Fashion

By nature I am an optimist, and about TCU I am especially optimistic. I thoroughly enjoy this environment, find the faculty and staff to be interesting as well as professional; and the students to be an absolute treat. I believe that TCU is unusual in its willingness to listen to varied viewpoints - this includes administration, staff, faculty, and students - although many times they will not agree on any particular issue. This university possesses a rare combination resources - fiscal, physical, and personnel - that permit it to accomplish almost any goals that it sets out to accomplish. The Faculty Senate should be a major force in helping to determine and accomplish those goals.

Personally, I am an individual most comfortable with working independently to accomplish a task, and am happiest when the task has some finite nature to it. For those of you who deal with Myers-Briggs, I am an INTJ - a personality type shared by only 2% of the population at large, but a much higher percentage on university campuses. A typical slogan for INTJ's is: "There is always a better way!" and I do admit to having more than my share of ideas. I have learned, however, that inclusive conversation - in both time and individuals involved is better for building long term unity than any single individual's idea. It is in this spirit that I am willing to represent the Faculty Senate.

To a long list of worthy goals established by this university community, I would add two variations. The first is to come to decisions by attempting to build the largest base possible, and the second is to attempt to support decisions with the best data possible. The first "variation" would mean that the Faculty Senate would attempt to involve as many faculty as possible in decision making. This would mean adding non-Senate faculty to committees, and adding students whenever discussions concerned student issues. It could also lead us to better mentor faculty and to provide better orientation to new faculty. It does seem to me that new faculty, especially, have a difficult time "bonding" to TCU, and that faculty retention is as much of a concern as student retention!

The second affects our credibility to the university community. Can we be better at acquiring or developing data to help clarify an issue? Should the Faculty Senate actively seek funding for "university research"? Can we better encourage the faculty to support data gathering efforts that might benefit this university? And, can we be better at convincing appropriate administration that data gathering serves all parties in helping to create a more unified university?

These questions, seem to me to be worthy of further discussion and consideration in a common belief that all parties share a stake in the continued success of this institution.

Robert Vigeland

Candidate for Chair-elect

The TCU Board of Trustees has recently adopted the strategic initiatives contained in the Interim Report to the Chancellor from the Institutional Effectiveness Committee. The first strategic initiative reads, "TCU should continue to prioritize the centrality of the academic mission." I regard this as a positive step. As a faculty member, I am most concerned about the academic quality and reputation of the university and believe the Faculty Senate's efforts should be directed toward improvements in these areas. The adoption of these strategic initiatives gives us somewhat of a lever to achieve our goals.

My year on the Senate Executive Committee has convinced me that, contrary to popular belief, the Faculty Senate has considerable influence with the administration. Our credibility problem is with our constituents, the TCU faculty. This credibility is unlikely to be regained until the Senate has demonstrated leadership and accomplishment in improving the quality of academic life at TCU. This requires that we select items for our agenda very carefully and concentrate our efforts on a relatively few issues of central importance to the academic mission.

Sherrie Reynolds
P.O. Box 297900
TCU

Office: Assistant Secretary

In my two years on the Academic Excellence Committee, I have come to believe that there are many issues related to curriculum and teaching that need to be examined. These are issues which, above all, belong to faculty. I think it is the responsibility of the senate to gather and analyze data and report so that faculty are better informed, better able to understand and appreciate the complexity of issues, and better prepared to respond in a thoughtful and appropriate manner. I would like to serve on the Executive Committee because I want to be a part of helping to make that happen.

TCU FACULTY ASSEMBLY
Wednesday, April 3, 1996
3:30 p.m. Moudy 141N

The TCU Faculty Assembly sponsored by the Faculty Senate was called to order by Chair Sally Fortenberry at 3:30 p.m. The following serves as a summary of this assembly.

DAVID EDMONDSON, ASSISTANT PROVOST FOR INFORMATION SERVICES

Report on the TCU Technology Task Force

Mr. Edmondson presented a summary of the work conducted by the Technology Task Force for TCU. As a result of the task force's effort, a master plan for the future of technology at TCU is being developed. Extensive growth which includes a diversion away from the main frame model is being planned. In order to develop this master plan, a Steering Committee has been developed. The committee is comprised of several sub-committees which are as follows:

- Academic Computing chaired by Dr. Kirk Downey. This committee is investigating instructional and academic needs
- Student Services chaired by Carolyn Ulrickson. This committee is studying technological needs for registration, admissions and the bookstore.
- Administrative Services chaired by Dick Hoban. Studying the financial systems, and FAS reports are under review.
- Electronic Library is chaired by John Wise. This committee is studying the electronic library of the future.
- Public Relations chaired by Roby Key is studying external constituencies and athletic program on the www and internet.
- Technology Infrastructure is chaired by David Edmondson. This committee is evaluating operating systems, workstation hardware, staff, students and faculty.

Based upon the findings of the sub-committees, a general report which establishes priorities, times frame and budgets will be presented. Currently the Task Force is in the information gathering stage. A report is expected in October, 1996.

Sally Fortenberry thanked David Edmondson for his presentation.

Mr. Larry Lauer, Associate Vice Chancellor for Communications and Public Affairs presented an overview of the Marketing Task Force. The origins of this task force resulted from the Institutional Effectiveness Committee and the Committee of 100. A competitive market has also prompted TCU becoming aggressive about telling our story.

The intent of the Marketing Task Force is a holistic approach which includes all aspects of the university. This is an on-going process which will include immediate and long range goals.

The Task Force has established urgent concerns and three different tracks.

- Track I includes:
 - reviewing and intensifying admissions and recruitment
 - initiative to increase visibility of TCU
- Track II includes
 - studying broader issues such as price, types of programs, continuing education and other long term goals

Sub-groups have been established to study the various issues that relate to marketing TCU. For example, admissions, overall visibility, the freshmen experience, internal communications, long range planning and TCU traditions are all being evaluated.

Admissions. The admissions sub-committee is being chaired by Sandra Ware. The initial focus is upon what we can do to increase visibility through our travel teams, communications report and publications. Studying our sequence of mailings, publications and personal contacts are all being evaluated. Additionally, materials are being upgraded and there is focus upon encouraging campus visits and the TCU Phonathon. Specific strengths of TCU that are being emphasized include strong academic programs, a friendly campus, freshmen commitment, NCAA athletics, metroplex location, diverse community and many religions are represented. Media, frequency of contacts and campus visits are the main avenues to promote TCU. In summary, Ms. Ware stated that the new video and admissions application process have won national awards--a significant step in working towards these goals. New admits get a TCU tee-shirt and there is more direct communication with parents. Currently, TCU has 600 more applications than at this same point in time last year.

Freshmen Experience. This sub-committee is being chaired by Barbara Herman. Currently the committee is focusing upon establishing mentoring process between students, an adopt a freshmen program, creating a year-round orientation program, enhancing Frog Camp, developing a new student handbook and renovating the student center and residence halls are all being considered. Other important factors being studied include creating smaller classes, enhancing academic advising and increasing work study and financial aid policies. The anticipated results of these programs include higher retention and a stronger sense of community at TCU.

Overall Visibility. Rick L'Amie, chair of this sub-committed presented an overview of their work. Accomplishments of "Overall Visibility" thus far include more aggressive publicity of TCU events, enhanced image of TCU, and sponsorship of local, regional and national events (the Firing Line is just one example). The goal of this sub-committee includes becoming more aggressive in telling the TCU story with emphasis upon our academic expertise and programs. TCU is responding in a more timely fashion to key issues including faculty who serve as experts on a particular issue. The new logo and community activities including the pep rally and stockshow booth are other ways of enhancing TCU's visibility. This committee and TCU admissions are also working with the WAC cities given our alliance with this

conference. The Tour and Travel Guide of Fort Worth now also includes TCU and the possibility of hosting conferences and major events is being investigated.

Internal Communications. John Wise is chairing this committee which is focused upon communicating the story of TCU to the community and at the national level. Internal communications have changed, the methods in which information is disseminated including e-mail and customer service training are all being studied by this sub-committee.

Long Range Planning. Pat Miller, Registrar and Enrollment Manager is involved in developing a conceptual strategic marketing plan including student recruitment, developing research questions and activities to gain information and finally creating tactical strategies to implement programs which enhance the enrollment and retention of students at TCU. Involvement of Admissions, Financial Aid and Faculty will be an important dimension to the work of this sub-committee. The sub-committee intends to involve "external" reviewers, mainly marketing professionals to serve as a forum of ideas and feedback on process and direction. This committee plans to take approximately 18 months to complete its mission.

The faculty assembly was concluded with the showing of the new TCU recruitment video produced by Allison Holt. This award-winning video promotes the entire life at TCU and the culturally rich location of Fort Worth.

FR: FACULTY SENATE
P O BOX 297240

TO: WILLIAM H KOEHLER
P O BOX 297040

**TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE MINUTES
March 7, 1996**

The Faculty Senate of Texas Christian University met at 3:30 p.m. on March 7, 1996 in the Faculty Center of Reed Hall with Chair Fortenberry presiding. Senator members present included: Franzwa, Grant, Trachtenberg, Kucko, Tucker, Fortenberry, Jenkins, Paulus, Hatcher, Gorman, Rinewalt, Gouwens, Martin, Sacken, Davis, Gudmundsen, Moreland, Freeman, Meckna, Clark, Solomon, Greer, Vigeland, Nichols, Reynolds, Cagle, Wilson, Fort, and Oberkircher. Senators not in attendance included: Infantino, Comer, Cross, Van Beber, Miles, Vanderhoof, Garrison, Flahive, Becker, Pohl and Raessler.

Approval of the Minutes

The minutes of March 7, 1996 were approved. It is noted, however, that within the text of the revised Academic Conduct Policy that item I.E. Section A should read TCU Information Services not TCU Computer Center.

Announcements

Chair Fortenberry announced that the next Board of Trustees Meeting will be held March 28th, 1996. The revised Senate Constitution and By-Laws will be presented.

April 3, 1996 is the date for the General Faculty Assembly.

A committee to discuss diversity issues has been formulated. Members include Ray Drenner, Cornell Thomas, John Weis, Barbara Hermann, Delia Pitts, and Jean-Gile Sims.

Chair Fortenberry also announced that a Marketing Task Force has been organized by Associate Vice-Chancellor for University Relations Larry Lauer. Three faculty (Richard Enos, Sally Fortenberry and Anantha Babbili) are on the task force which is comprised of sub-groups such as the Freshmen Experience, Admissions, Long-range Marketing & Planning and Academic Excellence. Any faculty member interested in serving on this task force should contact one of the faculty members. Everyone will receive a letter with further information.

The Technology Steering Committee is a master plan task force chaired by David Edmondson (Assistant Vice Chancellor for Information Services). A sub-committee of this task force, is chaired by Dr. Kirk Downey, Dean of the Neeley School of Business. Five faculty are assisting Dr. Downey in his work as Administrative Computing Chair.

The Graduate Faculty Policy (Chaired by Ray Drenner) is in its final stage of revision.

Officers for next year's Executive Senate Committee will be announced at the April Senate Meeting. Senators may nominate individuals to serve in this capacity at this meeting. The final ballot will be presented and voted upon at the May Meeting.

**TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE MEETING**

**Thursday, April 3, 1996 3:30 p.m.
The Faculty Center of Reed Hall**

A G E N D A

Approval of Minutes from March 7, 1996

Announcements (Sally Fortenberry, Chair)

New Business

Student Relations Committee (Fred Oberkircher, Chair)

Report from Pat Miller, TCU Registrar

Report on Enrollment Management

**Discussion on impact of Exit Interviews as a Source for
Retention Data**

Motion Presented by Fred Oberkircher (Chair of Student Relations Committee)

Motion: To institute as the policy of the Faculty Senate a joint meeting of the Faculty Senate and the House of Student Representatives each fall and spring semester. Said meetings to be held in order to discuss areas of mutual concern and to help foster increased communication between these two bodies. Said meetings to be arranged by the Presidents of both bodies.

Dr. Ken Morgan, Chair of Retirement, Insurance and Benefits Committee

Waiver of University Fees for General Staff(see attached--presented by Sally Fortenberry)

Presentation of Senate Executive Committee Ballot and Call for Nominations (Rhonda Hatcher, Chair of Committee on Committees and Bob Vigeland, Assistant Secretary of Senate).

Old Business

Student Relations Committee (Fred Oberkircher, Chair)

A resolution to commend the University regarding Instructor Evaluations (see attached).

Student Relations Committee

Fred Oberkircher announced that Resolution '96 passed the Student House of Representatives (see attached). The purpose of this resolution is to commend the TCU Administration for studying the evaluation of teaching in general (without focus upon mid-term evaluations as previously discussed).

University Evaluation Committee (Dr. Art Busbey, Chair and Mr. Larry Kitchen, Director of Center for Instructional Services).

Dr. Busbey reported on the efforts of the Evaluation Committee to standardize the forms used in the student evaluations of teaching process. The purpose of this standardization is to focus upon style of instruction (rather than content area) and to create more consistency (see attached report).

The new format will include a section in which questions either by the faculty member or department chair can be custom designed. A handbook which discusses how instruction may be assessed is also being developed.

Dr. Busbey also stated that meetings with faculty will be held to gather input from the proposed forms and process for student evaluation of teaching.

Senator Martin stated that it appears that the purpose of these evaluations needs to be clarified. While the main purpose of the evaluations is to provide feedback on how to improve teaching, evaluations are also used for tenure, promotion and merit decisions.

Senator Vigeland inquired as to whether or not the evaluation of administrators will occur. Mr. Kitchens responded not at this time. Senator Kitchens also stated that mid-term evaluations will not occur at this time, however, faculty can voluntarily hold mid-term evaluations for their own information.

Senator Fortenberry asked if evaluations indicate success. Senator Kitchens stated that there are several methods for evaluation teaching and student perceptions of teaching should not be used as the only indicator of success. It was also noted that department chairs do not see the comments written by students.

Further discussion regarding the evaluation process occurred. Several senators commented that faculty take the evaluations very seriously and review them carefully. Mr. Kitchens restated that evaluations are used by faculty to develop teaching skills and by administration for evaluative purposes. In part, this is why the forms are being revised.

Chair Fortenberry thanked the guests on behalf of the senate.

Institutional Effectiveness (Nowell Donovan, Chair)

Dr. Nowell Donovan, Chair of the Institutional Effectiveness Committee presented a report on the status of the committee work. The report was based upon the document Interim Report to

the Chancellor from the Institutional Effectiveness Committee, Fall 1995. Strategic initiatives were defined by the committee and are presented below. For specific information regarding these initiatives, refer to the Report (see attached).

- **Strategic Initiative #1: The Academic Imperative**
 - The University establish centers of excellence;
 - The University expand the number of full time faculty by approximately 20 persons by the year 2000;
 - The University keep abreast of the technology revolution.
- **Strategic Initiative #2: Defining and Marketing TCU**
 - TCU should define and forcefully market a strong and distinctive image of itself.
 - Define the culture of the University
 - Develop a clear sense of mission
 - Seek both national and local recognition through an aggressive marketing campaign
- **Strategic Initiative #3: The Education of the Student**
 - TCU should integrate its activities to provide a total educational experience for students
- **Strategic Initiative #4: Dialogue Issues**
 - TCU should continue to develop clear lines of communication between all university personnel.

Discussion following Dr. Donovan's presentation occurred. Senator Fort stated that perhaps an annual report from the Chancellor would be an informative presentation for faculty and staff. Dr. Donovan stated that the report discusses several means of communication. Additionally, the freshmen experience, academic advising and technology all need to be further enhanced. The safety of the campus, academic discussions involving all levels of the University and student evaluations of teaching are all important issues that need further dialogue.

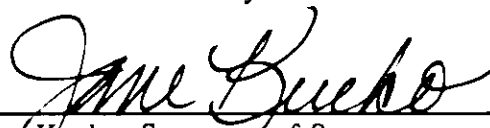
Senator Greer inquired as to the relationship (if any) between the high ranking regarding our endowment as compared to our lower ranking in perception of academics. Dr. Donovan responded that this is a complex issue without an easy answer. Perhaps part of the problem with the academic perception is that we are not marketing ourselves in the academic arena as aggressively as we should. Dr. Donovan added that our Chancellor has been extremely successful in increasing the University's endowment.

Senator Fortenberry stated that the Academic Excellence Committee of the Faculty Senate are investigating methods of evaluating the UCR, grade inflation and freshmen advising.

Chair Fortenberry thanked Dr. Donovan for his report on behalf of the senate.

The meeting adjourned at 4:50 p.m.

Minutes Submitted by:



 Jane Kucko, Secretary of Senate

1 Resolution 96- A Resolution to Commend University Administrative Efforts Regarding
2 Instructor Evaluations
3
4

5 Whereas: TCU is an institution designed to foster academic excellence, and
6

7 Whereas: the Academic Affairs Committee of the Student House of Representatives serves as a
8 liaison between students and academic instructors to address academic concerns, and
9

10 Whereas: the learning process involves effort on the part of both students and faculty, and
11

12 Whereas: instructor evaluation is a significant method of communication between students and
13 instructors, and
14

15 Whereas the current method of instructor evaluation may be improved to increase effectiveness
16 and accuracy, and
17

18 Whereas several committees within the university are currently working to revamp and improve
19 the existing system of instructor evaluation,
20

21 Let it Be Resolved that the TCU House of Representatives commends the University
22 Evaluation s Committee, the Student Relations Committee of the Faculty Senate, Instructional
23 Services, and other administrative personnel working on improving the evaluation process.
24

25 Let it Be Further Resolved that the Academic Affairs Committee suspends immediate action on
26 implementing Mid-Semester Evaluation in order to assist and support the aforementioned
27 committees
28

29 Let It Be Further Resolved that if at a later date, the Academic Affairs committee and/or the
30 House of Representatives feels it necessary, the proposal recommending Mid-Semester
31 Evaluations (or ones similar to it) will be re-introduced.
32
33

34 Respectfully Submitted,
35 Ashley Russell
36 Chair, Academic Affairs Committee

Summary for the Faculty Senate - Evaluation Committee

Arthur B. Busbey, Chair March 7, 1996

The Evaluation Committee¹, a University Committee, "studies and recommends changes in the evaluation procedure of/for faculty and academic administrators. The committee annually reviews the forms, the mechanics of distribution and the methods of tabulating results." The committee works closely with Larry Kitchens of Instructional Services.

This report summarizes several ongoing projects of the committee, including:

- Recommendations to change the nature of the forms currently used for instructional evaluation
- Improvements to the format and content of the evaluation sheets that are returned to instructors.
- A handbook for teaching faculty that will provide useful information and guidelines for assessing and improving their instructional techniques.

Changing instructional forms

The forms that are currently used to evaluate teaching are frequently based on the content area and not on the style of instruction. They also make comparison across the academy difficult and provide little useful feedback for instructors. Administrators lack and have requested an evaluation instrument that can be used across academic units for comparison purposes. We propose that faculty evaluation forms be based on the type of class rather than on the content area. So, for example, all large lecture classes over the university would use the same style form.

Each form, as envisioned, would be made of five major portions. The first section would consist of four questions common across all forms. These would relate to the quality of instruction and provide a basis for comparison of instructors across all academic units. Secondly, there would be an eighteen question section that would be tailored to the particular style of class. The third section would include four blank bubbles; the instructor or department could provide up to 4 questions for the students. The numerical results would be reported to the instructor/chair, but would not be included in any overall statistics (since the questions are known only to the instructor/department). The fourth section would provide for background information on the student and the fifth would be a write-in section.

With such forms it would become possible to produce executive summaries of the results, comparing instructors or classes across the university, within colleges and within departments.

Prior to implementation we intend to hold several open sessions for the constituency involved in this evaluation, including students, faculty and administrators.

Format of reporting sheets

Classically, the report forms are printed on line printer paper and have been limited to text tables. These large sheets are hard to store and interpret. With laser printers it is much more feasible to produce these reports on standard paper sheets and to provide graphical summary charts for each category, contrasting the instructor markings and those of the college and university (where appropriate). Although the final format of the graphical output is still under consideration, such summaries allow instructors to rapidly locate problem areas. Additionally, the reports will now be easier to store in standard file cabinets or in standard 2 or 3-ring binders. These new reports will probably begin with the fall semester.

Faculty handbook

Many incoming instructors have less than adequate instructional training. It is proposed that a handbook on instructional methodology, assessment and technique, be available for incoming faculty and faculty who are interested in exploring alternative instructional methodologies. The handbook would provide a series of guidelines for faculty who seek to improve their instructional repertoire.

¹Gregor K. Stephens, Etta M. Miller, Mary Susan Haigler-Robles, Donald W. Jackson, Rojann R. Alpers, Steven B. Breese, Bernadette A. Szajna, Larry E. Kitchens, Dolores M. Oelfke, Babri E. Barrow (student), Daniella Y. Geleva (student), Colby D. Siratt (student), Administrative Oversight: Provost/Vice Chancellor for Academic Affairs

Term : 95.

Form : █

Department : 30

Course # : █

Instructor : 73

Section # : 50

Enrolled : 38

Responses : 37

Instructor Report

	Class Avg	Inst Avg	Dept Avg	Div Avg	StDev	Mean StDev	Mean + StDev	Poor 1	Fair 2	Average 3	Good 4	Excellent 5
1) DISCUSSED POINTS OF VIEW OTHER THAN OWN	4.89	4.77	3.97	4.00	0.91	3.98	5.79					
2) CONTRASTED IMPLICATIONS OF VARIOUS THEORIES	4.78	4.76	4.03	4.00	0.48	4.29	5.26					
3) DISCUSSED RECENT DEVELOPMENTS IN THE FIELD	4.92	4.87	4.19	4.23	0.28	4.64	5.20					
4) PRESENTED HISTORICAL ORIGINS-IDEAS/CONCEPTS	4.42	4.42	3.73	3.86	0.84	3.58	5.26					
5) GAVE REFERENCES FOR MORE INTERESTING POINTS	4.58	4.57	3.84	3.91	0.87	3.71	5.46					
6) PROVIDED INFORMATION IN ADDITION TO TEXT	4.92	4.84	4.15	4.12	0.28	4.64	5.20					
7) WAS WELL-PREPARED FOR LECTURES/DISCUSSIONS	4.94	4.91	4.38	4.26	0.23	4.71	5.18					
8) USED EXAMPLES TO MAKE MATERIAL CLEARER	4.83	4.84	3.97	4.04	0.45	4.39	5.28					
9) PRESENTED MATERIAL COHERENTLY	4.92	4.84	3.82	3.89	0.28	4.64	5.20					
10) ADEQUATE INSTRUCTION CONCERNING ASSIGNMENTS	4.75	4.70	3.83	3.84	0.50	4.25	5.25					
11) WROTE TEST QUESTIONS - MEANINGS CLEAR	4.39	4.39	3.61	3.57	0.90	3.49	5.29					
12) RETURNED ASSIGNMENTS PROMPTLY	4.97	4.88	4.26	3.97	0.17	4.81	5.14					
13) PACED THE COURSE EVENLY	4.86	4.87	4.14	3.99	0.42	4.44	5.29					
14) UTILIZED CLASS TIME TO ACHIEVE OBJECTIVES	4.94	4.91	4.16	4.01	0.23	4.71	5.18					
15) COMMUNICATED EXPECTATIONS NEAR BEGINNING	4.86	4.76	4.16	4.06	0.35	4.51	5.21					
16) ATTEMPT TO DETERMINE STUDENT UNDERSTANDING	4.69	4.66	3.74	3.80	0.71	3.98	5.40					
17) ENCOURAGED STUDENTS TO ASK QUESTIONS	4.78	4.70	3.96	4.04	0.42	4.36	5.20					
18) ENCOURAGED STUDENTS TO EXPRESS THEIR IDEAS	4.49	4.50	3.72	3.86	1.07	3.41	5.56					
19) TESTS DEMONSTRATED STUDENT LEARNING	4.56	4.54	3.74	3.69	0.65	3.90	5.21					
20) EXPLAINED HOW GRADE WOULD BE DETERMINED	4.86	4.79	4.27	4.17	0.35	4.51	5.21					
21) SET REASONABLE COURSE REQUIREMENTS	4.86	4.76	4.07	4.04	0.35	4.51	5.21					
22) WAS FAIR/IMPARTIAL IN DEALING WITH STUDENTS	4.94	4.78	4.20	4.13	0.23	4.71	5.18					
23) HAD SUFFICIENT EVIDENCE TO EVALUATE WORK	4.92	4.82	4.18	4.02	0.28	4.64	5.20					
24) COMMENTED INDIVIDUALLY ON WORK	4.54	4.58	3.76	3.75	1.02	3.52	5.57					
25) RESPECTED STUDENTS AS INDIVIDUALS	4.89	4.75	4.22	4.20	0.32	4.57	5.21					
26) WAS AVAILABLE FOR CONFERENCE OUT OF CLASS	4.94	4.86	4.31	4.17	1.17	3.77	6.11					
27) HELD YOUR ATTENTION DURING CLASS	4.56	4.55	3.82	3.70	0.84	3.71	5.40					
28) PRESENTATIONS WERE THOUGHT-PROVOKING	4.69	4.61	3.74	3.70	1.03	3.66	5.71					
29) REVEALED ENTHUSIASM/INTEREST IN TEACHING	4.94	4.90	4.35	4.27	0.23	4.71	5.18					
30) *COMPARED WITH INSTRUCTORS IN DEPARTMENT	4.94	4.86	3.98	3.84	0.33	4.61	5.28					
31) *COMPARED WITH INSTRUCTORS IN COLLEGE	4.72	4.71	3.85	3.72	0.61	4.11	5.34					
32) *MY CLASSIFICATION IS	3.31	3.24	3.57	3.71	0.47	2.84	3.77					
33) *I EXPECT MY GRADE IN THIS COURSE TO BE	4.19	4.05	4.08	4.27	0.67	3.53	4.86					
34) *MY OVERALL GPA IS	3.86	3.76	3.98	3.91	0.83	3.03	4.69					
35) *THIS COURSE IS IN MY MAJOR FIELD OF STUDY	1.69	1.61	1.46	1.49	0.47	1.23	2.16					
36) *THIS COURSE IS REQUIRED FOR MY MAJOR	1.25	1.25	1.13	1.20	0.44	0.81	1.69					

STUDENT EVALUATION OF INSTRUCTION
HUMANITIES UPPER DIVISION LECTURE

RATING SCALE

Table with 6 columns: No Opinion/No Knowledge (0), Poor (1), Fair (2), Average (3), Good (4), Excellent (5)

Grid of 10 rows and 10 columns of circles containing numbers 0-9 for marking answers.

INSTRUCTIONS

Thoughtful student appraisal can help improve teaching effectiveness. Listed below are characteristics of instructor behavior. Indicate the degree to which you feel the instructor in this course reflected such behavior by filling in the appropriate circle for each question. Space for additional comments is provided on the back.

PART I: FOR ALL COURSES

- 1. Revealed enthusiasm and interest in teaching
2. Presented the material coherently
3. Encouraged students to learn
4. Stated clearly the expectations of the course
5. Was available for questions or consultation
6. Provided adequate opportunity for students to demonstrate achievement of course objectives
7. Discussed points of view other than his/her own
8. Contrasted implications of different theories
9. Discussed recent developments in the field
10. Gave references for more involved points
11. Presented historical development of ideas and concepts
12. Returned assignments with comment, either orally or in writing
13. Set course requirements which could be realistically met

NOTE: USE EVALUATION SCALE PROVIDED WITH EACH QUESTION BELOW

PART II: OVERALL EVALUATION

- 14. Compared with all instructors I have had in this department, this instructor was (0) question not applicable (1) far below average (2) below average (3) average (4) above average (5) one of the best
15. Compared with all instructors I have had in college, this instructor was (0) question not applicable (1) far below average (2) below average (3) average (4) above average (5) one of the best

PART III: BACKGROUND INFORMATION

- 16. My classification is (1) Freshman (2) Sophomore (3) Junior (4) Senior (5) Graduate
17. I expect my grade in this course to be (1) F (2) D (3) C (4) B (5) A
18. My overall grade point average (GPA) is (1) less than 2.0 (2) 2.0 to 2.49 (3) 2.5 to 2.99 (4) 3.0 to 3.49 (5) 3.5 or above
19. This course is in my major field of study (1 = yes, 2 = no)
20. This course is a required course for my major (1 = yes, 2 = no)

(Continued on back)

INSTRUCTIONAL ASSESSMENT SYSTEM

INSTRUCTOR _____ COURSE _____ SECTION _____

DIRECTIONS: COMPLETION OF THIS QUESTIONNAIRE IS VOLUNTARY. YOU ARE FREE TO LEAVE SOME OR ALL ITEMS UNANSWERED.

E - EXCELLENT
 VG - VERY GOOD
 G - GOOD
 F - FAIR
 P - POOR
 VP - VERY POOR

FORM
A

USE A NO. 2 PENCIL

Fill the Bubble Darkly and Completely.

Do Not Make Stray Marks. Erase Completely.

START HERE: ↓

I. TO PROVIDE A GENERAL EVALUATION

1. THE COURSE AS A WHOLE WAS:
 E VG G F P VP

2. THE COURSE CONTENT WAS:
 E VG G F P VP

3. THE INSTRUCTOR'S CONTRIBUTION TO THE COURSE WAS:
 E VG G F P VP

4. THE INSTRUCTOR'S EFFECTIVENESS IN TEACHING THE SUBJECT MATTER WAS:
 E VG G F P VP

II. TO PROVIDE DIAGNOSTIC FEEDBACK TO THE INSTRUCTOR

1. COURSE ORGANIZATION WAS:
 E VG G F P VP

2. CLARITY OF INSTRUCTOR'S VOICE WAS:
 E VG G F P VP

3. EXPLANATIONS BY INSTRUCTOR WERE:
 E VG G F P VP

4. INSTRUCTOR'S ABILITY TO PRESENT ALTERNATIVE EXPLANATIONS WHEN NEEDED WAS:
 E VG G F P VP

5. INSTRUCTOR'S USE OF EXAMPLES AND ILLUSTRATIONS WAS:
 E VG G F P VP

6. QUALITY OF QUESTIONS OR PROBLEMS RAISED BY INSTRUCTOR WAS:
 E VG G F P VP

7. STUDENT CONFIDENCE IN INSTRUCTOR'S KNOWLEDGE WAS:
 E VG G F P VP

8. INSTRUCTOR'S ENTHUSIASM WAS:
 E VG G F P VP

9. ENCOURAGEMENT GIVEN STUDENTS TO EXPRESS THEMSELVES WAS:
 E VG G F P VP

10. ANSWERS TO STUDENT QUESTIONS WERE:
 E VG G F P VP

11. AVAILABILITY OF EXTRA HELP WHEN NEEDED WAS:
 E VG G F P VP

IV. TO PROVIDE GENERAL INFORMATION ABOUT YOURSELF

1. WHEN REGISTERING, WAS THIS A COURSE YOU WANTED TO TAKE?
 Yes
 No
 Neutral

2. THIS COURSE IS:
 in my MAJOR
 in my MINOR or PROGRAM REQUIREMENT
 a DISTRIBUTION REQUIREMENT
 an ELECTIVE
 OTHER

3. MY CLASS IS:
 FRESHMAN
 SOPHOMORE
 JUNIOR
 SENIOR
 GRADUATE
 OTHER

4. GRADE I EXPECT TO RECEIVE:
 A (3.6 or above)
 B (2.6 - 3.5)
 C (1.6 - 2.5)
 D (0.7 to 1.5)
 E (0.0)
 PASS

III. TO PROVIDE INFORMATION ABOUT THE COURSE TO OTHER STUDENTS

1. USE OF CLASS TIME WAS:
 E VG G F P VP

2. INSTRUCTOR'S INTEREST IN WHETHER STUDENTS LEARNED WAS:
 E VG G F P VP

3. AMOUNT YOU LEARNED IN THE COURSE WAS:
 E VG G F P VP

4. RELEVANCE AND USEFULNESS OF COURSE CONTENT ARE:
 E VG G F P VP

5. EVALUATIVE AND GRADING TECHNIQUES (TESTS, PAPERS, PROJECTS, ETC.) WERE:
 E VG G F P VP

6. REASONABLENESS OF ASSIGNED WORK WAS:
 E VG G F P VP

7. CLARITY OF STUDENT RESPONSIBILITIES AND REQUIREMENTS WAS:
 E VG G F P VP

V. OPTIONAL ITEMS (USE ONLY AS DIRECTED)

1. E VG G F P VP

2. E VG G F P VP

3. E VG G F P VP

4. E VG G F P VP

5. 0 1 2 3 4 5 6 7 8 9

6. 0 1 2 3 4 5 6 7 8 9

7. 0 1 2 3 4 5 6 7 8 9

8. 0 1 2 3 4 5 6 7 8 9

Interim Report to the Chancellor
from the
Institutional Effectiveness Committee
Fall 1995

Abstract

This report is the first of the four projected annual reports that will address the charge of the Chancellor to the Institutional Effectiveness Committee. This charge derives from the University Accreditation Study conducted by SACS in 1993.

The Committee has developed a response that focuses first on the philosophy of change implicit in the idea of institutional effectiveness, and second on the parameters of measurement mandated by SACS.

The first part of our response presented here is:

- To suggest a simple and easily understood definition of the essential character of TCU, derived from the Mission Statement of the University, and formulated as a series of succinct statements.
- To identify actions (strategic initiatives) that the University will need to amplify or initiate in the near term future (~five years) to meet the demands of its Mission Statement (and thus satisfy the SACS mandate).

The second part of our response is to outline a process that will involve the university community in planning and assessment. The report concludes with a series of appendices that illustrate the process by which the Institutional Effectiveness Committee involved the University in their deliberations, and the detailed results of this involvement.

We suggest that the following strategic initiatives be implemented during the next few years as a way of fulfilling TCU's goals and obligations as an academic community.

Strategic Initiative #1. The Academic Imperative

TCU should continue to prioritize the centrality of the academic mission.

The strongest message from most quarters of the campus is the desire to see TCU at the forefront of academic excellence. This desire takes many forms; for example, it may be the simple advice to strive for excellence in all we do. More specifically, there is a wish to establish specific centers of excellence, to recruit stronger students, to give more scholarships, to increase the size of the faculty, etc.

We received a strong message from students with respect to their concerns for academic integrity, including a challenging curriculum and the prevention of grade inflation. At the same time many expressed a general satisfaction with respect to their education.

Three specific initiatives are suggested:

- That the University establish centers of excellence;
- That the University expand the number of full time faculty by approximately 20 persons by the year 2000;
- That the University keep abreast of the technology revolution.

Establishing centers of excellence

In order to enhance its reputation, the University should focus its resources on particular programs and/or areas of campus life. Such centers of excellence could be developed within particular departments or schools (eg., piano within the Department of Music, or communications within the School of Business.) On the

other hand, broader-based initiatives (eg., international education, master teaching) could pay rich dividends as well as produce a greater feeling of enfranchisement within the university community as a whole. Centers of excellence need not be restricted to purely academic areas. For example, a program to promote leadership qualities within the student population would involve liaison between both academics and student affairs.

It is clear that many areas of excellence already exist on campus. For example, Ranch Management has an enviable national reputation. It is also arguable that all departments entrusted with graduate programs (particularly those with Ph.D. programs) are effectively already designated centers of excellence. Similarly, various endowed chairs (eg., art history, education, rhetoric, etc.) are obvious focus points of quality (and serve to remind that excellence requires the employment of individuals with that quality.)

There are two *caveats* to the creation of centers of excellence. First, in order both to fulfill its commitment to "provide a premier student-centered environment" and to prevent a drop in confidence among persons not obviously enfranchised by the concept, the University must continue its financial commitment to its academic mission as a whole. This will limit the numbers of centers of excellence practical to develop. Second, designated centers of excellence must be forcefully promoted if they are to effectively enhance the reputation of the campus as a whole.

Expanding full time faculty by approximately 20 persons by the year 2000

The principal reason that this initiative is suggested is to provide more effective instruction within the university core curriculum, particularly for freshmen. An alternative approach would be to set a standard student/faculty ratio or class size appropriate to the level of instruction and staff. The initiative is a

response to freshman problems of (1) larger than desirable class size and (2) retention. A secondary consideration is that the creation of centers of excellence may require increased faculty.

Keeping abreast of the technology revolution

The advent of the technology revolution presents enormous possibilities and problems for the university community. The possibilities for enhancing teaching and research are both spectacular and evolving at a spectacular rate. To meet this challenge, a robust response is required from the University. The present level of commitment must be at least maintained and preferably expanded in the next few years. Furthermore, it is clear that parents of prospective students are well aware of the "revolution" and have high expectations in this context.

Strategic Initiative #2. Defining and Marketing TCU

TCU should define and forcefully market a strong and distinctive image of itself.

At the present time academic institutions throughout the nation are experiencing constraints that are partly demographic, partly a result of a weaker economy, and partly due to a negative public view of universities. It is in the best interests of this university to illustrate its distinctive qualities and values to as wide an audience as possible. Demonstrations of quality and integrity will lead to an overall improvement in the character of both the student body and the faculty, as well as ensuring numerical success in our recruitment campaigns.

Our discussions suggested that TCU has an unclear vision of, and, in addition, undervalues itself. The Business Group (IBOV - see Appendix B, page 17) was particularly strong on this issue, but it was generally a matter of wide concern.

We recommend a major effort to:

- Define the culture of the University.
- Develop a clear sense of mission.
- Seek both national and local recognition through an aggressive marketing campaign.

The initial problem is to ensure that the name of the University (TCU!!) is familiar to as wide a spectrum of the population as possible. The recent activities of the Committee of 100 in the promotion of our athletic programs appear to be successful, at least at the local level (as measured by, for example, attendance at football and basketball games). The promotion of an athletic image that is both successful on the field and in the classroom (as measured by graduation rates) could be cultivated as part of the tradition of the University, particularly as we face the exciting challenges of a new conference setting. At the local level, a more forceful presentation of the activities of the University into the life of Fort Worth could have symbiotic repercussions in a wide variety of ways.

Several ways in which the intellectual image of the campus might be enhanced emerged during our discussions. For example the concept of centers of excellence (see above) could be an effective way of boosting our academic image, as could a coordinated effort to be more successful in the acquisition of national and international scholarships and awards. Perhaps the activities of the Committee of 100 could be matched by those of an academic committee of similar size!

From the student perspective (Appendix B, page 17), the personal touch is seen as a strong part of the TCU experience. The marketing of a holistic image that emphasizes both the academic achievement and personal development of the individual student should resonate as it is something we are good at!

Among the traditions of TCU, a feature of note that is apparently underplayed is the original commitment of the founders of the University to gender equity and religious tolerance, both historic developments for their time and place. In today's world such traditions have a powerful symbolism.

Strategic Initiative #3. The Education of the Student

TCU should integrate its activities to provide a total educational experience for students.

For many years TCU has claimed that a close personal experience is a special characteristic of the educational experience that it offers. The centrality of the student was a common theme in the focus group discussions with emphasis on a generally positive view of faculty/student interactions. The personal touch is a point of note to many, though not all, students (for example, see anecdotes in Appendix C, page 26).

What we suggest here is that TCU further develop its existing practice of providing a total educational experience for the students under its tutelage.

Specific initiatives and/or enhancements include:

- Overall enhancement of the freshman experience.
- A more effective system of advising, both academic and post-degree.
- The sustained development of leadership capabilities, i.e., taking responsibility for problem solving.
- The inculcation of the ideals of community service.
- The development of a residential environment that makes the most of modern technology and includes facilities for academic focus.
- The maintenance of a safe and healthy environment for all students.

Strategic Initiative #4. Dialogue Issues

TCU should continue to develop clear lines of communication between all university personnel.

During the various focus group meetings that the committee conducted, it became clear that the University is well served by its administration, staff and faculty. Nevertheless, the related issues of internal communication, empowerment, connectedness (*sic*) and unity were constantly and emphatically mentioned by almost all the groups we surveyed. While it is probable that a lack of effective communication (or at the least a perception of a lack of effective communication) bedevils most large institutions, we feel that the University should make every reasonable effort to maintain open lines of communication between and within the various constituencies of which it is comprised.

In essence, the institutional effectiveness process itself, when fully implemented, will be part of the solution to this problem. One of the tangential results of the focus group meetings that we conducted was the sharing of common ground by the various participants. The University should consider implementing an on-going *ad hoc* structure of this kind that will focus on common problems.

While modern technology can facilitate the opening of vertical and lateral lines of communication, the most important aspect of communication remains the personal touch. Therefore, we recommend that structured meetings between administrators and individual departments and units be a regular feature of campus life. We further suggest that the Chancellor present an annual "State of the University" address to the campus community. This will serve to define progress, problems, and planning in an easily accessible way. Additional potential avenues of communication include periodic open letters and/or a monthly column from the Chancellor and/or the Provost in one of the campus communications.

Part Two

Planning and Assessment Within the University Community

The second part of this interim report is concerned with the operational aspects of the institutional effectiveness mandate. The SACS accreditation team found that only some units on campus (eg., student affairs) have in place a planning and assessment system that is in accord with the essence of institutional effectiveness. Other units (eg., academics) evaluate their problems and achievements, but they do so in a piecemeal way with little standardization, particularly at the department level. In consequence, it is our purpose during the coming year to design models that will facilitate constructive accountability where these seem to be required. This will be done in consultation with the units involved.

In essence we envisage two complementary types of models:

- Operational - describing the practice of various units (see *Figure One - The Department Year*, page 10);
- Tracking - following the development of individuals within the University. (see *Figure Two - Student Tracking*, page 11).

In such models it is necessary to define:

- When data should be accumulated.
- What type of data should be accumulated.
- Who asks the questions.
- Who answers the questions.
- Who evaluates the answers.
- Who implements the changes that arise from the evaluation.

Although the campus has not yet implemented a comprehensive institutional effectiveness scheme, there are encouraging signs of progress. For example, this year's reporting of the results of a tracking survey of the student body, which includes both analytical and anecdotal material, is a marked improvement on previous years and was distributed more widely (see Appendix C, page 26). We envisage that the necessary design and implementation of unit level models will be in place by late 1996.

FR: FACULTY SENATE
P O BOX 297240

TO: WILLIAM H KOEHLER
P O BOX 297040

**TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE MEETING**

**Thursday, March 7, 1996 3:30 p.m.
The Faculty Center of Reed Hall**

A G E N D A

Approval of Minutes from February 8, 1996

Announcements (Sally Fortenberry, Chair)

New Business

Report from the Student Relations Committee
Fred Oberkircher, Chair

The University Evaluation Process

Presentation by Dr. Art Busbey, Chair of the University Evaluation Committee and Mr. Larry Kitchens, Director of the Center for Instructional Services.

Other

**TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE MINUTES
February 8, 1996**

Note: The regularly scheduled meeting of February 1 was postponed until February 8, 1996 due to inclement weather.

The Faculty Senate of Texas Christian University met at 3:30 p.m. on February 8, 1996 in the Faculty Center of Reed Hall with Chair Fortenberry presiding. Senator members present included: Infantino, Franzwa, Grant, Trachtenberg, Kucko, Tucker, Jenkins, Paulus, Comer, Hatcher, Van Beber, Gorman, Miles, Vanderhoof, Martin, Sacken, Davis, Gudmundsen, Moreland, Garrison, Haigler-Robles, Freeman, Meckna, Flahive, Greer, Vigeland, Reynolds, Cagle, Becker, Fort, Raessler, Oberkircher. Those not in attendance include Cross, Rinewalt, Gouwens, Clark, Solomon, Nichols and Pohl.

APPROVAL OF THE MINUTES FROM DECEMBER 7, 1995.

The minutes from the December 7, 1995 Senate meeting were approved with the following correction: Dr. Andy Fort is not the chair of the Role and Function Committee as reported.

NEW BUSINESS

An election to establish a Task Force to investigate early retirement benefits and incentives was held. The results of the election include the following members: Gail Davis, Gregg Franzwa, Ken Morgan, Doug Newsom and Don Nichols. The committee will appoint their chair.

COMMITTEE REPORTS

Academic Excellence

Senator Sherrie Reynolds presented a report on behalf of the Academic Excellence Committee (see attached report). Senator Reynolds stated that the focus of the committee's work this year has been on the Freshmen Experience including the Freshmen Seminar Program. The major concerns that the committee discussed regarded the number of faculty necessary to implement the program and academic integrity of the seminars.

Senator Infantino expressed concern over the issue of hiring faculty with one year contracts over tenured-track faculty. Senator Fort inquired as to whether or not we expressed these concern over the nature of these contracts with Dr. Koehler. Dr. Fortenberry responded affirmatively and further explained that the administration is committed to obtaining more faculty to replace the reliance on part-time faculty and to support the freshmen experience.

Senator Reynolds confirmed that the faculty are committed to the freshmen experience including the freshmen seminar program. However, there is concern over how the program is going to be implemented.

Senator Franzwa stated that perhaps the larger issue is the instructor year-to-year contract verses the tenure-track appointment. Senator Infantino inquired as to whether or not any department had requested a year-to-year appointment. Senator Kucko responded affirmatively by stating that in some cases, a year-to-year appointment with an individual with extensive professional experience is a definite asset to an applied field of study. Further discussion regarding the nature of a year-to-year contract occurred.

Senator Fort moved that the Faculty Senate call a special session to meet with Provost and Vice-Chancellor for Academic Affairs William Koehler, Associate Vice-Chancellor for Academic Affairs Dr. Larry Adams, and perhaps representatives from the Student House to discuss the issue. Fred Oberkircher seconded the motion.

The motion passed with a tentative meeting date being scheduled for Thursday, February 16, 1996.

Committee On Committees

Senator Rhonda Hatcher, Chair of Committee on Committees, reported on the status of various charges. The University Court Committee, originally proposed to be disbanded, will remain in place. The reason for this decision is that to remove the committee would result in several other changes, according to the Office of the Vice-Chancellor for Student Affairs, Dr. Don Mills.

The Committee on Committees was successful in proposing a recommendation that would require administration to investigate the charges of existing committees prior to establishing any ad hoc or task force to handle particular issues.

The University Curriculum Committee will remain comprised of appointed members, however, the names of the members have been published in the University Faculty/Staff Handbook.

The Committee on Committees has conducted the annual survey on the operations and effectiveness of standing university committees. Senator Hatcher further reported that the TCU/RF Committee is currently undergoing evaluation and recommendations will be forthcoming.

Senator Bob Vigeland, past-chair of Committee on Committees reported that a task force to study the need to replace the EEO/Affirmative Action Committee with one on diversity, has been established. A report will be forthcoming.

Role & Function Committee

Carolyn Cagle, Chair of the Role and Function Committee reported that the revisions to the Senate By-Laws and Constitution has passed the Faculty Senate. A faculty-wide election for approval of the changes has been instigated. Upon approval, the changes will be presented to the Board of Trustees for final approval.

Senator Cagle reported that the proposed changes to the University Council were not accepted. While the academic Deans and Council did not oppose adding to the size of the Council, they did reject that the composition shall be of tenured faculty only.

Senator Cagle announced that Dr. Ray Drenner is currently studying the composition of the Office of Graduate Studies including the possibility of decentralization.

Student Relations

Senator Fred Oberkircher stated that the revisions to the Academic Conduct Policy were accepted by the University Council (see attached).

Mid-semester evaluations and exit interviews for non-returning students are also being investigated according to Senator Oberkircher. Dr. Art Busbey, Chair of the University Evaluation Committee and Larry Kitchens, Director of Instructional Services, will be meeting with the committee to discuss these issues.

Tenure and Promotion

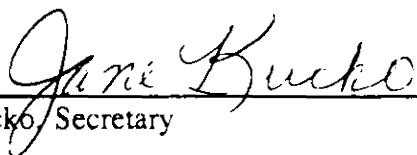
Senator Mike Sacken, Chair of the Tenure and Promotion Committee announced that the charges for the committee have been met. Procedures regarding the archiving of all materials related to tenure decisions have been established. Additionally, the senate approved the recommendation of defining academic freedom based upon the AAUP's definition. It is recommended that this be added the Faculty/Staff Handbook.

Budget and Finance Committee

Senator Chuck Becker reported that this committee has mainly been concerned with the equalization of faculty/staff benefits. The committee has also discussed the healthy state of the endowment and the conditions and age of student housing. Senator Becker stated that the acquisition of new faculty positions has been discussed on a very limited basis.

The meeting adjourned at 5:00 p.m.

Submitted by:



Jane Kucko, Secretary

**Academic Excellence Committee
Progress Report
February 1996**

We spent most of this semester addressing the following charge:
"To analyze the purposes, effectiveness and alternatives of the
Freshman Seminars on the retention of Freshman Students."

Process by which data was gathered

- Brochures and other documents describing Freshman Seminars were obtained .
- Information was obtained about the task force which was involved in the initial consideration of Freshman Seminars.
- Professors and chairs of departments in which freshman seminars were offered in 1994 and 1995 were interviewed.
- Chairs of all academic departments were surveyed to determine the departments' plans/intentions with respect to Freshman Seminars for 1996-1997.
- A letter was sent to Associate Vice Chancellor Larry Adams requesting information.

Results

Brief History of the Project:

- In late spring of 1993 an ad hoc committee of 8 untenured assistant professors was called together by Associate Vice Chancellor Larry Adams.
- The committee met regularly over the fall semester of 1993, reviewing the implementation of such seminars in other peer universities (Vanderbilt, Washington, etc.) and discussing the seminars via teleconferences with Deans at the universities where similar seminars have been offered.
- The committee drew up guidelines and governing definitions for a Freshman Seminar at TCU. It was decided that a pilot program should be started in Fall 1994 offering 10 seminars.
- Course proposals for Freshman Seminars were reviewed by the committee and sent forward to college-level and then university-level curriculum committees for approval.
- Fall 1994 - 6 of the 10 seminars made as classes.
- In 1995 a similar procedure was followed to offer a larger number of Freshman Seminars: 20 were offered and all of them made. In the same semester, Dr. Adams wrote a letter to all full time faculty requesting that they "consult with your departmental chair and convey your interest in offering a seminar

to your academic dean. In that same letter he also announced the goal of offering 30 such seminars for fall 1996.

Telephone Interviews re: 1994, 1995 seminars

- If your department offered a seminar, what conditions enabled you to do so?
 - stipend was available
 - another class didn't make
 - 2 taught as overload
 - 4 taught instead of another freshman class of 30-40 students
 - 2 taught instead of an upper level class
 - 3 faculty available because of some serendipitous event

- If your department did not offer a seminar, why didn't you?
 - 4 couldn't offer it with existing faculty
 - only 1 faculty member was interested
 - department had other priorities
 - offered in Fall 1994 but did not make
 - no faculty interested under current constraints
 - not possible in this discipline

- Other Comments/Questions
 - "Retention" problem may be an admissions problem
 - Asked to be able to offer a seminar P/F but received no answer
 - Where are data to support retention claim?
 - Viewed as labor intensive because non-traditional nature
 - demands that the professor question more established ways of teaching
 - Attractive because it encourages closer working relationships with students
 - If taught again it will replace another intro freshman class (which will increase proportionally from the current 45-50)
 - 2 Concerned about the process whereby the Freshman Seminars have been instituted
 - Strong commitment to the seminars but need more resources
 - 2 said that faculty were angry that publicity said seminars would be capped at 15 then they were increased.
 - 2 said that students seem to bond, seem to like it
 - Offered a class last year but it didn't make think it sounded "too rigorous".
 - Because I wasn't hampered by curricular requirements I could do something I really like
 - Suggestion that this be a format for teaching regular freshman courses instead of something extra

Survey re: 1996 proposed seminars

- Number of departments which anticipate offering a seminar:
 - 9 definite
 - 1 proposed
 - 1 not sure

- Number of departments not offering seminars: 22

- 1 Department said they were not sure if they would offer a seminar

- If your department **is** offering a freshman Seminar in the fall of 1996, what was changed to allow faculty to teach the seminar?

Rearranged/canceled classes	4
Loss of class	2
Hired adjunct	2
Taught as Overload	2
Serendipity	1

- If your department **is not** offering a freshman Seminar in the fall of 1996, why not?

No faculty to teach it	16
Not deemed appropriate for discipline	2
No interest from faculty	2
No reason given	1

- Additional comments :
 - 17 Departments expressed concern about faculty loads.
 - 5 Departments said that freshman seminars are perceived as having insufficient academic integrity ("watered down")
 - 3 Departments said there was not enough notice. The call for Freshman Seminars came out after the schedule was in place.
 - 3 Departments said freshman seminars are not appropriate for their discipline
 - 2 Departments asked if data was being generated to evaluate whether freshman seminars are having the desired effect on retention
 - 1 Department said the faculty are not interested in the seminars

Letter to Associate Vice Chancellor Larry Adams

In a letter to all full time faculty members dated February 4, 1994, Associate Vice Chancellor Larry Adams stated that "The assessment of the Freshman Seminar Program should test the hypothesis that a sense of belonging to the academic community, academic performance, and consequently, retention, will all be

affected positively by the program. The assessment of the pilot semester of the Freshman Seminar Program will begin early in the Spring 1995 semester to determine whether to continue or even expand the program. This assessment will include written evaluations from all student and faculty participants and interviews with randomly selected participants. In order to study the long-term impact of the program, the academic progress of each of the student participants will be followed until he or she graduates or otherwise departs the University."

Steve Infantino, Chair of the Academic Excellence Committee, sent a letter to Larry Adams on behalf of the committee. In this letter, dated October 18, 1995, the committee requested the assessment data. We also requested to be informed about any feedback, formal or informal, which came to Larry Adams regarding freshman seminars. Lastly, we pointed out that the current increase in enrollment in Freshman Seminars appears to have serious impact on staffing and asked some questions about that issue.

Since a response to this letter was not received, the chair of the committee met with the Associate Vice Chancellor in person and was given a folder of student evaluations. He asked if there was any other data and was told no. The student evaluations were quite positive.

ACADEMIC CONDUCT POLICY

Approved by University Council December 6, 1995

To become effective with the fall semester of 1996

An academic community requires the highest standards of honor and integrity in all of its participants if it is to fulfill its missions. In such a community faculty, students, and staff are expected to maintain high standards of academic conduct. The purpose of this policy is to make all aware of these expectations. Additionally, the policy outlines some, but not all, of the situations which can arise that violate these standards. Further, the policy sets forth a set of procedures, characterized by a "sense of fair play," which will be used when these standards are violated. In this spirit, this policy outlines below: (1) Academic Misconduct; (2) Procedures for Dealing with Academic Misconduct, and (3) Sanctions. These are not meant to be exhaustive.

- I. ACADEMIC MISCONDUCT.** Any act that violates the spirit of the academic conduct policy is considered academic misconduct. Specific examples include, but are not limited to:
- A. **CHEATING.** Includes, but is not limited to:
 - 1. Copying from another student's test paper, laboratory report, other report, or computer files and listings.
 - 2. Using in any academic exercise or academic setting, material and/or devices not authorized by the person in charge of the exercise or setting.
 - 3. Collaborating with or seeking aid from another student during an academic exercise without the permission of the person in charge of the exercise.
 - 4. Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release.
 - 5. Substituting for another student, or permitting another student to substitute for oneself, in a manner that leads to misrepresentation of either or both students work.
 - B. **PLAGIARISM.** The appropriation, theft, purchase, or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving proper credit.
 - C. **COLLUSION.** The unauthorized collaboration with another in preparing work offered for credit.
 - D. **ABUSE OF RESOURCE MATERIALS.** Mutilating, destroying, concealing, or stealing such materials.
 - E. **COMPUTER MISUSE.** Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.

- F. **FABRICATION AND FALSIFICATION.** Unauthorized alteration or invention of any information or citation in an academic exercise or academic setting. Falsification involves altering information for use in any academic exercise or academic setting. Fabrication involves inventing or counterfeiting information for use in any academic exercise or academic setting.
- G. **MULTIPLE SUBMISSION.** The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- H. **COMPLICITY IN ACADEMIC MISCONDUCT.** Helping another to commit an act of academic misconduct.
- I. **BEARING FALSE WITNESS.** Knowingly and falsely accusing another student of academic misconduct.

II. **PROCEDURES FOR DEALING WITH ACADEMIC MISCONDUCT.**

A. **DEFINITIONS**

1. Day refers to a school day on which classes are meeting.
2. Academic dean refers to the dean of the college or school offering the course in which the academic misconduct is alleged to have taken place.
3. Department chair refers to the academic administrator responsible for the unit providing the instruction in which the alleged academic misconduct occurred.
4. Faculty refers to the instructor of the course in which the suspected academic misconduct occurred.
5. Advisor refers to any person selected by the student who accompanies the student during formal hearings. The advisor may speak with the student but may not actively participate in the hearings.
6. The Academic Appeals Committee is a standing University Committee. The charge and membership of the Committee may be found in the current *Handbook for Faculty and University Staff*.

B. **INVESTIGATION AND INITIATION**

1. Students who know of an act of academic misconduct should report the incident to the faculty member teaching the course. The faculty member will obtain the basic facts of the allegation and ask the student reporting the misconduct to write and sign a statement of facts. The name(s) of the student(s) reporting suspected academic misconduct will remain confidential during the informal faculty/student meeting, but must be revealed to the accused student if the resolution proceeds beyond the faculty member and the accused student.
2. Faculty who suspect academic misconduct or who have academic misconduct reported to them must initiate an investigation and meet with the accused student within five days of becoming aware of the incident. A faculty member who is made aware by another person of an act of academic misconduct has the responsibility to investigate the allegation, and, if warranted, pursue the issue as outlined below (C.1).
 3. In instances where the suspected academic misconduct is

discovered during an academic exercise, the faculty member has the right to suspend immediately the student involved in the alleged activity from further work on the academic exercise.

4. A student, once accused of academic misconduct, will proceed in the course without restriction until resolution of the issue or until the academic dean has take an action as specified in III.B that removes the student from the course.
5. An "I" grade should be given by the instructor if the alleged misconduct occurs near the end of a semester, for example, during finals, and a sanction outlined in section III has not been applied by the instructor or the dean.
6. If more than one student is accused of the same act of misconduct (e.g. giving and receiving aid), each individual student is guaranteed the right to have the cases heard separately. With each student's permission, the cases can be combined. The faculty/student conference (C.1) is excepted from this requirement.

C. RESOLUTION

1. Meeting Between Faculty Member and Student. This is the first step to be taken in resolving an incident of suspected academic misconduct.
 - a. Within five days of suspecting misconduct, the faculty member will hold a meeting with the student. At this meeting, the faculty member will inform the student of all allegations against him or her and present any information supporting the allegations.
 - b. The student will be given the opportunity to respond to the allegations. The student has the right not to respond.
 - c. The faculty member will decide whether or not academic misconduct has occurred, and, if warranted, apply any combination of sanctions in III.A below, or refer the matter to the Dean for more severe sanctions (probation, suspension, or expulsion). Findings of academic misconduct are based on the preponderance of the evidence.
 - d. The faculty member will notify the student in writing of his or her decision and may send copies to the academic dean, the dean of the college in which the student is enrolled, the department chair, and the Dean of Campus Life. Any such copies of the findings will be kept on file in the college and department offices and in the student discipline files maintained by the Dean of Campus Life.
2. Meeting with Department Chair. This meeting takes place when the student wishes to appeal either the findings of the faculty member or the severity of the sanction(s).

- a. Within five days of being notified by the faculty member of the disposition of the incident of academic misconduct, the student may request a meeting with the department chair.
 - b. The department chair will become acquainted with the facts and meet with the parties involved in the case. The student has the right to meet with the department chair without the faculty member being present
 - c. The department chair may either support or reverse the findings of the faculty member, and may lessen the sanction(s) imposed by the faculty member even while supporting the findings. The chair may not increase the severity of the sanction(s).
 - d. The department chair will notify the student and faculty member of his or her decision in writing and may send copies to the faculty member, the academic dean and the Dean of Campus Life. Any such copies of the findings will be kept on file in the college and department offices and in the student discipline files maintained by the Dean of Campus Life.
3. Meeting with Academic Dean. This meeting takes place if the student wishes to appeal either the findings of the department chair or the severity of the sanction(s), if the faculty member recommends sanctions in addition to those listed in III.A.3 and 4 or if the student has been found guilty of academic misconduct previously.
- a. within five days of being notified by the chair of the disposition of the incident of academic misconduct, the student may request a meeting with the academic dean.
 - b. The academic dean will hear the facts of the case and make a decision about the alleged act of academic misconduct or the appropriateness of the sanctions administered by the faculty member. The academic dean can issue any combination of sanctions listed in III.
 - c. The academic dean will notify the student of his or her decision in writing with copies to the department chair and the faculty member. Copies of the findings will be kept on file in the college office and may be sent to the Dean of Campus Life.
4. Academic Appeals Committee. Should the student wish to appeal the decision of the academic dean, he or she has the right to request a hearing before the Academic Appeals Committee.
- a. The student must request this hearing by submitting an appeal letter to the chair of the university Academic Appeals committee no later than five days from the date of receiving written notification of the dean's findings.
 - b. Upon receipt of the appeal letter, the Chair of the Academic Appeals Committee may request materials from the student, the faculty member, the department chair, and/or the dean.
 - c. The appealing student has the right to appear before the Academic

Appeals Committee. The student may bring one person with him or her as an advisor. The advisor may not speak for the student or to the committee. The advisor may only speak with the student. The student must inform the university 5 class days in advance if his or her advisor is an attorney in order for the university to also have an attorney present. Each party shall bear the expense of his/her legal counsel. Legal counsel is to provide counsel only and may not participate directly in the meeting. The meeting is an administrative hearing, not a court proceeding, and is not subject to the procedures or practices of a court of law.

III. SANCTIONS

A. BY THE FACULTY MEMBER:

1. Grant no credit for the examination or assignment in question (treat as a missed assignment).
2. Assign a grade of "F" (or a zero) for the examination or assignment in question.
3. Recommend to the academic dean that the student be dropped immediately from the course with a grade of "F."
4. Recommend to the academic dean that the student be placed on probation, suspended or expelled from the University.

B. BY THE ACADEMIC DEAN OR ACADEMIC APPEALS COMMITTEE:

(Previous academic misconduct will be taken into account when either the academic dean or the Academic Appeals Committee considers sanctions for academic misconduct.)

1. Apply sanctions in III.A.
2. Drop student from the course with a grade of "F." This grade cannot be changed by student-initiated withdrawal and the grade will be included in the computation of GPA even if the course is repeated.
3. Place the student on disciplinary probation at the University for a specified period of time.
4. Place the student on suspension from the University for a specified period of time.
5. Expel the student from the University.
6. In a case where the academic dean as defined above is not the dean of the college in which the student is enrolled, he or she shall recommend to the Vice Chancellor for Academic Affairs that the student be placed on probation, suspended or expelled.

**TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE MINUTES**

February 8, 1996

Note: The regularly scheduled meeting of February 1 was postponed until February 8, 1996 due to inclement weather.

The Faculty Senate of Texas Christian University met at 3:30 p.m. on February 8, 1996 in the Faculty Center of Reed Hall with Chair Fortenberry presiding. Senator members present included: Infantino, Franzwa, Grant, Trachtenberg, Kucko, Tucker, Jenkins, Paulus, Comer, Hatcher, Van Beber, Gorman, Miles, Vanderhoof, Martin, Sacken, Davis, Gudmundsen, Moreland, Garrison, Haigler-Robles, Freeman, Meckna, Flahive, Greer, Vigeland, Reynolds, Cagle, Becker, Fort, Raessler, Oberkircher. Those not in attendance include Cross, Rinewalt, Gouwens, Clark, Solomon, Nichols and Pohl.

APPROVAL OF THE MINUTES FROM DECEMBER 7, 1995.

The minutes from the December 7, 1995 Senate meeting were approved with the following correction: Dr. Andy Fort is not the chair of the Role and Function Committee as reported.

NEW BUSINESS

An election to establish a Task Force to investigate early retirement benefits and incentives was held. The results of the election include the following members: Gail Davis, Gregg Franzwa, Ken Morgan, Doug Newsom and Don Nichols. The committee will appoint their chair.

COMMITTEE REPORTS

Academic Excellence

Senator Sherrie Reynolds presented a report on behalf of the Academic Excellence Committee (see attached report). Senator Reynolds stated that the focus of the committee's work this year has been on the Freshmen Experience including the Freshmen Seminar Program. The major concerns that the committee discussed regarded the number of faculty necessary to implement the program and academic integrity of the seminars.

Senator Infantino expressed concern over the issue of hiring faculty with one year contracts over tenured-track faculty. Senator Fort inquired as to whether or not we expressed these concern over the nature of these contracts with Dr. Koehler. Dr. Fortenberry responded affirmatively and further explained that the administration is committed to obtaining more faculty to replace the reliance on part-time faculty and to support the freshmen experience.

**TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE MEETING**

**Thursday, March 7, 1996 3:30 p.m.
The Faculty Center of Reed Hall**

A G E N D A

Approval of Minutes from February 8, 1996

Announcements (Sally Fortenberry, Chair)

New Business

Report from the Student Relations Committee
Fred Oberkircher, Chair

The University Evaluation Process

Presentation by Dr. Art Busbey, Chair of the University Evaluation Committee and Mr. Larry Kitchens, Director of the Center for Instructional Services.

Other

Senator Reynolds confirmed that the faculty are committed to the freshmen experience including the freshmen seminar program. However, there is concern over how the program is going to be implemented.

Senator Franzwa stated that perhaps the larger issue is the instructor year-to-year contract verses the tenure-track appointment. Senator Infantino inquired as to whether or not any department had requested a year-to-year appointment. Senator Kucko responded affirmatively by stating that in some cases, a year-to-year appointment with an individual with extensive professional experience is a definite asset to an applied field of study. Further discussion regarding the nature of a year-to-year contract occurred.

Senator Fort moved that the Faculty Senate call a special session to meet with Provost and Vice-Chancellor for Academic Affairs William Koehler, Associate Vice-Chancellor for Academic Affairs Dr. Larry Adams, and perhaps representatives from the Student House to discuss the issue. Fred Oberkircher seconded the motion.

The motion passed with a tentative meeting date being scheduled for Thursday, February 16, 1996.

Committee On Committees

Senator Rhonda Hatcher, Chair of Committee on Committees, reported on the status of various charges. The University Court Committee, originally proposed to be disbanded, will remain in place. The reason for this decision is that to remove the committee would result in several other changes, according to the Office of the Vice-Chancellor for Student Affairs, Dr. Don Mills.

The Committee on Committees was successful in proposing a recommendation that would require administration to investigate the charges of existing committees prior to establishing any ad hoc or task force to handle particular issues.

The University Curriculum Committee will remain comprised of appointed members, however, the names of the members have been published in the University Faculty/Staff Handbook.

The Committee on Committees has conducted the annual survey on the operations and effectiveness of standing university committees. Senator Hatcher further reported that the TCU/RF Committee is currently undergoing evaluation and recommendations will be forthcoming.

Senator Bob Vigeland, past-chair of Committee on Committees reported that a task force to study the need to replace the EEO/Affirmative Action Committee with one on diversity, has been established. A report will be forthcoming.

Role & Function Committee

Carolyn Cagle, Chair of the Role and Function Committee reported that the revisions to the Senate By-Laws and Constitution has passed the Faculty Senate. A faculty-wide election for approval of the changes has been instigated. Upon approval, the changes will be presented to the Board of Trustees for final approval.

Senator Cagle reported that the proposed changes to the University Council were not accepted. While the academic Deans and Council did not oppose adding to the size of the Council, they did reject that the composition shall be of tenured faculty only.

Senator Cagle announced that Dr. Ray Drenner is currently studying the composition of the Office of Graduate Studies including the possibility of decentralization.

Student Relations

Senator Fred Oberkircher stated that the revisions to the Academic Conduct Policy were accepted by the University Council (see attached).

Mid-semester evaluations and exit interviews for non-returning students are also being investigated according to Senator Oberkircher. Dr. Art Busbey, Chair of the University Evaluation Committee and Larry Kitchens, Director of Instructional Services, will be meeting with the committee to discuss these issues.

Tenure and Promotion

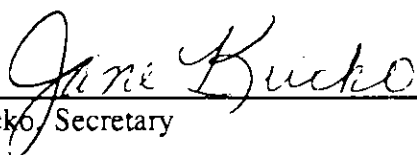
Senator Mike Sacken, Chair of the Tenure and Promotion Committee announced that the charges for the committee have been met. Procedures regarding the archiving of all materials related to tenure decisions have been established. Additionally, the senate approved the recommendation of defining academic freedom based upon the AAUP's definition. It is recommended that this be added the Faculty/Staff Handbook.

Budget and Finance Committee

Senator Chuck Becker reported that this committee has mainly been concerned with the equalization of faculty/staff benefits. The committee has also discussed the healthy state of the endowment and the conditions and age of student housing. Senator Becker stated that the acquisition of new faculty positions has been discussed on a very limited basis.

The meeting adjourned at 5:00 p.m.

Submitted by:



Jane Kucko, Secretary

**Academic Excellence Committee
Progress Report
February 1996**

We spent most of this semester addressing the following charge:
"To analyze the purposes, effectiveness and alternatives of the
Freshman Seminars on the retention of Freshman Students."

Process by which data was gathered

- Brochures and other documents describing Freshman Seminars were obtained .
- Information was obtained about the task force which was involved in the initial consideration of Freshman Seminars.
- Professors and chairs of departments in which freshman seminars were offered in 1994 and 1995 were interviewed.
- Chairs of all academic departments were surveyed to determine the departments' plans/intentions with respect to Freshman Seminars for 1996-1997.
- A letter was sent to Associate Vice Chancellor Larry Adams requesting information.

Results

Brief History of the Project:

- In late spring of 1993 an ad hoc committee of 8 untenured assistant professors was called together by Associate Vice Chancellor Larry Adams.
- The committee met regularly over the fall semester of 1993, reviewing the implementation of such seminars in other peer universities (Vanderbilt, Washington, etc.) and discussing the seminars via teleconferences with Deans at the universities where similar seminars have been offered.
- The committee drew up guidelines and governing definitions for a Freshman Seminar at TCU. It was decided that a pilot program should be started in Fall 1994 offering 10 seminars.
- Course proposals for Freshman Seminars were reviewed by the committee and sent forward to college-level and then university-level curriculum committees for approval.
- Fall 1994 - 6 of the 10 seminars made as classes.
- In 1995 a similar procedure was followed to offer a larger number of Freshman Seminars: 20 were offered and all of them made. In the same semester, Dr. Adams wrote a letter to all full time faculty requesting that they "consult with your departmental chair and convey your interest in offering a seminar

to your academic dean. In that same letter he also announced the goal of offering 30 such seminars for fall 1996.

Telephone Interviews re: 1994, 1995 seminars

- If your department offered a seminar, what conditions enabled you to do so?
 - stipend was available
 - another class didn't make
 - 2 taught as overload
 - 4 taught instead of another freshman class of 30-40 students
 - 2 taught instead of an upper level class
 - 3 faculty available because of some serendipitous event

- If your department did not offer a seminar, why didn't you?
 - 4 couldn't offer it with existing faculty
 - only 1 faculty member was interested
 - department had other priorities
 - offered in Fall 1994 but did not make
 - no faculty interested under current constraints
 - not possible in this discipline

- Other Comments/Questions
 - "Retention" problem may be an admissions problem
 - Asked to be able to offer a seminar P/F but received no answer
 - Where are data to support retention claim?
 - Viewed as labor intensive because non-traditional nature
 - demands that the professor question more established ways of teaching
 - Attractive because it encourages closer working relationships with students
 - If taught again it will replace another intro freshman class (which will increase proportionally from the current 45-50)
 - 2 Concerned about the process whereby the Freshman Seminars have been instituted
 - Strong commitment to the seminars but need more resources
 - 2 said that faculty were angry that publicity said seminars would be capped at 15 then they were increased.
 - 2 said that students seem to bond, seem to like it
 - Offered a class last year but it didn't make think it sounded "too rigorous".
 - Because I wasn't hampered by curricular requirements I could do something I really like
 - Suggestion that this be a format for teaching regular freshman courses instead of something extra

Survey re: 1996 proposed seminars

- Number of departments which anticipate offering a seminar:
 - 9 definite
 - 1 proposed
 - 1 not sure

- Number of departments not offering seminars: 22

- 1 Department said they were not sure if they would offer a seminar

- If your department is offering a freshman Seminar in the fall of 1996, what was changed to allow faculty to teach the seminar?

Rearranged/canceled classes	4
Loss of class	2
Hired adjunct	2
Taught as Overload	2
Serendipity	1

- If your department is not offering a freshman Seminar in the fall of 1996, why not?

No faculty to teach it	16
Not deemed appropriate for discipline	2
No interest from faculty	2
No reason given	1

- Additional comments :
 - 17 Departments expressed concern about faculty loads.
 - 5 Departments said that freshman seminars are perceived as having insufficient academic integrity ("watered down")
 - 3 Departments said there was not enough notice. The call for Freshman Seminars came out after the schedule was in place.
 - 3 Departments said freshman seminars are not appropriate for their discipline
 - 2 Departments asked if data was being generated to evaluate whether freshman seminars are having the desired effect on retention
 - 1 Department said the faculty are not interested in the seminars

Letter to Associate Vice Chancellor Larry Adams

In a letter to all full time faculty members dated February 4, 1994, Associate Vice Chancellor Larry Adams stated that "The assessment of the Freshman Seminar Program should test the hypothesis that a sense of belonging to the academic community, academic performance, and consequently, retention, will all be

affected positively by the program. The assessment of the pilot semester of the Freshman Seminar Program will begin early in the Spring 1995 semester to determine whether to continue or even expand the program. This assessment will include written evaluations from all student and faculty participants and interviews with randomly selected participants. In order to study the long-term impact of the program, the academic progress of each of the student participants will be followed until he or she graduates or otherwise departs the University."

Steve Infantino, Chair of the Academic Excellence Committee, sent a letter to Larry Adams on behalf of the committee. In this letter, dated October 18, 1995, the committee requested the assessment data. We also requested to be informed about any feedback, formal or informal, which came to Larry Adams regarding freshman seminars. Lastly, we pointed out that the current increase in enrollment in Freshman Seminars appears to have serious impact on staffing and asked some questions about that issue.

Since a response to this letter was not received, the chair of the committee met with the Associate Vice Chancellor in person and was given a folder of student evaluations. He asked if there was any other data and was told no. The student evaluations were quite positive.

ACADEMIC CONDUCT POLICY

Approved by University Council December 6, 1995

To become effective with the fall semester of 1996

An academic community requires the highest standards of honor and integrity in all of its participants if it is to fulfill its missions. In such a community faculty, students, and staff are expected to maintain high standards of academic conduct. The purpose of this policy is to make all aware of these expectations. Additionally, the policy outlines some, but not all, of the situations which can arise that violate these standards. Further, the policy sets forth a set of procedures, characterized by a "sense of fair play," which will be used when these standards are violated. In this spirit, this policy outlines below: (1) Academic Misconduct; (2) Procedures for Dealing with Academic Misconduct, and (3) Sanctions. These are not meant to be exhaustive.

- I. ACADEMIC MISCONDUCT.** Any act that violates the spirit of the academic conduct policy is considered academic misconduct. Specific examples include, but are not limited to:
- A. **CHEATING.** Includes, but is not limited to:
 - 1. Copying from another student's test paper, laboratory report, other report, or computer files and listings.
 - 2. Using in any academic exercise or academic setting, material and/or devices not authorized by the person in charge of the exercise or setting.
 - 3. Collaborating with or seeking aid from another student during an academic exercise without the permission of the person in charge of the exercise.
 - 4. Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release.
 - 5. Substituting for another student, or permitting another student to substitute for oneself, in a manner that leads to misrepresentation of either or both students work.
 - B. **PLAGIARISM.** The appropriation, theft, purchase, or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving proper credit.
 - C. **COLLUSION.** The unauthorized collaboration with another in preparing work offered for credit.
 - D. **ABUSE OF RESOURCE MATERIALS.** Mutilating, destroying, concealing, or stealing such materials.
 - E. **COMPUTER MISUSE.** Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.

- F. **FABRICATION AND FALSIFICATION.** Unauthorized alteration or invention of any information or citation in an academic exercise or academic setting. Falsification involves altering information for use in any academic exercise or academic setting. Fabrication involves inventing or counterfeiting information for use in any academic exercise or academic setting.
- G. **MULTIPLE SUBMISSION.** The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- H. **COMPLICITY IN ACADEMIC MISCONDUCT.** Helping another to commit an act of academic misconduct.
- I. **BEARING FALSE WITNESS.** Knowingly and falsely accusing another student of academic misconduct.

II. **PROCEDURES FOR DEALING WITH ACADEMIC MISCONDUCT.**

A. **DEFINITIONS**

- 1. Day refers to a school day on which classes are meeting.
- 2. Academic dean refers to the dean of the college or school offering the course in which the academic misconduct is alleged to have taken place.
- 3. Department chair refers to the academic administrator responsible for the unit providing the instruction in which the alleged academic misconduct occurred.
- 4. Faculty refers to the instructor of the course in which the suspected academic misconduct occurred.
- 5. Advisor refers to any person selected by the student who accompanies the student during formal hearings. The advisor may speak with the student but may not actively participate in the hearings.
- 6. The Academic Appeals Committee is a standing University Committee. The charge and membership of the Committee may be found in the current *Handbook for Faculty and University Staff*.

B. **INVESTIGATION AND INITIATION**

- 1. Students who know of an act of academic misconduct should report the incident to the faculty member teaching the course. The faculty member will obtain the basic facts of the allegation and ask the student reporting the misconduct to write and sign a statement of facts. The name(s) of the student(s) reporting suspected academic misconduct will remain confidential during the informal faculty/student meeting, but must be revealed to the accused student if the resolution proceeds beyond the faculty member and the accused student.
- 2. Faculty who suspect academic misconduct or who have academic misconduct reported to them must initiate an investigation and meet with the accused student within five days of becoming aware of the incident. A faculty member who is made aware by another person of an act of academic misconduct has the responsibility to investigate the allegation, and, if warranted, pursue the issue as outlined below (C.1).
 - 3. In instances where the suspected academic misconduct is

discovered during an academic exercise, the faculty member has the right to suspend immediately the student involved in the alleged activity from further work on the academic exercise.

4. A student, once accused of academic misconduct, will proceed in the course without restriction until resolution of the issue or until the academic dean has take an action as specified in III.B that removes the student from the course.
5. An "T" grade should be given by the instructor if the alleged misconduct occurs near the end of a semester, for example, during finals, and a sanction outlined in section III has not been applied by the instructor or the dean.
6. If more than one student is accused of the same act of misconduct (e.g. giving and receiving aid), each individual student is guaranteed the right to have the cases heard separately. With each student's permission, the cases can be combined. The faculty/student conference (C.1) is excepted from this requirement.

C. RESOLUTION

1. Meeting Between Faculty Member and Student. This is the first step to be taken in resolving an incident of suspected academic misconduct.
 - a. Within five days of suspecting misconduct, the faculty member will hold a meeting with the student. At this meeting, the faculty member will inform the student of all allegations against him or her and present any information supporting the allegations.
 - b. The student will be given the opportunity to respond to the allegations. The student has the right not to respond.
 - c. The faculty member will decide whether or not academic misconduct has occurred, and, if warranted, apply any combination of sanctions in III.A below, or refer the matter to the Dean for more severe sanctions (probation, suspension, or expulsion). Findings of academic misconduct are based on the preponderance of the evidence.
 - d. The faculty member will notify the student in writing of his or her decision and may send copies to the academic dean, the dean of the college in which the student is enrolled, the department chair, and the Dean of Campus Life. Any such copies of the findings will be kept on file in the college and department offices and in the student discipline files maintained by the Dean of Campus Life.
2. Meeting with Department Chair. This meeting takes place when the student wishes to appeal either the findings of the faculty member or the severity of the sanction(s).

- a. Within five days of being notified by the faculty member of the disposition of the incident of academic misconduct, the student may request a meeting with the department chair.
 - b. The department chair will become acquainted with the facts and meet with the parties involved in the case. The student has the right to meet with the department chair without the faculty member being present
 - c. The department chair may either support or reverse the findings of the faculty member, and may lessen the sanction(s) imposed by the faculty member even while supporting the findings. The chair may not increase the severity of the sanction(s).
 - d. The department chair will notify the student and faculty member of his or her decision in writing and may send copies to the faculty member, the academic dean and the Dean of Campus Life. Any such copies of the findings will be kept on file in the college and department offices and in the student discipline files maintained by the Dean of Campus Life.
3. Meeting with Academic Dean. This meeting takes place if the student wishes to appeal either the findings of the department chair or the severity of the sanction(s), if the faculty member recommends sanctions in addition to those listed in III.A.3 and 4 or if the student has been found guilty of academic misconduct previously.
- a. within five days of being notified by the chair of the disposition of the incident of academic misconduct, the student may request a meeting with the academic dean.
 - b. The academic dean will hear the facts of the case and make a decision about the alleged act of academic misconduct or the appropriateness of the sanctions administered by the faculty member. The academic dean can issue any combination of sanctions listed in III.
 - c. The academic dean will notify the student of his or her decision in writing with copies to the department chair and the faculty member. Copies of the findings will be kept on file in the college office and may be sent to the Dean of Campus Life.
4. Academic Appeals Committee. Should the student wish to appeal the decision of the academic dean, he or she has the right to request a hearing before the Academic Appeals Committee.
- a. The student must request this hearing by submitting an appeal letter to the chair of the university Academic Appeals committee no later than five days from the date of receiving written notification of the dean's findings.
 - b. Upon receipt of the appeal letter, the Chair of the Academic Appeals Committee may request materials from the student, the faculty member, the department chair, and/or the dean.
 - c. The appealing student has the right to appear before the Academic

Appeals Committee. The student may bring one person with him or her as an advisor. The advisor may not speak for the student or to the committee. The advisor may only speak with the student. The student must inform the university 5 class days in advance if his or her advisor is an attorney in order for the university to also have an attorney present. Each party shall bear the expense of his/her legal counsel. Legal counsel is to provide counsel only and may not participate directly in the meeting. The meeting is an administrative hearing, not a court proceeding, and is not subject to the procedures or practices of a court of law.

III. SANCTIONS

A. BY THE FACULTY MEMBER:

1. Grant no credit for the examination or assignment in question (treat as a missed assignment).
2. Assign a grade of "F" (or a zero) for the examination or assignment in question.
3. Recommend to the academic dean that the student be dropped immediately from the course with a grade of "F."
4. Recommend to the academic dean that the student be placed on probation, suspended or expelled from the University.

B. BY THE ACADEMIC DEAN OR ACADEMIC APPEALS COMMITTEE:

(Previous academic misconduct will be taken into account when either the academic dean or the Academic Appeals Committee considers sanctions for academic misconduct.)

1. Apply sanctions in III.A.
2. Drop student from the course with a grade of "F." This grade cannot be changed by student-initiated withdrawal and the grade will be included in the computation of GPA even if the course is repeated.
3. Place the student on disciplinary probation at the University for a specified period of time.
4. Place the student on suspension from the University for a specified period of time.
5. Expel the student from the University.
6. In a case where the academic dean as defined above is not the dean of the college in which the student is enrolled, he or she shall recommend to the Vice Chancellor for Academic Affairs that the student be placed on probation, suspended or expelled.

**TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE MEETING**

**Thursday, February 1, 1996 3:30 p.m.
The Faculty Center of Reed Hall**

A G E N D A

Approval of Minutes from December 7, 1995

Announcements (Sally Fortenberry, Chair)

New Business

The Election of Faculty to the Task Force to Investigate Early Retirement Opportunities and Incentives for Faculty (Senator Vigeland)

COMMITTEE REPORTS AND DISCUSSION

Academic Excellence, Stephen Infantino, Chair

Committee on Committees, Rhonda Hatcher, Chair

Role and Function, Carolyn Cagle, Chair

Student Relations, Fred Oberkircher, Chair

Tenure, Promotion and Grievance, Mike Sacken, Chair

Budget and Finance Committee, Chuck Becker, Chair

OTHER

**THE FACULTY SENATE OF
TEXAS CHRISTIAN UNIVERSITY**

**A Summary Sheet of the Minutes from December 7, 1995
(Complete Minutes are Attached)**

- Dr. Leigh Secrest, Emeritus Vice Chancellor for Fiscal Affairs presented the results from a retention study to the Senate (a summary report is attached). Enhancing the freshmen experience through programs such as Frog Camp, the Freshmen Seminar Program, and Greek Life are important retention factors.
- The senate approved the proposed changes to the Senate Constitution and By-Laws (see attachment to the December 7, 1995 agenda). These will be presented to the faculty at large and the Board of Trustees for approval this spring, 1996.
- The faculty senate approved a motion from the Tenure, Promotion and Grievance committee which recommends the addition of the formal AAUP definition of academic freedom to the faculty/staff handbook.

**TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE MINUTES
December 7, 1995**

The Faculty Senate of Texas Christian University met at 3:30 p.m. on December 7, 1995 in the Tandy American Enterprise Center, Tandy Hall, Room 320 with Chair Fortenberry presiding. Senator members present included: Infantino, Franzwa, Grant, Kucko, Tucker, Paulus, Hatcher, Cross, Rinewalt, Gouwens, Martin, Sacken, Garrison, Freeman, Meckna, Clark, Greer, Vigeland, Nichols, Reynolds, Cagle, Wilson, Fort, and Oberkircher. Those not in attendance include: Trachtenberg, Jenkins, Comer, Van Beber, Gorman, Miles, Vanderhoof, Davis, Gudmudsen, Moreland, Haigler-Robles, Flahive, Solomon, Pohl, and Raessler.

APPROVAL OF MINUTES FROM NOVEMBER 2, 1995

Senator Reynolds moved that the minutes from November 2, 1995 be approved with Senator Meckna seconding the motion. The minutes were approved.

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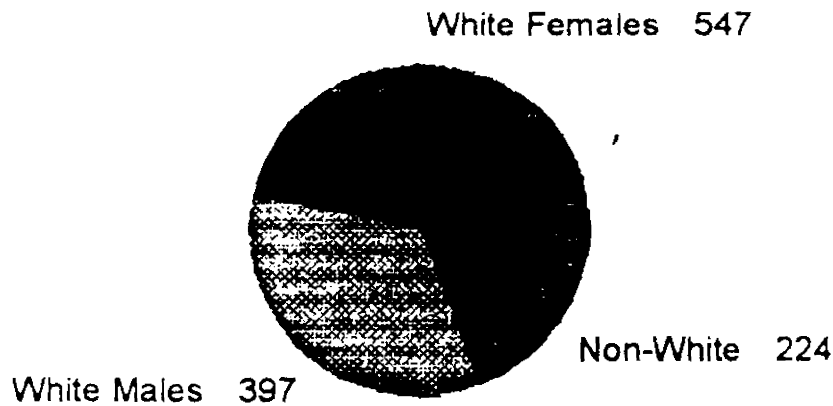

Submitted by: Jane Kucko, Secretary

TCU Student Retention Study

Project Update
September 27, 1995

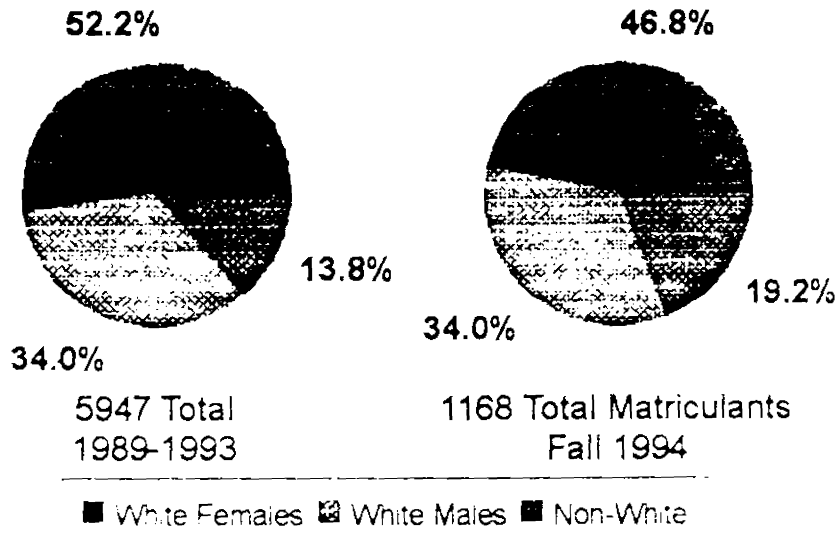
*Institutional
Research -
for Student
Development*

Major Sub-Populations

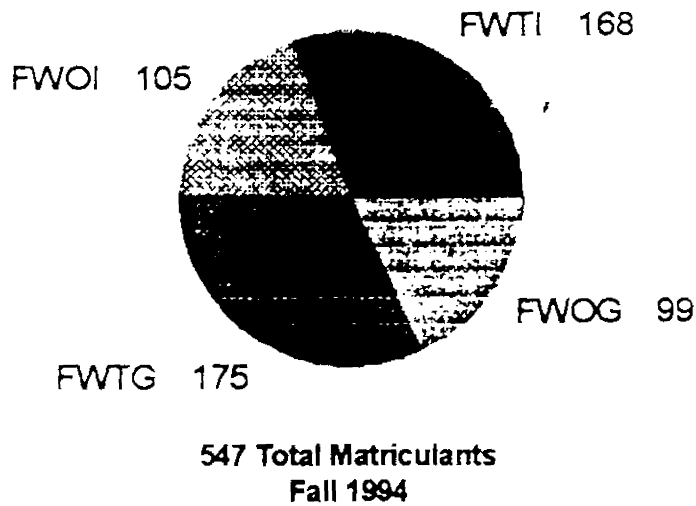


1168 Total Matriculants
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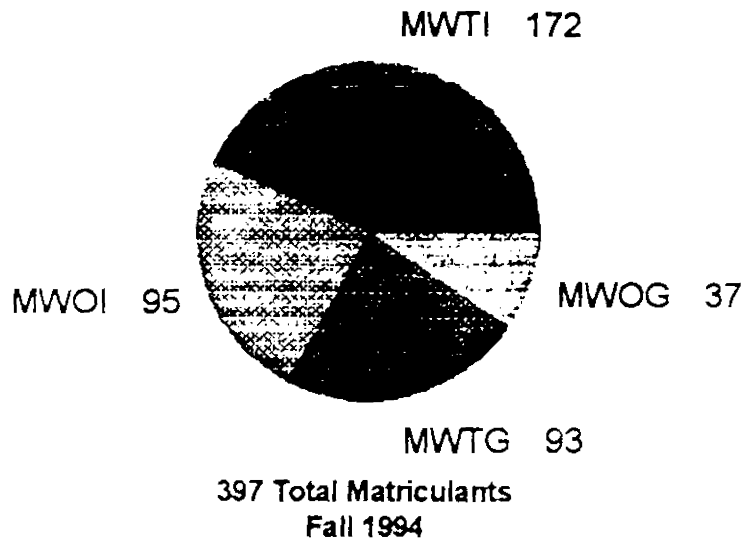
Sub-Population Comparison with 1989-1993 Classes



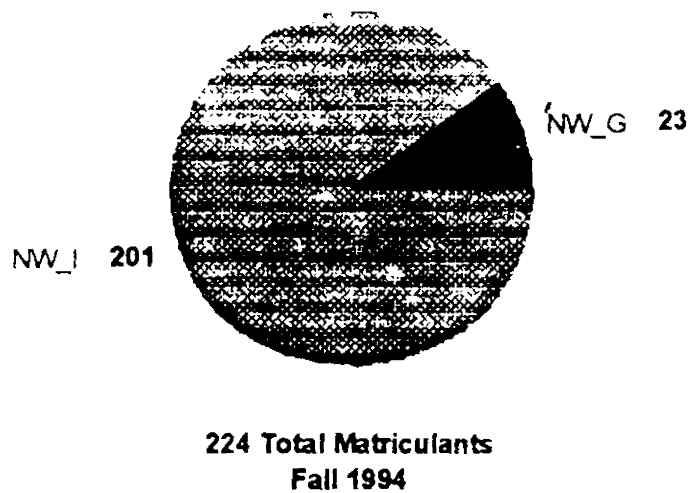
Female White Matriculants



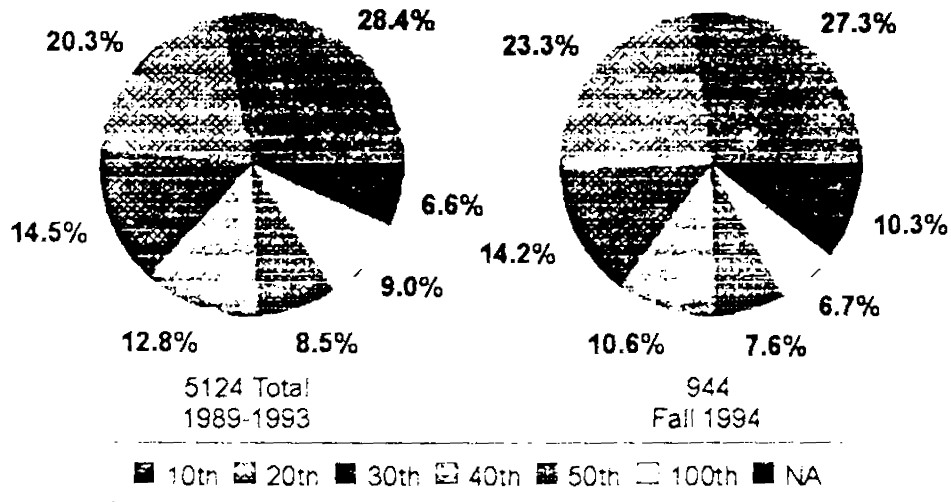
Male White Matriculants



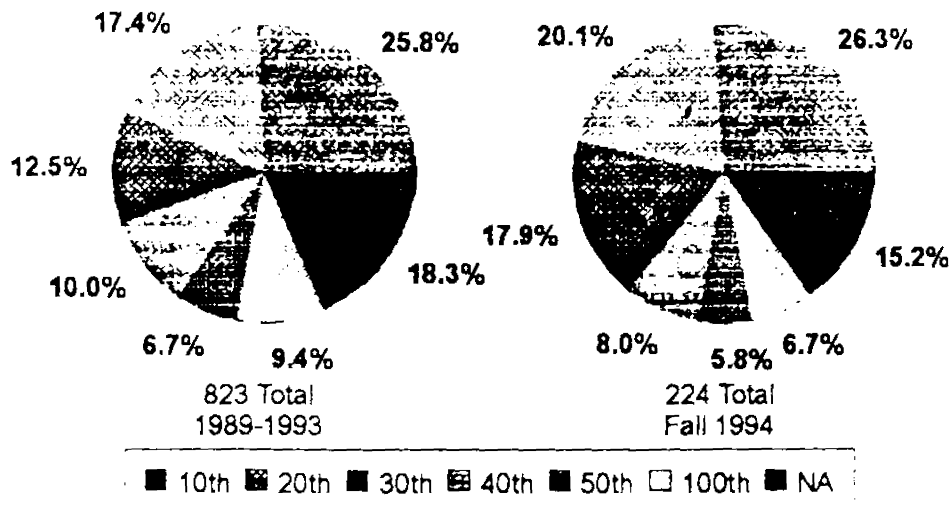
Non-White Matriculants



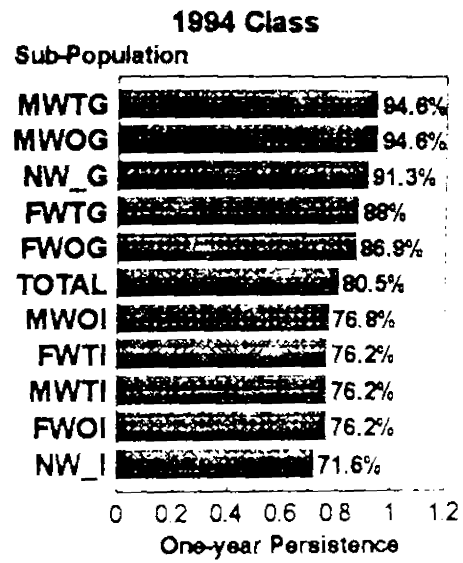
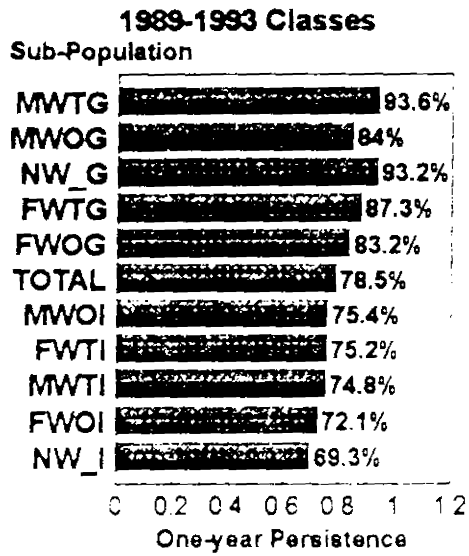
White Matriculants by High School Percentile



Non-White Matriculants by High School Percentile



One-Year Persistence Values



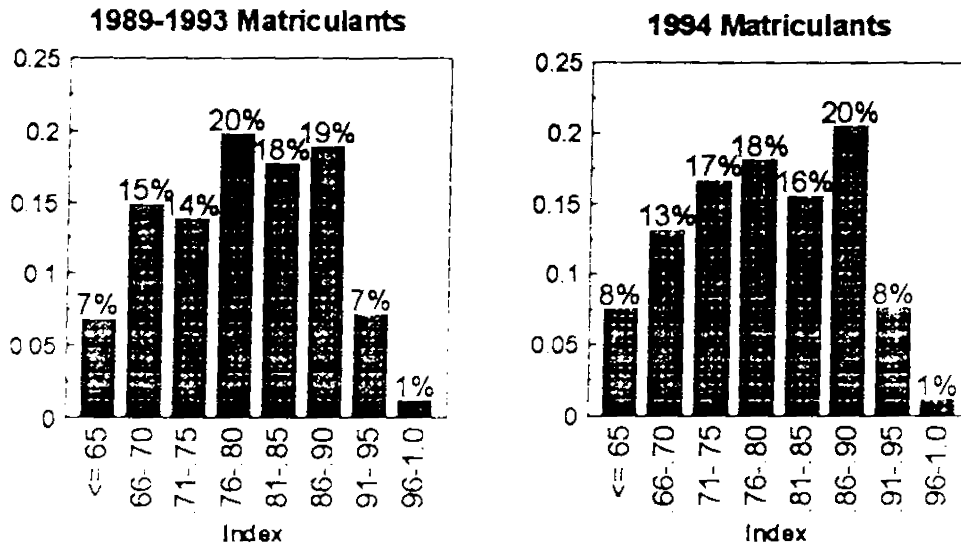
One-Year Persistence Values

1994 Non-Greek Sub-Populations

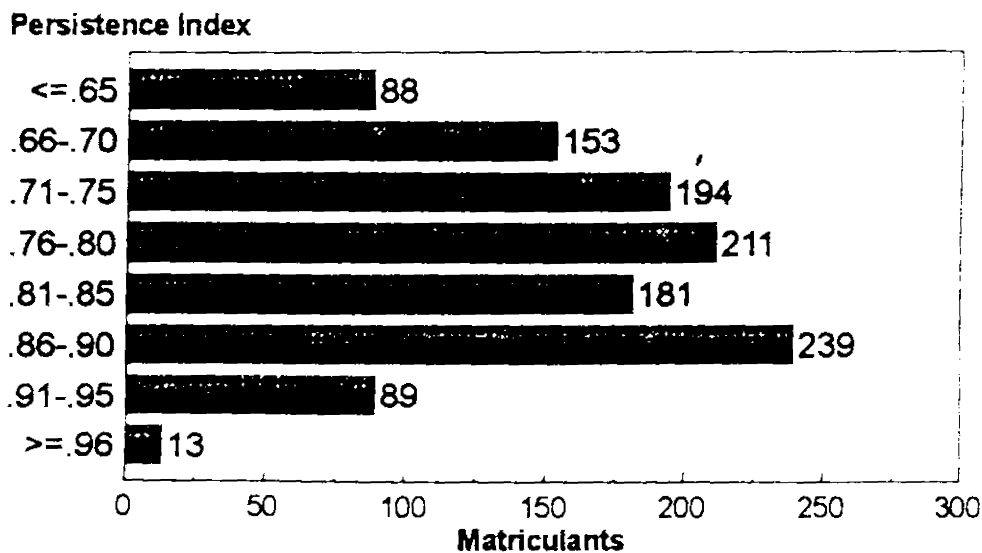
	Actual	Bonding Model
MWOI	0.768	0.747
FWOI	0.762	0.733
FWTI	0.762	0.774
MWTI	0.762	0.791
NW_I	0.716	0.711
TOTAL	0.750	0.752

Persistence Index Profiles

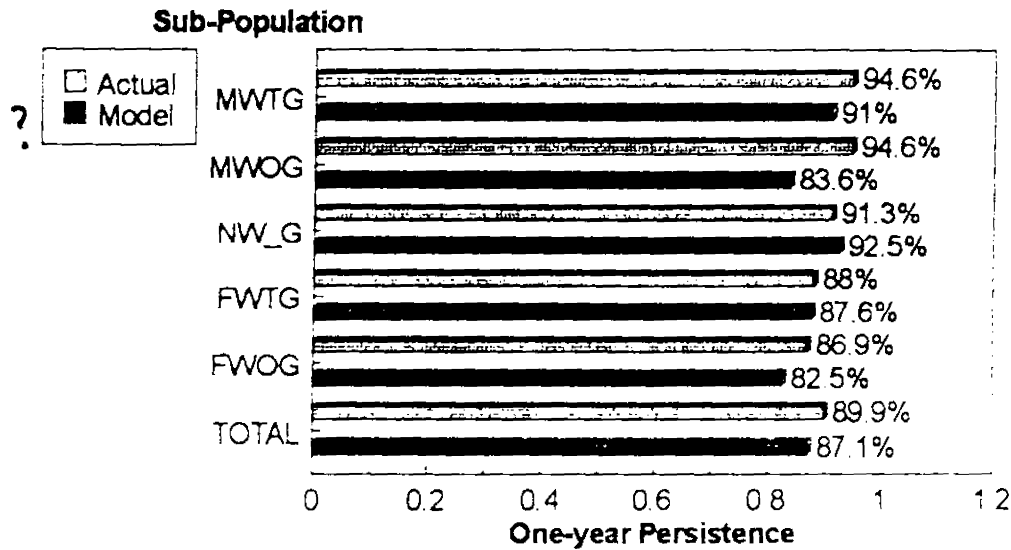
(% 's may not add to 100% due to rounding)



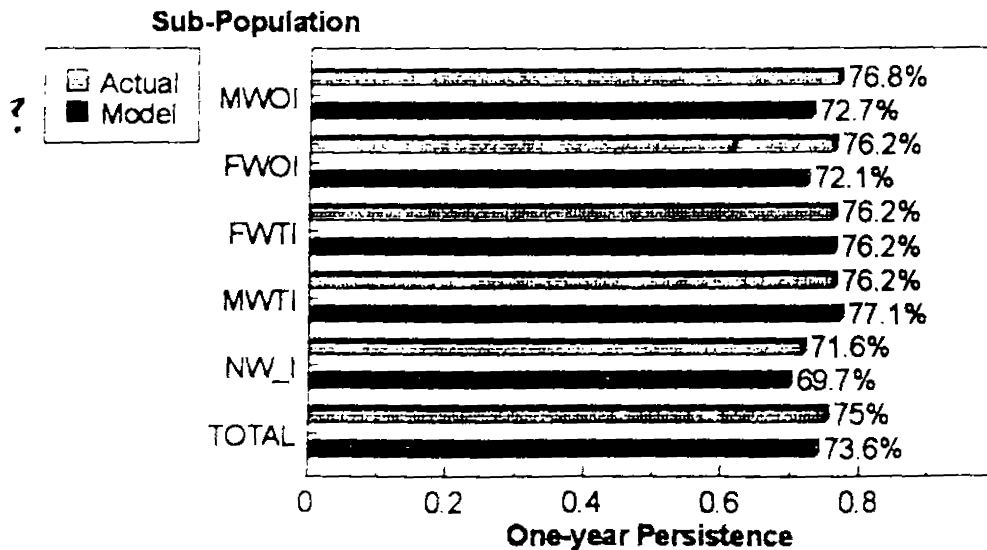
Persistence Index Profile 1994 Matriculants



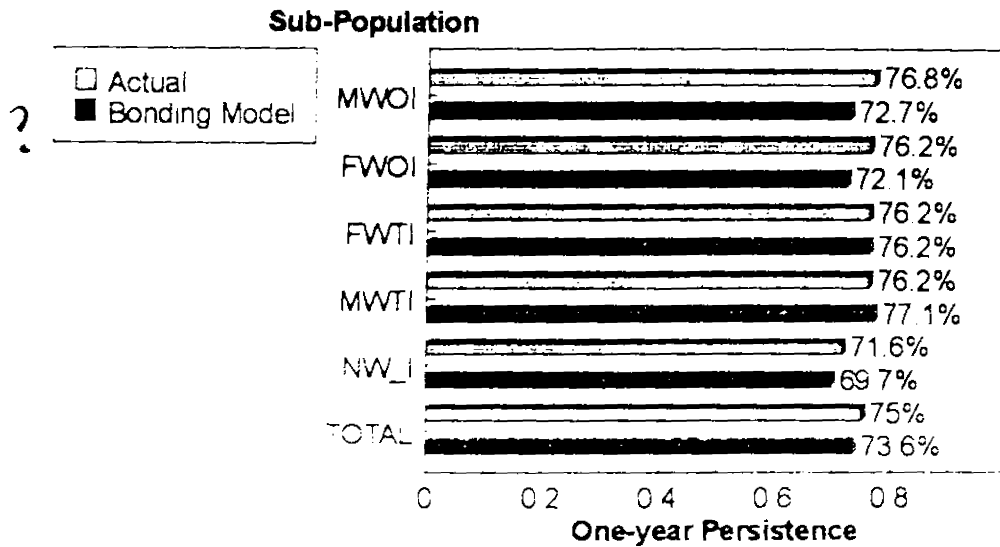
One-Year Persistence Values 1994 Greek Sub-Populations



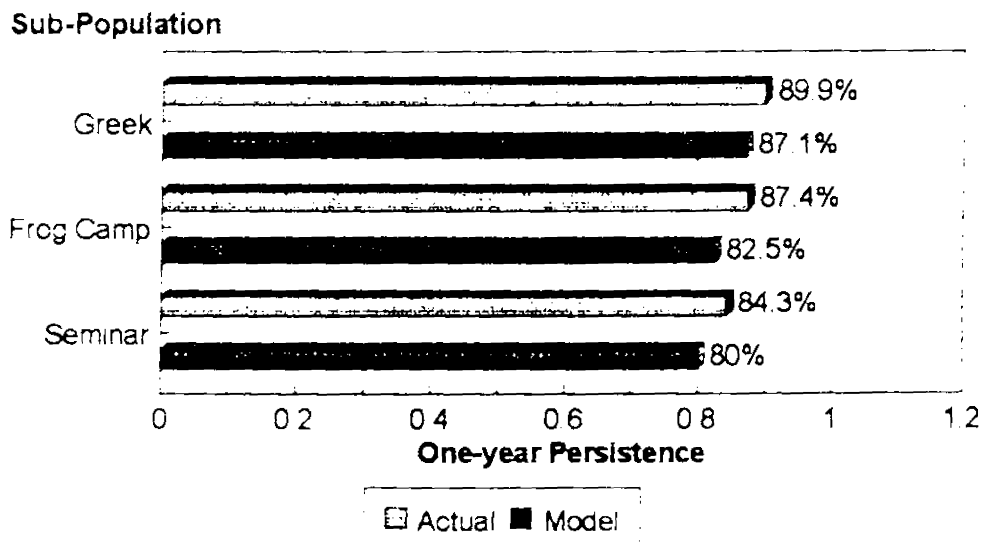
One-Year Persistence Values 1994 Non-Greek Sub-Populations



One-Year Persistence Values 1994 Non-Greek Sub-Populations



One-Year Persistence Values 1994 Bonding Sub-Populations

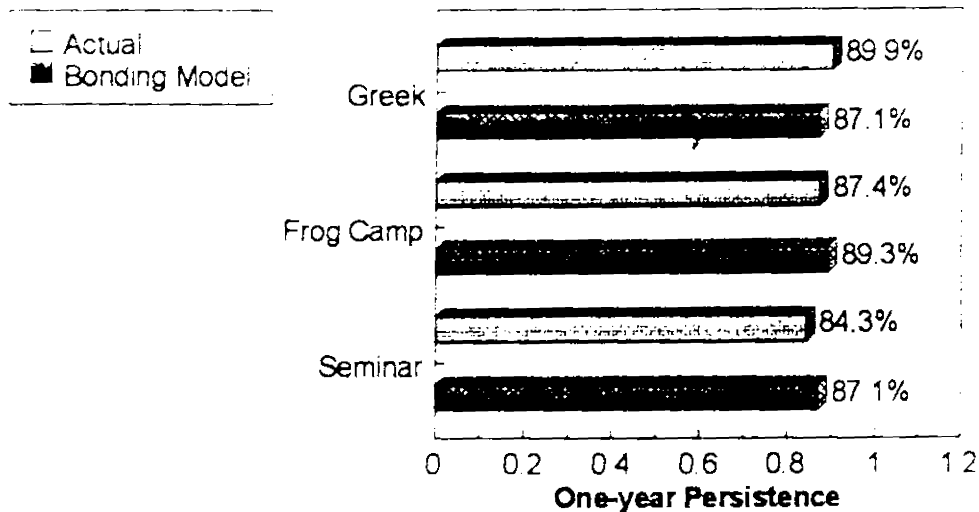


Overlaps of 1994 Bonding Sub-Populations

Number	Greek	Frog Camp	Frsh Smnr
12	X	X	X
46	X	X	
17	X		X
5		X	X
352	X		
40		X	
36			X
508	427	103	70

One-Year Persistence Values vs. the Simple Bonding Model

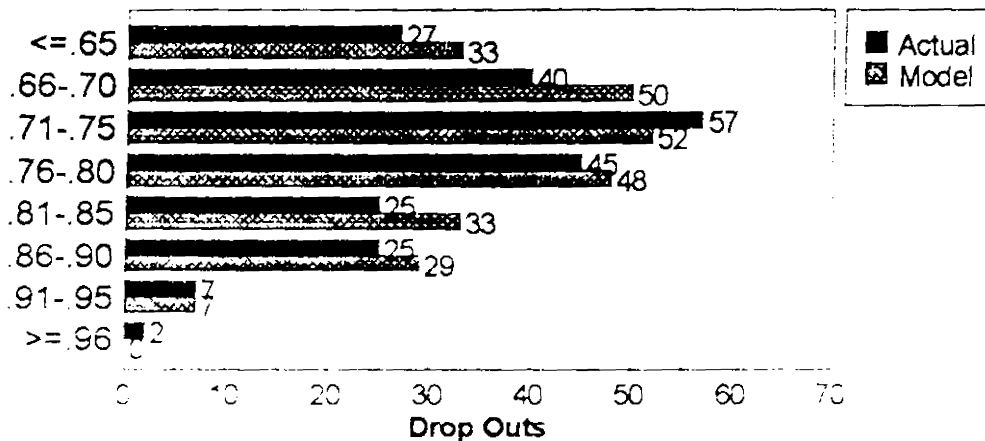
Sub-Population



Profile of Drop Outs 1994 Matriculants

252 (21.6%) Predicted
228 (19.5%) Actual

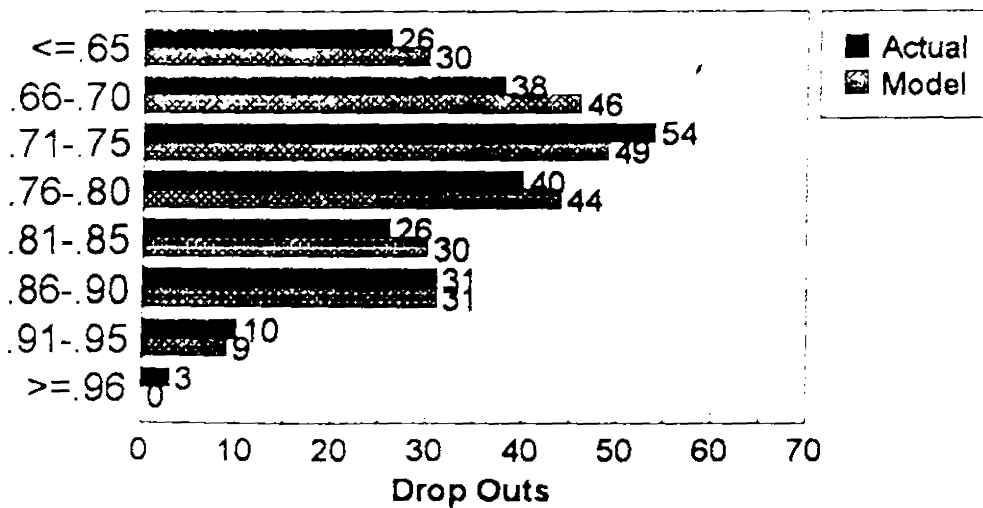
Persistence Index



Profile of Drop Outs vs. Bonding Model for 1994

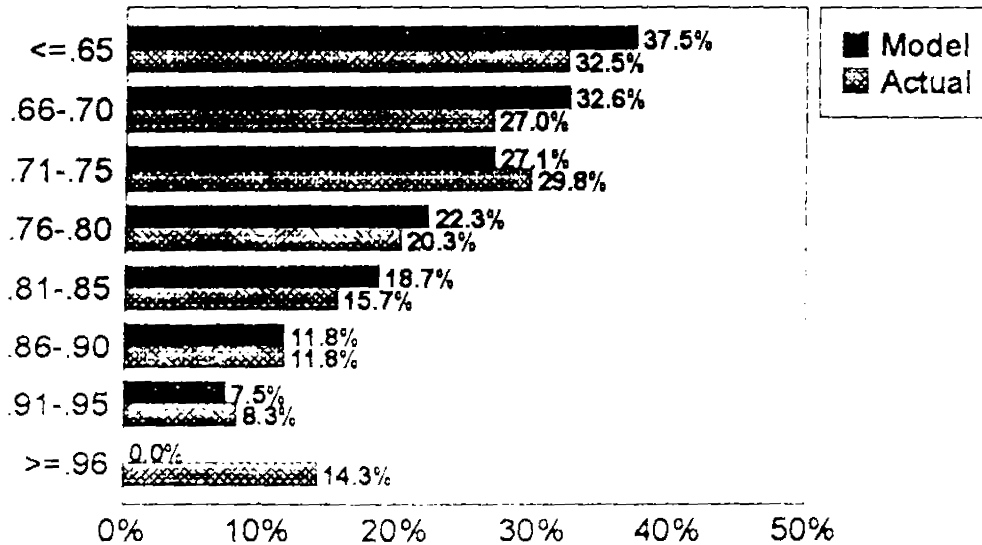
239 (20.5%) Predicted
228 (19.5%) Actual

Persistence Index



Drop Out Rates (%) Bonding Model vs. Actual

Persistence Index



Observations and Conclusions

- The model works reasonably well.
- The out-of-state factor seemed less important for 1994 than for 1989-1993.
- Frog Camp and Seminar activities provide positive bonding but to a lesser extent than Greek activities.

Unfinished Business

- **Generalized bonding parameters**
- **Multi-year retention probabilities**
- **Tracking financial aid and including it in model**
- **Analysis of geographic factors**
- **Improved extraction and archiving of data in multi-year format**

**Summary of the Joint Meeting Between
The Faculty Senate and the Student House of
Representatives**

**November 28, 1995
The Faculty Center of Reed Hall**

The Joint Meeting of the Faculty Senate and the Student House of Representatives was called to order with Senate Chair Sally Fortenberry and Student House President Scott Wheatley presiding.

Mid-Semester Evaluation of Classes

A proposal for mid-semester evaluations was presented by Sharon Shelby, Vice-President of the Student House of Representatives (see attached). The intent of this proposal is to provide an evaluative mechanism in which faculty may receive feedback during the mid-term of the course. By creating such a process, faculty will have the opportunity to address student comments, make modifications and receive feedback prior to the conclusion of the course.

The proposed format involves written commentary only; the use of scantrons is not recommended. Students feel faculty benefit more from written commentary than a series of numerical rankings.

Lengthy discussion was held between the faculty and students. While many senators supported the concept, there was concern over the use of such an evaluation, how it would be implemented, in what form and whether or not students may misunderstand the intent of the evaluation. Additionally, senators expressed the need to continue the end of the semester evaluation process. Other important concerns include maintaining the confidentiality of the student when completing the evaluations and how the information would be used (for example, would this process become formalized and have a specific route of distribution)?

Several senators inquired as to the real intent of mid-evaluations. The students confirmed that at times they feel there is no action taken regarding issues pertaining to teaching effectiveness as a result of semester evaluations. One factor may be that the department chairs do not typically see the comments from student evaluations. Perhaps a change in this policy is warranted.

It was agreed that this topic involves several issues and that on-going discussion should occur. Perhaps the two related committees (Faculty Senate and House Academic Excellence Committees) should further investigate this issue.

The Freshmen Experience

Stephen Infantino, Chair of the Academic Excellence Committee of the Faculty Senate summarized their work which has focused upon the Freshmen Experience. Several students testified to having a very effective and successful experience through the Freshmen Seminar and Frog Camp Programs. Several faculty concurred that these were valuable experiences based upon their participation.

Further discussion was held regarding what other types of experiences could be developed to ensure that the momentum from the Freshmen Experience is continued throughout the freshmen year and the student's remaining years at TCU. Several students stated that they wished they would have had the opportunity and wondered why the seminar experience could not be repeated at the sophomore, junior and senior years? A transfer student also stated that programs to orient them and make them feel a part of campus is important. In some ways, transfers are like freshmen students.

Several students expressed concern over the staffing of the freshmen seminars and what affect this program may have on the staffing of upper division courses. Stephen Infantino confirmed that the faculty also have this concern and that the senate committee is focusing upon this issue. The students reconfirmed that they fully support and greatly appreciate the freshmen seminar program and that they want it to expand, however, not without the appropriate resources to do so.

The TCU Campus Environment

Discussion regarding the need for a more social environment on campus was discussed. Both faculty and students expressed the desire and need for an outlet for collegiality and interaction on campus including evening and weekend hours. The conversation evolved into a discussion regarding the university's alcohol policy. There was significant support for allowing alcohol on campus. Legal issues and liability were discussed.

Conclusion.

The faculty and students supported this form of dialogue and both groups expressed sincere appreciation for this type of meeting. It was strongly encourage that other forums occur where faculty and students can freely exchange ideas and thoughts on important issues.

PROPOSAL TO REVISE THE TCU INSTRUCTOR EVALUATION POLICY

*****PURPOSE

The purpose of Instructor Evaluation is to collect student input regarding teacher performance in the classroom. This information is used to assess instructors' abilities and modify teaching techniques accordingly in order to provide a setting most conducive to learning.

*****DESCRIPTION OF CURRENT SYSTEM

Under the current system of instructor evaluation, a scantron form containing generic questions is distributed to the class at the end of a course. In addition to the list of questions, there is an optional "write-in" portion at the bottom of the form where additional comments or suggestions may be expressed. These forms are distributed by a random member of the class after the professor has left the room and are then collected, sealed in an envelope, and delivered to the department head.

*****PROBLEMS

Timeliness: One major concern surrounding the current system of evaluation is timeliness. Because these surveys are not conducted until the end of the semester, they provide no benefits to the students completing them. Furthermore, end-of-semester surveys initially go to the department head for evaluation and may not be seen by the professor involved for several weeks.

Effectiveness: The current system also allows for the possibility of apathetic responses, as many students may be more concerned with their final exam grade rather than with what will happen in semesters to come. This format of evaluation is dependent upon the sincerity and objectivity of the students, as well as their concern for future events that will not affect them directly. Furthermore, by the end of the semester, students may have developed biases (pro or con) with respect to the relative performance of their instructor. In many cases, these biases are direct correlations to students' final semester averages, and the surveys may serve more as expressions of the students' glorifications or grievances than as objective suggestions or concerns.

Accuracy: Considering that, in many instances, only the free response portion of the evaluation is utilized (which many students choose to ignore), an accurate assessment of the class's opinion as a whole is difficult, if not impossible, to attain. Moreover, since many students are reluctant to confront their professors directly with their concerns about a course, this survey may be the only input the departments have to consider in their assessment of a professor's performance in the classroom.

*****PROPOSAL

In response to the problems surrounding the current system of instructor evaluation, the Academic Affairs Committee of the TCU House of Student Representatives recommends implementing **mid-semester evaluations in addition to those already being completed at the end of a course.** The mid-semester

evaluations would be brief and would go directly to the professor of a class, not the department head, thereby allowing the instructor time to make any changes or modify his/her teaching style as suggested by the students. The proposed mid-semester evaluations would simply involve the professor's taking ten minutes of class to ask students for feedback concerning the course as a whole. No preprinted questionnaires would be distributed; the students would merely write down any comments, questions, or suggestions they might have regarding the instructor and his/her teaching techniques.

*****EVALUATION

Completing evaluations mid-semester (possibly in the third to fourth week or after the first exam) will allow students, teachers, and departments collectively to reap the most benefits. Because several weeks would remain in the semester rather than one or two days, students would be very concerned with the performance and technique of the instructor, as the students would have had enough time to experience and comprehend both the planned progression of the course and the teaching style of the professor. Students would find more relevance in these evaluations than those at the end of the semester because the professor would still have time to modify his/her techniques. With the proposed setting and conditions, it is likely that more relevant data will be received and then taken into account than under the present system.

*****TIME LINE

This proposal will be introduced to the Faculty Senate on Tuesday, November 28, and, if passed, will go into effect Spring, 1996.

TO: WILLIAM H KOEHLER
P O BOX 297040

FR: FACULTY SENATE
P O BOX 297240

**THE FACULTY SENATE OF
TEXAS CHRISTIAN UNIVERSITY**

A Summary Sheet of the Minutes from December 7, 1995
(Complete Minutes are Attached)

- Dr. Leigh Secrest, Emeritus Vice Chancellor for Fiscal Affairs presented the results from a retention study to the Senate (a summary report is attached). Enhancing the freshmen experience through programs such as Frog Camp, the Freshmen Seminar Program, and Greek Life are important retention factors.
- The senate approved the proposed changes to the Senate Constitution and By-Laws (see attachment to the December 7, 1995 agenda). These will be presented to the faculty at large and the Board of Trustees for approval this spring, 1996.
- The faculty senate approved a motion from the Tenure, Promotion and Grievance committee which recommends the addition of the formal AAUP definition of academic freedom to the faculty/staff handbook.

**TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE MINUTES
December 7, 1995**

The Faculty Senate of Texas Christian University met at 3:30 p.m. on December 7, 1995 in the Tandy American Enterprise Center, Tandy Hall, Room 320 with Chair Fortenberry presiding. Senator members present included: Infantino, Franzwa, Grant, Kucko, Tucker, Paulus, Hatcher, Cross, Rinewalt, Gouwens, Martin, Sacken, Garrison, Freeman, Meckna, Clark, Greer, Vigeland, Nichols, Reynolds, Cagle, Wilson, Fort, and Oberkircher. Those not in attendance include: Trachtenberg, Jenkins, Comer, Van Beber, Gorman, Miles, Vanderhoof, Davis, Gudmudsen, Moreland, Haigler-Robles, Flahive, Solomon, Pohl, and Raessler.

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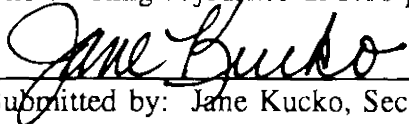
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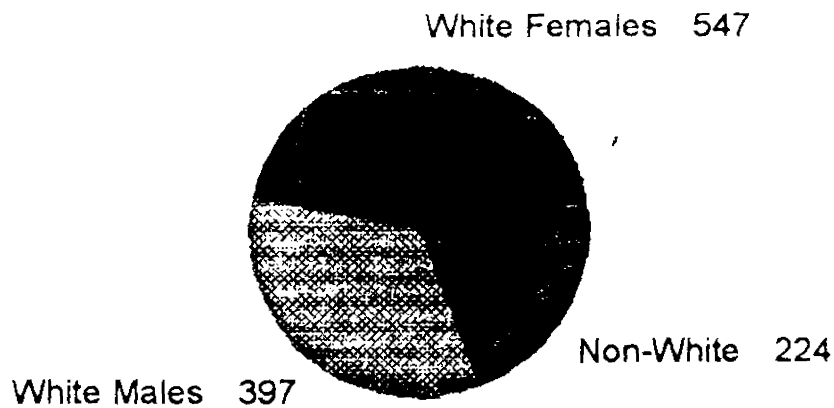

Submitted by: Jane Kucko, Secretary

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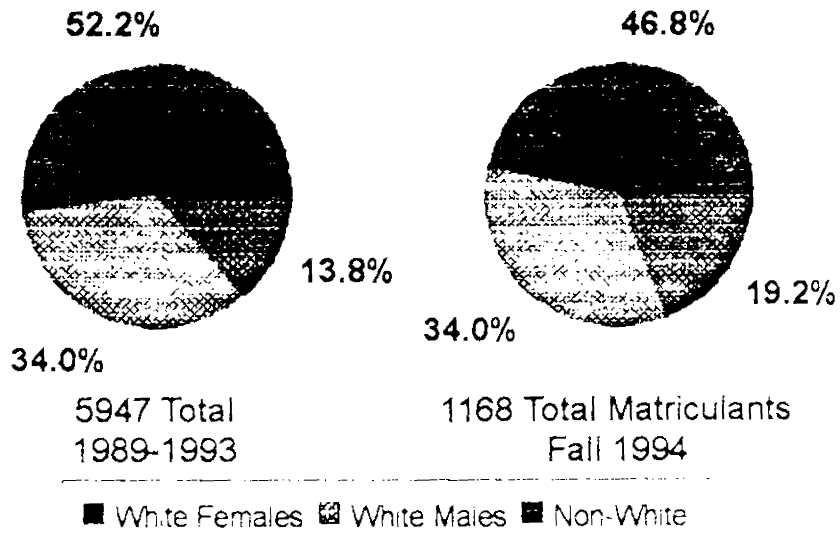
*Institutional
Research -
for Student
Development*

Major Sub-Populations

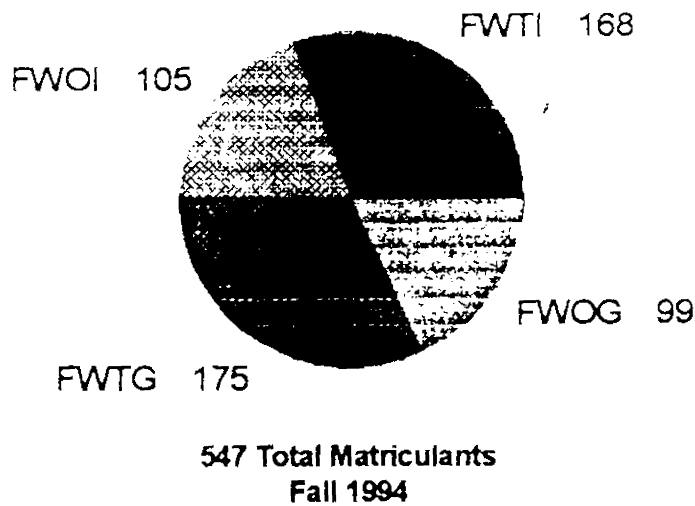


1168 Total Matriculants
Fall 1994

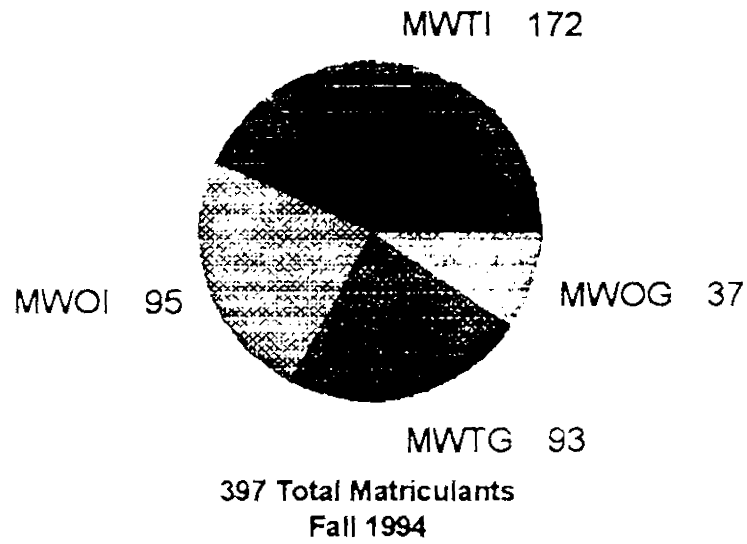
Sub-Population Comparison with 1989-1993 Classes



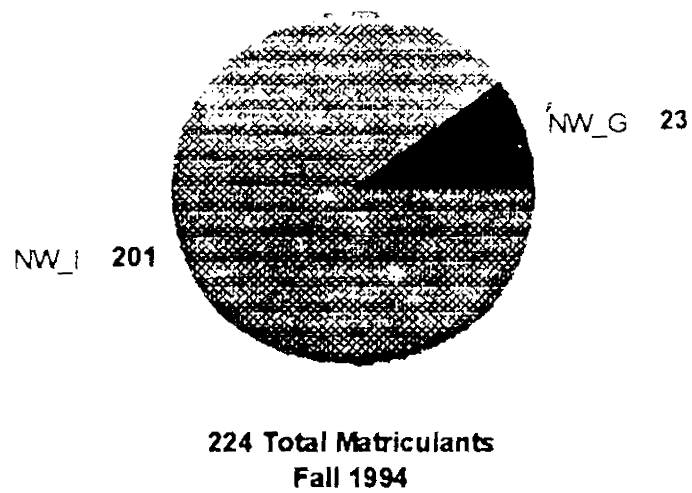
Female White Matriculants



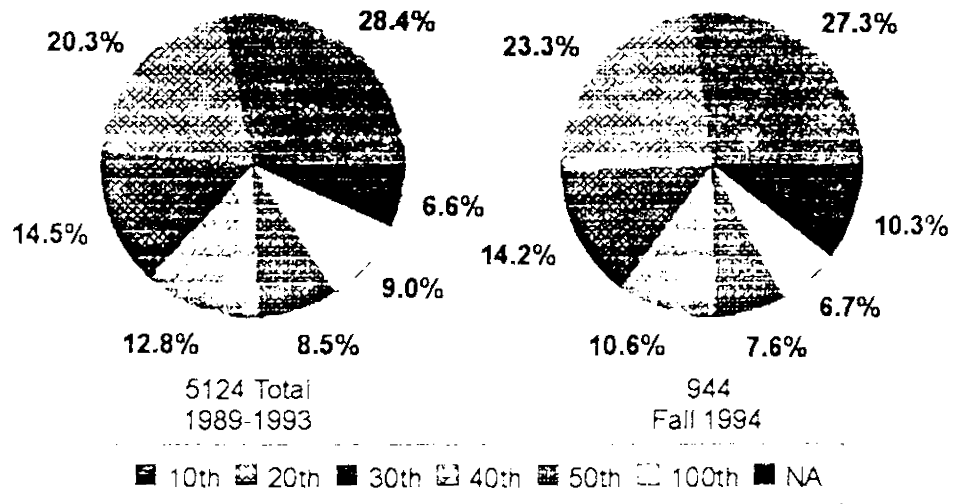
Male White Matriculants



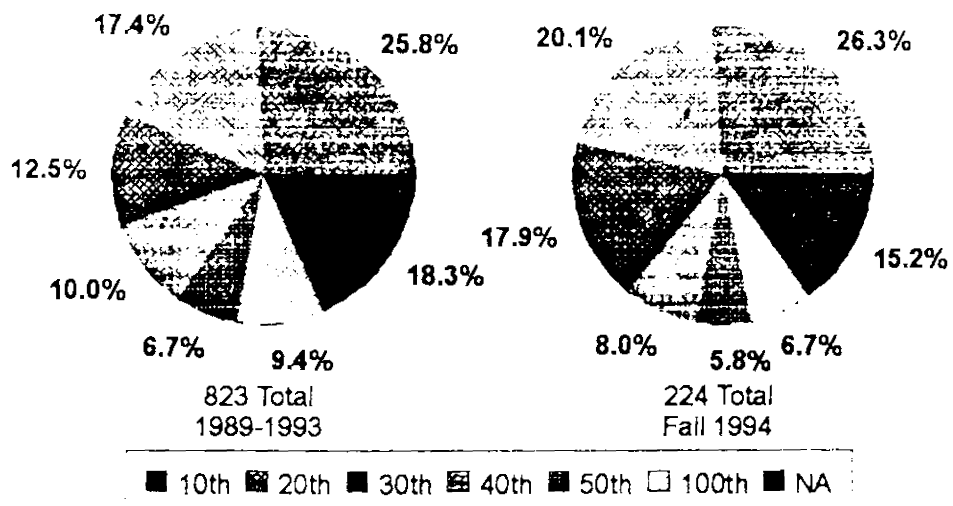
Non-White Matriculants



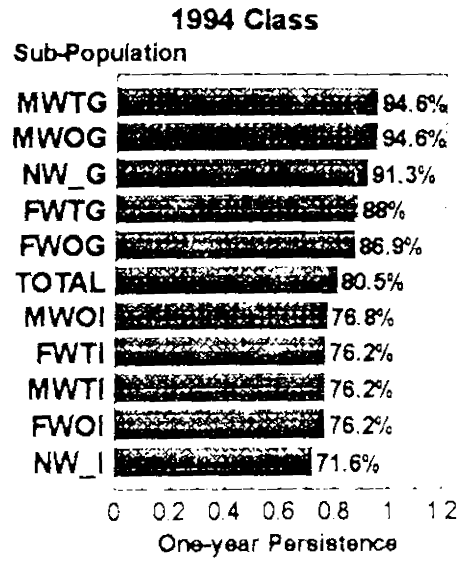
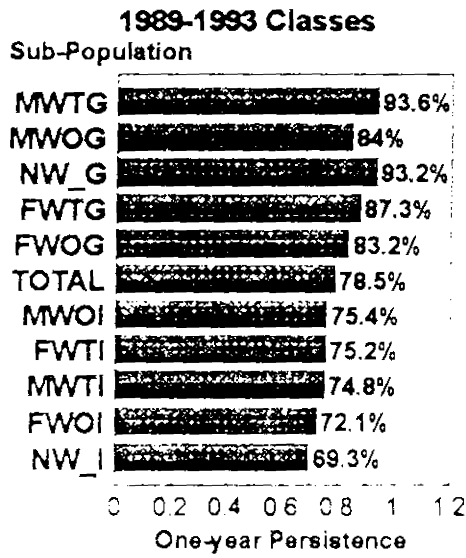
White Matriculants by High School Percentile



Non-White Matriculants by High School Percentile



One-Year Persistence Values

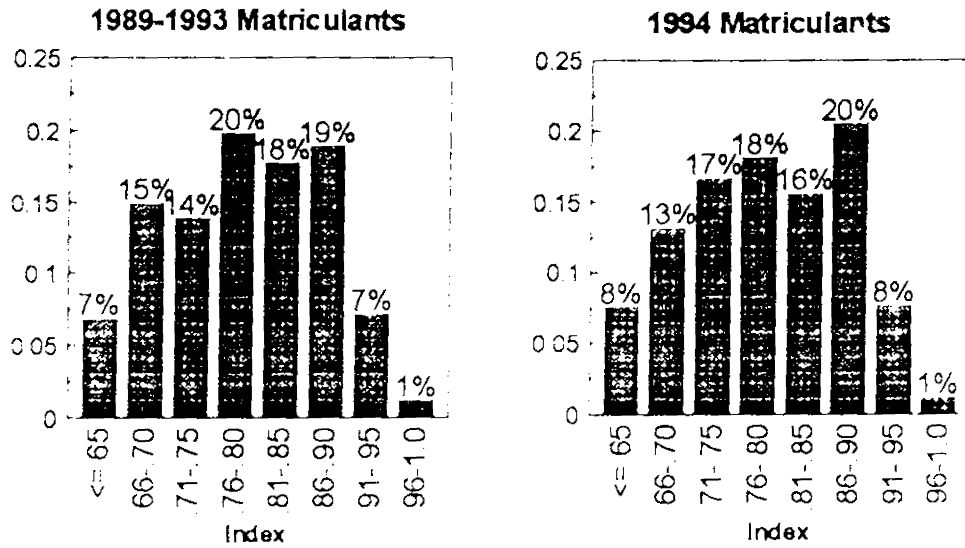


One-Year Persistence Values 1994 Non-Greek Sub-Populations

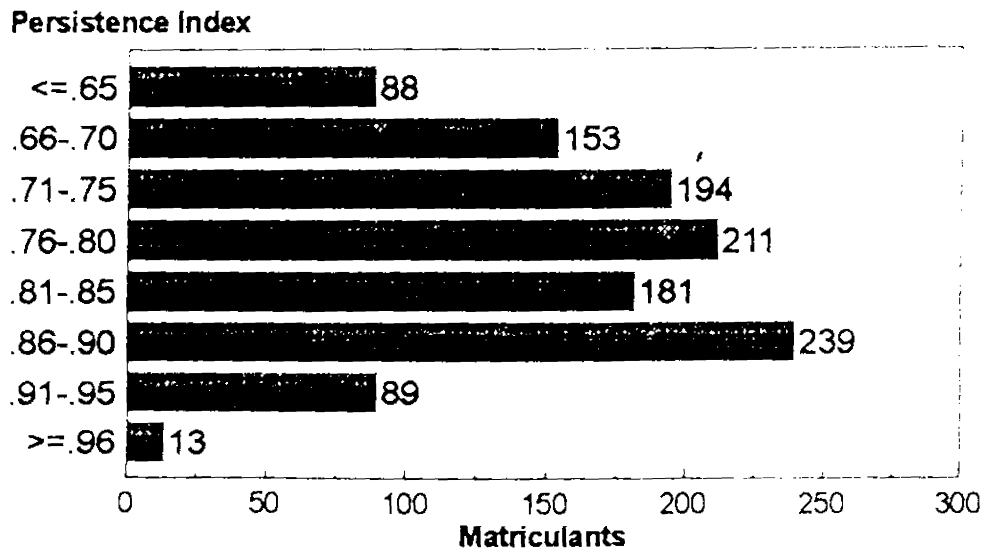
	Actual	Bonding Model
MWOI	0.768	0.747
FWOI	0.762	0.733
FWTI	0.762	0.774
MWTI	0.762	0.791
NW_I	0.716	0.711
TOTAL	0.750	0.752

Persistence Index Profiles

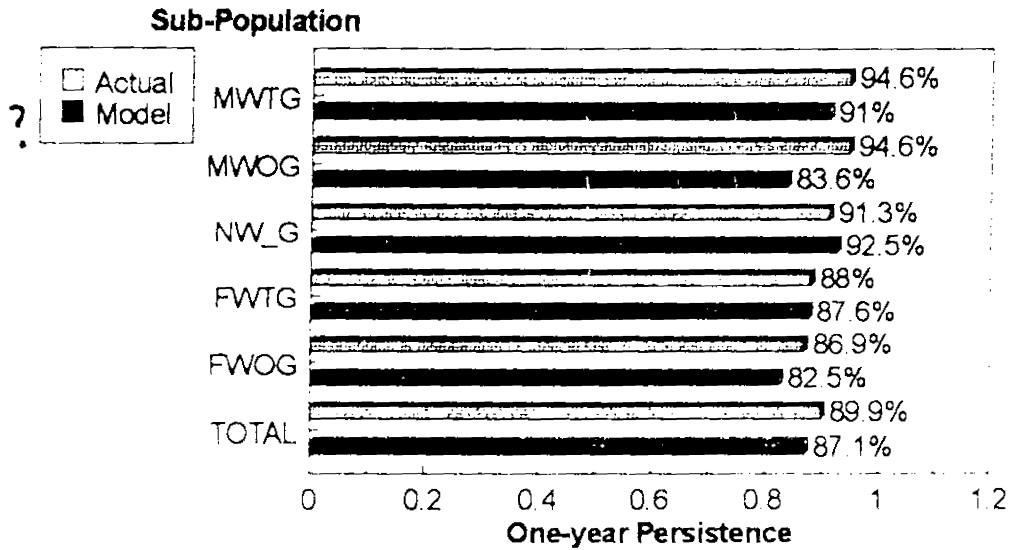
(%’s may not add to 100% due to rounding)



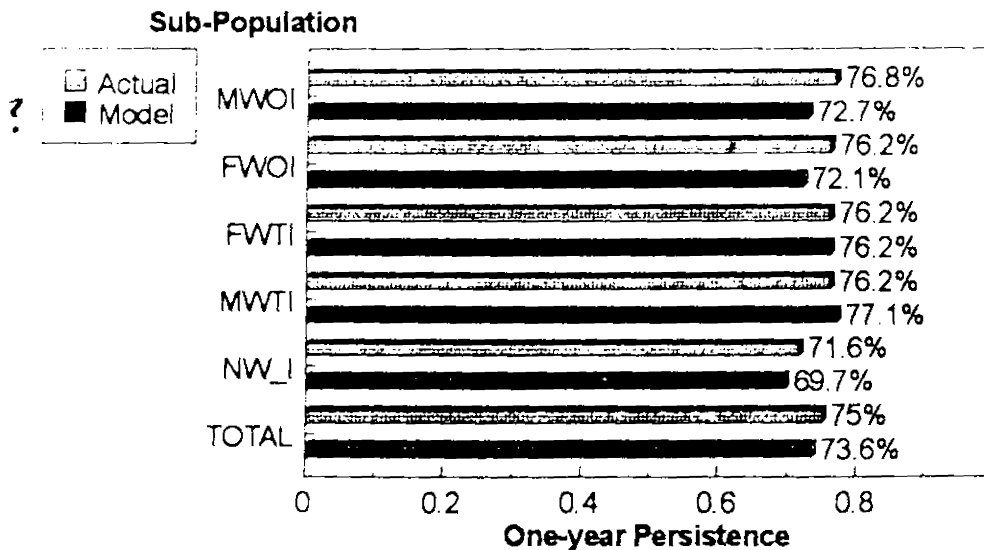
Persistence Index Profile 1994 Matriculants



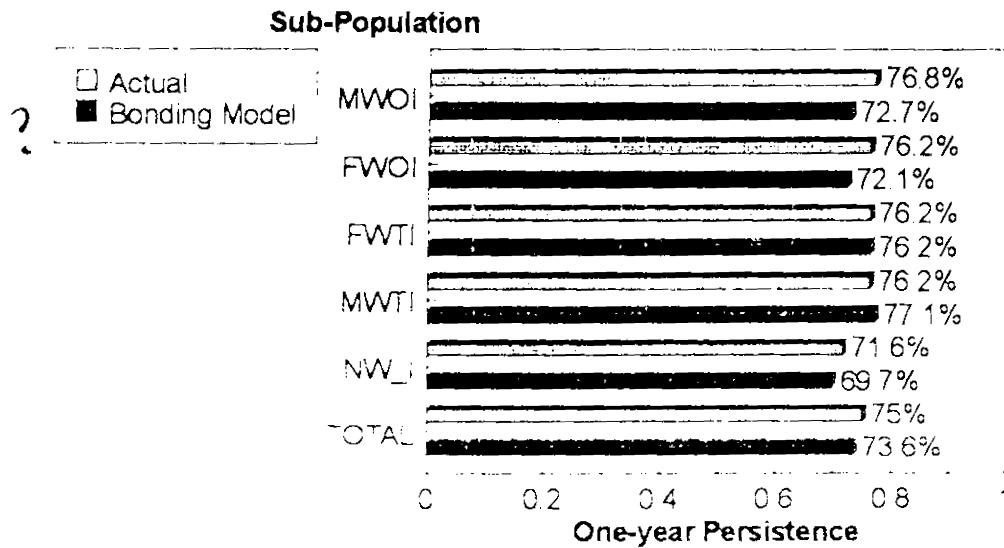
One-Year Persistence Values 1994 Greek Sub-Populations



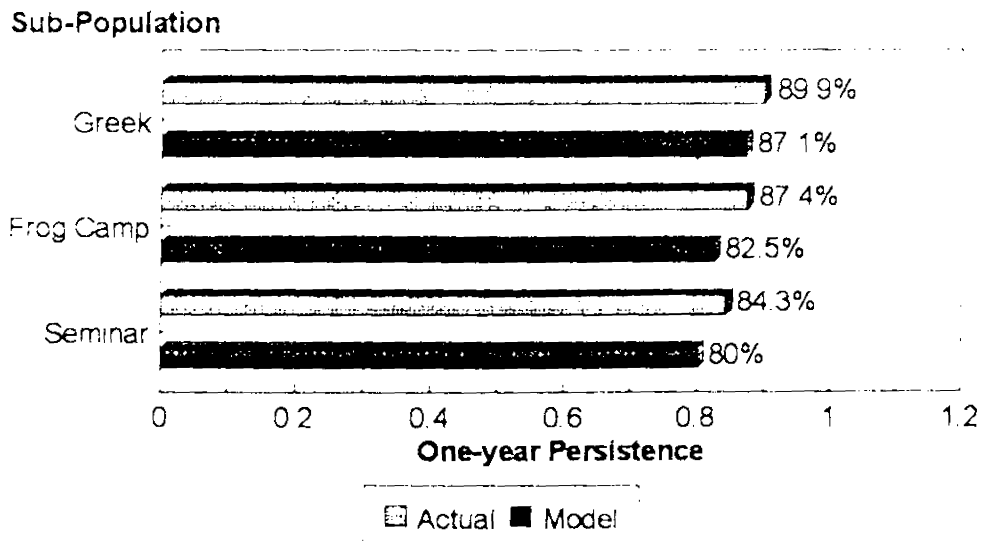
One-Year Persistence Values 1994 Non-Greek Sub-Populations



One-Year Persistence Values 1994 Non-Greek Sub-Populations



One-Year Persistence Values 1994 Bonding Sub-Populations

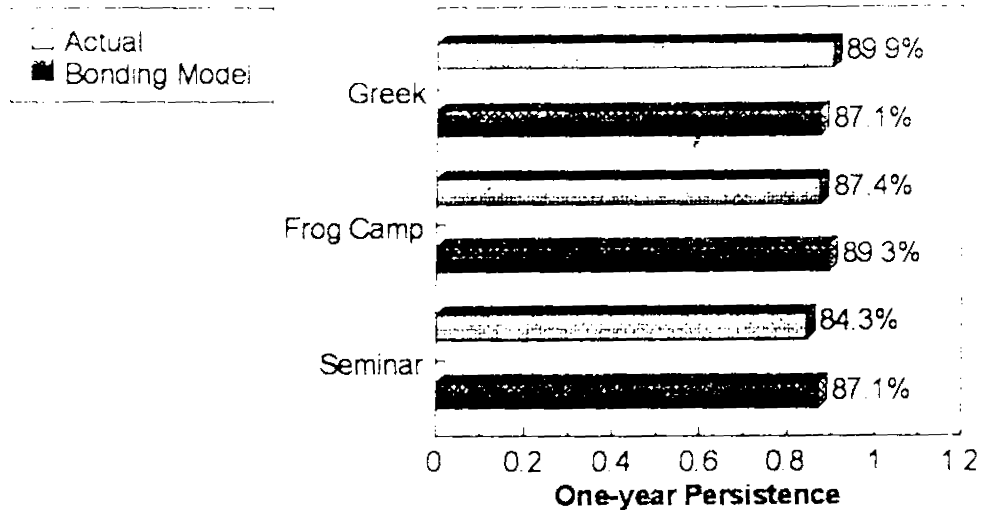


Overlaps of 1994 Bonding Sub-Populations

Number	Greek	Frog Camp	Frsh Smnr
12	X	X	X
46	X	X	
17	X		X
5		X	X
352	X		
40		X	
36			X
508	427	103	70

One-Year Persistence Values vs. the Simple Bonding Model

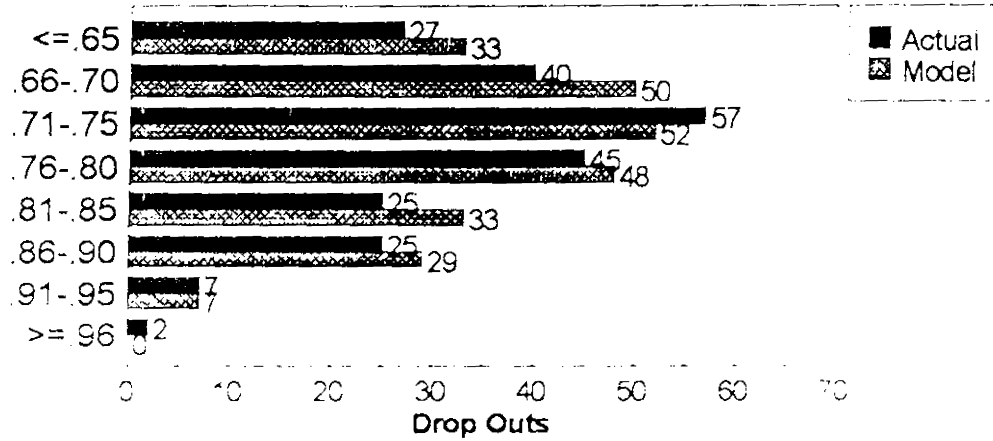
Sub-Population



Profile of Drop Outs 1994 Matriculants

252 (21.6%) Predicted
228 (19.5%) Actual

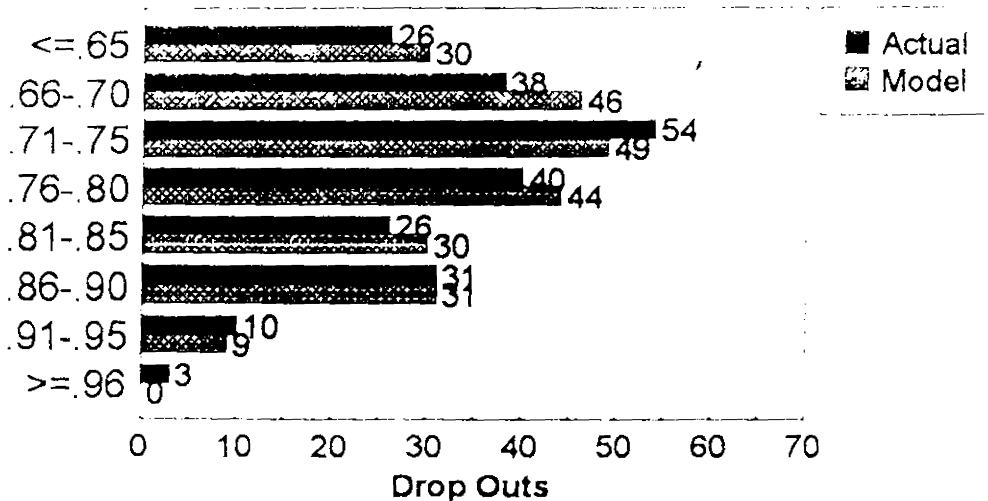
Persistence Index



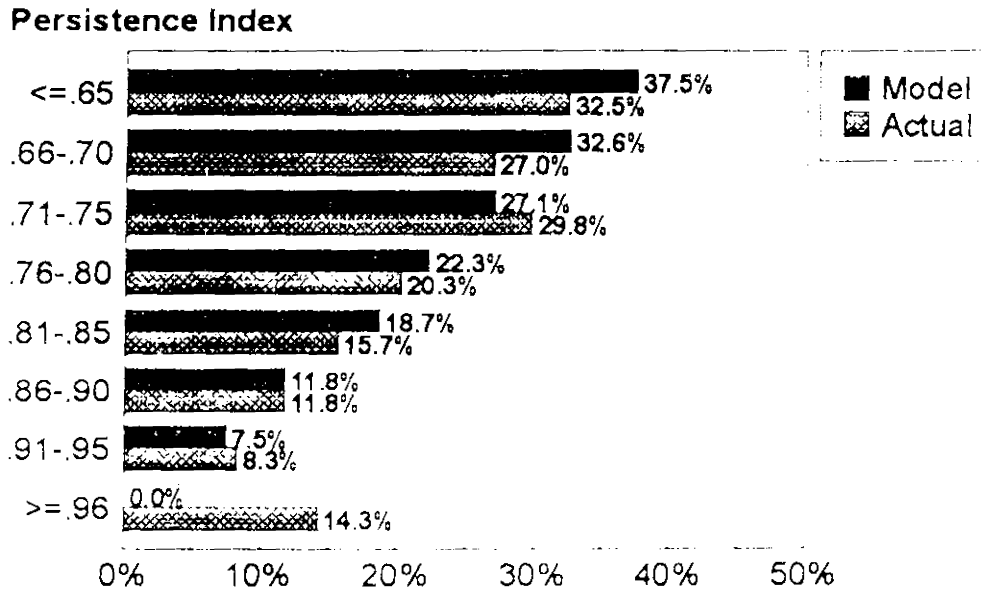
Profile of Drop Outs vs. Bonding Model for 1994

239 (20.5%) Predicted
228 (19.5%) Actual

Persistence Index



Drop Out Rates (%) Bonding Model vs. Actual



Observations and Conclusions

- The model works reasonably well.
- The out-of-state factor seemed less important for 1994 than for 1989-1993.
- Frog Camp and Seminar activities provide positive bonding but to a lesser extent than Greek activities.

Unfinished Business

- **Generalized bonding parameters**
- **Multi-year retention probabilities**
- **Tracking financial aid and including it in model**
- **Analysis of geographic factors**
- **Improved extraction and archiving of data in multi-year format**

**Summary of the Joint Meeting Between
The Faculty Senate and the Student House of
Representatives**

**November 28, 1995
The Faculty Center of Reed Hall**

The Joint Meeting of the Faculty Senate and the Student House of Representatives was called to order with Senate Chair Sally Fortenberry and Student House President Scott Wheatley presiding.

Mid-Semester Evaluation of Classes

A proposal for mid-semester evaluations was presented by Sharon Shelby, Vice-President of the Student House of Representatives (see attached). The intent of this proposal is to provide an evaluative mechanism in which faculty may receive feedback during the mid-term of the course. By creating such a process, faculty will have the opportunity to address student comments, make modifications and receive feedback prior to the conclusion of the course.

The proposed format involves written commentary only; the use of scantrons is not recommended. Students feel faculty benefit more from written commentary than a series of numerical rankings.

Lengthy discussion was held between the faculty and students. While many senators supported the concept, there was concern over the use of such an evaluation, how it would be implemented, in what form and whether or not students may misunderstand the intent of the evaluation. Additionally, senators expressed the need to continue the end of the semester evaluation process. Other important concerns include maintaining the confidentiality of the student when completing the evaluations and how the information would be used (for example, would this process become formalized and have a specific route of distribution)?

Several senators inquired as to the real intent of mid-evaluations. The students confirmed that at times they feel there is no action taken regarding issues pertaining to teaching effectiveness as a result of semester evaluations. One factor may be that the department chairs do not typically see the comments from student evaluations. Perhaps a change in this policy is warranted.

It was agreed that this topic involves several issues and that on-going discussion should occur. Perhaps the two related committees (Faculty Senate and House Academic Excellence Committees) should further investigate this issue.

The Freshmen Experience

Stephen Infantino, Chair of the Academic Excellence Committee of the Faculty Senate summarized their work which has focused upon the Freshmen Experience. Several students testified to having a very effective and successful experience through the Freshmen Seminar and Frog Camp Programs. Several faculty concurred that these were valuable experiences based upon their participation.

Further discussion was held regarding what other types of experiences could be developed to ensure that the momentum from the Freshmen Experience is continued throughout the freshmen year and the student's remaining years at TCU. Several students stated that they wished they would have had the opportunity and wondered why the seminar experience could not be repeated at the sophomore, junior and senior years? A transfer student also stated that programs to orient them and make them feel a part of campus is important. In some ways, transfers are like freshmen students.

Several students expressed concern over the staffing of the freshmen seminars and what affect this program may have on the staffing of upper division courses. Stephen Infantino confirmed that the faculty also have this concern and that the senate committee is focusing upon this issue. The students reconfirmed that they fully support and greatly appreciate the freshmen seminar program and that they want it to expand, however, not without the appropriate resources to do so.

The TCU Campus Environment

Discussion regarding the need for a more social environment on campus was discussed. Both faculty and students expressed the desire and need for an outlet for collegiality and interaction on campus including evening and weekend hours. The conversation evolved into a discussion regarding the university's alcohol policy. There was significant support for allowing alcohol on campus. Legal issues and liability were discussed.

Conclusion.

The faculty and students supported this form of dialogue and both groups expressed sincere appreciation for this type of meeting. It was strongly encourage that other forums occur where faculty and students can freely exchange ideas and thoughts on important issues.

PROPOSAL TO REVISE THE TCU INSTRUCTOR EVALUATION POLICY

*****PURPOSE

The purpose of Instructor Evaluation is to collect student input regarding teacher performance in the classroom. This information is used to assess instructors' abilities and modify teaching techniques accordingly in order to provide a setting most conducive to learning.

*****DESCRIPTION OF CURRENT SYSTEM

Under the current system of instructor evaluation, a scantron form containing generic questions is distributed to the class at the end of a course. In addition to the list of questions, there is an optional "write-in" portion at the bottom of the form where additional comments or suggestions may be expressed. These forms are distributed by a random member of the class after the professor has left the room and are then collected, sealed in an envelope, and delivered to the department head.

*****PROBLEMS

Timeliness: One major concern surrounding the current system of evaluation is timeliness. Because these surveys are not conducted until the end of the semester, they provide no benefits to the students completing them. Furthermore, end-of-semester surveys initially go to the department head for evaluation and may not be seen by the professor involved for several weeks.

Effectiveness: The current system also allows for the possibility of apathetic responses, as many students may be more concerned with their final exam grade rather than with what will happen in semesters to come. This format of evaluation is dependent upon the sincerity and objectivity of the students, as well as their concern for future events that will not affect them directly. Furthermore, by the end of the semester, students may have developed biases (pro or con) with respect to the relative performance of their instructor. In many cases, these biases are direct correlations to students' final semester averages, and the surveys may serve more as expressions of the students' glorifications or grievances than as objective suggestions or concerns.

Accuracy: Considering that, in many instances, only the free response portion of the evaluation is utilized (which many students choose to ignore), an accurate assessment of the class's opinion as a whole is difficult, if not impossible, to attain. Moreover, since many students are reluctant to confront their professors directly with their concerns about a course, this survey may be the only input the departments have to consider in their assessment of a professor's performance in the classroom.

*****PROPOSAL

In response to the problems surrounding the current system of instructor evaluation, the Academic Affairs Committee of the TCU House of Student Representatives recommends implementing **mid-semester evaluations in addition to those already being completed at the end of a course.** The mid-semester

evaluations would be brief and would go directly to the professor of a class, not the department head, thereby allowing the instructor time to make any changes or modify his/her teaching style as suggested by the students. The proposed mid-semester evaluations would simply involve the professor's taking ten minutes of class to ask students for feedback concerning the course as a whole. No preprinted questionnaires would be distributed; the students would merely write down any comments, questions, or suggestions they might have regarding the instructor and his/her teaching techniques.

*****EVALUATION

Completing evaluations mid-semester (possibly in the third to fourth week or after the first exam) will allow students, teachers, and departments collectively to reap the most benefits. Because several weeks would remain in the semester rather than one or two days, students would be very concerned with the performance and technique of the instructor, as the students would have had enough time to experience and comprehend both the planned progression of the course and the teaching style of the professor. Students would find more relevance in these evaluations than those at the end of the semester because the professor would still have time to modify his/her techniques. With the proposed setting and conditions, it is likely that more relevant data will be received and then taken into account than under the present system.

*****TIME LINE

This proposal will be introduced to the Faculty Senate on Tuesday, November 28, and, if passed, will go into effect Spring, 1996.

THE FACULTY SENATE OF TEXAS CHRISTIAN UNIVERSITY**A Summary Sheet of the Minutes from November 2, 1995
(Complete Minutes are Attached)**

- A renovation to Reed Hall which includes adding an elevator is planned for this summer, 1996.
- Mr. Seal presented an overview of the Mary Couets Burnett Library to the Senate. The humidity problem in certain areas of the library has been studied and a plan for correcting it is planned for 1996.
- The Senate passed a resolution which supports the formation of a task force to study retirement opportunities and incentives to faculty.
- The Senate passed a motion which states before administration establishes a university-level ad hoc committee or equivalent, the rationale for the establishment and the charges should be reported to the Faculty Senate Committee on Committees.
- The Senate passed a motion which clarifies the rule pertaining to applying for full-professorship. The motion reads "As a general rule, more than five years of service in this rank are expected before applying for consideration to a full professorship."

sought by the Committee on Committees on or before the March Senate Meeting.

2. The Committee on Committees will contact nominees to establish willingness to serve. The Committee will insure that there is at least one nominee for each office.

3. Nominations will be announced at the April Senate Meeting. Nominations from the floor will also be requested. Discussion and elections will be held at the May Senate Meeting.

✓ from

4. Platform campaign statements may be included with the May Faculty Senate agenda (approved 493 FS).

B. Parliamentarian. At the last meeting of each academic year, the Chair shall appoint a Parliamentarian from among the elected members.

C. Vacancies. In the event of a vacancy in the office of Chair, the Chair-elect becomes Chair, and a new Chair-elect is elected by the Senate. In the event of a vacancy in the offices of Chair-elect or Assistant Secretary, a new Chair-elect or Assistant Secretary, is elected by the Senate. Election of officers to fill these vacancies shall be administered by the Faculty Election Committee through mail ballot within 30 days of the occurrence of the vacancy.

Section 4. Meetings

(See Article II, Section 4 of Faculty Assembly and Faculty Senate Constitution)

Section 5. Committees

A. The Executive Committee shall serve as the Election Committee of the Faculty Senate.

B. The Executive Committee shall serve as the Screening Committee in forwarding names of nominees for honorary degrees to the Chancellor and Board of Trustees.

C. The Executive Committee, in conference with the Vice Chancellor responsible for academic programs, shall plan the agenda of the regular Faculty Assembly meetings.

D. Between Spring Commencement and Fall Semester registration, the Executive Committee shall act in behalf of the Senate on matters that in their judgement cannot be deferred. The Executive Committee may invite appropriate Senate Committee Chairs, or designed representatives, to participate in any such actions, including Senator membership on Senate committees.

E. An annual letter from the Chair of the Senate shall be written to Department Chairs, articulating the professional values of Senate membership and asking for departmental support for such memberships, including support for Senators from that particular academic unit.

F. The Senate's work shall be publicized through continued publication of Senate activity in faculty-relevant University publications and through an end-of-the-year summary of Senate activities and University budget information sent directly to faculty.

TEXAS CHRISTIAN UNIVERSITY FACULTY SENATE MINUTES

The Faculty Senate of Texas Christian University met at 3:30 p.m. on November 2, 1995 in the Faculty Center of Reed Hall with Chair Fortenberry presiding. Senator members present included: Franzwa, Grant, Trachtenberg, Kucko, Tucker, Jenkins, Paulus, Hatcher, Gorman, Rinewalt, Gouwens, Vanderhoof, Martin, Sacken, Davis, Gudmundsen, Moreland, Garrison, Haigler-Robles, Freeman, Flahive, Solomon, Greer, Vigeland, Nichols, Reynolds, Cagle, Becker, Fort, Pohl, and Oberkircher. Those senators not in attendance included Infantino, Cross, Van Beber, Miles, Meckna, Clark and Wilson.

ANNOUNCEMENTS

Chair Fortenberry announced that there will be a joint meeting between the Faculty Senate and the Student House of Representatives on Tuesday, November 28th at 4:00 p.m. in the Faculty Center of Reed Hall. All senators are strongly encouraged to attend. The discussion will include such topics as the freshmen experience, mid-semester evaluation of classes and the TCU campus environment.

Chair Fortenberry presented a summary of the University Retreat held earlier this fall (see attached documents). This experience was exciting and provided an insightful opportunity for students and faculty to exchange ideas and position on issues. Senators and faculty are encouraged to participate in future retreats.

TCU confirmed that there will be an elevator renovation to Reed Hall during the summer, 1996. Currently a study to see how this change affects existing offices and classrooms is being conducted. Since the University is making this architectural change, other areas such as rest room facilities, drinking fountains, etc. will also need to be upgraded to meet ADA requirements.

Chair Fortenberry also stated that the Role and Function Committee has made revisions to the Senate Constitution and By-Laws and that senators should expect to read this material prior to the next senate meeting in which this will be discussed.

TCU is planning a marketing committee to promote the academic environment of TCU. The model for this committee is based upon the success of the Committee of 100 which promoted athletics. Associate Vice-Chancellor for Communications and Public Affairs Larry Lauer has invited faculty from the senate to participate on this committee. Chair Fortenberry passed around a sign-up sheet in which interested senators should place their name. The Office of Communications and Public Affairs will be contacting these individuals. See attached document on "Intensifying TCU's Marketing Initiatives" for more information.

Past-Chair Franzwa presented a summary regarding the Executive Committee's meeting with Chancellor Tucker. The conversation was informative in which such items as the freshmen seminar, the total freshmen experience, budgetary issues and the addition of new faculty positions were discussed. The Chancellor is committed to enhancing the total freshmen experience in which the seminar program is an important aspect. The demands that this places on faculty is being studied as well as the requirements for providing an excellent freshmen experience.

NEW BUSINESS

Robert A. Seal, University Librarian

Mr. Seal presented an overview of the status of the Mary Coats Burnett Library to the senate. The mission statement for the library as well as an ejournal site guide were distributed (see attached).

Mr. Seal reviewed certain issues that were discussed previously at senate meetings. Based on faculty and student comments, the new cataloguing process for journals appears to be working effectively. The amount of study space in the resource section of the library has also been expanded to accommodate more students.

The mildew problem in certain stack areas has been studied resulting in a plan to implement a new system to eliminate the high level of humidity in this area. This is anticipated to be completed during 1996.

The cost of journals continues to be an escalating problem. Mr. Seal predicted that certain types of journals may increase as much as twenty-five percent in cost in the next year. Electronic access appears to be working well and low-use journals may be replaced by this form of access rather than subscriptions. Some senators expressed concern over the quality of images that exist in electronic formats. Mr. Seal acknowledged this problem and is investigating methods in which to address this issue. Interlibrary loan and photocopies obtained in short time periods are available to faculty.

The library is investigating obtaining additional space near the campus to store low-use, dated, hard-bound journals. This will create needed storage for more recent bound journals. Faculty will be consulted regarding the types of journals that may be moved off-campus prior to any change occurring.

Mr. Seal reconfirmed the library's commitment to providing the best facility and service to TCU as possible. If any faculty member ever has concerns or specific needs, they should contact either Mr. Seal or an appropriate staff member.

Chair Fortenberry thanked Mr. Seal for his presentation to the senate.

REPORT FROM THE EXECUTIVE COMMITTEE

Chair Fortenberry stated that the Executive Committee will be meeting with the Faculty Relations Committee of the Board of Trustees, Thursday, November 16th at 3:30 p.m. The freshmen experience and need for additional faculty will be the focus of her presentation.

The next senate meeting will include a presentation from Dr. Leigh Secrest, Emeritus Vice-Chancellor for Fiscal Affairs on the topic of retention at TCU.

RESOLUTION FROM STAN TRACHTENBURG

Senator Trachtenburg presented a resolution that would establish a joint-faculty administration task force on retirement opportunities and incentives to faculty. The motion was seconded and is as follows:

A Resolution to Establish a Joint Faculty-Administration Task Force on Retirement Opportunities and Incentives to Faculty.

Whereas, there is no fixed age retirement for the University faculty and

Whereas, it is in the mutual interest of both faculty and the University that faculty retire before their teaching and research effectiveness becomes compromised; and

Whereas, it is important to academic freedom that individual faculty members continue to determine when they wish to fully or partially discontinue active service, and

Whereas such incentives have been offered by the University on an individual an informal basis;
Now therefore

Be it resolved by the Faculty Senate of Texas Christian University

1. That a joint faculty-administration Task Force be established to examine the range of financial and other benefits that would be provided by the University to retiring faculty, to assess the future costs and policy implication of such benefits, and to consider the establishment of a comprehensive scheme of incentives and benefits that might be available to the retiring faculty and
2. That the Task Force consist of four faculty members to be elected at large by the faculty senate and one appointed by the Chair of the faculty senate. In addition, two member of this Task Force will be appointed by the Vice-Chancellor for Academic Affairs. The chair of this Task Force will be elected by its members.
3. That the Task Force will solicit input from the faculty. And that the Task Force will make an initial report of its findings and recommendations to the Faculty Senate at its first meeting in the Spring, 1996 semester.

Senator Trachtenburg supported the resolution stating that an investigation into retirement opportunities including established retirement packages is needed.

Dr. Ken Morgan, chair of the Retirement, Insurance and Benefits Committee (RIB) concurred that there is a need to address this issue. He further stated that the RIB is very interested in this issue and would be willing to research this issue.

However, Senator Trachtenburg stated that this task force would be very focused on retirement opportunities and incentives. His concern is that this is a very important and expansive undertaking and that an existing committee such as the RIB may not have the time to investigate this issue. Several senators concurred.

A lengthy discussion ensued as to whether the RIB committee should address this issue or not. It was determined that initially a task force could investigate this issue with a recommendation to then formally involve the RIB Committee. Senator Trachtenburg restated that his main concern is that there is a group of individuals who will focus on this important issue. Dr. Morgan concurred that this is a significant undertaking. If a task force is formed, he requested that the RIB be kept apprised of the task force findings. The senate concurred.

The motion passed.

MOTION FROM CHAIR FORTENBERRY REGARDING SKIFF REPORTER

Chair Fortenberry presented the following motion: In order to maintain communication with the university community via the TCU Daily Skiff, I move that the Faculty Senate Chair extend the invitation to the Skiff Reporter, to continue the coverage of the regularly scheduled Senate Meetings during the 1995-96 school year.

The motion passed.

COMMITTEE ON COMMITTEES, RHONDA HATCHER, CHAIR

On behalf of Committee on Committees, Senator Hatcher presented the following motion:

Before administration establishes a university-level ad hoc committee or equivalent, the rationale for the establishment and the charges should be reported to the Faculty Senate Committee on Committees. Whenever appropriate, the Committee on Committees will request that the tasks be assigned to a standing university committee. In the event that the Committee on Committees determines that it is not appropriate to make such an assignment, an ad hoc committee will be formed with recommendations from the Committee on Committee for faculty members.

A lengthy discussion regarding the motion occurred. Several senators agreed with the intent of the motion as it appears that often ad hoc committees or task forces are created when a university committee is already in place to address the issue. Senators Cagle and Davis inquired as to whether or not university committees are able to handle issues

that may arise during the summer months. Senator Fortenberry answered affirmatively or in the event that a committee cannot meet at that time, the executive committee can address issues from administration since the executive committee does meet during the summer.

The motion passed.

TENURE, PROMOTION AND GRIEVANCE COMMITTEE, MIKE SACKEN, CHAIR

Senator Sacken presented the following motion:

The Faculty Senate recommends that page 15 of the Faculty Handbook, Section II (B) (1), be changed to read:

"As a general rule, more than five years of service in this rank are expected before consideration to a full professorship."

The rationale for this motion stems from faculty misinterpreting the current text which reads, "As a general rule, five years of service . . ." Senator Sacken explained that there has been administrative concern over faculty misinterpreting the text and applying for promotion at the beginning of the fifth year rather than at the end. The Tenure, Promotion and Grievance Committee discussed this issue and therefore presents the motion. Senator Nichols stated that it may be more clear to add the words "applying for" before "consideration. Senator Sacken accepted this amendment.

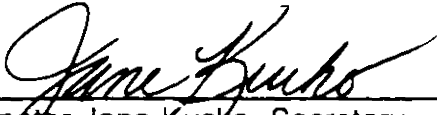
Therefore the motion reads: "As a general rule, more than five years of service in this rank are expected before applying for consideration to a full professorship."

The motion passed.

Due to the time, the motion regarding academic freedom will be addressed at the December meeting.

The meeting was adjourned.

Submitted by,



Senator Jane Kucko, Secretary

TEXAS CHRISTIAN UNIVERSITY
MARY COUTS BURNETT LIBRARY

Mission Statement

September, 1995

The primary mission of the Mary Coutts Burnett Library is to serve the students, faculty, and staff of Texas Christian University, supporting the teaching, research, and service goals of the institution. An academic library must also support the university's commitment to the preservation, appraisal, and transmission of knowledge and wisdom and to the discovery of new ideas and knowledge by which the understanding of truth may be extended or corrected. Therefore, the Mary Coutts Burnett Library serves as a repository for, and a means of access to, the record of human scholarship, seeking out, acquiring, and making available those materials in all formats, at any location, which chronicle the accomplishments of the past and chart the directions of current research.

To fulfill its mission, the Library has established the following goals:

1. To provide to its patrons a competent, efficient, and courteous staff to facilitate the use of the Library's resources to enhance the educational experience of all students and to aid researchers in their quests.
2. To develop, maintain, and preserve a collection of resources which supports the current and anticipated curriculum and research programs advanced by the university, its faculty, and its students.
3. To facilitate physical and bibliographic access to local and external resources in all formats, by providing instructional programs to enable patrons to acquire the skills necessary to utilize today's technologies.
4. To maintain an awareness of new information technologies and to implement those most appropriate to the needs of the Library's patrons.
5. To provide space, furnishings, and equipment which promote operational efficiency and create an environment conducive to study and research.
6. To provide efficient management of the Library's programs, judiciously administering and allocating funds to enhance acquisitions, collection maintenance, services, equipment, facilities, and staffing.
7. To promote the Library in the local communities, soliciting and encouraging social and financial support from groups such as the Friends of the TCU Library.
8. To provide service to the local communities within established limitations and existing policies, always reserving the primary use of library resources for the Library's immediate academic community.
9. To participate in cooperative endeavors with libraries and other information-based services for the purposes of resource sharing and training of library staff to better serve library users with the latest methods and technologies.

Ejournal SiteGuide : Alphabetic List

This list is provided for the convenience of quick scanning and rapid linking to known sites. Consult the annotations under listings by category or the narrative evaluation for additional guidance.

- [1995 ARL Directory of E-Journals, Newsletters & Academic Discussion Lists \(Association of Research Libraries\)](#)
- [Australian Electronic Journals \(National Library of Australia\)](#)
- [CIC Electronic Journals Collection \(Committee on Institutional Cooperation -- Big Ten and the University of Chicago\)](#)
- [CICNet Electronic Serials Archive \(Committee on Institutional Cooperation -- Big Ten and the University of Chicago\)](#)
- [The Daily News -- Just the Links \(Gerben Vos -- Netherlands\)](#)
- [Electronic Journals \(University of Virginia Library\)](#)
- [Electronic Magazines \(Peter Fabian -- Hungary\)](#)
- [Electronic Poetry Center Electronic Journals \(Loss Glazier / University of Buffalo\)](#)
- [Electronic Texts Journals Newsletters Magazines and Collections \(Eric Lease Morgan / North Carolina State University Libraries\)](#)
- [Electronic Newsstand](#)
- [The ETEXT Archives \(Paul Southworth / CICNet\)](#)
- [Full-Text Archives of Scholarly Society Serial Publications \(Scholarly Societies Project, University of Waterloo Library\)](#)
- [E-Mail Zines Listing \(Todd Kuipers\)](#)
- [Hypertext and Hypermedia Magazines via the World-Wide Web \(David Mattison / Victoria B.C. Freenet\)](#)
- [John Labovitz's E-zine-list](#)
- [Journaux sur le Web \(Bruno Giussani / L'Hebdo -- Switzerland\)](#)
- [LC MARVEL \(Library of Congress\)](#)
- [Library of Congress World Wide Web](#)
- [The Multimedia Newsstand \(Hearst Corp.\)](#)

- [\[- National Library of Canada Electronic Publications Pilot Project](#)
- [\[- NewJour \(Office of Scientific and Academic Publishing, Association of Research Libraries\)](#)
- [\[- Newsletters, Journals, and Zines on WWW/Internet \(Francois Charoy -- France\)](#)
- [\[- NewsLink](#)
- [\[- On-Line Magazines \(Otis Gospodnetic / Middlebury College\)](#)
- [\[- Online Zines \(The Well -- San Francisco\)](#)
- [\[- Penn Library -- Journals and Newspapers \(University of Pennsylvania Library\)](#)
- [\[- Project Muse \(Johns Hopkins University Press, Milton S. Eisenhower Library, and Homewood Academic Computing\)](#)
- [\[- Scholarly Journals Distributed Via the World-Wide Web \(Charles W. Bailey, Jr. / University of Houston Libraries\)](#)
- [\[- Scholarly Communications Project \(Virginia Polytechnic University and State Library\)](#)
- [\[- Serials in Cyberspace \(Birdie MacLennan / University of Vermont\)](#)
- [\[- UW Library Electronic Journals \(University of Waterloo Library\)](#)
- [\[- World Wide Web Virtual Library : Electronic Journals \(Hosted by E-Doc, a Lancaster Information Group company\)](#)
- [\[- Yahoo!](#)

Joseph Jones -- jjones@unixg.ubc.ca -- (oct95)

[Back](#)

University Retreat 1995

Summary Report

- I. What type of student "gets the most" out of the TCU experience?
- A. Self-aware
 - B. Willing to take advantage of opportunity
 - C. Willing to take the initiative
 - D. Spirited
 - E. Open-minded
 - F. Involved and cares about his/her community
- II. The TCU Community - What does TCU do best?
- A. TCU is a very friendly, inviting school. There is a definite attempt on the part of administrators and faculty to get to know students, more so than at other schools.
 - B. The size of TCU lends itself to allowing for a "community feeling" among students. Our size is an asset.
 - C. There is an emphasis on applied learning, which is beneficial.
 - D. The small size of classes is a positive characteristic, and lends itself to the emphasis on scholarship and learning at TCU.
 - E. TCU is very person-centered.
 - F. There are a variety of social and leadership opportunities for all students.
- III. How could TCU improve?
- A. TCU feels like "a big group of groups." Every student is encouraged to get involved, yet these individual organizations are very cut-off from one another and do not encourage unity among the entire student body.
 - B. TCU is not as "collegiate-feeling" as other schools. More places to spend free time and to "hang-out" were suggested.

- C More programs along the lines of Frog Camp would be helpful, in that they give the student body one unified goal or vision
- D The topic of diversity was discussed. Some students feel that TCU is very diverse already, while others think it needs to be improved. There apparently is another group of students who chose to attend TCU because it was not as diverse as other universities, and therefore are happy with the status quo
- E Specific Areas of TCU:

- 1 **Academics**

- a The question was raised as to what the trade-offs are academically for collegiate sports
- b It was felt that grade inflation is not necessarily a problem for TCU, and that the concentration should be on the student's knowledge base and preparation for "life after TCU "
- c There is also a small, anti-intellectualism trend that affects a certain group of students. What is the image that is affecting these students and how does it affect *our* overall image?
- d Students need to ask themselves if they are getting the most out of their education at TCU. If they feel they are not, what could we do to better this phenomenon? Is there a way to measure these sentiments among students?
- e The issue of where TCU spends its money was also addressed, as some feel more money is given towards "playing" opportunities rather than "learning" opportunities
- f TCU should examine who is benefiting from the Middle Income Scholarships, and if everyone knows that they exist. Also, financial aid that is designated for minority students should be examined to see who specifically qualifies as a minority student.

- 2 **Admissions:**

- a The specifics and ramifications of the *U.S. News and World Report* survey were discussed.
- b The Student Ambassadors program was also discussed, as TCU has a very

high participation rate in its program compared to other schools

- c Students felt that the optional essay on the application was a very fair and inviting medium for applicants.
- d The interview was discussed also as a very positive addition to the admission process

3 **Athletics**

- a There is a need for better integration between the Athletic department and the entire campus. Athletes need to be more involved in campus activities, yet do not have the time because of their intense schedules.
- b With the Next Frontier campaign, specific attention should be placed on finding ways to help "main campus" be more supportive of Athletics, and to help athletes feel more connected to "main campus "

4 **Finances**

- a TCU's Endowment and specific use was a major topic of discussion. Students were very curious as to how the flowers/grounds maintenance were funded
- b It was conveyed that students feel TCU is overall a "pretty good buy" compared with other universities and the quality of instruction received here
- c The rise in faculty salaries was discussed and determined to be a positive step for TCU

5 **Campus Life**

- a. Again, the issue of TCU's "big group of groups" was introduced. There is an overwhelming feeling among students that those who are the busiest and the most involved are becoming even more involved. Almost as if there is a certain group of students doing everything on campus, and that the "involvement load" needs to be better dispersed.
- b. There needs to be a central location for all publicity/announcements. This would help both on and off-campus students. Also, the Internet could be used much more for this purpose.
- c We should print and disperse schedules for all sports, not just basketball

and football.

- d. More all-campus events would be beneficial. Perhaps if Greeks were able to sponsor such events tension would ease between them and Independents. Also, students need to make an effort to go beyond their "comfort group" to other populations.
- e. Programming among residence hall wings is good in that it encourages a tighter bond among a smaller group.
- f. Relationships between students and professors need to be built/encouraged.
- g. We need "big name" speakers with more clout. "Big name" bands, acts, etc. are desired. Because of TCU's poor venue (in entertainer's eyes) it costs a great deal to bring such acts to campus. Therefore, we should increase the student body fee to be able to afford this type of programming.

Discussion Ideas
Intensifying TCU's Marketing Initiatives

I. Undergraduate student marketing communications.

A. Central messages and themes.

TCU is a major university with the personalized atmosphere of a smaller college.

Large enough; yet small enough.

1. TCU is **selective** based on academic strengths, special talents, leadership potential, and personal determination to make a difference.
2. TCU is **accessible** and especially **friendly**. It seeks an atmosphere of cultural, ethnic and religious diversity.
3. TCU is a private university with a **reasonable cost**-- comparable to many public universities.
4. TCU is committed to exceptional **quality service**-- in academic programs and all other aspects of campus life.
5. TCU makes a special **commitment to freshmen**:
 - a. a personal **academic advisor** assigned at orientation.
 - b. an opportunity to attend **frog camp** and get to know TCU students, faculty and staff personally before classes ever start.
 - c. ability to enroll in a special **freshman seminar** which limits enrollment to fewer than 20 and explores current issues and ideas.
 - d. access to the **student leadership program** which is a co-curricular way to polish leadership skills.
 - e. a chance to develop your writing in a class of 25 or less, including use of the **TCU Adams Writing Center**.
 - f. **on-campus housing** within walking distance of your classes.
 - g. **affordable study-abroad opportunities** immediately following your first year.

B. Admissions communications initiatives

1. Review all materials for message consistency.
2. Make application process more accessible.
3. Add reminder pieces and post cards to enhance frequency of contact.
4. Produce new video with the TCU story told through students.
5. Make design more competitive with peer schools-- quality graphics, better photos and more use of TCU people.
6. Standardize use of TCU as logo.
7. Intensify telephone contacts and personal follow-ups.
8. Review Monday at TCU and other events to maximize message clarity and quality service image.
9. Improve TCU's presence interactive capabilities on the Internet.

II. Possible visibility/marketing initiatives

- ✓ 1. Standardized logo and mascot image.
- ✓ 2. Neighborhood banners during festive times.
- ✓ 3. A regional program and speakers bureau.
- ✓ 4. A national media strategic plan-- making better local use of national mentions.
5. Merchandising enhancement program.
6. Stakeholder direct contact program.
7. Internal communications enhancement.
 - a. A new features periodical to build community.
 - b. A weekly facts and events periodical.
 - c. More all-university events.
 - ⓓ More open forums with administration.
 - ⓔ Regular employee focus groups.
 - f. Improved new-employee orientation program.
 - g. Customer-service training workshops.
 - h. Promote the work of the effectiveness committee in clarifying goals and evaluating outcomes.
8. Conduct more market research-- especially with respect to prospective student recruitment and retention.
- ⓖ 9. Announce a formal visibility and marketing campaign-- to involve trustees and opinion leaders and to organize a wide-spread word-of-mouth campaign.

- (10). Revise the internal marketing task force to add interested members, continue discussing marketing issues and organize internal word-of-mouth support.
- (11). Provide strategic planning counsel to units and departments seeking to enhance their reputations and visibility.
12. Identify "high profile opportunities" due to special conditions in the marketplace and intensify institutional communications support. These can be academic programs, research activities, creative achievements, outstanding projects, individual achievers, etc.
13. Continue an aggressive athletics marketing effort to enhance national name recognition and improve community relationships.
 - a. Committee of 100 family discounts, game-day family fun activities, corporate involvements, community organizations involvement and the "TCU wants to be your home team" theme.
 - (b.) A Western Athletic Conference campaign to introduce TCU and Fort Worth to ~~WAC~~ cities, in cooperation with the Fort Worth Convention and Visitor's Bureau.

TO: WILLIAM H KOEHLER
P.O. BOX 30788

FR: FACULTY SENATE
P O BOX 30791

**THE FACULTY SENATE OF
TEXAS CHRISTIAN UNIVERSITY**

**A Summary Sheet of the Minutes from October 5, 1995
(Complete Minutes are Enclosed)**

- Ms. Pat Jolley, Director of Compensation reported on the employee classification system at TCU and peer universities.
- Mr. Don Palmer, TCU Architect, reported on the American Disabilities Act (ADA) and TCU compliance. The study of methods and costs for incorporating an elevator into Reed Hall is a priority and currently under investigation.
- The following motion was presented by Senator Tucker and passed by the Faculty Senate:

Motion: The Faculty Senate requests that the administration give priority to international students in the rental of some of its off-campus housing.
- The Academic Excellence Committee lead a discussion regarding requiring students to have a faculty signature in order to add a class during the second week of a semester.

**TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE MINUTES**

The Faculty Senate of Texas Christian University met at 3:30 p.m. on October 5, 1995 in the Faculty Center of Reed Hall with Chair Sally Fortenberry presiding. Senator members present included: Infantino, Franzwa, Grant, Trachtenberg, Kucko, Tucker, Jenkins, Paulus, Hatcher, Van Beber, Gorman, Rinewalt, Gouwens, Miles, Vanderhoof, Martin, Sacken, Moreland, Garrison, Haigler-Robles, Freeman, Mechkna, Clark, Flahive, Solomon, Greer, Vigeland, Nichols, Reynolds, Wilson, Becker, Fort, Pohl, Raessler and Oberkircher. Senators not in attendance included Comer, Cross, Davis, Gudmudson, Cagle and Van Beber.

APPROVAL OF MINUTES FROM SEPTEMBER 7, 1995

The minutes were approved.

ANNOUNCEMENTS--CHAIR SALLY FORTENBERRY

Chair Fortenberry introduced Heather Hogan, the reporter from the Skiff. Information regarding being quoted during Faculty Senate Meetings was held. Further information pertaining to this issue will be provided at the next meeting.

The Office of Campus Life reconfirmed that the Dean of Campus Life no longer verifies individual, student absences. Senator Paulus stated that for large classes, verification of absences is an issue. Senator Grant added while he appreciates the concept of placing the responsibility on the student it is difficult to verify an excused absence in large classes. The executive committee will address this with the Dean of Campus Life who is interested in the faculty viewpoint on the issue.

The Discrimination Policy which was passed at our last meeting is in the process of being reviewed by John Weis (Director of Human Resources) and the university attorney.

Past-Chair Franzwa announced that he did meet with the tenure-track faculty and discussed the mentor and peer advisory processes. Approximately 20% of the tenure-track faculty attended. Information presented at the meeting is being mailed to all tenure-track faculty who were not able to attend.

Past-Chair Franzwa also stated that the Office of Institutional Effectiveness will conduct a survey through UCLA and then this information will be analyzed and presented to the executive committee of the senate and the faculty at large.

NEW BUSINESS

MS. PAT JOLLEY, DIRECTOR OF COMPENSATION

Ms. Pat Jolley, Director of Compensation addressed questions from the senate regarding employee classifications. Information on employee classifications was compiled by Ann Sewell, Associate Vice-Chancellor of Finance and Business and presented to the Senate. Chair Fortenberry reviewed these materials and summarized that the classifications for employees between peer universities are not consistent. Attachment C (see attached) presents the ranges of classification for peer universities. Attachment D (see attached) presents the TCU's job code number system.

Pat Jolley is responsible for employee classification and addressed questions from the senate. Senator Franzwa asked if TCU's number of faculty is 406 where the peer average is 428-599? If this is the case, does this indicate that TCU is below the average and is not included in the range as compared to our peer groups? Pat Jolley stated that the ideal would be to have consistent definitions on job classifications, however, this is not the case. Also, several private institutions do not supply information for these types of studies. Therefore, comparisons are very difficult to make.

Senator Becker asked if it would be possible to achieve information regarding categories of classifications over time specific to TCU. In other words, has the number of administrative positions grown at a faster rate than faculty. Senator Jenkins asked if the break-down of job classifications could be done similar to our peer universities. Pat Jolley stated that the break-downs could be changed, however, since the definitions are not consistent, the comparisons still lack validity.

Senator Martin asked if there is a comparable system of breakdown for all categories of classifications like that which is done for faculty. Pat Jolley responded affirmatively.

Senator Fort stated that it appears that we have a category problem rather than a problem in the number of administration. The past two years has been spent in increasing the number of faculty to resolve our shortage problem.

Senator Franzwa stated that our category of faculty combines full and part time faculty into FTE's rather than dividing these categories. It appears that the number of full-time faculty that TCU has is even less than the range and average of peer universities. It appears that we are approximately 28 faculty less than peer universities. John Weis, Director of Human Resources, stated that the populations of categories are also different and that percentages are more accurate figures.

Senator Infantino stated that perhaps a comparison of number of full-time faculty to student ratio within each one of our peer universities would be helpful information and would be more helpful to our cause to increase the number of faculty at TCU. Institutional Effectiveness probably would have this information according to Pat Jolley. Senator Grant

stated that we should focus upon faculty rather than the number of administrators or general staff.

Chair Fortenberry thanked Ms. Jolley on behalf of the Faculty Senate.

MR. DON PALMER, REPORT ON THE AMERICAN DISABILITIES ACT

Mr. Palmer stated that ADA is an anti-discrimination law that is an extension of our civil rights policies. Removable architectural barriers and good faith effort in doing so are important concepts in working with this act. Several buildings on campus have been updated to meet ADA standards and the process is on-going.

ADA is an extensive document which states how to handle protrusions in hallways for example. Many barriers have been removed and/or changed on our campus. Chair lifts and elevators is another important issue. Currently, an architect is studying Reed Hall to see what can be done to this building (either an elevator or chair-lift).

Readily achievable is a term used in the ADA document. This means that if a change cannot physically occur or if there is significant financial constraints, then ADA allows for these exceptions. One example at TCU is that we do not have parking lots which are building specific, therefore, parking distances do not meet ADA regulations and this is not solvable in the near future. Good faith effort means reasonable accommodations have been obtained.

In 1990, TCU did conduct an audit of all of our buildings including a cost analysis to upgrade the campus to ADA standards. Work orders have been prioritized and changes are constantly being made. Many of these changes are expensive and therefore a systematic approach has been assigned to each item.

Senator Tucker asked if the elevator to Reed Hall is a priority and if this project ties into the proposed renovation to the Student Center. Mr. Palmer stated that no architect has been hired for the Student Center and therefore the elevator to Reed will be a separate entity. The Reed Hall elevator is a priority at TCU. Cost analysis and design considerations are being investigated. The study has been contracted out and it is Mr. Palmer's impression that it is a priority, however, it is not known how quickly this project will be accomplished.

Chair Fortenberry thanked Mr. Palmer on behalf of the Faculty Senate.

RESOLUTION FOR INTERNATIONAL STUDENT HOUSING

Senator Tucker explained that international students who come to TCU have had difficulty in finding housing. With the emphasis upon drawing international students to TCU, a method of making University-owned housing available to international students unfamiliar with the area would be an asset. This year TCU admitted 35 international graduate students. Therefore the following resolution is presented:

The Faculty Senate requests that the administration give priority to international graduate students in the rental of some of its off-campus housing.

Senator Fort, Senator Vanderhoof and Senator Tucker voiced support for this resolution stating that it supports the university's global initiative.

The resolution passed.

ACADEMIC EXCELLENCE COMMITTEE, Senator Infantino, Chair

Senator Infantino presented the following for discussion:

Proposal: Any student wanting to add a class during the second week of classes shall be required to obtain the signature of the instructor. Senator Greer expressed concern over the availability of a part-time faculty member to get a signature. Senator Hatcher affirmed this concern that sometimes students discover that they are in the wrong level of course and need to make a change later than desired. This proposal may make it more difficult for students to make schedule changes.

Senator Kucko stated that the control for schedule changes use to be in the hands of the departments but that this was changed to make schedule changes easier for students and to place the responsibility in the student's hands. Senator Infantino stated that by getting a signature, this will require freshmen to meet the faculty member, get the syllabus and understand the importance of attending class. Senator Martin asked if we could find out how large a problem this is. Senator Infantino responded that the committee will investigate this issue further.

OLD BUSINESS

None

MEETING ADJOURNED at 5:00 p.m.

Submitted by:

A handwritten signature in cursive script, reading "Jane Kucko", is written over a horizontal line.

Jane Kucko, Secretary

Institutional Staff 1994-95
Full-Time Employees as Reported to
Independent Colleges and Universities of Texas (ICUT)

	PEER AVERAGE	PEER RANGE
Faculty	503	428-599
Chief Administrative	20	14-26
Other Administrative	83	62-108
Other Professional	328	18-574
Non-Professional Salaried	259	0-430
Hourly	368	285-531
Other	7	

TCU's Job Code Numbering System

In 1974 TCU adopted a job code numbering scheme developed by the National Center for Educational Statistics. This system is defined in a publication titled *A Manual for Budgeting and Accounting for Manpower resources in Postsecondary Education*. This same numbering scheme is used in the EEO-6 reports. These job codes are assigned based on whether a job is exempt or nonexempt according to the Fair Labor Standards Act guidelines and the specific responsibilities assigned to the position. The following is a brief description of how each number series is used.

1000 - Executives, administrators and managerial exempt staff with supervisory responsibilities.

2000 - Faculty

3000 - Other exempt staff employed for the purpose of academic support with no supervisory responsibilities.

4000 - Nonexempt technical staff

5000 - Nonexempt clerical and secretarial staff

6000 - Nonexempt skilled craft staff

7000 - Nonexempt service/maintenance staff

**THE FACULTY SENATE OF
TEXAS CHRISTIAN UNIVERSITY**

**A Summary Sheet of the Minutes from September 7, 1995
(Complete Minutes are Enclosed)**

- The following items were distributed to the Senate and are included with the Minutes:
 - The Faculty Senate Roster
 - The Senate Calendar
 - Senate Committee Assignments
 - University Committee Assignments

- Ken Morgan of the University Retirement, Insurance and Benefits Committee presented a report to the Senate. Significant progress in improving service while decreasing costs has been completed.

- Sharon Hudson, Chair of the Benefits Committee of the office Staff Personnel Council presented a motion which requests that the Faculty Senate investigate retirement benefit equalization. **The following Senate Motion passed:**

Senator Tucker moved that the Senate support the request from the Benefits Committee of the Office Staff Personnel Council to have the RIB Committee investigate retirement equalization and to report to the Senate. The motion passed.

- Chair Fortenberry presented the proposed Non-discrimination policy to the Senate. The Senate Executive Committee moved to recommend that this policy be accepted. **The motion passed.**

- Further Issues that will be investigated by the Senate:
 - The comparison of percentages of university administration, staff and faculty
 - The status of the proposal to renovate Reed Hall
 - The need for a faculty survey

**TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE**

**FACULTY CENTER, REED HALL
October 5, 1995**

Meeting Agenda

Approval of Minutes from September 7, 1995

Announcements (Sally Fortenberry, Chair)

New Business

Ms. Pat Jolley, Director of Compensation
Report on Employee Classifications

Mr. Don Palmer
Report on the American Disabilities Act (ADA) and TCU
Compliance

Resolution Presented by Senator Spencer Tucker

The Faculty Senate requests that the administration give priority to international graduate students in the rental of some of its off-campus apartment housing.

Report from the Academic Excellence Committee by Senator Infantino, Chair

Old Business

Other

FR: FACULTY SENATE
P. O. BOX 30791

TO: WILLIAM H. KOEHLER
P.O. BOX 30788

**TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE MINUTES**

September 7, 1995

The Faculty Senate of Texas Christian University met at 3:30 p.m. on September 7, 1995 in the Faculty Center of Reed Hall with Chair Sally Fortenberry presiding. Senator members present included: Infantino, Franzwa, Grant, Trachtenberg, Kucko, Tucker, Jenkins, Hatcher, Van Beber, Gorman, Rinewalt, Gouwens, Miles, Vanderhoof, Martin, Sacken, Davis, Gudmundsen, Moreland, Garrison, Freeman, Meckna, Clark, Flahive, Solomon, Greer, Vigeland, Nichols, Reynolds, Cagle, Wilson, Becker, Fort, and Pohl. Senators not in attendance included Paulus, Comer, Cross, Haigler-Robles, Raessler and Oberkircher.

APPROVAL OF MINUTES FROM MAY 4, 1995

Senator Vigeland moved that the minutes be approved with Senator Franzwa seconding the motion. The minutes were approved.

ANNOUNCEMENTS

Senator Fortenberry made the following announcements:

The Fall Faculty Assembly will be held Tuesday, September 12 in Moudy 141 North. A full agenda is planned and everyone is encouraged to attend.

A get-together for untenured faculty on September 26, 1995 in Dan Rogers Hall 134 at 3:30 p.m. is planned. All tenure-track faculty have been invited for this question/answer session. Past Chair-Gregg Franzwa will preside and will inform the faculty of the mentoring and peer advisor groups as well as other helpful information. Senators should encourage their faculty to attend.

Student assistance will be available during the committee and senate meetings.

Heather Hogan is our Skiff Reporter for the semester.

A calendar of senate activities was distributed (see attached). Please note the due date for having items placed on the senate agenda.

NEW BUSINESS

Introduction of Senators

Secretary Kucko asked that all senators introduce themselves to the senate. Senator Kucko announced that the senate handbook is currently under revision and will be distributed to all senators once it is completed.

Distribution of Committee Charges

Senator Vigeland presented a revised list of university committee assignments (see attached). Some changes have occurred as a result of changes in faculty assignments.

A Faculty Senate Roster, senate committee assignments and charges were distributed (see attached). The committee assignments were based upon senator choices whenever possible. Upon occasion, some changes in preferences had to be made to ensure balance to committee assignments.

Update on Retirement, Insurance, Benefits Committee from Dr. Ken Morgan, Chair

Dr. Morgan presented an update on the work of this committee. The following is the report by Dr. Morgan:

"What a difference a year makes. After years of frustration by many former members and chairs of the RIB committee, I came to the Senate and asked for support in seeking more input and participation in the decision making process that affects all of the TCU family. The Senate responded with a resolution of support and I can now honestly say that the administration, particularly, Vice-Chancellor Ed Biven reacted in a positive way. I am happy to announce that I have been fully involved in the negotiations for our new health and dental plan which will be announced at the faculty assembly next Tuesday after the RIB committee has had a chance to review and hopefully approve our recommendations."

"Our goals were to make sure we did not lose benefits, provide continuity of service, expand our selection of doctors, maintain a cap on present and future cost for all current and past employees and use provided competition to our advantage. A total of 5 health insurance providers responded with a second and a third bid in response to the competition. The results of these bids and a recommendation will be passed on to the RIB committee for review tomorrow at 2:00 pm."

"The nice part of this is that I can at least say, there should be no increases in health care cost for anyone at TCU or for any of our retired employees for 1996. And, if there are decreases, they will be for everyone insured through TCU."

"Why?"

- "• We have experienced a better than average track record on medical expenses.
- The Dallas/Fort Worth area is experiencing competition for health care plans.
- Working together for established common goals."

Dr. Ken Morgan also announced that the new Director of Human Resources is John Weiss from the University of the Pacific. Director Weiss will join TCU October 1, 1995.

Sharon Hudson, chair of the Benefits Committee of the Office Staff Personnel Council (OSP) and Mary Lane, Past OSP chair presented general staff concerns to the senate. The following is Ms. Hudson's report:

"I am Sharon Hudson and I am Chair of the Benefits Committee of the Office Staff Personnel Council, that represents all General Staff employees. With me today, is Mary Lane, past OSP chair and a member of my committee. I'd like to thank Sally Fortenberry and Ken Morgan for allowing me to share with you General Staff concerns regarding retirement benefits at TCU."

"The Benefits Committee was asked by the OSP Council to examine the retirement benefits currently offered to the General Staff. When we started to explore the issue, it led to several conversations with different administrators. At their suggestions, we did two surveys. One survey was of universities similar to TCU in enrollment and educational mission. Out of the 12 surveyed, 10 schools offered the same benefits to all their employees, regardless of their exempt or non-exempt status. Only Baylor and TCU distinguished between its groups of employees."

"We conducted a second survey of the 650 General Staff of TCU seeking their input, their understanding about the retirement benefits they receive and their major concerns regarding those benefits. Of the 250 surveys returned General Staff members stated that improvement in retirement benefits was the number one change they would like to see made."

"All our study and research has lead us to two conclusions:

1. We believe that employees with different skills, experience, and education should be compensated at different salary levels that reflect and honor those differences--and that health and retirement benefits should be equal for all employees.
2. We also believe that the firm financial base at TCU could support an adjustment and even equalization without penalizing anyone.

We have come to this Faculty Senate to seek your support in this issue. We know there is strength in numbers and in seeking alliances with other concerned groups--especially this group that has been so effective in communicating and working with the administration."

"Therefore, we would ask that the Faculty Senate have the RIB Committee study this issue so that they may return with a resolution or recommendation for the improvement in the General Staff retirement benefits, and this issue could then be presented to the Administration."

"Thank you for your time and your concern. I deeply appreciate this opportunity to speak with you. If you have questions, Mary Lane and I will be glad to answer them."

Senator Freeman asked if the Harris Plan is receptive to change and improving their services. Dr. Morgan responded affirmatively. He added that there will be complete cooperation between the RIB committee, the University and the insurance companies and that there will be several informative meetings for faculty and staff.

Senator Tucker moved that the Senate support the request from the Benefits Committee of the Office Staff Personnel Council to have the RIB Committee investigate retirement equalization and to report to the Senate. Senator Becker seconded the motion which passed.

Chair Fortenberry thanked the presenters on behalf of the senate.

Discussion Regarding the Peer Advisors and Mentors

Senator Franzwa presented the list of Peer Advisors and Mentors. Peer Advisors is a group of volunteers who will advise individuals who are involved in a sexual harassment and/or discrimination issues. Mentors are also volunteers who serve as advisors to faculty regarding professional development and tenure and promotion issues. Senators were encourage to contact Senator Franzwa if they know of any other individuals who may be interested in serving in one of these capacities.

Senator Fortenberry asked if any guidelines will be developed for the Peer Advisors and Mentors and Senator Franzwa responded affirmatively.

OLD BUSINESS:

Non-discrimination Policy

Chair Fortenberry presented the Non-discrimination Policy to the senate. Senator Grant inquired as to the origins of the policy. Chair Fortenberry responded that this is a document specific to discrimination policies for faculty. Although there is such a policy for general staff, there are often different circumstances for faculty and therefore a separate policy has been developed.

The Senate Executive Committee moved that the Non-discrimination Policy be approved. The motion passed.

OTHER BUSINESS

Faculty member Dr. Joe Bobich presented a chart which showed a comparison between the percentages of full-time equivalent faculty, university and general staff and administration (see attached). The information was provided by Susan Campbell of Institutional Research. Senators Becker and Tucker requested that this information be studied further.


Senator Franzwa inquired as to whether or not the faculty would be interested in participating

in a survey that would allow faculty to respond to various issues regarding the academic and community setting of TCU. Senator Martin asked if the results from a prior survey are available for review. Senator Greer stated that he believed similar results are available based upon his work with the SAC accreditation. This issue will be investigated further prior to running another survey.

Senator Tucker asked is there had been any progress on the proposal to renovate Reed Hall to include an elevator. He requested that a report on the progress of the motion be presented to the senate.

The meeting adjourned at 5:00 p.m.

Respectfully submitted,



Jane Kucko, Secretary

**FACULTY SENATE ROSTER
1995-96**

Sally Fortenberry	DEFA	Chair	32869	Ext. 6327
Gregg Franzwa	PHIL	Past Chair	30781	Ext. 6373
Jane Kucko	DEFA	Secretary	32869	Ext. 6752
Kathleen Martin	EDEL	Chair-elect	32925	Ext. 6774
Bob Vigeland	ACCT	Assistant Secretary	32868	Ext. 7215

ADDRAN HUM

Stephen Infantino	MOLA	1996
Gregg Franzwa	PHIL	1997
C. David Grant	RELI	1998
Stan Trachtenberg	ENGL	1998

ADDRAN SS

Spencer Tucker	HIST	1996
Sally Fortenberry	DEFA	1997
David Jenkins	SOWO	1997
Jane Kucko	DEFA	1998

ADDRAN NS

James Comer	COSC	1996
Rhonda Hatcher	MATH	1996
Anne VanBeber	NTDT	1996
Mary Ann Gorman	NTDT	1997
Dick Rinewalt	COSC	1997
David Cross	PSYC	1998
Pat Paulus	BIOL	1998

BRITE

David Gouwens	1996
	1997
Rebekah Miles	1998

SCHOOL OF ED

Bill Vanderhoof	EDFA	1996
Kathleen Martin	EDEL	1997
Mike Sacken	EDFA	1998

HARRIS COLLEGE

Gail Davis	1996
Anne Gudmundsen	1997
Alison Moreland	1998

FINE ARTS AND COMM

Ellen P. Garrison	BAMD	1996
Ginger Clark	RTVF	1996
Lynn Flahive	COSD	1997
Judy Solomon	MUSI	1997
John Freeman	RTVF	1998
Susan Haigler-Robles	MODA	1998
Michael Meckna	MUSI	1998

SCHOOL OF BUSINESS

Robert Vigeland	ACCT	1996
Don Nichols	ACCT	1997
Bob Greer	MANA	1998

AT LARGE MEMBERS

Chuck Becker	ECON	1996
Andrew Fort	RELI	1996
Bill Pohl	MOLA	1996
Rhonda Keen-Payne	NURS	1997
Ken Raessler	MUSI	1997
Sherrie Reynolds	EDUC	1997
Carolyn Cagle	NURS	1998
Fred Oberkircher	DEFA	1998
Curt Wilson	MUSI	1998

COMMITTEE CHAIRS 1995-96

Academic Excellence:

Stephen Infantino

Committee on Committees:

Rhonda Hatcher

Role and Function:

Carolyn Cagle

Student Relations:

Fred Oberkircher

Tenure, Promotion & Grievance:

Mike Sacken

THE FACULTY SENATE

CALENDAR FOR 1995-96 ACADEMIC YEAR

1995

September 7 Faculty Senate Meeting
 September 14 Committee Meetings
 September 21 Exec. Comm. Meeting &
 Notification of
 motions/agenda items to
 Jane Kucko (X7499)

September 28 Exec. Committee
 Meets with Provost
 Koehler

October 5 Faculty Senate Meeting
 October 12 Committee Meetings
 October 19 Exec. Comm. Meeting &
 Notification of
 motions/agenda items to
 Jane Kucko.

October 26 Exec. Committee
 Meets with Provost
 Koehler

November 2 Faculty Senate Meeting
 November 9 Committee Meetings
 November 16 Exec. Comm. Meeting &
 Notification of
 motions/agenda items to
 Jane Kucko.
 November 23 Thanksgiving

December 7 Faculty Senate Meeting
 December 14 Committee Meetings
 December 21 Tentative Exec.
 Committee Meeting

1996

January 4 Exec. Comm. Meeting
 January 11 Exec. Committee
 Meets with Provost
 Koehler

February 1 Senate Meeting
 February 8 Committee Meeting
 February 15 Exec. Comm. Meeting &
 Notification of
 motions/agenda items to
 Jane Kucko.
 February 22 Exec. Committee Meetings
 with Provost Koehler.

March 7 Senate Meeting
 March 14 Committee Meetings
 March 21 Exec. Comm. Meeting &
 Notification of
 motions/agenda items to
 Jane Kucko.
 March 28 Board of Trustees Meeting

April 4 Senate Meeting
 April 11 Committee Meetings
 April 18 Exec. Comm. Meeting &
 Notification of
 motions/agenda items to
 Jane Kucko.
 April 25 Exec. Committee Meetings
 with Provost Koehler.

May 2 Senate Meetings
 May 9 Committee Meetings
 May 16 Exec. Comm. Meeting
 May 23 Exec. Committee Meeting
 with Provost Koehler.

SENATE COMMITTEE CHARGES FOR 1995-96

ACADEMIC EXCELLENCE

COMMITTEE MEMBERS: Stephen Infantino, Chair.

David Cross, Andy Fort, John Freeman, Sherri Reynolds, Dick Rinewalt, Anne VanBeber.
Kathleen Martin, Liaison.

STANDING CHARGES:

1. To maintain interest in and awareness of all policies, procedures, programs, and goals that affect the academic excellence of the University.
2. Study and advise the Faculty Senate on requests concerning academic matters forwarded by the Student House of Representatives.
3. In conjunction with the University Library Committee, monitor the status of library resources.
4. Meet with the Student House of Representatives' Academic Excellence Committee at least annually to track issues of concern for University Students.

SPECIFIC CHARGES:

1. To analyze the purposes, effectiveness and alternatives of the Freshman Seminars on the retention of Freshman Students.
2. Examine grade inflation.
3. Follow up and bring closure on the following issues that have been pending for 2 or more years:
 - a. Final Exam Policy - as revised and passed by the Senate
 - b. Consistent University Calendar relative to the period to withdraw from class without penalty.

SENATE COMMITTEE CHARGES 1995-96
COMMITTEE ON COMMITTEES

COMMITTEE MEMBERS: Rhonda Hatcher, Chair.

James Comer, Gail Davis, Mary Ann Gorman, Judy Solomon, Stan Trachtenberg, David Gowens.
Bob Vigeland, Liaison.

STANDING CHARGES:

1. Represent the interests of the faculty in the structure, functions, and membership of University Committees.
2. Review university committees to determine if (1) existing committees are necessary; (2) their charge, membership, and administrative oversight are appropriate; and (3) new committees are needed.
3. Working jointly with the Executive Committee, nominate candidates for senate offices, with the goal of providing more than one candidate for each position.
4. Nominate the membership of all university committees.

SPECIFIC CHARGES:

1. Work with Vice Chancellor Don Mills to recommend necessary changes in the university judicial system that would permit elimination of the University Court.
2. Develop and recommend procedures for allocating tasks to standing committees before establishing ad hoc committees.
3. Explore the need to develop a procedure for quantitatively evaluating all levels of service conducted by faculty.
4. Increase Brite faculty participation on university committees.
5. Follow up and bring closure on the following issues that have been pending for 2 or more years:
 - a. procedure for giving input on structure and charge to UCR committee.

SENATE COMMITTEE CHARGES 1995-96

ROLE & FUNCTION

COMMITTEE MEMBERS: Carolyn Cagle, Chair.

Ginger Clark, Anne Gudmundsen, Alison Moreland, Bill Vanderhoof, Bob Greer, Ellen Garrison, Bill Pohl. Sally L. Fortenberry, Liaison.

STANDING CHARGES:

1. Monitor the structure and functions of the Faculty Senate and Senate committees and recommend changes that will improve their effectiveness in University Governance.

SPECIFIC CHARGES:

1. To evaluate and revise the current Faculty Organization Constitution and Bylaws; and present recommended changes for vote by mail ballot to the Faculty Assembly.
2. Follow up and bring closure on the following issues that have been pending for 2 or more years:
 - a. Make up and guidelines for election to University Council
 - b. Make up and guidelines for election to Undergraduate Council
 - c. Make up and guidelines for election to Graduate Council
 - d. Make up and election of UCR Committee
 - e. Make up and election of Budget & Finance Committee (can this change be forwarded for a vote of full faculty assembly?)
 - f. Peer Advisors & Mentors as AdHoc Committee need to be listed somewhere

SENATE COMMITTEE CHARGES 1995-96

STUDENT RELATIONS

COMMITTEE MEMBERS: Fred Oberkircher, Chair
Lynn Flahive, Ken Raessler, C. David Grant, Spencer Tucker, Curt Wilson, Mike Meckna.
Sally Fortenberry, Liaison.

STANDING CHARGES:

1. Represent the Faculty Senate on matters involving student concerns.
2. Meet with the officers of the Student House of Representatives at least annually to track issues of concern to the student community of the University.

SPECIFIC CHARGES:

1. Meet with the Student House of Representatives to discuss their agenda and issues for this academic year.
2. Investigate the procedure for initiating exit interviews for students leaving the campus prior to their graduation.
3. Follow up and bring closure on the following issues that have been pending for 2 or more years:
 - a. determine status of Frog Finders based on student input
 - b. determine status of revision of Academic Conduct Policy
 - c. revisit grade inflation issue in conjunction with Academic Excellence Committee

SENATE COMMITTEE CHARGES FOR 1995-96
TENURE, PROMOTION, & GRIEVANCE

COMMITTEE MEMBERS: Mike Sacken, Chair.
David Jenkins, Rebekah Miles, C.A. Quarles, Don Nichols, Susan Haigler-Robles.
Jane Kucko, Liaison.

STANDING CHARGES:

1. Monitor the operations of the University policies on tenure and promotion as set forth by the Handbook for TCU Faculty and University Staff.

SPECIFIC CHARGES:

1. Develop a procedure for the university to be able to maintain the vita and supporting materials for all faculty denied tenure and/or promotion
2. Determine procedure on submission of Tenure & Promotion materials with regards to all letters from review committees or groups being sent forward to the University Advisory Committee.
3. Follow-up and bring closure on the following issues that have been pending for 2 or more years:
 - a. Addition of Statement from AAUP Policy Document to Section IIB, No. 4 of TCU Tenure Policy

SENATE COMMITTEE CHARGES FOR 1995-96

BUDGET AND FINANCE COMMITTEE

COMMITTEE MEMBERS: Chuck Becker (1 yr), Pat Paulus (3 yrs), Sanoa Hensley (2 yrs), Joe Bobitch (2 yrs), Gregg Franzwa, Liaison (3 yrs).

STANDING CHARGES:

1. Participate in an advisory capacity in the formulation of budgetary priorities and allocations for the University.
2. Serve as a channel of communication between faculty and administration concerning financial issues.

SPECIFIC CHARGES:

1. Continue effort to gain earlier consultation and more input on budget. Request for administration and trustee priorities and endowment goals.
2. Establish progress on master plan and development campaign.
3. Investigate the cost/benefit factors related to discontinuing the use of Social Security numbers for student/faculty identification purposes.

UNIVERSITY COMMITTEES
1995-1996

1. Academic Appeals

Anne M. Lind, Chair	(1996)	H. Kirk Downey
Cyril Thomas Nute	(1996)	Wanda B. Olson
Jane M. Kucko	(1997)	Ellen M. Graham (student)
William E. Pohl	(1997)	Krista M. Nuttall (student)
Joseph R. Jeter	(1998)	Christopher D. Smith (student)
Carol Ann Stephenson	(1998)	
Richard J. Allen	(2000)	

Administrative Oversight: Provost/Vice Chancellor for Academic Affairs

2. Academic Computing

James R. Comer, Chair	(1997)	Jean O. "Robin" Mayne, <u>ex off.</u>
Leo W. Newland	(1996)	Richard O. Yantis, <u>ex off.</u>
Gerald L. Gabel	(1998)	James L. Fullerton (student)
Mary Ann Gorman	(1998)	Aashish R. Patel (student)
Peng Fan	(1999)	Sharon E. Selby (student)
Andre P. Mazzoleni	(1999)	
Susan E. Anderson	(2000)	
Jane M. Mackay	(2000)	
Myra L. Moore	(2000)	

Administrative Oversight: Provost/Vice Chancellor for Academic Affairs

3. Animal Care and Use

Timothy W. Barth, Chair	(1997)	John L. Butler
Wayne J. Barcellona	(1996)	Doctor of Veterinary Medicine, <u>ex off.</u>
C. Magnus Rittby	(1997)	Jan M. Fox, <u>ex off.</u>
Mauricio R. Papini	(1999)	Joseph W. Helmick, <u>ex off.</u>
N. Ray Remley	(1999)	

Administrative Oversight: Provost/Vice Chancellor for Academic Affairs

4. Compliance and Affirmative Action

Claudia V. Camp, Chair	(1996)	John L. Butler
Linda S. Moore	(1997)	Ruben D. Chanlatte
Carolyn R. Durham	(1998)	Robert P. Garwell
Cynthia Lowry	(1999)	Patricia A. Henry
Carol Y. Thompson	(1999)	Sandra J. Tobias
Andrew O. Fort	(2000)	Darron J. Turner
		Sharon E. Barnes, <u>ex off.</u>
		Kevin T. Arceneaux (student)
		Courtney P. Thornton (student)
		Robert E. Wolf (student)

Administrative Oversight: Vice Chancellor for Administrative Services

5. Evaluation

Art B. Busbey, Chair	(1999)	Larry E. Kitchens
Gregory K. Stephens	(1996)	Dolores M. Oelfke
Etta M. Miller	(1998)	Barbi E. Barrow (student)
Mary Susan Haigler-Robles	(1999)	Daniella Y. Geleva (student)
Donald W. Jackson	(1999)	Colby D. Siratt (student)
Rojann R. Alpers	(2000)	
Steven B. Breese	(2000)	
Bernadette A. Szajna	(2000)	

Administrative Oversight: Provost/Vice Chancellor for Academic Affairs

* Faculty Grievance (see Mediators)

6. Honors Council

Gregg E. Franzwa, Acting Chair	(1999)	Kathryne S. McDorman, <u>ex off.</u>
Anantha S. Babbili	(1996)	Lisa A. Cooper (student)
Charles M. Becker	(1996)	Iana I. Konstavtina (student)
Keith C. Odom	(1996)	Elaine A. Willey (student), <u>ex off.</u>
Ted E. Klein	(1997)	
Edward M. McNertney	(1998)	
Robert S. Doran	(1999)	
Carroll A. Quarles	(1999)	
Lazelle E. Benefield	(2000)	
Rudolf B. Brun	(2000)	
Roger C. Pfaffenberger	(2000)	
J. Ronald Shearer	(2000)	

Administrative Oversight: Provost/Vice Chancellor for Academic Affairs

7. Honors Week

Margaret B. Thomas, Chair	(1998)	Barbara B. Herman
Linda K. Hughes	(1996)	Kristen M. Kirst
Sheila M. Allen	(1997)	Ma'Lisa Laidlaw
Andrew Paquet	(1997)	Kathryne S. McDorman, <u>ex off.</u>
Bruce N. Miller	(1998)	Alison Trinkle, <u>ex off.</u>
Robert S. Doran	(1999)	Teodora B. Donevska (student)
Barbara M. Raudonis	(1999)	Shawn P. Groves (student)
Donald W. Jackson	(2000)	Sarah M. Paxson (student)
Alison F. Moreland	(2000)	

Administrative Oversight: Provost/Vice Chancellor for Academic Affairs

8. Institutional Biosafety

David R. Cross, Chair	(1999)	Jan M. Fox, <u>ex off.</u>
Francis X. Pizza	(1996)	Joseph W. Helmick, <u>ex off.</u>
C. Magnus Rittby	(2000)	

Administrative Oversight: Provost/Vice Chancellor for Academic Affairs

9. Instructional Development

Carolyn Spence Cagle, Chair	(1996)	Larry D. Adams, <u>ex off.</u>
Nadia M. Lahutsky	(1998)	Larry E. Kitchens, <u>ex off.</u>
Kathleen A. Martin	(1998)	Heather D. Beckham (student)
Joan S. Aker	(1999)	Julie E. Jackson (student)
William W. Ray	(1999)	Colby D. Siratt (student)
William H. Vanderhoof	(1999)	
Ralph G. Carter	(2000)	

Administrative Oversight: Provost/Vice Chancellor for Academic Affairs

10. Intercollegiate Athletics

William H. Beezley, Chair	(1996)	Carolyn J. Dixon, <u>ex off.</u>
Kenneth R. Raessler	(1997)	Joseph W. Helmick, <u>ex off.</u>
James W. Riddlesperger	(1998)	Frank R. Windegger, <u>ex off.</u>
Michael R. Butler	(1999)	Elizabeth A. Baird (student)
Roger C. Pfaffenberger	(1999)	Clint E. Brumble (student)
Ginger F. Clark	(2000)	Tory D. Pietzch (student)
Henry J. Patterson	(2000)	

Administrative Oversight: Provost/Vice Chancellor for Academic Affairs

11. International Students

Morrison G. Wong, Chair	(1997)	Carol Ann Lane
Yumiko Keitges	(1997)	Audrey V. Vanderhoof
Peng Fan	(1998)	Al C. Mladenka, <u>ex off.</u>
Yushau Sodiq	(1998)	Susan I. Banzer (student)
Charles F. Bond	(1999)	Iana I. Konstantinova (student)
In-Mu Haw	(1999)	Margaret A. Maxey (student)
		Ralph Goedderz (student) <u>ex off.</u>

Administrative Oversight: Vice Chancellor for Student Affairs

12. Library

Ronald B. Flowers, Chair	(1996)	Larry D. Adams, <u>ex off.</u>
Keith C. Odom	(1996)	K. June Koelker, <u>ex off.</u>
Kenneth R. Stevens	(1996)	Robert A. Seal, <u>ex off.</u>
John P. Freeman	(1997)	Lisa A. Cooper (student)
Jane M. Mackay	(1998)	Teodora B. Donevska (student)
Joseph C. Britton	(1999)	Thomas R. Kunkel (student)
Ellen Page Garrison	(1999)	Edward H. Pine, Jr. (student)
John Touliatos	(2000)	
Stephen Weis	(2000)	

Administrative Oversight: Provost/Vice Chancellor for Academic Affairs

13. Mediators (Faculty Grievance)

Linda K. Hughes, Chair	(1996)
Geraldine F. Dominiak	(1999)
Don M. Coerver	(2000)
C. David Grant	(2000)
Stuart A. Youngblood	(2000)

Administrative Oversight: Provost/Vice Chancellor for Academic Affairs

14. Research and Creative Activities

Gail C. Davis, Chair	(1996)	Joseph W. Helmick, <u>ex off.</u>
Joel B. Mitchell	(1997)	
Fred R. Erisman	(1998)	
Susan Douglas Roberts	(1998)	
Tadeusz W. Zerda	(1998)	
Mauricio R. Papini	(1999)	
Lee A. Daniel	(2000)	
Vinod K. Jain	(2000)	
Gene A. Smith	(2000)	

Administrative Oversight: Provost/Vice Chancellor for Academic Affairs

15. Retirement, Insurance and Benefits

Ken M. Morgan, Chair	(1998)	Janet E. Becan
Betty S. Benison	(1997)	Richard T. Bryan
Susan L. Harrington	(1998)	Roger W. Fisher
Luther B. Clegg	(1999)	Cheri C. Massey
Donald R. Nichols	(1999)	Leo W. Munson
N. Ray Remley	(1999)	Linda J. Parish
Danna E. Strength	(1999)	John S. Terrell
David W. Sloan	(2000)	Sharon E. Barnes, <u>ex off.</u>
Yushau Sodiq	(2000)	M. Kathryn Nichols, <u>ex off.</u>

Administrative Oversight: Vice Chancellor for Administrative Services

16. Safeguards in Human Research

Alice L. Gaul, Chair	(1996)	Jan M. Fox, <u>ex off.</u>
Joel B. Mitchell	(1996)	Joseph W. Helmick, <u>ex off.</u>
Penny W. Moore	(1996)	
Nancy B. Meadows	(1997)	
Ellen Page Garrison	(1999)	
Francis X. Pizza	(1999)	
Carol Jean Pope	(1999)	
Joan S. Aker	(2000)	

Administrative Oversight: Provost/Vice Chancellor for Academic Affairs

17. Scholarship and Financial Aid

Blaise J. Ferrandino, Chair	(1997)	Douglas J. Simpson
Jeffery L. Coffey	(1996)	Emma K. Baker, <u>ex off.</u>
Thad A. Duhigg	(1998)	Sarah M. Paxson (student)
John R. Burton	(1999)	Rebecca J. Pretz (student)
		Julie A. Street (student)

Administrative Oversight: Provost/Vice Chancellor for Academic Affairs

18. Student Conduct and Grievance

Sanoa J. Hensley, Chair	(1997)	Christi G. Campbell (student)
Lynn K. Flahive	(1997)	Martin S. Graul (student)
Donal M. Sacken	(1997)	Stacey E. Holmes (student)
Douglas A. Newsom	(1998)	Michael C. Moore (student)
Donald R. Nichols	(1998)	Allison D. Wrobel (student)
Michael R. Butler	(1999)	
Patricia A. Paulus	(1999)	
Marinda E. Allender	(2000)	
Arturo C. Flores	(2000)	
Peggy W. Watson	(2000)	

Administrative Oversight: Vice Chancellor for Student Affairs

19. Student Organizations

Kenneth T. Lawrence, Chair	(1997)	Rick D. Barnes
David A. Jenkins	(1997)	Robert P. Garwell
Billie S. Anderson	(1999)	Steven J. Kintigh
Sally L. Fortenberry	(1999)	Ginger Nicholas
Lark F. Caldwell	(2000)	Sandra J. Ware
Pat T. Kinkade	(2000)	Deborah A. Zihlman
Laura A. Talbot	(2000)	Susan W. Batchelor, <u>ex off.</u>
		Alison D. Aldridge (student)
		David B. Ellis (student)
		Meredith J. Hudson (student)
		Kelley M. Pelton (student)
		Ruth A. Powell (student)
		Sharon E. Selby (student), <u>ex off.</u>
		Brandon M. Swoboda (student), <u>ex off.</u>
		Traci A. Twardowski (student), <u>ex off.</u>

Administrative Oversight: Vice Chancellor for Student Affairs

20. Student Publications

Linda C. Curry, Chair	(1997)	Robert P. Garwell
Curtis W. Wilson	(1996)	Allison I. Holt
Anne M. D. VanBeber	(1998)	Richard C. L'Amie
Daryl D. Schmidt	(1999)	Michael D. Russel
Lewis A. Glaser	(2000)	Anantha S. Babbili, <u>ex off.</u>
		Alisha L. LaRochelle (student)
		M. Jennifer Longley (student)
		M. Chad McBride (student)
		Leigh Anne Robison (student)

Student Representative, American Advertising Federation, ex off.

Student Representative, Public Relations Student Society of America, ex off.

Student Representative, Sigma Delta Chi, ex off.

Administrative Oversight: Provost/Vice Chancellor for Academic Affairs

21. Traffic Regulations and Appeals

Kurt A. Sprenger Chair	(1996)	Emily R. Burgwyn
George Gilbert	(1997)	W. Larry Markley
William E. Jurma	(1999)	Patrick A. Miller
Tracy J. Dietz	(1999)	Margaret S. Thompson
Charles R. Williams	(2000)	DeVonna J. Tinney
David A. Jenkins	(2000)	Thomas S. McGaha, <u>ex off.</u>
Harold D. Nelson	(2000)	Shawn P. Groves (student)
Richard D. Zoucha	(2000)	Sara S. Hawk (student)
		Mark D. Irish (student)
		Kerri A. Morgan (student)
		Brad C. Singleton (student)

Administrative Oversight: Vice Chancellor for Student Affairs

22. Undergraduate Admissions

Robert L. Vigeland, Chair	(1998)	Emma K. Baker
Spencer C. Tucker	(1996)	Susan W. Batchelor
Cornell Thomas	(1997)	Jack Hesselbrock
Jennifer B. Watson	(1997)	Leo W. Munson, <u>ex off.</u>
Harold D. Nelson	(1998)	Jennifer L. Dugan (student)
C. Robert Greer	(1999)	Sara T. Johnson (student)
Patricia A. Paulus	(1999)	Susan E. Robideaux (student)
Judith A. Solomon	(1999)	
Marsha C. Cox	(2000)	

Administrative Oversight: Provost/Vice Chancellor for Academic Affairs

23. University Court

Donald B. Mills, Convening Chair

Alan C. Shepard (1996)

Neil Easterbrook (1997)

Ralph G. Carter (1999)

Julie Hardwick (2000)

Christopher S. Dupre (student)

Tine D. Dynjan (student)

Caroline E. Nixon (student)

Traci A. Twardowski (student)

July 20, 1995

FULL TIME EQUIVALENT UNIVERSITY STAFF,
 FACULTY, AND GENERAL STAFF
 FALL 1994

INSTITUTION	***** UNIVERSITY STAFF *****			FACULTY (2000)	GENERAL STAFF (4,7000)	TOTAL
	ADMIN (1000)	OTHER (3000)	TOTAL (1000+3000)			
Texas Christian University % of Total	178.884 13.5%	146.935 11.1%	325.819 24.7%	406.840 30.8%	587.781 44.5%	1,320.440 100%
Peer Group Avg. (Baylor, Rice, SMU) % of Total <i>Private PhD Grants</i>	103.250 6.4%	334.500 20.7%	437.750 27.1%	533.250 33.0%	646.000 40.0%	1,617.000 100%

NOTE: The peer group average information was obtained from the Independent Colleges and Universities of Texas (ICUT) Research Office in Austin, Texas. It was based on the individual institutional responses on the ICUT Form 11 (attached).

**TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE MINUTES**

May 4, 1995

The Faculty Senate of Texas Christian University met at 3:30 p.m. on May 4, 1995 in the Faculty Center of Reed Hall with Chair Gregg Franzwa presiding. Senator members present included: Keith Odom, Peggy Watson, Stephen Infantino, Stan Trachtenberg, Ed McNertney, Spencer Tucker, Sally Fortenberry, David Jenkins, Ernest Couch, James Comer, Wayne Ludvigson, Mary Ann Gorman, Dick Rinewalt, Cy Rowell, David Gouwens, Cornell Thomas, Bill Vanderhoof, Kathleen Martin, Carolyn Spence Cagle, Gail Davis, Anne Gudmudsen, Alison Moreland, John Freeman, Susan Haigler-Robles, Paul King, Ellen Garrison, Lynn Flahive, Judy Solomon, Sanoa Hensley, Bob Vigeland, Don Nichols, Gere Dominiak, Jane Kucko, Chuck Becker, Andrew Fort, Rhonda Keen-Payne, Ken Raessler, John Breyer. Senators not in attendance: Rhonda Hatcher, Anne Van Beber, Ginger Clark, Joe Bobich, Bill Pohl, Sherrie Reynolds.

NEW BUSINESS

QUESTION/ANSWER SESSION WITH DR. WILLIAM KOEHLER, PROVOST AND VICE-CHANCELLOR FOR ACADEMIC AFFAIRS

Chair Franzwa asked Dr. Koehler to clarify the purpose of the letter from the Chancellor which stated that the university will be participating in an evaluation of the university's effectiveness. Dr. Koehler responded that the letter was written to inform the university at large that an evaluation of various enterprises outside the academic arena will occur. A letter to the academic deans was recently distributed in which the deans are charged with the evaluation of their college in regards to the quality of service and efficiency. Dr. Koehler stated that this process will occur over the next several months and there is no specific deadline at this time.

Senator Dominiak asked for clarification in regards to the definition of "customer." Dr. Koehler responded that customers exist at different levels. For example, students are customers to the university and faculty are customers of the library. This term is being used to reinforce that students have choices in which institution they choose to attend. Dr. Koehler stated that the term "customer" refers to being courteous and responsive to student needs. However, it does not imply that the student should tell faculty how to teach.

Dr. Koehler stated that two incremental positions have been filled with two African American faculty and that 25% of the over twenty new hires are minorities.

Senator Couch inquired about financial support for obtaining additional software. Information services is currently conducting a survey which may support the need for

**TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE**

**FACULTY CENTER, REED HALL
SEPTEMBER 7, 1995**

Meeting Agenda

Approval of Minutes from May 4, 1995

Announcements (Sally Fortenberry, Chair)

New Business

- Introduction of Senators: Roll Call (Senator Kucko)
- Distribution of Committee Charges (Senator Vigeland)
- Update on Retirement, Insurance, Benefits Committee from Dr. Ken Morgan, Chair
- Discussion Regarding Peer Advisors and Mentors (Senator Franzwa)

Old Business

- Non-discrimination Policy (Senator Fortenberry)

Other

For the benefit of the university community, Dr. Gregg Franzwa's closing remarks as outgoing chair of the Faculty Senate are included with the Faculty Senate Minutes.

purchasing software. Dr. Koehler responded that once the need is defined, software could be purchased through the equipment line in each college.

BRONSON DAVIS, VICE-CHANCELLOR FOR UNIVERSITY DEVELOPMENT

Senator Franzwa inquired as to who may or may not solicit contributions from alumni. Dr. Davis stated that only Development can contact alumni so that the number of requests is kept to a minimum. Departments can mail newsletters and state that they are mounting a fund-raising project, however, specific letters requesting contributions are not allowed.

Senator Odom stated that several departments have developed special plans however, they do not have a newsletter program. What other types of avenues do departments have to publicize fund raising efforts to alumni? Dr. Bronson stated that departments are encouraged to contact the Development Office.

Senator Fort stated that faculty were informed that percentages would not be published. While sharing the overall goal of the campaign is supported by the senate, Senator Kucko questioned presenting department averages. Mr. Davis stated that the campaign committee supported presenting this information and future publications of this information should be expected.

APPROVAL OF MINUTES

Senator Fortenberry moved that the minutes of April 6, 1995 be approved. Senator Vigeland seconded the motion which passed.

NEW BUSINESS

Announcements:

Chair Franzwa stated that while several senate evaluation forms have been returned, everyone is encouraged to complete the evaluation and return it to the senate as soon as possible.

Chair Franzwa extended a word of appreciation for the following senators who have completed their senate term:

Senators Odom, Watson, McNertney, Couch, Ludvigson, Rowell, Thomas, King, Hensely, Bobich, Dominiak, and Breyer.

ACADEMIC EXCELLENCE

Charge: Temporary Faculty & Staffing Freshman Seminar Programs

Senator Couch presented an overview of the committee's concerns regarding the staffing of the University Freshmen Seminar Program. The committee's recommendation is to not implement the program without first adding more faculty. Senator Infantino stated that he was on the committee that investigated the freshman seminar program. Maintaining adequate staff and academic integrity were the main issues at that time. Senator Infantino reconfirmed that the original adhoc committee supports this senate committee's concerns.

Senator Couch announced that a new vax computer should be on line by May 20 so that there should be great improvements in the system.

ROLE AND FUNCTION COMMITTEE

Senator Payne stated that one of the charges for this committee was to investigate faculty involvement in international education. Dr. Delia Pitts, Director for International Education met with the committee. Through international student recruitment (over 200 students on campus), the intensive English program, and the study abroad programs (summer and fall/spring programs), TCU is actively involved in international education. Faculty interested in teaching a course internationally should first develop a proposal which documents how a particular course is significantly enhanced by teaching it internationally. Faculty are then encouraged to visit with Dr. Pitts concerning the course and projected enrollment figures. Dr. Pitts is more than willing to visit with departments about study abroad programs.

COMMITTEE ON COMMITTEES

The call for 1995-96 University committees assignments were distributed (see attached) by Senator Vigeland. Committee on Committees did an extensive review of committee charges. The affirmative action committee is being proposed to be changed to the Committee on Campus Diversity & Affirmative Action (See attachment page 7). Senator Vigeland moved that this change be approved. Senator Tucker seconded the motion and it passed.

Senator Vigeland moved the University Committee recommended assignments for 1995-96 be approved (see attachment pp. 8-10). Senator Raessler seconded the motion which passed.

MOTIONS FROM THE EXECUTIVE COMMITTEE

Motion 1: A member of the Executive Committee shall be a member of the University Budget Committee. This will ensure communication between the senate and the administration. The motion passed.

Motion 2: The Faculty Senate endorses the creation and use of an alternative identification number and the provision of financial resources in order to make this possible. The motion passed.

ELECTION OF OFFICERS

The Executive Committee presented the following slate of officers for 1995-96:

Kathleen Martin, Chair-Elect

Jane Kucko, Secretary

Bob Vigeland, Assistant Secretary

The slate passed by acclamation. Senator Fortenberry will be the Chair for 1995-96 and Senator Franzwa will serve as past-chair.

ELECTION RESULTS

Senator Fort announced the results of the election for the University Budget Committee. Dr. Gregg Franzwa, Dr. Pat Paulus, and Dr. Rhonda Keen-Payne have been elected.

Dr. Ralph Benke and Dr. Ed Vanderhoof have been elected to the University Advisory Committee.

OLD BUSINESS

DISCRIMINATION POLICY

Senator Fortenberry presented the discrimination policy to the senate. This policy is to establish a process for handling conflicts involving TCU faculty prior to having to go to the Affirmative action officer. Senator Fortenberry asked that the senate review the process and provide feedback to her. It will be discussed at the first fall meeting and perhaps voted upon as early as the second senate meeting.

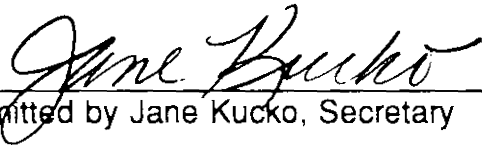
CLOSING STATEMENTS

Chair Franzwa expressed his thanks to the senate for another productive year which is now complete. Chair Franzwa stated that he had the opportunity to visit with a variety of individuals resulting in a valued learning experience. A statement that outlines suggestions for further development for the senate will be included in the minutes for distribution this fall. Senator Franzwa formally passed the gavel to the new Chair, Sally Fortenberry.

Senator Fortenberry thanked Senator Franzwa for his diligent and dedicated work on behalf of the Senate. Dr. Fortenberry reviewed Chair Franzwa's accomplishments including the most significant drive for increases in faculty positions. Because of his efforts, the senate's voice was heard by the administration and the Board of Trustees. Dr. Fortenberry expressed gratitude to Dr. Franzwa and presented a plaque in his honor to him.

Dr. Franzwa thanked the senate executive committee for all their work and support. He also expressed appreciation to all of the senate committee chairs for their diligent work throughout the year. In conclusion, Dr. Franzwa thanked all of the senators for their dedication and important role to the university.

The meeting adjourned at 5:00 p.m.


Submitted by Jane Kucko, Secretary

Proposal for change of committee title, charge and oversight

Proposed title

Committee on Campus Diversity and Affirmative Action

Proposed charge

Promotes University programs to encourage diversity and ensure affirmative action in all aspects of University life. Assesses progress in achieving such goals, provides leadership in expanding and sharpening public perceptions of TCU's commitment to diversity, and advises different segments of the University community regarding diversity. The committee also advises on all University efforts to comply with federal legislation related to equal opportunity and program access, including advising the University's Affirmative Action Officer in these matters.

Proposed oversight

Provost

For purposes of comparison, here is the charge of the current Compliance and Affirmative Action Committee, as it is currently stated:

Advises on all University programs and efforts to comply with federal legislation related to equal opportunity in employment and program access. The committee will serve in an advisory capacity to the Vice Chancellor for Administrative Services (who is also the University's affirmative action officer) in all matters related to equal employment and program access opportunity.

Oversight: Vice Chancellor for Administrative Services

UNIVERSITY COMMITTEES

1995-1996

March 29, 1995

1. Academic Appeals

Anne M. Lind, Chair (1996)
 Joseph R. Jeter (1998)
 Jane M. Kucko (1997)
 Cyril Thomas Nute (1996)
 William E. Pohl (1997)
 Carol Ann Stephenson (1998)
 Stanley Trachtenberg (1999)

2. Academic Computing

James R. Comer, Chair (1997)
 Susan E. Anderson (2000)
 Peng Fan (1999)
 Gerald L. Gabel (1998)
 Mary Ann Gorman (1998)
 Jane M. Mackay (2000)
 Anole Mazzoleni (1999)
 Myra Moore (2000)
 Leo W. Newland (1996)

3. Animal Care and Use

Timothy M. Barth, Chair (1997)
 Wayne J. Barcellona (1996)
 Mauricio Papini (1999)
 Ray Remley (1999)
 C. Magnus Rittby (1997)

4. Compliance and Affirmative Action

Claudia V. Camp, Chair (1996)
 Carolyn R. Durham (1998)
 Andrew O. Fort (2000)
 Cynthia Lowry (1999)
 Linda S. Moore (1997)
 Carol Y. Thompson (1999)

5. Evaluation

Arthur B. Busbey, Chair (1999)
 Steven B. Breese (2000)
 Anne M. Gudmundsen (1999)
 Mary Susan Haigler-Robles (1999)
 Donald W. Jackson (1999)
 Etta M. Miller (1998)
 Gregory K. Stephens (1996)
 Bernadette Szajna (2000)

6. Honors Council

Gregg E. Franzwa, Acting Chair (1999)
 Anatha S. Babbili (1996)
 Charles M. Becker (1996)
 Lazelle E. Benefield (2000)
 Valencia Browning (1998)
 Robert S. Doran (1999)
 Ted E. Klein (1997)
 Edward M. McNertney (1998)
 Keith C. Odom (1996)
 Roger C. Pfaffenberger (2000)
 Carrol A. Quarles (1999)
 J. Ronald Shearer (2000)

7. Honors Week

Margaret B. Thomas, Chair (1998)
 Sheila M. Allen (1997)
 Robert S. Doran (1999)
 Linda K. Hughes (1996)
 Donald W. Jackson (2000)
 Bruce N. Miller (1998)
 Andrew Paquet (1997)
 Barbara Raudonis (1999)
 Yushau Sodiq (2000)

8. Institutional Health and Safety

David R. Cross, Chair (1999)
Francis X. Pizza (1996)
C. Magnus Rittby (2000)

9. Instructional Development

Carolyn Spence Cagle, Chair (1996)
Joan S. Aker (1999)
Ralph G. Carter (2000)
Nadia M. Lahutsky (1998)
Kathleen A. Martin (1998)
William W. Ray (1999)
William H. Vanderhoof (1999)

10. Intercollegiate Athletics

William H. Beezley, Chair (1996)
Michael R. Butler (1999)
Ginger F. Clark (2000)
Alan Lacy (1999)
Roger Pfaffenberger (1999)
Kenneth R. Raessler (1997)
James Riddlesperger (1998)

11. International Students

Morrison G. Wong, Chair (1997)
Charles F. Bond (1999)
Peng Fan (1998)
In-Mu Haw (1999)
Yumiko Keitges (1997)
Yushau Sodiq (1998)

12. Library

Ronald B. Flowers, Chair (1996)
Joseph Britton (1999)
John P. Freeman (1997)
Ellen Page Garrison (1999)
Jane Mackay (1998)
Aloson F. Moreland (2000)
Keith C. Odom (1996)
Kenneth R. Stevens (1996)
John Touliatos (2000)

13. Mediators (Faculty Grievance)

Linda K. Hughes , Chair (1996)
Don M. Coerver (2000)
Geraldine F. Dominiak (1999)
Alan C. Lacy (1999)
Stuart A. Youngblood (2000)

14. Research and Creative Activities

Gail C. Davis, Chair (1996)
Fred R. Erisman (1998)
Vinod K. Jain (2000)
R. Michael Meckna (2000)
Joel B. Mitchell (1997)
Mauricio R. Papini (1999)
Susan Douglas Roberts (1998)
Gene A. Smith (2000)
Tadeusz W. Zerda (1998)

15. Retirement, Insurance and Benefits

Ken Morgan, Chair (1998)
Betty S. Benison (1997)
Luther B. Clegg (1999)
Richard P. Forrer (2000)
Susan L. Harrington (1998)
Donald R. Nichols (1999)
Ray Remley (1999)
David W. Sloan (2000)
Danna Strength (1999)

16. Safeguards in Human Research

Alice L. Gaul, Chair (1996)
Joan S. Aker (2000)
Ellen Page Garrison (1999)
Nancy B. Meadows (1997)
Joel B. Mitchell (1996)
Penny Moore (1997)
Francis Pizza (1999)
Carol Jean Pope (1999)

17. Scholarship and Financial Aid

Blaise J. Ferrandino, Chair (1997)
John Burton (1999)
Jeffery L. Coffey (1996)
Thad A. Duhigg (1998)

18. Student Conduct and Grievance

Sanoa J. Hensley, Chair (1997)
 Marinda E. Allender (2000)
 John W. Bohon (1996)
 Michael R. Butler (1999)
 Lynn K. Flahive (1997)
 Arturo C. Flores (2000)
 Douglas A. Newson (1998)
 Donald R. Nichols (1998)
 Patricia A. Paulus (1999)
 Donal M. Sacken (1997)

19. Student Organizations

Frederick L. Toner, Chair (1996)
 Billie S. Anderson (1999)
 Sally Fortenberry (1999)
 George Harris (1999)
 David K. Jenkins (1997)
 Kenneth T. Lawrence (1997)
 Laura A. Talbot (2000)

20. Student Publications

Linda C. Curry, Chair (1997)
 Lewis A. Glaser (2000)
 Daryl D. Schmidt (1999)
 Anne M. D. VanBeber (1998)
 Curtis W. Wilson (1996)

21. Traffic Regulations and Appeals

William E. Jurma, Chair (1997)
 Tracy J. Dietz (1999)
 David A. Jenkins (2000)
 Harold D. Nelson (2000)
 Kurt A. Sprenger (1996)
 Charles Williams (1999)
 Richard D. Zoucha (2000)

22. Undergraduate Admissions

Robert L. Vigeland, Chair (1998)
 Rojann R. Alpers (2000)
 C. Robert Greer (1999)
 Harold D. Nelson (1998)
 Patricia A. Paulus (1999)
 Judith A. Solomon (1999)
 Cornell Thomas (1997)
 Spencer C. Tucker (1996)
 Jennifer B. Watson (1997)

23. University Court

Ralph Carter (1999)
 Neil Easterbrook (1997)
 Julie Hardwick (2000)
 Alan C. Shepard (1996)

Having completed my year as chair I would like to share a few thoughts on the Senate.

I think the Senate has to continue to change in two ways. First we need to continue developing mechanisms through which faculty can help other faculty independently of "official channels." I have hopes that the Faculty Mentors and Peer Advisor programs will serve as examples of such informal mechanisms. Second, we need to further identify issues about which the faculty is in general agreement and represent those views as vigorously as possible in our dealings with administrators.

By neither of these suggestions do I mean to say that the Faculty Senate should adopt an attitude of conflict toward administration. On the contrary, I'm certain conflict will be reduced by such measures. The Senate represents an alternative information channel to the administrative hierarchy. There are lots of ways in which that hierarchy works just fine to move information. We don't need to duplicate those. We need to fill in gaps in that system. For example, information flows downhill better than up in a hierarchy, especially when the news isn't good. An important function of the Senate is to move information directly from faculty to higher administration. There are problems that should be taken to the chair of the department. There are other sorts that need to go to the dean. Still others that have to go to the provost. And a few that need to get all the way to the chancellor and the board. The Faculty Senate needs to aid faculty in getting their concerns to the proper level.

To cite a second example, the very nature of the administrative structure creates competition among various divisions. There is competition for resources between the vice-chancellors. Likewise, between deans, chairs and individual faculty members. And while competition can bring out certain virtues in people, it also breeds some characteristic vices. Chief among those is the tendency by all involved to neglect the overall mission of the institution in favor of narrower, short-term goals. That overall mission I take to be a long-term commitment to undergraduate and selected graduate education. Internecine competition rarely serves this goal. The Faculty Senate must try to focus the institution on that goal. If not us, then who?

For some reason the Senate has had a difficult time consistently representing this view over the years. This seems to be the result of the general perception that the Senate has no power to make change. But this, I think is a misperception. The Senate may not have the "official authority" to make important changes, but I think it has the potential power to do so. I have learned a bit in the last year about the difference between the authority of the Senate and the power that it exercises. The Senate could make things happen at TCU that otherwise would not. But to do so it must act on its own initiative. It will not do to sit back and wait for administrators to empower us on this or that issue. They typically have no stake in doing that.

In short, the Senate has only as much power as it is willing to exercise. For much of the past two decades that has not been much. And the faculty has consequently come to see this body as ineffectual - as not worthy of their time and support. Many seem to think that they can fend better by themselves - that there is no need for unity among faculty. They frequently echo the sentiments of some administrators that the Senate does not represent the faculty, but is at best a debating society.

But if the faculty members are doing so well representing themselves one by one to the administration, then why are salaries stuck at the 50th percentile? Why is research support virtually non-existent for most departments? Why haven't requests for incremental positions been paid more attention to? Why are academic scholarships a fraction of those for athletes? Why have insurance and retirement benefits been negotiated in secret? Etc.

No doubt some faculty members have cut good deals for themselves. I know a few who have managed it. But the vast majority of us haven't done so well. We have been content to complain to each other that we are treated unfairly while still nursing the illusion that individual action is more successful than united effort.

That is an illusion. For every person that goes to the administration with a complaint about this or that there is another who complains from the opposite perspective. Such faculty inconsistency has literally become a running joke here.

This faculty has a variety of mutual concerns. We need to consistently advocate those if we want to see changes implemented.

My thanks to all of you, especially the other members of the executive committee and the various committee chairs. I plan to remain active in the Senate and would invite all those not now involved to become so.

Gregg Franzwa

**TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE MINUTES**

March 9, 1995

The Faculty Senate of Texas Christian University met at 3:30 p.m. on March 9, 1995 in the Faculty Center of Reed Hall with Chair Gregg Franzwa presiding. Senate members present included: Odom, Watson, Tucker, Fortenberry, Couch, Comer, Hatcher, Ludvigson, Van Beber, Gorman, Rinewalt, Rowell, Gouwens, Vanderhoof, Martin, Cagle, Davis, Gudmudsen, Haigler-Robles, King, Garrison, Clark, Solomon, Hensley, Vigeland, Bobich, Dominiak, Kucko, Becker, Fort, Pohl, Keen-Payne, Raessler, and Reynolds. Senators not able to attend included: Infantino, McNertney, Jenkins, Thomas, Freeman, Flahive, and Nichols.

*Note: The regularly scheduled Senate Meeting (March 2, 1995) was rescheduled for March 9, 1995 due to inclement weather. The presentation by Registrar Pat Miller was postponed until a later date.

**PRESENTATION ON INSTITUTIONAL EFFECTIVENESS BY COMMITTEE CHAIR,
NOWELL DONOVAN.**

Dr. Nowell Donovan, Chair of the university's Institutional Effectiveness Committee presented the charges and current status of this committee to the senate. The major objectives include:

- a. To advise the Chancellor and other senior institutional officials regarding the Institutional Effectiveness Program;
- b. To receive recommendations from other committees involved with institutional effectiveness, both ad hoc and standing, and to formulate recommendations for the chancellor and other senior officials;
- c. To recommend policies and procedures required for the implementation of the Institutional Effectiveness program;
- d. To monitor the implementation of the program and make recommendations as appropriate;
- e. To oversee and review policy and program changes resulting from information gathered from assessment; and
- f. To participate in the ongoing planning and evaluation of the University.

**TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE MEETING**

**FACULTY CENTER, REED HALL
April 6, 1995**

Meeting Agenda

Approval of Minutes from March 9, 1995

Announcements (Gregg Franzwa, Chair)

New Business

Registrar Pat Miller

Discussion Regarding the Discontinued Use of Social Security Numbers for Identification Purposes

Librarian Robert Seals

A discussion regarding new library technology.

Discussion on Requiring Student Evaluations of Teaching for Spring and Fall Semester (Senator Joe Bobich).

Old Business

Discussion Regarding Proposed TCU Discrimination Policy (Senator Sally Fortenberry).

Faculty Senate Election Report (Senator Andy Fort).

Other

FR: FACULTY SENATE
P.O. BOX 30791

TR: JANE M KUCKO
P.O. BOX 32869

The establishment of this committee (comprised of twelve individuals appointed by the Chancellor) was a result of the SAC accreditation visit which revealed the need for an institutional effectiveness program. The committee's charge is predicted to take four years to accomplish. The major purpose of institutional effectiveness is to objectively and collaboratively critique the performance of the university including all levels of the institution.

Institutional effectiveness includes participation from students, faculty, staff and administration and is an on-going process. Focusing on goals and objectives that are measurable is also an important aspect of institutional effectiveness. This allows the university to make self-generated improvements within a self-prescribed time frame. Then the process begins again creating a continuous cycle of evaluation.

The Institutional Effectiveness Committee began the process with the analyzation of the university's mission statement and by determining specific themes for the university. Focus groups including faculty, administration, staff, students, alumni, donors, and the CEO's that advise the School of Business all assisted in developing these themes for the university. The purpose of these themes is to clarify the University's Mission Statement.

Currently a report that summarizes these statements is being written. A report to SAC's that informs them of our status will also be submitted. Specifics on the status of the committee should be available in a couple of weeks.

Senator Becker asked if guidelines for measuring effectiveness will be developed. Dr. Donovan responded affirmatively and stated that they will only be suggestions because individual programs should develop their own guidelines.

Senator Ludvigson asked what changes have occurred at TCU. Dr. Donovan responded that demographics of students, the culture, the public's confidence in higher education at large, are issues that all institutions must now confront. Senator Ludvigson further asked what was the impetus for SAC's focus on institutional effectiveness. Senator Breyer stated it was political in that the general public is expecting universities to account for the quality of education they provide and to document their effectiveness.

Senator Odom asked if the committee has discussed how increasing the size faculty may positively impact our accountability and institutional effectiveness. Donovan stated that no discussion regarding this issue has occurred at this point.

Chair Franzwa thanked Dr. Donovan on behalf of the Senate.

APPROVAL OF THE MINUTES

Senator Bobich moved that the Minutes of February 2 be approved. Senator Odom seconded the motion which passed affirmatively.

ANNOUNCEMENTS

Chair Franzwa made the following announcements:

The General Assembly for Untenured Faculty was held. The University Campaign, and Tenure Review Process was discussed and the new peer advisors and mentor groups were introduced. The untenured faculty who did not attend were mailed all of the information announced at this meeting.

The Executive Committee has met individually with the Provost & the Chancellor and reconfirmed the serious need for additional faculty. This same topic will be discussed with the Faculty Relations Committee of the Board or Trustees on March 23. If there are any other topics that should be addressed, please let Chair Franzwa know as soon as possible.

Senator Fort provided a senate election report. The election process will evolve now through the month of April.

Senator Fort also met with David Grebel of TCU Printing Services concerning copyright permissions. Mr. Grebel would like faculty input on this subject. Senator Fort asked for faculty to consider participating in a focus group so that faculty concerns can be voiced. Please contact Senator Fort if you are willing to participate in such a focus group.

MOTION FOR CONSIDERATION--THE ADDITION TO REED HALL

Senator Tucker presented the motion for consideration regarding the addition to Reed Hall. Senator Tucker distributed information regarding ADA and introduced the students from Dr. Linda Moore's social work class whose mission is to promote campus awareness about barrier free design. Senator Tucker presented the overview of the resolution stating that access to Reed Hall is very limited. This affects not only individuals with limitations, but also faculty who often have heavy physical loads (teaching materials, equipment, etc.).

This addition could be incorporated into enhancing the Student Center and would also include additional classroom space. Also, it is the intent of the motion to get a commitment and priority for this expansion, not to take precedence over current building projects.

Senator Bobich asked for rationale for tying the elevator expansion with the request for adding classrooms to Reed Hall. Senator Tucker stated that the priority is the elevator, however, with long-term goals of expanding the Student Center, this may an opportunity for expanding Reed Hall.

Senator Bobich expressed concern that through this resolution, the needed addition of an elevator may be lost. Senator Raessler stated concern that there are other buildings that have limited access and the prevention of other construction is limiting.

Senator Tucker stated that the renovation to the Student Center is listed as a goal in the University Campaign and that this project may be a very logical time for the expansion to Reed Hall.

Student House President Scott Wheatley appealed to the Faculty Senate to take a strong stance regarding this issue. He stated that a similar motion will be presented to the Student House later this month (see attachment page 7). Senator Breyer stated that he believed that there are two issues in this resolution: the need for the elevator and the need for expansion. It may be easier to see results by separating the issues.

Senator King reconfirmed concern over delaying other building projects. Senator Keen-Payne presented the following friendly amendment to Senator Tucker's Motion:

The Faculty Senate asks that the highest priority be assigned to providing full handicapped access to classrooms and the offices on campus. We ask that special attention be given to the provision of elevator access to all three floors of Reed Hall, possibly by adding a new wing to Reed Hall connecting the Student Center. We ask that no new construction be initiated on campus until a commitment to this project is made.

Senator Tucker accepted the amendment and Senator Odom called the question. Nineteen senators voted affirmatively, 10 senators opposed the motion, 6 senators abstained. The motion passed.

STUDENT EVALUATION OF FACULTY

Senator Bobich (on behalf of his constituents) presented the issue of changing the student evaluation of faculty from the fall to the spring semester. Discussion regarding alternating semesters for student evaluation of teaching occurred. This would ensure that all courses are eventually evaluated.

Senator Bobich moved that mandatory student evaluations occur in the spring semester. Senator Hatcher seconded the motion. The motion failed.

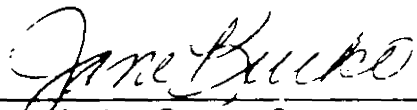
Senator Bobich inquired as to the senate's opinion regarding requiring student evaluations of teaching both the fall and spring semesters for all faculty. The senate responded that the issue should be addressed. Senator Bobich requested that this issue be placed on the April agenda.

TRAFFIC APPEAL COMMITTEE

Senator Breyer provided a brief report on the proposal for addressing the parking problem at TCU (see page 8).

The meeting was adjourned at 5:15 p.m.

Submitted by:



Jane Kucko, Senate Secretary

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RESOLUTION 95- "A Resolution to Assign the Highest Priority to the Provision of Full Accessibility to All Students in Dave Reed Hall"

Whereas: The TCU House of Student Representatives is an organization dedicated to vocalizing the needs of its various constituencies, and

Whereas: Dave Reed Hall is one of the several main academic buildings on the campus of Texas Christian University, and

Whereas: Physically challenged students, faculty, and staff are currently denied access to all floors in Dave Reed Hall, and

Whereas: The university is currently engaged in a large fundraising effort, otherwise known as the Next Frontier Campaign, to raise approximately \$100 million for a variety of endeavors, including the construction of an engineering building and a performing arts center, and

Whereas: Dave Reed Hall, as one of the most widely-used academic buildings on our campus, should and ought to be fully accessible to all students, therefore

Let it be resolved: that the TCU House of Student Representatives ask that the highest priority be assigned to the provision of full accessibility to all students in Dave Reed Hall by the addition of a new wing, providing elevator access to all three floors, and

Let it further be resolved: that no new construction be initiated on this campus, including but not limited to the construction of the engineering building or the performing arts center, until this issue is resolved.

**Respectfully submitted,

1995 Executive Board**

Traffic Regulations and Appeals Committee

Minutes of Meeting on November 29, 1994,

After deliberative discussion the committee agreed to recommend the following guidelines to the University to be used in developing a solution to the long-standing, intractable and notorious "parking problem."

1. For the purposes of assigning parking the following categories of users will be recognized:
 - handicapped
 - visitors
 - delivery personnel
 - TCU employees (all categories)¹
 - TCU students
2. For the purposes of assigning parking the following categories of students will be recognized:
 - freshmen
 - others
 - non-residents
 - main campus
 - Worth Hills

The consensus of the committee was to prohibit students who live on the main campus from parking in University lots east of University Drive, and to adhere to the plan devised by the Student House of Representatives for freshmen. Freshmen living in Worth Hills would be considered Worth Hills residents rather than freshmen for the purposes of assigning parking.

3. An as-yet-undetermined number of reserved spaces will be set aside for TCU employees in a small number or reserved lots. If the demand for these spaces exceeds the capacity of the lots, space will be made available on the basis of length of service to the University.
4. The committee also took a stab at determining parking prices. The general feeling is that reserved spaces should cost considerably more than at present—why not \$250? Permits for access to the coliseum lots should cost considerably less—say \$10. Open parking on the main campus should cost \$50 per year

Note added on 3/8/95 prior to distribution at Faculty Senate meeting

Don Mills is handling this for the administration. He is trying to operationalize (don't you just love that word) the guidelines recommended by the committee. He isn't ready yet to release the details, but he does feel that \$250 is too much for a reserved space.

¹The question of contract staff, for example, Marriott employees, did not arise in the discussion.



**TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE MINUTES**

FEBRUARY 2, 1995

The Faculty Senate of Texas Christian University met at 3:30 p.m. on February 2, 1995 in the Faculty Center of Reed Hall with Chair Gregg Franzwa presiding. Senate members present included: Odom, Infantino, McNertney, Tucker, Fortenberry, Jenkins, Couch, Hatcher, Ludvigson, Van Beber, Gorman, Rinewalt, Rowell, Gouwens, Thomas, Vanderhoof, Martin, Davis, Gudmudsen, Freeman, Haigler-Robles, Garrison, Solomon, Hensley, Vigeland, Nichols, Babitch, Dominiak, Kucko, Becker, Fort, Pohl, Keen-Payne, Raessler, Reynolds, Breyer. Senators not in attendance included: Watson, Comer, Clark, and Flahive.

ASSOCIATE VICE-CHANCELLOR LARRY ADAMS--A DISCUSSION ON THE FRESHMAN SEMINAR PROGRAM.

Vice-Chancellor Adams, at the request of the Executive Committee of the Faculty Senate, presented an overview of the Freshmen Seminar Program. According to Adams, the program was developed to ensure that the quality of the freshmen experience results in a positive learning environment and provides an opportunity to build good associations with faculty at a very early stage.

While the attrition rate for students between their freshman and sophomore year is within the national average, the goal of implementing this program is to see if this rate could be lower. Therefore, the Freshmen Year Seminar Program was implemented. Vanderbilt, Notre Dame, and Washington University in St. Louis were models that a committee of TCU faculty used to establish the format for this program. The program which represented a 15 students to one professor ratio, was implemented this Fall, 1994.

Dr. Adams stated that the goals of the program are:

- To develop a rapport with faculty and other peers in a non-lecture format
- To integrate the student into an academic peer group
- Assist students in achieving a higher order of learning skills (synthesis, critical thinking, etc.)
- Establish an academic tone for the remaining of their collegiate career.

Five seminars were offered in art, business, education, social work, and radio, television and film. The experience was evaluated through student comments on the nature of the experience. Faculty also provided written evaluations of the program. The groups of freshmen who participated this fall will be tracked to determine if the attrition rate has improved.

Dr. Adams introduced David Whillock, professor of Radio, Television, and Film who summarized his experience with the program. Professor Whillock stated that the seminar was a very positive experience for both the professor and the student. The objectives for the seminar appeared to be reached and communication between the professor and students have continued during the spring semester. It also appears that students are continuing to explore further courses in the area they studied during the seminar. The profile of those participating in the program indicate that they are at the top of their class in current courses.

Professor Cornell Thomas of education reconfirmed Professor Whillock's comments and added that it appears that the students' curiosity level has increased. Overall, it was a great experience for both the students and the faculty.

Dr. Adams stated that department chairs have been asked to look at how their department may be able to participate in the program. A seminar that investigates various issues relevant to that discipline are welcome. Discussion, reading, writing, synthesis, and an active learning style need to be a component. The effectiveness of the seminar will continue to be measured.

Senator Breyer inquired as to how effectiveness can be measured when only a select group of students participated. Dr. Adams responded that the seminar courses were approved through academic committees. The average SAT score for all incoming freshmen students was 1050-1060 as compared to 1100 for those students participating in the seminar. Each student self-selected the seminar course they wished to take. Currently there is some discussion as to whether or not the seminars should fulfill UCR requirements.

Senator Breyer asked about the feasibility of expanding the program without more funding to pay for faculty to teach the seminars. Dr. Adams stated that the goal was to incorporate the full-time faculty at the freshmen level. Departments have been asked to evaluate the possibility of using adjunct faculty for upper division courses. This would increase the number of full-time faculty teaching lower division courses.

Senator Fort stated that it was difficult to find adjunct faculty that can teach to a program's philosophy's and specialties at the upper division level. Dr. Adams responded that adjustments would need to be made to accommodate schedules in a similar fashion for when faculty are on sabbatical. He also stated that he was well aware of the budgetary concerns but felt with continued success with the seminars,

more funding may be come available.

Senator Tucker stated that this program reconfirms the need for more full-time faculty. Senator Infantino agreed and asked if the Freshmen Seminar Program could be used to build a case for the need for more full-time faculty. Dr. Adams responded affirmatively.

Senator Reynolds stated that perhaps the university should investigate the possibility of changing the format of all standard freshmen course offerings to be similar in philosophy to the seminar program. She added that this approach may be a more long term solution to enhancing the freshmen experience for all TCU students. Senator Martin inquired as to whether or not any grade distribution studies have been conducted. Dr. Adams responded that this may be done in the future.

Chair Franzwa thanked Dr. Adams on behalf of the Senate.

APPROVAL OF THE DECEMBER 1, 1994 MINUTES.

Senator Fortenberry moved that the December 1, 1994 minutes be approved. Senator McNertney seconded the motion. The minutes were unanimously approved.

ANNOUNCEMENTS

Chair Franzwa made the following announcements:

The Skiff Reporter, Deanna Raines was introduced.

The Executive Committee met with the Provost and reviewed the budgetary situation for 1995-96. While the budgetary plan for 1995-96 includes no increases, the positive news is that we are not operating in a deficit. The Executive Committee will be in communication with the Provost concerning budgetary issues including the future of academics at TCU.

The Student Academic Conduct Policy has been revised through the Vice-Chancellor for Student Affairs Dr. Don Mills. The Senate Student Relations Committee will be receiving this revision for comments and suggestions.

INTERCOLLEGIATE ATHLETICS--A REPORT FROM BILL BEEZELY

Senator Bob Vigeland, Chair of the Committee on Committees introduced Dr. Bill Beezely, Chair of the Intercollegiate Athletics Committee. Dr. Beezely stated that the major role of the Intercollegiate Athletics Committee is to serve as the oversight on academic issues affecting the TCU Athletic Program. The role of the advisory committee particularly involves providing input for academic policies that are

developed at the NCAA level. TCU Athletic Director Frank Windigger plays a major role in the NCAA and therefore this serves as an advantage to the Intercollegiate Athletics Committee since there is a voice representing TCU at the national level.

Dr. Beezely stated that he had been involved in the most recent hiring of the Head Basketball Coach and did participate in the interview process. During the contract negotiations between TCU and Head Football Coach Pat Sullivan, Frank Windigger did keep him informed of the situation.

Senator Franzwa asked if the Western Athletic Conference Representative to the NCAA needs to be a full-time teaching faculty member. Dr. Beezely responded that based upon the descriptions of the athletic regulations a full-time teaching representative should be the representative, however our current representative does meet the NCAA regulations and is doing an excellent job.

Senator Becker asked about whether or not the athletic program operates at a deficit level. Senator Fort responded affirmatively, however, TCU perceives the Athletic Program as an important component of university life and benefits TCU and the community at large.

Senator Martin asked if there is one particular athletic program that operates more in a deficit than another. Senator Fort explained that Division I regulations stipulate a certain amount and type of programs. Dr. Beezely responded that TCU is not alone on this issue and that very few programs across the U.S. have an athletic program that operates without a deficit.

Senator Keen-Payne asked if the Committee will be discussing the impact of Title 9 on the TCU Athletic Program. Dr. Beezely responded affirmatively and stated that NCAA mandates the quantity and type of women and men sports and that Division I schools will need to adjust to meet these mandates. He further stated that women's volleyball is being added as a part of TCU joining of the WAC conference.

Chair Franzwa thanked Dr. Beezely on behalf of the Senate.

Senator Vigeland presented the following motion on behalf of the Committee on Committees:

Intercollegiate Athletics Committee Proposed Charge:

Advises the administration on the conduct of the university's intercollegiate athletics program, especially in regard to academic issues. Provides communication between the athletics department, faculty, staff, students, administration, and trustees. Advises and is kept informed by the university's representative to the NCAA and WAC.

Senator McNertney seconded the motion and it passed unanimously.

ACADEMIC EXCELLENCE COMMITTEE

Senator Ernest Couch, Chair of the Academic Excellence Committee presented an overview of this committee's meeting with David Edmondson, Assistant Vice-Chancellor for Information Services. The status of the computer and networking situation at TCU was the primary topic of the meeting (see attachment pages 9-10).

The network system is currently being reconfigured (including fiber optics) in order to more efficiently handle the existing heavy usage. This work should be completed by the end of the month. Currently there are negotiations being conducted to determine getting fiber optics to all of the dormitories. They are hoping that this may occur without any additional cost to TCU.

The administration has a goal of having all faculty networked within three years. All buildings currently have the network capabilities.

Senator Couch stated that it is still a problem accessing the network from a home computer because of the overload on the system. By the end of summer, Vice-Chancellor Edmondson is hoping to have more modem capability and switch from the Gandalf system in order to increase speed and efficiency.

Senator Hatcher asked about long-term plans for easy access to computers for students. Robin Mayne, Manager of User Services, stated that computer purchases with excellent discounts are available for students. Also, there are plans for clusters of computers to be installed in the residence halls. When this is complete, late hour access to the computer clusters will be available for students.

Senator Hatcher asked if there are any plans for wiring classrooms to accommodate computers. Robin Mayne stated that there are not any current plans but that faculty should make their needs known to the TCU Academic Computer Committee.

Senator Couch ended the presentation by stating that significant improvements have been made and increased speed and efficiency will be evident in the near future.

OTHER BUSINESS

Senator Breyer provided a report from the University Traffic Committee. A list of guidelines for a new parking policy were established and presented to Don Mills, Vice-Chancellor for Student Affairs. These guidelines are currently under study. The suggestions included a recommended price increase for parking which will be prorated

according to the location. It was also suggested that reserve parking be consolidated into specified areas so that these spaces can be more closely monitored. The Traffic Committee will be asked to have input into the final proposal before it is formalized.

Senator Tucker asked about the possibility of building parking garages. Senator Breyer responded that they are too expensive to cover operational costs and are not a part of the recommended parking plan.

Senator Odom asked about the criteria for getting a reserved parking place. Senator Breyer stated that it was proposed that length of service be the basis for who gets a reserved parking place. Senator Breyer also noted that the parking proposal was based upon information received during several meetings with various members of the university and students.

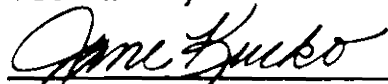
Senator Fort announced that he has been investigating the copyright issue with Mike Gore, Director of the TCU Bookstore. A one-stop concept for obtaining copyright permission is being investigated.

Senator Fort also asked for senators to be thinking about who they would like to nominate for leadership positions on the executive committee for the next academic year.

Senator Becker asked the executive committee to talk with Ken Morgan, Chair of the Retirement, Insurance and Benefits Committee to find out the current status of benefits for retired faculty.

Senator Breyer moved that the meeting adjourn. Senator Fortenberry seconded. The meeting adjourned 4:50 p.m.

Submitted by:



Jane Kucko, Senate Secretary

RESOLUTION FOR CONSIDERATION**Renovation to Reed Hall (Presented by Senator Tucker)**

Resolution: The Faculty Senate asks that the highest priority be assigned to providing full handicapped access to classrooms and offices on campus. We ask that special attention be given to adding on a new wing to Reed Hall, possibly connecting with the Student Center, that would provide elevator access to all three floors. We ask that no new construction be initiated on campus until this is done.

Background: Over many years, faculty have been asking that an elevator be installed to provide handicapped access in Reed Hall. At present, we have three graduate students in History who are physically challenged and have difficulty getting to the third floor. In September, 1994, the department chairs of the four academic departments in Reed Hall submitted a proposal for adding on a new wing to Reed Hall that would include an elevator providing access to all three floors as well as badly needed office and classroom space. Copies of that proposal are available from Senator Tucker.

Computers and Networking at TCU

A report from the Academic Excellence Committee

This year one of the charges of the Academic Excellence Committee was "Investigate the University's plan for the acquisition of computers and networking throughout the campus." Our committee invited Dave Edmondson, Assistant Vice Chancellor for Information Services, to meet with us in our October committee meeting. Since that initial visit much has happened both good and bad. Dave has been kind enough to update us recently and the contents of this report reflect both the problems being encountered and the solutions being put in place now, as well as remedies planned for the immediate future. Much of the trouble being encountered now is due to the popularity and success of the service being provided by Information Services. Many more faculty and staff are making use of the network, and the use of the computing power provided by the center is increasing exponentially. Of this we are happy, but it causes problems in the short run. Last semester the network (known as the ethernet) was badly bogged down. In fact it was bogged down to the point that some of the computer classes using it had great difficulty in operating their equipment. This choking of the net also affected faculty research and teaching. Something had to be done. Something is now being done. Help is on the way.

The administration has found funds to reconfigure the network and to increase its speed by an order of magnitude. The hardware needed to give this increase in speed is presently being installed in a pre-existing fiber optic system that, when finished, will form a communications ring that will tie the main components of the campus together at a speed of 100 megabits/sec. The old system ran at 10 megabits/sec. There will be off ramps (clusters) to various laboratories and departments which will still run at the old speed of 10 megabits/sec. But the main "freeway" will speed data along and no traffic jams should occur as they now unfortunately do.

With this high speed freeway for data nearly in place Information Services is now negotiating with several telecommunication companies to place fiber optic lines into all of the campus dormitories. Dave Edmondson's goal is to avoid any capital cost to TCU and to provide the service without the need for any additional staff. These lines will provide three services: cable TV, telephone communication, and computer network connections to the mainframe computers. The company will recoup their cost and generate profits by the students paying for the use of cable TV and telephones. It is hoped that a firm commitment and contract from one of these companies will be in place by April.

One of the long-range goals of the administration is to provide network connections to all interested faculty within the next three years. Presently all academic buildings now have a network backbone in place. However, the big challenge is to make that last and final link to the faculty members' office and to their computers. The cost of this final connection is \$500.00. Information Services can not and will not provide this money. The money for this must come from a supportive dean. This is a key point. It is very important to persuade your dean that such connections are needed.

However, the administration has supplied and continues to supply funds to put at least one ethernet connection in place in each of the departments. This is to provide what is called a degree audit system. This is being provided to aid in

counseling. Such a system is presently in place in the School of Business, in the School of Education, and in Harris School of Nursing. Adran is in the process of making such connections and should have them completed during the summer.

There is and continues to be a problem with modem access to the computer both on and off campus. Often in the evening it is entirely impossible to reach the TCU computers. This problem is being studied by Information Services and Dave Edmondson has told me that he hopes to have a solution for it by summer. One possible change might be that some of the modems will be reserved for faculty. More modems might be installed and the switching device known as the Gandalf might be replaced to allow baud rates above 9600. With the improvements of network performance SLIP or PPP connections will be available and IP numbers (numbers that allow full access to internet services) might become generally available. Also if the dormitories are wired students will have direct access to the mainframe computers without having to use modems. This would also take pressure off modem use.

We are indeed fortunate that the administration is taking positive steps toward bringing our computing facilities up to date and in line with the standards in place elsewhere. After this summer we should see a vast improvement in network performance, a performance that will allow both students and faculty to drive full speed down the information highway.

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