

*File
Faculty Senate 12/14/97*

Faculty Senate Goals and Accomplishments 1996-97

Last year, the Faculty Senate set goals that were directly linked to the Strategic Initiatives contained in the Institutional Effectiveness Report. This report summarizes those goals and the progress that was made toward meeting them.

Strategic Initiative No. 1: TCU should continue to prioritize the centrality of the academic mission.

Goal: The Academic Excellence Committee (AEC) was charged with studying the UCR and generating a report to the Faculty Senate.

Accomplishment: The full report of the AEC was received at the May meeting of the Senate. It contained two recommendations which were endorsed by the Senate.

1. The AEC recommended that the proposed "Policy to Amend University Core Requirements" *not* be adopted on the grounds that it would allow too frequent and piecemeal revisions to the UCR, it is too cumbersome to be effective, and it makes it possible to effectively bypass the Undergraduate Council.
2. The AEC recommended that a formal evaluation of the UCR be undertaken by the Undergraduate Council. Any recommendations for modification of the UCR would be sent to departments for review and approval, and then forwarded to college curriculum committees, the Undergraduate Council, and the University Council for approval. It was hoped that the process could be complete by Fall of 1998 for inclusion in the next Undergraduate Bulletin. Furthermore, it was recommended that a formal evaluation should occur every eight years.

Goal: The Tenure, Promotion, and Grievance Committee (TPGC) was charged with studying the status of teaching as it relates to tenure and promotion and generating a report to the Senate.

Accomplishment: The full report of the TPGC was received at the May meeting of the Senate. It contained the following recommendations that were endorsed by the Senate.

1. The TPGC recommended that the Provost appoint an Advisory Board to assist in the development of a teaching center at TCU. The board would advise the Provost on the goals and objectives of the center and a timetable for its development.
2. The TPGC recommended that they be charged in 1997-98 with the task of conducting research and developing a statement of policy concerning the review of tenured faculty for the *Faculty and University Staff Handbook*.

3. The TPGC recommended that the Provost establish a half-day workshop for department chairs to focus on methods of evaluating teaching and on the importance and methods of goal-setting and goal-matching in the review of tenured faculty.
4. The TPGC recommended that the Provost should charge the Evaluation Committee with studying methods of evaluating teaching and recommending methods for use by departments at TCU in the evaluation of teaching effectiveness.
5. The TPGC recommended that they be charged in the 1997-98 year with studying the use of faculty mediators in grievance cases and making a recommendation to continue, modify, or discontinue the use of mediators in these cases.

Goal: The Role and Function Committee, now called the Faculty Governance Committee (FGC), was charged with examining 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.

Accomplishment: The FGC's report was received in March. It contained the following recommendations which were endorsed by the Senate.

1. The FGC recommended that the Undergraduate Council and the University Curriculum Advisory Committee be combined into the existing Undergraduate Council. } if recom-
mended
by UCR
review
2. It was recommended that a tenured faculty member, elected by the Faculty Senate, should chair the Undergraduate Council on a two-year rotating cycle. Alternatively, it was recommended that a tenured faculty member, elected by the Faculty Senate, and a dean serve as co-chairs with the dean providing staff support.
3. It was recommended that a universal form or electronic template should be adopted for all undergraduate and UCR actions.
4. It was recommended that the Undergraduate Council's current representation from the various University units should be retained. However, it was recommended that one-half of the members be appointed by the Committee on University Committees and one-half should be elected by the general faculty.

Strategic Initiative No. 2: TCU should define and forcefully market a strong and distinctive image of itself.

No specific goal was set for Strategic Initiative No. 2. However, it was hoped that through the work of the Faculty Senate as a whole and its committees, we would insure that priority of the university's academic mission, as stated in Strategic Initiative No. 1, would be central to the image definition and marketing efforts of the university.

Strategic Initiative No. 3: TCU should integrate its activities to provide a total educational experience for students.

Goal: The Student Relations Committee (SRC) was charged with studying advising and generating a report to the Faculty Senate.

Accomplishment: The full report of the SRC was received in May. It included the following recommendations which were endorsed by the Faculty Senate.

1. The SRC recommended that the Senate should be involved in the development of policies regarding the new computer system as they relate to academic matters and advising.
2. The SRC recommended that the Senate should encourage the administration to provide both computers and network connections for all advisors.
3. The SRC recommended that the Senate encourage the administration to mandate formal advising training for all new faculty through the Center for Academic Services.
4. The SRC recommended that the Senate should encourage the administration to formally investigate national evaluation of advising programs and, with input from the Faculty Senate, consider the selection and implementation of the one most appropriate to our educational situation.

Did I ask Eval. Comm. to do this?

Strategic Initiative No. 4: TCU should continue to develop clear lines of communication between all university personnel.

Goal: The Budget and Finance Committee (BFC) was charged with continuing its effort to gain earlier consultation and more input on budget matters.

Accomplishment: The BFC developed a process and calendar for providing faculty input into the budget process that was agreed to by VC McGowan.

Goal: The Committee on University Committees (CUC) was charged with conducting a systematic review of the University Committees.

Accomplishment: The CUC identified 12 of 23 university committees that are not functioning effectively. They recommended that members of the CUC be assigned to work with these committees during the 1997-98 year to improve their effectiveness.

Other Accomplishments:

1. The Faculty Senate enhanced communication between the Senate and the faculty and the university staff through a series of focused “mini-assemblies.”
2. The Faculty Senate worked closely with the Student House of Representatives on issues of mutual concern, notably advising and evaluation of teaching effectiveness.
3. The Faculty Senate, working with the administration, developed a statement of policy on teaching materials.

THE FACULTY SENATE TEXAS CHRISTIAN UNIVERSITY

A summary sheet of the minutes from May 1, 1997

- The following items were distributed to the Senate and are available:
 - A draft letter regarding a new policy with regard to felony.
 - An undergraduate policy statement on Academic Advising at TCU adopted by the Deans April 9, 1997.
 - Preliminary results of the undergraduate Academic Advising Survey conducted by the Student House of Representatives.
 - Report of the Academic Excellence Committee
 - Report and recommendations of the Promotion, Tenure and Grievance Committee
 - Recommendations of the Student Relations Committee
 - Procedures for Grade Appeals
 - Summary of the Work of the 1996-97 Faculty Senate
 - Status of Motions passed by the 1996-97 Faculty Senate
- Assistant Secretary Reynolds introduced the new senators for the 1997-98 academic year.
- Senator David Grant presented the report from the Academic Excellence Committee.
- The Senate voted to change the name of the Role and Function Committee to the Committee on Faculty Governance.
- Senator Pfaffenberger presented the recommendations of the Tenure and Grievance Committee for Senate action.
- Senator Moore presented the recommendations of the Student Relations Committee for Senate action.
- Senator Franzwa presented the report from the Budget and Finance Committee.
- Lana Allman presented the report from the Academic Appeals Committee on the Procedures for Grade Appeals.
- Chair Martin spoke with regard to the Recommendations for Temporary Residential Housing for International Students from the International Students Committee.
- The results of the election of Senate officers (Executive Committee for 1997-98) were presented by President-elect Vigeland. They are:

Chair - Robert Vigeland
Chair-elect - Sherrie Reynolds
Past Chair - Kathleen Martin

TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE

September 4, 1997
3:30 p.m.

Note: All meetings this year will take place in the Sid W. Richardson Board Room

Meeting Agenda

Approval of Minutes from May 1, 1997

Announcements:

- Introductions
- Comments on the Chancellor Search Advisory Committee
- Comments on the Executive Committee's meeting with the Deans

Old Business:

- Action on Report from the Committee on University Committees
- Report on the results of the Student Advising Survey
- Run-off election for Budget & Finance Committee membership

New Business:

- Discussion of Committee Charges for 1997-98

Secretary - Kenneth Raessler

Assistant Secretary - Lynn Flahive

- The results of the election for the Budget and Finance Committee were presented by President-elect Robert Vigeland. They are:

Dwayne Simpson Elected

Joe Bobich Tie vote.

Ed McNertney Runoff will be held in the September meeting.

- Chair Martin called attention to two documents which summarize the work of the 1996-97 Faculty Senate.

TEXAS CHRISTIAN UNIVERSITY FACULTY SENATE MINUTES

May 1, 1997

The Faculty Senate of Texas Christian University met at 3:30 p.m. on May 1, 1997, in the Sid Richardson with Chair Martin presiding. Senate members present included: Franzwa, Grant, Lahutsky, Hughes, Jenkins, Moore, Rinewalt, Comer, Donovan, Nelson, Reinecke, Miles, White, Martin, Sacken, Patton, Weeks, Moreland, Curry, Flahive, Solomon, Cooper, Haigler-Robles, Garrison, Smith, Nichols, Pfaffenberger, Vigeland, Raessler, Reynolds, Cagle, Wilson, Becker, Szajna, and Tucker.

New Senators included: Richards-Elliott, Smith, Clemons, Bobich, and Brown.

Senators not in attendance included: Fortenberry, Kucko, Gorman, Paulus, Gouwens, Meckna, Greer, Oberkircher, and Quarles.

APPROVAL OF MINUTES FROM April 7, 1997

The minutes from the April 7, 1997, Senate meeting were approved as written with the following corrections:

- Page 1, line 9, should read: Approval of minutes from April 7, 1997 (not 1996).
- Page 3, line 15, should read, Senator Becker presented (not represented).

The motion to approve corrections was made by Senator Franzwa and seconded by Senator Vigeland.

ANNOUNCEMENTS

- Assistant Secretary Reynolds introduced new senators for the 1997-98 academic year and they were duly welcomed.
- Chair Martin emphasized the importance of the many handouts and articulated that some are not related to reports given today but nevertheless worthy of perusal. Should there be any comments or concerns about these handouts, be encouraged to E-mail Chair Martin. Of particular note was (1) a draft letter regarding a new policy with regard to felony, (2) a policy statement on Undergraduate Advising at TCU adopted by deans April 9, 1997, and (3) preliminary results of the undergraduate Academic Advising Survey by the Student House of Representatives.

REPORTS

- Senator David Grant presented the year end report of the Academic Excellence Committee (attached) and requested Senate action on two recommendations of the committee which are stated in Appendix B of the report.

1. The committee does not recommend the adoption of the document entitled "Procedure to Amend University Core Requirements," dated May 1996, by the Senate Executive Committee, which received the document from the Provost.

The motion was made by Senator Reynolds and seconded by Senator Miles and passed by unanimous consent.

2. The committee recommends that next year a formal evaluation of the UCR be undertaken by the Undergraduate Council.

The motion was made by Senator Vigeland and seconded by Senator Franzwa and passed by unanimous consent.

- Chair Martin reported to the Senate that the Senate Executive Committee did talk to Provost Koehler with regard to the recommendations which will come forth from the Role and Function Committee. The committee assumed a negotiating mode, in order to accomplish a stronger representation of the faculty, in some fashion, on the Undergraduate Council. The Executive Committee did not "push" to have the council chaired by a faculty member next year. Provost Koehler did agree to choose the appointed members of the council from a pool of nominations set forth by the Senate Committee on Committees. The Provost and the Senate Executive Committee would then negotiate on the appointed positions. A straw vote was taken by the Senate which showed support for the work of the Senate Executive Committee on this matter.

- The Senate then acted on changing the name of the Role and Function Committee to the Committee on Faculty Governance.

The motion was made by Senator Moore, seconded by Senator Paulson and passed by unanimous consent.

- Senator Pfaffenberger presented the following recommendations to the Senate for action: (The recommendations are stated in entirety in the report of the Promotion, Tenure and Grievance Committee and are attached to the minutes.)

Recommendation #1 (page 5 of the report)

The Provost appoint an Advisory Board to assist in the development of a teaching center at TCU. The members of the Advisory Board should include two members of the

1996-97 Senate Promotion, Tenure and Grievance Committee, at least two recipients of teaching awards, a student representative, and Larry Kitchens, current director of the Center for Instructional Support. The Board should advise the Provost on the following: (1) goals and objectives of the center; and (2) a timetable for the development of the center. The specific charge to the Board should be the development of a proposal for the teaching center. The creation of a proposal will require the Board to conduct research on existing centers to determine the best way to develop a center at TCU. The suggested name for the center: Center to Support Teaching.

Discussion followed:

1. Senator Hughes questioned whether there was any discussion about the dialogue of philosophy and policies of teaching which is not represented in the document.

Answer: It would be assumed that this was the case. Centers investigated at other universities indicated that this does occur.

2. Senator Becker suggested that the chair of the Student Honors Cabinet may well be included on the Board.
3. Chair Martin recommended that senators who have suggestions should E-mail their ideas to Senator Pffafenberger so they might be considered.

Motion to adopt Recommendation #1 was made by Senator Becker and seconded by Senator Smith. Motion passed by unanimous consent.

Recommendation #2 (page 7 of the report)

The Faculty Senate Promotion, Tenure and Grievance Committee be charged in the 1997-98 academic year with the task of crafting a statement of policy concerning the review of tenured faculty for the *Faculty and University Staff Handbook*. In addition, the committee should also be charged with researching methods of reviewing tenured faculty for comparison with the review processes in use by academic departments at TCU.

Motion to adopt Recommendation #2 was made by Senator Grant and seconded by Senator Miles and passed by unanimous consent.

Recommendation #3 (page 8 of the report)

The Provost should establish a one-half day workshop in August each year for all department chairs. The workshop should focus on the methods of evaluating teaching and on the importance and methods of goal-setting and goal-matching in the review process of tenured faculty. Eventually, this workshop should be sponsored and administered by the Center to Support Teaching at TCU.

Discussion followed:

1. Senator Donovan suggested that the chairs must also communicate the rules to the faculty as well, after they have gone through this workshop.
2. Senator Pfaffenberger stated his belief that very few departments can be outstanding in these reviews either due to the chair or the faculty composition.
3. Senator Raessler commented that Provost Koehler has consistently had yearly workshops for chairs even though they were not necessarily on the subject of post tenure review.
4. Discussion then centered on the length of this workshops - 1 hour, 2 hours, ½ day???

Senator Grant then proposed an amendment to the motion which would change the second sentence to read “the workshop should focus on the methods of evaluating teaching and on the methods of reviewing tenured faculty.” The motion was seconded by Linda Moore. The amended motion passed by unanimous consent.

Recommendation #4 (page 11 of the report)

The Provost should charge the Evaluation Committee for the 1997-98 academic year with studying methods for evaluating teaching and, based on the study, recommending methods for use by departments at TCU in the evaluation of faculty teaching effectiveness. The Evaluation Committee should also be charged with recommending a policy concerning the use of the written responses by students on the student perception evaluation instrument.

Discussion followed:

1. Senator Reinecke stated support for the motion.
2. Senator Garrison expressed concern that certain departments might be mandated to use evaluation methods that might not be appropriate for that particular department.
3. The first sentence of the motion was then amended to read: “The Provost should charge the Evaluation Committee for the 1997-98 academic year with studying methods for evaluating teaching, and based on the study, recommending methods to departments at TCU for the evaluation of teaching effectiveness.”

A motion to adopt the amended motion was made by Senator Grant and seconded by Senator Franzwa and received passage by unanimous consent.

Recommendation #5 (page 12 of the report)

The Tenure, Promotion and Grievance Committee should be charged in the 1997-98 academic year with studying the use of faculty mediators in grievance cases, and making a recommendation to continue or to discontinue the use of mediators in these cases.

Discussion followed:

Senator Grant recommended an amendment to the motion that the last phrase read “, and making recommendations to continue, modify or discontinue the use of mediators in these cases.” Senator Franzwa seconded and the amended motion passed by unanimous consent.

- Senator Moore reported for Senator Oberkircher, Chair of the Student Relations Committee, who was absent. (Recommendations attached.)

Recommendation #1

The Senate should be involved in the development of policies regarding the new computer system as they relate to academic matters and advising.

Discussion followed:

1. Senator Reinecke questioned how this committee is related to the Academic Computing Committee? The response was uncertain; however, Chair Martin commented that this recommendation includes academic matters as well as the advising process; thus the Senate would be well served to have this as well as the other committee.
2. Senator Reinecke also expressed concern over software being chosen and/or purchased.
3. Senator Bobich questioned whether advising will really be a component in the new computer system recently purchased? Senator Moore responded that the first areas serviced with the new system will be administration. Chair-elect Vigeland stated that the software for the system has not yet been chosen, but the modules likely to go in first are the financial module and the human resource module. He is not aware that the student schedule even exists yet; thus we have plenty of opportunity to be involved in this.

Motion for adoption made by Senator Garrison and seconded by Senator Vigeland. The motion passed by unanimous consent.

Recommendation #2

That the Senate both encourage the administration to provide computers and network connections for all advisors, and work with the House of Student Representatives to consider funding through the House.

Discussion followed:

1. Senator Grant moved to delete the final phrase of the recommendation with regard to the working with the Student House for funding through the House, and seconded by Senator Franzwa. The amendment passed by unanimous consent.
2. Senator Nicholson questioned whether, through this motion we are saying that it is more important to have a computer in the office of a faculty member for advising than it is for research and teaching? After much further discussion it was decided that a process of computer purchase was sorely needed; however, this is a different issue and should probably stand on its own.

The amended motion was made by Senator Garrison and seconded by Senator Smith. The motion passed by unanimous consent.

Recommendation #3

The Senate should encourage the administration to mandate formal advising training for all new faculty through the Center for Academic Services.

Discussion followed:

1. Senator Bobich questioned whether this should be for all new faculty or only new faculty advisors. It was decided that the statement should read “all new faculty advisors” and this addition was accepted by friendly amendment.
2. Assistant Secretary Reynolds questioned whether all faculty members who are advisors will also receive this training?

Answer: Hopefully.

The motion, amended by friendly amendment, was made by Senator Garrison and seconded by Senator Smith.

Recommendation #4

The Senate should encourage the administration to formally investigate national evaluation of advising programs and, with input from the Faculty Senate, select and implement the use of the one most appropriate to our educational situation.

Discussion followed:

1. Senator Bobich questioned whether the administration should do this or whether we should do this. Should we not make the recommendations?

Answer: The administration would need to make the connection.

2. Assistant Secretary Reynold suggested that we have insufficient information about this to be able to recommend. We would need more information about the organization and what kinds of things they do.
3. Senator Paulus then moved to amend the motion by stating that the "Faculty Senate consider the selection and implementation of the use of the one most appropriate to our educational situation."

The amended motion by friendly amendment was made by Senator Franzwa and seconded by Senator Jenkins and passed by unanimous consent.

Recommendation #5

This recommendation will be dealt with at the fall meeting. Chair Martin applauded the efforts of the House of Student Representatives in conducting the survey and gathering the information.

NEW BUSINESS

- Senator Franzwa presented the report from the Budget and Finance Committee (included in the April 7, 1997). He stated that the proposed calendar is a first time attempt at such a thing, and hopefully it will move the process along in some sort of order. He noted that, in a highly unusual move, the university will be borrowing some 60 million dollars in order to renovate and upgrade existing dormitories, taking advantage of lower interest rates. Senator Tucker asked whether there was truth to the rumor that the Bookstore and Post Office would be moving to the old Tom Thumb store at University and Berry.

Answer: No one knew of this.

- Lana Allman presented the report from the Academic Appeals Committee on the Procedures for Grade Appeals.

Discussion followed:

1. Senator Grant expressed concern over the fact that the Academic Appeals Committee is part of this process and that there are students on the Academic

Appeals Committee. He stated belief that the appeal should go directly from the Academic Dean to the Provost.

2. The Senate agreed to send this matter back to committee to remove the Academic Appeals Committee from the process on the basis that grades are a factor which should be dealt with by faculty and administration, and student judgement should not be part of this process.
3. After more discussion, observations, and questions centering on two basic issues:
 - A. Should the Dean's decision or the Provost's decision be the final one, and
 - B. May the Dean change the grade of a faculty member? It was decided to accept a motion that:

Procedures for Grade Appeals #1 - #3 be accepted and that Procedure #4 be sent back to committee for further consideration.

Motion by Senator Becker, seconded by Senator Smith. The motion passed by a majority with six senators opposing.

- Chair Martin then addressed the Recommendation for Temporary Residential Housing for International Students (included in April 7 Faculty Senate minutes). The Chair of the International Students Committee did not request action on this issue, the purpose of the memo being informational. She suggested that the Committee on Committees be asked to watch this issue closely.
- Chair Martin commented on the process of the search committee for a Chancellor. The Executive Committee quizzed the Provost with regard to this issue, and although he is not setting up the process, he did suggest that there probably will be a traditional search committee and the search committee will be sensitive to the agreement that was reached in 1988 with regard to faculty representation: that is, there will be as many faculty represented as any other group. Also, the faculty appointed will reflect sensitivity to appropriate representation including gender and ethnicity.

Senator Bobich then made "emergency" motions that:

1. The Executive Committee urge that the Faculty Senate elect the faculty members on the search committee. (Seconded by Senator Becker).
2. The Faculty Senate recommend that the next Chancellor possess an earned doctorate. (Seconded by Senator Hughes.)

The motions passed by unanimous consent.

- Chair-elect Vigeland reported the results of the election for the Faculty Senate Executive Committee for the 1996-97 academic year. They are:

Chair	Robert Vigeland
Chair-elect	Sherrie Reynolds
Secretary	Kenneth Raessler
Assistant Secretary	Lynn Flahive
Past Chair	Kathleen Martin

Budget and Finance Committee:

Dwayne Simpson has been elected and Joe Bobich and Ed McNertney received the same number of votes. A runoff election will be held in the September meeting.

- Chair Martin called attention to two handouts (attached) which summarizes the work of the 1996-97 Faculty Senate.

The meeting was adjourned by Chair Martin at 5:13 p.m.

Respectfully submitted,



Kenneth R. Raessler, Secretary

FR: FACULTY SENATE
TCU BOX 297240

TO: WILLIAM H KOEHLER
TCU BOX 297040

THE FACULTY SENATE TEXAS CHRISTIAN UNIVERSITY

A summary sheet of the minutes from April 3, 1997

- The following items were distributed to the Senate and are included with the minutes:
 - University Academic Appeals Committee's Procedures for Grade Appeals
 - Recommendations by the International Students Committee for Temporary Residential Housing for International Students
 - Budget and Finance Committee Proposed BFC Calendar for Effective Budget Formulation Assistance
 - AAUP Tenure Task Force Report on Periodic Evaluation of Tenured Faculty
 - Recommendations from the Academic Excellence Committee
 - Report of the Student Relations Committee (summary data sheet)
 - Summary Evaluations of University Committees
 - 1996/97 Financial Aid Applicant Data

- Chair Martin apologized for the conflict with the Frye lecture and asked senators to review the handouts carefully and discuss the information with constituents.

- Senator David Grant presented the report from the Academic Excellence Committee.

- Senator Fred Oberkircher presented the report of the Student Relations Committee.

- Senator Manfred Reinecke presented the report from the Committee on Committees.

- The Senate voted to rescind the following collegiality statement from the *Handbook for Faculty and University Staff*: "The ability to work effectively with colleagues and students." The collegiality issue will then be turned over to the Tenure, Promotion and Grievance Committee for consideration as they find appropriate with the understanding that the issue is one of consequence.

- Chair Martin informed the Senate that the Teaching Materials Policy proposed by the Senate has been approved by the Deans.

- The nominations for the 1997-98 Senate officers were presented by President-elect Vigeland. They are:

Chair -	Robert Vigeland
Chair-elect -	Sherrie Reynolds
	Noel Donovan
Secretary -	Kenneth R. Raessler
Assistant Secretary -	Lynn Flahive

**TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE**

**May 1, 1997
3:30 P.M.**

NOTE: Meet In Sid W. Richardson Room

Meeting Agenda

Approval of Minutes from April 7, 1997

Announcements: Introduction of New Senators

Reports

- Action on Report from Committee on Academic Excellence
- Action on Report from Role and Function Committee
- Action on Report from Committee on Committees
- Recommendations from Tenure, Promotion, and Grievance Committee:
Roger Pfaffenburger
- Recommendations from Student Relations Committee: Fred Oberkircher

New Business

- Report from Budget and Finance Committee: Gregg Franzwa
- Procedures for Grade Appeals: Academic Appeals Committee
- Recommendation for Temporary Residential Housing for
International Students: International Students Committee
- Elections for Faculty Senate Executive Committee
- Elections for Budget and Finance Committee

Other

- Summary of the Faculty Senate accomplishments for 1996-97

TEXAS CHRISTIAN UNIVERSITY FACULTY SENATE MINUTES

April 3, 1997

The Faculty Senate of Texas Christian University met at 3:30 p.m. on April 3, 1997, in the Sid Richardson with Chair Martin presiding. Senate members present included: Franzwa, Grant, Lahutsky, Hughes, Fortenberry, Moore, Rinewalt, Paulus, Donovan, Reinecke, Gouwens, Martin, Sacken, Patton, Curry, Solomon, Meckna, Garrison, Smith, Nichols, Greer, Pfaffenberger, Vigeland, Raessler, Reynolds, Cagle, Oberkircher, Becker, and Quarles.

Senate members excused: Nelson, Haigler-Robles, and Miles. Senators not in attendance included: Jenkins, Kucko, Gorman, Comer, White, Weeks, Moreland, Flahive, Cooper, Wilson, Szajna, and Tucker.

APPROVAL OF MINUTES FROM March 6, 1996

The minutes from the March 6, 1997, Senate meeting were approved as written with the following corrections:

- The name of Joe Bobich was misspelled (Babich) on pages 2, 5, and 6 of the minutes.
- Susan Weeks and Linda Curry were present but neglected to sign the roster.

(Moved by Oberkircher and seconded by Reinecke)

ANNOUNCEMENTS

- Chair Martin apologized for the conflict between the talk by Dr. Robert Frye and several Senate sub committee meetings.
- Chair Martin asked that all senators review the handouts before the May Senate meeting, specifically the Academic Appeals Committee's proposed Procedures for Grade Appeals, The International Students Committee's Recommendations for Temporary Residential Housing for International Students, the Budget and Finance Committee's Proposed BFC Calendar for Effective Budget Formulation Assistance, and the national AAUP Tenure Task Force Report on Periodic Evaluation of Tenure Faculty. She also briefly cited the other handouts senators should possess.

REPORTS

- Senator David Grant presented the report from the Academic Excellence Committee on the charges made to the committee by the Senate Executive Committee for the 1996-97 academic year (attached). The report centered on the study of the UCR which the

committee conducted this year. The committee recommended that next year a formal evaluation of the UCR be undertaken by the Undergraduate Council and recommended the steps to be taken. The Senate will be asked to vote on this at its May meeting, thus Senator Grant requested that all senators study this document by the next meeting. He stated that mechanisms will be set up whereby, formally, people may request amendments to the university core curriculum.

Discussion followed:

1. Senator Reinecke asked whether this document will be distributed to those people who do the advising.
Answer: Yes
 2. Chair-elect Vigeland questioned what was really meant by modification of the UCR. Senator Grant responded that they were recommending modification of the University Curriculum Requirements, not courses within the UCR.
 3. Senator Greer asked whether the committee was recommending this as a procedure for modification.
Answer: Yes, but there is no guarantee that this will be the procedure if the Senate votes approval. The committee is merely recommending an alternative.
 4. Senator Oberkircher cited the dichotomy between the concept that the UCR should allow departments to present potential courses which will meet core requirements and the idea that only a particular discipline can teach that course. He questioned whether the committee will make a recommendation as to which of these philosophies will be the university policy or will the present laissez-faire approach continue.
Answer: I don't know. I would suppose that there will always be disputes about these boundary issues.
 5. Chair Martin recommended that senators e-mail their questions to the committee for consideration.
- Senator Fred Oberkircher presented the report of the Student Relations Committee (data summary attached) on the advising process at TCU. The House of Student Representatives is conducting a student survey of advising but the committee does not yet have the results, thus the report contains mainly facts about the advising process. He advised the Senate that this year students will be sent advising material before they come on campus for orientation which will allow the student and their parents more time to contemplate course choices before arriving on campus. The committee will make recommendations at the May Senate meeting.
 - Senator Reinecke presented the report from the Committee on Committees (attached) which includes summary evaluations of university committees by the members of the committees based on efficiency and effectiveness. He noted that there appears to be no past records of the Committee on Committees and described in great detail the process that the committee used for the evaluation. Senator Reinecke made two proposals:

1. That a set of records be established for each standing committee so that the wheel does not have to be reinvented again.
2. That an ad hoc committee be established to monitor ineffective committees.

Discussion ensued on the Intercollegiate Athletic Committee:

1. Senator Pfaffenberger suggested that it is his understanding that this committee is required by the NCAA.
2. Past Chair Fortenberry suggested that there are issues here that would indicate that if it is an NCAA mandated committee, then we should work to make it an effective committee and live up to the charge.
3. Senator Lahutsky noted that the charge of the committee is to advise on academic matters, and suggested that this is what should be done.
4. Senator Reinecke noted that this charge is a recent one, being in effect for only two years. He is not aware of where this charge has come from.

OLD BUSINESS

- Senator Becker represented his motion on the collegiality issue which reads: "As a matter of form we rescind the statement in the Faculty Handbook ('the ability to work effectively with colleagues and students'), not passing judgement, because it should not have been in the handbook in the first place" (Senate minutes, April 3, 1997, page 8, paragraph two).

The motion was then amended by Becker that the issue then be turned over to the Tenure, Promotion and Grievance Committee for consideration as they find appropriate with the understanding that the issue is one of consequence. Senator Reinecke seconded the motion.

Senator Grant noted that in approving this motion, as amended, the Senate does not suggest that getting along with others is not an important issue. The amendment to the motion was then restated before the vote: "That the issue of collegiality be turned over to the Tenure, Promotion and Grievance Committee for further consideration."

The amendment to the motion passed unanimously, the motion itself, which reads: "That the statement in the Faculty Handbook which reads 'The ability to work effectively with colleagues and students' be rescinded from the Faculty Handbook and the issue of collegiality be turned over to the Tenure, Promotion and Grievance Committee for further consideration."

The motion passed unanimously.

- Chair Martin informed the Senate that the Teaching Materials Policy proposed by the Senate has been approved by the Deans.

- Senator Grant expressed concern over the status of the Senate archives. He suggested that we must be certain that we have an archive where Senate records are kept because our effectiveness will be diminished greatly if we are unable to trace what we did years ago. Chair Martin stated that an attempt will be made to bring these archives together.

NEW BUSINESS

- The nominations for the 1997-98 Senate officers were presented by President-elect Vigeland:

Chair -	Robert Vigeland
Chair-elect -	Sherrie Reynolds
	Noel Donovan
Secretary -	Kenneth Raessler
Assistant Secretary -	Lynn Flahive

He then opened the meeting for nominations from the floor.

It was moved and seconded that the nominations be closed. Chair-elect Vigeland requested a statement of goals by the candidates presented to Secretary Raessler by April 18th in order that they may be distributed with the May 1, 1997 agenda. Voting will take place at the May 1 Senate meeting.

- Chair Martin commented on the 1996/97 Financial Aid Applicants handout (attached). The information had been requested by faculty at one of the assemblies and had been compiled by the Financial Aid Office.
- Senator Franzwa suggested that the Faculty Senate should choose the faculty members who serve on the search committee for the new Chancellor. He is concerned that the faculty representatives will be appointed. The Senate members expressed agreement with this concern, but no vote was taken.

The meeting was adjourned by Chair Martin at 4:59 p.m.

Respectfully submitted,



Kenneth R. Raessler, Secretary

PLATFORM - CHAIR-ELECT

The Chinese word for “crisis” is composed of characters which mean “danger” and “opportunity.” The next 2-3 years at TCU may well be described in the same way. The Chancellor’s resignation, the threats to tenure, and the overall public perception of universities suggest that the need for a strong Faculty Senate is stronger than ever. At the same time, the Senate at TCU has grown stronger and more responsible in the time that I have been here. At this point in our development I think it is essential that we continue to seriously and thoroughly study issues related to academic life and that we monitor and account for the actions which arise from the implications of these studies, holding ourselves and others accountable. I think it is also important that we continue the initiative begun this year to enhance faculty communication: the Senate web page, the Assemblies, conversations between senators and constituents, and formal and informal meetings with members of the House of Student Representatives.

Sherrie Reynolds

PLATFORM - CHAIR-ELECT

A long time ago, when I was a sturdily cynical graduate student, my supervisor invited me to a meeting of the British Academy of Science. I remember very little of the talks and understood even less. What I do remember, vividly, was a performance of Beethoven's *Missa Solemnis* in Durham Cathedral. I sat near to one of those gigantic incised Romanesque pillars. Lord Adrian, a chemist of distinction, sat to my left. Stanley Westoll, my mentor, and doyen of the world's vertebrate paleontologists, was to my right. T'was the best of company, listening to the greatest of music in one of the world's finest buildings - and I have been starry eyed about the academic world ever since! At its best, it is the chief guardian and promoter of our reason. And when it functions well we can also find emotional contentment in its operations.

As I understand things, the historical role of the Senate is to maintain the primacy of the academic mission, in terms of both freedom and responsibility. Our principal functions are

- designing the curriculum (in all its labyrinthine extravagance),
- defining and protecting standards of scholarship,
- defining and protecting standards of adjudication,
- defining and protecting the professional interests of the faculty to other constituencies within and without the university, and
- enhancing the sense of academic community that unifies a healthy university.

All of these things constantly require our creative attention.

We currently are faced with two additional challenges, one internal, the other external. The resignation of Chancellor Tucker introduces a wild card into the otherwise beatific serenity of our lives. We can best protect our functions and responsibilities by clear and definitive assumption of those functions and responsibilities. In so doing we are following in the footsteps of a recent sequence of strong faculty executives - but perhaps treading more urgently. In addition we must indicate clearly that the university's best interests are best served by the full participation of elected faculty in the selection process for the new chancellor.

We share our second challenge with faculties across the nation. The academy is under attack in a manner that I have not witnessed before. We are no longer judged on our best moments but on our worst. As a private university we are protected somewhat from this attack - this means that we have time to mount a defense. First let's not defend the indefensible - we should not protect the prerogatives of inertia. Secondly, we can better our position by positive involvement with the community that judges us. For example, recently I've collated information from about fifty students concerning the adequacy of their high school preparation for college. Over half of these students think that they were inadequately prepared - with respect to grading standards, lecturing styles, study habits etc. A constructive dialogue with high schools would do everyone a service and maybe help the retention problem!

If elected to be chair of the Senate, I would expect lively and excited debate, followed by smart action. I would be unhappy if we could not, in some small measure, strengthen the distinctive microcosm of academia that is TCU.

Noel Donovan

The following is the University Academic Appeals Committee's procedures for **Grade Appeals**. We recommend that it be published on page 38 of the Faculty/Staff Handbook following "Exception to Final Examination Policy". Additionally, it will be published in the Student Handbook. Please review these procedures. If you have any questions or comments, I may be reached at X7499 or j.kucko@tcu.edu. We will vote on these procedures at our May Senate meeting.

Procedures for Grade Appeals
(April 1, 1997)

GRADE APPEAL TO THE FACULTY MEMBER

1. In the event a student questions a grade assigned for a course or the results of another critical component of a degree requirement (e.g. oral exam, juried exhibition, thesis, etc.), the student should discuss the matter with the faculty member(s). Matters of grade disputes are best addressed as early as possible into the next semester after the grade was assigned. A Grade appeal must be initiated prior to the final drop date of the subsequent fall or spring semester. Exceptions for students in unusual circumstances (for example, studying abroad) may be granted in writing by the dean of the college in which the course (or critical component) was offered.

After hearing the appeal by the student, the faculty member may either deny or accept the appeal. Normally, the faculty member should respond to the student within five working days. In the event the faculty member upholds the appeal, the normal process for changing a grade shall be followed.

GRADE APPEAL TO THE DEPARTMENT CHAIR

2. The faculty member(s)'s decision may be appealed to the department chair within 5 working days after the response from the faculty member(s).

The department chair will become familiar with the facts of the case by communicating with the student and faculty member(s). The parties have the right to meet with the chair without the other party present.

The department chair may either accept or deny the student's appeal. The department chair will notify the student and faculty member(s) of his/her decision in writing. In the event the department chair accepts the student's appeal, he/she may recommend a grade change to the dean of the college. The recommendation for the grade change may be initiated by the department chair.

GRADE APPEAL TO THE ACADEMIC DEAN

3. The chair's position may be appealed by the student or faculty member(s) to the appropriate dean within 5 working days of the department chair's decision.

The dean will become familiar with the facts of the case by communicating with the student, faculty member(s) and department chair. The parties have the right to meet with the dean without the other party(s) present.

The academic dean will notify the student, faculty member and department chair of his/her decision in writing. In the event the Dean uphold's the student's appeal, the change of grade shall be reported by the Dean to the Director of the Registrar's Office.

GRADE APPEAL TO THE ACADEMIC APPEALS COMMITTEE

4. The dean's position may be appealed by the student or faculty member(s) to the University's Academic Appeals Committee within 5 days of the dean's decision. The process for appealing to the Academic Appeals Committee is available through all academic departments, the Dean of Campus Life Office or the Chair of the Academic Appeals Committee.



DEPARTMENT OF SOCIOLOGY, SOCIAL WORK
AND CRIMINAL JUSTICE

TO: Kathleen Martin, President
Faculty Senate

FROM: Morrison G. Wong
Chair, International Students Committee *MGW*

RE: Recommendation for Temporary Residential Housing for International
Students

DATE: 24 March 1997

On February 7, 1997, the International Students Committee convened to evaluate the housing situation for international students. Present included: Morrison Wong, Yumiko Keitges, Peng Fan, Charles Bond, In-Mu Haw, Phyllis Bodie, Al Mladenka, and Stefan Zosso (student). Invited guests included Vice Chancellor for Student Affairs Don Mills and Director of Residential Services, Roger Fisher.

THE PROBLEM: There is a lack of temporary, short-term housing for international students. Although TCU seeks out international students to add to the diversity of the student population, the university does little in providing any temporary residential housing for international students if they arrive a few days before the university housing opens or if they need to look for an apartment. Cost for a stay at a hotel until procurement of an apartment is expensive. It may even become prohibitive if one considers the foreign exchange rate of the countries of some of our international students. For some international students, this is a major investment. Compound this situation with a lack of transportation (no car), a lack of facility with the English language, a lack of familiarity with Fort Worth, cultural differences, the dislocation process of not only moving, but moving to new culture, where one is totally alone, and you have a person who is going to have adjustment problems.

Currently, the residential housing situation is handled by the International House (part of the Baptist Church, not part of TCU). In conversations with the Director, it was ascertained that the International House housed about thirty international students for an average stay of two to four nights during the month of August 1996. During the month of September, about six students were housed at the International House. The latter were mainly graduate students. During Christmas break (when the residence halls are closed), about twelve students were housed at the International House. These students either arrived two to three days before housing opened or were looking for an apartment. While we applaud the work and efforts of the staff and volunteers at the International House, we feel that TCU should be involved in the process.

It should be noted that during the holidays, most (although not all) of the international students who remain in the United States manage, through their own networks and as they get adjusted to the ways of Fort Worth and TCU, to stay at a friend's place or with their International Friendship family. The Business School MBA Program has a data base of MBA international students and is able to take care of and "buddy" up with most of the incoming graduate students. The housing problem especially affects the first time recently arrived international student who has not established these social networks, especially undergraduate transfers and graduate students.

RECOMMENDATION. The International Students Committee recommends that efforts be made to supply temporary short term residential housing to international students, utilizing university-owned retained residential housing.

Several models have been proposed and need to be looked at in greater depth. One involves more flexible on-campus residential housing, especially as it pertains to co-ed residential living. Several international students, or just students in general, who are living in a dorm may be given a single room at a reduced rate with the understanding that there will be several days during the year that they will be sharing the room with international students.

Another model involves renting a house (at a reduced rate or without charge) to an international student or students who will be responsible for the upkeep of the house. The person(s) will serve as a "resident director." The person(S) will provide temporary lodging for international students who are in need. (If TCU is concerned about the finance, the international student in need may pay a nominal fee for a temporary place to "lay his or her head" down.) Although law prohibits more than six unrelated individuals living in one place at one time, the transient nature of their stay as well as the period of needed temporary housing will probably not pose a problem. During periods when there is little need, this house can be used for other programmatic activities that involve international affairs (i.e., meetings, parties, etc.). Additionally, the "resident director" may be required to contribute 10 to 20 hours a week at the international students office as partial payment for the reduced rent on the house or especially if there is no rent.

As an aside, this temporary residential housing can also be used for other groups other than international students. For example, TCU could probably save some money on hotel costs by housing entertainers or speakers at the house. U.S. students who need a place to stay for a few days could also make use of the house (at nominal cost). Parents who are visiting their children because of an emergency may wish to utilize the housing. Great public relations.

In conclusion, if TCU wants diversity, if TCU wants international students, if TCU wants to talk about globalization, then TCU not only has to be aware of the needs of the international students, but also address these needs. Short term temporary housing is a need.



DEPARTMENT OF CHEMISTRY

February 21, 1997

To: Budget & Finance Committee (BFC) Members and Kathleen Martin

From: Joe Bobich

Re: Proposed BFC Calendar for Effective Budget Formulation Assistance

March-November: BFC receives input from Faculty Senate (FS) and Vice Chancellors relating to near-and long-term financial planning.

November: BFC learns Chancellors and Vice chancellors preliminary and general advice to their divisions in preparation for setting budget priorities. BFC communicates this information to FS for discussion.

December: BFC receives copies of general budget guidelines and budget requests from academic units and communicates same to FS. FS discusses budget goals and priorities.

January: We recommend FS initiate a special January budget review for voting on next years budget priorities. FS transmits recommendations to budget committee, Vice Chancellors, and Chancellor. Summary budgets submitted to executive team also submitted to BFC combined with FS Executive Committee. All three groups unite two Friday afternoons to share views.

February: Budget managers and BFC advised of final budgets. BFC advises FS.

Approved by BFC 2/20/97.

AAUP Tenure Task Force Report on Periodic Evaluation of Tenured Faculty

Task Force Recommendation

Guidelines For Good Practice In the Periodical Evaluation of Tenured Faculty

- 1. Periodic evaluations should not be re-evaluations or re-validations of tenured status as defined in the AAUP 1940 Statement of Principles of Academic Freedom and Tenure.**
- 2. Evaluation of procedures must insure the protection of academic freedom as defined in the AAUP 1940 Statement of Principles of Academic Freedom and Tenure.**
- 3. Periodic evaluations should be developmental and supported by institutional resources for professional development.**
- 4. Evaluation procedures and the written standards and criteria by which faculty are evaluated should be developed and conducted by the faculty in accordance with the AAUP Statement on Government of Colleges and Universities.**
- 5. Evaluations should be flexible enough to recognize different expectations in diverse disciplines and changing expectations at different stages of faculty careers.**
- 6. Evaluations should be confidential.**
- 7. Faculty should have the opportunity to respond to evaluations, and if an evaluation is negative there should be a right to appeal through a grievance process.**
- 8. In the event that a periodic evaluation reveals problems with a faculty member's performance that do not lend themselves to remediation after several efforts and which call into question the ability of the faculty member to function in his or her position, any disciplinary or dismissal process must be in accordance with the AAUP Recommended Institutional Regulations on Academic Freedom and Tenure and the 1958 Statement on Procedural Standards in Faculty Dismissal Proceedings.**
- 9. Due process must be provided in the case of sanctions or proceedings towards dismissal in accordance with the 1958 Statement on Procedural Standards in Faculty Dismissal proceedings.**

**Recommendations from the Academic Excellence Committee to the Faculty Senate
Spring 1997**

- A. Our committee was given the attached document entitled "Procedure to Amend University Core Requirements," dated May 1996, by the Senate Executive Committee, which received the document from the Provost. The document was drafted last year by the University Curriculum Advisory Committee. *We do not recommend its adoption* for the following reasons:
1. The procedure would put the University Curriculum Requirements (UCR) up for potential revision every semester. UCR are carefully interwoven into many departments' associated requirements and all students' degree plans. To put them up even potentially for yearly revision would create serious problems.
 2. The procedure would promote piecemeal revisions to the UCR. But the UCR should be approached holistically, and modifications to it should be examined in the context of the entire UCR.
 3. The process as outlined is too cumbersome to be effective. The authors of this proposal no doubt wanted to prevent frequent changes to the UCR. But the same could be accomplished by simply stipulating that the UCR will undergo formal review only every eight years and only at those intervals will modifications to it be considered.
 4. By allowing a proposal that is rejected to pass on to the next level in the outlined process, the proposed procedure makes it possible to bypass the duly constituted University committee charged with responsibility for the University's undergraduate curriculum, the Undergraduate Council, and the committee specifically charged with responsibility for proposed changes in the UCR, the University Council. We believe that this subverts the established structures for curriculum approval.
- B. Our study of the UCR this year has shown that, in general, faculty and administrators are satisfied with them, although many have made thoughtful suggestions for slight modifications to the existing requirements. (Data from the students' survey is not complete.)

We recommend therefore, that next year a formal evaluation of the UCR be undertaken by the Undergraduate Council, to include the following steps:

1. During fall 1997 the Undergraduate Council will solicit proposals for modifications to the UCR from across campus on a form to be designed that will ask for (a) the nature of the change, (b) the rationale for the change, and (c) a thorough explanation of the impact of the change on departments and student degree requirements.
2. Those proposals will be studied by the Undergraduate Council and the Council will make a single recommendation for modifications to the UCR to be distributed in spring 1998 to the departments for review and approval, and that the recommendation then make its way to the college curriculum committees, the Undergraduate Council, and the University Council for approval.
3. By fall of 1998, the approval process be completed so that changes in the UCR can be incorporated in the catalog copy for the 1999/2000-2000/2001 *Undergraduate Studies Bulletin*.
4. Such a formal evaluation of the UCR should occur every eight years and that changes be made to the UCR only at these intervals.

The Academic Excellence Committee will provide the Undergraduate Council with the full results of its own study this year of the UCR.

Procedure to Amend University Core Requirements

Because of changing circumstances, emphases, and priorities, it may be appropriate, even necessary, on infrequent occasions to add, subtract, emend, or otherwise modify the University Curriculum Requirements for Texas Christian University. For such changes the following procedure is to be followed.

I. ORIGIN OF PROPOSED CHANGE: THE INITIATION OF MODIFICATIONS, PRIMARY POINT OF ENTRY FOR ALL PROPOSED CHANGES, AND PRINCIPLE OF AUTOMATIC REVIEW AT THE NEXT HIGHER LEVEL

Changes to the University Curriculum Requirements may be initiated by those at any level of the University ranging from full-time faculty to the Provost and Vice Chancellor for Academic Affairs. Such proposed changes must be first submitted to the University Curriculum Advisory Committee. After the committee has determined that the proposal has been properly documented as described in section II below, the chair of the committee will then forward the proposal to all academic departments so that the procedures described hereafter may be followed. It is understood that if the proposed change is blocked at any level except that of the Chancellor, the proposal will automatically go to the next level for consideration accompanied by a written description of the rationale for its earlier blocking. If the proposal is then blocked again at this next level, the action on the proposal will cease, and one full semester must pass before the proposal may again be submitted to the University Curriculum Advisory Committee. The one exception to this provision is that if the proposal is blocked at both the fourth and sixth levels by the University Curriculum Advisory Committee, the proposal will automatically go to the seventh level for consideration. Decisions made on proposals considered by the University Council will go to the Chancellor whose decision will be final.

II. NATURE OF DOCUMENTATION FOR PROPOSED CHANGE

Proposals to change the University Curriculum Requirements must utilize the form designed, approved, and supplied by the University Curriculum Advisory Committee. This form must provide, in particular, two main kinds of information: (1) an explicit description of the proposed change with accurate information and cogent reasons for the change in the University Curriculum Requirements; (2) a thorough explanation of the particular effects of such change on departments, individual academic programs, and colleges. Copies of the completed proposal must be supplied to the appropriate committees as designated below at least ten academic days in advance of any meeting at which the proposal is to be a subject of discussion and action.

III. ENTRY POINT AND COMMITTEE LEVELS FOR ALL PROPOSED UCR CHANGES

A. FIRST LEVEL: ACADEMIC DEPARTMENTS

Proposals for changes in the UCR will be submitted to all academic departments for approval. A favorable vote carrying a two-thirds (2/3) majority of the full-time members of a department will be required for the proposal to meet the approval of an individual department. In the event of an unfavorable vote, the chair of the department will be instructed to compose a letter, sent to the University Curriculum Advisory Committee within ten academic days, listing the exact vote in the department and providing in full the reasons for disapproval. For admission to the next level of consideration, the proposal must be approved by at least two-thirds of the academic departments.

B. SECOND LEVEL: COLLEGES OR SCHOOLS

The college curriculum committees of the AddRan College of Arts and Sciences, the M. J. Neeley School of Business, the School of Education, the College of Fine Arts and Communication, and the Harris College of Nursing will consider the department-approved proposals for changes in the UCR. In the event of an unfavorable vote, the dean(s) will be instructed to compose a letter(s), sent to the academic department chairs within ten academic days, listing the exact vote in the committee and providing in full the reasons for disapproval. For admission to the next level of consideration, the proposal must be approved by at least three of the five college curriculum committees.

C. THIRD LEVEL: UNDERGRADUATE COUNCIL

The Undergraduate Council will consider college/school-approved proposals for changes in the UCR. For admission to the next level of consideration, a favorable vote carrying a two-thirds (2/3) majority of the members constituting that council will be required. In the event of an unfavorable vote, the chair is instructed to compose a letter, sent to the college/school deans within ten academic days, listing the exact vote in the committee and providing in full the reasons for disapproval.

D. FOURTH LEVEL: UNIVERSITY CURRICULUM ADVISORY COMMITTEE

The University Curriculum Advisory Committee will consider Undergraduate Council-approved proposals for changes in the UCR. For admission to the next level of consideration, a favorable vote carrying a two-thirds (2/3) majority of the members constituting that committee will be required. In the event of an unfavorable vote, the chair is instructed to compose a letter, sent to the Undergraduate Council chair within ten academic days, listing the vote in the committee and providing in full the reasons for disapproval.

E. FIFTH LEVEL: PUBLIC HEARINGS

In the event of a favorable vote at the University Curriculum Advisory Committee level, there must be four (4) public hearings scheduled by the University Curriculum Advisory Committee with enough variation in scheduled times to accommodate all faculty and other interested parties who wish to come. These hearings will be co-chaired by two persons, one being a member of the University Curriculum Advisory Committee, elected by that committee, and the other being the chair of that committee. A set of guidelines for the conduct and sites of such hearings will be designed, drawn up, and supplied by the University Curriculum Advisory Committee. At least half of the University Curriculum Advisory Committee shall be present at each of the hearings. One (1) of the four (4) hearings will be scheduled as part of a regular Faculty Senate meeting to help insure broad representation of faculty constituencies.

F. SIXTH LEVEL: AUTOMATIC RECONSIDERATION OF PROPOSED CHANGES IN THE UCR

Reconsideration by the University Curriculum Advisory Committee of the proposed UCR change following the completion of the hearings, within ten academic days, will be automatic. Questions posed, objections stated, concerns discussed at the hearings focusing on the proposed change will constitute the sole agenda for the UCR meeting. For admission to the next level of consideration, a favorable vote carrying a two-thirds (2/3) majority of the members constituting that committee will be required. In the event of an unfavorable vote, the chair is instructed to compose a letter, sent to the Undergraduate Council Chair within ten academic days, listing the vote in the committee and providing in full the reasons for disapproval.

G. SEVENTH LEVEL: THE UNIVERSITY COUNCIL

The Chair of the University Curriculum Advisory Committee and one other member, elected by that committee, will carry the approved UCR change to the University Council. After fully reminding that council of the rigorous and thorough procedure through which this proposal has passed and indicating the principal reasons for its approval, the chair and committee member should ask for an up-or-down vote. For approval, a simple majority of votes is required.

H. FINAL LEVEL: APPROVAL OR DISAPPROVAL BY THE CHANCELLOR

**ENROLLMENTS IN UCR COURSES, SUMMER 1992 - SPRING 1997
DISTRIBUTIONS WITHIN UCR CATEGORIES OF COURSE SUBJECT DESIGNATIONS**

CI	TOTAL	11151	
	ART	43	0.39%
	COSC	30	0.27%
	CRJU	376	3.37%
	DEFA	179	1.61%
	DEMT	48	0.43%
	EDUC	96	0.86%
	ENGL	165	1.48%
	ENGR	34	0.30%
	FREN	64	0.57%
	GEOL	81	0.73%
	HCOL	19	0.17%
	HIST	329	2.95%
	JOUR	96	0.86%
	NTDT	513	4.60%
	NURS	1044	9.36%
	PHED	15	0.13%
	PHIL	2363	21.19%
	POSC	1059	9.50%
	PSYC	827	7.42%
	RELI	276	2.48%
	RTVF	34	0.30%
	SOCI	1988	17.83%
	SOWO	640	5.74%
	SPCO	702	6.30%
	THEA	112	1.00%

FA	TOTAL	9374	
	ART	2319	24.74%
	BALT	503	5.37%
	MUSI	2178	23.23%
	RTVF	1700	18.14%
	THEA	2674	28.53%

FL	TOTAL	11801	
	FREN	2084	17.66%
	GERM	745	6.31%
	GREE	76	0.64%
	JAPN	524	4.44%
	LATI	17	0.14%
	RUSS	187	1.58%
	SPAN	8168	69.21%

HS	TOTAL	2435	
	HIST	2326	95.52%
	PHIL	22	0.90%
	RELI	87	3.57%

HS-U	TOTAL	6329	
	HIST	6329	100.00%

L	TOTAL	4834	
	ENGL	4424	91.52%
	FREN	88	1.82%
	RELI	72	1.49%
	RUSS	11	0.23%
	SPAN	239	4.94%

UCR Enrollments 92M-97S, p. 2

M	TOTAL	9589	
	MATH	9589	100.00%

OC	TOTAL	2853	
	SPCO	2853	100.00%

PE-A	TOTAL	7407	
	PEAC	7407	100.00%

PE-H	TOTAL	7078	
	MODA	304	4.30%
	NTDT	4487	63.39%
	NURS	1596	22.55%
	PEAC	14	0.20%
	PHED	677	9.56%

PS	TOTAL	7726	
	BIOL	132	1.71%
	CHEM	1199	15.52%
	HIST	1	0.01%
	NTDT	1074	13.90%
	PHYS	1382	17.89%
	PSYC	3938	50.97%

PS-L	TOTAL	15132	
	BIOL	4927	32.56%
	CHEM	1638	10.82%
	GEOL	3490	23.06%
	PHYS	4384	28.97%
	PSYC	693	4.58%

RS	TOTAL	8530	
	ANTH	36	0.42%
	PSYC	1	0.01%
	RELI	8492	99.55%
	SOCI	1	0.01%

SS	TOTAL	19106	
	ANTH	593	3.10%
	BUAD	576	3.01%
	CRJU	1310	6.86%
	ECON	5692	29.79%
	GEOG	920	4.82%
	HCOL	16	0.08%
	HIST	1	0.01%
	NTDT	1	0.01%
	NURS	242	1.27%
	POSC	5546	29.03%
	RTVF	42	0.22%
	SOCI	3424	17.92%
	SOWO	741	3.88%
	UBST	1	0.01%

WW	TOTAL	10198	
	COSD	1	0.01%
	ENGL	10197	99.99%

Compiled by Academic Excellence
Committee from data furnished by the
Registrar's office, March 1997

Faculty Senate Committee Report

Student Relations Committee

April 3, 1997

Items Included:

- **Summer Orientation Advisors List** 2 pages
- **1996-1997 paid Premajor Advisors** 1 page
- **1996 Summer Orientation Student Schedule** 10 pages
- **ACT Advising Assessment Form** 4 pages
- **Notes from the Dean's Meeting of March 5, 1997** 1 page

Points of Reference:

- **900** **Approximate number of premajors - fall 1996**
- **700** **Approximate number of premajors - spring 1997**
- **37** **Number of premajor advisors +
Honors, Athletics, Business, Pre-Med**
- **21** **Number of paid* premajor advisors**
* Requirements for being "paid":
 - **Full time faculty**
 - **20 - 25 premajor advises**
 - **Pay is \$275 per semester**
- **1.75 - 3.75** **Summer orientation time frame for both
advising and registration**
- **None** **The limit of students per summer orientation
session**
- **ACT** **Initials of the testing company that has an
established national advising assessment form**

SUMMARY EVALUATIONS OF UNIVERSITY COMMITTEES
[as of April 3, 1997]

[* membership, charge or procedures need review or action]
[** requires active review by ad hoc Committee]

1. **ACADEMIC APPEALS [CURRY]:** no recommended changes.
- **2. ACADEMIC COMPUTING [GOUWENS]:** chair on leave; needs to be more active, change focus and reduce membership
- **3. ANIMAL CARE AND USE [REINECKE]:** mandated membership and duties; could also handle #8;
- *4. COMPLIANCE AND AFFIRMATIVE ACTION [LAHUTSKY]:** increase diversity in membership; redo charge to coordinate with that of the Diversity Task Force.
- **5. EVALUATION [SOLOMON]:** ineffective and unproductive; needs to be proactive.
- *6. HONORS COUNCIL [CURRY]:** should represent all colleges or divisions; maintain clear role of chair and Director of Honors Program
7. **HONORS WEEK [LAHUTSKY]:** well-organized, task-oriented, productive
- **8. INSTITUTIONAL BIOSAFETY [REINECKE]:** mandated, but seldom needed; combine with #3
- *9. INSTRUCTIONAL DEVELOPMENT [SOLOMON]:** give feedback to grant applicants
- **10. INTERCOLLEGIATE ATHLETICS [BECKER]:** needs to live up to charge or be abolished
- **11. INTERNATIONAL STUDENTS [GOUWENS]:** slow to respond; needs diversified membership, clarified powers, revised charge (to perhaps include globalization) and delineated reporting responsibilities [to Administration and/or Senate].
- *12. LIBRARY [LAHUTSKY]:** needs leadership continuity; encourage a shift to focus on policy issues and dissemination of policy changes; continue the "State of Library" address to Faculty Senate; consider adding English & History grad students
- **13. MEDIATORS [GOUWENS]:** mandated by Grievance policy but role is either contradictory or ambiguous and needs to be clarified.
- **14. RESEARCH AND CREATIVE ACTIVITIES [REINECKE]:** reinstate membership qualifications to provide a panel of experts who can fairly evaluate and interpret proposals from all participating disciplines; be more active in increasing the distribution, quality and quantity of research or creative activity in all disciplines at TCU by providing encouragement and feedback, by urging submission of proposals from all disciplines and by lobbying for increased funding to support the above.
- *15. RETIREMENT, INSURANCE AND BENEFITS [BECKER]:** review oversight; needs tenured, business trained members
16. **SAFEGUARDS IN HUMAN RESEARCH [L.SMITH]:** mandated; no problems

*17. SCHOLARSHIP AND FINANCIAL AID [SOLOMON]: appeals body; add members for summer duties?

**18. STUDENT CONDUCT AND GRIEVANCE [BECKER]: appeals body with no business; consider abolishing and using mandated University Court instead.

**19. STUDENT ORGANIZATIONS [CURRY]: No change except in charge to clarify judiciary role. Would this fit with University Court?

20. STUDENT PUBLICATIONS [L.SMITH]: no problems

21. TRAFFIC REGULATIONS AND APPEALS [FLAHIVE]: no problems; members satisfied and chair efficient

**22. UNDERGRADUATE ADMISSIONS [FLAHIVE]: rename Admissions and Retention; become proactive not just reactive.

**23. UNIVERSITY COURT [FLAHIVE]: mandated appeals body which has never met; combine with #18 and judicial part of #19.

Committee on Committees

Chuck Becker	ECO	
—Linda Curry	NURS	
—Lynn Flahive	SPPA	
David Gouwens	BRITE	
— Nadia Lahutsky	REL	
Ken Raessler	MUS	ex officio
Manfred Reinecke	CHEM	chair
Luther Smith	ART	
Judith Solomon	MUS	

1996/97 Financial Aid Applicants

2,510 Undergraduate Financial Aid Applicants

Family Income Range of Dependent Students

Average Student Income

<10,000	88	4%	4,873
10,000 - 19,999	138	6%	3,242
20,000 - 29,999	217	10%	3,717
30,000 - 39,999	242	11%	3,427
40,000 - 49,999	222	10%	3,194
50,000 - 59,999	219	10%	3,334
60,000 - 69,999	217	10%	2,840
>69,999	816	38%	2,993

67% of dependent student applicants reported income.

Income Range of Independent Students

Average Student Income

<10,000	140	40%	3,794
10,000 - 19,999	93	26%	14,745
20,000 - 29,999	42	12%	24,468
30,000 - 39,999	30	9%	34,203
40,000 - 49,999	19	5%	46,077
50,000 - 59,999	12	3%	54,215
60,000 - 69,999	11	3%	64,363
>69,999	4	1%	88,420

Dependency Status

Dependent - 86%

Independent - 14%

Gender

Female - 63%

Male - 37%

State Residency

Texas Residents - 75%
 Out of State - 25%

Ethnicity

Black 7%
 Hispanic 10%
 Native Am. 1%
 Oriental 4%
 Caucasian 77%
 Other 1%

Demographics by Family Income Range for Dependent Students

<u>Family Income Range</u>	<u>Gender</u>	<u># of Students</u>	<u>State Residency</u>	<u>Ethnicity</u>	<u>Average Student Income</u>
< 10,000	49 F 39 M	88	76 TX 12 Non	25 Black 20 Hisp. 1 Nat. Am. 6 Orien. 36 Cauc. 0 Other	4,873
10,000-19,999	80 F 58 M	138	117 TX 121 Non	19 Black 26 Hisp 0 Nat. Am. 12 Orien. 79 Cauc. 2 Other	3,242
20,000-29,999	145 F 72 M	217	173 TX 44 Non	20 Black 24 Hisp. 3 Nat. Am. 13 Orien. 156 Cauc. 1 Other	3,717

Demographics by Family Income Range for Dependent Students

Family Income Range	Gender	# of Students	State Residency	Ethnicity	Average Student Income
30,000-39,999	146 F 96 M	242	188 TX 54 Non	23 Black 32 Hisp. 5 Nat. Am. 15 Orien. 165 Cauc. 2 Other	3,427
40,000-49,999	137 F 85 M	222	166 TX 56 Non	9 Black 15 Hisp. 4 Nat. Am. 6 Orien. 185 Cauc. 3 Other	3,194
50,000-59,999	126 F 93 M	219	155 TX 64 Non	13 Black 23 Hisp. 2 Nat. Am. 7 Orien. 172 Cauc. 2 Other	3,334
60,000-69,999	138 F 79 M	217	153 TX 64 Non	4 Black 19 Hisp. 1 Nat. Am. 6 Orien. 184 Cauc. 3 Other	2,840
> 69,999	520 F 296 M	816	521 TX 295 Non	17 Black 47 Hisp. 7 Nat. Am. 16 Orien. 721 Cauc. 8 Other	2,993

Demographics by Income Range for Independent Students

Student Income Range	Gender	# of Students	State Residency	Ethnicity	Average Student Income
< 10,000	89 F 51 M	140	125 TX 15 Non	24 Black 14 Hisp. 1 Nat. Am. 7 Orien. 92 Cauc. 2 Other	3,794
10,000-19,999	64 F 29 M	93	90 TX 3 Non	9 Black 13 Hisp 1 Nat. Am. 2 Orien. 64 Cauc. 4 Other	14,745
20,000-29,999	32 F 10 M	42	41 TX 1 Non	6 Black 2 Hisp. 1 Nat. Am. 0 Orien. 32 Cauc. 1 Other	24,468
30,000-39,999	21 F 9 M	30	29 TX 1 Non	5 Black 5 Hisp. 0 Nat. Am. 1 Orien. 17 Cauc. 2 Other	34,203
40,000-49,999	16 F 3 M	19	19 TX 0 Non	3 Black 3 Hisp. 0 Nat. Am. 0 Orien. 12 Cauc. 1 Other	46,077

Demographics by Income Range for Independent Students

Student Income Range	Gender	# of Students	State Residency	Ethnicity	Average Student Income
50,000-59,999	10 F 2 M	12	12 TX 0 Non	1 Black 0 Hisp. 0 Nat. Am. 0 Orien. 12 Cauc. 0 Other	54,215
60,000-69,999	8 F 3 M	11	11 TX 0 Non	1 Black 1 Hisp. 0 Nat. Am. 0 Orien. 7 Cauc. 2 Other	64,363
➤ 69,999	4 F	4	3 TX	1 Black	88,420
➤	0 M		1 Non	0 Hisp. 0 Nat. Am. 0 Orien. 3 Cauc. 0 Other	

TO: WILLIAM H. KOEHLER
TCU BOX 297240

FR: FACULTY SENATE
TCU BOX 297240

THE FACULTY SENATE TEXAS CHRISTIAN UNIVERSITY

A summary sheet of the minutes from March 6, 1997

- The following items were distributed to the Senate and are included with the minutes:
 - Proposal for retirement contributions for the general staff from the Retirement, Insurance and Benefits (RIB) committee
 - Recommendations of the Role and Function Committee
 - Recommendations of the Tenure, Promotion and Grievance Committee
 - Most recent version of the proposed Teaching Materials Policy
 - Minutes from the joint meeting with the House of Student Representatives
 - Handouts on post-tenure review
- Ken Morgan, Chair of the Retirement, Insurance and Benefits (RIB) committee reported on a recommendation for retirement contributions for the general staff. The Senate voted to endorse in principal the recommendation of the Committee.
- Senator Greer presented the recommendations of the Role and Function Committee. He reminded the Senate that we discussed these recommendations extensively at the last meeting and he reviewed the changes to the proposal. The Senate voted to support all of the recommendations of the Committee.
- Senator Pfaffenberger reported on the recommendations of the Tenure, Promotion and Grievance Committee related to the creation of a Center for the Support of Teaching. The Senate voted to support the recommendation of the Committee.
- The Senate voted to accept the proposed Teaching Material Policy with the amendment: "if the instructor receives direct financial benefit".
- The Senate voted to table discussion of the collegiality statement in the Handbook.
- Chair Martin announced that the Executive Committee will meet with the faculty relations committee of the Board of Trustees this month.
- Chair Martin announced that the Executive Committee met with the Chancellor.

**TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE**

**April 3, 1997
3:30 P.M.**

NOTE: Meet in Sid W. Richardson Room

Meeting Agenda

Approval of Minutes from March 6, 1997

Announcements: Conversation on Teaching with Dr. Bob Frye
(Thursday, April 10 at 3:30 in Richardson Room)

Reports

- Report from Committee on Academic Excellence: David Grant
- Report from Student Relations Committee: Fred Oberkircher
- Report from Committee on Committees: Manny Reinecke

Old Business

- Collegiality Issue

New Business

- Nominations for 1997-98 Senate Offices

Other

- Meeting with Faculty Relations Committee of Board of Trustees
- Student Financial Aid Profile

**TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE MINUTES**

March 6, 1997

The Faculty Senate of Texas Christian University met at 3:30 p.m. on March 6, 1997, in the Sid Richardson with Chair Martin presiding. Senate members present included: Franzwa, Grant, Lahutsky, Hughes, Fortenberry, Jenkins, Kucko, Moore, Gorman, Rinewalt, Comer, Paulus, Donovan, Nelson, Reinecke, Miles, Gouwens, White, Martin, Sacken, Solomon, Cooper, Meckna, Garrison (ex.), Smith, Nichols, Greer, Pfaffenberger, Vigeland, Reynolds, Cagle, Oberkircher, Wilson, Becker, Szajna, and Tucker.

APPROVAL OF MINUTES FROM FEBRUARY 6, 1997

The minutes from the February 6, 1997 Senate meeting were approved as written. Joe Babich asked for clarification of the reference to "cutting our own throat" on the bottom of p. 4 of the minutes. Senator Fortenberry clarified that the comment referred to Dean Downey's remark that if we left the policy as stated we were leaving it open to interpretation and could be cutting our own throats.

ANNOUNCEMENTS

Chair Martin made the following announcements:

- Senators have received by EMAIL a request from the House of Student Representatives to assist in administration of their advising survey. Every senator now has a copy of the survey. Senators were asked to help administer the survey because we represent a broader cross-section of the University. If more surveys are needed to provide a broad representative sample, then other faculty will also be asked to help.

Marian Red commented that surveys will be mailed before break. Senators are asked to administer the survey the week following break. Written instructions to be read to the students will be mailed with the surveys.

Senator Paulus asked if each student should be surveyed once. Marian Red said yes and that this will be handled by the written instructions accompanying the survey.

- Spring mini-assembly flyers have been sent to faculty and University staff.
- Information has been sent to faculty about the conversations to be held with faculty who have received the Chancellor's award for teaching. These are being held in conjunction with the charge to the committee on Tenure, Promotion and Grievance.

Chair Martin suggested that it is important that senators post these notices and encourage other faculty to attend.

REPORTS

Ken Morgan, Chair of the **Retirement, Insurance and Benefits (RIB)** committee reported on a recommendation for retirement contributions for the general staff (attached). The recommendation was the result of 18 months of study to find a solution which met the following criteria: 1) no reduction of current benefits and 2) no increase in contributions from the University. The proposed solution is to create a vesting program which would allow the increased retirement benefits for general staff while meeting the criteria.

Senator Pfaffenberger asked about grandfathering. Ken Morgan said that would be done. Also, faculty recruited for positions at the Associate or Professor rank might be vested immediately, at the discretion of the Chancellor.

Senator Becker asked if the committee looked at compound interest when they evaluated the feasibility. Ken Morgan said that they were not able to.

Senator Vigeland commented that the annual net cost appears to be about \$10,000.

Senator Paulus said that the proposal is clever and as good as can be done. It has a realistic shot and she urges support of it. She commented that she also thinks it is unfortunate that personnel have to find their own enhancement.

Senator Becker asked if Provost Koehler had any thoughts about it.

Provost Koehler said that he did not think it was appropriate for him to try to influence the Senate. He mentioned that he didn't know if it was appropriate to choose one benefit from an array of benefits. He said that he would feel better if a benefits expert would look at it.

Senator Fortenberry said that a benefits expert looked at it last summer and could not find another way to do it.

Senator Becker **moved** and Senator Reinecke seconded the following motion: That the Senate endorse the proposal presented by the RIB committee.

Senator Nichols commented that he didn't know that the Senate needed to endorse the proposal with this particular option.

Senator Vigeland said that he was also concerned that we got the proposal today and haven't had time to talk it over with constituents.

Senator Becker accepted a **friendly amendment** changing his motion to: That the Senate endorse in principal the proposal of the RIB committee.

Additional discussion followed.

Senator Vigeland asked if a month's delay would lessen the value of the Senate's support.

Senator Greer asked whether there was any consideration of whether we have more trouble finding faculty than general staff. He suggested that maybe the reason that the University hasn't done this before is because we are not having trouble finding general staff.

Senator Reinecke said that the number of general staff with 10 years of service is extremely small. While there is not a problem finding general staff, there does seem to be a problem keeping them. This proposal will increase the loyalty and longevity of general staff.

Senator Grant **moved** to postpone consideration of the proposal. The motion was seconded by Senator Miles. The motion failed by 17 (against) to 14 (for) with 5 abstentions.

Senator Greer presented the recommendations of the **Role and Function Committee** (attached). He reminded the Senate that we

discussed these recommendations extensively at the last meeting and he reviewed the changes to the proposal.

Senator Fortenberry **moved** that we support recommendation 1 as submitted by the Role and Function Committee. It was seconded by Senator Rinewalt. The motion was passed unanimously.

Senator Oberkircher **moved** that we support recommendation 2 as submitted by the Role and Function Committee. It was seconded by Senator Vigeland. The motion was passed unanimously.

Senator Cagle **moved** that we support recommendation 3 as submitted by the Role and Function Committee. It was seconded by Senator Miles. The motion was passed unanimously.

Senator Cagle **moved** that we support recommendation 4 as submitted by the Role and Function Committee. It was seconded by Senator Miles. The motion was passed unanimously.

Senator Oberkircher **moved** that we support recommendation 3 as submitted by the Role and Function Committee. It was seconded by Senator Kucko. The motion was passed unanimously.

Senator Pfaffenberger reported on the recommendations of the **Tenure, Promotion and Grievance Committee** (attached). Senator Pfaffenberger said that there is a proposal to create a Center for the Support of Teaching being developed. He said that he did not bring the proposal because it is a work in progress and that the committee's recommendation is in support of development of a Center rather than support of a particular proposal.

Joe Babich asked "What if they had a Center and no one came?"

Senator Pfaffenberger said that he was sure there were some faculty who could not be drawn to the Center, but that others would be.

Marian Red asked how much student involvement there would be.

Senator Pfaffenberger said that there would be student representation on the committee.

Senator Becker asked if the subject came up as to whether teaching can really be taught.

Senator Pfaffenberger said that they had discussed that and they had discussed the "art and craft" of teaching. He said that much can be done to help with the craft and with such things as use of technology. He asked Provost Koehler if he had any comment.

Provost Koehler said that he began to talk with the Executive Committee a year ago about transitioning instructional services to something more, so he supports this idea.

Joe Babich commented that he thought it was not a good idea to build a big Center and put a lot of money into it when there was no sense of support.

Senator Pfaffenberger said he has been at two other universities where a Center like this existed. A demand for the service has to be generated. The Center would build gradually. The proposal is still in the conceptual stages. He stated again that his committee is asking for support of the general concept, not of a particular proposal.

Chair Martin commented that this first came up as a specific proposal from Larry Kitchens. When the Provost presented it to the Executive Committee, the Committee asked to work with the proposal in the Senate since it deals with teaching which is the concern of the faculty. Chair Martin reminded us that the Committee is asking that we support the concept, not the specifics. The Senate is trying to take responsibility in an area where we should take responsibility, which is in the support of teaching.

Senator Greer **moved** acceptance of the recommendation as submitted by the Tenure, Promotion and Grievance Committee. Senator Vigeland seconded the motion. It was passed unanimously.

Senator Pfaffenberger said that the committee will share the latest proposal but that the intention is for the committee to keep working on it. He called attention to the mini-assembly on teaching evaluation and the talks with faculty who have won the Chancellor's teaching award. He said that these talks are intended as open discussions where those of us who care deeply about teaching can talk about such.

Senator Paulus pointed out that there is a time conflict between the mini-assembly and Bob Frye's talk.

Chair Martin said that the conflict will be resolved.

Chair Martin called attention to the **Teaching Materials Policy** (attached) and commented that this is about the eighth version of it.

Senator Smith **moved** acceptance of the policy as submitted.
Senator Greer seconded the motion.

Senator Vigeland suggested that "royalties" should be changed to "financial benefit" because the statement was now broader than just publication of books.

Senator Grant said that he was opposed to that because that would include such things as owning stock in a publishing house from which some small benefit might accrue as a result of requiring a textbook.

Senator Vigeland changed his recommendation to "direct financial benefit".

Senator Grant said that the addition of the word "direct" would take care of his objection.

Senator Grant said that the chair of his department had said that he did not feel qualified to judge whether a text was appropriate in a field outside of his expertise.

Senator Vigeland said that the chair makes that judgement already when he/she signs the book order.

Some discussion followed.

Senator Paulus pointed out that we are really talking about something that will only come up in rare cases.

Senator Pfaffenberger asked if it would cover a situation where a faculty member requires a book written by another faculty member.

Chair Martin said that it does not apply to that case.

Chair Martin **called for the question:** That the Senate accept the proposed Teaching Material Policy with the amendment: "if the instructor receives direct financial benefit". The motion passed. (32 in favor, 4 opposed).

Chair Martin said that the collegiality issue had been tabled last meeting.

Senator Becker proposed as a starting point that as a matter of form we rescind the statement in the Handbook ("the ability to work effectively with colleagues and students"), not passing judgement, because it should not have been put in the Handbook in the first place, and then immediately deal with the issue.

Senator Becker **moved** that the Faculty Senate, on the basis that it has not previously considered the collegiality statement in the Handbook, vote that it be rescinded from the Handbook with no judgement implied. Senator Smith seconded the motion.

Senator Kucko said that she was concerned about pulling it out of the Handbook because it may have been already used with evaluation of a faculty member. She expressed concern about the legal implications.

Senator Grant asked if it was approved on November 5, 1995, as noted in the Handbook?

Chair Martin said that she could find no evidence of that. There was discussion in the Executive Committee in 1972 but it did not get on the floor of the Senate.

Chair Grant said that if we voted on it, then it is policy.

Senator Greer suggested that we not go back to debate this issue that we all recognize the importance of collegiality to the effective functioning of a department.

There was some discussion of the dates, finally resulting in Senator Fortenberry's comment that if it was an amendment that was approved on November 5, 1995. The rest of the policy was not approved, and the amendment that was approved did not deal with collegiality.

Senator Reinecke **moved** that the motion be tabled. It was seconded by Senator Lahutsky and passed unanimously.

Chair Martin called attention to the **minutes from the joint meeting with the House of Student Representatives** (attached). She mentioned that members of the Executive Committee meet

regularly with students from the House and that Senator Oberkircher's committee works closely with the students. She said that the students are concerned that the written comments on the student evaluations do not go back to chairs. Students are advocating for this. She asked that the senators talk with constituents about the written comments and about their role in the evaluation of teaching .

Chair Martin called attention to the handouts on **post-tenure review** (attached). Wayne Ludvigson (AAUP representative on campus) and Chair Martin are trying to keep the faculty updated on this important issue.

Chair Martin announced that the Executive Committee will meet with the faculty relations committee of the Board of Trustees this month. She said that we will primarily talk about budget and goals related to the Institutional Effectiveness Report.

Chair Martin announced that the Executive Committee met with the Chancellor. He indicated his continued support for the faculty enhancement lines and salary increases.

Senator Vigeland reported that this will be the final year of the faculty enhancement lines. He added that the Chancellor indicated support of technology initiatives. He said that the Chancellor also acknowledged that these initiatives are very costly.

The meeting was adjourned by Chair Martin at 5:10 p.m.

Respectfully submitted



Sherrie Reynolds,
Assistant Secretary

To: The Faculty Senate

From: Ken Morgan, Chair of the RIB Committee

Discussion & Recommendation

The RIB committee met Tuesday February 11, 1997 to continue the discussion of retirement contributions for general staff. This has been an ongoing review for more than a year. The RIB committee agrees with the Benefits Study Committee Report (August 26, 1996), that the ultimate goal should be "an 11.5% retirement benefits contribution for all employees" (p. 5) at an estimated cost of \$450,000 per year. Recognizing this is perhaps not economically feasible at this time, the report offered an option of an increase in general staff benefit contribution based on years of service as follows:

0-2 years	0 Benefits
3-10 years	6.5% Benefits contribution from TCU
11 and over	11.5% Benefits contribution from TCU

Estimated annual cost: \$180,000

A Proposed Funding Option

Currently, TCU has a 2 year waiting period then all employees are fully vested to receive the retirement contribution. Full vesting for other competing universities surveyed generally ranges from 2-5 years with a 6-10% retirement contribution. Rice, SMU, Tulane, Trinity and UTA contribute equal amounts to all employees. (Source: Benefits Study Committee Report--Appendix B, Retirement Comparison).

Recent preliminary research by TCU Human Resources estimates that a vesting period at TCU of three years for all employees (current vesting is 0 years with a 2 year waiting period) would have generated an average of about \$170,000 per year based on a review of the past 5 year period. This type of savings could be used to help pay for the proposed general staff retirement contribution increase.

This option would be within the range of vesting at other institutions, generate the monies needed, reward service to TCU and provide a more balanced retirement contribution package for our employees without reducing individual benefits to anyone currently employed at our university.

It should be noted, the proposed 3 year vesting period falls within the tenure review time frame for new faculty. New faculty would still receive the current 11.5% retirement contribution beginning after 2 years with full vesting after a total of 5 years. This proposal does not preclude other contract arrangements that might be made for senior faculty hires.

With this in mind, the RIB committee makes the following recommendation:

The RIB committee concurs with the Benefits Study Committee Report alternate option of assigning benefits for general staff based on years of service but recommends exploring the option of establishing a 3 year vesting period at TCU. We propose the following retirement contribution schedule for general staff:

<u>General Staff Service</u>	<u>TCU Retirement Contribution</u>
Less than 2 years	0 Benefits-(2 year waiting period for participation)
2-10 years	6.5% TCU Contribution-Fully Vested After 3 Additional Years (Total of 5 years of Service)
After 10 years	11.5% TCU Contribution

It should be noted that the two year waiting period could be eliminated and not affect the financial benefits of this proposal. This plan also coincides with the current accrual of additional vacation time by general staff employees after 10 years of service.

The RIB committee believes the adoption and implementation of this recommendation would go a long way to providing a more equitable retirement contribution for the general staff, improve their morale and provide an incentive and reward for longer service to TCU.

The committee would like to express its appreciation to the Benefits Study Committee which helped provide much needed data on this issue.

Ken Morgan, Chair
March 6, 1997

RECOMMENDATIONS TO THE FACULTY SENATE SUBMITTED BY THE ROLE AND FUNCTION COMMITTEE

Recommendation I. The university committees dealing with undergraduate curriculum or the UCR (Undergraduate Council and University Curriculum Advisory Committee) should be combined into the existing Undergraduate Council.

Justification. Reasons for this recommendation include the following:

- a. There should be greater incentive for timely enhancements of the curriculum and less frustration on the part of faculty and administrators submitting proposals. Many chairs and faculty members have experienced the frustration of preparing a course proposal or UCR change only to learn that they have prepared it for the wrong committee or have used the wrong form or the incorrect format. The more straightforward the process, the less likely it will be viewed as a barrier to timely curriculum development. The use of a consolidated committee should be perceived as more "user friendly" from a procedural perspective.
- b. Scarce faculty resources will be utilized more efficiently. With consolidation of the committees there will be less duplication of faculty activity. The Undergraduate Council meets frequently and should be able to handle the additional curriculum matters without a major increase in the time required to carry out its responsibilities.
- c. Communication about all aspects of the undergraduate curriculum should be facilitated. With current procedures comprehensive or inclusive communication about the curriculum is more difficult because of separate consideration of proposals.
- d. Faculty members serving on the Undergraduate Council should perceive even greater importance in their roles. They will also have more comprehensive knowledge about curriculum matters, be more broadly informed, and be better able to communicate about curriculum matters with the faculty and administrators in their respective units.
- e. Timetables and scheduling should be more straightforward. Deadlines for submissions of course or program proposals and changes, UCR designations etc. will be simplified because there will be only one set of deadlines for the Undergraduate Council.
- f. The simplified procedures resulting from consolidation of the three committees into one should promote a perception of openness and accessibility.

Recommendation II. One universal form or electronic template should be adopted for all undergraduate curriculum and UCR actions. The same form should be used also for both undergraduate and graduate curriculum actions as well, with a simple blank used to designate undergraduate or graduate actions.

Justification. The reason for this recommendation is the following:

- a. One form will eliminate confusion and conserve resources.

Recommendation III. A tenured faculty member, elected by the Faculty Senate, should chair the Undergraduate Council on a rotating cycle of two years. Appropriate compensation for the faculty member should be provided, such as teaching load reduction, extra pay, etc. A dean should be appointed as an ex officio member to provide an administrative perspective on curriculum issues and staff support for the logistics of handling curriculum proposals. An alternative would be to have a tenured faculty member, elected by the faculty senate, and a dean co-chair the Undergraduate Council with the dean providing staff support.

Justification. The reason for this recommendation is the following:

- a. A faculty chair elected by the Faculty Senate will help insure that faculty have an appropriate role in curriculum actions. Ex officio membership by a dean will help insure that the Undergraduate Council understands the administrative implications of curriculum actions.

Recommendation IV. The Undergraduate Council's current representation of faculty from the various university units should be retained. However, one-half of the members should be appointed by the Committee on Committees and one-half should be elected by the general faculty.

Justification. The reason for this recommendation is the following:

- a. Election of the members of the Undergraduate Council will help insure that faculty have an appropriate role in curriculum actions.

Recommendation V. The name of the Faculty Senate Role and Function Committee should be changed to the Faculty Senate Committee on Organization and Administration.

Justification. The reason for this recommendation is the following:

- a. The current name is not descriptive of the activities of the committee.

ANNOUNCEMENTS
Mini-Assembly on Measuring Teaching Effectiveness and Spring Semester Forums on the Art and Craft of Teaching

Mini-Assembly on the Evaluation of Teaching

The Mini-Assembly is scheduled for:

Wednesday, March 12, 3:30 PM to 5:00 PM
The Faculty Center

Moderators:

Roger Pfaffenberger and members of the Promotion, Tenure,
and Grievance Committee

Issues:

- * To what extent and in what way should students' perceptions of teaching contribute to the evaluation of teaching?
- * In what ways can a Center for the Support of Teaching contribute to better teaching on campus?
- * What are possible methods to assess teaching in addition to student evaluations?

Teaching Forums

Anantha Babbili

March 13, 2:00 PM to 3:30 PM
Sid Richardson Board Room

Bob Frye

April 8, 3:30 PM to 5:00 PM
Sid Richardson Board Room

**RECOMMENDATION TO THE
FACULTY SENATE
March 6, 1997 Meeting**

**Presented by the Tenure, Promotion and Grievance
Committee**

Recommendation:

The Faculty Senate should support and promote efforts to create a Center for the Support of Teaching.

Methods of Support and Promotion:

1. The Tenure, Promotion and Grievance Committee should be involved in the design and development of the Center.
2. The Senate should communicate its support for the creation of the Center to all constituents of the proposed Center (e.g., faculty, students, administration).
3. The Executive Committee of the Faculty Senate should promote the development of the Center by working with the Provost in determining the design for the Center (e.g., administrative structure, location) and in determining funding sources for Center.

Justification:

The proposed Center would provide significant and needed support for the improvement of instruction at TCU by providing staff consultation with faculty on improving teaching skills and on designing new instructional products; by providing workshops and seminars on teaching effectiveness; by providing peer consultation on instructional improvement; and by providing forums for the faculty to exchange ideas about the art and craft of teaching. In addition, the proposed Center would raise the visibility of the importance of teaching excellence at TCU.

Proposed

TEACHING MATERIALS POLICY

Instructional materials authored, created, produced or supplied by the course instructor may be assigned to be purchased by students for a course taught by the author. If such materials are simply reproduced for class distribution, the cost charged to students may not exceed the cost of reproduction and distribution. If the instructor receives direct financial benefit, the instructor must disclose the financial benefit and the department chair or dean may ask for justification before rendering a decision about the appropriateness of the materials. The chair or dean must provide an explicit rationale if the instructional materials are judged inappropriate.

Approved by the Faculty Senate
6 March 1997

**Comments from Joint Meeting of Faculty Senate
and House of Student Representatives
18 February 1997**

- Good teaching is Bob Doran: office hours, willing to accommodate, cares about the students and their lives, makes it as interesting as Calculus can be. (student)
- Good teaching is Anantha Babbili: incredible, is current, applies to everyday life, charismatic, good sense of humor, maintains attention and interest of all 165 plus in class. (student)
- Good teaching means building rapport, not being in an adversarial position, letting students know that you are seriously interested in their learning process, establishing a dual compact with students that they master the subject matter. (faculty)
- David Grant explained the process for evaluation of instruction which occurs each fall semester and how the evaluation forms are routed. (See Feb. 19 Skiff for explanation.)
- Larry Kitchens explained that there are so many forms used that no comparisons can be made across colleges.
- Student question: What does a student do about the tenured professor who is a bad teacher? He had a problem with a professor and went to the chair who said the professor had received bad reviews for 15 years. Chair said he talked to him every time but professor always went back to old ways.
- Faculty response: This is one of the reasons why the University has instituted a post-tenure review; where each tenured professor will undergo review every 3 years. Tenure is not to protect incompetence; does not necessarily have to be ethical misconduct for a tenured faculty member to be dismissed. Students who are having serious problems with the teaching need to keep going to the chair and the dean.
- Is there any training process for teachers if they have had a bad evaluation? (student)
- Faculty response: There is no formalized support system. Lots of departments are very concerned. Some departments are more proactive in dealing with poor teaching. Any chair who is doing their job right is willing to work with instructors who are having problems. Some units have more problems with getting occasional faculty because the pay is so bad and there is no continuity.
- Faculty response: If competent and up to date but not warm or fuzzy is different than someone who blows off preparing or who treats the students in a cavalier fashion. On improving teaching, we talk about it all the time in our department. Most faculty really do care about good teaching and try to help each other informally. Merit raises are so little that it is difficult to use them to distinguish between excellence in teaching and mediocre teaching.
- Faculty response: Faculty are typically hired with an area of expertise, not for their teaching excellence. Most faculty at college level do not have teaching training. Department chairs are not the ones who hire or fire faculty; therefore the first line

of defense can not really do anything. Firing of a faculty member resides at the highest level of the University and involves committee after committee.

- How do you get training for a professor if they need it? Is there a crash course for professors? (student)
- Faculty response: A Senate committee (Tenure, Promotion, and Grievance) is working with Larry Kitchens to develop a proposal to establish a Center for the Support of Teaching. That proposal should come forward as a recommendation at the March Senate meeting.
- A faculty member explained that she supervises the TAs. These people are admitted to a Ph.D. program and there is no way to judge how good they will be at teaching. Some turn out excellent and some are deplorable. If the latter, she tries to put them in areas where they do the least harm. She talks to the TA before going into the classroom/lab about being more effective with communicating with the students. Getting rid of a TA may be as hard as getting rid of a tenured professor. Students help by providing feedback. The Center for Support of Teaching could provide a necessary service for TAs.
- Speaking for the House of Student Reps, Andy Mitchell stated that the overall feeling is that teaching is good and one of the strengths of the University. The problem is that the students have no confidence in the assessment process. Students do not want to hatchet professors but want to know why they do not get better after year after year of feedback. Lots of students put time into the evaluation process and feel that year after year no one is paying attention. It is not about expelling a professor, but about getting a professor who teachers badly to improve. The student evaluation of teaching should be taken seriously, especially the written comments. The students have a lack of confidence in their ability to impact improvement.
- Student pointed out that the written comments can tell you whether there is a grudge or a genuine concern about ineffective teaching.
- Faculty member states that as a chair he could almost tell you what the comments would be. It's not the lack of information; the problem is what the chair is able to do with the information; sometimes you can only "hide" bad teaching by putting the prof where the least harm can be done. Persistent action with chair and dean will eventually get results.
- A student questions how confident can you be that when a student complains to the department chair that it doesn't impact the students' livelihood - recruiting references, etc.?
- Faculty member states that bad teaching is correlated with other dysfunctional areas.
- Faculty member states that poor teaching comes under the tenure issue; if the university tries to fire, the faculty may file a law suit. Nothing will work with some tenured faculty who are not motivated. I, too, as a chair could predict the written comments. The question is what can we do about it.
- What about the study abroad evaluation? One professor actually read the evaluations as they were turned in. These were questions on a sheet of paper. (student)

- Faculty response: These do not go through the Office of Instructional Services. There is not a formal process currently. For the Summer Abroad program Delia Pitts is supposedly collecting the information - not sure what happens to these.
- Student was asked if she had problems and was able to report the problem to someone?
- Yes, but it was difficult. (student)
- Best professors should be involved in the study abroad program. (student)
- Faculty member states that the students have the power to make a difference. They need to continue to let their opinions known.
- Student response: If we continue to reward poor performance, then maybe we are not being effective in making good tenure decisions. If the department heads do know and everyone knows, then is not the tenure system a farce? I think it should go to a merit system.
- Students need to get on Advisory Council for Center for Support of Teaching. (faculty)
- I've been here for 4 years and I never knew what happened to the evaluation forms. Students need information. (student)
- Koehler told us that tenure has been established for sake of academic freedom. I have had good teachers here and it may be important for them to be tenured to be good. Is there a way to be able to get better occasional faculty? How can you know in advance about occasional faculty? Most problems were dealing with these. (student)
- I have had wonderful faculty but 2 problems with occasional faculty. (student)
- We need to use a lot fewer occasional faculty. We can fire them if they do not teach well. (faculty)
- Larry Kitchens stated that the evaluation form has two purposes: (1) diagnostic for professor, and (2) for personnel decisions. Students do not evaluate faculty; that is a chair's decision. The forms represent students' perception. Evaluation involves more than teaching - although teaching is central to mission of the University. The Center for Support of Teaching is to provide a place that professors can go to get help to become better teachers.
- All I am asking is that common sense is a big part in it. If everybody knows who is not teaching well, then something should be done. If a prof is doing a good job, reward. Good professors are the ones who can explain stuff. Center needs to give support and not workshops. The Center should be a supportive environment, not a crutch or required as a bandaid. (student)
- About 10 to 15% of students will not care and will be withdrawn. I can't get angry at the class because some are not working at it. When I assess if teaching is worthwhile, I look at the other 85 to 90% of the students. Classes should have professors who work hard and try hard. (faculty)

- What we can do to boost student confidence that their perceptions of teaching are listened to? (faculty)
- Develop a video regarding the evaluation process and make it available to the students. (student)
- Larry Kitchens stated that professors have the responsibility to explain the process to the students and what they are to do with it. Students need to have confidence that process will make a difference.
- The professors need to be prepared prior to administering the evaluation. Students want to work with the Faculty Senate and with the Administration to assist with making the process better. Students do support tenure and do not want to endanger academic freedom. (student)
- Have the students considered publishing the data of the evaluation in the Skiff? (faculty)
- Speaking for the House, Andy Mitchell said he would like to see the process of open communication addressed and it be a continual process. Are students refusing to answer the evaluations honestly because they believe it is ineffective? Is there a real process for removing poor teachers? How can the students impact the process?
- Faculty member asks if students would consider letting the Faculty Senate look at this? He said he would you like to charge the Senate to discuss whether the written part of the student evaluations should go forward? Reminded us that the form reads "Is this professor" and thus implies that someone else will be reading it.
- Speaking for the Faculty Senate, Kathleen Martin stated that the issue will be put on the agenda for the March meeting of the Senate.
- Putting the chair's name on the syllabus could give the student more information. (student)
- Faculty member says she would prefer that a student came to her before going to a chair.
- Student response: If you invited such, you would be the first one that I would go to.
- Faculty member says the chair should not be seen as the problem-solver. Professor should have the priority to work through the problem.
- Important that students know they are heard. What is so important for students is knowing that they are being heard. (student)
- Speaking for the House, Andy Mitchell states the need to reaffirm a commitment to the evaluation process so that student confidence can be restored and that we commit to the professional development of the professors.
- Faculty member states she has some lack of confidence in the forms and in the numbers they generate.
- Faculty member suggests that maybe we need the form on the syllabus at the beginning of class. This would insure that the student is better prepared to evaluate.

Texas Conference
American Association of University Professors
9513 Burnet Road, Suite 206, Austin, TX 78758
(512) 873-8295 - FAX (512) 873-7423

January 20, 1997

Dear Colleagues,

This spring our state conference meeting is February 21 and 22 at the Four Points Hotel by ITT Sheraton in Austin. Our focus will be on influencing public policy. This, of course, is prompted by the current post-tenure review initiative and by the long decline in real compensation. In both these areas the private schools share concerns with the public. If possible, please make plans to join us in Austin. You can contact the hotel at 512-836-8520 to beat the February 10 deadline for reservations.

At the Fall Conference National President Jim Perley led us, the Council of Faculty Governance Organizations and the Texas Association of College Teachers through a consideration of the issues surrounding "post-tenure review." A couple of Texas case histories presented at the banquet completed the case that tenure and academic freedom are still essential to the preservation of our profession. A joint statement by the presidents of the three organizations has been sent to more than 55 newspapers throughout the state. In addition, TC/AAUP passed four resolutions:

1. Whereas academic freedom and shared governance are essential to the vitality of higher education, and whereas academic tenure is the chief bulwark in the defense of these principles, and whereas "post-tenure review" is in effect a violation of these principles, be it therefore resolved that the Texas Conference of the American Association of University Professors opposes the current nationwide movement labeled "post-tenure review."

2. Whereas a long history of declining real compensation and increasing workload may reasonably be expected to produce discouragement and intellectual exhaustion, and whereas faculty who have served under these

conditions for a long period of time have demonstrated dedication, loyalty, and ability, be it therefore resolved that the Texas Conference of the American Association of University Professors suggests that each institution have in place a revitalization program for its faculty separate and apart from its dismissal policy and that the Council of Faculty Governance Organizations establish a committee to collect and comment upon these designs.

3. Whereas the professoriate is facing increasing attacks, and whereas when these attacks are successful, the effectiveness of the professoriate is compromised, be it therefore resolved that the Texas Conference of the American Association of University Professors undertake a program of public information and that, for purposes of clarity and consistency, it coordinate its efforts with those of the Council of Faculty Governance Organizations and the Texas Association of College Teachers.

4. Whereas the professoriate of the State of Texas has faced a long period of declining real compensation and increasing workloads, be it therefore resolved that the Texas Conference of the American Association of University Professors commends efforts in the Texas Legislature to bring the state average faculty salary up to that of the average of the ten most populous states.

CoFGO will be sending these to the faculty senates.

A planned visit to UTSA has been conducted and the report is under preparation. The situation there is indeed critical. A full report will be available at the conference and actions taken by the conference will be reported to you.

Cases continue to develop and new ones continue to surface. I witnessed a dismissal proceeding in which a sexual harassment charge was rejected when the University could not substantiate its claim. Coincidentally, the professor had strongly opposed the president in the faculty senate. In another ongoing case at another school, the president ignored some provisions of a grievance hearing and professional harassment of the faculty member continues. At another school, two cases were resolved to the satisfaction of the faculty members after AAUP intervention. At still another school the destruction of a professional career has been given a reprieve after AAUP intervention. We are continuing to monitor these and other developments.

For your reference, the following is the full text of SB 149 (post-tenure review) which has been filed for the next legislative session by Senator Teel Bivins (Amarillo), Chair of the Senate Education Committee:

**A BILL TO BE ENTITLED
AN ACT**

relating to post-tenure evaluation of faculty tenured certain institutions of higher education.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Subchapter Z, Chapter 51, Education Code, is amended by adding Section 51.941 to read as follows:

Sec 51.941 POST-TENURE REVIEW

(a) In this section:

(1) "Governing Board" has the meaning assigned in section 61.003

(2) "Institution of Higher Education" means a general academic teaching institution, medical and dental unit, or other agency of higher education, as those terms are defined by section 61.003.

(b) Each governing board of an institution of higher education shall adopt rules providing for a periodic post-tenure evaluation process for all faculty tenured at the institution.

(c) In addition to any other provisions adopted by the governing board, the rules shall include provisions providing that:

(1) each faculty member tenured at the institution be subject to a comprehensive post-tenure evaluation process at least every six years after the date that the faculty member was granted tenure at the institution;

(2) the evaluation be based on factors determined by the governing board, including but not limited to the teaching, research, service, and, where appropriate, patient care of the faculty member; and

(3) below-standard evaluations of a faculty member may provide cause for revocation of the tenure of the faculty member.

(d) A governing board may not waive the evaluation process for any faculty member granted tenure at an institution.

(e) Each governing board shall file a copy of the rules adopted pursuant to this section, and any amendments to such rules, with the Texas Higher Education Coordinating Board on or before September 1 of each year.

SECTION 2. The rules adopted by a governing board of an institution of higher education pursuant to the provisions of this Act shall provide for the post-tenure evaluation of each faculty member tenured at the institution as of the effective date of this Act by January 1, 2004.

SECTION 3. This Act takes effect January 1, 1998.

SECTION 4. The importance of this legislation and the crowded condition of the calendars in both houses create an emergency and in imperative public necessity that the constitutional rule requiring bills to be read on three several days in each house be suspended, and this rule is hereby suspended.

As you can see, this is a direct implementation of the Senate Education Committee resolution passed last spring, complete with the "cause for revocation of tenure" language. Institutional regulations are to be adopted by the governing board, i.e., political appointees. Personally, I do not understand how standing for reappointment every six years differs from permanent probation. In other words, passage of this bill is the effective end of tenure and would give each of us the kind of academic freedom felt during our probationary period. It would also be the effective end of meaningful shared governance.

The time to act is now. We must help the public understand that this move is not in their interest. We must make sure every single legislator understands the choice they will be making for the long term well-being of the state. Call and write your legislators and join us in Austin. Make sure all of your colleagues understand what's at stake. Academic freedom is not free.

Sincerely,

A handwritten signature in black ink that reads "Bob Goad". The signature is written in a cursive style and is followed by a long horizontal line that extends to the right.

Robert E. Goad

TC/AAUP President

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

February 14, 1997

To: Professors in Texas

From: Ruth Flower
AAUP National Office
Government Relations

Re: Legislative Alert

You've probably been monitoring the news about the Texas legislature's interest in ending tenure as we know it.

Last week, the Senate Finance Committee reported out a version of SB149, which will require all public universities and colleges to adopt system of comprehensive review of tenured faculty every six years. The outcome of these reviews could range from a pat on the back, to recommendations for professional development assistance, to dismissal. Dismissal is supposed to be for good cause only, but "good cause" is defined to include "incompetency" as well as "*unsatisfactory performance.*" Performance is to be evaluated on the basis of "the professional responsibilities of the faculty member, such as teaching, research, service, patient care, and administration, *in addition to other factors determined by the governing board.*"

This legislation is of national significance. If the Texas legislature adopts this bill as written, Texas will be the first state to connect mandatory post-tenure review to the end of tenure and the possible dismissal of a faculty member. Other states are watching, private colleges and universities are watching.

Texas professors need to speak up. Tenure is vastly misunderstood in the Texas legislature, and because of this misunderstanding, the legislature may do serious harm to the tenure system.

We urge you to contact your own representatives in the Texas House (we anticipate that the Senate will have voted on SB 149 by the time you receive this alert.) Your visit, phone call, fax, e-mail message or letter should include the following points:

- **Tenure is important because it protects academic freedom.** The freedom to research topics that might be currently unpopular and the freedom to teach a variety of views of history, art, political science, math and the sciences is what makes a university a respected place of learning. Commercial forces, perhaps more than political forces, impinge on that freedom today. Protection of academic freedom is critical to the survival of university education.
- **Tenure does not protect incompetence or non-performance of duties.** Under current practices, a tenured professor may have to face such charges, and may be dismissed in a set of proceedings that are carefully protected by due process considerations.
- **Tenure does not mean never having to be reviewed.** Most major universities incorporate some kind of routine review of all faculty. These routine reviews help guide professional development, give shape and direction to departmental plans, and help to allocate the work of each department.

But these generalized "check-ups" do not carry the threat of dismissal. Only individual charges of incompetence or of some equally serious malfeasance should be able to invoke a process that can lead to dismissal.

- * **If Texas weakens the tenure system in its colleges and universities, it will weaken the state's ability to compete nationally for the finest scholars and the finest students. Institutions that have commanded national respect would decline in comparison with other universities and other states.**

Please call/ fax/ e-mail your message today. For reasons best known to the authors of the legislation, this matter is considered to be "an emergency" -- and so the legislation has been put on the fast track in the Texas legislature.

To contact a member of the Texas House of Representatives by telephone, call 512-463-3000 (the Speaker's Office) and ask to be transferred to your Representative's office. To fax a message, call your representative's office and ask for their individual fax number.

To e-mail, go to <http://www.house.state.tx.us/house/findmbr.htm>
On your individual member's web page, his or her e-mail address will be listed.

To send mail, address your letter to:

Representative []
Texas House of Representatives
Capitol Building
Austin, TX 78701

ALL members of the House of Representatives need to hear from professors about this issue. But the Committee on Higher Education will consider the bill first, and will have the best opportunity to alter or reject it. IF YOUR REPRESENTATIVE IS A MEMBER OF THE HIGHER EDUCATION COMMITTEE, PLEASE MAKE AN EXTRA EFFORT TO CONTACT HIM OR HER AS SOON AS POSSIBLE.

Higher Education Committee members are

Rep Irma Rangel (Chair)	Rep Ciró D Rodriguez
Rep Jim Solis (Vice-Chair)	Rep Henry Cuellar
Rep Kevin Bailey	Rep Bob Rabuck
Rep Ted Kamel	Rep Jim Dunnam
Rep Elvira Reyna	

Other Resources Available on Request from National Office:

AAUP letter to full House
OpEd piece submitted to Texas papers in late January

For copies of these documents, call 202-737-5900, extension 3042 or 3029

TO: WILLIAM H KOEHLER
TCU BOX 297240

FR: FACULTY SENATE
TCU BOX 297240

THE FACULTY SENATE TEXAS CHRISTIAN UNIVERSITY

A summary sheet of the minutes from February 6, 1997

- The following items were distributed to the Senate and are included with the minutes:
 - Final Report: Study Group on the Creation of a University Committee on Campus Diversity
 - Statement on Community Values drawn up by the Division of Community Affairs of the Community Values Project
 - Recommendations to the Faculty Senate submitted by the Role and Function Committee
 - Teaching Materials Policy Proposal
 - Second Semester Faculty Senate Roster 1996-97
 - Budget Recommendations of the Budget and Finance Committee presented to Vice Chancellor James McGowan - 12/6/96
 - Ethical Principles for College and University Teaching, AAHE Bulletin, December 1996
- Cornell Thomas and John Butler presented a status report on the work of the Committee to Study the Need for a Committee on Diversity.
- Senator Robert Greer presented the interim report of the Role and Function Committee and solicited responses from the Senate.
- The Senate discussed and debated the Teaching Materials Policy Proposal submitted by Senator Rebekah Miles and Brite colleagues. The Miles proposal was amended and passed.
- Extensive discussion ensued with regard to the issue of collegiality and its relationship to tenure. The Senate tabled a motion by Senator Becker that the issue of collegiality be removed from the Faculty Handbook with the intent of reviving the discussion at the March Senate meeting.
- Chair Martin presented a summary of written responses to Fall Assemblies and a tentative plan for Spring Assemblies.
- Past president Fortenberry reported that the Budget Committee of the Senate will be reviewing the Budget Committee reporting process as outlined in the Faculty Senate Handbook. This review was suggested by Provost Koehler and the deans of the university.

**TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE**

**March 6, 1997
3:30 P.M.**

**NOTE: Meeting will be held in the Sid W. Richardson Room on
the 5th Floor of SWR**

Meeting Agenda

Approval of Minutes from February 6, 1997

Announcements: Spring Mini-Assemblies and Conversations
about Teaching with Chancellor Awardees

Reports

- Report of RIB Committee on Staff Benefit Equalization (Ken Morgan)
- Recommendations of Role and Function Committee (Bob Greer)
- Report and Recommendations from Tenure, Promotion, and Grievance Committee (Roger Pfaffenberger)

Old Business

- Proposed Teaching Materials Policy: Response from Deans
- Collegiality Issue

New Business

- Joint Meeting of Faculty Senate and House of Student Representatives: Evaluation of Teaching

Other

- Meeting with Chancellor Tucker
- March Meeting with Faculty Relations Committee of Board of Trustees
- Post-tenure Review: AAUP and Legislative Alert to Professors in Texas

- Senator Reinecke issued a request from the Committee on Committees for information about university committees.
- Assistant Secretary Reynolds notified the Senate that the process of elections for the 1997-98 Faculty Senate is now beginning.
- Chair Martin reported that various profiles of the TCU student body are being requested from the administration.
- Chair Martin reported Scott Nicholson, library liaison, has provided a new link on the Faculty Senate Home Page entitled Phased Retirement Plans.
- Senator Tucker reported to the Senate on the Next Frontier Campaign and encouraged more faculty input into the advancement goals of the university.

TEXAS CHRISTIAN UNIVERSITY FACULTY SENATE MINUTES

February 6, 1997

The Faculty Senate of Texas Christian University met at 3:30 p.m. on February 6, 1997, in the Sid Richardson with Chair Martin presiding. Senate members present included: Franzwa, Grant, Lahutsky, Fortenberry, Kucko, Moore, Gorman, Paulus, Donovan, Nelson, Reinecke, Miles, Gouwens, White, Martin, Patton, Weeks, Curry, Flahive, Solomon, Cooper, Meckna, Garrison, Smith, Greer, Pfaffenberger, Vigeland, Raessler, Reynolds, Cagle, Becker, Szajna, and Tucker. Senators not in attendance included: Hughes, Jenkins, Rinewalt, Comer, Sacken, Moreland (ex.), Haigler-Robles, Nicholas, Oberkircher (ex.), Wilson, and Quarles.

APPROVAL OF MINUTES FROM DECEMBER 5, 1996

The minutes from the December 5, 1996, Senate meeting were approved as written with the following correction: Linda Moore was present at the meeting. She was reported absent in the minutes.

ANNOUNCEMENTS

- Chair Martin stated that Chancellor Tucker had approved use of the Sid Richardson Room as a Faculty Senate priority and spoke briefly about the virtues of meeting here.

NEW BUSINESS

- Cornell Thomas presented the final report of a Study Group on the Creation of a University Committee on Campus Diversity (attached). The report was submitted to Provost William Koehler on December 17, 1996. Dr. Thomas presented John Butler, reporting on behalf of the Division of Community Affairs. Rev. Butler stated that the Division has organized its program in four stages. Stage one is helping people become aware of why diversity should be a concern, and an outcome of the work in this stage is a carefully drawn statement about community values (attached) to be used broadly throughout the university to stimulate conversation on this subject.
- Bob Greer presented the interim report of the Role and Function Committee (attached). The first recommendation presented was to combine the UCR committees (Undergraduate Council and University Curriculum Advisory Committee) with the existing Undergraduate Council. The second recommendation is that one universal form should be used for all curriculum actions, be they graduate or undergraduate actions. The third recommendation would be to put UCR designations in the course descriptions in the university catalogue. The fourth recommendation is that a faculty member, elected by the Faculty Senate, should chair the Undergraduate Council on a rotating cycle of two years. An alternative would be to have a faculty member and a dean co-chair the council with the dean providing staff support. Recommendation five would have all members of

the Undergraduate Council elected by the faculty. Recommendation six would change the name of the Faculty Senate Role and Function Committee to the Faculty Senate Committee on Organization and Administration.

Much discussion followed.

Discussion synopsis:

1. Senator Moore - Question: In Recommendation 2 would all university curriculum committees in the college use the same form? Answer: We would have to begin at the college level.
2. Senator Smith - Current technology would enhance this effort.
3. Senator Reinecke - How large will the work load be on these committees? Answer: Would not expect it to be excessive.
4. Senator Grant - Question: How many proposals for UCR credit go through the council from already existing courses? (no answer) I suspect that most UCR courses are processed in this matter. One problem with Recommendation 1 would be that only one set of faculty will be looking at UCR proposals, but this seems minor and I think this is "do able."
5. Senator Paulus - Also thinks it "do able" and more important than to have a faculty member chair the council.

The conversation then switched to Recommendation 4.

6. Chair Martin - Possibly, if it does go in the direction of a faculty chair of the council, then it might be wise to go through a period of a faculty/dean co-chair to see if it really would be possible for a faculty member to handle the load.
7. Chair Martin - stated concern over the election process for the council. Should they be all elected or partially elected and partially appointed by the Committee on Committees.
8. Senator Moore - Favors partially elected and partially appointed to better control the constituency of the committee.
9. Senator Reinecke and Senator Grant discussed the number of years it would take to change the rules with regard to courses approved as UCR courses. The discussion centered around the length of time the university catalogue remains in effect to an entering TCU student.
10. Chair Martin suggested that the committee be charged to investigate the concern. She then took an unofficial straw vote on each recommendation.

Recommendation 1 - no real concerns presently
 Recommendation 2 - no real concerns
 Recommendation 3 - committee will recheck ramifications

- Recommendation 4 - general support. Concern expressed about load of faculty member - must be given a course load reduction.
- Recommendation 5 - Suggested that the committee be ½ elected by faculty and ½ appointed by Committee on Committees
- Recommendation 6 - History of committee was discussed. No real concerns indicated.

OLD BUSINESS

- TEACHING MATERIALS POLICY -

Senator Tucker moved approval of the submitted motion (attached). Seconded by Senator Greer. Senator Lahutsky proposed an alternative to the second sentence. Senator Gouwens stated that then the first sentence would need to also be changed. Senator Vigeland stated that his department had difficulty with the vagueness of the last sentence. Senator Grant questioned the use of the word may in the last sentence. Much discussion ensued on the wording of the last sentence, and it took many forms. Finally, an amendment on this third sentence was approved by a majority. Thus, the proposed Teaching Materials Policy now reads:

Instructional materials authored by the course instructor may be assigned to be purchased by students for a course taught by the author. If such materials are unpublished and are simply reproduced for class distribution, the cost charged to students may not exceed the cost of reproduction and distribution. If such materials are published and the instructor benefits from royalties, the instructor must disclose the benefits and the department chair or dean may ask for justification before approving the text book order.

- COLLEGIALITY AND ITS RELATIONSHIP TO TENURE

Chair Martin gave a brief history of the emergence of the word collegiality into the 1992-93 Faculty Handbook. The wording never came on to the floor of the Senate, but it was discussed by the Executive Committee of the Senate and Vice Chancellor Koehler. It was never voted on by the Senate.

Senator Becker made a motion that the issue of collegiality be removed in every instance from the Faculty Handbook. The motion was seconded. He defended his motion by expressing concern over the legality of proving collegiality or lack of it.

Senator Garrison stated that she was not married to the word collegiality but she does propose that the statement “to work effectively with colleagues and students” is a crucial element.

Senator Paulus stated that her issue was that the statement was added without consultation or support from the faculty.

These opposing views precipitated much discussion and debate from Senators Reynolds, Greer, Franzwa, Donovan, Patton, and Flahive.

Professor Joe Babitch, who stated he might be voted “Mr. non-collegial of TCU” if a vote were taken, stated that he never felt threatened at TCU because he spoke his mind, even though it might be in opposition to his department. He suggested that it is always important to have all opinions and it is imperative that we do nothing to stifle that potentially lone opinion.

The Senate then voted, by a majority, to table the motion because of the late hour and to revive the discussion at the March Senate meeting.

NEW BUSINESS

- Chair Martin stated that, based on the feedback she has received, it appears that the Senate is in favor of presenting several small assemblies. She also stated that in the Institutional Effectiveness Report, it was suggested that the Chancellor give a State of the University address each year. A straw vote was taken on this issue. The Senate unanimously requested this address. The Chair also asked the body if the post tenure review process should be another assembly topic. She stated that the AAUP has come out strongly against post-tenure review. It was suggested that this issue be left to the discretion of the Executive Committee of the Senate.
- Faculty Handbook Consideration

Senator Fortenberry reported that the Faculty Senate Handbook must be approved by the Board of Trustees of the university. Prior to the November Board of Trustees meeting, the handbook was distributed to the deans for their feedback. This feedback had to do mainly with the Budget Committee and to whom the Budget Committee reported its information. They were concerned that we might be “cutting our own throats.” Dr. Koehler gave it back to the Senate to look at again and Senator Fortenberry is giving it back to the Budget Committee to look at the specific notations for possible rewording.

OTHER

- Request from Committee on Committees for information about university committees
- Senator Reinecke again stated that the Committee on Committees is doing an in-depth evaluation of the committee structure and requested comments from senators on committees as they know them.
- Upcoming Senate Elections

Assistant Secretary Reynolds stated that James Comer will be replacing David Cross on

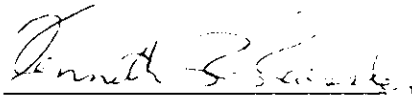
the Senate this semester. She also stated that the process of elections for the 1997-98 Senate is now beginning. She asked that senators encourage their colleagues to run for election.

- Student Profiles

Chair Martin stated that profiles of our student body are being requested from the administration i.e. financial profiles, incoming freshman profiles, etc. We are hoping to get this every year.

- Chair Martin reported that Scott Nicholson, library liaison to the Senate, has provided a new link on the Faculty Senate Home Page entitled Phased Retirement Plans.
- Senator Tucker reported to the Senate on the Next Frontier Campaign. He noted the matters included in his handout. He thanked the faculty and staff for raising more than \$2.1 million dollars toward the campaign. He stated that the faculty have no input into the goals of the university, and he has asked Vice Chancellor Bronson Davis about the upcoming Advancement Goals and Bronson responded that he does not know because he has not yet received them from Provost Koehler. Senator Tucker suggested that faculty should indeed have input into the goals of the university and perhaps a committee should be established to pursue this.
- The meeting was adjourned by Chair Martin at 5:08 p.m.

Respectfully submitted,



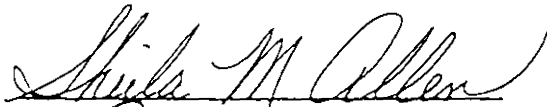
Kenneth R. Raessler, Secretary

FINAL REPORT:
STUDY GROUP ON THE CREATION OF A UNIVERSITY COMMITTEE
ON CAMPUS DIVERSITY

Submitted to
Dr. William H. Koehler, Provost

December 17, 1996

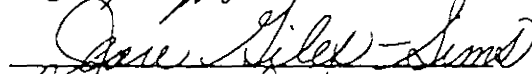
Sheila Allen



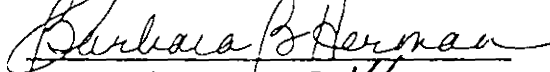
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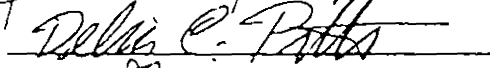
Jean Giles-Sims



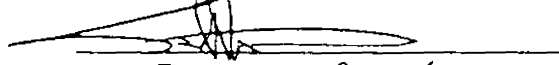
Barbara Herman



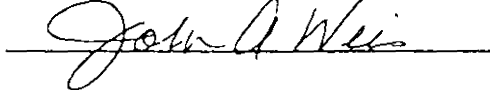
Delia Pitts



Cornell Thomas



John Weis



FINAL REPORT: STUDY GROUP ON THE CREATION OF A UNIVERSITY COMMITTEE ON CAMPUS DIVERSITY

I. CHARGE to the Study Group

- A. Determine whether T.C.U. needs a standing committee to deal with campus diversity.
- B. If a standing committee on diversity is recommended, the Study Group should also recommend:
 1. the charge to the committee
 2. the makeup of its membership
 3. the means of evaluating its effectiveness
- C. Requested procedure for the Study Group
 1. Consult with a wide variety of individuals on and off campus to provide:
 - a. insights into the issue
 - b. examples of positive, non-adversarial programs on other campuses
 2. Submit a report which would include at minimum:
 - a. a summary of the group's deliberations
 - b. recommendations for action

II. PROCEDURES of the Study Group

In addition to meetings to plan procedure and formulate the recommendation, the Study Group met on the following dates with the people named to discuss the topic listed.

- A. April 15, 1996. Meeting with Dr. William Koehler. Initial charge to the Study Group.
- B. April 29, 1996. Meeting with Rev. John Butler, former head of the Minority Affairs Task Force to discuss the research and report of the Minority Affairs Task Force.
- C. May 13, 1996. Meeting with Dr. Claudia Camp, former chair of the Affirmative Action and Compliance Committee to discuss activities of the committee and its relationship to the proposed committee.
- D. May 22, 1996. Meeting with Dr. Kathleen Martin, current president, Faculty Senate, and Dr. Bob Vigeland, past member of Faculty Senate Committee on Committees to discuss present University committee structure and to solicit input regarding the Study Group's charge.
- E. May 28, 1996. Meeting with Dr. William Koehler to discuss the progress of the Study Group.
- F. September 18, 1996. Study Group discussion of information gathered from other universities: Baylor, Emory, Penn State, Southern Methodist, Trinity, Tulsa, and Wisconsin (Madison).
- G. October 3, 1996. Meeting of Study Group representatives with the Faculty Senate to discuss the tentative recommendations of the Study Group.
- H. In addition to the above meetings, the Study Group also solicited input from students and colleagues at T.C.U. and conducted ongoing research regarding current T.C.U. programs and needs.

III. RECOMMENDATIONS

Based on all information and deliberations, the Study Group recommends that:

- A. The University take all possible steps to continue to make diversity a major part of its mission, consistent with the Philosophy, Objectives, And Goals Statement of Texas Christian University: "We hope to perpetuate diversity in our programs and people, for we believe that no single vision will suffice for direction in a complex enterprise."
- B. The University form an advisory council on diversity rather than a standing university committee. Such a council would act in an advisory capacity to the Chancellor and/or Provost.
- C. The Diversity Council be comprised of:
 1. two members of the current study group (for continuity)
 2. a core of members, to include at least one member of the following constituencies:
 - a. faculty
 - b. university staff
 - c. general staff
 - d. student body
 3. additional members appointed by the Chancellor and/or Provost, to reflect the diversity of the campus.
- D. The charge to the Diversity Council be:
 1. To further T.C.U.'s ongoing commitment to and awareness of the essential nature of diversity in a university experience for students, staff, faculty, and administrators.
 2. To enhance awareness of existing programs and foster the development of new contributions increasing diversity in all aspects of campus life., including the curriculum, student affairs, and employee relations.
 3. To sponsor and promote activities focused on building a sense of community and inclusiveness at T.C.U..
 4. To gather and disseminate information and encourage dialogue relating to diversity issues.
 5. To assist administrators in employing diversity to improve campus climate and retention of students, staff, and faculty.
- E. An annual budget and staff be allocated to support the efforts of the Diversity Council.
- F. The Diversity Council conduct a baseline program evaluation and needs assessment during its initial year to determine priorities for future study and action. Thereafter, the Council present an annual report to the university community evaluating the success of activities and programs for the year and outlining goals for the upcoming year.

The efforts of the Diversity Council be evaluated during the 10 year self-study.

Each student, faculty, and staff participates in establishing the strengths of the TCU community by preserving the values defined in the philosophy and goals of the university. Those values enable individual participants to discover the many connections between themselves and the community as a whole. Being alert to the spiritual dynamics between the commitments of an inner life and the practicalities of external choices inspires each person to utilize the benefits and meet the obligations of life. Accepting our place in the TCU community,

We Believe that

committing ourselves to personal and academic integrity results in honorable and just relationships.

preserving the inherent worth of all persons assures the rights and responsibilities of each person.

discovering the common good in all persons is an essential step in establishing a sense of wholeness in the quality of our relationships.

appreciating differences within the rich variety of cultures fosters a rediscovery of self within the heritage of learning.

expressing concern and compassion for others will lead to responsible citizenship on this campus and beyond.

refusing to do or to tolerate physical, emotional, or intellectual harm to others, legally and morally encourages the best in all persons.

discouraging all forms of bigotry and eliminating discriminations that harm others enables the essential values of the community to flourish.

applying the virtues of honesty, respect, trust, self-restraint, perseverance and courage enhances the process of gaining knowledge and discovering wisdom.

assuring diversity in all campus groups creates the desirable texture, color, and style in the fabric of the campus and global community.

expecting change in self and the community is consistent with the goals of learning and the search for a better future.

COMMUNITY VALUES PROJECT
Advisory Group 1995 - 1996

Faculty

Manochehr Dorraj	Political Science	7395	6097
In Mu Haw	Accounting	7563	
Leo Newland	Biology	7165	6273
Mercedes Olivera	Journalism	7425	6557
Australia Farver	English	7240	6245
Priscilla Tate	Arts and Science	7160	
Cornell Thomas	Education	7660	6117

Staff

Lynita Ayala	Greek Affairs	926-0572	
Don Palmer	Facilities Planning	7953	
Vince Panke	Fine Arts	7605	
Delia Pitts	International Education	7473	
Burton Schwartz	Health Center	7940	
Frank Smith	Admissions	7490	
Sandy Ware	Admissions	7490	

Students

Clint Brumble	Jr, ACCT	920-4169	31206
Christi Campbell	Jr, ENGL	920-4224	29519
Ashol Deng	Fr, JOUR	920-3999	31241
Doug Hopkins	Sr, BFA STAR	924-9143	
Mekasha Jones	Sr, BIOL	293-7594	29214
Valerie Levier	Fr, BUSI	920-4663	32720
Mikyha Martin	Sr, SOWO	920-4108	32352
Caleb Moody	Fr, THEA	920-8332	32166
Chris Montez	Jr, PHIL	737-5012	4721 Driskoll Blvd, 76107
Chhoeun Oeur	So, COSC	923-3265	29587
Matt Openshaw	So, BIOL	924-2485	2728 Willing, 76110
Candi Phongsava	Sr, NURS	232-2743	3729 Flintwood Trail, 76137
Sharon Selby	Jr, POSC	920-2807	29817
Ameenat Sodiq	Sr, PSYCH	920-4840	29109
Jennifer Spugnardi	So, ASPM	920-8494	31530
Lecretia Swats	Jr, ADPR	924-4055	29002
Meridith Wilk	Sr, HIST	926-0967	3500 Kent St., #5, 76109

RECOMMENDATIONS TO THE FACULTY SENATE SUBMITTED BY THE ROLE AND FUNCTION COMMITTEE

Recommendation I. The university committees dealing with undergraduate curriculum or the UCR (Undergraduate Council and University Curriculum Advisory Committee) should be combined into the existing Undergraduate Council.

Justification. Reasons for this recommendation include the following:

- a. There should be greater incentive for timely enhancements of the curriculum and less frustration on the part of faculty and administrators submitting proposals. Many chairs and faculty members have experienced the frustration of preparing a course proposal or UCR change only to learn that they have prepared it for the wrong committee or have used the wrong form or the incorrect format. The more straightforward the process, the less likely it will be viewed as a barrier to timely curriculum development. The use of a consolidated committee should be perceived as more "user friendly" from a procedural perspective.
- b. Scarce faculty resources will be utilized more efficiently. With consolidation of the committees there will be less duplication of faculty activity. The Undergraduate Council meets frequently and should be able to handle the additional curriculum matters without a major increase in the time required to carry out its responsibilities.
- c. Communication about all aspects of the undergraduate curriculum should be facilitated. With current procedures comprehensive or inclusive communication about the curriculum is more difficult because of separate consideration of proposals.
- d. Faculty members serving on the Undergraduate Council should perceive even greater importance in their roles. They will also have more comprehensive knowledge about curriculum matters, be more broadly informed, and be better able to communicate about curriculum matters with the faculty and administrators in their respective units.
- e. Timetables and scheduling should be more straightforward. Deadlines for submissions of course or program proposals and changes, UCR designations etc. will be simplified because there will be only one set of deadlines for the Undergraduate Council.
- f. The simplified procedures resulting from consolidation of the three committees into one should promote a perception of openness and accessibility.

Recommendation II. One universal form should be adopted for all undergraduate curriculum and UCR actions. The same form should be used also for both undergraduate and graduate curriculum actions as well, with a simple blank used to designate undergraduate or graduate actions.

Justification. The reason for this recommendation is the following:

- a. One form will eliminate confusion and conserve resources.

Recommendation III. UCR designations should be included in the course descriptions provided in the university catalog.

Justification. The reason for this recommendation is the following:

- a. Students, faculty, and staff will be more aware of the curriculum if this information is provided in the catalog.

Recommendation IV. A faculty member, elected by the Faculty Senate, should chair the Undergraduate Council on a rotating cycle of two years. Appropriate compensation for the faculty member should be provided, such as teaching load reduction, extra pay, etc. A dean should be appointed as an ex officio member to provide an administrative perspective on curriculum issues and staff support for the logistics of handling curriculum proposals. An alternative would be to have a faculty member and a dean co-chair the Undergraduate Council with the dean providing staff support.

Justification. The reason for this recommendation is the following:

- a. A faculty chair elected by the Faculty Senate will help insure that faculty have an appropriate role in curriculum actions. Ex officio membership by a dean will help insure that the Undergraduate Council understands the administrative implications of curriculum actions.

Recommendation V. The Undergraduate Council's current representation of faculty from the various university units should be retained. However, all members should be elected by the faculty.

Justification. The reason for this recommendation is the following:

- a. Election of the members of the Undergraduate Council will help insure that faculty have an appropriate role in curriculum actions.

Recommendation VI. The name of the Faculty Senate Role and Function Committee should be changed to the Faculty Senate Committee on Organization and Administration.

Justification. The reason for this recommendation is the following:

- a. The current name is not descriptive of the activities of the committee.

TEACHING MATERIALS POLICY PROPOSAL

submitted by Rebekah Miles
and Brite colleagues

Instructional materials authored by the course instructor may be assigned to be purchased by students for a course taught by the author. If such materials are unpublished and are simply reproduced for class distribution, the cost charged to students may not exceed the cost of reproduction and distribution. If such materials are published and the instructor benefits from royalties, the department chair or dean may ask the instructor to disclose the benefit and justify the selection.

**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
James Comer	COSC	1998
Pat Paulus	BIOL	1998
Nowell Donovan	GEOL	1999
Hal Nelson	ENGR	1999
Manfred Reinecke	CHEM	1999

BRITE

Rebekah Miles	1998
David Gouwens	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

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

MEMORANDUM

DATE: December 6, 1996

TO: Vice Chancellor James McGowan

FROM: Budget and Finance Committee

CC: Provost William H. Koehler
Faculty Senate Chair Kathleen Martin

SUBJECT: Budget recommendations

At the Faculty Senate meeting on Thursday, December 4, 1996, the senators were asked to provide their input for the budget deliberations that will soon begin. This memorandum summarizes those suggestions.

At their March, 1996 meeting, the Board of Trustees endorsed the strategic initiatives contained in the report from the Institutional Effectiveness Committee (hereafter, "the report"). We have decided to present our budgetary suggestions in this framework. Most of our budget recommendations relate to the first strategic initiative although several relate to the other three, as we will indicate below.

Strategic initiative No. 1: The Academic Imperative - TCU should continue to prioritize the centrality of the academic mission.

Three specific initiatives included in this section of the report: (1) the University establish centers of excellence, (2) the University expand the number of full-time faculty by approximately 20 persons by the year 2000, and (3) the University keep abreast of the technology revolution. In light of these three strategic initiatives, we offer the following budget recommendations.

Although not officially designated as such, the University's Honors Program has been a center of excellence for many years. We recommend that additional resources be committed to the Honors Program to allow it to expand. These resources could be designated for scholarships for honors students and faculty dedicated to the program.

We recommend that funds be allocated to complete the Chancellor's five-year faculty enrichment commitment to add two faculty members each year. Perhaps these faculty could be allocated to the Honors Program or the Freshman Seminar Program rather than to individual departments. These expenditures would also apply to the third strategic initiative - the education of the student - which called for enhancement of the freshman experience. To make TCU a more attractive place for new faculty, we recommend that funds be allocated to continue the gradual increase in faculty salaries and to eliminate the two-year waiting period for retirement plan contributions.

We recommend that funds be allocated to allow computer networking of all faculty offices. This would require funds for additional computer hardware and software as well as additional personnel in Information Services to install and maintain the system and provide technical support. A significant portion of these funds should be viewed as recurring expenditures necessary to keep abreast of technological developments. These expenditures would also apply to the fourth strategic initiative - TCU should continue to develop clear lines of communication between all university personnel.

In addition, funds are needed to equip more classrooms with the computer facilities to allow for more computer-assisted instruction. The use of computer-assisted instructional techniques is increasing rapidly in virtually all areas across the curriculum and TCU's current capability in this area is woefully inadequate.

Also under the general heading of keeping abreast of the technological revolution, we recommend that funds be committed to upgrade the administrative software, particularly in the areas of student record keeping and admissions. In the Senate's dealings with the House of Student Representatives over the past year, the students have stressed the need to improve the quality of faculty advising and the quality of the student body. We need to equip our faculty advisors with the technology to provide improved advising services to our students and our admissions staff with the technology to identify, track, and recruit the best students. These expenditures would also be consistent with the third strategic initiative - the education of the student - which called for a more effective system of advising, both academic and post-degree.

We also recommend that funds be allocated to allow for marketing the academic image of TCU. In addition to enhancing our academic programs, consistent with the notion of developing centers of excellence, these expenditures would be consistent with the second strategic initiative - defining and marketing TCU - which called for the definition and marketing of a strong and distinctive image. Such funds could be used for a variety of purposes. For instance, funds to allow some of our musical ensembles to travel and perform in a variety of venues would enhance the Music Department's programs and enhance TCU's academic image. Similarly, funds allowing for the publication of one or more academic journals at TCU would enhance our academic programs and our academic image. Our students and our scholarship are the best advertisements for our academic programs.

Above all, we hope that the administration will keep the strategic initiatives contained in the Institutional Effectiveness Committee Report in mind in all of its budget deliberations. The report, which arose in response to the University Accreditation Study conducted by SACS in 1993, was endorsed by the Board of Trustees and is the basis for virtually all of the Faculty Senate's endeavors this year. It will be difficult to explain our actions to SACS, to the Board of Trustees, and to ourselves if we ignore the strategic initiatives. Thank you for the opportunity to provide these recommendations.

ETHICAL PRINCIPLES

for College and University Teaching

Canadian professors define their professional responsibilities as teachers.

by Harry Murray, Eileen Gillese, Madeline Lennon,
Paul Mercer, and Marilyn Robinson

What should it mean to be a university teacher? That's a question driving much of AAHE's work on behalf of American higher education. But Americans aren't the only ones asking it.

In May 1996, with the aim of improving teaching by stimulating national discussion around just such a question, Canada's Society for Teaching and Learning in Higher Education (STLHE) began distributing a document it calls "Ethical Principles for College and University Teaching," drafted and endorsed by a select group of exemplary teachers.

The first recipients of the Principles were the Society's 500+ members — mostly faculty, plus

students and teaching/learning resource professionals in campuses across Canada. Then came some 8,000 copies sent in bulk to Canadian university presidents and directors of instructional development centers, to be distributed to their CAOs, deans, and chairs of departments, committees, unions, and senates.

As the preamble to the Principles states: "Ethical principles are conceptualized here as general guidelines, ideals, or expectations that need to be taken into account, along with other relevant conditions and circumstances, in the design and analysis of univer-

sity teaching. The intent of this document is not to provide a list of ironclad rules ... that will automatically apply in all situations. Similarly, the intent is not to contradict the concept of academic freedom, but rather to describe ways in which academic freedom can be exercised in a responsible manner."

The Society thinks of its document as "food for thought, not necessarily as a final product," and it is with that purpose in mind that the *AAHE Bulletin* now makes it available for discussion in the United States.

— Eds.

Harry Murray (psychology), Eileen Gillese (law), Madeline Lennon (visual arts), Paul Mercer (physiology), and Marilyn Robinson (physiology/educational development) are faculty members at the University of Western Ontario, London, ONT N6A 5C2 Canada. All are 3M Fellows and members of the Society for Teaching and Learning in Higher Education, c/o Centre for the Support of Teaching, York University, 4700 Keele Street, North York, ONT M3J 1P3 Canada; (homepage) www.umanitoba.ca:80/academic_support/uts/stlhe/.

About the 3M Fellowship Program

The "Ethical Principles" were conceived partly in celebration of the tenth anniversary of the 3M Fellowships, a program of the Society for Teaching and Learning in Higher Education.

Supported by 3M Canada, the Society awards up to ten 3M Fellowships yearly to exemplary Canadian faculty recognized for their excellence in teaching and educational leadership. At a three-day retreat, each awardee shares past teaching experiences and discusses new ideas. 3M Canada also supported production and dissemination of the Principles document.

A nucleus of 110 such awardees now is scattered throughout Canada, representing a broad range of academic disciplines. The 3M Fellows work individually and together to enhance teaching and learning, both at their own institutions and through larger collaborative initiatives.

© 1996 Society for Teaching and Learning in Higher Education. The Principles were produced with the endorsement of the following 3M Fellows: Arshad Ahmad, Frank Aheme, Guy Allen, Wiktor Askanas, Colin Baird, Roger Beck, David Bentley, Beverly Cameron, Norman Cameron, Thomas Cleary, William Coleman, James Erskine, Graham Fishburne, Joyce Forbes, Dean Gaily, Ailan Gedaliaf, William Gilsdorf, Joseph Habowsky, Ralph Johnson, Peter Kennedy, Ralph Krueger, Estelle Lacoursiere, Gordon Lange, Jack Landon, Nadia Mikhail, Alex Middleton, James Newton, Gary Poole, Manfred Prokop, Pat Rogers, Peter Rosati, Robert Schulz, Rana d Sheeze, Alan Slavin, Ronald Smith, Lois Stanford, Susan Stanton, David Topper, Donald Ursina, Fred Vermeulen, and Wayne Weston.

Principle 1:

Content Competence

A university teacher maintains a high level of subject matter knowledge and ensures that course content is current, accurate, representative, and appropriate to the position of the course within the student's program of studies.

This principle means that a teacher is responsible for maintaining (or acquiring) subject matter competence not only in areas of personal interest but in all areas relevant to course goals or objectives. Appropriateness of course content implies that what is actually taught in the course is consistent with stated course objectives and prepares students adequately for subsequent courses for which the present course is a prerequisite. Representativeness of course content implies that for topics involving difference of opinion or interpretation, representative points of view are acknowledged and placed in perspective. Achievement of content competence requires that the teacher take active steps to be up-to-date in content areas relevant to his or her courses; to be informed of the content of prerequisite courses and of courses for which the teacher's course is prerequisite; and to provide adequate representation of important topic areas and points of view.

Specific examples of failure to fulfill the principle of content competence occur when an instructor teaches subjects for which she or he has an insufficient knowledge base, when an instructor misinterprets research evidence to support a theory or social policy favored by the instructor, or when an instructor responsible for a prerequisite survey course teaches only those topics in which the instructor has a personal interest.

Principle 2:

Pedagogical Competence

A pedagogically competent teacher communicates the objectives of the course to students, is aware of alternative instructional methods

or strategies, and selects methods of instruction that, according to research evidence (including personal or self-reflective research), are effective in helping students to achieve the course objectives.

This principle implies that, in addition to knowing the subject matter, a teacher has adequate pedagogical knowledge and skills, including communication of objectives, selection of effective instructional methods, provision of practice and feedback opportunities, and accommodation of student diversity. If mastery of a certain skill (e.g., critical analysis, design of experiments) is part of the course objectives and will be considered in evaluation and grading of students, the teacher provides students with adequate

...failure to fulfill the principle of pedagogical competence includes ... using exams consisting solely of fact-memorization questions when the main objective of the course is to teach problem-solving skills...

opportunity to practice and receive feedback on that skill during the course. If learning styles differ significantly for different students or groups of students, the teacher is aware of these differences and, if feasible, varies her or his style of teaching accordingly.

To maintain pedagogical competence, an instructor takes active steps to stay current regarding teaching strategies that will help students learn relevant knowledge and skills and will provide equal educational opportunity for diverse groups. This might involve reading general or discipline-specific educational literature, attending workshops and conferences, or experimentation with alternative methods of teaching a given course or a specific group of students.

Specific examples of failure to fulfill the principle of pedagogical competence include using an instructional method or assessment method that is incongruent

with the stated course objectives (e.g., using exams consisting solely of fact-memorization questions when the main objective of the course is to teach problem-solving skills); and failing to give students adequate opportunity to practice or learn skills that are included in the course objectives and will be tested on the final exam.

Principle 3:

Dealing With Sensitive Topics

Topics that students are likely to find sensitive or discomforting are dealt with in an open, honest, and positive way.

Among other things, this principle means that the teacher acknowledges from the outset that a particular topic is sensitive, and explains why it is necessary to include it in the course syllabus. Also, the teacher identifies his or her own perspective on the topic and compares it to alternative approaches or interpretations, thereby providing students with an understanding of the complexity of the issue and the difficulty of achieving a single "objective" conclusion. Finally, in order to provide a safe and open environment for class discussion, the teacher invites all students to state their position on the issue, sets ground rules for discussion, is respectful of students even when it is necessary to disagree, and encourages students to be respectful of one another.

As one example of a sensitive topic, analysis of certain poems written by John Donne can cause distress among students who perceive racial slurs embedded in the professor's interpretation, particularly if the latter is presented as the authoritative reading of the poem. As a result, some students may view the class as closed and exclusive rather than open and inclusive. A reasonable option is for the professor's analysis of the poem to be followed by an open class discussion of other possible interpretations and the pros and cons of each.

Another example of a sensitive topic occurs when a film depicting

scenes of child abuse is shown, without forewarning, in a developmental psychology class. Assuming that such a film has a valid pedagogical role, student distress and discomfort can be minimized by warning students in advance of the content of the film, explaining why it is included in the curriculum, and providing opportunities for students to discuss their reactions to the film.

Principle 4: Student Development

The overriding responsibility of the teacher is to contribute to the intellectual development of the student, at least in the context of the teacher's own area of expertise, and to avoid actions such as exploitation and discrimination that detract from student development.

According to this principle, the teacher's most basic responsibility is to design instruction that facilitates learning and encourages autonomy and independent thinking in students, to treat students with respect and dignity, and to avoid actions that detract unjustifiably from student development. Failure to take responsibility for student development occurs when a teacher comes to class underprepared, fails to design effective instruction, coerces students to adopt a particular value or point of view, or fails to discuss alternative theoretical interpretations (see also Principles 1, 2, and 3).

Less obvious examples of failure to take responsibility for student development can arise when teachers ignore the power differential between themselves and students and behave in ways that exploit or denigrate students. Such behaviors include sexual or racial discrimination; derogatory comments toward students; taking primary or sole authorship of a publication reporting research conceptualized, designed, and conducted by a student collaborator; failure to acknowledge academic or intellectual debts to students; and assigning research work to students that serves the ends of the teacher but is unrelated to the educational goals of the course.

In some cases, the teacher's responsibility to contribute to student development can come into conflict with responsibilities to other agencies, such as the university, the academic discipline, or society as a whole. This can happen, for example, when a marginal student requests a letter of reference in support of advanced education, or when a student with learning disabilities requests accommodations that require modification of normal grading standards or graduation requirements. There are no hard and fast rules that govern situations such as these. The teacher must weigh all conflicting responsibilities, possibly consult with other individuals, and come to a reasoned decision.

Principle 5: Dual Relationships With Students

To avoid conflict of interest, a teacher does not enter into dual-role relationships with students that are likely to detract from student development or lead to actual or perceived favoritism on the part of the teacher.

This principle means that it is the responsibility of the teacher to keep relationships with students focused on pedagogical goals and academic requirements. The most obvious example of a dual relationship that is likely to impair teacher objectivity and/or detract from student development is any form of sexual or close personal relationship with a current student. Other potentially problematic dual relationships include: accepting a teaching (or grading) role with respect to a member of one's immediate family, a close friend, or an individual who is also a client, patient, or business partner; excessive socializing with students outside of class, either individually or as a group; lending money to or borrowing money from students; giving gifts to or accepting gifts from students; and introducing a course requirement that students participate in a political movement advocated by the instructor.

Even if the teacher believes

that she or he is maintaining objectivity in situations such as these, the perception of favoritism on the part of other students is as educationally disastrous as actual favoritism or unfairness. If a teacher does become involved in a dual relationship with a student, despite efforts to the contrary, it is the responsibility of the teacher to notify his or her supervisor of the situation as soon as possible, so that alternative arrangements can be made for supervision or evaluation of the student.

Although there are definite pedagogical benefits to establishing good rapport with students and interacting with students both inside and outside the classroom, there are also serious risks of exploitation, compromise of academic standards, and harm to student development. It is the responsibility of the teacher to prevent these risks from materializing into real or perceived conflicts of interest.

Principle 6: Confidentiality

Student grades, attendance records, and private communications are treated as confidential materials, and are released only with student consent, or for legitimate academic purposes, or if there are reasonable grounds for believing that releasing such information will be beneficial to the student or will prevent harm to others.

This principle suggests that students are entitled to the same level of confidentiality in their relationships with teachers as would exist in a lawyer-client or doctor-patient relationship. Violation of confidentiality in the teacher-student relationship can cause students to distrust teachers and to show decreased academic motivation. Whatever rules or policies are followed with respect to confidentiality of student records, these should be disclosed in full to students at the beginning of the academic term.

In the absence of adequate grounds (i.e., student consent, legitimate purpose, or benefit to student) any of the following could be construed as a violation

of confidentiality: providing student academic records to a potential employer, researcher, or private investigator; discussing a student's grades or academic problems with another faculty member; and using privately communicated student experiences as teaching or research materials. Similarly, leaving graded student papers or exams in a pile outside one's office makes it possible for any student to determine any other student's grade and thus fails to protect the confidentiality of individual student grades. This problem can be avoided by having students pick up their papers individually during office hours, or by returning papers with no identifying information or grade visible on the cover page.

Principle 7: Respect for Colleagues

A university teacher respects the dignity of her or his colleagues and works cooperatively with colleagues in the interest of fostering student development.

This principle means that in interactions among colleagues with respect to teaching, the overriding concern is the development of students. Disagreements between colleagues relating to teaching are settled privately, if possible, with no harm to student development. If a teacher suspects that a colleague has shown incompetence or ethical violations in teaching, the teacher takes responsibility for investigating the matter thoroughly and consulting privately with the colleague before taking further action.

A specific example of failure to show respect for colleagues occurs when a teacher makes unwarranted derogatory comments in the classroom about the competence of another teacher ... for example, Professor A tells students that information provided to them last year by Professor B is of no use and will be replaced by information from Professor A in the course at hand. Other examples of failure to uphold this principle would be for a curriculum committee to refuse to require courses in other depart-

ments that compete with their own department for student enrollment; or for Professor X to refuse a student permission to take a course from Professor Y, who is disliked by Professor X, even though the course would be useful to the student.

Principle 8: Valid Assessment of Students

Given the importance of assessment of student performance in university teaching and in students' lives and careers, instructors are responsible for taking adequate steps to ensure that assessment of students is valid, open, fair, and congruent with course objectives.

This principle means that the teacher is aware of research (including personal or self-reflective research) on the advantages and disadvantages of alternative methods of assessment, and based on this knowledge, the teacher selects assessment techniques that are consistent with the objectives of the course and at the same time are as reliable and valid as possible. Furthermore, assessment procedures and grading standards are communicated clearly to students at the beginning of the course, and except in rare circumstances, there is no deviation from the announced procedures. Student exams, papers, and assignments are graded carefully and fairly through the use of a rational marking system that can be communicated to students. By means appropriate for the size of the class, students are provided with prompt and accurate feedback on their performance at regular intervals throughout the course, plus an explanation as to how their work was graded, and constructive suggestions as to how to improve their standing in the course. In a similar vein, teachers are fair and objective in writing letters of reference for students.

One example of an ethically questionable assessment practice is to grade students on skills that were not part of the announced course objectives and/or were not

allocated adequate practice opportunity during the course. If students are expected to demonstrate critical inquiry skills on the final exam, they should have been given the opportunity to develop critical inquiry skills during the course. Another violation of valid assessment occurs when faculty members teaching two different sections of the same course use drastically different assessment procedures or grading standards, such that the same level of student performance earns significantly different final grades in the two sections.

Principle 9: Respect for Institution

In the interests of student development, a university teacher is aware of and respects the educational goals, policies, and standards of the institution in which he or she teaches.

This principle implies that a teacher shares a collective responsibility to work for the good of the university as a whole, to uphold the educational goals and standards of the university, and to abide by university policies and regulations pertaining to the education of students.

Specific examples of failure to uphold the principle of respect for institution include engaging in excessive work activity outside the university that conflicts with university teaching responsibilities; and being unaware of or ignoring valid university regulations on provision of course outlines, scheduling of exams, or academic misconduct. ■

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The authors are indebted to the following for ideas that were incorporated into the present document:

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Matthews, J.R. "The Teaching of Ethics and the Ethics of Teaching." *Teaching of Psychology* 18 (1991): 80-85.

University of Calgary. *Code of Professional Ethics for Academic Staff*. Calgary, Alberta: University of Calgary, 1994.

FROM: FACULTY SENATE
TCU BOX 297240
TO: BECKY ROACH
TCU BOX 297040

THE FACULTY SENATE TEXAS CHRISTIAN UNIVERSITY

A summary sheet of the minutes from December 5, 1996

- The following items were distributed to the Senate and are included with the minutes:
 - Draft Policy Statement, World Wide Web Site
 - Full-Time Faculty Salary Averages by Rank and Gender as Reported to AAUP
 - Deliberations of the Faculty Role and Function Committee
 - Draft: Considerations (for) the Faculty Senate submitted by the Role and Function Committee
 - Tenure, Promotion, and Grievance Committee discussion topics
 - The TCU Financial Report

- Chair Martin requested comments on the review of the Fall Faculty Assembly, briefly discussed the Draft Policy Statement with regard to the World Wide Web Site and called attention to the hand out entitled Full-Time Faculty Averages by Rank and Gender as Reported to AAUP.

- The Senate received a status report by Bob Greer, Chair of the Role and Function Committee of the Senate on the considerations and deliberations of the committee.

- The Senate moved into recess in order for the Senate to discuss, in small groups, discussion topics initiated by the Tenure, Promotion, and Grievance Committee of the Senate.

- Chair Martin requested input from faculty and/or senators with regard to the Draft Policy Statement for the TCU World Wide Web Site.

- Senator Franzwa, chair of the Budget and Finance Committee, requested input for their forthcoming meetings on the 1997-98 budget.

Email to: N.LAHUTSKY@tcu.edu
LIAISON TO: COMPLIANCE AND AFFIRMATIVE ACTION
HONORS WEEK
LIBRARY

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Phone: 6204
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LIAISON TO: ANIMAL CARE AND USE
INSTITUTIONAL BIOSAFETY
RESEARCH AND CREATIVE ACTIVITIES

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STUDENT PUBLICATIONS

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LIAISON TO: EVALUATION
INSTRUCTIONAL DEVELOPMENT
SCHOLARSHIP AND FINANCIAL AID

TEXAS CHRISTIAN UNIVERSITY FACULTY SENATE MINUTES

December 5, 1996

The Faculty Senate of Texas Christian University met at 3:30 p.m. on December 5, 1996, in the Faculty Center with Chair Martin presiding. Senate members present included: Franzwa, Grant, Lahutsky, Hughes, Fortenberry, Kucko, Rinewalt, Paulus, Donovan, Reinecke, Gouwens, Martin, Sacken, Moreland, Curry, Flahive, Solomon, Cooper, Meckna, Garrison, Smith, Nichols, Greer, Pfaffenberger, Vigeland, Raessler, Reynolds, Oberkircher, Becker, Szajna, and Tucker. Senators not in attendance included: Cagle (ex.), Cross, Gorman, Haigler-Robles (ex.), Jenkins, Miles, Moore, Nelson (ex.), Patton, Quarles, Smith, Weeks, White, and Wilson.

APPROVAL OF MINUTES FROM NOVEMBER 7, 1996

The minutes from the November 7, 1996, Senate meeting were approved as written.

ANNOUNCEMENTS

- Chair Martin made the following announcements:
 1. Requested comments on the review of the Fall Faculty Assemblies conducted during the fall semester (attached).
 2. Briefly discussed the Draft Policy Statement with regard to the World Wide Web Site (attached) and requested concerns and input from the Senate should they have concerns or input.
 3. Called attention to the handout entitled Full Time Faculty Salary Averages By Rank and Gender as Reported to AAUP (attached) which was initiated by the Budget and Finance Committee and will be discussed later in the meeting.
 4. Called attention to the TCU Financial Report.

NEW BUSINESS

- Bob Greer, Chair of the Role and Function Committee introduced the members of the committee and discussed the committee charges and the conclusions of the committee on these charges. He reviewed the document Deliberations of the Faculty Senate Role and Function Committee (attached) and the draft document Considerations (for) the Faculty Senate Submitted by the Role and Function Committee (attached) which included three considerations:

Consideration I: The Undergraduate Council and the University Curriculum Advisory Committee should be combined into the existing Undergraduate Council.

Consideration II: One universal form should be adopted for all undergraduate and graduate curriculum and UCR actions.

Consideration III: The name of the Faculty Senate Role and Function Committee should be changed to the Faculty Senate Committee on Organization and Administration.

Brief discussion ensued:

Senator Lahutsky noted, as a member of the Addran Curriculum Committee, that there appears to be much confusion on the part of faculty who need to fill out curriculum proposal forms. She suggested that surely we could make these forms more user friendly. Senator Reinecke encouraged faculty who read these minutes to respond to their senators concerning the proposed considerations so that an accurate poll of faculty sentiment may be more clearly ascertained.

- Chair Martin then moved, and it was seconded, that the Senate meeting be recessed in order for the senators to discuss, in small groups, the questions distributed by the Tenure, Promotion, and Grievance Committee.

The questions were:

1. Perception of faculty about relationship between teaching and promotion/tenure.
2. Better ways to evaluate teaching effectiveness/quality.
3. The role of mentors in the tenure process (progress toward tenure, grievances).
4. Should tenure be continued in its present form? Why or why not? If not in its present form, what are the alternatives?

OLD BUSINESS

- Chair Martin initiated the discussion of the collegiality issue which came out of a meeting of the department chairs of the university and was brought to the attention of Chair Martin through a letter from Provost Koehler. She requested that chairs present at the Senate meeting comment on how this issue emerged so that the senators may put the issue in context.

Senator Donovan reported that several sample tenure review letters were circulated in which collegiality was an issue in order to stimulate discussion.

Senator Garrison stated several types of issues which constitute lack of collegiality, thus impeding normal departmental function.

Senator Raessler questioned where the fine line might be between thwarting the non tenured professor from freedom of expression until tenure is granted, and encouraging freedom of thought and expression without fear of tenure endangerment.

Senator Becker again asked the question “How did the matter of collegiality find it’s way into the Faculty/Staff Handbook?”

Senator Martin responded that it first appeared in the 1992-93 handbook and emerged from a Senate discussion of the guidelines for various professional ranks in the tenure track. More research on this matter will be done by checking with Alice Gaul, then Senate Chair, and Provost Koehler.

Senator Pfaffenberger stated that collegiality has always been an issue, but the key is whether or not it should be written or specified. Historically, when the tenured faculty deemed someone not collegial they had to find other ways to not tenure them. He also noted that to make this a formal criteria opens the door for potential administrative abuse.

Senator Grant suggested that if collegiality is an issue and is not documented as such, the potential for legal action becomes real.

Senator Donovan asked “How do we measure collegiality?”

Senator Hughes expressed reluctance to have collegiality spelled out in explicit criteria because of the danger of the stifle of debate and discussion or lack of understanding of people with a different cultural mode of expression.

Senator Sacken stated that in the courts collegiality is a legitimate basis upon which to make employment decisions. A person so uncollegial that they are disruptive to the effective operation of the department, in the estimation of the majority of their colleagues, is not competent as a faculty member within that university.

Senator Reynolds commented that a problematic personality would probably show up in teaching and other collegial issues and might be better understood as a violation of professional ethics. Poor teaching and a violation of professional ethics seems clearer than the term collegiality.

Senator Martin pointed out that page 16 of the Faculty/Staff Handbook refers to the importance of good relationships with students and colleagues, and are presented in a powerful manner. This would indicate the importance of these matters with regard to the issue of collegiality.

Provost Koehler stated that it has become more and more difficult legally to shift the reason for the denial of tenure to research or service etc. when the real issue is collegiality. He also suggested that if collegiality is an issue for tenure review that it also would be an issue for post tenure review.

Senator Franzwa cautioned that extraordinary care must be given to the wording of any document because it would have to be carried forward, thus making the life of the faculty uncertain for their entire career. Possibly the issue of collegiality should fall in the area of service, for it is here that the faculty member either serves the department well or badly.

Senator Becker suggested that the less put in writing the better because of potential law suits and that should it be put in writing, it would certainly serve to intimidate faculty and staff who have opposing views.

Student Representative Donna Burg commented that TCU is thought of and advertised as a friendly campus and suggested that this is an important issue because faculty and staff need to exemplify collegiality to students and to each other.

OTHER

- Chair Martin again requested input from faculty and/or senators with regard to the Draft Policy Statement for the TCU World Wide Web Site (attached).
- Senator Franzwa, Chair of the Budget and Finance Committee requested input for their forthcoming meetings with the administration on the 1997-98 budget.

Senator Tucker made two observations:

1. The university is not listed in polls of top academic institutions in this country. One means of enhancing the academic reputation of TCU would be to create a fund of, say, \$100,000 to fund academic journals to be housed on campus.
2. The two year waiting period in vestitude of retirement might be abolished because it creates difficulty in filling endowed chairs or attracting experienced faculty.

Chair Martin suggested that careful budgetary consideration be given to image enhancement of the university, especially in the academic area.

Senator Hughes cited the need for improved and current technology and computer assisted instruction possibilities in classrooms.

Senator Kucko agreed and called for an increase in current informational services. She stated that presently these services are severely overworked, sometimes taking up to two or three months to get a request fulfilled. This support is very necessary.

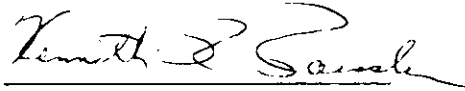
Senator Donovan noted that the Institutional Effective Report provides certain and strategic initiatives, including one which enhances and is a priority of the academic

mission, and another which emphasizes the importance of technology. As these strategic initiatives were adopted in total by the Board of Trustees, it would seem that our budget requests can be usefully formulated using these initiatives.

Senator Raessler noted that the AAUP Report on salaries indicates not only a faculty salary discrepancy by gender but an even greater discrepancy by college. At the rank of professor there is an average salary differential of \$44,000 between the highest college and the lowest college. At the rank of associate and assistant professor, the differential is approximately \$25,000.

- The meeting was adjourned by Chair Martin at 5:06 p.m. along with the wish of a Happy Holiday for all.

Respectfully submitted,



Kenneth R. Raessler
Kenneth R. Raessler, Secretary

**Texas Christian University
WORLD WIDE WEB SITE
Draft Policy Statement**

This is a **draft of a policy** for the TCU WWW site.

The Texas Christian University World Wide Web site represents a growing communications channel. It is a dynamic, interactive, electronic publication that gives users an opportunity to access the campus at their convenience. This policy is intended to ensure that all sites affiliated with the official TCU home page reflect the same standards of excellence and uniformity found in all the University's official print and electronic communications.

Any information posted on a TCU-owned server or linked to the TCU home page may not include any of the following :

- Material which defames, abuses or threatens others.
- Statements that would reasonably be considered bigoted, hateful or racially offensive.
- Material that advocates illegal activity or discusses illegal activities with the intent to commit them.
- Unauthorized copyrighted material.
- Language or images that would reasonably be considered to be vulgar, obscene or indecent.
- Advertising or any form of commercial solicitation (except in cases of official University business).
- Unmonitored open forums such as chat rooms, guest books, etc.

Certain functions may not be allowed on information service servers if the machine's resources are not sufficient to maintain good performance.

TCU computing facilities and the University's connection to the Internet (including e-mail) are not available for third party use. Any third party use must be approved by information services.

Publication of any information on a TCU-owned server or information that is electronically linked to the main TCU URL implies the publisher's consent to abide by this policy statement. Pages that do not comply with this policy will be subject to removal without notice from the university server and/or other appropriate University action.

If you discover anything in conflict with the procedures outlined in this policy statement or if you have any questions, comments or suggestions please contact the office of communications or information services.

**Texas Christian University
WORLD WIDE WEB SITE
Procedures**

I. Web site management

The University's official web pages (see description below) will be jointly managed by the offices of communications and public affairs and information services. The purpose of this collaborative arrangement is to provide technical, editorial, and design guidance and support for all departments maintaining a web page, and to facilitate the creation of a high-quality, technically-sophisticated University web site.

II. Official Pages

The TCU home page and the introductory page or pages that connect to departments, units or sections will be considered official University web pages and will be the connecting link or "front door" to web sites maintained and operated by academic and administrative departments.

These front doors should also contain a departmental description, faculty or staff listings and other pertinent facts similar to those found in official departmental brochures.

III. Departmental/Unit Web Sites

All academic and administrative departments or units are encouraged to establish and maintain a web site that connects to all official "front door" pages described above. In order to post a site, a department or unit must:

- a) Contact the electronic communications director in the office of communications to facilitate the posting of the site.
- b) Designate a web page contact responsible for the content of the site. This web page contact must be employed by TCU, may not be a student, and must be approved by the department chair, unit director or equivalent.
- c) Designate a qualified web page maintainer who will manage the technical aspects of the departmental web site. The designated maintainer must have the technical capacity and knowledge to maintain the site. Any external maintenance or support must have the approval of an academic dean or equivalent, and the assistant provost of information services.
- d) Include navigational links and buttons referring users to the main TCU home page.
- e) Include information on the web page contact's name and e-mail or other address information.
- f) Include information on when the page was last modified.
- g) Ensure that web pages managed by individual faculty, staff members or sponsored student groups contain appropriate content and have a specific communication purpose and design.

The offices of communications and information services will consult with department or unit heads to design and post an official "front door."

Individual faculty or staff members who wish to create a non-departmental web site that is listed separately or linked to the official home page must contact the electronic communications director.

IV. Unofficial Pages

The TCU web site may contain links to unofficial faculty, staff, student and student organization pages. All unofficial personal pages must adhere to the TCU World Wide Web Policy and must include a link or language with the following disclaimer:

"Unofficial information may be posted and maintained by TCU faculty, staff and student groups or individuals. TCU does not accept any responsibility or liability for any information contained on these pages."

Unofficial pages must:

- a) Identify a web page contact responsible for the content of the site.

- b) Include information on the web page contact's name and e-mail or other address information.
- c) Include information on when the page was last modified.

**Texas Christian University
WORLD WIDE WEB SITE
Web Site Maintenance and Design Standards**

Official University designs and logos

The electronic communications director will oversee the usage of style sheets and graphics for use on official pages. Alterations of the University logo or other official or trademarked designs on official or departmental/unit pages are not allowed.

Maintenance

All publicly accessible pages should be usable at all times and maintainers should make regular checks of their pages to ensure they are up-to-date and functioning properly.

Server machines

The server should be on a machine that is always accessible via the network. It should not be on a PC, Mac or workstation that is powered off at times. The data on the server must be backed up regularly.

Design Considerations

Do not add links to general resources such as weather maps etc. from your unit's pages but suggest they be added to the TCU home page or a subpage so we do not have multiple links to the same resource. This will also make it easier to maintain the link. You may want to create personal or author pages with your favorite links but try and stay away from putting them on the units home page.

Use partial or relative url's. For example if your home page is `http://www.dddd.tcu.edu/dddd_home.html` and you link to a document in the same directory then use a url that is only the filename if the file is in a subdirectory xxx then use a url `xxxx/filename`.

Procedures for your initial setup

Before you begin to design your own WWW page or pages start by using a browser to look at the HTML language specifications and example pages. You can find a link on the TCU home page to "Netscape's How to Create Web Sites" and from there to all the information you will need. You can use a gui-based browser or the linemode browser on the OpenVMS machines using the WWW command. You can also find pages describing good HTML design style.

Next begin to play with a test page. If you are using OpenVMS as your server then you can request a directory be set up for your use. This directory will be of the form `www_root:[dddd]` where dddd is usually a department abbreviation. Let Information Services know if you are more familiar with Mac or DOS editors and we will create a volume or share mapped to the directory so you can get to your files from your workstation instead of OpenVMS's DCL environment. If you do use a Mac or DOS machine to edit your documents you will need to take special care with images and see the notes at the end of this document.

Let Information Services know what platform you will use for your server and we will set up an IP name alias www.dddd.tcu.edu that can be used as the address of your home page. (NOTE: As mentioned above use partial or relative url's in your documents to make them more portable. Do not use the alias address over and over in url's in you pages.)

Test your pages using the "Open URL..." command on the gui-based browsers or the "G" command on the OpenVMS browser. Once you are happy with the pages let Information Services know and a link will be set up from the TCU Home Page.

If you are using your own server please make sure that you are aware of the allowed files or directories you are opening up to WWW access. Do not create a security problem.

Copying Images--Mac

You cannot simply drag images from a local folder to the remote folder we set up. Instead use the FETCH utility to ftp to the directory www_root:[dddd] using your OpenVMS username and password. Once connected change to the directory that you want to hold your images. Next select the "Binary" transfer option. Use the PUT command to move the file from your Mac to the OpenVMS directory. You will see another dialog box after you have opened the file to be transferred. In this dialog box you can change the name of the file if necessary. You also must select Raw Data from the pop-up menu.

TEXAS CHRISTIAN UNIVERSITY

FULL TIME FACULTY SALARY AVERAGES
BY RANK AND GENDER AS REPORTED TO AAUP

	MALE		FEMALE	
	# in Rank	Avg. Salary	# in Rank	Avg. Salary
1995-96				
Professor	96	\$72,000	13	\$58,400
Associate	75	\$52,200	38	\$48,800
Assistant	46	\$46,200	50	\$43,100
1996-97				
Professor	98	\$73,900	12	\$60,700
Associate	84	\$53,400	40	\$51,000
Assistant	33	\$49,200	52	\$43,300

NOTE: AAUP rounds salaries to the nearest \$100.

IR 12/5/96 (SR-K. Martin, Chair of the Faculty Senate)

TABLE 5

Average Salary for Men and Women Faculty, by Category, Affiliation, and Academic Rank, 1995-96¹

Academic Rank	All Combined	Public	Private Independent	Church-Related	All Combined	Public	Private Independent	Church-Related
	MEN				WOMEN			
<i>CATEGORY I (Doctoral-Level)</i>								
Professor	74,490	70,590	89,250	76,580	67,490	63,780	80,190	70,820
Associate	52,780	51,400	59,420	55,320	49,660	48,240	55,980	52,140
Assistant	45,050	43,750	50,570	45,900	41,810	40,760	46,910	43,270
Instructor	31,690	30,530	37,420	35,690	30,640	29,600	38,730	33,970
Lecturer	38,440	37,760	41,410	36,050	33,790	33,520	35,610	31,240
No Rank	40,060	37,730	46,370	40,150	33,940	31,340	40,100	30,900
<i>CATEGORY IIA (Comprehensive)</i>								
Professor	59,990	58,990	64,300	61,990	56,940	56,480	59,800	56,590
Associate	48,150	47,600	50,050	48,870	45,840	45,360	47,960	45,810
Assistant	40,080	39,860	41,030	40,290	38,200	38,000	39,430	37,920
Instructor	31,550	31,450	32,980	31,010	29,730	29,280	32,820	30,120
Lecturer	31,400	30,940	34,950	34,440	29,610	29,140	32,600	33,150
No Rank	40,020	40,070	39,930	39,950	33,670	33,950	34,110	27,190
<i>CATEGORY IIB (General Baccalaureate)</i>								
Professor	53,980	52,970	60,630	48,730	51,160	40,490	56,850	45,920
Associate	43,120	43,870	46,120	40,370	41,520	42,460	44,500	38,610
Assistant	36,000	37,000	37,890	34,110	35,010	35,670	37,000	33,180
Instructor	29,200	29,820	30,200	28,240	26,680	28,620	30,230	27,870
Lecturer	34,500	32,420	40,900	29,650	31,720	29,280	38,020	28,210
No Rank	39,320	31,830	43,210	33,470	33,500	31,460	35,260	29,820
<i>CATEGORY III (Two-Year Colleges with Ranks)</i>								
Professor	52,530	52,850	42,480	35,690	48,620	49,040	38,010	33,570
Associate	43,990	44,250	38,290	31,130	41,310	41,660	33,540	30,280
Assistant	37,890	38,100	35,650	27,440	35,710	36,010	30,670	25,650
Instructor	32,990	33,130	29,560	22,500	32,110	42,420	25,980	21,370
Lecturer	28,920	28,870	36,770	—	28,010	28,220	18,800	—
No Rank	34,540	35,090	33,420	—	28,740	26,680	30,610	—
<i>CATEGORY IV (Colleges Without Ranks)</i>								
No Rank	43,890	43,980	28,860	26,480	35,840	35,960	27,300	27,600
<i>ALL CATEGORIES COMBINED EXCEPT IV</i>								
Professor	66,740	65,080	77,300	58,760	58,990	57,790	67,130	52,990
Associate	49,390	49,220	52,730	46,160	46,030	45,910	49,140	42,910
Assistant	41,250	41,330	43,920	37,810	38,630	38,770	40,610	35,930
Instructor	31,550	31,640	33,190	29,520	30,340	30,240	32,680	28,980
Lecturer	35,720	34,850	40,360	33,670	32,090	31,530	35,270	30,500
No Rank	39,690	38,460	42,970	35,470	33,580	32,300	36,230	29,450

¹Sample includes 2,179 institutions providing data by gender. For definition of categories, see Explanation of Statistical Data preceding Appendix I.

TABLE 4

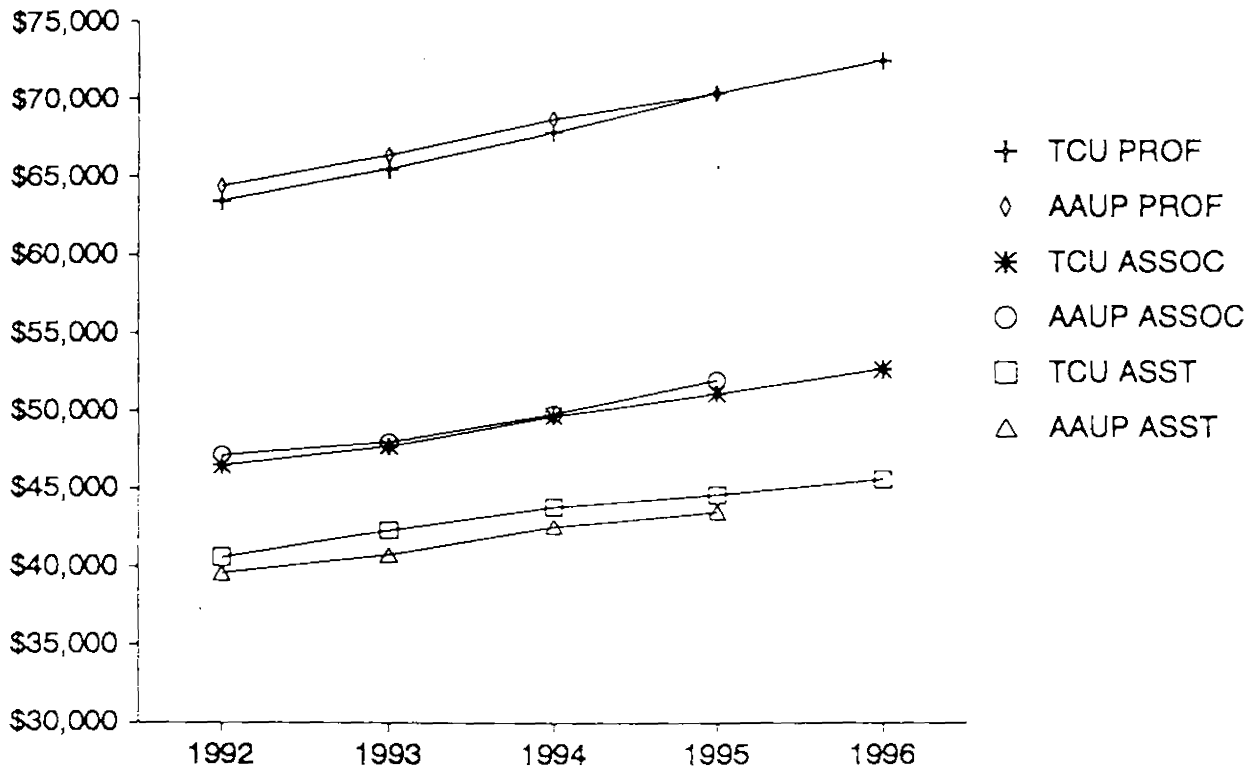
Average Salary and Average Compensation Levels, by Category, Affiliation, and Academic Rank, 1995-96¹

Academic Rank	All Combined	Public	Private Independent	Church-Related	All Combined	Public	Private Independent	Church-Related
SALARY				COMPENSATION				
<i>CATEGORY I (Doctoral-Level)</i>								
Professor	73,610	69,750	88,050	75,800	90,750	85,790	109,220	93,990
Associate	51,920	50,540	58,430	54,380	65,300	63,400	74,380	68,570
Assistant	43,680	42,460	49,170	44,770	55,030	53,500	62,250	55,710
Instructor	31,060	29,960	38,110	34,700	39,800	38,360	49,470	43,290
Lecturer	35,900	35,440	38,350	33,000	46,010	45,310	49,820	41,420
No Rank	<u>37,240</u>	<u>34,790</u>	<u>43,210</u>	<u>38,110</u>	<u>47,230</u>	<u>43,730</u>	<u>55,350</u>	<u>50,920</u>
All Combined	57,760	55,190	69,290	58,230	71,960	68,650	86,830	72,670
<i>CATEGORY IIA (Comprehensive)</i>								
Professor	59,410	58,520	63,430	60,940	73,880	72,730	79,330	75,470
Associate	47,380	46,860	49,340	47,860	59,560	58,870	62,150	60,220
Assistant	39,190	39,000	40,240	39,160	49,310	49,190	50,380	48,860
Instructor	30,420	30,120	32,880	30,410	38,380	38,090	41,000	38,140
Lecturer	30,370	29,910	33,490	33,790	38,390	37,940	41,340	42,060
No Rank	<u>37,310</u>	<u>37,480</u>	<u>37,300</u>	<u>35,480</u>	<u>46,200</u>	<u>46,140</u>	<u>47,020</u>	<u>43,130</u>
All Combined	47,830	47,350	50,390	47,760	59,850	59,270	63,160	59,590
<i>CATEGORY IIB (General Baccalaureate)</i>								
Professor	53,410	52,480	59,830	48,180	66,900	65,080	75,370	60,360
Associate	42,530	43,390	45,500	39,720	53,380	54,380	57,350	49,700
Assistant	35,520	36,400	37,440	33,670	44,300	45,900	46,780	41,650
Instructor	28,900	29,160	30,220	28,020	35,850	36,910	37,420	34,250
Lecturer	32,890	30,620	39,240	28,790	41,260	38,270	49,730	35,650
No Rank	<u>37,100</u>	<u>31,650</u>	<u>40,060</u>	<u>32,270</u>	<u>46,760</u>	<u>38,940</u>	<u>50,650</u>	<u>40,590</u>
All Combined	42,500	42,260	46,860	39,190	53,190	52,880	58,900	48,840
<i>CATEGORY III (Two-Year Colleges with Ranks)</i>								
Professor	51,190	51,560	40,690	34,810	64,990	65,500	49,760	42,910
Associate	42,790	43,100	36,040	30,720	54,530	54,990	43,910	37,540
Assistant	36,790	37,040	32,970	26,590	47,430	47,880	39,780	32,550
Instructor	32,510	32,750	27,370	21,760	41,990	42,390	32,940	26,970
Lecturer	28,400	28,500	23,290	16,810	36,380	36,520	28,100	21,640
No Rank	<u>31,710</u>	<u>31,690</u>	<u>31,740</u>	—	<u>40,120</u>	<u>41,560</u>	<u>38,180</u>	—
All Combined	41,640	41,970	34,190	29,210	53,230	53,740	41,480	35,870
<i>CATEGORY IV (Colleges Without Ranks)</i>								
No Rank	40,940	41,060	27,820	26,940	50,880	51,030	33,200	32,760
<i>ALL CATEGORIES COMBINED EXCEPT IV</i>								
Professor	65,440	63,870	75,600	57,710	81,120	79,000	94,190	71,840
Associate	48,310	48,180	51,520	45,040	60,800	60,570	65,210	56,550
Assistant	40,050	40,170	42,410	36,920	50,440	50,780	53,290	45,840
Instructor	30,830	30,810	32,890	29,190	39,200	39,420	41,360	36,020
Lecturer	33,690	33,000	37,550	31,760	42,960	42,050	48,220	39,640
No Rank	<u>37,070</u>	<u>35,730</u>	<u>39,980</u>	<u>33,560</u>	<u>46,570</u>	<u>44,510</u>	<u>50,640</u>	<u>42,370</u>
All Combined	50,980	50,410	57,480	45,150	63,750	63,020	72,070	56,310

¹Sample includes 2,230 institutions. For definition of categories, see Explanation of Statistical Data preceding Appendix I.

TEXAS CHRISTIAN UNIVERSITY
AVERAGE FACULTY SALARY BY RANK
TCU COMPARED TO AAUP

FALL 1996
(With Comparative Data for Fall 1992 - Fall 1995)



	1996	1995	1994	1993	1992
<u>PROFESSOR</u>					
TCU	\$72,474	\$70,339	\$67,827	\$65,448	\$63,392
AAUP		70,340	68,680	66,340	64,370
<u>ASSOCIATE</u>					
TCU	\$52,642	\$51,081	\$49,702	\$47,704	\$46,467
AAUP		51,970	49,840	48,000	47,150
<u>ASSISTANT</u>					
TCU	\$45,564	\$44,571	\$43,828	\$42,323	\$40,595
AAUP		43,480	42,570	40,730	39,580

1992-95 figures are actual AAUP 50th percentile.

TEXAS CHRISTIAN UNIVERSITY
AVERAGE FACULTY SALARY BY RANK

FALL 1996
(With Comparative Data for Fall 1992 - Fall 1995)

	PROFESSOR	ASSOCIATE	ASSISTANT
FALL 1996			
Arts & Sciences	\$ 67,771	\$52,412	\$42,606
Business	106,868	71,889	66,783
Education	63,414	50,690	43,200
Fine Arts & Communication	62,776	47,370	42,046
Harris	*	52,726	41,083*
Brite	69,223	*	42,250
UNIVERSITY AVERAGE	\$ 72,474	\$52,642	\$45,564
FALL 1995			
Arts & Sciences	\$ 66,012	\$50,625	\$42,480
Business	102,759	69,783	63,965
Education	61,185	47,080	41,995
Fine Arts & Communication	61,131	46,545	40,075
Harris	*	50,759	40,158
Brite	6,725	*	39,142
UNIVERSITY AVERAGE	\$ 70,339	\$51,081	\$44,571
FALL 1994			
Arts & Sciences	\$64,452	\$48,788	\$42,138
Business	99,205	70,902	61,749
Education	58,851	45,586	40,159
Fine Arts & Communication	58,208	45,377	38,851
Harris	*	49,834	39,416
Brite	64,823	*	*
UNIVERSITY AVERAGE	\$67,827	\$49,702	\$43,828
FALL 1993			
Arts & Sciences	\$62,065	\$46,627	\$41,271
Business	92,604	68,496	60,808
Education	55,798	46,283	38,531
Fine Arts & Communication	55,638	44,130	37,193
Harris	*	48,303	38,343
Brite	63,641	*	*
UNIVERSITY AVERAGE	\$65,448	\$47,704	\$42,323
FALL 1992			
Arts & Sciences	\$59,716	\$45,205	\$39,230
Business	89,317	68,001	58,611
Education	53,680	45,446	37,231
Fine Arts & Communication	53,893	43,318	35,763
Harris	*	45,308	37,182
Brite	61,070	*	*
UNIVERSITY AVERAGE	\$63,392	\$46,467	\$40,595

NOTE: Based on full-time appointments. Excludes Vice Chancellors, Deans, and Associate Deans with less than 50% teaching/research appointments.

*Deleted to protect the confidentiality of individual faculty members.

TEXAS CHRISTIAN UNIVERSITY
1996-97 FULL-TIME FACULTY APPOINTMENTS
SUMMARY STATISTICS

	PROFESSOR	ASSOCIATE	ASSISTANT	INSTRUCTOR	LECTURER	ALL
<u>HUMANITIES</u>						
Number in Rank	17	14	13	4	2	50
% in Rank	34	28	26	8	4	100
% Tenured	94	93	15	-	-	62
% Eligible for Tenure	6	7	85	25	-	28
% Terminal Degrees	100	100	77	100	100	94
% Female	12	36	62	25	-	32
% Minority	-	29	31	50	-	20
Average Age	56	50	42	33	*	48
Average Years at TCU	21	12	6	1	0	12
Average Salary	\$61,556	\$49,141	\$40,342	\$36,625	\$ *	\$49,507
<u>NATURAL SCIENCES</u>						
Number in Rank	33	30	13	1	1	78
% in Rank	42	39	17	1	1	100
% Tenured	97	100	15	-	-	82
% Eligible for Tenure	-	-	85	-	-	14
% Terminal Degrees	100	100	100	100	-	99
% Female	-	13	46	-	100	14
% Minority	-	10	8	100	-	6
Average Age	57	47	38	*	*	49
Average Years at TCU	23	14	5	0	1	16
Average Salary	\$72,087	\$55,784	\$45,738	\$ *	\$ *	\$60,538
<u>SOCIAL SCIENCES</u>						
Number in Rank	11	21	12	3	3	50
% in Rank	22	42	24	6	6	100
% Tenured	100	100	8	-	-	66
% Eligible for Tenure	-	-	83	-	-	20
% Terminal Degrees	100	100	83	100	67	94
% Female	9	29	50	67	67	34
% Minority	-	5	17	-	33	8
Average Age	54	47	37	*	*	46
Average Years at TCU	22	16	4	0	1	13
Average Salary	\$64,432	\$49,775	\$41,665	\$ *	\$ *	\$49,580

TEXAS CHRISTIAN UNIVERSITY
 1996-97 FULL-TIME FACULTY APPOINTMENTS
 SUMMARY STATISTICS
 (continued)

	PROFESSOR	ASSOCIATE	ASSISTANT	INSTRUCTOR	LECTURER	ALL
<u>ADDRAN COLLEGE OF ARTS & SCIENCES</u>						
Number in Rank	61	65	38	8	6	178
% in Rank	34	37	21	5	3	100
% Tenured	97	99	13	-	-	72
% Eligible for Tenure	2	1	84	13	-	20
% Terminal Degrees	100	100	87	100	67	96
% Female	5	23	53	38	50	25
% Minority	-	12	18	38	17	11
Average Age	56	48	39	36	37	48
Average Years at TCU	22	14	5	1	1	14
Average Salary	\$67,771	\$52,412	\$42,606	\$36,688	\$37,167	\$54,362
<u>M. J. NEELEY SCHOOL OF BUSINESS</u>						
Number in Rank	16	10	11	-	3	40
% in Rank	40	25	28	-	7	100
% Tenured	100	100	18	-	-	70
% Eligible for Tenure	-	-	82	-	-	23
% Terminal Degrees	100	100	91	-	67	95
% Female	6	20	36	-	33	20
% Minority	6	20	18	-	-	13
Average Age	51	47	41	-	*	47
Average Years at TCU	14	11	6	-	4	10
Average Salary	\$106,868	\$71,889	\$66,783	-	\$ *	\$82,954

TEXAS CHRISTIAN UNIVERSITY
 1996-97 FULL-TIME FACULTY APPOINTMENTS
 SUMMARY STATISTICS
 (continued)

	PROFESSOR	ASSOCIATE	ASSISTANT	INSTRUCTOR	LECTURER	ALL
<u>SCHOOL OF EDUCATION</u>						
Number in Rank	8	6	10	-	1	25
% in Rank	32	24	40	-	4	100
% Tenured	100	100	20	-	-	64
% Eligible for Tenure	-	-	80	-	-	32
% Terminal Degrees	100	100	80	-	100	92
% Female	38	67	80	-	100	64
% Minority	-	13	10	-	-	8
Average Age	56	47	46	-	*	49
Average Years at TCU	19	11	9	-	0	12
Average Salary	\$63,414	\$50,690	\$43,200	-	\$ *	\$51,418
<u>COLLEGE OF FINE ARTS & COMMUNICATION</u>						
Number in Rank	16	31	15	3	1	66
% in Rank	24	47	23	5	1	100
% Tenured	88	90	-	-	-	64
% Eligible for Tenure	12	10	100	33	-	32
% Terminal Degrees	100	100	87	67	-	94
% Female	19	32	60	100	100	39
% Minority	6	3	7	33	100	8
Average Age	54	49	39	*	*	48
Average Years at TCU	13	12	2	7	2	10
Average Salary	\$62,776	\$47,370	\$42,046	\$ *	\$ *	\$49,358

TEXAS CHRISTIAN UNIVERSITY
1996-97 FULL-TIME FACULTY APPOINTMENTS
SUMMARY STATISTICS
(continued)

	PROFESSOR	ASSOCIATE	ASSISTANT	INSTRUCTOR	LECTURER	ALL
<u>HARRIS COLLEGE OF NURSING</u>						
Number in Rank	1	9	7	6	-	23
% in Rank	4	39	31	26	-	100
% Tenured	100	89	29	17	-	52
% Eligible for Tenure	-	11	57	33	-	30
% Terminal Degrees	100	100	57	100	-	87
% Female	100	100	100	100	-	100
% Minority	-	-	14	-	-	4
Average Age	*	50	51	42	-	48
Average Years at TCU	22	12	9	2	-	9
Average Salary	\$ *	\$52,726	\$41,083	\$39,828	-	\$46,251
<u>T.C.U. CORPORATION TOTAL</u>						
Number in Rank	102	121	81	17	11	332
% in Rank	31	37	24	5	3	100
% Tenured	96	96	14	6	-	68
% Eligible for Tenure	3	4	84	24	-	24
% Terminal Degrees	100	100	84	94	64	95
% Female	11	33	59	71	55	35
% Minority	2	10	15	24	18	10
Average Age	55	48	41	41	40	48
Average Years at TCU	19	13	5	2	2	12
Average Salary	\$72,729	\$52,668	\$45,727	\$38,139	\$41,633	\$56,028

TEXAS CHRISTIAN UNIVERSITY
 1996-97 FULL-TIME FACULTY APPOINTMENTS
 SUMMARY STATISTICS
 (continued)

	PROFESSOR	ASSOCIATE	ASSISTANT	INSTRUCTOR	LECTURER	ALL
<u>BRITE DIVINITY SCHOOL</u>						
Number in Rank	8	3	4	-	-	15
% in Rank	53	20	27	-	-	100
% Tenured	100	100	-	-	-	73
% Eligible for Tenure	-	-	100	-	-	27
% Terminal Degrees	100	100	75	-	-	93
% Female	13	-	100	-	-	33
% Minority	-	33	25	-	-	13
Average Age	54	*	43	-	-	50
Average Years at TCU	13	11	2	-	-	10
Average Salary	\$69,223	\$ *	\$42,250	-	-	\$58,511
<u>UNIVERSITY TOTAL</u>						
Number in Rank	110	124	85	17	11	347
% in Rank	32	36	24	5	3	100
% Tenured	96	96	13	6	-	68
% Eligible for Tenure	3	4	85	24	-	24
% Terminal Degrees	100	100	84	94	64	95
% Female	11	32	61	71	55	35
% Minority	2	11	15	24	18	10
Average Age	55	48	41	41	40	48
Average Years at TCU	19	13	5	2	2	12
Average Salary	\$72,474	\$52,642	\$45,564	\$38,139	\$41,633	\$56,136

DELIBERATIONS OF THE FACULTY SENATE ROLE AND FUNCTION COMMITTEE

Members:

Carolyn Cagle, Ellen Page Garrison, Bob Greer (chair), Kathleen Martin (liaison)
Alison Moreland, Spencer Tucker, Susan White, Curt Wilson

Specific Original Charges:

1. 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.
2. Review the name and the standing charge of the committee, determine if changes are needed, and make recommendations accordingly.

Conclusions on the Original Charges:

- Informal polling by the committee revealed that faculty are very satisfied with the current approach for chairing the Undergraduate Council.
- Perceptions of the chairing process may be swamped by faculty appreciation of the current chair.
- Informal polling by the committee revealed no significant desire to have a faculty member chair the Graduate Council.
- Logistical requirements are not excessive for either council. Two days of clerical assistance per month are usually needed for the Undergraduate Council and 3-4 hours of clerical assistance are needed for each meeting for the Graduate Council.

A Shift in Focus:

- Save on faculty time spent in committee meetings.
- Make the process appear less burdensome or bureaucratic -- more user friendly.
- Facilitate communication about the curriculum and UCR approval process.

Desirable Characteristics of the Curriculum Approval Process:

- Speed and User Friendliness. How many times have you heard the following reasons given for a proposal at your college curriculum committee meetings: "This is what we've been doing for some time anyway, we're just formalizing it."

- **Not Driven by the Calendar Cycle.** Curriculum proposals are often completed at the last minute. The result is a crush of activity driven by the catalog publication cycle.
- **Continuous Development.** Continuous and timely enhancements are likely to result in an improved and competitive curriculum.
- **Few “Hand-Offs.”** Less disconnected processes with fewer “hand-offs” from one group to another should result in quicker more coordinated curriculum approval.
- **Compatibility with Computer Technology.** In the not too distant future we should have an electronic university catalog in which changes can be made immediately. With this technology the mechanics of printing technology will not dictate the curriculum approval process.
- **Simplified Mechanics.** UCR designations should be included in the catalog, single sets of procedures should be used where possible, one form or electronic template should be used for all curriculum proposals and changes.
- **Faculty Understanding of Procedures.** Some faculty perceive a distinction between advisory and legislative roles of current committees dealing with curriculum or core issues.
- **Procedures Used at Comparison Schools.** The UCR and curriculum functions are handled differently at various schools – sometimes combined, sometimes separated.
- **Dissemination of Proposals on Web Pages.** Broader airing of proposed curriculum changes will be possible with the use of web pages.
- **Evolution of TCU Curriculum Approval Process.** The old Courses of Study Committee was criticized for having very long meetings and quality control problems.
- **Involvement of Good Faculty on Curriculum Committees.** Good people are needed on committees dealing with curriculum. A very heavy work load will discourage such involvement.

Management Issues:

- Curriculum development is driven by both (1) what the collective wisdom of what the faculty think an education should be comprised and (2) political compromises.
- Committee chairs must be concerned with (1) follow-up of proposal rework, (2) meeting scheduling, (3) logistical issues of proposals, (4) coordination with the Registrar’s Office, and (5) timely response.

- An administrator must be responsible for monitoring UCR course availability such as during the summer and evenings and reporting.
- Issues dealing with the UCR ultimately deal with resource allocation, student demand for courses, and with employment of faculty. Therefore, there must be recognition of the allocation of faculty assignments to committees dealing with the UCR. The Undergraduate Council currently has 1/3 appointed faculty members while all members to the Undergraduate Advisory Committee all appointed in a manner reflective of academic unit size.

Other Issues:

- Freshman Seminars Committee. There is no Freshman Seminars Committee. Course proposals move through departments, curriculum committees, deans, and the Undergraduate Council.
- Master of Liberal Arts (MLA). Should the MLA committee be merged with the Graduate Council?

DRAFT

CONSIDERATIONS THE FACULTY SENATE SUBMITTED BY THE ROLE AND FUNCTION COMMITTEE

Consideration I. The university committees dealing with undergraduate curriculum or the UCR (Undergraduate Council and University Curriculum Advisory Committee) should be combined into the existing Undergraduate Council. An administrator should be retained to chair the committee in a facilitating capacity with the authority to vote to resolve ties. The present distribution of member composition should be retained.

Justification. Reasons for this suggestion for consolidation include the following:

- a. There should be greater incentive for timely enhancements of the curriculum and less frustration on the part of faculty and administrators submitting proposals. Many chairs and faculty members have experienced the frustration of submitting a course proposal and or course change to the wrong committee. Similarly, they may have used the wrong form or the incorrect format in preparing such proposals and changes. The more straightforward the process, the less likely it will be viewed as a barrier to timely curriculum development. The use of a consolidated committee should be perceived as more "user friendly" from a procedural perspective.
- b. Scarce faculty resources will be utilized more efficiently. With consolidation of the committees there will be less duplication of faculty activity. The Undergraduate Council meets frequently and should be able to handle the additional curriculum matters without a major increase in the time required to carry out its responsibilities.
- c. Communication about all aspects of the undergraduate curriculum should be facilitated. With current procedures comprehensive or inclusive communication about the curriculum is more difficult because of separate consideration of proposals.
- d. Faculty members serving on the Undergraduate Council should perceive even greater importance in their roles. They will also have more comprehensive knowledge about curriculum matters, be more broadly informed, and be better able to communicate about curriculum matters with the faculty and administrators in their respective units.
- e. Timetables and scheduling should be more straightforward. Deadlines for submissions of course or program proposals and changes, UCR designations etc. will be simplified because there will be only one set of deadlines for the Undergraduate Council.

- f. The simplified procedures resulting from consolidation of the three committees into one should promote a perception of openness and accessibility.

Consideration II. One universal form should be adopted for all undergraduate curriculum and UCR actions. The same form should be used also for both undergraduate and graduate curriculum actions as well, with a simple blank used to designate undergraduate or graduate actions.

Justification. The reason for this suggestion is the following:

- a. One form will eliminate confusion and conserve resources.

Consideration III. The name of the Faculty Senate Role and Function Committee should be changed to the Faculty Senate Committee on Organization and Administration.

Justification. The reason for this suggestion is the following:

- a. The current name is not descriptive of the activities of the committee.

Tenure, Promotion, and Grievance Committee Faculty Senate

DISCUSSION TOPICS December Faculty Senate Meeting

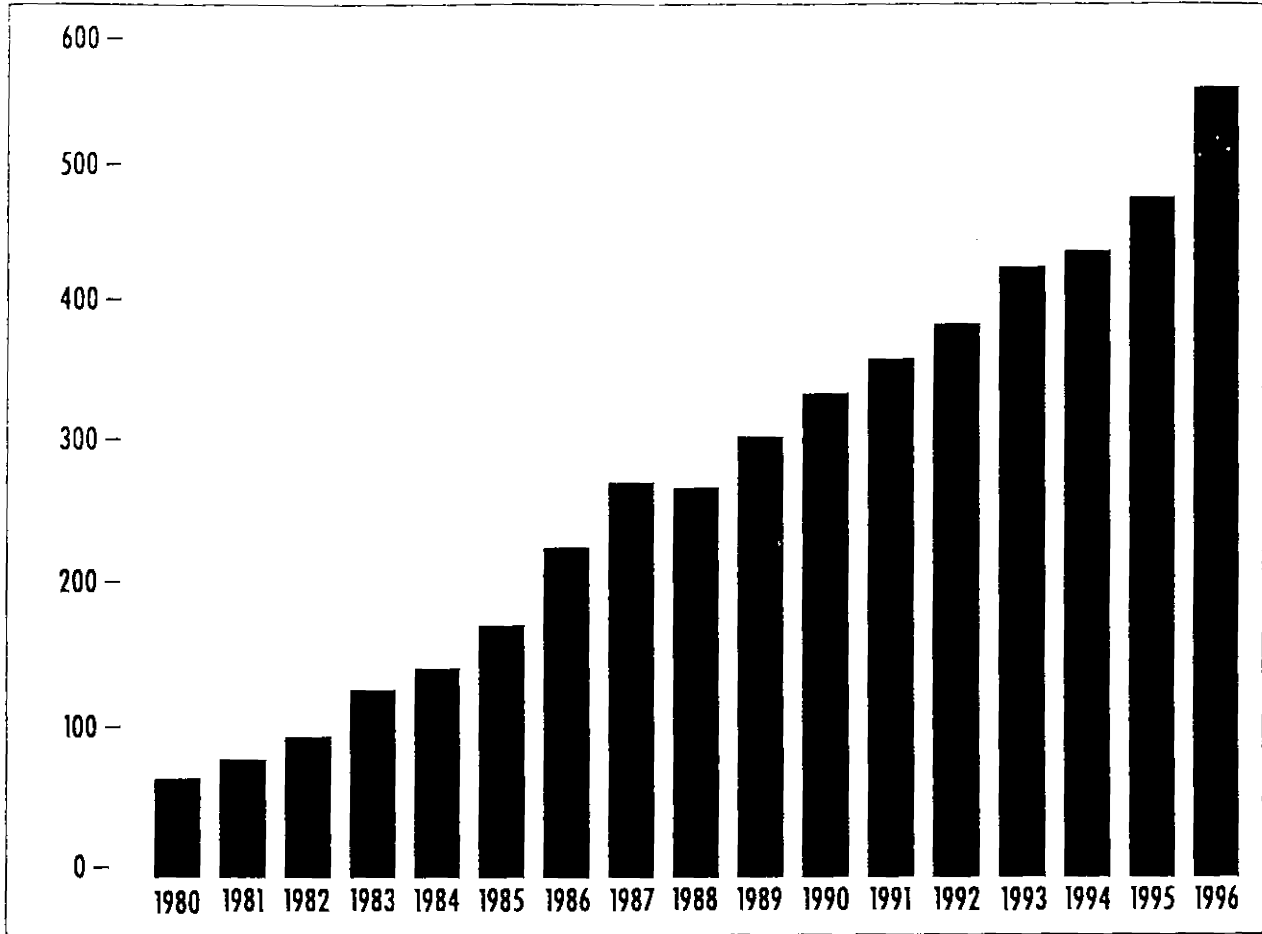
- 1. Perception of faculty about relationship between teaching and promotion/tenure.**
- 2. Better ways to evaluate teaching effectiveness/quality**
- 3. The role of mentors in the tenure process (progress toward tenure, grievances)**
- 4. Should tenure be continued in its present form? Why or why not? If not in its present form, what are the alternatives?**

THE FINANCIAL REPORT

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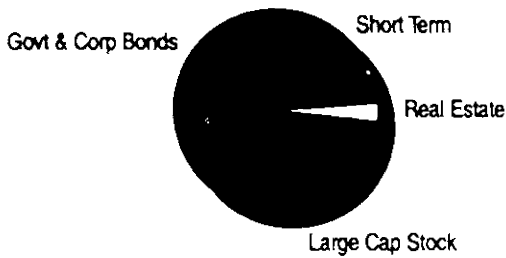
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LONG-TERM INVESTMENTS AT MARKET

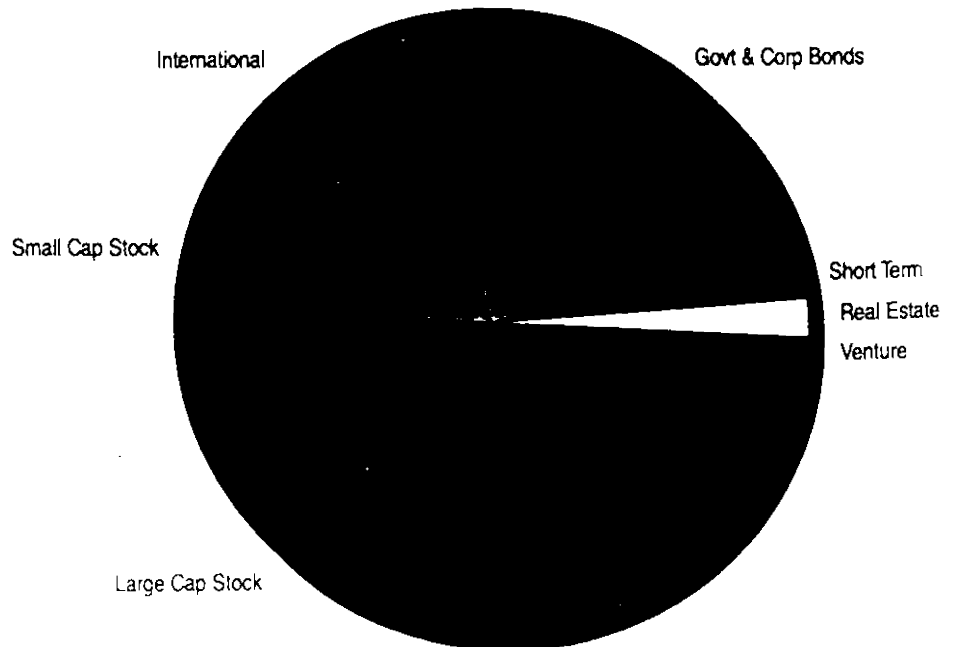


INVESTMENT OF ASSET ALLOCATION

1980



1996



FINANCIAL PERSPECTIVE

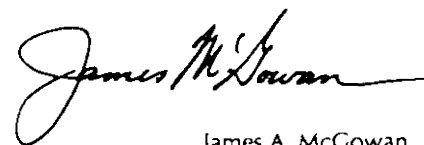
DURING THE 1995-1996 FISCAL YEAR, Texas Christian University continued to make substantial progress. Programmatically, some of the year's achievements are highlighted in the preceding pages. Financially, significant accomplishments should also be described. As the accompanying bar chart illustrates, the financial investment base of the University has grown dramatically over the past decade and a half. The fair market value of these investments now exceed \$558 million. The pie charts document the evolution in the allocation of these assets to various types of investment vehicles, including international, small cap and venture capital investments, which reduce risk while enhancing long term returns. This asset allocation mix combined with active portfolio management generated an attractive total return of 20.4% for the fiscal year. The book value of TCU's physical assets rose due to the completion of a state-of-the-art voice, video and data communications network within the residence halls. This network based on fiber optic technology links all residents to each other, the entire campus and the world via the Internet. The book value was also enhanced as substantial progress was made towards the completion of the Dee J. Kelly Alumni and Visitors Center. Total liabilities reflect the now-required recognition and disclosure of the actuarially-determined accrued liability associated with the provision of postretirement health benefits. Long term debt has been halved to a nearly negligible amount. Debt reduction combined with substantial growth in total net assets, attributable to financial market performance, puts the University in the enviable situation of possessing extraordinary financial strength and flexibility.

In operating terms, the University experienced one of its best years. Demographic forces combined with more effective marketing and more creative student recruiting efforts yielded TCU's largest freshman class, providing a significant boost to student generated revenue. Escalation of energy prices and more aggressive management of energy resources joined with robust capital markets to make additional endowment income available to support operations. Continued public support of Horned Frog athletics resulted in substantially higher than anticipated revenues. Active management of working capital balances, in conjunction with limited and prudent use of line of credit, generated additional operating income.

Overall operating expenses were well controlled. TCU was well able to absorb the compensation costs of recognition of the current cost of postretirement benefits because an efficiency and effectiveness initiative had produced offsetting cost savings in other areas. The continuing need to insure accessibility to our programs and diversity in our community contributed to an increase in financial aid expense. The growth in the student population and the expansion of our institutional marketing program resulted in higher cost for goods and services.

With this financial report, the University is adopting four new Statements of Financial Accounting Standards (SFAS). Adoption of three of these standards is required this year; the fourth will be required next year. The University has decided to implement all four this year. These new standards have significant impact on the content and format of financial statements for not-for-profit organizations. Statement No. 106 requires the previously mentioned recognition of current and accrued liabilities for post-retirement health benefits. Statements No.116 and No.117 substantially redefine accounting practices and reporting formats. Statement No.124 requires that marketable securities be reported at fair market rather than book value. A more complete description of these changes may be found in the footnotes accompanying the audited report.

With one hundred twenty-three years of institutional experience, TCU is moving forward with enviable financial strength.



James A. McGowan
Vice Chancellor for Finance and Business

TEXAS CHRISTIAN UNIVERSITY
STATEMENT OF FINANCIAL POSITION
MAY 31, 1996
(\$000)

Assets

Cash	\$ 1,439
Accounts receivable	14,300
Other assets	2,591
Investments, at fair market value	558,485
Net land, buildings and equipment	<u>72,688</u>
Total assets	<u>\$649,503</u>

Liabilities and Net Assets

Liabilities:

Accrued salaries and accounts payable	\$ 11,127
Notes payable	3,700
Refundable government student loans	5,942
Funds held in trust	7,084
Deferred income	3,312
Accrued postretirement benefits	9,082
Bonds payable	<u>474</u>
Total liabilities	40,721

Net assets:

Unrestricted:	
Board designated for investment	277,516
Board designated for land, buildings and equipment	70,526
Other	<u>7,807</u>
Total unrestricted	355,849
Temporarily restricted	95,593
Permanently restricted	<u>157,340</u>
Total net assets	<u>608,782</u>
Total liabilities and net assets	<u>\$649,503</u>

See accompanying notes.

TEXAS CHRISTIAN UNIVERSITY
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED MAY 31, 1996
(\$000)

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Operating revenues:				
Tuition and fees	\$ 60,981	\$ -	\$ -	\$ 60,981
Private gifts and grants	2,062	1,570	-	3,632
Government grants and contracts	638	4,443	-	5,081
Investment income	18,156	7,964	-	26,120
Auxiliary activities	24,419	-	-	24,419
Other income	2,806	2	-	2,808
Net assets released from restrictions	14,174	(14,174)	-	-
Total operating revenues	123,236	(195)	-	123,041
Operating expenses:				
Instruction	42,581	-	-	42,581
Research	5,000	-	-	5,000
Academic support	8,419	-	-	8,419
Student services	11,814	-	-	11,814
Student aid	14,032	-	-	14,032
Institutional support	13,186	-	-	13,186
Auxiliary activities	24,074	-	-	24,074
Fund raising	2,582	-	-	2,582
Total operating expenses	121,688	-	-	121,688
Increase (decrease) in net assets from operating activities	\$ 1,548	\$ (195)	\$ -	\$ 1,353

TEXAS CHRISTIAN UNIVERSITY
STATEMENT OF ACTIVITIES
CONTINUED
FOR THE YEAR ENDED MAY 31, 1996
(\$000)

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Non-operating activities:				
Capital contributions	\$ -	\$ 9,037	\$ 4,541	\$ 13,578
Mineral income board designated for investment	4,208	-	-	4,208
Capital contributions released from restriction	3,469	(3,469)	-	-
Net investment income in excess of spending limit	4,711	3,851	1,985	10,547
Net unrealized investment gains	29,486	20,642	3,122	53,250
Other	327	(61)	68	334
Increase in net assets from non-operating activities	<u>42,201</u>	<u>30,000</u>	<u>9,716</u>	<u>81,917</u>
Increase in net assets before cumulative effect of adoption of SFAS 106 and SFAS 124	43,749	29,805	9,716	83,270
Cumulative effect of changes in accounting principles:				
Adoption of SFAS 124 – net unrealized investment gains	50,736	27,948	5,650	84,334
Adoption of SFAS 106 – postretirement benefits other than pensions	(8,406)	-	-	(8,406)
Increase in net assets	<u>\$ 86,079</u>	<u>\$ 57,753</u>	<u>\$ 15,366</u>	<u>\$ 159,198</u>

See accompanying notes.

TEXAS CHRISTIAN UNIVERSITY
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED MAY 31, 1996
(\$000)

Operating Activities:

Increase in net assets from operating activities	\$ 1,353
Adjustments to reconcile net increase in net assets to net cash provided by operating activities:	
Depreciation	5,345
Loss on disposal of land, buildings and equipment	92
Changes in operating assets and liabilities:	
Accounts receivable	(1,639)
Other assets	(63)
Accrued salaries and accounts payable	1,956
Refundable government student loans	373
Funds held in trust	722
Deferred income	206
Accrued postretirement benefits	676
Net cash flows provided by operating activities	<u>9,021</u>

Investing Activities:

Purchases of land, buildings and equipment	(9,228)
Proceeds from sale of land, buildings and equipment	25
Purchases of investments	(255,041)
Proceeds from sales and maturities of investments	<u>222,833</u>
Net cash flows used in investing activities	(41,411)

Financing Activities:

Proceeds from capital contributions restricted for:	
Investment in endowment	2,878
Investment subject to annuity agreements	2,777
Investment in land, buildings and equipment	7,898
Investment in student loans	24
Mineral income and net investment income designated for investment	14,755
Proceeds from line of credit	14,000
Payments on line of credit	(10,300)
Payments on bonds payable	(228)
Other financing activities	<u>334</u>
Net cash flows provided by financing activities	<u>32,138</u>
Net decrease in cash	(252)
Cash at beginning of year	<u>1,691</u>
Cash at end of year	<u>\$ 1,439</u>

See accompanying notes

TEXAS CHRISTIAN UNIVERSITY
NOTES TO FINANCIAL STATEMENTS
MAY 31, 1996

1. University Organization and Summary of Significant Accounting Policies

TEXAS CHRISTIAN UNIVERSITY (the University) is a private, non-profit institute of higher education which includes five major academic units (AddRan College of Arts and Sciences, M. J. Neeley School of Business, the School of Education, the College of Fine Arts and Communication and Harris College of Nursing) whose accounts are included in the accompanying financial statements.

Basis of Financial Reporting – In order to ensure observance of limitations and restrictions placed on the use of the resources available to the University, the accounts of the University are maintained in accordance with the principles of fund accounting; thus, resources for various purposes are classified into funds that are in accordance with activities or objectives specified.

The accompanying financial statements represent the financial situation of the University as a whole and present transactions according to the existence or absence of donor imposed restrictions as prescribed by Statement of Financial Accounting Standards (SFAS) No. 117, "Financial Statements of Not-for-Profit Organizations." This requires classification of transactions and balances into three categories of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets.

Temporarily restricted assets have donor imposed stipulations which either expire by the passage of time or can be fulfilled and removed by actions of the University. Permanently restricted assets have donor imposed stipulations which neither expire by the passage of time nor can be fulfilled and removed by actions of the University. Permanently restricted assets are not expendable by the University. Unrestricted assets have no donor imposed stipulations and may be used in achieving any institutional purpose; however, the Board of Trustees has designated unrestricted net assets of approximately \$277.5 million for investment and \$70.5 million for land, buildings and equipment.

Statement of Activities – The University defines operating activities, as included in the accompanying statement of activities, as the revenue and expenses resulting from its educational programs. The Board of Trustees has established a policy regarding the current expenditure of income and realized gains from investment imposed in the form of a spending limit. Under the terms of this policy, the University can spend only a portion of its total investment income and realized gains. Because this policy is integral to the management of the University's financial operations, the budgeted spending limit amount (\$21.85 million for the year ended May 31, 1996) has been included in operating activities as part of investment income.

Any investment income and realized gains in excess of the spending limit are considered non-operating activities. Other revenues and expenses, such as capital contributions (\$13.6 million in 1996) and mineral income in excess of amounts authorized by the Board of Trustees for current operating activities and capital projects (\$4.2 million in 1996), are accounted for as non-operating activities.

Temporarily restricted gifts, grants, investment income and other restricted resources are accounted for as temporarily restricted revenue until expended or donor imposed restrictions lapse. Expenditures of temporarily restricted assets release their donor imposed restrictions. Such previously temporarily restricted revenues are reclassified as assets released from restrictions and expenditures are reported as unrestricted expenses. Contributions received with temporary restrictions which are satisfied in the same reporting period are accounted for as described above.

Contributions – Effective June 1, 1995, the University was required to adopt the provisions of SFAS No. 116, "Accounting for Contributions Received and Made," which states that contributions received, including unconditional promises to give, be recognized as revenues in the period received at their fair values. In addition, the new statement requires the recognition of contributed services as revenue if the services received (a) create or enhance non-financial assets or (b) require specialized skills which would typically need to be purchased if not provided by donation. The effect of the adoption of SFAS No. 116 was not material.

Investments – Effective June 1, 1995, the University adopted the provisions of SFAS No. 124, "Accounting for Certain Investments Held by Not-for-Profit Organizations," changing its method of accounting for debt and equity securities and assets held in trust from historical cost to fair market value. The effect of the adoption was an increase in net assets for the year ended May 31, 1996 of \$137.6 million, of which \$84.3 million, the net unrealized appreciation of investments at the time of adoption, is shown in the statement of activities as a cumulative effect of a change in accounting principle.

Fair market values of securities are based on quoted market prices; short-term investments, real estate and other investments are estimated to approximate the cost of such assets. Investments which are received by gift are recorded at fair market value at the date of donation and adjusted for any unrealized gains/losses occurring thereafter. Gifts of mineral interests are valued at nominal amounts in the absence of a determinable value at the date of gift.

Short-term investments consist principally of cash equivalents and money market funds and are not subject to significant market or credit risks. The remaining longer term investments are subject to market and credit risks customarily associated with debt, equity and real estate investments.

The permanently restricted portion of the University's investments is subject to the restrictions of gift instruments requiring that the principal be invested in perpetuity. Income and net realized and unrealized gains and losses are classified as unrestricted or temporarily restricted revenues based on donor restrictions or lack thereof.

The University has adopted a total return concept for the management of all of its investments. Income from the investments used for current operating activities in any given year shall not exceed 6% of the time-weighted average of the market values of the investments over a nine-quarter period ending June 30 of that year. Such income may be from traditional yield plus a portion of net realized accumulated gains. Any return in excess of the defined spending limit is classified as non-operating activity. If the yield is less than the defined spending limit, previously accumulated undistributed investment income and/or realized accumulated gains may be used to fund current operating activities.

Postretirement Benefits – At June 1, 1995, the University also adopted the provisions of SFAS No. 106, "Employers' Accounting for Postretirement Benefits Other Than Pensions," and recognized, as a cumulative effect of a change in accounting principle, the accumulated postretirement benefit obligation of \$8.4 million at that date. Current period expense for postretirement benefits is accrued based upon actuarial calculations.

Depreciation – Depreciation of land, building and equipment is provided on the straight-line method over the estimated useful lives of the respective assets. Estimated service lives for purposes of depreciation are as follows:

Improvements to land	10 years
Buildings and improvements	25 to 50 years
Furniture and equipment	3 to 10 years
Library books	25 years

Student Loans – The assets and liabilities of the Federal Perkins Loan Program and the Nursing Student Loan Program, which are financed primarily by the Federal Government and administered by the University, are included with those of the University. The total of the Federal Government portion of these net assets is shown as Refundable Government Student Loans in the statement of financial position. Gifts and grants which are restricted by donors for loans to students are included with permanently restricted assets.

Income Tax Status – The University is exempt from Federal income tax as an organization described in Section 501(c)(3) of the Internal Revenue Code.

Use of Estimates – The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the

amounts reported in the financial statements and related notes. Actual results could differ from these estimates and assumptions.

2. Academic Affiliate

THE BRITE DIVINITY SCHOOL (Brite) is affiliated with the University and has investments of approximately \$44 million. The assets, liabilities and activities of Brite are not included in the accompanying financial statements except for assets totaling \$6.9 million which are reflected as funds held in trust by the University for Brite.

3. Investments

THE FAIR MARKET VALUES of investments at May 31 are as follows (in thousands):

Short-term investments	\$ 18,989
U.S. Government securities	66,291
Corporate stocks	299,085
Corporate bonds	61,820
International securities	63,155
Real estate and other	11,868
Investments held in trust by others	37,277
Total investments	<u>\$558,485</u>

Investments held in trust by others represent assets neither in the possession nor under the control of the University but held and administered by fiscal agents independent of the University. These assets are included in the accompanying financial statements since the University has legally enforceable rights or claims, including those as to income or eventual distribution of the assets. The University's share of income from these trusts is included as investment income in operating activities.

Investments held in trust by others consist primarily of investments in securities and mineral producing interests. The market values are presented as follows from information provided by independent trustees as of May 31, 1996 (in thousands):

Milton E. Daniel Trust	\$29,821
Charles H. Harris Foundation	3,004
Charitable remainder trusts	2,761
Other estates and trusts	1,691
Total investments held in trust by others	<u>\$37,277</u>

Return from investments for the year ended May 31, 1996 consisted of (in thousands):

Dividends and interest	\$20,480
Mineral income	6,832
Net realized gains	13,562
Net unrealized gains	53,251
	<u>\$94,125</u>

4. Land, Buildings and Equipment

Land, buildings and equipment at May 31, 1996, at cost or fair market value at the date of receipt by gift, are as follows (in thousands):

Land and improvements to land	\$ 4,486
Buildings and improvements	88,527
Furniture and equipment	33,863
Library books	11,929
Construction in progress	3,727
	<u>142,532</u>
Less accumulated depreciation	69,844
Net land, buildings and equipment	<u>\$ 72,688</u>

5. Bonds and Notes Payable

Bonds payable consist of (in thousands):

1956 Dormitory bonds, interest at 2.75%, payable in annual installments of \$72 to \$76	\$ 76
1958 Dormitory bonds, interest at 3%, payable in annual installments of \$65 to \$75	140
1968 Science building bonds, interest at 3%, payable in annual installments of \$79 to \$88	258
Total bonds payable	<u>\$474</u>

The bonds are secured by an assignment and pledge of tuition charges and fees; a first mortgage and deed of trust on the respective dormitories and buildings and the sites thereof; and a pledge of the gross revenues to be derived from the respective dormitories.

The bonds payable mature at varying dates totaling approximately \$235,000 in 1997, \$151,000 in 1998 and \$88,000 in 1999.

The University has available revolving lines of credit totaling \$10 million under which \$3.7 million was owed at May 31, 1996. These agreements are unsecured and bear interest rates which fluctuate with the LIBOR or the Federal Funds Borrowing Rates (6.125% at May 31, 1996).

Cash payments of interest totaled \$226,590 during 1996.

6. Retirement Benefits

All full-time University faculty, professional staff and general staff who have two years service may participate in retirement plans administered by the Teacher's Insurance and Annuity Association of America, College Retirement Equities Fund or Pension Fund of the Christian Church. The University's contributions to the plans range from 6.5% to 11.5% of the participant's salary base. Contributions to the plans by the University were approximately \$3.9 million for 1996.

In addition to retirement contributions, the University provides certain health care insurance benefits for retired employees. To become eligible for such benefits, a retiree's years of service plus age must equal or exceed 75 at the date of retirement. The Univer-

sity funds insurance premiums on a current basis, which totaled approximately \$313,000 for 1996.

The following table sets forth the components of the accrued postretirement benefits attributable to employees of the University at May 31, 1996 (in thousands):

Retirees	\$3,820
Fully eligible active plan participants	2,198
Other active plan participants	2,978
Unrecognized net gain from past experience different from that assumed	86
Accrued postretirement benefits	<u>\$9,082</u>

During 1996, the University recognized net periodic postretirement benefit costs as set forth below (in thousands):

Service cost	\$333
Interest cost	656
Net periodic postretirement benefit cost	<u>\$989</u>

The weighted-average discount rate used in determining the accrued postretirement benefits at May 31, 1996 was 8%. The health care cost trend rate for medical benefits is 6-8% for the 1996 fiscal year and is assumed to decrease gradually to 4% after 4-8 years and remain constant thereafter.

The health care cost trend rate assumption has a significant effect on the amounts reported. For example, increasing the assumed health care cost trend rate by one percentage point in each year would increase the accrued postretirement benefits as of May 31, 1996 by approximately \$1.4 million and net periodic postretirement benefit cost for the 1996 fiscal year by approximately \$182,000.

7. Nature and Amount of Restricted Net Assets

At May 31, 1996, temporary and permanent restrictions consist of the following:

	Temporarily Restricted	Permanently Restricted
Research and education programs	\$ 2,068	\$ -
Student loans	-	508
Investment	83,361	156,832
Construction	10,164	-
	<u>\$95,593</u>	<u>\$157,340</u>

REPORT OF INDEPENDENT AUDITORS

The Board of Trustees
Texas Christian University

We have audited the accompanying statement of financial position of Texas Christian University as of May 31, 1996, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the University's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Texas Christian University at May 31, 1996, and the changes in its net assets and its cash flows for the year then ended in conformity with generally accepted accounting principles.

As discussed in Note 1 to the financial statements, the University adopted the provisions of Statement of Financial Accounting Standards (SFAS) No. 106, "Employers' Accounting for Postretirement Benefits Other Than Pensions," SFAS No. 116, "Accounting for Contributions Received and Made," SFAS No. 117, "Financial Statements of Not-for-Profit Organizations," and SFAS No. 124, "Accounting for Certain Investments Held by Not-for-Profit Organizations," in 1996.

August 2, 1996

Ernst & Young LLP

Ernst & Young LLP is a member of Ernst & Young International, Ltd.

FROM: FACULTY SENATE
TCU BOX 297240

TO: BECKY ROACH
TCU BOX 297040

**THE FACULTY SENATE
TEXAS CHRISTIAN UNIVERSITY**

A summary sheet of the minutes from November 7, 1996

- The following items were distributed to the Senate and are included with the minutes:
 - Proposed Teaching Materials Policy (November 7, 1996)
 - Letter to Chair Kathleen Martin from Provost William H. Koehler with regard to the issue of collegiality.
- Chair Martin stated that the Executive Committee will meet with the Faculty Relations Committee of the TCU Board of Trustees on Thursday, November 21 and with Chancellor Tucker on Tuesday, November 12. She stated that the Executive Committee will be addressing ways in which the changes to Senate committees have been linked to the University's Institution Effectiveness Goals. She requested that Senators inform members of the Executive Committee any other matters suggested for inclusion.
- The Senate discussed at length, the Alternative Teaching Materials Policy (attached) proposed by the Executive Committee of the Senate. The proposal was tabled.
- Chair Martin requested input on the issue of collegiality as articulated by Dr. Koehler in his letter of October 17, 1996 (attached). The matter will be discussed at the December meeting of the Senate.
- The Senate then moved into recess in order for the Senate to discuss, in small groups, the present status of the UCR and recommendations for the future.

TEXAS CHRISTIAN UNIVERSITY FACULTY SENATE MINUTES

November 7, 1996

The Faculty Senate of Texas Christian University met at 3:30 p.m. on November 7, 1996, in the Faculty Center with Chair Martin presiding. Senate members present included: Franzwa, Grant, Lahutsky, Hughes, Fortenberry, Jenkins, Kucko, Moore, Rinewalt, Cross, Paulus, Donovan, Reinecke, Miles, Gouwens, White, Martin, Weeks, Mooreland, Curry, Flahive, Solomon, Cooper, Garrison, Smith, Pfaffenberger, Vigeland, Raessler, Reynolds, Cagle, Oberkircher, Wilson, Becker, Szajina, and Tucker. Senators not in attendance included: Gorman (Ex.), Nelson, Sacken, Patton, Haigler-Robles (Ex.), Meckna, Smith, Nichols, Greer, and Quarles.

APPROVAL OF MINUTES FROM OCTOBER 3, 1996

The minutes from the October 3, 1996, Senate meeting were approved as written.

ANNOUNCEMENTS

- Chair Martin made the following announcements:
 1. The Freshman Seminar Program proposal was sent to all department chairs who were instructed to disseminate and discuss the document with the members of the department. All feedback on this document is due to Dean Robert Garwell, Chair of The Undergraduate Council by Friday, November 8, 1996. Pat Paulus stated that information may also be sent through representatives or senators on the Undergraduate Council.
 2. The meeting today will be an abbreviated meeting so that the Senate may break into small groups for the discussion on the UCR.

NEW BUSINESS

- The Executive Committee will meet with Chancellor Tucker on Tuesday, November 12 in preparation for the meeting on Thursday, November 21 with the Faculty Relations Committee of the Board of Trustees. The Executive Committee of the Senate will continue to align Senate work with the Institutional Effectiveness Goals and will be reporting on that from the perspective of the Senate in terms of the activities undertaken in the various committees. Chair Martin made the request that senators inform members of the Executive Committee any other issues or concerns of importance.

OLD BUSINESS

- The Executive Committee considered the proposed Teaching Materials Policy and came up with an Alternative Teaching Materials Policy (attached) for discussion by the Senate. It was moved and seconded that this be the alternative proposal which will be forwarded to the deans and Provost Koehler.

Discussion ensued:

Senator Reinecke stated that this is a reasonable, moderate, middle-of-the-road, collegial proposal but he questioned its value should it be a beginning stage for negotiation. Should it be accepted as is, he would have no difficulty with it.

Senator Oberkircher suggested removing “as the most appropriate material for the course objectives” from the first sentence of paragraph 2 of the proposal. He stated that if the professor justified the use of the book and the chair of the department approved its use, then the intent was accomplished.

Several senators questioned such matters as:

- What happens if the textbook selection is performed by a committee?
- What happens if the department chair teaches courses? Would the dean to whom the chair reports then approve the textbook use?

Numerous attempts were made to reword the policy in order that it reflect the many views presented.

Senator Miles stated that this policy was designed to stop the few faculty who are excessive, but it also insults many faculty and will create more red tape.

Senator Grant suggested that the issue here is potential conflict of interest and that the word “may” is a dangerous thing and might create additional problems. This was then discussed.

Senator Becker stated that this is not only a matter of conflict of interest, but also an issue of academic freedom.

Senator Donovan suggested that the entire second paragraph be deleted and thus we would simply be saying that a faculty member may not publish their course notes and “get a buck out of it.”

Senator Paulus observed that we are really dealing with two problems: (1) textbooks published by known publishing houses and (2) having custom publishing of ones notes and charging students for that. She asked Provost Koehler which of these problems should be addressed.

Provost Koehler responded that the specific instance which brought all of this up was a TCU faculty member who published a book through a publishing house. The price charged was considerably above the norm for that particular type and level of book and the royalty deal was considerably above what would be considered a normal royalty percentage. When the chair and dean asked about conflict of interest, the individual responded that there is no rule or policy against this, and he was correct.

Senator Reincke then made a motion to table this item on the agenda based on the new information made available by the Provost since new additional data will be required. The motion passed by unanimous consent.

- Chair Martin asked Provost Koehler to comment on his letter to her (attached) with regard to collegiality. Since this issue will be discussed at the December meeting, she asked the Senate to think about it in the meantime.

Provost Koehler responded that Chair Martin asked that the Provost and Deans not set policies and then send them to the Senate, but rather send the problem in order that the Senate may respond with recommendations for policy. Thus he is doing this. The problem of collegiality, or lack of it, was articulated by the chairs in their recent workshop. Collegiality is not included in the five criteria articulated for tenure and promotion. Commentary is included in the Faculty and Staff Handbook that states for the rank of associate and full professor, there is an element of collegiality inherent in those ranks. Should this then be incorporated as criteria for tenure and promotion? On one hand, departments must function as effectively as possible, but on the other hand, we must think about the ramifications. It must be possible for colleagues to not always agree, however, how this is done does affect a department positively or negatively.

Chair Martin asked senators to speak with their constituents about this issue and come to the December meeting ready to discuss this issue.

Senator Becker asked several questions which he hoped senators would investigate or think about:

- 1) How did the matter of collegiality “find its way” into the Faculty/Staff Handbook?
- 2) What are the legal implications of the matter of collegiality and what are the possibilities that it will inspire law suits? The university attorney might be asked to comment on this.
- 3) What implications of censorship and academic freedom are involved in the issue of collegiality or lack of it?

- Senator Grant then moved, and it was seconded, that we recess the meeting in order for the senators to discuss, in three smaller groups, the issue of the present state of the UCR. The members of the Academic Excellence Committee will gather the data of these discussions in order to formulate their recommendations with regard to the UCR. Senator Grant also asked senators who have notes from departmental meetings to send them to him in order that these may be also considered.
- Chair Martin then called the meeting back to order at 4:59 p.m. and the meeting was adjourned at 5:00 p.m.

**Proposed Teaching Materials Policy
for Consideration by Faculty Senate
(November 7, 1996)**

Instructional materials authored by the course instructor may be assigned to be purchased by students for a course taught by the author. If such materials are unpublished and are simply reproduced for class distribution, the cost charged to students may not exceed the cost of reproduction and distribution.

If such materials are published and the instructor benefits from royalties, then the faculty member must write the department chair, disclosing the benefit and justifying the selection as the most appropriate material for the course objectives. The department chair must approve the selection and a copy of the approval, along with the disclosure, must be sent the the dean.



October 17, 1996

Dr. Kathleen Martin, Chair
Faculty Senate
TCU Box 297900

Dear Kathleen:

After the Department Chairs Workshop, more than one chair has discussed with me the importance of collegiality (for lack of a better word) amongst colleagues to the effective functioning of the unit. In the description of both junior and senior faculty ranks (in the Appointment, Reappointment and Promotion Policy), a requirement of the rank is "the ability to work effectively with colleagues and students." However, the notion of collegiality, i.e., working effectively with colleagues and students, is not one of the five criteria delineated for promotion and tenure.

I would like to address the following questions to you and your colleagues in the Senate.

- 1) Is collegiality, that is, the ability to work effectively with colleagues and students, a necessary element in the effective functioning of a department?
- 2) Should this concept of collegiality be a criterion for promotion and tenure?
- 3) If we wanted to include collegiality as one of the criteria for promotion and tenure, how could we state the expectation in a way which would guard against bad decisions based on personal likes and dislikes? How could we guard against diminishing diversity and increasing cloning? How would we guard against stifling legitimate dissent? How could we guard us against ourselves?

Well, I've stated the problem; you propose the solution.

Cordially,

A handwritten signature in black ink, appearing to read "Bill", is written over a white background.

William H. Koehler

cc Academic Deans

Tenure, Promotion, and Grievance Committee Faculty Senate

DISCUSSION TOPICS December Faculty Senate Meeting

- 1. Perception of faculty about relationship between teaching and promotion/tenure.**
- 2. Better ways to evaluate teaching effectiveness/quality**
- 3. The role of mentors in the tenure process (progress toward tenure, grievances)**
- 4. Should tenure be continued in its present form? Why or why not? If not in its present form, what are the alternatives?**

**THE FACULTY SENATE
TEXAS CHRISTIAN UNIVERSITY**

A summary sheet of the minutes from October 3, 1996.

- The following items were distributed to the Senate and are included with the minutes:
 - Lexis-Nexis personal information database
 - Proposed Teaching Materials Policy
 - Proposed alternatives to the Teaching Materials Policy
 - Suggested organizational plan of the Committee on Diversity
 - Student Relations Committee tentative areas of research
 - Report on the specific charges of the Tenure, Promotion, and Grievance Committee
 - Core curriculum outline
 - Request for faculty input from the Committee on Academic Excellence
 - AAUP Texas Academe - "Tenure Under Attack"
- Committee on Diversity requested feedback from the Senate on their document
- Senator Oberkircher reported on the work of the Student Relations Committee
- Senator Pfaffenberger reported on the work of the Tenure, Promotion, and Grievance Committee
- Chair Martin proposed a series of faculty town meetings to replace the 1996 Fall Assembly. The Senate supported this proposal by consensus.
- The Senate, by a unanimous straw vote, gave support to display the university glass collection in the Faculty Lounge.
- The Senate passed by unanimous vote a motion that the Faculty Lounge be deemed a non-smoking facility.
- Chair Martin conducted a discussion on the proposed Teaching Materials Policy. The Executive Committee was charged to bring forward an alternate proposal for consideration by the Senate.
- Senator Donovan issued a request from the Academic Excellence Committee for opinions and suggestions with regard to the University Curriculum Requirements.
- The next meeting of the Faculty Senate will be held in the Faculty Lounge, Reed Hall on November 7, 1996. The Senate will break into small focus groups.
- Past Chair Fortenberry, in other business, expressed concern over the Freshman Seminar Program submitted to the Undergraduate Council. She questioned whether the proposal had received adequate consideration by faculty.

OCT 11 1996

**TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE**

**November 7, 1996
3:30 P.M.**

NOTE: Meeting will be held in the Faculty Center

Meeting Agenda

Approval of Minutes from October 3, 1996

Announcements (Kathleen Martin, Chair)

New Business

- Board of Trustees Faculty Relations Committee Meeting: What are the concerns that the faculty want brought to the attention of the Board of Trustees?

Old Business

- Consideration of Alternative Teaching Materials Policy.
- Small group discussions of UCR led by the Academic Excellence Committee.

Other

- Faculty Senate Homepage: Click on Academics on the TCU Homepage and then click on Faculty Senate.
- Faculty Senate e-mail distribution list: If you have a message that you want distributed to all Senators, send it to me at martin@gamma.is.tcu.edu and I will forward it to all Senators.

**TEXAS CHRISTIAN UNIVERSITY
FACULTY SENATE MINUTES**

October 3, 1996

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

APPROVAL OF MINUTES FROM SEPTEMBER 5, 1996

The minutes from the September 5, 1996, Senate meeting were approved as written. The Proposed Teaching Materials Policy and the E-mail on Lexis-Nexis Personal Information Database which were supposed to have been included with the September minutes will be attached to the October minutes.

ANNOUNCEMENTS

Chair Martin made the following announcements:

Introduction of the following new senators:

Nadia Lahutsky - ADDRAN HUM
David Gouwens - BRITE
Susan Weeks - HARRIS COLLEGE

- Chair Martin moved that the order of the minutes be changed to allow the representatives of the Committee to Study the Need for a Committee on Diversity to get some feedback on their document. There was no objection and Cornell Thomas stated that they had no report; they were merely requesting feedback. (Draft Organizational Plan is attached.)

Sally Fortenberry questioned whether or not the proposed Council on Diversity would be removed from the University Committee structure as a separate entity. Professor Thomas responded by again requesting suggestions from the Senate. He also stated that they are looking at the possibility of this not being a standing committee, but rather a cabinet or advisory group.

Senator Moore suggested that this committee should work within the standing committee structure in order that information may be provided to a variety of the standing committees that may have issues that are pertinent.

Sally Fortenberry suggested that we must be careful that there might not be a perpetuation of the committee. She expressed concern that the committee might not be permanent.

Chair Martin expressed encouragement with this effort and welcomed the challenge for the possibility of new types of structures.

Senator Reinecke suggested that there needs to be some sort of structural liaison between various committees so that more than one committee is concerned about compliance.

Senator Moore stated that one of the issues of concern is to whom should they report. She suggested that it is important that they report to the Provost if they are going to get any wide dissemination of issues around diversity. It is important to have a wide variety of individuals to deal with this issue, consisting of representatives from other significant groups.

The committee members were named and those present were introduced:

Cornell Thomas, Chair
 Sheila Allen
 Ray Drenner
 Jean Giles-Sims
 Barbara Herman
 Delia Pitts
 John Weis

NEW BUSINESS

- Senator Oberkircher reported on the work of the Student Relations Committee (written report attached). He invited all senators to attend any Student House meeting, even though the committee sends a representative to each meeting. The committee has broken down its charge into eight areas for data collection. He announced a joint House/Senate meeting Tuesday, October 29, 1996 at 3:30 p.m. in the Faculty Center. The topic will be student advising.
- Senator Pfaffenberger, Chair of the Tenure, Promotion, and Grievance Committee reviewed the 1996-97 charges to the committee (handout attached). He stated that teaching alone is not sufficient for tenure and promotion. Some level of research productivity is necessary. He requested perceptions from the senators and their constituents with regard to the process for evaluation of teaching.

He suggested methods of the evaluation of teaching might include:

1. Peer review
2. Targeted alumni survey
3. Use of teaching portfolios
4. In depth review of teaching materials and methods used by instructors

He also suggested that student evaluations presently rule the roost and charged the Senate with devising forums for faculty discussion of the art of teaching (as opposed to the craft of teaching).

The Committee reviewed the proposal for a Center for the Support of Teaching Effectiveness, developed by Larry Kitchens and will meet in the near future to discuss this.

The final segment of the report of Senator Pfaffenberger dealt with the mentoring program which began in 1994, to help faculty understand things that they should be doing to attain tenure at TCU. The program is now defunct, but the committee has been charged with looking at the advisability of reconstructing the program in some form or fashion.

- Chair Martin suggested a series of three smaller “faculty town meetings” to replace this year’s Fall Assembly. She suggested that the poor attendance might be more attributed to the structure rather than the topic. She suggested that the post tenure review issue is an important topic along with the public scrutiny of the university. (See attachment on tenure.)

Senator Moore suggested that it is important for us to at least raise consciousness about these issues.

Senator Luther Smith expressed hope that the meeting times would be faculty friendly--times when faculty could get there.

Senator Paulus suggested that it is worth a try because we need more interaction.

Chair Martin suggested that she sensed a consensus in the affirmative which was confirmed.

- Chair Martin addressed the issue of whether or not the glassware that has been displayed in the Faculty Center should remain in the renovated center. She questioned whether or not the Senate should be discussing this matter at a Senate meeting, however, since it is our space, we should at least take a straw vote on the matter.

Senator Tucker suggested that this is a truly respected collection nationally, which should be displayed. A straw vote indicated that there was unanimous support to display the glass collection in the Faculty Center.

- The next issue to be addressed was the matter of smoking in the Faculty Lounge. After limited discussion, Senator Curry made the motion that it be a non-smoking facility; seconded by Senator Wilson. The motion passed unanimously.

OLD BUSINESS

- Discussion on feedback on proposed Teaching Materials Policy began. Chair Martin stated that she has received a great deal of response to this issue. She stated that Provost Koehler has agreed, in the future, to bring matters of this sort to the Faculty Senate as a problem to be considered rather than as a proposal.

Senator Donovan suggested that the proposal is a rather hostile reaction to a somewhat individual problem.

Chair Martin charged the Senate to check with their constituents to get a reaction as soon as possible. She would like to see a proposed alternative come from the Faculty Senate in the near future. Chair Martin also suggested that the Executive Committee working together with the Academic Excellence Committee might well be the initial vehicle to develop this policy.

Senator Oberkircher suggested that this might well be a matter for only the Executive Committee because to send it to the Academic Excellence Committee might suggest that the only people guilty of this are faculty members. He further suggested that we first need to establish what the question is because this, to him, is not clear.

Senator Reinecke suggested that the university might just issue a statement that there should be no conflict of interest and anyone who abuses this policy should then be individually punished.

Senator Pfaffenberger questioned why the university would punish all because of the violations of a few.

It was also suggested that there would be no problem with the Academic Excellence Committee conferring with the Executive Committee before establishing the position of the Faculty Senate.

Senator Donovan reiterated that the Senate should come up with a proposed alternative to the policy proposed by the Deans and the Administration. He cited the Grant and Reinecke alternatives (handout attached) as examples with which to begin.

Senator Oberkircher commented that the Senate should also take a look at what the NCAA is doing, especially considering, for example, that a basketball coach can be paid a half a million dollars for specifying Nike shoes for his players. Because of this he expressed hope that any document not single out only faculty and staff.

Senator Fortenberry stated that a coach at TCU would need to get approval from the Chancellor to accept a product endorsement.

It was finally agreed to charge the Executive Committee to bring forward an alternate proposal for consideration by the Senate.

- Senator Donovan issued a request from the Academic Excellence Committee for opinions and suggestions with regard to the University Curriculum Requirements. He briefly discussed the core curriculum (attached) and charged all senators to involve their constituency.

He also issued a list of questions (attached) to aid the senators in communicating with their colleagues. He recommended that at-large senators interview colleagues from their own department.

- Chair Martin announced that the next meeting of the Faculty Senate will be in the Faculty Center in Reed Hall in order for the senators to break into small focus groups.
- Chair-Elect Vigeland reported that the Budget Committee has begun their work and will report to the Senate at a later date.
- Donna Burg, Chair of the Student House of Representatives, encouraged all senators to attend the joint meeting of the Faculty Senate and Student House on October 29 in the Faculty Center.
- Past Chair Sally Fortenberry expressed concern over the various university curriculum councils (Undergraduate and Graduate Council) which are not under the auspices of the faculty, but rather Deans. For example, recently Dean Garwell and Dean McCracken developed a proposal related to the Freshman Seminar Program. The proposal was then presented to the Undergraduate Council for approval with no real faculty input. The Council deferred approval of the proposal, and there is feeling among some members of the Council that the minutes of the meeting did not accurately reflect what occurred. Concern was expressed over administrative micro-managing. This matter will be pursued in more depth at future Senate meetings.

The meeting was adjourned at 4:56 p.m.

Respectfully submitted,



Kenneth R. Raessler, Secretary

Subject: Lexis-Nexis personal information 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). This database includes name, current address, up to two previous addresses, phone number, birth-date, social security number, mother's maiden name and possible other personal information. This database is kept quite current. Through the Nexis Express service, this information could be available to any individual with a credit card.

As most readers will be aware, such information could easily be used for theft of identity and other frauds. It is possible to have one's name removed from this database by making a telephone request. Call (800)543-6862, select option 4 ("all other questions") and tell the representative answering that you wish to remove your name from the Ptrax database. You may also send a fax to (513)865-7360, or physical mail to LEXIS-NEXIS / P.O. Box 933 / Dayton, Ohio 45401-0933. Sending physical mail to confirm your name has been removed is always a good idea.

As word of the existence of this database has spread on the net, Lexis-Nexis has been inundated with calls, and has set up a special set of operators to handle the volume. In addition, Andrew Bleh (rhymes with "Play") is a manager responsible for this product, and is the person to whom complaints about the service could be directed. He can be reached at the above 800 number, selection option 4 and then ask for extension 3385.

The information in this note has been confirmed by me, and was originally provided in forwarded messages from Russell Whitaker, Jason Werner, Vern Winters, Katherine Florman and Reuben Snipper.

There have been some changes lately regarding the P-TRAK database marketed by Lexis-Nexis. Here is the latest list of contact methods for requesting removal from the database:

Telephone (toll free): 1-888-965-3947

Please note that this is a new number at Lexis-Nexis and is not scheduled to be working until this Monday morning (9/23) Eastern Time. It is currently scheduled to go to live operators, but if volume is very high it might be switched to voicemail.

FAX (toll free): 1-800-470-4365

Again, this number is scheduled to become functional on the morning of 9/23, Eastern Time.

Mail: P-TRAK, P.O. Box 933, Dayton, OH 45401

Email: p-trak@prod.lexis-nexis.com

A web form for removal requests is also available at Lexis-Nexis
<http://www.lexis-nexis.com/lbcc/p-trak/index.html>

The web form is probably the easiest to use.

The latest issue of the PRIVACY Forum Digest has an interesting article based on an interview with Lexis-Nexis Corporate Counsel Steven Emmert. You can access this issue at

<http://www.vortex.com/privacy/priv.05.18.2>

PROPOSED
TEACHING MATERIALS POLICY

A university must assure that all materials used in instruction are appropriate for academic activities. Additionally, all persons involved must be assured that selections of instructional materials are made without influence from non-academic considerations.

Faculty or staff members at TCU may not benefit financially from the use at TCU of instructional materials in which they have a financial interest. If such instructional materials are used at TCU, the individual must either forego receipt of a financial benefit or assign such benefit to the TCU unrestricted fund.

Approved by the deans
August 19, 1996

**Proposed Alternative
Teaching Materials Policies
for Consideration by
Faculty Senate**

Option Suggested by David Grant

A university must assure that all materials used in instruction are appropriate for that purpose. All persons must be assured that choices of instructional materials are made on the basis of their being the materials best suited for achieving course objectives.

Therefore, if a faculty member requires students to purchase materials from which he or she will receive a direct financial benefit, the faculty member must write the department chair, disclosing that benefit and justifying the selection as the most appropriate material for the course objectives. The department chair must approve the selection and a copy of the approval, along with the disclosure must be sent to the dean.

Option Suggested by Manny Reinecke

A university must insure that all materials and services used in any of its activities are appropriate for an academic institution. Additionally, it must assure that selection of these items is made without influence of non-professional considerations.

Individuals employed or affiliated with TCU may not benefit financially from the use by TCU of items or services in which they have a financial interest including, but not limited to royalties, dividends, fees, profits, commissions, honoraria, frequent flyer mileage, stock options, stock sales, stock dividends, board memberships, consulting arrangements, etc. If such materials are used by TCU, the individuals must either forego receipt of a financial benefit or assign such benefits to the TCU unrestricted fund.

Suggested Organizational Plan

I. Structure

- A. Core Group Appointed by Chancellor and/or Provost
 - 1. To include at least two members of current study group to allow for continuity
 - 2. Additional representatives to be determined through a community-wide dialogue process - based on interest shown and balanced needed
 - 3. Final composition to reflect diversity of campus community and to include at least one member of each of the following constituencies: faculty; university staff; general staff; students
 - 4. Staff support to be provided by a designated administrator and one or two faculty members to be given release time for research duties.
- B. Reporting to Provost
- C. Called a "Council" or "Cabinet"
- D. Separate, designated budget

II. Mission

- A. Community-building
- B. Information-gathering, assessment and planning
- C. Public relations
- D. Sounding board for Provost

III. Duties

- A. Conduct research, both at TCU and other universities. Solicit and disseminate information re: accomplishments, needs, new ideas, etc. Raise awareness of existing programs and contributions via newsletters and forums.
- B. Focus on community-building; utilize series of conversations and programs.
- C. Assist administration in addressing climate and retention issues.
- D. Strategic planning.

STUDENT RELATIONS COMMITTEE
Study of University Advising System
Tentative Areas of Research

1. TCU survey run as part of SACS accreditation process:
Survey of students concerning various issues including "advising" -
 - copy located in library
 - Nowell Donovan (#7214) as second source of information**Sally Fortenberry**

2. "Retention information" being collected through the Registrar's Office:
Pat Miller (#7828) is heading up a committee to study why students are leaving TCU. As part of the data being collected there may be information relating to advising.
Registrar's Office also working on the acquisition of software to handle academic advising - that is, the tracking of credits and classes toward graduation.
Bernadette Szajna

3. Center for Academic Services:
Charged with administration of all premajors, also responsible for orientation advising - both of these areas have been cited by students as areas of concern.
Jennifer Sweeney (#7486)
Linda Moore

4. AddRan College of Arts and Sciences:
Student advising handled through Armida Guzman (#6162)
Mary Ann Gorman

5. M.J. Neeley School of Business:
Elizabeth Layne (#7522)
Roger Cooper

6. School of Education:
Pam Sanguinet (#7202)
Fred Oberkircher

7. College of Fine Arts and Communication
Audrey Campau (#7601)
Susan Haigler-Robles

8. Harris College of Nursing
Laura Thielke (#7497)
Fred Oberkircher

STUDENT RELATIONS COMMITTEE

House of Student Representatives Meeting List

Sept. 10	Fred Oberkircher
Sept. 17	Roger Cooper
Sept. 24	Linda Moore
Oct. 1	Linda Moore
Oct. 8	Sally Fortenberry
Oct. 15	Roger Cooper
Oct. 22	Bernadette Szajna
Oct. 29	Fred Oberkircher
Nov. 5	Bernadette Szajna
Nov. 12	Susan Haigler-Robles
Nov. 19	Susan Haigler-Robles
Nov. 26	Fred Oberkircher
Dec. 3	Fred Oberkircher
Dec. 10	Fred Oberkircher

SPECIFIC CHARGES
Tenure, Promotion, and Grievance Committee

- 1. Study status of teaching as it relates to tenure and promotion--generate a report which includes:**
 - * perceptions of faculty about the relationship of teaching to tenure and promotion and 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.**

PERCEPTIONS ABOUT RELATIONSHIP OF TEACHING TO PROMOTION AND TENURE

- * A priori position: tenure and promotion is not possible based on teaching alone. There must be an acceptable level of research productivity for promotion/tenure.
- * Expressed belief: teaching is becoming more important in tenure and promotion deliberations at TCU

Please let the Committee known about your perceptions and the perceptions of your constituents.

R.Pfaffenberger@tcu.edu

PERCEPTIONS ABOUT THE PROCESS USED TO EVALUATE TEACHING IN PROMOTION/TENURE DECISIONS.

- * A priori position: promotion/tenure decisions weighted too heavily on student evaluations, particularly on Q. 34.

Comments:

R.Pfaffenberger@tcu.edu

SUGGESTIONS ABOUT HOW BETTER TO EVALUATE TEACHING EFFECTIVENESS & WHO SHOULD BE INVOLVED IN THE PROCESS

Some ideas discussed by the Committee:

- * peer reviews--invitation extended by instructor in having colleagues visit classroom sessions.
- * targeted alumni surveys--random sample of graduates who have taken a particular instructor for courses.
- * use of teaching portfolios--collection of teaching materials, self-evaluations, documented comments about teaching effectiveness; updated each semester and available to colleagues in the department.
- * in-depth reviews of teaching materials and methods used by an instructor (annual for tenure track; every three years for tenured faculty)

SUGGESTIONS/COMMENTS?

R.Pfaffenberger@tcu.edu

FACULTY DEVELOPMENT PROGRAMS FOR TEACHING IMPROVEMENT AT TCU

Comments:

- * Need for informal opportunities to discuss the art of teaching--sharing of experiences, advice in dealing with difficult situations, advice about adapting teaching style and methods to different audiences (e.g., large sections, undergrad. vs. grad., seminar courses).

Should be more opportunities for discussions among colleagues across departments and colleges about the art of teaching.

- * Proposed Center for Teaching Effectiveness

Emphasizes craft of teaching, but does propose a faculty advisory group to serve as advisors/mentors for those seeking to improve their teaching effectiveness.

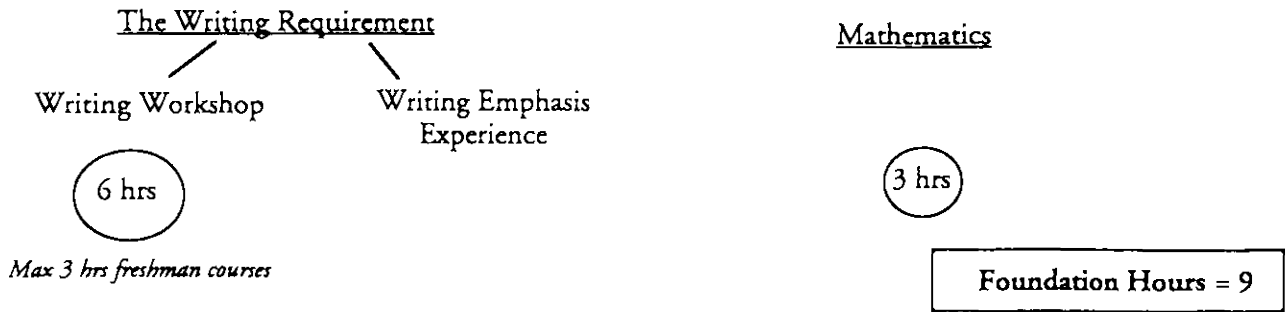
Comments/Suggestions?

R.Pfaffenberger@tcu.edu

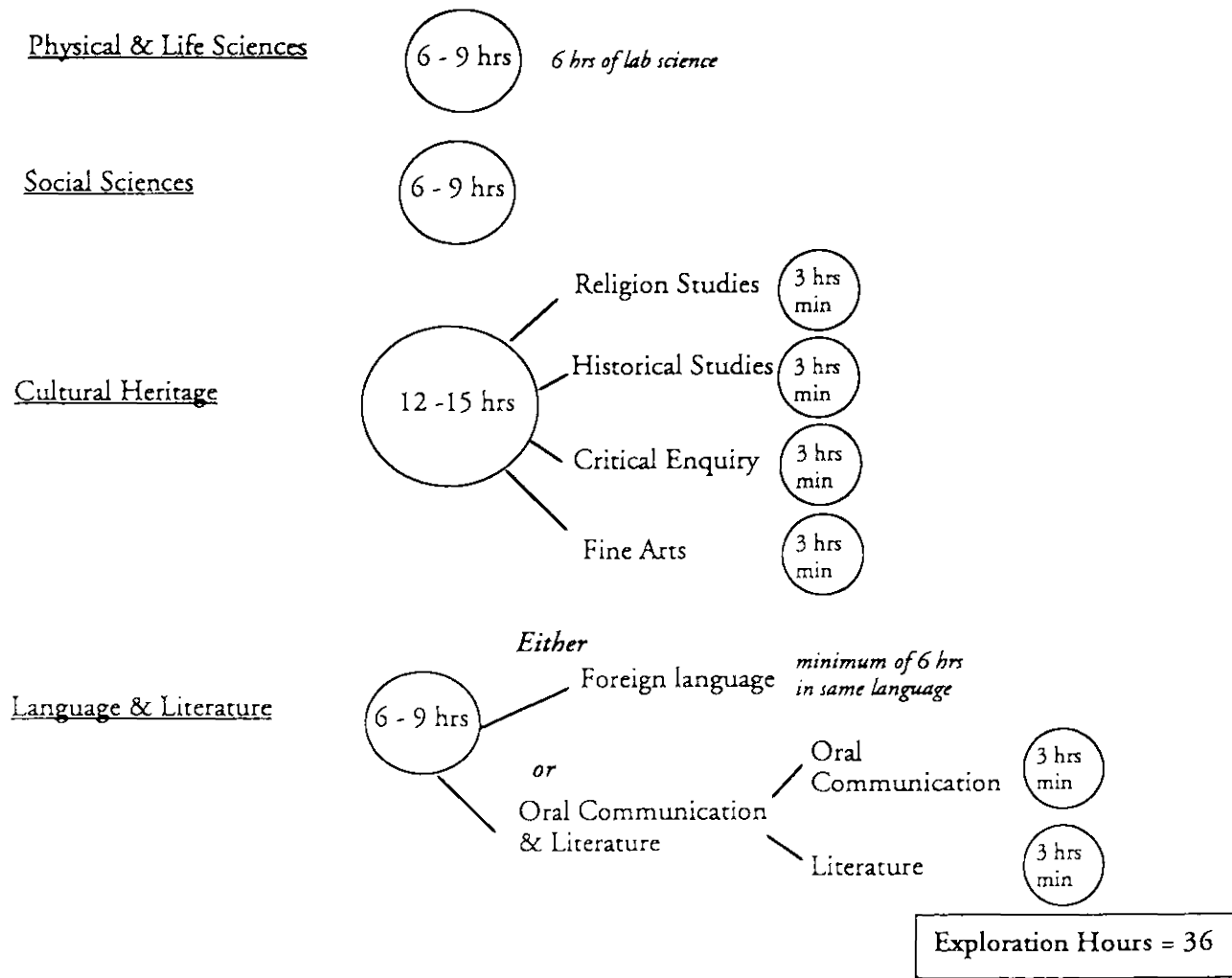
CORE CURRICULUM

= 47 hrs

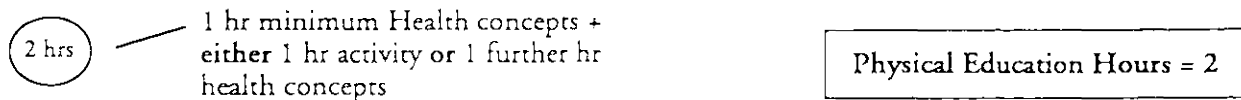
FOUNDATIONS



EXPLORATIONS



PHYSICAL EDUCATION



To: TCU Faculty
From: Faculty Senate Committee on Academic Excellence
Date: October 1996
Subject: Senate study of the University Curriculum Requirements

The Committee on Academic Excellence of the Senate is charged this year with reviewing the University Curriculum Requirements (UCR). As a first step in this process we'd like to facilitate faculty discussion of the UCR by asking you to reflect on the following questions and discuss them in your departments. Faculty senators will be assigned to each department to gather your collective wisdom for reporting to the Senate.

1. TCU states in its "Philosophy, Objectives, and Goals":

The University . . . regards as essential the advancement and communication of general knowledge which enables students to understand the past, to comprehend the natural and social order, to search for the good and the beautiful, to make their intentions known to others, and to integrate knowledge into significant wholes.

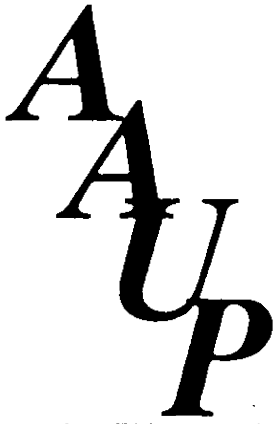
One of the specific goals is

To offer a core curriculum of considerable extent as espoused in our statement of philosophy.

Do our University Curriculum Requirements adequately reflect these goals and objectives? In light of these statements, what are the strengths of the UCR? What are their weaknesses? Please think about the specific areas of the UCR:

- writing workshop
- writing emphasis
- mathematics
- physical and life sciences (including 6 hrs. lab)
- social sciences
- cultural heritage: religion, history, critical inquiry, fine arts, language and literature
- physical education

2. In light of the specific requirements of programs in your department and the demands of external accrediting agencies, do the UCR well serve your students? Are there problems that repeatedly need to be addressed in your students' degree plans? What are those problems? Are there ways those problems might be solved by changes in the UCR?
3. If your department offers UCR courses for non-majors, how well do you think those courses meet the goals of the specific core objective for which they have been designated? (See pages 75-78 in the 1995-96/1996-97 *Undergraduate Studies Bulletin* for descriptions of the specific UCR objectives.) Do you think your department could better serve the objectives and goals of the UCR with different or additional curriculum offerings? Does your department regularly review its UCR offerings?
4. Imagine that you have been chosen as the enlightened king/queen of the UCR and have the resources to support virtually any change. What you would delete and what would you add? Why?



TEXAS ACADEME

*Newsletter of the Texas Conference
American Association of University Professors*

*9513 Burnet Road, Suite 206, Austin, Texas 78758-5248
Ph: 512-873-8295; Fax: 512-873-7423; E-mail: tactoff@tact.org*

*National Office: 1012 14th Street, N.W., Suite 500, Washington, D.C. 20005
Ph: 202-737-5900; Fax: 202-737-5526*

TENURE UNDER ATTACK

Rumors and reports are flying about the imminent demise of tenure in Texas. There is legitimate cause for concern.

The status of the movement, called "post-tenure review", is that the Texas Senate Education Committee has passed a resolution to recommend to the senate that "Each University System should be required to establish a faculty evaluation policy that includes an annual review of the performance of all faculty, including tenured faculty. The review would include the use of peer and student evaluation. Below standard peer and student evaluations for two consecutive years would provide cause for tenure revocation or dismissal." It is expected that legislation implementing this recommendation will be presented to the senate when it convenes in January.

In addition, the Texas A&M System regents last year decided to proceed on their own with post-tenure review. A committee named by the TAMU faculty senate has designed such a system which will be submitted to the faculty senate. To its credit, that report cites the stringent probationary process and the resulting rarity of problems. Based on the institutional investment and the individual's demonstrated ability through success in the probationary period, it also recommends that the appropriate response is to salvage the potential of the faculty member, i.e. faculty development. It does, however, acknowledge "the extreme case ... adverse personnel action that may ensue will be governed by applicable policies governing tenure, academic freedom and academic responsibility." In addition, appeals relating to fairness in applying the policy come under the non-tenure related procedures, and appeals relating to the actual finding of "substantial or chronic deficiencies" may be appealed only to the dean.

My analysis of the movement is that it is rooted in the national trend away from providing public services through taxes. In hearing and reading the comments of the Senate Education Committee and the House Higher Education Committee, it seems clear that legislators are attempting to balance an underfunded, overmandated budget. Under various political pressures and legal mandates, they

have identified the universities as vulnerable targets. Indeed, we have seen steadily eroding funding for the past several decades. Now that push has come to shove, they have identified "guaranteed job security" as something the general voting public is unlikely to defend. Further, tenure is obstructing their aim to downsize the universities into lean mean fighting machines as so many have done in industry. I believe this is the driving force behind the movement. Additional factors include unpleasant memories some of them may have from their own college experiences, a perception that in these enlightened last days of the twentieth century academic freedom is not at risk, and a feeling that the present system is not working to dismiss those faculty who should be dismissed (at this point a very ill-defined concept for them). Lying over and permeating these factors is a failure to recognize the role of academic freedom in a university and, more significantly for legislators, in a free society.

Absolute wisdom resides in no one cranium. Based on this analysis, please provide reactions and additional information regarding this letter and the following plan.

* We must identify our arguments:

- a. The present system is working
- b. Academic freedom is still at risk
- c. Academic freedom serves a vital purpose in education
- d. Academic freedom serves a vital purpose in a free society
- e. Attacks on tenure will produce a "brain drain"
- f. The public supports tax supported higher education

* We must collect data in support of our arguments. I will act as an information center for our joint efforts and will carry the arguments to the legislature. Please send me stories and anecdotes in support of the arguments listed.

- a. Do you know of tenured faculty who were either dismissed or eased out of their position because of serious performance problems or financial exigency?
- b. Do you know of attempts to impose on someone's academic freedom?
- c. Do you know of instances in which someone felt freer to deal with controversial issues because of tenure?
- d. Do you know of instances in which Universities, through their knowledge function, have played important roles in societal trends, changes or stability?
- e. Do you know of efforts to hire or retain notable scholars which succeeded due to availability of tenure or failed for the lack of it?
- f. Can you cite instances of public statements in support of higher education by voters who are not on a higher education payroll?

- * We must conduct an education campaign.

We must clearly communicate our substantiated arguments to the legislature. However, we are not large enough an interest group to sway their votes simply by our votes. Additionally, I much prefer that they be swayed by those who elect them and those who pay the taxes. Thus, it is imperative that we conduct a campaign to educate and motivate the general public. I believe the public does want to have ready access to higher education for their children and that, if they understood the issues, they would want that education to be unencumbered by the threat of imposition of state approved philosophies. I am proposing that a campaign of letters to the editor and guest editorials be conducted to get our message out. Once again, it is imperative that our arguments be substantiated. Finally, as strange as it may seem, there are faculty who do not understand the relationship between tenure and academic freedom. We must conduct an educational effort inside the universities. I am proposing to focus our fall conference on this topic and send summaries to the faculty senates and chapter officers. The real work, however, must be done by our membership in the halls and offices we frequent. As the word of this threat gets out, we should have no shortage of opportunities.

- * We must take specific action.

- a. We must (develop and) work our contacts in the legislature and in the systems. Someone within each organization needs to carry our message.

- b. We must be prepared to continue the effort at the system level. If this legislation passes, we must fight to have each system recognize AAUP standards for dismissal. I can write letters and continue the same kind of efforts conducted at the state level, but the demands on my time will likely mean that a substantial part of the burden will fall to the local chapters. There is no doubt that when the legislature delegates the development of post-tenure review plans to the systems, they are engaging in a divide and conquer strategy against the faculty of the state. We must not permit this strategy to succeed.

You can help by providing feedback to me and participating in the grass roots development. First, provide reaction to this proposed plan of action. Assuming we decide to proceed, then provide me with your examples to counter the arguments against us. Provide me with information regarding personalities and hidden agendas we might encounter. Work your own contacts in the legislature, systems and locally. I will try to keep you informed of developments through other special editions of Texas Academe. You can send information to me through the AAUP state office in Austin. Voice: 512-873-8295, e-mail: tactoff@tact.org, fax: 512-873-7423. You may also reach me at home at 409-594-9462. -- Bob Goad, TC / AAUP President

UPDATES

1. The fall conference, October 18-19 in Austin, will be the focus of our planning and organizing for the tenure fight. National President Jim Perley will be there to lead us, the Council of Faculty Governance Organizations, and the Texas Association of College Teachers through a consideration of the issue. This may well be the most important issue to face the Association in several decades. If at all possible, please make plans to join us in Austin. For hotel reservations call 512-836-8520.
2. The Texas Conference provided technical assistance to the chapter at the University of Texas at San Antonio as they surveyed their faculty. They will be releasing their results before you read this.
3. A planned visit to UTSA has been postponed until this fall in order to facilitate the orderly addressing of issues. Further information should be available at the fall conference.
4. New cases continue to surface. If substantiated, the allegations provide irrefutable evidence for the indispensability of tenure as a protection of academic freedom. More on this at the conference.

Texas Conference AAUP
9513 Burnet Road, Suite 206
Austin, Texas 78758-5248

Bulk Rate
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AUSTIN, TX
Permit No. 2838

TX 9505414 12/96 8800 60BSJX

KATHLEEN MARTIN
2412 STANLEY AVENUE
FORT WORTH TX 76110-

TO: WILLIAM H. KOLB
P. O. BOX 297500

FR: FACULTY SENATE
TCO BOX 297500

**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 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", is written over a horizontal line.

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.