**Notes on the April 30, 2020, Faculty Senate meeting held via Zoom.**

Chair Clark Jones welcomed everyone to this final meeting of the 2019-2020 academic year at 3:30 p.m., and called the meeting to order.

The minutes from the March meeting (the last previous Senate meeting) were approved as written.

Jones noted that the Faculty/Staff campaign, which had been scheduled to begin in April would instead be folded in to the Fall TCU Gives Day campaign. He also noted the importance, for all who are able, to help support the **“Frog Family Crisis Fund,”** which is dedicated to the needs of at-risk students and their families. This fund has been established and depleted once, and refreshed. It is a vital source for TCU helping meet the financial needs of our most vulnerable students. Please consider making a contribution at: <https://advancement.tcu.edu/new/makeagift/>. (Use the dropdown menu to indicate your ‘designation’ and see this fund as the first item on the menu).

**Chancellor Victor Boschini** addressed the meeting and expressed his sincere thanks for all the work that TCU faculty have put in to make the transition from in person to online instruction so successful. He also expressed his optimism that TCU will get through this pandemic crisis and its costly impact on our university. He estimated that the lost revenue will end up to be around $39 and 50 million, before this crisis is over. He and the Board are requesting that all areas of the university plan for %20 budget cuts in non-salary areas. His current priority is to keep all currently employed members of the TCU community employed. To a question about the renewal of contracts for adjunct faculty, he stated that he imagines that these will come through, but reiterated that the priority is on current, contracted employs. At this point, **Provost Teresa Dahlberg** spoke up and emphasized the need for patience for all who are still waiting for contract letters. Her office is very backed up at this point, with all the additional obligations that the pandemic has created. She urged everyone to not assume the worst as they wait for news. To a question addressed to the Chancellor about the announced plans for TCU to hire a President, Boschini stated that this planned search has been put on hold.

Next, **Provost Dahlberg** addressed the meeting. She reiterated the thanks that Boschini had expressed, and stated how impressed she has been with the faculty’s redesign of their course delivery in a week’s time over the Spring Break. She discussed the **TCU Connected Campus Plan**, which her office has just released, in view of the need to be prepared for several possible configurations of teaching in the fall 2020 semester. She discussed the 4 modalities and asked that faculty think about how to redesign our courses, in consultation with teams within our units, and to help set student expectations for these possible, necessary modalities of course delivery early in the fall semester. Dahlberg emphasized that teaching, and the delivery of high quality instruction, will need to be the faculty focus for the upcoming academic year. For faculty on the tenure clock, she said that COVID-19 is definitely an ‘extraordinary experience,’ and that if research gets less attention this coming AY, it will not be viewed in light of the pandemic’s impact. Tenure track faculty may choose to pause their tenure clock for a year.

Dahlberg mentioned that the two new incoming deans—Sonja Watson for AddRan and Frank Hernandez for Education—have already been engaged in working with the Provost’s Council in preparation for assuming their new positions. She then thanked **Dan Williams** for chairing the internal search committee for a new **Dean of the Library**, which was being completed with the final interviews of the second of two finalists even as the Faculty Senate was meeting. She also noted that a budget modification notice had just been sent out to all the deans.

In answer to a question about the needs of TCU grad students, especially those whose work involves lab research (which has been suspended). Dahlberg noted that a **Task Force on Reopening the University** has just been established, and that she is chairing the subcommittee on academics and research. Safety is a key concern, and her subcommittee will be working on logistics and on establishing protocols that will need to be followed for the safe reopening of labs, as well as all campus spaces. For FY 2021, expect 20% non-salary reductions across units. There is a ‘no spending’ imperative, at the moment. She spoke again about the planning involved in preparing to begin the fall semester, with a focus on creating a seamless experience for our students. Questions about the pass/no credit mandate and how it has caused so many students to “check out,” and about faculty expectations being undercut by the suspension of faculty research grants were addressed. Dahlberg again insisted that high quality teaching must be our priority next year, and that it is a retention issue at heart.

Next, **Associate Vice Provost for Students Success Annorah Moorman** addressed the meeting. She reminded the Senate that she started in her position in October, and spent her first few months conducting lots of interviews with faculty and staff on campus to get a clear picture of what the current situation and concerns are. As she works with faculty and staff, she tries to help them adjust to working with today’s students, with their unique needs and perspectives. She is seeking to provide support and resources and training for both students and faculty. She welcomes input and questions. Advising is a key focus for her. She has established an Academic Support Help Line, which students may access. She hosts a monthly meeting of an academic advising group, consisting of Associate Deans as well as Academic Advisors. She fielded a question from one senator who asked whether or not she could encourage an academic support system for TCU fraternities parallel to what TCU sororities currently have in place. Moorman said that she would look into this matter.

After thanking Moorman for her presentation, **Chair Clark Jones** welcomed the many **new Faculty Senators** who joined in the Zoom meeting. He also expressed his appreciation to the **departing Senators** who were rolling off the Faculty Senate.

Next, he presented a slide with a slate of four Senate nominees for three University service positions: San-ky Kim, University Advisory Committee; Dan Williams and Jan Quesada, University Council; and Ted Legatski, Diversity Equity and Inclusiveness Committee. Senators voted using a Zoom function, and the nominations were approved with no objection.

Jones then posted a slide describing the various **Senate Standing Committees** and their functions, and noted that an email from Administrative Secretary Greg Friedman would be sent out soon asking that Senators identify their committee preferences for next year.

The Senate then took up the matter of a new **TCU Policy for Religious Observances and Holidays** for students. In discussing the policy, one Senator suggested that this policy should apply to Faculty and Staff, as well. Jones noted that next AY the Senate would work with Staff Assembly and HR to facilitate this broader application. The policy was put to a vote and passed with unanimous approval. Congratulations and thanks were given to **Rev. Angela Kaufman** and **Dr. Claire Sanders** who had worked on crafting the policy.

**Pam Frable, chair of the Governance Committee**, gave a report on her committee’s consideration of the Final Exam policy in the Faculty Staff Handbook. The presented a motion to **revise the policy so as to include the new working on Religious Holidays accommodations**. When a senator asked about a broader review of final exam policies, Clark Jones suggested that this may be a charge for the Governance Committee for next year. Another senator asked about the impact of this change on final exams involving group work, and was told that the focus is for faculty to make every reasonable accommodation for the students involved. The motion was brought to a vote and was unanimously approved.

Next, **Joddy Murray, Chair of the Academic Excellence Committee**, presented his committee’s motion on “**Dean’s List Status for TCU Approved Study Abroad Course**s.” In the past students who studied abroad had been ineligible for Dean’s Lists, but his committee studied the matter and decided that Dean’s List status should be allowed for such students. The motion was brought to a vote and was unanimously approved.

**Michael Sawey, Chair of the Educational Evaluation Committee**, brought a motion with his committee’s revised wording, per Senate input and conversations with the Provost, to the Faculty Staff Handbook’s statements on the use of SPOTs. The wording was changed to reflect the amended policy recommendation passed earlier this year by the Senate. (See appendix.) The emphasis is on allowing for SPOTs to be used as part of a balanced departmental process, but not to have too much weight. The motion was brought to an electronic vote, and passed with three no votes.

**Art Busbey, Chair of the Committee on University Committees**, next presented a proposal (from Joddy Murray and the AEC) for the formation of a **new university committee on Community Engagement**. Busbey asked Murray to lead the discussion and explanation of the need for such a committee. He spoke of his committee working with Dr. Rosangela Boyd, who oversees TCU’s service learning projects, and of the need for the university to have a “clearing house” to coordinate and report on all the many ways in which the university is already engaging the community. With such a committee in place, the university can refine or initiate recommended ‘high impact’ practices and work to gain Carnegie Certification in the next application round. The motion for forming this new committee was put to a vote and passed unanimously.

Next, **Andrew Ledbetter, Chair of the Faculty Relations Committee**, reported on his committee’s work with the Provost to develop a faculty workload policy that clarifies expectations for teaching, research, and service. His committee developed a draft document, as did the Provost, and they discovered many areas of agreement. Next, the Provost with work with the deans to craft a final draft document on faculty workload, which the Faculty Senate will take up for consideration in the fall. The key issue is equity, Ledbetter stressed, as well as the need to make adjustments for service and research opportunities that arise for faculty members. For more information, please see the FRC annual report on the Faculty Senate website.

**Pam Frable, Governance Committee Chair**, thanked everyone for their nominations and for the willingness of some nominees to be considered for positions, and she then announced the results of the **Senate Officer elections.** The new **FS Executive Committee** will be as follows: S**ean Atkinson, Chair; Joddy Murray, Chair Elect; Clark Jones, Past Chair; Hayat Hokayem, Recording Secretary; Greg Friedman, Administrative Secretary; Laurel Lynch, Information Officer.** Congratulations were extended to these individuals, as well as thanks to the outgoing officers.

**Out-going Chair Clark Jones** expressed his thanks to everyone for their hard and good work this year and reminded them of his focus on clear communication, access, and transparency. He especially thanked Sean Atkinson for all he has done to work alongside Clark and represent the Senate and faculty interests broadly in countless meetings with the Administration as the university worked to meet the challenges of the pandemic. In an innovative online ceremony, he then announced (with a visual aid of a foil wrapped baked potato) the **“Passing of the Hot Potato.”** Jones ‘passed’ the potato off-camera, and then **in-coming Chair Sean Atkinson** took a foil wrapped potato into his screen, which he unwrapped to show the words “Hot Potato” written in Sharpie under the TCU logo. Very impressive new ritual for the Senate. ☺ Sean then spoke of his gratitude for working with Clark and the rest of the Executive Committee, and his commitment to continue to do his best as Senate Chair.

Clark thanked everyone for a good meeting, which ended promptly at 5 p.m., and signed off.

Respectfully submitted,

Jan Jaynes Quesada, Recording Secretary

TCU Faculty Senate

**Passed Motions:**

* TCU Policy for the Religious Observances and Holidays
* Update to Faculty-Staff Handbook on Final Exam wording
* UJpdate to Faculty-Staff Handbook on SPOTs
* Approval of Dean’s List Status for TCU vetted Study Abroad Courses
* New University Committee on Community Engagement

**TCU Policy for the Religious Observances and Holidays**

# Policy

*“Students who are unable to participate in a class, in any related assignment or in a university required activity because of the religious observance of a holy day shall be provided with a reasonable opportunity to make up the examination or assignment, without penalty, provided that it does not create an unreasonable burden on the University.”*

# Guidelines for Implementation

* That students notify faculty or staff the first two weeks of the semester of their intention to be absent from class or the required event on their day(s) of religious observance;
* That faculty and staff extend to these students the courtesy of absence, without penalty for lack of attendance, on the day(s) of religious observance;
* That faculty and staff extend to these students the opportunity to make up examinations and assignments where applicable;
* That prior to each fall semester a three-year schedule of university-recognized religious holidays most frequently observed will be distributed to faculty by The Office of Religious & Spiritual Life.
* The policy and calendar of observances be posted on appropriate websites, including, but not limited to Registrar’s Office, Office of Religious and Spiritual Life website, Office of Diversity & Inclusion, the Koehler Center and Campus Life.
* That the administration conveys this policy to students by including it on the university’s website and other places deemed appropriate. Colleges and Schools are also highly encouraged to post the policy online and include it in appropriate faculty, staff and student resources.

# Guidelines for Students

1. That students notify faculty in writing during the first two weeks of the semester of their intention to be absent from class on their day(s) of religious observance.
2. That faculty will continue to extend to students the courtesy of absence without penalty on these occasions, including permission to make up examinations, quizzes or other assignments.
3. That student members of other religious groups not listed in the calendar are also entitled to the same courtesies and consideration.
4. That students with general concerns or questions about this policy and its implementation contact The Office of Religious and Spiritual Life or the Provost’s Office.
5. That students with concerns about the policy’s implementation in a particular class contact the chair of that department.

# Guidelines for Faculty

1. That faculty include the Religious Holidays policy in their syllabi and/or the information on TCU Online.
2. That faculty continue to extend to students the courtesy of absence without penalty on these occasions, including permission to make up examinations, quizzes or other assignments.
3. That faculty will extend to student members of other religious groups not listed in the calendar the same courtesies and consideration.

# Policy Background

Federal and state laws have addressed religious discrimination, accommodation and inclusion in public universities and colleges for decades. More recently, private higher education is embracing their own policies that enable students to participate fully in university life while also fully expressing their religious traditions.

Currently at TCU, students, particularly those in underrepresented communities, wishing to observe their religious holiday make arrangements individually on a case by case basis with faculty with mixed success. Other times they chose to be absent with a possible penalty. As these approaches lack equity, we have both the opportunity and the responsibility to create an environment where students from all religious backgrounds can thrive.

In the past three years, The Office of Religious and Spiritual Life, along with support from students in Hillel, the Muslim Student Association, the Religious Advisory Council and Student Government Association have researched, developed and revised the proposed policy. More recently, collaboration and support from the Provost’s Office and the Office of Diversity, Equity and Inclusion have moved the process forward significantly.

# The Goal

The goal is for the university to implement a simple, accessible policy that supports the religious practice of all students, while simultaneously honoring the academic mission of the university. This fits well with our university priorities and strategic plans as “TCU strives to be a home for a diverse range of perspectives and backgrounds essential to rigorous learning” and we seek “to promote a community where individuals feel welcomed, respected, valued and supported…”.[1](#_bookmark0)

1“Vision & Mission.” *Diversity Equity Inclusion*, [www.inclusion.tcu.edu/about/vision-mission/.](http://www.inclusion.tcu.edu/about/vision-mission/)

**Motion** (Final 30 April 2020)

The Governance Committee moves to revise the final exam policy in the Faculty-Staff Handbook to

**Rescheduling of Finals:** There are three permissible reasons for rescheduling finals. In all cases, rescheduling arrangements must be made no later than one week prior to the last day of classes.

* **Graduating seniors**-Because grades for graduating students must be submitted to the Registrar at least 72 hours prior to Commencement, graduating students who have exams beginning at 3:00 p.m. or later on the Wednesday of Finals Week must reschedule to an earlier time. Study days and the Saturday prior to Finals Week are available for faculty to reschedule graduating students.
* **Students with more than two finals in a 24-hour period-**If the published final examination schedule would require a student to take more than two final examinations in a 24-hour period, the student can arrange to take one of the exams at another time. The student shall determine which final examination is to be rescheduled. The rescheduled exam shall be given at a time mutually agreeable to the student and the faculty member. A final exam may not be rescheduled so as to violate the 24-hour rule. Rescheduling arrangements must be made one week prior to the last day of classes. Unless the student is graduating, the exam must be taken during final examination week.
* **Students for whom a final examination conflicts with a major religious holiday or custom-** Students who, in the first two weeks of the semester, notified faculty or staff of their intention to be absent from class or an event, as required in the TCU Religious Holidays Policy, may reschedule a final examination if it compromises their ability to fully celebrate a religious holiday. For example, students may reschedule late afternoon or evening examinations to that morning or at an alternative time so that they are not being tested after fasting for many daylight hours.  A final exam may not be rescheduled so as to violate the 24-hour rule.

**Rationale:** The revised policy

* ensures that the final exam guidance in the Faculty Staff Handbook is congruent with the *TCU Policy for the Religious Observances and Holidays* and
* consolidates all final exam guidance in one place

**Current policy from the Faculty-Staff Handbook, pp. 78-79:**

**Rescheduling of Finals:** If the published final examination schedule would require a student to take more than two final examinations in a 24-hour period, the student can arrange to take one of the exams at another time. The student shall determine which final examination is to be rescheduled. The rescheduled exam shall be given at a time mutually agreeable to the student and the faculty member. A final exam may not be rescheduled so as to violate the 24-hour rule. Rescheduling arrangements must be made one week prior to the last day of classes. Unless the student is graduating, the exam must be taken during final examination week.

**Rescheduling of final examinations is permitted only for graduating seniors and to meet the 24-hour rule.**

***Exception to Final Examination and Study Day Policies for Graduating Students.*** As grades for graduating students must be submitted to the Registrar at least 72 hours prior to Commencement, graduating students who have exams beginning at 3:00 p.m. or later on the Wednesday of Finals Week must reschedule to an earlier time. Study days and the Saturday prior to Finals Week are available for faculty to reschedule graduating students.

# Academic Responsibilities and Procedures

## Student Perception of Teaching

Pg. 73 of Faculty-Staff Handbook 2020

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| **Original** |
| Affirming that the instruction of students is the first purpose of the University and the prime responsibility of every faculty member, the University requires that all faculty members provide students in their classes with the opportunity to formally evaluate instruction in accordance with established procedures.  Such evaluation provides beneficial information to the faculty member for the continued improvement of instruction and provides one measure of a faculty member’s performance for decisions concerning promotion, tenure and merit salary increases. The evaluation of all part-time and full-time faculty will occur each semester. Requests for formal course evaluations to be conducted outside of the normal course evaluation period and which are to be used for the evaluation of faculty job performance and continuation must be approved by the Chief Academic Officer. |

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| **Proposed New Wording\*** |
| Affirming that the instruction of students is the first purpose of the University and the prime responsibility of every faculty member, the University requires that all faculty members provide students in their classes with the opportunity to express their perceptions of teaching in accordance with established procedures.  Such feedback provides useful information to the faculty member for the continued improvement of instruction. SPOT surveys of all classes taught by part-time and full-time faculty will occur each semester, unless the class is exempt from SPOTs due to other university policies. Requests for SPOTs to be conducted outside of the normal course survey period must be approved by the Chief Academic Officer. |

### **Justification for Changes**

Reference to student “evaluations” are being changed to student “perceptions of teaching” to better reflect the nature of the SPOT survey.

Also, wording that states SPOTs are required for faculty evaluation of teaching are removed to reflect the Faculty Senate resolution on the Appropriate Use of SPOTs, passed in November 2019, which states, “*SPOT data should not be used by colleges or departments in consequential decisions, such as annual review, tenure and promotion, or merit pay*.”

\*A detailed comparison of changes to the original language vs. the proposed new language is found on the next page.

# Academic Responsibilities and Procedures

## Student Perception of Teaching

Pg. 73 of Faculty-Staff Handbook 2020

## Compare Original with Proposed Changes

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| **Original (words in red to be deleted)** | **Proposed New Wording in blue** |
| Affirming that the instruction of students is the first purpose of the University and the prime responsibility of every faculty member, the University requires that all faculty members provide students in their classes with the opportunity to formally evaluate instruction in accordance with established procedures.  Such evaluation provides beneficial information to the faculty member for the continued improvement of instruction and provides one measure of a faculty member’s performance for decisions concerning promotion, tenure and merit salary increases. The evaluation of all part-time and full-time faculty will occur each semester.  Requests for formal course evaluations to be conducted outside of the normal course evaluation period and which are to be used for the evaluation of faculty job performance and continuation must be approved by the Chief Academic Officer. | Affirming that the instruction of students is the first purpose of the University and the prime responsibility of every faculty member, the University requires that all faculty members provide students in their classes with the opportunity to express their perceptions of teaching in accordance with established procedures.  Such feedback provides useful information to the faculty member for the continued improvement of instruction.  SPOT surveys of all classes taught by part-time and full-time faculty will occur each semester, unless the class is exempt from SPOTs due to other university policies.  Requests for SPOTs to be conducted outside of the normal course survey period must be approved by the Chief Academic Officer. |

# Faculty Appointment, Reappointment and Promotion Policy

## I. General Criteria

### A. Teaching

Pg. 55 of Faculty-Staff Handbook 2020

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| **Original Wording** | **Proposed New Wording in blue** |
| The instruction of students is the first purpose of the University and the prime responsibility of every faculty member. Therefore, Texas Christian University expects each member of the faculty to have knowledge of his or her subject commensurate with the teaching assignment, to maintain awareness of developments in his or her discipline, and to communicate to students both knowledge of and interest in his or her discipline. The faculty member should encourage students in responsible and careful inquiry, in appreciation of the interrelation of various disciplines, and in recognition of the uses of learning and the value of the educated mind. The University affirms that teaching effectiveness can be assessed; the procedures and results of such assessment to be a part of considerations for reappointment and promotion.  Add 🡪 | The instruction of students is the first purpose of the University and the prime responsibility of every faculty member. Therefore, Texas Christian University expects each member of the faculty to have knowledge of his or her subject commensurate with the teaching assignment, to maintain awareness of developments in his or her discipline, and to communicate to students both knowledge of and interest in his or her discipline. The faculty member should encourage students in responsible and careful inquiry, in appreciation of the interrelation of various disciplines, and in recognition of the uses of learning and the value of the educated mind. The University affirms that teaching effectiveness can be assessed; the procedures and results of such assessment to be a part of considerations for reappointment and promotion.  Faculty teaching should be assessed holistically, incorporating at least three measures. The use of Student Perceptions of Teaching (SPOT) data is not required for this assessment. If SPOT data are used, they must be part of a balanced assessment process and constitute no more than one third of the total weight of all assessment measures. Thus, SPOT data can never be used as the primary means for assessing faculty in consequential decisions such as annual review, tenure and promotion, or merit pay. |

### **Justification for Addition**

This statement implements the recommendations contained in the white paper, “On the Evaluation of TCU Faculty Teaching,” endorsed by the Faculty Senate in 2011.

This statement also clarifies that SPOTs *can* be used as a part of faculty evaluation, but are not a required measure. If SPOT data are used for faculty evaluation, they should be part of a broader, balanced evaluation that contains a total of at least 3 measures.

**Motion from Academic Excellence Committee (AEC)**

**Dean’s List Status for TCU approved Study Abroad courses**

Motion: Upon the recommendation from the Academic Excellence Committee, the Faculty Senate supports offering Dean’s List status to students completing a semester abroad in TCU vetted and approved programs that result in TCU credit.

