

TEXAS WOMAN'S UNIVERSITY

Faculty Senate Meeting
Friday, October 11, 2024
LIB 101 and Zoom

The meeting was called to order at 10:03 AM.

Roll Call

| | | | | |
|-----------------|--------------|-------------------|-------------------|-------------|
| Abbott X | Acho X | Barnett Abs. | Burke, A. X | Burke, M. X |
| Dello Stritto X | Dice Sub. | Dillon X | Du X | Dunlap X |
| Elkins X | Ernst Absent | Gates X | Gullion X | Hynds X |
| Lambert X | Landrum X | Lucero Jones Abs. | Miketinas Sub. | Morgan Abs. |
| Petersen X | Richmond X | Rosa-Dávila X | Sen Abs. | Sit X |
| Smith X | Talleff X | Terrizzi Abs. | Trujillo-Jenks. X | Van Erve X |
| Woods Abs. | | | | |

TCFS Representative: Shawnda Smith
Parliamentarian: Jacob Blosser

Faculty Substitute:

Dr. Cynthia Warren Substitute for Derek Miketinas, Nutrition and Food Sciences
Dr. Luciano Garcia Substitute for Jenifer Dice, Physical Therapy / HOU

Recognition of Faculty Guests:

Dr. Dr. Ellina Grigorieva Division of Mathematics
Dr. Catherine Mbango College of Nursing / HOU
Dr. Linda Rubin Faculty Ombudsperson / Professor, Division of Psychology & Philosophy

Recognition of Staff Guests:

Dr. Stephany Compton TWU Libraries

Approval of Minutes

September 13, 2024, Meeting Minutes
Motion to Approve, M Burke; second, R. Dello Stritto
Motion passed unanimously.

Approval of Agenda

Motion to Approve, M. Burke; second, S. Gates
Motion to Amend Agenda, E. Rosa-Dávila; second, J. Talleff
 Amendment to defer all standing committee reports except for Academic Freedom and
 Responsibility report. Motion passed unanimously.

Guest Speaker: Dr. Joshua Adams

Supplemental Instruction Program Pilot

Supplemental Instruction (SI) program is a non-remedial approach that integrates the “what to learn” with “how to learn” in what are traditionally difficult courses. Trained SI Leaders (peers or near-peers who have successfully completed the course) will integrate voluntary study sessions for current students. SI Leaders don’t review homework or provide notes, rather they implement small group

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activities, such as Socratic questioning and supportive discussions, about course content. Lower division courses within math and sciences with a minimum of 20% D, F, and W rates will be targeted for the fall of 2024 (10 courses). Full implementation for spring 2025, if pilot is effective. Administratively, the SI program will be housed within the Pioneer Center for Student Excellence (PCSE) with initial training for all staff provided by University of Missouri at Kansas City. The SI program will be a collaborative effort between the PCSE, academic component administrators, and faculty. Comprehensive Regional University Funding (CRUF) monies will be used to support this program. Aims for SI program: a) students participating in SI will earn, on average, at least a half-letter grade better than those not participating; b) at least 35% of eligible students will participate in at least one SI session; and c) course sections with SI will have, on average, a 10% reduction in grades of D, F, or withdraw. If pilot program is successful, the plan is to scale up the program, as appropriate, as well as seek accreditation for the International Center for Supplemental Instruction. SI program supports may also be layered within learning communities, mentoring, and student research experiences. Senate discussion of courses selected and potential plans for integration of SI into a) upper-level courses, rather than just lower-level courses; and b) courses within the humanities, rather than just math and science. Faculty Senate requested that Dr. Adams return to share the pilot results and next steps.

Provost Forum – Dr. Angela Bauer

SB 17

- Provost Bauer investigated how SB17 will impact our ability to celebrate any of the cultural heritage, awareness, or national history months, like National Hispanic Heritage Month. Dr. Bauer, with support from the Office of General Council, has determined that Academic Affairs can and will host a lecture series, with an associated reception, to acknowledge these months. Speakers will be selected whose scholarship aligns to the focus of the month. Selection process for the speakers is still being determined, but it is likely that a committee will be convened. Discussion of National Hispanic Heritage Month, Black History Month, Asian American and Native Hawaiian/Pacific Islander Heritage Month, LGBTQ+ Pride Month, Disability Pride Month, Native American Heritage Month, Women's History Month, etc. The Provost noted plans for two speakers per semester. Discussion of acknowledging TWU's veterans but potentially in a different manner.
- SB17 Listening Sessions are planned for the fall with two in Denton, one in Dallas and one in Houston. Denton campus discussions will include a faculty panel. Dates and times for sessions are: October 28 in Dallas (11:30 am), Oct 29 in Houston (3 PM), November 11 in Denton (3 pm), and November 12 in Denton (3:30 pm).

Salaries

- Staff Salaries – Approximately 1 year ago, Huron was hired to complete a review process (like that used for faculty salary adjustments) to improve staff salaries. Huron worked with the Deans and academic component administrators (ACAs) to create "job families", and then compared the salary ranges for those job families with peer institutions. Also worked with the Deans to look at existing positions to determine which job title would represent the new job families. New hires are being hired at salaries rates similar to peer institutions. Some staff (i.e., academic advisors, security guards, and custodians) have had salary adjustments. Currently, about 25% of current staff are being paid at rates above the pay range for their position, while about 30% of current staff are being paid at rates below the pay range for their position. Next steps have yet to be determined for how TWU will address the remaining issues. The Provost acknowledged that work still remains but that forward progress has been made. Senate discussion of peer institutions selected for review, with the Provost noting that it was the same peer institutions as

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used for the faculty salary adjustments. Senate discussion of the cost of hiring Huron to complete a study that could have been completed internally.

- Point of clarification requested by Senators on faculty process. Senators understand issues of inversion and compression were addressed for faculty salaries through their process but requested clarification from the Provost about if or when program-level salary adjustments to meet market/CUPA peer programs would be made. Senators also requested access to the CUPA data that was used for faculty process.
- For the Dean searches in CHS, COPE, Arts and Sciences currently underway, a similar comparison was requested by the Provost so that the salaries for these positions can be equitable as TWU moves forward with the hires. A similar approach will be applied as the search process is initiated for Vice Provost for Faculty Affairs (formerly Faculty Success) and the new Executive Director for Center for Faculty Success.

Inefficient TWU Processes

- The Provost also addressed concerns from Senators about delays impacting the work of faculty and staff, such as delays in processing of invoices. The Provost shared that TWU is looking to hire a process engineer to help streamline the hiring process and eliminate inefficient functions and redundancies that are currently delaying hires. If effective this pilot will be repeated with processes in other areas (e.g., procurement).

Potential Engineering Program

- The Engineering Consultant was on campus recently. He is currently developing a post-visit report regarding how TWU might leverage existing resources as well as what might be needed to successfully implement an engineering program.

Graduate Admissions Initiative

- The Provost's Office will be facilitating a series of collaborative workshops between college leaders and the graduate admissions team to improve communication and clarify expectations about admissions processes, timelines, etc. The graduate admissions process must be streamlined to capture/retain interested applicants as applicants are disengaging or going to other programs because we are not responsive during the admission process.

Faculty Evaluation System

- There has been discussion of changing the faculty evaluation system from a 4-point scale to a 5-point scale. Dr. Scott noted that psychometrically it is best practice to have an odd number of options on the rating scale. Additionally, feedback on the evaluation process suggested a need for evaluators to be able to differentiate between faculty who exceed expectations and faculty who really go above and beyond the expectations. Senate discussion of how the 5-point scale might impact merit awards, noting that if there is a change to the evaluation system then the merit award process must be reviewed as well. Discussion also included the possibility of a 3-point scale to align with evaluations awarded by the Performance Review Committee (PRC) of Needs improvement, Effective, and Exceptional. Discussion queried whether Deans get training on using the rating system and, if so, how often training is redone. Dr. Scott noted that PRCs get training offered but the training is not required; and that ACAs do not have any trainings as of yet. Senate discussion of rating scale noted that changing the number of points on the scale is irrelevant if ACAs are advised not to award top level, nor does changing the scale address the lack of clarity regarding what each "level" means. Speaker asked Senators to send concerns and suggestions to committee chairs so it can be discussed in Faculty Senate Executive Committee. Speaker will also reach out to past speakers for a historical perspective on the performance rating scale. The Provost asked that Faculty Senate add this topic to new business for further discussion.

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Retention

- Efforts related to TSI completion and developmental courses have been successful in retaining at-risk students. We now know, based on data from the developmental courses, that if at-risk students complete the TSI, they perform at or near the same level as students who are not at risk. Completion of the TSI early in their undergraduate program is also key because if the TSI restriction is lifted by faculty or advisors more than once, it drops out of the system so students can proceed without restrictions. To meet the goal of having all students be successful, students must complete TSI. Provost Bauer acknowledged the need to ensure that faculty are in place for the developmental education courses, and that faculty and advisors must not lift the TSI restriction.

Online Learning and U.S. Department of Education requirements for ADA Compliance

- TWU is facing two types of requirements related to online learning and ADA compliance. First, by the fall of 2026, the USDOE is requiring that all courses must be ADA compliant when delivering any content online, to include Canvas. In addition to this requirement, the Distance Education Coordinating Board is requiring a plan be in place that addresses how meeting the USDOE requirement will occur at TWU. It was noted that, prior to COVID, those teaching online or in hybrid formats had to complete faculty trainings. Post-COVID, nearly all faculty are delivering some content online, so *all* faculty need to be prepared to complete some level of training to meet USDOE requirements. Those teaching online or in hybrid formats will likely be targeted for trainings initially to address the Distance Education Coordinating Board plan. Senate discussion of trainings currently developed and available to all faculty.

Budget

- Senate discussion of budget concerns with the Provost included request for access to budget to demonstrate transparency. Senators shared how on-going issues related to transparency about the budget, being told there is no budget for selected priorities, invoice delays, etc., which contribute to on-going and major concerns being brought to the Senate. Senators requested a forensic audit, which would look at the budget differently than a traditional audit, may be needed.
- The Provost acknowledged the need for her to finalize the Budget Advisory Committee. Provost Bauer noted that she would move promptly to convene the Budget Advisory Committee and let the committee guide next steps.

Speaker Report - Dr. Emarely Rosa-Dávila

- Budget Advisory Committee: Speaker noted that she requested an update on the Budget Advisory Committee from Jason Tomlinson after the September Faculty Senate meeting. Jason Tomlinson notified the Provost of the need to convene the Budget Advisory Committee in early October.
- Commencement: Before October 30, please send stories of outstanding December graduates to Joshua Adams for commencement ceremonies.
- SB 17 Survey: Data from the surveys will be used during the listening forums to guide discussions. Faculty Senate Executive Committee added a question focused on belonging that will be used by the Faculty Senate Equity and Inclusion Committee, rather than the SB 17 forums.
- Student Satisfaction Survey: This survey will be launched soon, please encourage students to complete the ~30-minute survey.

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- Academic Council: The TWU website is undergoing a minor revision/refresh to make it more engaging and informative. This will be a minor revision because an overhaul of the whole website would be cost prohibitive.
- Board of Regents: Next meeting is November 7 and 8 in Houston. Note that these meetings are open meetings.
- Publication Funds: The Office of Research and Sponsored Programs has funds available to support tenure track or tenured faculty with publication fees. Speaker has appointment with Holly Hanson-Thomas to discuss opening this up to clinical faculty.
- Dean's Cup: Faculty Senate is sponsoring the Dean's Cup at the 1st home basketball game on November 20. The college with the largest students, faculty, and staff in attendance wins the Dean's Cup. Pack the house!

Unfinished Business

Second Readings

1. URP 02.350 Faculty Grievance and Appeal Process – Both tracked-changes and clean versions.
 - a. D. Hynds provided report as well as comments to the policy. General recommendations are focused on four main issues: a) the policy is over-complicated, b) the policy is unbalanced (e.g., administrators have longer to respond than faculty), c) the proposed use of an Academic Freedom Committee is confusing (appears to be redundant to the existing Faculty Review Committee), and d) there are issues with terminology (e.g., meaning of dismissal for good cause and inappropriate bias).
 - b. Senate discussion of potential conflicts of interest including the fact that the faculty appeal paperwork is to be submitted to the secretary, but that individual is the general council – request that this position be changed to perhaps the Chair of the Board of Regents.
 - c. Discussion of inappropriate bias definition as well as the fact that, because of SB 17, TWU cannot train individuals about bias. Questioned how faculty are to be safeguarded from bias.
 - d. Speaker requested that the marked-up policy with Faculty Senate comments as well as the Academic Freedom and Responsibilities Committee report be shared with the Council of Chairs and Academic Affairs. Provost and Dr. Scott agreed to this.
 - e. Discussion of whether this revised policy would return to the Faculty Senate after Council of Chairs and Academic Affairs. Provost indicated that the policy would return to the Faculty Senate for the December meeting. Speaker also requested the opportunity to speak to the Board of Regents in February.
 - f. Senators emphasized that anytime there is a grievance about an administrative appeal that is should be conducted by the Faculty Review Committee, which is a body of their peers. Provost commented that the intent of the policy was to allow for appeals of issues that do not require full hearing.
 - g. Motion to table until December Faculty Senate meeting by A. Elkins, and second by P. Landrum.
 - h. Motion to table policy passed unanimously.

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2. URP 02.340 Affiliated Faculty Appointments -
 - a. Committee concerned with pay parity and whether the pay for the affiliate faculty member comes from the host or visiting department. Discussion that pay should be the higher of the two departments.
 - b. Procedures of the affiliation – what constitutes the affiliated unit? Who is best equipped to make decisions about who can lead dissertations, etc.? Policy should be clear on this.
 - c. Dr. Scott indicated that the SAAC and the Coordinating Board both require unit level documentation, hence the policy. As such, the component documents the justification, while the Dean and the Office for Faculty Success make a determination if the documentation is sufficient for the SAAC and Coordinating Board purposes.
 - d. Point of clarification – graduate faculty status is required for all faculty to chair dissertations and theses, which is granted by the graduate school but that is not specific to a program or academic unit. This policy would indicate that the unit would approve the affiliated faculty member to chair committees within the unit.
 - e. Motion to Approve, M. Burke; second, J. Lambert. No discussion.
 - f. Motion passes unanimously.

3. UPR combining two policies: ACAs and Administrators Returning to Faculty
 - URP 02.364 Salary for Administrator Returning to Faculty
 - New: Salary for ACAs Returning to Faculty
 - a. Discussion of impact of policy for interim ACAs, the need to clarify the meaning of “in good standing” particularly when ACAs are demoted and return to faculty, and the need to clarify what is meant by the reduction in teaching load (standardized process for determining reduced load).
 - b. Discussion of how matters would be handled if peer salaries are higher than market value, and whether they would be provided with the higher of the two. Provost indicated that the salary would be within range of faculty within department with consideration of merit if they had been faculty.
 - c. Discussion of whether this policy addresses administrators being demoted to other position in administration. Dr. Scott indicated that this policy does not address those situations. She believes this is a first step policy that allows for additional policies to follow for administrator policies.
 - d. Motion to Approve, M. Burke; second, J. Lambert. No discussion.
 - e. Motion passes unanimously.

3. URP 01.244 Student Pregnancy and Parenting Nondiscrimination
 - a. Policy was posted prior to second reading but policy remains open to additional revisions, hence the second reading. No discussion on the existing policy.
 - b. Motion to Approve, M. Burke; second, J. Lambert. No discussion.
 - c. Motion passes unanimously.

4. URP 06.160 Excused Absence Policy
 - a. Policy was posted prior to second reading but policy remains open to additional revisions, hence the second reading.
 - b. Discussion on how travel and religious holidays are defined (e.g., travel to foreign countries, whether weddings religious holidays, and how to handle month long religious holidays).

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- c. Discussion of whether or not student paperwork needs to be completed if faculty accommodations, as stated in the syllabus, exceeds the accommodations stated in the Excused Absence Policy.
- d. Discussion of who is liable if the student didn't sign the paperwork, travels anyway, and something happens while they are traveling.
- e. Motion to Approve, s. Gates; second, J. Lambert. No discussion.
- f. Motion passes unanimously.

New Business

First Readings

1. URP 02.235 High Stakes Testing – Requesting to be archived
 - a. Dr. Scott noted that the program or college is allowed to have a testing policy without having a corresponding university-level policy.
2. URP 01.315: Records Retention Email – Requesting to be archived
3. URP 01.310: Records Retention – Updated
 - a. Send feedback on these three policies to the Speaker.

Ad Hoc Committees

- Ad Hoc Committee for Student Success: Committee member needed. Dr. Laura Trujilo-Jenks volunteered to this committee.

New Concerns

Faculty Issues and Concerns

- Discussion of Graduate Assistants receiving offer letters that are different from what they were offered verbally. Dr. Scott indicated that it appears to be the way that the student's position was entered into Oracle. It has been corrected in the system but unfortunately the issue still occurred.
- Discussion of Oracle issues related to changes in pay rates mid-semester as issues are identified and resolved in Oracle.
- Discussion of Oracle issues related to Concur. Individuals who should not be approving travel expenses are being assigned to approve.
- Point of clarification: Not all policies come through Faculty Senate. Undergraduate and graduate committees also review policies that will not route through Faculty Senate. Faculty Senate does have representation on those committees, so if you are on a committee and a policy is being reviewed that you think needs to be reviewed by Faculty Senate, please bring it to the Speaker's attention.

Adjournment

Motion to adjourn, M. Burke; second, W. van Erve.

Meeting adjourned at 1:18 PM.

Submitted Suzanna Dillon, Secretary

October 11, 2024



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Supplemental Instruction Program Pilot

Overview of Supplemental Instruction

- Non-remedial
- Integrate “what to learn” with “how to learn”
- Regularly scheduled, voluntary, study sessions
- Trained facilitator: SI Leader
- Implemented in high-risk courses in consultation with academic staff

Overview Continued

- SI Leader:
 - Peer or near-peer
 - Attends class
 - Conducts out-of-class study sessions
 - Model student
- Sessions incorporate a deeper understanding of course content and provide transferable skills

Overview of TWU SI Pilot

- Target courses with a minimum 20% D, F, & W rate
- Lower-division, core courses
- Develop fall 2024
- Implement spring 2025

Organizational Structure

- Administratively housed within the Pioneer Center for Student Excellence
- Initial training through UMKC
- Collaborative development process between PCSE, ACA, and faculty

Anticipated Outcomes & Assessment

- Students participating in SI will earn, on average, at least a half-letter grade better than those not participating.
- At least 35% of eligible students will participate in at least one SI session.
- Course sections with SI will have, on average, a 10% reduction in grades of D, F, or withdrawals.

Growth Opportunities

- Expand into additional courses and sections as the budget allows.
- Seek accreditation from the International Center for Supplemental Instruction.
- Layer program elements within learning communities, mentoring, and student research experiences.

Report to Faculty Senate – October 2024

Submitted by Shannon Scott, Interim Vice Provost for Faculty Success

The following report provides updates on training initiatives, ongoing system evaluations, and upcoming events related to Faculty Success.

- 1) Training Initiatives - Our office has been actively engaged in providing professional development opportunities for faculty and administrators across a range of areas. Recent and ongoing training sessions include:
 - a) Accessibility Training: We have offered multiple sessions designed to enhance faculty awareness and implementation of accessibility standards in course materials and instructional design. The goal is to ensure all students, including those with disabilities, have equitable access to educational resources.
 - b) Canvas Training: To support effective use of the Canvas Learning Management System, we have conducted workshops that cover essential features and best practices. These sessions address topics such as course organization, grading, communication tools, and integrating multimedia content.
 - c) Performance Review (PPR) Training: Faculty have been provided with detailed guidance on the performance review process, including preparation of necessary documentation, understanding evaluation criteria, and utilizing feedback for professional growth. We conducted separate sessions for first year, second year, and third year faculty.
 - i) NOTE: On October 25 from 1-3, we will provide training to members of unit level Peer Review Committees. Use this link to **Register Now**
 - d) Artificial Intelligence Training: We had a successful session with Jose Bowen which involved significant opportunity to practice with artificial intelligence and look forward to October 25th from 9 to 11 when we will further explore AI for Educators: Learning Strategies, Teacher Efficiencies and the Future with Matt Miller. Use this link to **Register today!**
 - i) We also are excited to preview that we will have some exciting opportunities to announce next month.
- 2) Leadership Training initiatives
 - a) Monthly ACA Meetings: We are in the process of establishing monthly meetings tailored for new ACAs. These meetings will provide a platform for peer support, discuss administrative challenges, and introduce relevant updates on university policies and procedures. In addition, we will discuss best practices in key processes such as faculty performance review.
 - b) Provost Fellows: We are currently working with both Year 1 and Year 2 Provost Fellows and have many exciting training sessions and projects emerging from the group.
- 3) CV/Performance Review System Evaluation - We are progressing in our efforts to identify a new system for managing CVs and performance reviews, which will replace our current

platform prior to Fall 25. The selection process has involved a thorough and collaborative approach:

- a) Must-Have and Needs Lists: The committee has developed comprehensive lists of required and desired features based on faculty feedback and institutional requirements.
 - b) Review of Feedback from Demos: Faculty feedback has been collected from those who participated in live or recorded demonstrations of the systems. This input has informed our understanding of system usability, functionality, and alignment with our needs.
 - i) NOTE: Links to the recorded demos and the surveys were re-sent on 10/9 after we learned that not all faculty and administrators received the email.
 - c) Pricing and Bid Evaluation: We are currently receiving and reviewing pricing proposals from the vendors, each including various module configurations. Our aim is to ensure the chosen solution provides the best fit for faculty needs while being cost-effective. We anticipate making a recommendation soon based on this evaluation.
- 4) Policies – We sent three policies in for first readings in October:
- a) High stakes Testing - recommending archival as no other universities have similar policies
 - b) Records Retention Email - recommending archival as content should be incorporated into Records Retention policy
 - c) Records Retention - updates reflecting inclusion of electronic communication and records retention officer
- 5) Upcoming Events and Opportunities
- a) Several events are planned for October, offering additional professional development and training opportunities. Faculty are encouraged to participate in these events, which cover a range of topics relevant to instructional improvement, technology, and administrative processes.
 - b) For a complete schedule and details, please refer to the TWU Faculty Success events [webpage](#).

If there are any questions regarding the updates provided or additional information is needed, please feel free to contact me. Thank you for your continued support and commitment to Faculty Success.

Respectfully submitted,
Shannon Scott
Interim Vice Provost for Faculty Success

Texas Woman's University University Regulation and Procedure

Regulation and Procedure Name: Excused Absence Policy

**Regulation and Procedure
Number: URP: 06.160**

Policy Owner: Student Life

POLICY STATEMENT

Texas Woman's University ("TWU" or "University") recognizes that consistent and attentive attendance is vital to student success. Class attendance and participation is an individual student responsibility. Faculty set the attendance policy for each course they teach. The University expects regular and punctual attendance at all scheduled classes, and the University reserves the right to deal at any time with individual cases of nonattendance.

Faculty are responsible for notifying students of any special attendance requirements for their courses. This policy applies to all modes of course delivery.

APPLICABILITY

This policy is applicable to TWU Students and Faculty.

DEFINITIONS

1. "Active Military Service" means military service performed by a member of the Texas National Guard, or the Texas State Guard, or federally funded state active service, or federal active service, but excludes service performed exclusively for training, including basic combat training, advanced individual training, annual training, inactive duty training, and special training periodically made available to reserve members.
2. "Day" means an 8:00 a.m. to 5:00 p.m. calendar day, and excludes weekends, University holidays, skeleton crew days, and days on which regularly scheduled classes are suspended due to emergent situations. If a deadline defined in this policy falls on a Saturday, Sunday, or University holiday, that deadline will be moved to the next day.

3. "Faculty" means a person who teaches a course offered for academic credit by TWU, teaching assistants, instructors, lab assistants, research assistants, lecturers, adjuncts, assistant professors, associate professors, and full professors. This also includes clinical faculty, visiting faculty, and adjunct faculty.
4. "Official University Function" means events, programs, or activities sponsored by an academic or administrative unit of the University whether occurring on or off campus.
5. "Reasonable Time" means no fewer than seven (7) days.
6. "Religious Holy Days" means a day widely considered to be a major holy days within the religious tradition, and are most likely to be times when an adherent would engage in religious observations.
7. "Student" means a person enrolled in one or more courses at Texas Woman's University.
8. "University Holiday" means days identified in the holiday schedule published by the Office of Human Resources.

REGULATION AND PROCEDURE

I. Student Responsibilities

- A. Students taking traditional face-to-face courses are expected to attend class and complete all assignments by stated due dates.
- B. Students enrolled in online or hybrid courses are expected to regularly engage with instructional materials and complete all assignments by stated due dates.
- C. Graduate and professional students are expected to attend all examinations required by departments or advisory committees as formally scheduled such as, but not limited to, qualifying exams, preliminary exams, and final defenses.

II. Faculty Responsibilities

- A. Faculty should state clearly in their syllabi their policy regarding student absences and how absences may affect grades.
- B. Instructors are expected to provide notice of the dates on which major exams will be given and when assignments will be due on the course syllabus, which must be made available to students by the first class period.

III. Excused Absences

An absence may be excused for the following reasons:

- A. Personal injury or illness that is too severe or contagious for the student to attend class;
- B. Serious injury, illness, or death of an immediate family member;
 - 1. Immediate family may include: parents, siblings, grandparents, spouse, child, spouse's child, spouse's parents, spouse's grandparents, step-parents, step-siblings, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty or the Dean of Students Office.
- C. Participation in legal or governmental proceedings that require a student's presence and that cannot be rescheduled;
- D. Active military service, including travel for that purpose;
- E. Religious holy day, including days necessary to travel for that purpose;
- F. Pregnancy and Parenting requirements under Title IX and the Texas Education Code;
- G. Participation in an Official University Function for which an excused absence form is provided including mandatory participation as a student-athlete in NCAA-sanctioned or other governing-sanctioned athletic competition (e.g. Gymnastics, Synchronized Swimming, STUNT, Dance); or
- H. Other official events as deemed appropriate by the Vice President of Student Life or Executive Vice President for Academic Affairs and Provost.

IV. Absence Due to Injury or Illness

- A. In the case where a student has an illness or injury that is significant or contagious, the student should communicate with their course faculty. Faculty may choose to request documentation of the illness or injury in question before approving the excused absence.
- B. In the situation where a student is diagnosed with a contagious or communicable disease (e.g. Meningitis, Tuberculosis, Monkey Pox) that requires public health authority notification in the State of Texas, the student must remain isolated to the best of their ability and communicate to Student Health Services for release to return. Documentation should be sent

electronically to the course faculty and the student should communicate regarding their anticipated return to the classroom.

V. Official University Function

Student absences due to participation in an official University function must be approved in advance by the department chair, Dean or sponsoring non-academic unit head. Athletic team member absences will be approved by the Director of Athletics, or their designee. Students representing the University at official University functions will have their absences excused under this policy.

VI. Excused Absences Required by State and Federal Regulations

A. Religious Holy Days:

1. In accordance with the Texas Education Code Section 51.911 Religious Holy Days, TWU shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Excused absences for the observance of a religious holy day must follow the requirements of URP 06.120: Student Religious Accommodation Policy. Questions about religious holy days should be directed to the Associate Vice President for Student Enrichment, Health, & Support.

B. Military Services

1. In accordance with the Texas Education Code Section 51.9111 Excused Absence for Active Military Service, TWU shall excuse a student from attending classes or engaging in other required activities, including examinations, in order for the student to participate in active military service to which the student is called, including travel associated with the service. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to complete an assignment or take an examination from which the student is excused within a reasonable time after the absence.
2. The maximum time for which the student may be excused has been defined by the Texas Higher Education Coordinating Board ("THECB") as "no more than 25 percent of the total number of class meetings or the contact hour equivalent (not including the final examination period) for the specific course or courses in which the student is currently enrolled at the beginning of the period of active military service."

3. Faculty may choose not to accept the missed assignments if the student fails to satisfactorily complete the assignment or examination within a reasonable time after the absence.
4. A student returning from active military service who believes that they have not been given full and fair treatment in accordance with this policy, or other relevant state or federal laws relating to return from active military service, may seek review under this policy. The Vice President for Student Life and TWU's Veteran Education Benefits Services will facilitate the review process.

C. Pregnant or Parenting Students

1. In accordance with Title IX and Texas Education Code Section 51.982, TWU shall excuse a pregnant or parenting student from class or other required activities. Excused absences for pregnant or parenting students must follow the requirements of URP 01.244: Student Pregnancy and Parenting Nondiscrimination.

D. Disability

1. In accordance with the Americans with Disabilities Act of 1990 as Amended, and Section 504 of the Rehabilitation Act of 1973, TWU shall provide equal access for students with disabilities. Some students with disabilities may qualify for an attendance policy modification. Excused absences as an accommodation must follow the requirements of URP 01.242: Academic Accommodations for Students. Questions about disability-related absences should be directed to Disability Services for Students.

VII. Process for Requesting an Excused Absence

- A. The student is responsible for providing prior written notice of their needed absence and documentation, as applicable, substantiating the reason for the absence to their course faculty. This documentation must be provided within three (3) business days of the last date of the absence unless otherwise stated in this policy.
- B. Faculty may confirm a student's absence documentation and, once confirmed, must excuse a student from attending class for the reasons stated above. Faculty may excuse a student from attending class for other reasons as they deem appropriate and at their discretion.
- C. Students who furnish false information may be found in violation of URP 06.200: Student Code of Conduct.

VIII. Make-up Work

- A. If a student's absence is excused, the course faculty must either provide the student an opportunity to make-up any missed quiz, exam, or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and course faculty. If the faculty has a regularly scheduled make-up exam, students are expected to attend unless they have an excused absence for the make-up exam date.
- B. Students are encouraged to work with their course faculty to complete make-up work in advance of known scheduled absences. Make-up work must be completed in a timeframe not to exceed thirty (30) calendar days from the last day of the initial excused absence unless there are mitigating circumstances, such as those included in state and federal regulations outlined above.
- C. Faculty are under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence.

IX. Extended Absences

- A. If the student is absent for excused reasons for an unreasonable amount of time during the semester, faculty must contact the Dean of Students Office to discuss alternative measures and the posting of final grades.
- B. When a student is absent for unknown reasons for an extended period of time, faculty should report those concerns through the Dean of Students Office.

REVIEW

This policy will remain in effect and published until it is reviewed, updated, or archived. This policy is to be reviewed once every six years. Interim review may be required as a result of updates to federal and state law or regulations, Board of Regents policies, or internal processes or procedures.

REFERENCES

[Title IX of the Education Amendments of 1972](#)

[URP 01.220: Title IX Policy](#)

[Texas Education Code Section 51.982 Protections for Pregnant and Parenting Students](#)

[Texas Education Code Section 51.911 Religious Holy Days](#)

[URP 06.120: Student Religious Accommodation Policy](#)

[Texas Education Code Section 51.9111 Excused Absence for Required Military Service](#)

[Texas Administrative Code Title 19, Part1. Chapter 4, Subchapter A, Rule 4.8](#)

[URP 01.244: Student Pregnancy and Parenting Nondiscrimination](#)

[URP 01.242: Academic Accommodations for Students](#)

[URP 06.200: Student Code of Conduct](#)

FORMS AND TOOLS

None

Publication Date: 08/07/2024

Revised: (MM/DD/YYYY)

Texas Woman's University University Regulation and Procedure

**Regulation and Procedure Name: Student Pregnancy and Parenting
Nondiscrimination**

**Regulation and Procedure
Number: URP: 01.244**

Policy Owner: Student Life

POLICY STATEMENT

It is the policy of Texas Woman's University ("TWU" or "University") to maintain a learning environment that is free from discrimination of pregnant or parenting students in accordance with the Texas Education Code Section 51.982 and other applicable laws; such as Title IX of the Education Amendments of 1972 as amended ("Title IX"), which prohibits discrimination on the basis of sex (including pregnancy discrimination in education programs or activities); Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of a disability (including disabilities based on temporary medical conditions from pregnancy); and the Americans with Disabilities Act of 1990 as amended ("ADA"), which prohibits discrimination against individuals with disabilities in public schools such as institutions of higher education.

This policy provides for the protection and equal treatment of students who are pregnant, have pregnancy-related conditions, or are Parenting Students. This policy applies to all TWU programs, including but not limited to, admissions, educational programs and activities, extracurricular activities, and leave of absence.

APPLICABILITY

This policy is applicable to TWU Students, Faculty, and Staff.

DEFINITIONS

1. "Faculty" means a person who teaches a course offered for academic credit by TWU, teaching assistants, instructors, lab assistants, research assistants, lecturers, adjuncts, assistant professors, associate professors, and full professors. This also includes clinical faculty, visiting faculty, and adjunct faculty.
2. "Fundamental Alteration" means any academic accommodation, adjustment, auxiliary aid, or service that would fundamentally affect or

change the nature of a program or course being taught or that fundamentally alters the essential requirements of instruction or course requirements and is not considered a reasonable accommodation. TWU is not required to alter or modify a course or program to the extent that it changes the fundamental nature of that course or program.

3. “Leave of Absence” means a period of time when a student is not enrolled in classes but is otherwise academically eligible to reenroll in the future. A Leave of Absence is one or more long semesters and is considered an academic withdrawal.
4. “Parenting Accommodation” means an alteration or change to an academic policy, procedure, or practice due to a student’s status as a Parenting Student.
5. “Parenting Student” means a student who is the parent or legal guardian of a child under eighteen (18) years of age.
6. “Pregnancy Accommodation” means an alteration or change to an academic policy, procedure, or practice due to a Pregnancy or Pregnancy-Related Condition.
7. “Pregnancy Adjustment” means a temporary alteration to the classroom environment to allow for student needs due to Pregnancy or Pregnancy-Related Conditions such as sitting closer to the door for better access to the bathroom, allowed to have food or drinks in classroom, different desk or chair, bathroom breaks, and temporary access to elevators.
8. “Pregnancy or Pregnancy-Related Condition” means health conditions including, but not limited to, the following:
 - a. Pregnancy, childbirth, or miscarriage;
 - b. Medical conditions related to pregnancy, childbirth, pregnancy complications, miscarriage, or any other conditions directly related to being pregnant; or
 - c. Recovery from pregnancy, childbirth, or their related medical conditions directly related to pregnancy or the effects thereof.
9. “Pregnancy Discrimination” means treating an individual affected by Pregnancy or Pregnancy-Related Conditions less favorably than similar individuals not so affected on the basis of that individual’s Pregnancy or

Pregnancy-Related Condition. Pregnancy discrimination is a form of sex discrimination.

10. “Pregnant Student” means a student who has a Pregnancy or Pregnancy-Related Condition as defined above.
11. “Staff” means each classified, administrative, and professional employee who is appointed to work in a regular full time or regular part time position, excluding students employed in positions for which student status is required as a condition of employment and those employees holding teaching and/or research positions classified as faculty.
12. “Student” means any individual who has accepted an offer of admission to the University; has an open academic program; is taking courses at the University, either full-time or part-time and pursuing undergraduate, graduate, or professional studies; is auditing a class; or has any other continuing relationship with the University. This includes, but is not limited to, new students at Orientation, individuals not currently enrolled but who are still seeking a degree from the University, dual credit students, non-degree seeking students, individuals who have completed coursework but are awaiting conferral of a degree, and any other individual enrolled in a course offered by Texas Woman’s University.
13. “Undue Burden or Hardship” means any academic accommodation, adjustment, auxiliary aid, or service that would result in a significant financial or administrative burden or expense constitutes an undue burden or hardship and is not considered a reasonable accommodation.
14. “University Parenting Student Liaison” means the person responsible for providing Parenting Students information regarding support services available to them.

REGULATION AND PROCEDURE

I. Discrimination Prohibited

A. Discriminating against Pregnant and Parenting Students is prohibited. TWU may not require a Pregnant or Parenting Student, solely because of the student’s status as a Pregnant or Parenting Student or due to issues related to the student’s pregnancy or parenting, to:

1. Take a Leave of Absence or withdraw from the student’s degree or certificate program;

2. Limit the student's studies;
3. Participate in an alternative program;
4. Change the student's major, degree, or certification program;
or
5. Refrain from joining or cease participating in any course, activity, or program at TWU.

B. For more information and to report concerns contact the Dean of Students Office at dos@twu.edu.

II. Pregnancy Adjustments

A. Requesting Pregnancy Adjustments

1. Pregnant Students may request pregnancy adjustments directly from their course faculty. Pregnant Students should request pregnancy adjustments as soon as practicable.
2. If a Pregnant Student feels they have not received necessary pregnancy adjustments, they should contact the Dean of Students Office for additional support and resources.

B. Types of Pregnancy Adjustments

Pregnancy adjustments for Pregnant Students may include, but are not limited to the following:

1. Excused absences with the availability of reasonable time to make up missed assignments, coursework, or tests during the semester;
2. A larger desk or chair;
3. Bathroom breaks during class as needed;
4. Additional time to complete assignments in the same manner as TWU allows for students with a temporary medical condition;
5. Access to instructional materials and video recordings of lectures (if available) for classes due to excused absences due to Pregnancy or Pregnancy-Related Conditions (applied in the same manner as any other student with excused absences); and
6. Any other adjustments to the classroom environment deemed reasonable based on the Pregnant Student's individual needs.

C. Faculty Responsibilities

Faculty should collaborate with Pregnant Students who request pregnancy adjustments. Faculty may not request documentation from Pregnant Students seeking a pregnancy adjustment. Faculty may refer pregnancy adjustment requests to the Dean of Students Office for assistance if needed.

III. Reasonable Pregnancy and Parenting Accommodations

A. The University will offer reasonable pregnancy and parenting accommodations to Pregnant and Parenting Students in accordance with state and federal laws and regulations. Accommodation requests are voluntary and involve an individualized, interactive process where TWU and the student engage in a good faith discussion based on the student's specific needs with the goal of identifying reasonable options for accommodations.

B. Requesting Pregnancy and Parenting Accommodations

1. Pregnant or Parenting Students seeking pregnancy or parenting accommodations must submit a Pregnant and Parenting Student Accommodation Form to the Dean of Students Office as soon as practicable. Students are encouraged to request pregnancy or parenting accommodations in advance whenever possible. Submission of this form by a student initiates the interactive process.
2. Pregnant Students seeking pregnancy accommodations will be required to provide medical documentation similar to other students with a disability requesting accommodations.
3. Parenting Students seeking parenting accommodations will be required to provide documentation.

C. Types of Reasonable Pregnancy Accommodations:

Pregnancy Accommodations for Pregnant Students may include, but are not limited to, the following:

1. Parking access or mobility support;
2. Academic modifications such as alternate assignments, remote learning, note-taker, or incomplete grade for extensions beyond the normal academic term (applied in the same manner as ADA/504 accommodations for additional time on assignments or tests, with required documentation);

3. Accommodations related to the health and safety of the Pregnant Student and their unborn child, such as allowing the student to maintain a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals or unborn children;
4. Independent study or other department-level change such as approval of substitute course enrollment or to join a subsequent course for time-sensitive degree completion;
5. Exceptions to withdrawal limits; and
6. Extension of time limit to complete a timed degree, graduate degree, candidacy, certification, or credentialing program.

D. Pregnancy and Parenting accommodations may be applied retroactively if warranted based on an individualized assessment of the circumstances.

E. Determination of Pregnancy and Parenting Accommodations

1. The Pregnant or Parenting Student and the Dean of Students Office will engage in discussions regarding pregnancy or parenting accommodations and limitations due to Pregnancy or Pregnancy-Related Conditions to determine what reasonable pregnancy or parenting accommodations are needed for each class.
2. If pregnancy or parenting accommodations are approved by the Dean of Students Office, the approved pregnancy or parenting accommodations will be documented within the Maxient System by the Dean of Students Office. The Dean of Students Office will notify the Pregnant or Parenting Student and applicable TWU faculty or staff via email sent through the Maxient System with approved pregnancy or parenting accommodations.
3. If a change in approved pregnancy accommodations is required due to the progression of the Pregnancy or Pregnancy-Related Condition, a new request must be submitted by the Pregnant Student.
4. Faculty or staff who have questions or concerns about a pregnancy or parenting accommodation or believe that the pregnancy or parenting accommodation would result in a Fundamental Alteration or Undue Burden or Hardship must request a consultation with the Dean of Students Office. The consultation may be requested to do the following: discuss their concerns, engage in an additional interactive process to further understand the request, collaborate with the Pregnant or Parenting Student in providing

pregnancy or parenting accommodations, or discuss whether alternative pregnancy or parenting accommodations are appropriate.

5. Requests for pregnancy or parenting accommodations may be denied under some circumstances, including but not limited to the following:
 - a. The requested pregnancy or parenting accommodation poses an Undue Burden or Hardship on TWU operations;
 - b. The requested pregnancy or parenting accommodation would constitute a Fundamental Alteration;
 - c. The requested pregnancy or parenting accommodation would eliminate or change the learning objectives of the class;
 - d. The Pregnant or Parenting Student is not responsive to requests for information needed to finalize the pregnancy or parenting accommodation;
 - e. The requested pregnancy accommodation is not supported by the medical documentation;
 - f. The requested parenting accommodation is not supported by the documentation; or
 - g. The requested pregnancy or parenting accommodation is illegal.

IV. Lactation Access

Breastfeeding or lactating students must be granted reasonable time and space to express breast milk in a location that is private, clean, and reasonably accessible. An appropriate lactation facility should be located within reasonable distance of the student's location and be available for up to a year following childbirth. Break time should be adjusted to account for the distance to the nearest lactation facility.

V. Leave of Absence for Pregnant and Parenting Students

A. Leave of Absence

TWU will allow Pregnant or Parenting Students to take a Leave of Absence for a reasonable duration depending on the circumstances. If the Pregnant or Parenting Student is in good academic standing at the time of the Leave of Absence, the student may return to the same degree or certificate program in good academic standing without being required to reapply for admission.

B. Requesting a Leave of Absence

1. To request a Leave of Absence, Pregnant or Parenting Students must contact the Dean of Students Office at dos@twu.edu.
2. Documentation verifying the Pregnant or Parenting Student status will be required for a Leave of Absence request.

VI. International Students

International students attending TWU with an F-1 Student Visa or a J-1 Exchange Visitor Visa are strongly encouraged to consult in advance with TWU's International Student and Scholar Services Office about their plans if they are considering action under this policy to avoid unintended consequences related to their visa status. Students are responsible for ensuring their compliance with applicable law.

VII. Additional Services for Parenting Students

A. University Parenting Student Liaison

1. Current and incoming Parenting Students have access to a University Parenting Student Liaison, who provides Parenting Students information regarding support services, such as health coverage, housing and food benefits, and childcare resources. For more information, contact the Dean of Students Office.
2. The University Parenting Student Liaison will report the number of student parents and their basic demographic data to the state each year. In addition, they must report student parents' academic progress, including withdrawals and enrollment status.

B. Early Registration

Parenting Students are eligible for early registration for courses to the extent other students have access to early registration for those same courses.

VIII. Confidentiality

TWU will maintain the confidentiality of student records and documentation to the extent possible under state and federal law. In addition to requirements under the Family Educational Rights and Privacy Act of 1974 ("FERPA"), employees will regard all information associated with pregnancy adjustments, pregnancy or parenting accommodations, or leave of absence requests as private and will not disclose this information unless there is a business or academic need to know.

IX. Financial Aid Implications

- A. Continuation of students' scholarship, fellowship, or similar University sponsored funding during a leave of absence will depend on the funding program's policies regarding enrollment status. Students will not be negatively impacted by or forfeit their future eligibility for institutional scholarship, institutional fellowship, or similar University-sponsored funding by exercising their rights under this policy.
- B. Federal and state awards are subject to refund calculations, satisfactory academic progress, repayment, and related regulations in place at the time of the Leave of Absence or withdrawal from class. The University's tuition refund policy and schedule will be used to determine if a tuition refund will be applied for students who take a Leave of Absence or withdraw from classes. Students who plan to take a Leave of Absence or withdraw from TWU are strongly encouraged to meet with the Dean of Students Office in advance to discuss financial implications of these actions.

X. Reporting Violations

For more information and reporting options, including filing a discrimination or retaliation complaint, contact the Dean of Students Office at dos@twu.edu.

REVIEW

This policy will remain in effect and published until it is reviewed, updated, or archived. This policy is to be reviewed once every six years. Interim review may be required as a result of updates to federal and state law or regulations, Board of Regents policies, or internal processes or procedures.

REFERENCES

[Americans with Disabilities Act of 1990, Title II, 28 C.F.R. § 35 Nondiscrimination on the Basis of Disability in State and Local Government Services](#)

[Education Amendments of 1972, Title IX, 20 U.S.C. § 1681 et seq.](#)

[Rehabilitation Act of 1973, Section 504, as Amended, 29 U.S.C. § 794 Nondiscrimination Under Federal Grants and Programs](#)

[Texas Education Code § 51.982 Protections for Pregnant and Parenting Students](#)

[TWU's Dean of Students Office](#)

FORMS AND TOOLS

[Pregnant and Parenting Student Accommodation Form](#)

[Contact TWU's Dean of Students Office](#)

Publication Date: 06/18/2024

Revised: (MM/DD/YYYY)

TEXAS WOMAN'S UNIVERSITY FACULTY SENATE

Academic Freedom and Responsibilities Committee

***Review and Recommendations for URP 02.350 Faculty Grievance and Appeals
Second Reading 10/11/2024***

Background: Texas Woman's University (TWU) is a member of both the American Council of Education (ACE, organization of University Presidents) and the Association of Governing Boards of Universities and Colleges (AGB, organization of boards of regents). These organizations, along with the American Association of University Professors (AAUP) co-authored the *1966 Statement on Government of Colleges and Universities* (<https://www.aaup.org/report/statement-government-colleges-and-universities>) and, thus, TWU adopts the guidelines laid forth in the Statement and its supplements. Pertinent for review of TWU URP 02.350 Faculty Grievance and Appeals, the Statement states:

"Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal."

Additional documents from AAUP clarify recommended procedures for faculty disciplinary procedures and handling of grievances, including the report on *Recommended Institutional Regulations on Academic Freedom and Tenure* (<https://www.aaup.org/report/recommended-institutional-regulations-academic-freedom-and-tenure>), which are designed to protect academic freedom and ensure due process. In particular, this document refers to sanctions other than dismissals and states:

"A faculty member who believes that a major sanction has been incorrectly imposed under this paragraph, or that a minor sanction has been unjustly imposed, may... petition the faculty grievance committee for such action as may be appropriate."

General Recommendations: The following list represents the main concerns raised by faculty as communicated to the Senate Academic Freedom and Responsibilities Committee. Consideration of each concern, with ability to respond to the proposed outcome of each resulting action, is requested.

- *The policy is over-complicated.* The proposal before the Senate is that the policy be expanded to include four types of grievance or appeal: (1) employment-related concerns (labeled as the general procedure, but presented as its own type); (2) academic freedom concerns; (3) non-reappointment, tenure, and promotion (RTP) concerns; and (4) RTP concerns. There is a section that states violations of law or findings of violation under certain policies are not grievable or appealable. It would seem that it would be easiest to have a policy with all the same procedures for any of these issues. All should be able to be appealed to a body of faculty in the spirit of shared governance. This would require just one set of procedures that cover any type of grievance.
- *Policy is unbalanced.* The following issues were noted that seem to create an inequality between procedures for the university respondent and the grievant.
 - The timing allowed for response by the grievant is not in parity with that allowed by the university administrator or respondent.

- The rationale for limiting the inclusion of new information by the grievant is unclear. Why is the university allowed to add new information into an appeal, when the grievant is not, and why is the time frame for adding new information restrictive?
- The respondent prepares their documentation after receiving the dossier from the grievant, but it does not appear that the grievant has access to the documents being used by the respondent in the initial FRC consultation.
- There are actions in the policy that do not allow review by a faculty committee (all items related to working conditions as described under the General Grievance Procedure). Why would faculty not have the right to appeal work-related condition grievances beyond a TWU administrator? They should always have the right to review by faculty.
- *Proposed use of an Academic Freedom Committee is confusing.* It is not clear what this committee is. Does this refer to the existing Academic Freedom and Responsibility Committee of the Senate, or a new to be established committee? If the former, that committee has a charge established in the Senate Bylaws, which should only be changed by the Senate. If the latter, how will this committee be established? In either case, it is not clear why the existing Faculty Review Committee, which are elected by the faculty across campus, is not appropriate for reviewing appeals on academic freedom.
- *Issues with terminology.* There are concerns with terminology in the policy introduced since the last review by Senate.
 - The phrase “inappropriate bias” has been added throughout the policy. This is not define (and is difficult to define). Are not all cases of inappropriate bias considered within the broader idea of a conflict of interest?
 - Reappointment, tenure, and promotion (RTP) issues. This is confusing because the first paragraph of the policy states that issues of non-reappointment at the end of a contract are not appealable. The repetition of the term as an appealable concept makes interpretation difficult.

**TWU Faculty Senate
Curriculum Committee Report
For October 11, 2024**

The initial Curriculum Committee Meeting was held on September 27, 2024 and is being reported at the October senate meeting.

This was the initial organizational meeting for the committee. The committee chair and vice chair were elected and committee liaison assignments were reviewed and discussed.

The next meeting of the Curriculum committee is scheduled for Active 25, 2025 where the first round of curricular changes will be considered.

Submitted by Misty Richmond, committee liaison