

FACULTY SENATE
Tuesday, March 21, 2017
3:30 – 5:15 pm
Senate Chamber, Old Capitol

MINUTES

- Senators Present: F. Ahmad, R. Balakrishnan, C. Barnhardt, C. Benson, C. Brochu, D. Caplan, K. Culp, R. Curto, S. Daack-Hirsch, F. Durham, A. Durnev, B. Eckstein, M. Foley Nicpon, T. Gallanis, E. Gidal, D. Hall, S. Harwani, A. Jung, J. Kolker, A. Kwitek, K. Lamping, T. Mabry, D. Macfarlane, T. Midtroed, M. Nikolas, R. Oral, L. Ponto, G. Ryan, A. Saftlas, L. Segre, K. Tachau, T. Treat, H. Udaykumar, S. Vigmostad, E. Wasserman, J. Welburn, P. Windschitl, D. Wurster.
- Officers Present: E. Dove, E. Gillan, P. Snyder, T. Vaughn.
- Senators Excused: P. Brophy, J. Colgan, R. Ganim, Z. Jin, M. Lehan Mackin, U. Mallik, T. Marshall, K. Messingham, P. Romitti, M. Voigt, S. Vos, D. Wilder.
- Senators Absent: L. Allen, J. Barker, M. Blumberg, R. Boudreau, G. Buettner, P. Dilley, B. Dixon, S. Duck, A. Gerke, K. Glenn, I. Grumbach, J. Klesney-Tait, W. Maury, L. Ostedgaard, L. Plakans, E. Prussing, R. Sah, J. Scott, D. Segaloff, J. Streit, J. Szot, J. Taylor, C. Thomas, J. Wang, J. Yockey.
- Guests: D. Clay (Education), J. Florman (Center for Teaching), N. Jardine (Graduate and Professional Student Government), J. Keller (Graduate College), J. Menninger (Emeritus Faculty Council), K. Malone (Chief Diversity Office), A. Scranton (Communication Studies), L. Zaper (Faculty Senate Office).
- I. Call to Order – President Vaughn called the meeting to order at 3:30 pm.
- II. Approvals
- A. Meeting Agenda – Professor Treat moved and Professor Brochu seconded that the agenda be approved. The motion carried unanimously.
- B. Faculty Senate Minutes (February 14, 2017) – Professor Tachau moved and Professor Treat seconded that the February 14, 2017 minutes be approved subject to one possible correction. Professor Tachau indicated that she had a suggested change in Mr. Johnson’s presentation that she would communicate to the Faculty Senate office. The minutes were tabled until the next meeting.
- Faculty Senate Minutes (February 24, 2017) – Professor Tachau moved and Professor Treat seconded that the February 24, 2017 minutes be approved. Professor

Macfarland raised concerns about having had legislators from only one party present at the meeting. He expressed the opinion that this fact should be reflected in the minutes. President Vaughn indicated that our local legislative delegation includes members from both parties and that all members of the delegation were invited to the meeting. He added that the Senate's Governmental Relations Committee is looking into other ways of connecting with legislators from both parties and from across the state. Professor Macfarland stressed that efforts be made next year to encourage attendance from delegation members of both parties. He added that the Senate must be recognized as a neutral body open to all political points of view. There was discussion regarding whether to identify party affiliation somehow in the minutes. Senators noted that while we can extend an invitation to the entire group, we cannot control who does or does not come to the meeting. Several senators spoke in favor of indicating that all of our local legislators were invited and listing only the names of those who attended. A senator called the question.

Professor Tachau moved and Professor Treat seconded that the February 24, 2017 minutes be amended to indicate that the entire local legislative delegation was invited to the meeting and to list the names and titles of the legislators who attended. The motion carried unanimously.

C. Committee Appointments (Pete Snyder, Chair, Committee on Committees)

- Kathryn Lavezzo (English) to fill the unexpired term of Marianne Smith (Nursing) on the Parking & Transportation Committee, 2017-18

Professor Durham moved and Professor Treat seconded that the appointment be approved. The motion carried unanimously.

III. New Business

- *President's Report (Tom Vaughn)*

President Vaughn reminded the group that there had recently been an \$8 million reduction to the university budget. This had been increased shortly thereafter to \$9.2 million. After these cuts were announced, the updated forecast for the state budget projected a reduced level of revenue. However, the Regents institutions will not be affected by this latest forecast. Also, President Vaughn noted that the heritage scholarships that had previously been slated for elimination had been restored, following concerns raised by students and parents. These scholarships were not based on merit or need, but rather on the UI alumni status of students' parents.

President Harreld has named College of Public Health Dean Sue Curry to replace Provost Barry Butler on an interim basis. She will assume her duties on April 1. President Vaughn commented that Interim Provost Curry is well-respected and does not hesitate to ask difficult questions. Two new Regents have been nominated, Nancy Boettger of Harlan, a Republican, and Nancy Dunkel of Dyersville, a Democrat. Both have served in the state legislature. The former is a farmer and retired teacher; the latter has a strong record of supporting K-12 education. The Senate officers have heard favorable comments about both nominees. Michael Richards of West Des Moines, who was earlier appointed to fill a vacancy, will also be considered for confirmation by the Iowa Senate. A graduate of the Carver College of Medicine, Dr. Richards is also an

entrepreneur. Sherry Bates of Scranton has been appointed to a second term, following service in a vacancy.

Turning to state legislative issues, President Vaughn noted that the Regents institutions will likely be able to maintain control over policies regarding guns on campus and that the university will maintain access to the fetal tissue lines used in research. The tenure and political parity bills also did not move out of committee. President Vaughn concluded by indicating that President Harreld remains very concerned about proposed budget cuts for or even elimination of various federal agencies, including the National Endowment for the Arts and the National Endowment for the Humanities, and the potential impact on faculty.

- *AAUP Sanction Update (Sandy Daack-Hirsch, Chair, Ad Hoc AAUP Sanction Removal Committee)*

Professor Daack-Hirsch indicated that the committee has been collating all of the information needed on which to base a best-practices document. These sources of information include case studies of previous UI searches and the recent UNI search, the AAUP Redbook, the Board of Regents policies, and the Association of Governing Boards guide for presidential searches. A first draft should be completed by the end of the semester. Input on this document will be gathered from the Executive Committee of the local AAUP Chapter, the national AAUP, the Faculty Senate, the UI administration and the Regents. Professor Daack-Hirsch concluded by indicating that the committee is certainly aware of the new search for a president at ISU and will be watching that process closely.

- *Building University of Iowa Leadership for Diversity (BUILD) Certificate Program and Trans Awareness (Brianna Marcelo, Diversity Resources Director, Chief Diversity Office and Audrey Scranton, Ph.D. Candidate, Communication Studies)*

Ms. Scranton explained that the goals of the Chief Diversity Office's BUILD program are to foster knowledge and skills in faculty and staff in order to help everyone contribute to a more inclusive environment for all. BUILD hosts a variety of workshops throughout the year based on different identity characteristics and different issues. She indicated that the purpose of today's presentation was to gather feedback on how to integrate this knowledge among faculty, as well as to interest faculty in participating in BUILD events. The Chief Diversity Office has already received some feedback that faculty do not know what BUILD is and also that faculty have difficulty getting into BUILD classes.

Ms. Scranton then presented a sample of a BUILD class, on Trans Awareness, in order to give faculty a taste of what these workshops are like. She began by reminding the group that the university's non-discrimination statement prohibits discrimination based on a variety of identity characteristics, including gender identity. In order to make sure that we are not perpetuating discrimination without knowing it, it is our responsibility to do our best to contribute to an inclusive environment and to take the burden of awareness upon ourselves. This is what BUILD strives to do on campus. Displaying recent statistics regarding gender identity at the university, Ms. Scranton observed that hundreds of people in the campus community identify as transgender, non-binary, agender, or another gender.

Turning to terminology, Ms. Scranton indicated that *gender* refers to internally-experienced levels of masculinity, femininity, or androgyny. It is not necessarily the same as *sex*, which refers to how we classify people's biology upon birth. *Sexual orientation* is independent of gender. *Cisgender* describes a person whose gender identity and sex assigned at birth align. *Transgender* describes a person whose gender identity and sex assigned at birth do not align. Professor Menninger, of the Emeritus Faculty Council, asked how many responses each person was allowed in the university data. Kendra Malone, of the Chief Diversity Office, indicated that respondents could select more than one option.

Because there is an immense amount of stigma, as well as a history of violence and exclusion towards transgender people, Ms. Scranton continued, trans students face a variety of barriers in college, including fear of using gender-segregated bathrooms without intimidation or violence, problems with legal records (such as being unable to change one's name or pronouns), misgendering (others making assumptions about one's gender identity), prying questions, being forced to educate others about one's struggles and identities, and being outed. Ms. Scranton then gave senators the opportunity to discuss among themselves what they would do to support trans students in their classes, along with what additional information they would like to have in order to support trans students. This is a typical exercise that would take place in a BUILD workshop.

Following a period of discussion, several senators shared thoughts and questions. Professor Gallanis asked how information about a student's preferred pronouns could be transmitted to faculty members. At this time, there does not appear to be a mechanism for professors to be notified that a student has made a change to preferred pronouns in MAUI. Professor Foley Nicpon noted that some of her colleagues have indicated on their syllabi that students are welcome to come talk to them about their preferred pronouns. Professor Barnhardt commented that in her classes she indicates her own preferred pronouns when she introduces herself to students on the first day of class, and students follow this model as they introduce themselves. President Vaughn asked about students who may still be questioning and are not ready to choose a set of pronouns. A teaching assistant in the audience commented that she offers students the option of using name only, with no pronouns.

Professor Macfarland commented that we should all be alarmed about the relatively high rate of suicide attempts among gender dysphoric individuals. He stressed that, as a research university, we should establish a scientific fact base from which to look at this issue and to help people. He added that he has thus far been unable to locate a long-term study of transsexual individuals. Ms. Malone noted that while these are compelling issues, the immediate task is to find ways to make the university more welcoming to and supportive of transgender people, based on feedback from transgender people themselves. Ms. Scranton commented that the full Trans Awareness course offers participants strategies towards these goals.

- *Teaching Assistant Training Program Pilot (Nicole Jardine, Secretary, Graduate & Professional Student Government and John Keller, Associate Provost for Graduate and Professional Education; Dean of the Graduate College)*

Dean Keller thanked the group for the opportunity to talk about recent developments in teaching assistant preparation that are being led by the Graduate College, the Center for Teaching, and student government. He indicated that President Harreld had approached him and others about strengthening our teaching assistant training. President Harreld then asked the Graduate College to create an informal task force to look at training efforts across campus and to try to coordinate these efforts more effectively.

Dean Keller noted that the Center for Teaching has had a long history of offering workshops to teaching assistants. The Center also offers an orientation to new teaching assistants every fall. Recently-added staff members are enabling the Center to expand its offerings. Dean Keller indicated that the Graduate College is now participating in a national teaching consortium called the Center for the Integration of Research, Teaching and Learning (CIRTL). Although CIRTL is currently oriented toward the science, technology, engineering and mathematics (STEM) fields, it is rapidly expanding into non-STEM areas. The College of Education offers a graduate certificate in college teaching; through CIRTL, however, graduate students can receive teaching training through a less formal program. This program includes a series of activities that students can be involved in that does not require the same level of commitment that an academic certificate would. Dean Keller noted that these are not the only teaching assistant training opportunities available on campus; many colleges and departments have their own successful training efforts underway, as well. The Graduate College would like to know more about these efforts, in order to determine whether partnering opportunities exist. Surveys coming out in the near future will attempt to collect information about collegiate and departmental teaching assistant training programs.

Ms. Jardine indicated that graduate students identified three main reasons for looking into creating additional teaching assistant training. The first is that undergraduates express nearly twice the level of dissatisfaction with teaching assistants than they do with faculty. Also, because of the prevalence of mental health issues on campus, teaching assistants would like to learn how to identify students who could benefit from counseling services. And, given the more tense campus climate in recent months, graduate students want to learn strategies to deal with difficult conversations that may arise in small discussion groups (which are frequently led by teaching assistants rather than faculty members). She reiterated that the full range of teaching assistant training taking place across campus is not known to the Graduate College, so the survey Dean Keller mentioned seeks to address this. There is one day of campus-wide teaching assistant training in the fall. While this is an excellent program, one day of training is usually not sufficient. Teaching assistants may not be aware of the additional training opportunities that exist throughout the year, or they may not seek them out because they are not required or are perceived as too time-consuming. A pilot program was conducted that asked teaching assistants to attend a series of three workshops. The Center for Teaching, University Counseling Services, and the Center for Diversity and Enrichment partnered in this pilot, in order not to place a burden on departments and colleges. A survey administered afterwards indicated that the

participants thought that the workshops were effective and might lead participants to seek additional training. If the program is implemented across campus, it could be integrated with collegiate and departmental training efforts.

Secretary Gillan asked if this training program might be made mandatory in the future. Ms. Jardine responded that the program would likely remain somewhat flexible. Some departments already provide extensive training that covers the topics offered by the pilot program. Professor Benson observed that graduate students in some departments have limited opportunities to teach. He asked if this program would be open to and beneficial for such students. Dean Keller responded that the program would not be a substitute for actual teaching experience, but it would expose graduate students to the types of issues they might face once they do begin teaching. Dean Keller expressed the view that all graduate students should have an opportunity to teach at some point because of the oral communication training that teaching provides. Professor Caplan commented that graduate students in the College of Dentistry specialty graduate programs are sometimes expected to help teach the College's predoctoral students. He asked if these students could participate in the CIRTL program. Dean Keller responded that they could and that the College should contact the CIRTL program coordinator.

- *Academic Organizational Structure Study (John Keller, Associate Provost for Graduate and Professional Education; Dean of the Graduate College)*

President Vaughn explained that a task force of four deans is leading this study: Tippie College of Business Dean Sarah Gardial, College of Engineering Dean Alec Scranton, College of Education Dean Dan Clay (replacing College of Public Health Dean Sue Curry, who will become the interim provost), and Dean Keller. He invited Dean Keller to speak briefly about the study. Dean Keller indicated that the Graduate College has been undergoing one of its periodic reviews. One of the questions raised by this review is whether several academic and non-academic units that report to the College are housed in the appropriate place. While discussing this issue with Provost Butler, Dean Keller learned that the provost was thinking about reviewing the structure of the entire university in a similar fashion.

Dean Keller stressed that there is no preconceived notion about the study. Right now the four deans are engaged in fact-finding and listening. Their first task has been to interview all the deans regarding potential restructuring and reorganizing, both programmatically and curricular-wise, within the colleges and across campus. Their overall goal is to determine if there are strategic, high-quality alignments that could better help the institution fulfill its research and teaching mission.

The four deans are now interviewing other groups that have emerged from the conversations with the deans. Dean Keller has already spoken to the Faculty Council, and the group plans to meet with the other shared governance groups, along with various administrators, including the president, and many other groups. The four deans intend for this to be a transparent process with at least one public forum before the end of the semester. Themes gathered through interviews will be articulated at the forum, which will provide additional input. Work will continue through the summer and a series of proposed plans will be presented in the fall. Conversations with stakeholders will be held in the fall and the final report should be presented

to the provost early in the spring semester. Dean Keller reiterated that there is no preconceived notion of what the university's future structure should look like.

Professor Gallanis suggested that the deans meet with the Faculty Senate to gather input at some point. Professor Tachau asked if the study was Provost Butler's idea. Dean Keller answered that he did not know whose idea it was, but that Provost Butler had presented the idea to him. Professor Tachau commented that if it was Provost Butler's idea, are there good reasons to continue with the study since Provost Butler has left the university? Dean Keller responded that it is the goal of the study to look at strategic alignments to help us improve our teaching and research where possible and to determine how best to position the university to advance our strategic plan. Professor Tachau noted that this effort will be extremely time-consuming and she expressed concern that it might not end up being worth the time expended on it. Secretary Gillan commented that President Harreld also seems to be very interested in the study.

Professor Segre asked for clarification regarding the phrase *academic organizational structure*. Dean Keller responded that right now the deans are listening to ideas about how the university can better organize itself, in terms of colleges, departments, interaction, etc. There is currently a strong interest in interdisciplinary activity, for example, so how can we best facilitate that activity? Professor Segre commented that the deans might have an investment in a particular organizational structure. She wondered if a different perspective could be represented on the task force. Dean Keller responded that he and his colleagues are most concerned about how to advance the university, not with maintaining a specific structure. Secretary Gillan noted that the four deans will soon be meeting with the Senate officers. By that time, some initial ideas will likely have been generated and the officers can have some input. President Vaughn commented that the officers have stressed that there be considerable faculty input early on in the process. Professor Tachau urged that staff input be sought as well within the colleges. Dean Keller stressed that the deans will solicit feedback from as wide a range of campus constituents as possible.

Professor Oral asked for clarification regarding the original charge to the task force. She also asked what kind of change is expected as a result of this study. Dean Keller responded that there are a lot of issues in higher education right now, especially at a Research I institution such as UI with a breadth of teaching, research, and service missions. How can we better coordinate all these activities in relatively budget-limited times? However, he indicated that the budget is not driving this process. Instead, the task force wants to envision the best structure that UI could have right now in order to advance its mission. President Vaughn added that this was his impression of Provost Butler's intentions, as well. Dean Keller noted that graduate programs have been reviewed several times during his tenure at the Graduate College. Following the most recent review of doctoral programs, various changes were made. New programs have appeared, while others may be reduced or terminated. The review also inspired grassroots conversations about how interactions could occur more effectively among units. There are central areas of strength on campus and we have a lot of programs that straddle many areas. As a faculty member with an interdisciplinary background, Dean Keller has always felt comfortable in this kind of environment. Even if nothing changes regarding definitive restructuring, an increased interaction among units is beneficial.

Professor Gallanis asked for clarification regarding the sources of the input and data for the study. This would seem to be a huge undertaking. Will data be gathered from other institutions? Dean Keller responded that the task force first wants to do some fact-finding here. Over the summer, the task force will likely look at other institutions. Dean Clay, who was in the audience, added that the task force has already been made aware of possible alternative structures existing at other institutions. Professor Macfarland asked for an example of one of these alternative structures. Dean Clay noted that at Auburn University, there is one college for science and math, and another for the arts and humanities. He added that this is, of course, different from what we have here, but it is a model in which some of the people that the deans have interviewed have expressed an interest. Past President Dove commented that for such a structural change to be successful here, the faculty, not just the deans, must play a leadership role in this effort.

Professor Barnhardt observed that structures within universities come and go and appear to have a marginal effect on change. She suggested that the task force also examine the cultural norms and values and the organizational routines that inhibit our existing structures from realizing their capabilities and opportunities to collaborate. It seems that we are trying to solve a cultural problem with a structural solution. President Vaughn noted that President Harreld has spoken about organizational structure. He added that we should also look at the cultural norms and values of units that have been successful in collaborative efforts, not just at the units that have encountered barriers. Professor Macfarland suggested that a niche be found within the university structure to support the many outward-facing, somewhat entrepreneurial units that don't necessarily fit comfortably on campus. Dean Clay commented that this was exactly the type of feedback that the task force was seeking. He stressed that the task force will only gather information, not make any restructuring decisions.

Past President Dove stressed that faculty must be fully involved in any restructuring decision-making. Professor Daack-Hirsch added that faculty must be involved even earlier than that. Professor Segre commented that, although the task force of deans will not be making decisions, they will be shaping the data collected and the ideas formulated from that data. Other perspectives would be very useful at this stage. Dean Keller responded that the task force is only trying to structure the conversation, to make the efforts to gather feedback manageable. Dean Clay asked for suggestions on how to get more faculty input, aside from adding a faculty member to the task force. President Vaughn commented that a special Faculty Senate meeting on this topic is one option. Professor Tachau commented that faculty would ask different questions and collect different kinds of data than deans would. She added that faculty members have experienced many different kinds of academic structures during their training and careers, and so could be a valuable source of information. Also, it can be difficult to differentiate a structural problem from a problem with the individuals inhabiting certain positions within the structure. Faculty members can be helpful in making this distinction. Professor Udaykumar commented that deans may be unable to recognize these distinctions. Professor Barnhardt suggested that deans could have small advisory groups of faculty from their colleges to provide feedback and data for the study. This would build good will for the process.

IV. From the Floor – Professor Gallanis reminded the group that last year the Faculty Senate leadership coordinated a process in which faculty could submit proposals for central administrative strategic funding. He was unaware if any of the faculty proposals submitted through that process had been funded. Deans have recently received a new request for strategic ideas from the central administration. It was unclear to him whether a new request would also be sent to the faculty. Professor Gallanis suggested that the Senate be informed of the fate of earlier proposals and of the process, if any, for soliciting future proposals. President Vaughn indicated that, to his knowledge, there will be another call for proposals from faculty in the fall. Vice President Snyder added that the previous proposals are still undergoing review by subcommittees of the Strategy Implementation Team and the Operations Team, so have not been funded yet. Many of the proposals for smaller projects have been absorbed into proposals for longer-term initiatives. Professor Vigmostad noted that a status update on proposals can be found on the Path Forward website, <https://pathforward.uiowa.edu/>.

V. Announcements

- The next Faculty Council meeting will be Tuesday, April 11, 3:30-5:15 pm, University Capitol Centre 2390.
- The next Faculty Senate meeting will be Tuesday, April 25, 3:30-5:15 pm, Senate Chamber, Old Capitol. Election of officers will take place.
- An event entitled *Free Speech Day: Challenges of the First Amendment in Modern America* will take place on Tuesday, March 28, 1:00-8:00 pm, in the Iowa Memorial Union.

VI. Adjournment – Professor Vigmostad moved and Professor Tachau seconded that the meeting be adjourned. The motion carried unanimously. President Vaughn adjourned the meeting at 5:15 pm.