

FACULTY COUNCIL
Tuesday, November 19, 2019
3:30 – 5:15 pm
2390 University Capitol Centre

MINUTES

- Councilors Present: C. Bradley, J. Buckley, M. Cunningham-Ford, A. Deshpande, L. Erdahl, M. Foley Nicpon, A. Gerke, L. Glass, C. Lang, M. Lehan Mackin, A. Merryman, N. Nisly, M. Pizzimenti, C. Sheerin, S. Vigmostad, D. Wurster.
- Officers Present: S. Daack-Hirsch, R. Ganim, T. Marshall, J. Yockey.
- Councilors Excused: A. Rodriguez-Rodriguez.
- Councilors Absent: None.
- Guests: E. Hildebrandt (*Daily Iowan*), E. Irish (Sustainability Charter Committee and Biology), W. Jacobson (Provost's Office), B. Marcelo (Diversity Resources and Strategic Initiatives, Division of Diversity, Equity, and Inclusion), N. Petty (Center for Diversity and Enrichment, Division of Diversity, Equity, and Inclusion), J. Taylor (Charter Committee on Diversity, Equity, and Inclusion and Nursing), L. Zaper (Faculty Senate Office).

I. Call to Order – President Daack-Hirsch called the meeting to order at 3:30 pm.

II. Approvals

- A. Meeting Agenda – Professor Cunningham-Ford moved and Professor Wurster seconded that the agenda be approved. The motion carried unanimously.
- B. Faculty Council Minutes (October 15, 2019) – Professor Wurster moved and Professor Sheerin seconded that the minutes be approved. The motion carried unanimously.
- C. Draft Faculty Senate Agenda (December 10, 2019) – Professor Erdahl moved and Professor Glass seconded that the draft agenda be approved. The motion carried unanimously.
- D. Committee Appointments (Joe Yockey, Chair, Committee on Committees)
 - Doris Witt (English) to the Faculty Policies and Compensation Committee, 2019-22Professor Foley Nicpon moved and Professor Lang seconded that the committee appointment be approved. The motion carried unanimously.
- E. Faculty Senate Elections 2020 Vacancy Tally – President Daack-Hirsch explained that Senate approval of the Vacancy Tally is necessary before we can move ahead with our election process in the spring semester. Professor Vigmostad noted that all the senators in her college were rotating off next year. President Daack-Hirsch observed that while originally senators' terms within colleges were staggered, the

election of senators to the Council (which then extends the Senate term) has primarily contributed to these situations. When all senators are rotating off the Senate at the same time from a college, intensive efforts must be made to recruit new candidates. Professor Lehan Mackin noted that senators who have served only one term are eligible to serve a second term. Professor Sheerin asked who the voting population was for the At Large seats. Faculty Senate Administrative Services Specialist Laura Zaper explained that those seats are reserved for nontenured tenure-track faculty and clinical-track faculty in the first six years of an appointment. The voting population for those seats is composed of all the colleges except for Medicine and Liberal Arts & Sciences (those colleges, because of their size, have their own seats for these types of faculty). Professor Wurster moved and Professor Lehan Mackin seconded that the 2020 Vacancy Tally be approved. The motion carried unanimously.

III. New Business

- *Higher Learning Commission Review Outcomes (Wayne Jacobson, Assessment Director, Office of the Provost)*

Dr. Jacobson reported that UI had been reaccredited by the Higher Learning Commission at the highest level, the same level that the university had received in the last accreditation cycle. He drew the group's attention to his two-page summary of the accreditation reviewers' eighty-page report. He noted that about 200 faculty, staff, and students provided input regarding the materials that were submitted as part of the review and he expressed gratitude to everyone who participated in this effort. Overall, the reviewers affirmed that the university's systems and transparency were sound. Dr. Jacobson commented that university personnel had some concern over how the recent presidential search and the subsequent AAUP sanction would be perceived by the reviewers. However, in as large and complex an institution as the UI, accreditors acknowledge that occasionally something might go wrong. What the reviewers look for in these situations is an awareness by a university that something *is* wrong and that efforts are being made to address the problem. If a university is *not* aware of a problem, then this is of serious concern to accreditors. The efforts to have the AAUP sanction lifted were an indication to the reviewers of the university's attentiveness and responsiveness to this problem. Dr. Jacobson pointed out that the reviewers found many aspects of the university to praise, such as the general education program. Our student success initiatives, the focus of a very targeted effort over the past decade, were also perceived positively.

Regarding areas of improvement, the reviewers urged the university to continue its efforts to enhance diversity, equity, and inclusion, particularly in light of concerns raised in the recent campus climate survey. The reviewers were supportive of strategies proposed in the new DEI Action Plan. Additionally, the university will be required to report back on two specific areas of concern. For graduate programs that do not have disciplinary accrediting agencies, the reviewers recommended greater articulation and assessment of learning outcomes. The university is in fact in the process of adopting an AAU pilot program for learning outcomes for these types of graduate programs. Likewise, assessment of learning outcomes in UI distance education programs without disciplinary accrediting agencies needs to be addressed further, the reviewers indicated. Dr. Jacobson reminded the group that under the new accreditation process,

reviews are ongoing, with annual updates required from institutions. A virtual review will occur in 2022, when reports on progress made on the issues cited above will be due.

Professor Nisly raised the issue of the recent loss of the position of Associate Vice President for Diversity, Equity, and Inclusion. This would appear to be the first time in recent memory that the university lacks a high-ranking official to oversee all of the university's efforts in this important area. Although we have strong programs in place to foster these efforts, the loss of a central administrative officer focused entirely on diversity, equity, and inclusion is a substantial setback for the institution, in Professor Nisly's view. Dr. Jacobson, responding to how the loss of this position would impact our accreditation, commented that the accreditors are not prescriptive regarding administrative structures. However, if there continues to be no one serving in this role, the accreditors would likely want to know how diversity, equity, and inclusion efforts are being assessed. Past President Ganim, based upon his experience as an accreditation reviewer, predicted that future UI reviewers will be concerned about this issue.

- *Resolution in Support of the Declaration of a Climate Emergency (Erin Irish, Co-chair, Sustainability Charter Committee)*

President Daack-Hirsch reminded the group that the resolution had been brought before the Council at their last meeting. At that time, the Council had requested some revisions, so the Senate officers worked with Professor Irish and her staff co-chair, Matthieu Biger, to make the resolution more action-oriented. The revised resolution will also be considered soon by Staff Council. Professor Irish praised the students who, earlier in the semester, had initiated a resolution declaring a climate emergency. They had brought their resolution to the Sustainability Charter Committee, the co-chairs of which had then approached the leadership of Faculty Senate and Staff Council for their endorsement. The charter committee will then bring these resolutions to President Harreld.

Professor Nisly moved and Professor Lehan Mackin seconded that the resolution expressing the Faculty Senate and Staff Council's commitment to sustainability and environmental stewardship at the University of Iowa be approved. The motion carried unanimously.

President Daack-Hirsch further explained that shared governance representatives, along with other concerned members of the campus community, met with Senior Vice President for Finance and Operations Rod Lehnertz several weeks ago to discuss the university's sustainability efforts. As a result of this discussion, several work groups have been formed to address aspects of the university's sustainability work. The focus areas of these eight work groups are 2020 Sustainability Plan Progress, UI Investment and Purchasing Practices and Requirements as Related to the Fossil Fuel Industry, Students' Call-for-Action Items, P3 Climate/Sustainability, "Systems Thinking" Coursework, Sustainability Scientists & Scholars Database, Exploration of Additional Efforts, and the 2030 UI Sustainability Plan. The Sustainability Charter Committee will coordinate the actions of these work groups.

Professor Lang, the current chair of the General Education Curriculum Committee in the College of Liberal Arts and Sciences, reported that her committee has been reviewing a 2010 report from the Sustainability Charter Committee requesting a general education sustainability component as a graduation requirement. Work is underway to identify a wide range of existing

general education courses that could also fulfill a sustainability requirement. She added that students have been advocating for this requirement. Professor Glass noted that one of the work groups is focused on the P3; he asked if this means that the proposed P3 arrangement will in fact be implemented. President Daack-Hirsch indicated that, to her knowledge, a decision had not been made yet, but that the group had wanted to have a P3 work group in place in case the arrangement was eventually implemented. Professor Nisly wondered if a sustainability course requirement could be added to the health sciences curricula. Professor Lang responded that the CLAS General Education Curriculum Committee did not have the authority to dictate course requirements to other colleges, but that she hoped that, by instituting a sustainability general education requirement, CLAS could set an example for the other colleges. She noted that the Office of Sustainability has a student intern who works exclusively on sustainability issues at the hospital.

Professor Vigmostad asked into which work group the issue of food on campus would fit. Professor Irish observed that a number of sustainability initiatives have been underway in various campus operations for some time, but these initiatives are not well known to the university community. For example, Parking and Transportation has significantly reduced the number of employee commuter miles traveled by car through subsidized bus passes. This has also led to a reduction in the need for parking spaces. Likewise, University Dining has been undertaking efforts to purchase food locally, to minimize food waste, etc. She added that the activities of these university units have been inspirational and should be publicized in a central location so that the university community can learn about these seemingly small measures that have enormous impact. Professor Irish and Professor Lang both emphasized the student involvement in these sustainability efforts across campus.

- *Diversity, Equity, and Inclusion (Brianna Marcelo, Director, Diversity Resources and Strategic Initiatives, Division of Diversity, Equity, and Inclusion and Nadine Petty, Executive Director, Center for Diversity and Enrichment, Division of Diversity, Equity, and Inclusion)*

Dr. Petty explained that the Center for Diversity and Enrichment (CDE) is the student-facing unit of the Division of Diversity, Equity, and Inclusion. Within CDE, the Military and Veteran Student Services office provides resources for UI's veteran and military-affiliated community, while Campus Outreach Services provides academic and personal support for racial/ethnic minority students, LGBTQ students, low-income and first-generation students, and students with disabilities. The CDE also administers two federally-funded programs, TRIO Student Support Services and TRIO Upward Bound; these programs focus on enhancing the academic skills of low-income and first-generation students and students with disabilities. The CDE therefore provides support to approximately 46% of the undergraduate population. The objectives of the CDE are to increase retention and graduation rates. The CDE offers academic programs such as tutoring, academic coaching, and advising, along with non-academic support such as advocacy for students who are experiencing conflict related to diversity, equity, and inclusion (DEI) issues on campus. More broadly, the CDE helps to enrich the DEI climate through campus partnerships, community work, and K-12 outreach.

Ms. Marcelo indicated that the Office of Equal Opportunity and Diversity (EOD) is another unit within the Division of Diversity, Equity, and Inclusion. Jennifer Modestou, who was unable to attend the meeting, is the director of that office, which focuses on compliance with federal and state laws and regulations, as well as with university policies. Ms. Modestou also serves as the Deputy Title IX coordinator. Ms. Marcelo then explained that the unit that she directs, Diversity Resources, focuses on training and development for faculty, staff, and graduate students. In addition to training programs (LGBTQ Safe Zone Project, Building University of Iowa Leadership for Diversity [BUILD] certificate program, etc.), the Diversity Resources office provides consultations and resources. A new faculty-focused initiative is the Social Justice Reading Group, which brings together faculty members and graduate students for in-depth discussion of social justice-related texts on pedagogy. The office has also begun co-hosting events for faculty and staff of color along with the Office of the Provost and the Diversity Councils.

Ms. Marcelo noted that she is working with Staff Council to name a liaison to attend the quarterly Diversity Councils meetings. The Diversity Councils include the African American Council, the Council on Disability Awareness, the Council on the Status of Women, the LGBTQ Staff & Faculty Association, the Native American Council, the Pan-Asian Council, and the UI Latinx Council. Ms. Marcelo explained that the Councils are mainly comprised of faculty and staff, because undergraduate students have their own identity-based organizations. Some of the Councils now include graduate students and post-docs. The Councils are seeking stronger ties among themselves and with shared governance. In response to a question, Ms. Marcelo indicated that a liaison from Faculty Council to the Diversity Councils would be welcomed. President Daack-Hirsch commented that the Senate officers have been asked by Provost Fuentes to consider some grass-roots DEI initiatives in which faculty can become involved. While there are numerous such initiatives already being implemented, it is difficult for the Senate officers to coordinate all of this activity, especially since there appears to be little communication among committees. The Charter Committee on Diversity, Equity, and Inclusion is the existing arm of shared governance for DEI-related issues. Greater committee coordination, along with periodic reports made to the Faculty Senate, seem to be what is needed now, she added, so that the Senate can have a full picture of the current issues and of the efforts now underway.

Professor Nisly, who had previously served as the Interim Chief Diversity Officer and also served on the Charter Committee on Diversity, recalled participating in discussions about diversity some years ago as part of the creation of the strategic plan at that time. One of the plan's recommendations called for the establishment of a diversity leadership position that reports to the president and to the provost. This position would put in place an umbrella structure that encompasses the Diversity Councils, the charter committee, and all the university-wide and more local diversity initiatives. Unfortunately, we no longer have this top DEI leadership position, Professor Nisly observed, adding that it is not the role of the Faculty Senate to establish an umbrella structure. President Daack-Hirsch concurred that this is not the Senate's role, but coordination must somehow be established among the Diversity Councils, the university strategic planning group, the Path Forward structure, and the collegiate committees for DEI and strategic planning.

Professor Janette Taylor, newly-appointed member of and faculty co-chair of the Charter Committee on Diversity, Equity, and Inclusion commented that her committee is eager to support the initiatives of the strategic plan and the DEI Action Plan, but is somewhat hampered by not having an administrator to whom to report and from whom to seek guidance. She acknowledged that much good work is being done by university units, but that ensuring communication among and coordination of these efforts is difficult. Professor Taylor also expressed concern about the loss of a DEI-related position in the College of Liberal Arts and Sciences. Ms. Marcelo and Dr. Petty commented, in response to a question, that the position of Associate Vice President for Diversity, Equity, and Inclusion has not been eliminated, but that Faculty Council could advocate with administrators, not only for filling this position soon but also for establishing dual reporting lines (to the president and to the provost) for the position. Professor Nisly noted that a reporting line to the president is necessary to ensure that staff are also included in DEI initiatives. Dr. Petty commented that it was her understanding that the division had recently come entirely under the provost's oversight because of various teaching-related issues that had moved to the forefront of diversity, equity, and inclusion concerns. Professor Nisly advocated for a return to the previous structure, in which the chief diversity officer reports to the president and to the provost, so that all members of the university community (faculty, staff, and students) are under the office's oversight.

Ms. Marcelo observed that the majority of the individuals who attend her unit's classes are staff members. She commented that she and her colleagues are seeking to reach out more to faculty. She suggested that she could do a series of brief presentations at Faculty Senate meetings about specific DEI-related topics, such as the process for securing an accommodation for a student with a disability. President Daack-Hirsch raised the wider issue of mandating training for all faculty versus focusing on pockets of faculty willing to champion diversity, equity, and inclusion and therefore drive a cultural shift. Past President Ganim suggested that faculty be recognized for their efforts to advance diversity, equity, and inclusion, as described in their academic and professional record (APR). Professor Erdahl wondered how departmental executive officers could be motivated to guide their faculty toward engagement with diversity, equity, and inclusion. Councilors suggested that the establishment of a DEI component as part of the annual review might be a start. Some colleges and departments have already done this.

Professor Lang noted that the BUILD workshop on gateway courses is a faculty-focused event that all faculty who teach introductory courses would find very useful. She added that Provost Fuentes has expressed concern about the high rate of D, F, and W grades in some of these introductory courses among underrepresented minority students. Provost Fuentes has reached out to the Path Forward Student Success working group for advice on strategies for supporting gateway course transformation. Opportunities for faculty teaching these courses to learn inclusive practices will likely be one of these strategies, especially as more data on best practices becomes available. President Daack-Hirsch commented that it was her understanding that, as part of the DEI Action Plan, the colleges would report on their DEI initiatives to the Path Forward Diversity, Equity, Inclusion, and Collaboration work group and receive feedback on those initiatives. Ms. Marcelo commented that an eventual goal is to create a DEI dashboard that might include information on DEI-related training available across campus. Professor Foley Nicpon suggested asking faculty members what barriers have prevented them from participating

in DEI-related training and workshops. Professor Deshpande observed that, while many DEI-related initiatives exist for undergraduate students, there are few initiatives focused on graduate students. Faculty members in her college are uncertain where to find DEI-related resources for graduate students. Also, some faculty members who teach primarily graduate students may not even be aware of DEI-related issues impacting graduate students. Professor Lang noted that graduate students who serve as teaching assistants, especially for large introductory courses, would also benefit from DEI training. Professor Deshpande added that diversity, equity, and inclusion are not confined to the academic mission, but also shape the interactions of the university with the wider community.

Professor Lang asked if Student Disability Services (SDS) was planning to move out of the Division of Student Life. She noted that graduate students and faculty also need the services of SDS, but that the Division of Student Life is primarily focused on undergraduate students. Also, departments do not know whom to contact regarding making their facilities more accessible. Ms. Marcelo indicated that a pilot program, run by EOD and University Human Resources, is underway to centralize the requesting and funding of accommodations for faculty and staff. President Daack-Hirsch commented that a central location to make accessibility requests and obtain information might be helpful for the entire university community. As Dr. Petty and Ms. Marcelo concluded their remarks, Dr. Petty invited Councilors to become involved with Iowa Edge, a pre-orientation program for minority and first-generation students that has proven effective at retaining and graduating these students. Past President Ganim commented that he has participated in this program for several years and is very impressed with it.

- *Stun Gun FAQ Review (Sandy Daack-Hirsch)*

President Daack-Hirsch distributed a draft Frequently Asked Questions document regarding an update to the Firearms and Other Weapons on Campus Policy (Operations Manual II, Chapter 9, <https://opsmanual.uiowa.edu/community-policies/firearms-and-other-weapons-campus>) to incorporate *legislation allowing non-projectile stun guns on college campuses governed by the Board of Regents, State of Iowa*. She commented that in conversations on this topic with administrators and shared governance representatives, the student shared governance leaders expressed concern that students who possess these devices might become overly confident and not practice other safety measures.

President Daack-Hirsch noted that faculty members had wondered whether they are allowed to ask if a student is carrying a stun gun in the classroom. She indicated that, according to the information she had received, it is not illegal for faculty members to ask this question in the classroom. However, the question does call out such students, who already feel endangered enough to carry these devices. And, students are not legally obligated to reveal that they are carrying stun guns. Professor Lang suggested that a faculty member could ask the question in class, but request that answers come after class or via email, to protect the privacy of those students. Professor Lehan Mackin commented that the faculty member's request could be conveyed in the syllabus. Secretary Marshall observed that students who carry stun guns may not be fearful of being *in* class, but rather of commuting *to* and *from* class. Professor Wurster pointed out that faculty members do not ask about the presence of other self-defense devices, for example, pepper spray, in the classroom, so he questioned why stun guns would be singled out.

Perhaps faculty members who are concerned should inquire about the presence of any personal protection device in the classroom. President Daack-Hirsch indicated that an appropriate answer to the question of whether faculty are allowed to ask about the presence of stun guns in the classroom will be developed for the FAQ based on Councilors' feedback.

Professor Erdahl suggested that guidance on the legal use of stun guns on campus be added to the FAQ list, because the document does not currently contain that information. Several Councilors added that the order of the questions in the document should be rearranged for greater clarity and that detailed information on both the legal *and* illegal uses of stun guns be provided. Professor Erdahl and President Daack-Hirsch commented that stun guns are part of a larger conversation about safety on campus. We need to determine and address the underlying causes regarding why some students feel so unsafe on campus that they want to carry these devices. Professor Wurster noted that if a faculty member has general concerns about a particular student's behavior, contacting the Threat Assessment Team is an option to consider.

- *Future Agenda Items (Sandy Daack-Hirsch)*

President Daack-Hirsch encouraged Councilors to suggest agenda items for Faculty Senate meetings, as setting the agenda for the Senate is in fact one of the tasks of the Faculty Council.

- *President's Report (Sandy Daack-Hirsch)*

President Daack-Hirsch gave a brief summary of ongoing administrative searches. The search for a new dean of the College of Engineering has been completed and we are waiting for the new dean to be named. The search for a new dean of the Tippie College of Business will get underway soon and an interim dean will be named shortly. A new Associate Provost for Faculty has been chosen: Lois Geist, current Associate Dean for Faculty Affairs and Development in the Carver College of Medicine. The search committee for the new Vice President for Student Life has been announced. This will be an internal search and nominations are now being accepted.

The Board of Regents has approved the proposed revisions to the Catastrophic Leave Donations Policy (allowing for non-vacation-accruing faculty and staff to receive donations of vacation leave for use as sick leave). The revised policy will go into effect on January 1. The next steps will be to explore possible changes to the process for requesting donations and potential donations of other types of leave.

Past President Ganim is chairing a review of the Office of the Vice President for Medical Affairs. This is one of the periodic central administrative reviews that Faculty Senate conducts jointly with the Office of the President. President Daack-Hirsch and Vice President Yockey are participating in a shared governance review of the charter committee structure. The general charter and several individual charter committees (Financial Aid Advisory, Information Technology Advisory, and University Safety and Security) are being reviewed.

IV. From the Floor – Professor Lang urged that the Council resume discussion of the proposed public-private partnership (P3). In her experience, not many faculty know much about it, nor do they know how the new strategic planning process feeds into the P3 initiative. A decision whether the university will pursue a P3 agreement is expected soon. President Daack-

Hirsch emphasized that faculty should be involved in determining the process for how decisions are made regarding projects to fund with the university's P3 revenue.

V. Announcements

- The next Faculty Senate meeting will be Tuesday, December 10, 3:30-5:15 pm, Senate Chamber, Old Capitol. A reception for senators and our state legislators will follow.
- The next Faculty Council meeting will be Tuesday, January 28, 3:30-5:15 pm, University Capitol Centre 2390 UCC.
- Thursday Nights at Hancher will resume in January.

VI. Adjournment – Professor Sheerin moved and Professor Lehan Mackin seconded that the meeting be adjourned. The motion carried unanimously. President Daack-Hirsch adjourned the meeting at 5:20 pm.