

FACULTY SENATE
Tuesday, February 11, 2020
3:30 – 5:15 pm
Senate Chamber, Old Capitol

MINUTES

- Senators Present: F. Ahmad, S. Ashida, G. Bardhoshi, E. Bayman, S. Bodine, C. Bradley, K. Culp, L. Erdahl, E. Finzel, C. Grueter, N. Handoo, K. Hegarty, D. Jalal, A. Jung, P. Kaboli, C. Kletzing, B. Kyles, C. Lang, M. Lehan Mackin, W. Maierhofer, M. McDermott, K. Messingham, D. Meyerholz, T. Midtrod, N. Nisly, B. Nottingham-Spencer, K. Parker, H. Parrish, T. Peters, M. Pizzimenti, A. Rodriguez-Rodriguez, J. Streit, T. Treat, S. Vigmostad, A. Vijh, S. Vos, J. Welburn Paige, M. Wright, D. Wurster, L. Zingman.
- Officers Present: S. Daack-Hirsch, T. Marshall, J. Yockey.
- Senators Excused: C. Campbell, M. Cunningham-Ford, A. Deshpande, M. Foley Nicpon, S. Harwani, J. Logsdon, G. Russell, S. Sosale.
- Senators Absent: J. Ankrum, J. Barker, J. Buckley, J. Carlson, A. Chauhan, B. Dixon, S. Elangovan, A. Gerke, L. Glass, Y. Imai, T. Long, L. MacGillivray, U. Mallik, A. Merryman, M. Nikolas, J. Reinhardt, E. Sander, C. Sheerin, L. Song, A. Vikram, D. Wesemann, D. Whaley.
- Guests: A. Flaming (Center for Teaching), J. Garfinkel (Funded Retirement and Insurance Committee), T. Goerdt (University Safety and Security Committee), C. Kepner (UISG), B. Marcelo (Division of Diversity, Equity, and Inclusion), C. McKinney (Strategic Communications), F. Mitros (Emeritus Faculty Council), N. Stucky (Human Resources), J. Troester (Human Resources), L. Zaper (Faculty Senate Office).

I. Call to Order – President Daack-Hirsch called the meeting to order at 3:30 pm. She requested a moment of silence for Professor Jeff Cox, who passed away over the weekend. Professor Cox, a professor of history, served as Faculty Senate President during the 2002-03 academic year. He was a staunch advocate for shared governance and particularly for the faculty voice in our governance process.

II. Approvals

- A. Meeting Agenda – Professor Pizzimenti moved and Professor Lehan Mackin seconded that the agenda be approved. The motion carried unanimously.
- B. Faculty Senate Minutes (December 10, 2019) – Professor Wurster moved and Professor Lehan Mackin seconded that the minutes be approved. The motion carried unanimously.

- C. Committee Appointments (Joe Yockey, Chair, Committee on Committees)
- Bruce Nottingham-Spencer (German) to fill the unexpired term of Anne Stapleton (English) on the Faculty Senate, Spring 2020
 - Gary Russell (Marketing) to the Faculty Council, 2020-22
- Professor Wurster moved and Professor Pizzimenti seconded that the committee appointments be approved. The motion carried unanimously.

III. New Business

- *Update from the Path Forward Student Success Work Group (Cornelia Lang, Co-chair, Path Forward Student Success Work Group)*

President Daack-Hirsch reminded the group that Path Forward is the entity charged with implementing the strategic plan through identifying measurable strategies to achieve the plan's goals. There are four work groups within Path Forward. Professor Lang and Sarah Hansen, Associate Vice President in the Division of Student Life, co-chair the Student Success Work Group. The other three work groups focus on Research and Discovery; Engagement; and Diversity, Equity, Inclusion, and Collaboration. Professor Lang followed up on President Daack-Hirsch's introductory remarks by noting that the work groups are still in the early stages of evaluating and measuring the success of the strategies identified. She explained that the Student Success Work Group began its activity in 2016. Leadership of the work groups has changed several times over the years and the memberships are expansive, encompassing various subcommittees.

Professor Lang displayed a list of the current membership of the Student Success Work Group, which now includes faculty members who teach large undergraduate courses, along with academic support staff. Some administrators are also members, but the co-chairs have learned that the group is most productive when those who will actually carry out the strategies are heavily represented in the membership. For now, Professor Lang noted, the membership includes significant representation from the College of Liberal Arts and Sciences (CLAS), but this is related to the group's current charge, which is focused on large introductory courses, most of which are offered by CLAS. Professor Lang commented that the Student Success Work Group has engaged in various tasks over the years, including DEI-focused work, high-impact practices, academic support and retention, technological tools, and discipline and leadership competencies. This last task involved ensuring that most undergraduate academic programs developed goals and outcomes for their students.

The Path Forward Steering Committee, comprised of administrators and shared governance representatives, assists the work groups in determining which tasks to focus on each year, Professor Lang explained. When Provost Fuentes arrived, she was particularly interested in having the Student Success Work Group make recommendations about the undergraduate introductory experience. Provost Fuentes wanted to receive recommendations specifically related to the issue of the high rates of students receiving D, F, and W grades in large-enrollment introductory courses and related to the issue of incorporating inclusive excellence into the undergraduate introductory experience. Professor Lang commented that there is a vibrant national conversation, as well, going on about these concerns, which are closely linked to retention and graduation rates. She then cited UI data indicating that 29% of minority students,

which is 12% higher than majority peers, received at least one D, F, or W grade in a large introductory course; that minority students with one D, F, or W grade in these courses are 23% less likely to be retained than their minoritized peers with a passing grade; and that first-generation students are 7% more likely to receive a D, F, or W grade and 10% less likely to be retained when receiving such a grade. In response to a question, Professor Lang noted that comparative data exists for the Big Ten institutions. Turning to a definition of *inclusive excellence*, Professor Lang explained that the Association of American Colleges and Universities has stated that, *through the vision and practice of inclusive excellence, AAC&U calls for higher education to address **diversity, inclusion, and equity** as critical to the well-being of democratic culture...Making excellence inclusive is thus an active process through which colleges and universities achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities.* This is a call to action to make our courses excellent for all students, Professor Lang commented, by using best practices around diversity, equity, and inclusion to help our students succeed.

Professor Lang further explained that the Student Success Work Group has developed four strategies to achieve these goals: *1) develop and strengthen departmental commitments to student success in gateway/introductory courses by incentivizing and rewarding faculty/instructors to be involved in this work (which includes conversations and training around DEI in classroom and inclusive excellence); 2) increase use of evidence-based practices by faculty/instructors in these gateway/introductory courses through collaborating with campus units such as the Office of Teaching and Learning Technology, Center for Teaching, Office of Academic Support and Retention, Center for Diversity and Enrichment, Division of Student Life, First Gen Task Force, and others; 3) increase use of institutional data by gateway/introductory faculty/instructors and departments to strengthen expectations for course improvement; and 4) expand training and pedagogical support for graduate students who play a critical role in gateway/introductory courses by teaching associated discussion sections and leading tutorial efforts.*

In concluding her presentation, Professor Lang indicated that the work group has identified some short term strategies to carry out over the next 1-3 years. Some of these strategies involve working with associate deans in the undergraduate colleges to identify departments that are interested in this work and inviting them to submit proposals for necessary resources, and creating opportunities for faculty to take on leadership roles in these efforts by working with various centers on campus.

Professor Ahmad asked what proportion of students are currently using available academic assistance services. Professor Lang responded that, in her department, 10-20% of students seek academic help of some kind. She added that students who come from high schools in which extensive academic assistance was available are comfortable seeking out that assistance at the university. Other students, without that background, may not realize that such services are even available. She commented that it is up to the instructor to normalize seeking assistance. The Office of Academic Support and Retention, for example, has a detailed video that shows students how to attend a supplemental instruction session. Professor Nisly asked if any national networks exist from which the UI can learn about best practices in this realm. Professor Lang

responded that the Association of American Universities (AAU) sponsors a Stem Network that holds a national meeting for faculty and administrators. Professor Lang attended this meeting recently. The University of Michigan's Seismic Network includes some of our peer institutions and is developing assessment strategies for best practices in this area. There is a large body of information available, Professor Lang commented. She stressed that, for the greatest degree of success, this work must be done at the departmental level, it must be supported by the administration with resources, and faculty who engage in this important work must be rewarded for their efforts. Professor Pizzimenti asked about targeted efforts to reach students who are in need of academic assistance but who are not familiar with the university environment and are unsure about where to turn for help. Professor Lang responded that the university has implemented an integrated academic support system in which a student who accesses one type of support can be monitored and guided toward other types of support. Efforts are being made to normalize this process of seeking assistance. The success of these efforts, however, hinges on the persistence of the instructor in publicizing the support services to students.

Professor Wright asked who teaches these large introductory courses. He also asked what the acceptable level of D, F, and W grades is for these courses. In response to the latter question, Professor Lang commented that the point of these efforts is not to reach the level of zero D, F, and W grades, but that determining an acceptable level is a difficult task best left to departments. The courses tend not to be taught by graduate students, but by a wide range of instructors from semester to semester. This lack of continuity can lead to a loss of skill sets. Some departments have implemented innovative teaching models, such as pairing an instructional-track faculty member with a tenured faculty member. Professor Treat commented that she was struck by the lack of reference to mental health in this initiative. She noted that a subset of the students earning D, F, and W grades may be suffering from mental health issues, which would further complicate their chances for academic success. Professor Lang indicated that she would take this important concern back to the Student Success Work Group for consideration. President Daack-Hirsch found the emphasis on departmental involvement in dealing with D, F, and W grades in introductory courses to be encouraging, because the responsibility for student success in these courses should not lie solely with individual instructors.

- *HR Retirement Fund Investment Review Update and Catastrophic Leave Update (Jon Garfinkel, Faculty Co-chair, Funded Retirement and Insurance Committee; Nathan Stucky, Director, UI Faculty and Staff Disability Services; and Joni Troester, Assistant Vice President, Total Rewards, University Human Resources)*

Mr. Stucky reminded the group that in September the Senate had approved changes to the Catastrophic Leave Donations Policy. Those changes were subsequently approved by the Board of Regents, State of Iowa and took effect on January 1, 2020. The changes involved expanding the pool of employees who could receive donations of vacation leave to faculty and staff on nine-month contracts. Because faculty and staff on nine-month contracts do not accrue vacation, they were previously unable to receive donations of vacation leave. Donations of vacation leave allow employees to continue to take paid time off if they or their family members are ill, after their own paid leave has run out. The communication plan for this policy change involved an article in *Iowa Now*, correspondence with the entire HR community across the university, and email

messages directly to the newly-eligible nine-month faculty and staff (approximately 1500 individuals). Modifications were made to the payroll system so it could accommodate these changes and the HR website was updated, as well. The Senate had raised concerns about confidentiality for the process of requesting leave, so HR has established an option for a requester to remain anonymous (otherwise, names of requestors appear on a publicly available list).

After this summary of what has been done, Mr. Stucky turned to future plans. He indicated that he will soon be convening a work group to continue exploring efforts to ensure confidentiality for those who request donated leave. The work group will also conduct a review of the entire catastrophic leave donation program. For example, while faculty and staff on nine-month contracts can now receive leave, they cannot donate it (because they do not accrue vacation). The work group will look into whether sick leave can be donated and whether a pool of donated vacation leave can be established. The Iowa Code may be an obstacle to either of these possibilities. Mr. Stucky added that currently only about 50% of individuals who request donated leave actually receive it. Professor Nisly commented that she knows of several employees who have accrued so much vacation leave that they must forfeit any additional vacation hours. She asked if those hours could be donated to those who could use them. Mr. Stucky indicated that this is another possibility that the work group would explore. Professor Kletzing observed that externally-funded research staff are supported by grants and contracts. He asked whether the vacation time they donate is charged to the grant or contract. Mr. Stucky indicated that he would look into the answer to that question.

Ms. Troester then gave an update on the activities of the Retirement Fund Investment Review Committee. She indicated that the UI acts as the plan sponsor for the university's voluntary and mandatory retirement plan. As the plan sponsor, the university has a fiduciary responsibility to make sure that funds are performing well, that the fees are appropriate, and that the fund architecture provides choice. Over the past few years, there has been significant additional scrutiny of fiduciary responsibilities of organizations. In response to this, in May 2018, the university formed the Retirement Fund Investment Review Committee. Formation of such a committee is an established best practice. The membership of the UI committee includes Chief Financial Officer Terry Johnson, Chief Investment Officer Susan Klatt, General Counsel Carroll Reasoner, Chief Human Resources Officer Cheryl Reardon, Assistant Vice President for Total Rewards Joni Troester, Director of University Benefits Rebecca Olson, Funded Retirement & Insurance Committee (FRIC) faculty co-chair Jon Garfinkel, and content expert Tippie College of Business Professor of Practice Cathy Zaharis. The group meets every other month and performs a quarterly review of our retirement funds and our fund line-up.

Ms. Troester reminded Senators that UI employees have two options for retirement investment, the 403(b) TIAA platform or the state-sponsored IPERS platform. The committee is focusing on the TIAA plan, particularly the plan's architecture, fees, and compliance, and has sought support for its work from FRIC and the leadership of Faculty Senate and Staff Council. Ms. Troester noted that the committee's work ensures that the university is meeting its fiduciary responsibility relative to its mandatory and voluntary retirement plan. The committee may also suggest changes regarding plan architecture, based on best practice recommendations. For

assistance on the review, the committee is planning to work with Aon, the university's actuarial consultant.

Professor Kletzing asked if there was any consideration of opening up the mandatory plan to offer the same variety of investment vehicles as the voluntary plan. Ms. Troester indicated that the review would be looking at this issue, but that organizations are moving toward having only one record keeper, in accordance with best practice recommendations to reduce the potential for litigation. Professor Ahmad asked how TIAA has performed relative to other vendors. Ms. Troester responded that the review will look at this, but added that over the past few years, the university has been able to steadily decrease its record-keeping fees to very competitive levels. This favorable fee structure is due to the university's large size. Also, she added, not all of the funds in the retirement plan are TIAA proprietary funds. Professor Garfinkel commented that the review committee, as part of its quarterly reviews, looks carefully at fund performance.

Vice President Yockey noted that the Faculty Senate officers had been informed in earlier conversations that this review would not look into reducing the university's contribution to employees' retirement funds. He asked if this was still the case. Ms. Troester responded that this was indeed still true. Vice President Yockey then asked who had recommended that the Retirement Fund Investment Review Committee be formed. Ms. Troester responded that she had, because of developments in best practices, particularly in light of litigation at other organizations. Professor Nisly asked if the results of the review would be communicated to the campus. Ms. Troester responded that, if changes to the retirement plan are contemplated based on the review recommendations, a communication plan for the campus will be put into place.

- *Blue Lights and Rave Guardian App (Tammi Goerdts, Chair, University Safety and Security Charter Committee)*

Ms. Goerdts began her presentation by indicating that the Department of Public Safety (DPS) is considering the campus-wide removal of the Code Blue security phones, but no final decision has been made yet. Ms. Goerdts and Lucy Wiederholt, Chief of UI Police, have been visiting with various campus groups to gather feedback on this issue. At the time that the phones were installed, nearly thirty years ago, they were the most recent safety technology for the campus, Ms. Goerdts explained. There are 23 phones located across campus. About \$25,000 is spent every year to maintain them, because they are now deteriorating. Directing the group to a graph in her handout, Ms. Goerdts pointed out that, although there were 83 calls for service from the phones last year, only five of those calls turned out to be legitimate. Also, about 200 phones would be needed on a campus of this size in order to be truly effective as a safety measure, but this is not financially feasible. If the phones were removed, the towers they are in might be preserved because of the light they provide. Safety cameras could potentially be installed in the towers, as well. President Daack-Hirsch commented that, in her recent conversations with DPS officials, it was pointed out that the Code Blue phones require a victim to stay nearby, because police will come to the location of the phone. Staying in place, however, is not always the safest course of action for a potential victim.

Several years ago the university purchased the Rave Guardian app, as a new safety mechanism to eventually replace the Code Blue phones, Ms. Goerdts explained. The annual cost

for the app is \$7500. The app can be downloaded to cell phones and can be used anywhere, not just on campus. It is available to faculty, staff, and students. One of the components of the app is a timing tracker. Ms. Goerdts indicated that, for example, if she needs to walk ten minutes to reach her parked car, she can set the timer for ten minutes. After about eight minutes, she would need to respond to a prompt that the timer will issue. If she does not respond, then the app will notify her emergency contact or DPS. The app also features a button to call 911 directly, as well as a chat button to connect with DPS. All contact information entered into the app by the user is kept confidential. Unfortunately, the availability of the app is not yet widely known across campus, so a communication plan is underway, to potentially include insertion of information about the app into all course syllabi. A senator asked how many students so far have downloaded the app. Ms. Goerdts responded that, although we know that over 600 individuals have downloaded it, we do not know how many of those individuals are students. Professor Nisly asked if the app was accessible to people with disabilities. Ms. Goerdts answered that she did not know, but that she would try to find out. Professor Treat asked why the Code Blue phones have not been removed already. Ms. Goerdts responded that there is concern about the safety of students who do not have cell phones, and therefore cannot access the Rave Guardian app.

Professor Nisly commented upon a *Chronicle of Higher Education* article that she had read recently that described emergency phones creating a “halo of safety” around campus. Ideally, each phone is placed so that it is visible from another phone. Potential perpetrators are deterred from committing crimes near this perceived safety path. To create this atmosphere at UI, Ms. Goerdts noted, we would need to install many more Code Blue phones. Professor Treat asked about the nature of the legitimate calls for service referenced in the handout. Ms. Goerdts responded that these calls were mostly reports of suspicious activity, not of imminent danger to the caller. Professor Nisly urged that, before the Code Blue phones are removed, consideration be given to low-income students without cell phones and to individuals with disabilities. Vice President Yockey asked if training was available for using the app. Ms. Goerdts responded that the app was largely intuitive and very user-friendly. Professor Kyles suggested that signage regarding the Rave Guardian app be placed in Campus vehicles. Ms. Goerdts indicated that a bus signage initiative is indeed underway. She added that news screens in common areas across campus also advertise the app. President Daack-Hirsch commented that information could be printed on the back of university identification cards. Professor Kletzing suggested that information could be inserted into the periodic email messages that the campus community receives regarding reports of criminal activity.

- *Faculty/Staff/Student Meal Voucher Pilot Program (Collin Kepner, UISG)*

Mr. Kepner, a sophomore studying statistics & actuarial science and a senator in UISG, explained that UISG is developing a new initiative, Meal with a Mentor, a partnership between University Housing & Dining and UISG. The program would allow groups of 1-3 undergraduate students to invite current or past professors, teaching assistants, or members of UI’s professional staff who serve as mentors to a free meal at any of the campus dining halls. The student would initiate the encounter by contacting the mentor to schedule a date, time, and location for the meal. The student would then fill out an online application one week prior to the meal. The mentor would approve the meal electronically, causing a confirmation message to be

sent to the student, who would then pick up meal tickets at the Iowa Memorial Union. At some point after the meal, both student and mentor would fill out a feedback form. These forms would allow for measurement of the success of the program.

Reminding the group that Faculty Senate members had received a survey regarding the proposed program back in December, Mr. Kepner indicated that the 14 respondents had stated that they were strongly or somewhat able to identify the value in sharing a meal with 1-3 students. Also, 93% of respondents were very or somewhat willing to enjoy a free meal with 1-3 students. The same percentage indicated that they would feel comfortable eating in the dining halls. Concerns were raised about the noise and distraction levels in the dining halls, however. Mr. Kepner commented that, in the future, the program could expand to Flex Meal and off-campus locations, for quieter and more convenient settings. He added that the program is intended exclusively for undergraduate students, who have fewer opportunities to interact with campus mentors than graduate students do. Also, faculty members have the option of declining a meal invitation, or of setting limits on the number of meals they attend each semester. Mr. Kepner noted that several of our peer institutions have already established similar programs, which have been well received by faculty members and by students. Several senators praised this new UISG initiative.

- *Faculty Senators Introductions*

Senators introduced themselves and indicated their collegiate affiliations.

- *Diversity, Equity, and Inclusion Short Presentation: Managing Difficult Conversations/Hot Topics (Brianna Marcelo, Director, Diversity Resources, Division of Diversity, Equity, and Inclusion)*

President Daack-Hirsch commented that the Senate officers have tried to address issues of diversity, equity, and inclusion (DEI) this year. During the spring semester, they are planning for the Senate to focus on topics related to DEI and the classroom. Brianna Marcelo, Director of Diversity Resources in the Division of Diversity, Equity, and Inclusion, will present a series of short training sessions to the Senate, as a sample of the more extensive training sessions offered by the Division. Ideally, senators will then encourage their departmental colleagues to attend the Division's DEI training programs.

Ms. Marcelo explained that her office is piloting a program of twenty-minute DEI training teasers. Today she planned to present the training topic *Managing Controversial Topics*, for classroom situations. She indicated that the purpose of the pilot is to determine if participants can *grow their awareness, increase their knowledge, and take away a meaningful skill in less than 20 minutes*. She added that the objectives of today's session are to *1) consider how identity can connect to class engagement, 2) review steps to establish a positive environment for all students, and 3) practice utilizing the Observe, Think, Feel, Desire (OTFD) framework*. Ms. Marcelo referred the group to her handout, which listed steps to take *before* and *after* the discussion of a controversial topic in the classroom. She then turned to the classroom environment *during* the discussion of a controversial topic, briefly commenting on the components that make a topic controversial. Ms. Marcelo then directed the group to two

classroom scenarios in the handout. With partners, senators practiced the OTFD method using the scenarios. They then shared insight from the experience.

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

President Daack-Hirsch indicated that she would distribute her report electronically to senators. The full text of the distributed report is appended to these minutes.

IV. From the Floor – There were no items from the floor.

V. Announcements

- The next Faculty Council meeting will be Tuesday, March 3, 3:30-5:15 pm, University Capitol Centre 2390 UCC.
- The next Faculty Senate meeting will be Tuesday, March 24, 3:30-5:15 pm, Senate Chamber, Old Capitol.

VI. Adjournment – Professor Lehan Mackin moved and Professor Pizzimenti seconded that the meeting be adjourned. The motion carried unanimously. President Daack-Hirsch adjourned the meeting at 5:15 pm.

Appendix I – President’s Report (distributed electronically to senators on February 12, 2020)

Awards

It is nomination time for various faculty UI and collegiate awards. As faculty leaders, please be mindful of these nominations and consider nominating your very deserving and often under-recognized colleagues and yourselves! One that I want to call specific attention to is the Michael J. Brody Award.

The Michael J. Brody Award for Faculty Excellence in Service to the University and the State of Iowa. This award was established in 1990 and one to three recipients will be chosen in 2020. **Nominations are due in the Faculty Senate Office, 604 Jefferson Building (JB), by Friday, February 28.** Electronic submissions are encouraged, especially the curriculum vitae. Please submit to laura-zaper@uiowa.edu. Please refer any questions to Laura Zaper. More information can be found at <https://faculty-senate.uiowa.edu/faculty-awards/michael-j-brody-award>

Searches

VP for Student Life. The final candidate was interviewed on Tuesday Feb 12, 2020.

- The video recordings for all four finalists are expected to be posted to the search committee website by the end of the week (hopefully by Thursday am).
- The deadline for providing feedback through the Qualtrics surveys is end of day, Tuesday, February 18.

Associate Provost for Diversity Equity and Inclusion At the annual DEI update on Wednesday, Jan 22, Provost Fuentes announced that Isaacson Miller will be assisting the UI with the search for an Associate Provost for Diversity Equity and Inclusion. She plans to start that process in April.

Administrative Reviews

VPMA (Brooks Jackson and UIHC) review is in progress.

Office of the Vice President for Research

- The faculty committee for the review of the Office of the Vice President for Research has been constituted. Members include:

Teresa Marshall, Chair (Faculty Senate Officer, Preventive & Community Dentistry)

Weimin Han (Committee on Selection of Central Academic Officials, Mathematics)

Sarah Vigmostad (Committee on Selection of Central Academic Officials, Biomedical Engineering)

Jason Barker (Faculty Senate, Internal Medicine)

Peter Thorne (VPR&ED Review Committee and VPR Search Committee, Occup & Env Health)

Rebekah Kowal (Dance)

External Reviewer TBD

- Self-study due mid-February 2020

DEI

There is now a website page with the DEI Action Plan updates: <https://diversity.uiowa.edu/dei-action-plan-updates>. Colleagues in the division of DEI will be updating monthly. Additionally, campus members are able to share how they have contributed to the goals through a Qualtrics form on the same page. These entries will be reviewed weekly.

I am excited about the introduction of the newest Diversity Council: the Pan Asian Council. Campus will welcome its new Diversity Council on Thursday, February 13th from 4pm-6pm in University Capitol Centre (UCC) 2520D. The mission of the Pan Asian Council (PAC) is to promote and improve the quality of life of individuals identifying as Asian, Asian American, Pacific Islander, or under the APIDA umbrella. Anyone who supports uplifting University of Iowa faculty, staff, and students who identify within any of these distinctions is also welcomed to join.

Faculty Council notes

Faculty Council met on January 28 and held a round table discussion on two important topics, a) the P3 endowment allocation process and b) setting Faculty Senate agendas for next year.

P3 endowment allocation process

Provost Fuentes and Marty Scholtz (VP office of Research) formed a task force: Members include Governance presidents from UISG, GPSG, Staff Council, and Faculty Senate; Julie Zerwic; Cori Peek-Asa; Cornelia Lang; and Pete Damiano. The non-governance members are current chairs of Path Forward work groups (DEI, research, engagement, and student success).

Councilors brought up the following questions that they felt the task force should address: a) what does the process look like, b) who is eligible to apply, c) should there be criteria for sunsetting a project, d) can proposals be renewed, e) how will impact be measured and f) how big or small can an ask be?

I will share with you that the task force has met once, and these same types of questions came up (no answers) during our initial meeting. The goal is to have a process defined by April. Please send me questions or ideas that you have so that I can bring them to the committee for consideration.

Faculty Senate agendas

Over the past year the Faculty Senate officers have noticed that Senate and Council seem to be space where faculty are talked to or asked to respond rather than a space where we generate ideas. We need to be able to do both. Faculty Council is the Senate's executive body and one of their functions it to set agendas. I don't think we utilize Council in this way as well as we should. It is difficult, if not impossible, to set an agenda in September and then have time to execute it. Therefore, we asked councilors to bring issues to the Council that they felt needed attention as we start for planning next year's agendas. Topics included:

- Decline in tenure track hires and feelings of isolation as the numbers go down

- Recruitment and retention, prioritizing under-represented faculty AND systemic improvements needed across all faculty demographics
- System to evaluate up—ways to evaluate DEOs, Deans, and Associate Deans on an annual basis
- Continued improvement to CAT and parental leave.

We now need to develop some tactics for how we want to go about addressing issues. Some things I think we should consider are:

- A mechanism for generating topics from the senators, i.e., suggestion box or a poll to confirm and generate other ideas
- Our priorities should drive who is invited to come talk to senators
- We need to be strategic and collaborate with existing committees to work on some of these issues
- We may need to form ad hoc groups

Thank you all for an engaging Faculty Senate meeting. I welcome your comments, suggestions, and questions related to the Senate meeting and my report. Feel free to reach out to me, Joe, and Teresa.

Regards,

Sandy