

FACULTY SENATE
Tuesday, April 28, 2020
3:30 – 4:45 pm
Zoom

MINUTES

Senators Present: F. Ahmad, D. Andersen, J. Ankrum, S. Ashida, B. Ayati, G. Bardhoshi, E. Bayman, M. Bhatti, S. Bodine, C. Bradley, A. Brian, N. Brogden, J. Buckley, C. Campbell, J. Carlson, M. Charlton, C. Cherwin, M. Cunningham-Ford, R. Curto, A. Deshpande, S. Elangovan, L. Erdahl, A. Farag, E. Finzel, M. Foley Nicpon, A. Gerke, E. Gillan, L. Glass, A. Grooms, J. Halekas, N. Handoo, Y. Imai, B. Janssen, A. Jaynes, L. Joseph, A. Jung, P. Kaboli, J. Kayle, A. Kitchen, M. Kivlighan, C. Kletzing, J. Kline, M. Lehan Mackin, J. Logsdon, T. Long, L. MacGillivray, W. Maierhofer, M. McDermott, A. Merryman, K. Messingham, T. Midtrod, N. Nisly, B. Nottingham-Spencer, A. Panos, K. Parker, T. Peters, G. Pierce, M. Pizzimenti, A. Prince, J. Reinhardt, A. Rodriguez-Rodriguez, G. Russell, Y. Sato, C. Sheerin, L. Song, S. Sosale, A. Strathman, J. Streit, T. Treat, A. Vijn, S. Vos, J. Welburn Paige, E. Welder, P. Wesely, D. Wilder, D. Wurster, L. Zingman, M. Zmolek.

Officers Present: S. Daack-Hirsch, T. Marshall, J. Yockey.

Senators Excused: None.

Senators Absent: J. Barker, A. Chauhan, K. Culp, B. Dixon, C. Grueter, S. Harwani, K. Hegarty, D. Jalal, B. Kyles, C. Lang, U. Mallik, D. Meyerholz, M. Nikolas, H. Parrish, E. Sander, S. Vigmostad, A. Vikram, D. Wesemann, D. Whaley, M. Wright.

Guests: C. Barnhardt (College of Education), A. Beck (ACE Review Committee, University College), K. Brown (ACE Review Committee, Tippie College of Business), S. Edwards (Division of Diversity, Equity, and Inclusion), J. Fischels (Daily Iowan), J. Florman (Center for Teaching), R. Fumerton (Election Committee), K. Harrell (Daily Iowan), K. Kregel (Office of the Provost), B. Marcelo (Division of Diversity, Equity, and Inclusion), C. McKinney (Office of Strategic Communication), H. Mineart (Staff Council), F. Mitros (Emeritus Faculty Council), J. Troester (University Human Resources), Y. Vyas (Division of Diversity, Equity, and Inclusion), 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 Glass moved and Professor Campbell seconded that the agenda be approved. The motion carried unanimously.
- B. Faculty Senate Minutes (February 11, 2020) – Professor Sheerin moved and Professor Glass seconded that the February 11, 2020 minutes be approved. The motion carried unanimously.
- C. Faculty Senate and Council Election Results (Sandy Daack-Hirsch) – President Daack-Hirsch presented the results of the 2020 Faculty Senate and Faculty Council elections. Professor Jung moved and Professor Russell seconded that the 2020 election results be approved. The motion carried unanimously.
- D. 2020-21 Committee Recommendations (Joe Yockey, Chair, Committee on Committees) – Vice President Yockey presented the recommendations of the Committee on Committees for individuals to fill vacant positions on charter, university and Faculty Senate committees beginning with the 2020-21 academic year. He noted that there are still some vacancies to be filled. These appointments will be approved in the Fall. Professor Jung moved and Professor Treat seconded that the 2020-21 committee recommendations be approved. The motion carried unanimously.
- E. 2018-19 Motion Summary – Vice President Yockey presented the 2018-19 motion summary. Professor Sheerin moved and Professor Treat seconded that the motion summary be approved. The motion carried unanimously.

III. New Business

- *Next Iteration of Campus Climate Survey for Diversity, Equity, and Inclusion (Bria Marcelo, Director, Diversity Resources, Division of Diversity, Equity, and Inclusion and Joni Troester, Assistant Vice President, Total Rewards, University Human Resources)*

Ms. Marcelo indicated her intention to update the Senate on the status of the next faculty and staff campus climate survey for diversity, equity, and inclusion, planned for Fall 2020. She explained that, following review of the 2018 version of the survey, it was determined that a data vision statement for diversity, equity, and inclusion (DEI) was necessary. This data vision statement would have several components: support for evidence-based decisions related to UI DEI action plans, a consolidated data source, and campus-wide assessments to catalog DEI-associated attributes and metrics. The data vision statement has been reviewed by the DEI Data Taskforce, which reports directly to the Path Forward Diversity, Equity, Inclusion, and Collaboration Work Group. The DEI Data Taskforce is comprised of three smaller groups, focused on metrics; literacy, resources, and communication; and the faculty and staff climate survey. The leadership of the faculty and staff climate survey group includes Ms. Marcelo, of the Division of Diversity, Equity, and Inclusion; Lois Geist, of the Office of the Provost; and Joni Troester, of University Human Resources. Sarah Hansen, now Vice President for Student Life, was also active in the group's leadership when she was affiliated with the Office of the Provost. The group's charge is to provide leadership and oversight for the survey, with a particular focus on survey administration, communication to campus, and report generation and analysis in a timely manner. To carry out this charge, the group established three work groups to focus on review and revision of the survey tool, survey analysis and report development, and survey administration.

Turning to recent activity of the climate survey group, Ms. Marcelo indicated that, while the 2018 survey provided some useful foundational data on which to base campus-wide conversations, the focus of the next survey will involve the creation of a permanent structure for future assessment with data analysis and reporting carried out in a timely manner. As noted earlier, the survey will next be conducted in Fall 2020, but administration of the survey will revert back to the spring semester going forward. Similar to the Working@Iowa data process, biostatisticians from the College of Public Health will now be involved in the survey analysis and report development. Ms. Marcelo explained that other innovations for the climate survey will include a reduction in the number of questions in order to increase response rates, a focus on actionable data to be reported within 60 days of the survey's administration, and the use of census and other available data to increase the reliability of the results.

Regarding timelines, Ms. Marcelo noted that the survey revision was completed this month. In May, the administrative review is expected to be complete and in July, the report template will be finalized. The communication plan will be finalized in August. Administration of the survey is planned for September 21 – October 2. The survey report will be distributed in December and January.

President Daack-Hirsch asked if there were any particular changes that should be highlighted in the newest version of the survey. Ms. Marcelo commented that about 20 items from the previous version have been retained. New questions pertain to experiences of bias and intimidating or hostile treatment. Follow-up questions seek to elicit the impact of those experiences on respondents (reduced productivity, desire to leave the university, etc.). Professor Pizzimenti asked how the survey aligns with the search for a new Associate Vice President for Diversity, Equity, and Inclusion. Ms. Marcelo responded that, while the survey and search processes are currently separate, once the new AVP for DEI is hired, that person will become closely involved in the administration of the survey and the analysis of the data. Professor Lang expressed her appreciation for the brief presentation on an aspect of DEI that Ms. Marcelo conducted at the last Senate meeting. Ms. Marcelo noted that a new brief DEI presentation was on the agenda for this meeting, as well.

- *Diversity, Equity, and Inclusion Twenty-Minute Teaser Presentation: Practicing Pronouns (Steven Edwards, Assistant Director, Diversity Resources, Division of Diversity, Equity, and Inclusion and Bria Marcelo, Director, Diversity Resources, Division of Diversity, Equity, and Inclusion)*

Mr. Edwards explained that the purpose of these twenty-minute teaser presentations is to test whether participants can grow in their awareness and knowledge, and acquire a new skill in just twenty minutes. He encouraged feedback on this pilot program. Moving to the objectives of today's presentation, Mr. Edwards indicated that participants would be asked to consider the importance of pronouns to students, would practice using pronouns and navigating potential classroom situations, and would develop strategies to address misgendering.

Commenting on the impact of misgendering on students, Mr. Edwards referenced research showing that students' academic welfare, mental health, and overall wellness can all be affected

if the wrong pronouns are used to refer to them. Research has shown that misgendering is a common experience for students, as well. Mr. Edwards displayed a chart of pronouns: he/him/his; she/her/hers; they/them/theirs; ze/hir/hirs; and ze/zem/zirs. He noted that additional pronoun sets exist. Regarding the they/them/theirs pronoun set, Mr. Edwards commented that, while most of us have been taught that these are plural pronouns, language continually evolves and colloquial usage of these pronouns to refer to a singular subject has been widespread. He added that when we consider how to navigate grammatical rules, we should prioritize respecting students' pronouns, thereby prioritizing students' health, identities, and academic success over fixed language rules. In other words, we should move away from prescriptivist linguistics and focus instead on what we can do in the moment to support students, so that they can have the best chances to succeed.

Strategies for respecting students' pronouns could include inviting students to introduce themselves with their preferred names and, optionally, their preferred pronouns, on the first day of class, Mr. Edwards explained. During initial email interactions, instructors could ask students what their preferred pronouns are. Stating your own pronouns in your email signature encourages this conversation and models this behavior (a template for including pronouns in the email signature can be found here, <https://brand.uiowa.edu/templates>). In large classes, where introductions may not be feasible, instructors could use students' preferred names, rather than pronouns, or they could default to they/them/theirs until learning the preferred pronouns. In one-on-one interactions in a safe, private environment, instructors could ask students which pronouns they prefer. They could begin this exchange by indicating their own pronouns. To address misgendering, Mr. Edwards suggested the following steps: match language (listen for and use the correct pronouns), acknowledge mistakes and apologize for your actions, keep your focus on the person who was impacted by the mistake, and evaluate your actions to determine if this is a one-time mistake or a pattern of behavior that should be addressed.

Mr. Edwards then shared a case scenario involving pronouns with the group. Senators commented on how they might respond to the situation presented in the case scenario. In conclusion, Mr. Edwards suggested resources for additional pronoun practice. He also invited senators to attend classes offered by the Division of Diversity, Equity, and Inclusion.

- *Senate Endorsement of New Approach to Evaluating Faculty Teaching (Annette Beck, Director, Operational Services, University College and Ken Brown, Associate Dean for Undergraduate Program in Business, Tippie College of Business)*

Associate Dean Brown noted that this topic had come before the Senate last year, as well as before the Council earlier this spring. He noted that the recommendations he would be presenting today had been revised somewhat in the last six months in response to feedback. Ms. Beck praised the members of the Task Force to Revise ACE for their outstanding work in developing these recommendations. She and Associate Dean Brown serve as the co-chairs of the task force. Ms. Beck indicated that this project began two years ago in response to widespread concerns raised about the ACE evaluations. The task force was guided by three driving principles: *advance assessment of teaching to facilitate improvement over time, increase student voice in the process by maintaining their input and increasing response rates, and*

reduce known bias in ratings and comments against women and under-represented instructors.

Expanding on these guiding principles, Associate Dean Brown stressed that the purpose of evaluating teaching is to improve teaching. He noted that there is evidence of systematic bias against instructors who are women or members of under-represented minority groups, adding that both experimental research and large-sample studies suggest that, particularly at predominantly white institutions like UI, women and members of under-represented minority groups average lower ratings on evaluations. This is a significant problem as it relates to fairness, he commented. The task force members sought to address this issue. Associate Dean Brown then indicated that response rates had been low and the task force also sought to amplify student voice by increasing participation rates. However, the task force wanted to decrease the relative importance of student ratings of instruction in order to advance assessments of teaching, avoiding biased ratings or ratings that are narrowly focused on things that are not fundamental to learning.

Returning briefly to the process through which the task force carried out its work, Associate Dean Brown noted that the task force consulted with a wide variety of administrators, shared governance groups, and faculty and student focus groups. Two colleges (Education and Nursing) participated in pilot projects during the Fall of 2019.

As a result of its work, the task force created sets of recommendations for improvements to the assessment of teaching overall. Regarding the revision of end-of-course student ratings, the task force recommended the introduction of a small number of new core questions that would be simple and low bias. In the pilot projects, there were six close-ended items and three open-ended items. Faculty reported that the feedback from the latter was much richer and more useful than previously, while the quantitative data from the former was sufficient. Student demands for a shorter evaluation form were also met in this way. In order to address the task force's goal of diminishing the importance of the end-of-course evaluations, the recommendations emphasized encouraging ongoing student feedback, such as the use of mid-course student evaluations. The task force also recommended promoting systematic peer and expert observation. The final set of recommendations called for offering comprehensive educational resources, such as training for DEO's on teaching effectiveness and informational videos for students, instructors, and DEO's. In summary, Associate Dean Brown indicated that the task force had taken a multi-pronged approach to think about how we build a culture and a set of systems that better support instructional improvement over time.

Ms. Beck added that participants in student focus groups had advocated for a small number of consistent questions across departments because students would then be much more likely to submit evaluations. The students had also indicated that they don't know what happens to the feedback they give at the end of courses, and whether it has any impact. If students become accustomed to providing mid-course evaluations that are then acted upon, they would be more likely to take end-of-course evaluations seriously. Some faculty have expressed dissatisfaction with the evaluations, as well, not finding the comments useful and not really knowing what becomes of their scores, aside from factoring into promotion and tenure decisions.

Turning to next steps, Associate Dean Brown commented that the end-of-course evaluation software now used by the university has become insufficient for current needs. However, the university would incur significant costs in upgrading to a newer, more flexible system, moving from \$24,000 annually to potentially \$100,000 annually. There would be one-time start-up costs, as well. Associate Dean Brown explained that the task force has been seeking approval of its proposal and budget for new software from groups across campus, including from the Faculty Council. The request for proposals and software selection process would likely take place in the Fall. In the meantime, modifications to replicate the pilot questions using in Nursing and Education can be carried out within the current software. Actual implementation of the new software would be ready by Summer 2021.

Professor Pizzimenti asked for additional details about costs for the new software. Associate Dean Brown indicated that although an annual cost of \$100,000 was projected, we may be able to negotiate that price down through a multi-year contract. Ms. Beck added that the new software would have better capability to deal with off-cycle, team-taught and cross-listed courses. The new software could also allow for aggregation of data from different course sections or instructors, and creation of word clouds from qualitative data. There would also be more flexibility in the timing of end-of-course evaluations. And, for courses with lab sections, course and instructor evaluation sections could remain separate.

Professor Russell asked about assessing performance by rating specific desirable behaviors. Associate Dean Brown responded that the six items favored by the task force reflect the specific things that instructors do, while more general items have been removed in the proposed revision. The latter are more prone to perceptual errors and stereotypes. The task force recommends averaging the responses to create an overall assessment. However, the task force is adamant that a single aggregate score not be used to represent an instructor's effectiveness. Even with the improved questions, there is still variance associated with student characteristics, course difficulty, etc. Therefore, we should be less concerned about using comparison to norms (such as the median of the department). Good instructors are continually improving and updating their teaching, so comparison to peers is not useful, partly because of bias, but also because these comparisons do not measure an individual instructor's continuous improvement. Associate Dean Brown emphasized that the task force is attempting to lead a change to the culture of how we assess teaching.

Ms. Beck then displayed the six rated questions, which ask about whether the instructor used class time well, whether the instructor communicated course material clearly, and whether the teaching methods helped students learn. The course-focused questions ask about assignments, readings, activities; assessments; and assistance made available. The open-ended questions ask students to comment on what was useful in the course, what should be changed, and what else the student would like the instructor to know about the student's experience. Both students and faculty members have asked for a response of "N/A" to be added to the choices for the rated questions. In response to a question, Associate Dean Brown indicated that the new software would allow for differentiation for teaching assistants who do and do not have control over any aspects of the course. Professor Lang asked about end-of-course evaluations for this

unexpectedly online semester due to the pandemic. Associate Dean Brown noted that a survey will go out to students to elicit feedback on what the campus learned about the transition to online-only teaching. The administration has already indicated that this semester's student evaluations will not be used in promotion and tenure decisions. The survey will focus on high-level feedback we can use going into the Summer and Fall. Anonymous data will be provided to the colleges. Associate Dean Brown indicated that we do not want to miss this opportunity to learn from students what they experienced over these last weeks of the semester.

In conclusion, Associate Dean Brown reiterated that the task force's goals are to improve teaching over time, increase student voice appropriately in the assessment process, and reduce bias in that process. He asked for the Senate's approval of the proposal and budget for the new assessment software. Associate Dean Brown and Ms. Beck welcomed additional feedback at any time.

Professor Russell moved and Professor Erdahl seconded that the Faculty Senate support the teaching assessment initiative, including the financial component, proposed by the Task Force to Revise ACE. The motion carried unanimously.

IV. From the Floor –

Professor Foley Nicpon moved that the Faculty Senate approve the following resolution in honor of President Daack-Hirsch:

WHEREAS the University of Iowa faculty are members of a university community that values and benefits from dedicated, skillful, and collaborative leadership and

WHEREAS President Sandy Daack-Hirsch has been a valued leader by serving tirelessly and with unwavering dedication in her role as Chair of the AAUP Sanction Removal Committee, which was critical work for our viable academic future, Senate Vice President, and Senate President and

WHEREAS President Daack-Hirsch most recently faced the crisis of COVID-19 head-on by working skillfully on the COVID-19 Campus Operations Update team where she voices faculty interests and needs, and addresses our fears and concerns about our students and

WHEREAS President Daack-Hirsch has joined campus administration and faculty on the P3 Grant Task Force to tirelessly voice faculty and campus interests as leaders outline principles and a protocol with respect to the P3 funding process and

WHEREAS President Daack-Hirsch has strongly and successfully advocated to administration for faculty on the Faculty Senate Task Force on Catastrophic Leave, which worked with administration and the Board of Regents to enable non-vacation accruing faculty to receive donated sick time and

WHEREAS President Daack-Hirsch equally has championed faculty on the Spending Health Savings Work Group that is assessing the savings realized through the implementation of the second health insurance plan option and

WHEREAS President Daack-Hirsch has advocated carefully, thoughtfully, and masterfully for shared governance as she works with leadership of other shared governance groups to review the charter committee structure and individual charter committees and

WHEREAS President Daack-Hirsch has created a welcoming and inclusive environment for all faculty to share their voices as she strengthens shared governance, which sustains the lifeblood of the university and

BE IT RESOLVED that We the Senate express our most profound gratitude to President Daack-Hirsch for her admirable and collaborative leadership and service to us all.

Professor Lehan Mackin seconded that the resolution be approved. The resolution was unanimously approved via applause.

V. Announcements

- Regents Awards for Faculty Excellence (Sandy Daack-Hirsch)
President Daack-Hirsch announced the recipients of the 2020 Regents Award for Faculty Excellence: Kurt Anstreicher (Business Analytics), Lan Samantha Chang (Creative Writing), Stephen Dunbar (Psychological and Quantitative Foundations), Jose Morcuende (Orthopedics and Rehabilitation), Corinne Peek-Asa (Occupational and Environmental Health), and Barbara Raket (Nursing).
- Michael J. Brody Awards for Faculty Excellence in Service to the University and the State of Iowa (Sandy Daack-Hirsch)
President Daack-Hirsch announced the recipients of the 2020 Michael J. Brody Awards for Faculty Excellence in Service to the University and the State of Iowa: Lan Samantha Chang (Creative Writing), Usha Mallik (Physics and Astronomy), Kembrew McLeod (Communication Studies), Todd Pettys (Law), and Steven Ungar (Cinematic Arts).
- Concluding Remarks of the 2019-20 Faculty Senate President Sandy Daack-Hirsch (to include a COVID-19 update)

Before beginning her closing remarks, President Daack-Hirsch provided a brief update on various campus events. Regarding the dean search for the Tippie College of Business, she indicated that virtual on-campus interviews are underway and will continue through early May. Vice President Yockey serves on that search committee. Russ Ganim, of International Programs, and Nadine Petty, of the Division of Diversity, Equity, and Inclusion, have been named co-chairs of the search committee for a new Associate Vice President for Diversity, Equity, and Inclusion. Professor Treat represents the Faculty Senate on this search committee. Isaacson Miller is the search firm assisting the university for this position. The firm hosted a series of virtual campus meetings last week. Plans call for the new AVP to be in place for the 2021-22 academic year. Provost Fuentes has announced that she is postponing the call for proposals for P3 funding given the uncertain campus environment. A small group of faculty members, including President Daack-Hirsch and Professor Lang, have been working on developing a process for the review of proposals and the awarding of funds.

Turning to the COVID-19 crisis, President Daack-Hirsch assured the group that the Senate officers have continued meeting with senior administrators, as well as with their shared governance counterparts, following the shutdown of large parts of campus in March and the move to online-only teaching. President Daack-Hirsch is also attending the weekly COVID-19 Campus Operation meetings. Participants in these meetings include the members of the Critical

Incident Management Team (CIMT), President Harreld, Provost Fuentes, the deans, and representatives from Human Resources, UIHC, Finance and Operations, Student Life, Risk Management, Strategic Communication, the General Counsel's Office and the other shared governance bodies, along with liaisons to our local, state, and federal governments. Originally, this group met three times per week. The purpose of these meetings is to make sure that the policies and procedures emerging from the CIMT are not developed in silos, but are vetted by the other meeting participants. Following these meetings, COVID updates are sent out to the campus community via email and the *Iowa Now*. President Daack-Hirsch indicated that during these meetings, President Harreld stresses the need for flexibility, along with the need to take context into consideration, as we make decisions for our university, instead of simply imitating the actions of other universities around the country. Population density, institutional financial health, and other factors all contribute to the different decisions that universities make when deciding how to proceed in the Summer and Fall.

President Daack-Hirsch indicated that the Campus Operation meetings are now focused on post-surge planning, and second-surge planning and the subsequent recovery. She reminded the group that the campus is decentralized in terms of budget and operations, and that factor is coming into play in the planning. Colleges have been asked to manage their budgets first, before university-wide strategies are developed. President Daack-Hirsch explained that economic modelling for the university's near future is currently being conducted. Factors to take into consideration in this modelling include a potential cut in state appropriations. The size of this cut probably will not be known until July. Enrollment is another factor to consider. We will not know the size of our enrollment until students actually show up for classes. Students whose families' budgets have been impacted by the pandemic may defer or cancel their enrollment. Tuition and fees are anticipated to be flat this year. This overall potential loss of income could be partially offset by federal government stimulus funds directed toward universities. We have a team in place to navigate the regulations and requirements surrounding these funds, which come in four buckets: hospitals and health care, education, research, and state stabilization.

The Faculty Senate officers remain in contact with administrators about reopening and the impact of COVID-19 on faculty, President Daack-Hirsch reassured the group. The officers are working with Faculty Councilor Professor Glass to develop a survey to send to all faculty to elicit feedback on reopening. This feedback could help in the formulation of faculty-generated guiding principles as we face the financial constraints of the coming academic year. Colleges have been asked to prepare for an in-person Fall semester, but to have contingency plans in place in case we need to move to hybrid or entirely online learning. Executive Vice Provost and Senior Associate Provost for Faculty Kevin Kregel is putting in place "Open Fall 2020" work groups focused on instruction, IT, research, health and safety, human resources, and finance and operations.

Professor Glass commented that he had heard from senior colleagues that the Faculty Senate had once developed a set of principles to follow in case of financial exigency. It would be helpful to locate that document if it indeed exists. He also asked if use of the P3 funds was being considered to compensate for the loss of state appropriations. President Daack-Hirsch commented that this question has come up, but that she has been told that the purpose of the P3

funds is to move us forward with our strategic plan, not to backfill budget holes. As of right now, there are no plans to deviate from this course of action. Professor Russell expressed hope that science, not financial considerations, would ultimately guide the university's decisions regarding how best to respond to the pandemic, including whether to hold in-person classes.

Turning to her closing remarks, President Daack-Hirsch commented that it was important to reflect back on the past year. She noted that she had endeavored to make Faculty Senate not just a venue for the presentation of information. She added that Senate officers currently are spending much more time in meetings than their predecessors did, leaving little time to carry out projects, so we must plan ahead if we hope to accomplish our goals. President Daack-Hirsch reminded the group that the Faculty Council/Administrative Retreat last August had partly focused on the purpose and function of the charter committees. The retreat shed light on how poorly used, and sometimes even duplicated, the charter committees have been. The shared governance leaders undertook the review of four charter committees this past year in order to resolve issues those committees had been facing. The review has led to a renewed vitality of the committees, restored collaboration with their affiliated central administrative units, and the empowerment of the chairs of the committees. The general charter is also being reviewed with a report expected in the Fall.

As part of the Senate's commitment to diversity, equity, and inclusion this year, a series of DEI short presentations was instituted, allowing for senators to acquire and practice a new skill related to DEI. Senators could then initiate related difficult conversations in their units and advocate for faculty participation in the training programs offered by the Division of Diversity, Equity, and Inclusion.

The Senate continues to make progress on central administrative reviews. Former Faculty Senate President Pete Snyder several years ago sought to get the Senate back on schedule in carrying out its duty to review the central administrative offices. President Daack-Hirsch commented that last year, then-Secretary Yockey had led the review of the Office of Finance and Operations. That review has helped guide the Office in the development of a strategic plan. The review of the Office of the General Counsel, chaired by then-Past President Snyder, has led to that Office's consideration of additional staffing to carry out their functions. An essential part of the review process is an update by the vice presidents on how their offices have implemented the review recommendations.

President Daack-Hirsch commented that the Senate officers believe the Senate should establish priority areas of focus to drive our agendas. Because the Faculty Council sets the agendas for the Senate, the Council members were asked to bring forward issues that their colleagues would like to see addressed. From these issues, the Council identified priority areas that were common across colleges. This advance planning will allow the Senate to move forward on faculty-generated ideas, initiatives, and changes as soon as the Fall semester begins.

Concluding her remarks, President Daack-Hirsch stated that Vice President Yockey and Secretary Marshall have been superb officers and colleagues. They are active and compassionate listeners with enormous capacity to advocate for faculty. Their ability to move back and forth

between the big picture and unit-level application has led to productive and influential conversations with administrators. Together, the officers have worked to create a more inclusive and participatory environment in the Senate and Council. President Daack-Hirsch thanked Vice President Yockey and Secretary Marshall for their strong commitment to teamwork and to the faculty. She also thanked Faculty Senate Administrative Services Specialist Laura Zaper for her support. President Daack-Hirsch then thanked the senators for their thoughtful engagement during meetings and for their work promoting faculty and shared governance. She commented that it was with mixed emotions that she ended her term as president. It is a difficult time, and while it may be hard to contemplate past successes in the context of the pandemic, she felt that these accomplishment laid the foundation for a more productive future. She emphasized that our values of collegiality and collaboration will get us through this crisis. President Daack-Hirsch urged that senators continue to be strong leaders in their units and that they bring concerns to the Senate. She asked that they take control of what they can take control of, with pride and a sense of purpose, and that they take good care.

VI. Adjournment – Professor Lehan Mackin moved and Professor Jung seconded that the meeting be adjourned. The motion carried unanimously. President Daack-Hirsch adjourned the meeting at 5:05 pm.

FACULTY SENATE
2020-21 ORGANIZATIONAL MEETING
Tuesday, April 28, 2020
4:45 – 5:15 pm
Zoom

MINUTES

I. Call to Order – President Yockey called the meeting to order at 5:05 pm.

II. Opening Remarks of the 2020-21 Faculty Senate President Joe Yockey

President Yockey began his remarks by thanking senators for the many sacrifices, both professional and personal, that they have had to make this semester in response to the pandemic. He stated that their resilience was inspiring. This is a pivotal experience in our students' lives, and they will never forget this year, he commented, adding that recognizing the impact of this transformative year places an enormous burden on faculty, but it is a burden that faculty are all carrying with amazing strength and skill.

President Yockey noted that for him, it was a humbling thought to be beginning his year as Faculty Senate President. Faculty are the core of this institution. The UI does not sell a product; we produce and disseminate knowledge. The university's mission starts with the faculty. Looking back on his own life, President Yockey commented that he was here speaking before the Senate today because of the impact that faculty at a similar large, research university had had on his family. He recounted that his father had grown up in a small Kansas town and had wanted to

be a doctor. Despite limited resources, President Yockey's father had access to the University of Kansas through affordable, in-state tuition. The faculty who taught and mentored him through college and medical school gave him the knowledge and training necessary to fulfill his dream of becoming a doctor. He attained levels of success that allowed his son to grow up with comforts he never had. President Yockey explained that he also attended the University of Kansas, but unlike his father, he did not have a singular focus and ended up switching majors numerous times. Everything changed, however, when he spoke to a kind and generous art history professor about his future. Through contacts this professor made for him, President Yockey was able to envision a path to law school. He emphasized that every success or good fortune he has had in his professional career can be attributed to guidance from university faculty.

Although it is a cliché, there are elements of truth in the saying that you never know how you affect another person, President Yockey observed. Faculty members have amazing power to have an enormous positive impact on the lives of their students, on the state, and on the country. President Yockey envisioned the role of the Faculty Senate as doing everything possible so that the faculty can realize their potential and so that their voices can be heard, and for faculty to have the support necessary to do what they were hired to do – teach, research, create art, and be part of our students' lives in ways that will enrich them well beyond our time here. None of this is easy, of course, and we are currently facing very severe challenges. Enumerating those challenges, President Yockey commented that our rankings are not where we want them to be. Our salaries continue to lag behind those of our peers. The decline in tenure lines has caused our tenured and tenure-track faculty members to feel increasingly isolated. The pandemic has brought on additional challenges, including declining enrollments, lost revenue, and the fallout from intense budgetary pressures. There is the real possibility that some of us may become ill, and many of us face greater physical, emotional, and psychological strain as a result of COVID-19. A large part of the coming year may simply consist of taking care of ourselves, our families, and each other.

We must determine what to do next during this time of uncertainty, President Yockey noted. With the guidance and input of the Faculty Council, the Senate officers have identified several strategic initiatives to help us move forward. First, we must stay engaged in the broader COVID-19 recovery process. We must protect the faculty and ensure that safety is at the center of everything we do in the coming months. As soon as it is safe to do so, however, we will turn to new initiatives. The first new initiative will be the creation of a commission on faculty advancement. Our plan is to leverage the strength of our existing committees and governance structure to consolidate around a group capable of developing specific, tailored ideas for how to improve the lives of faculty. Initially, the commission will be asked to focus on two critical areas, faculty morale and faculty recruitment and retention. With regard to morale, the goal will be to find ways to celebrate faculty achievement, as well as to create more opportunities for meaningful social, emotional, and intellectual support. This may be as simple as finding new methods of recognition, such as an online hall of honor, or it may involve taking a hard look at why many faculty feel that they do not have enough time to commit to all the professional endeavors that they would like to. The recruitment and retention initiative will focus on faculty members who identify as members of under-represented minority groups. At the UI we have been talking about improving our rates of diversity recruitment and retention for years; while

this talk has been important, it is time to take action. The commission can build on work that has already been done, and President Yockey was optimistic that we can see real progress by making relatively narrow changes, leading to the achievement of small victories that will evolve into much bigger ones.

President Yockey indicated that the other initiative has a narrower focus, but could achieve a major impact. Starting this summer, work will begin on developing a university-wide system that will allow faculty to “evaluate up” in their colleges and departments. We will create a formal process for faculty to submit annual performance evaluations of their deans, associate deans, and DEO’s. The goal is to provide faculty with greater voice in their colleges and departments. Some colleges are already doing this, but we want this type of evaluation to be available across campus, allowing for critical feedback to those who are able to make changes. None of these strategic initiatives will take the place of the need to recover following the pandemic, but they are not in conflict with that effort, either. In order to make positive, lasting change, we need to think about both the short term and the long term future of the university.

In concluding his remarks, President Yockey thanked a number of individuals, including his dean, Kevin Washburn. President Yockey appreciated that Dean Washburn has been a steady proponent of the Senate’s work. He also thanked Provost Fuentes, who, in her short time here, has been a strong advocate for faculty. President Yockey then thanked Faculty Senate Administrative Services Specialist Laura Zaper for her help and support. President Yockey praised former Secretary Marshall for her positivity and wisdom, keeping the officers grounded with the proper perspective. He also acknowledged the guidance and advice of former Past President Russ Ganim. With deep and heartfelt appreciation, President Yockey stated that in Past President Daack-Hirsch, he saw the outstanding leader he would like to become someday.

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

IV. Announcements

- Officer Election Results – Officer elections were held online prior to the meeting, because the virtual format would not allow for the paper ballots traditionally used at Senate meetings. Professor Fumerton, chair of the Faculty Senate Election Committee, commended all of this year’s outstanding candidates. He then announced that the new Faculty Senate Vice President is Teresa Marshall and that the new Secretary is Ana Rodriguez-Rodriguez. All candidates were given a round of applause.
- 2020-21 Meeting Schedule – President Yockey reminded senators that the meeting schedule for 2020-21 could be found in their meeting packets.

V. Adjournment – Professor Glass moved and Professor Sheerin seconded that the meeting be adjourned. The motion carried unanimously. President Yockey adjourned the meeting at 5:20 pm.