

FACULTY SENATE
Tuesday, December 6, 2022
3:30 – 5:15 pm
Senate Chamber, Old Capitol

MINUTES

Senators Present: B. An, D. Anderson, B. Ayati, A. Brian, N. Brogden, M. Cantrell, M. Carvour, M. Charlton, C. Cherwin, M. Coleman, R. Cox, R. Curto, E. Destruel, L. Durairaj, H. Dybevik, A. Estapa, A. Farag, P. Ferguson, P. Gilbert, B. Greteman, N. Greyser, C. Grueter, N. Handoo, B. Janssen, A. Kalnins, J. Kayle, A. Kitchen, J. Kline, M. Landsman, A. Lesch, V. Lira, D. Macfarlane, T. Mangum, S. Martini, D. McGehee, M. McQuistan, G. Pierce, C. Pinnaro, M. Pizzimenti, P. Polgreen, J. Sa-Aadu, Y. Shi, A. Strathman, C. Turvey, A. Vikram, S. Young.

Officers Present: E. Gillan, T. Marshall, A. Rodríguez-Rodríguez, C. Sheerin.

Senators Excused: J. Halekas, A. Jaynes, C. Just, J. Murry, A. Panos, K. Parker, A. Prince, D. Santillan, M. Santillan, C. Swanson, E. Welder.

Senators Absent: M. Abou Alaiwa, J. Achrazoglou, K. Ait-Aissa, M. Bhatti, J. Carlson, S. Ganesan, J. Gutierrez, E. Hill, L. Joseph, D. Langbehn, B. Li, C. McMillan, H. Mehdi, P. Nau, Y. Sato, A. Shibli-Rahhal, T. Wadas, L. Zingman, M. Zmolek.

Guests: L. Crooks (Pentacrest Museums); A. Flaming (Center for Teaching); G. Katzer (Daily Iowan); K. Kregel (Provost); L. Marshall (UI Center for Advancement); J. Neumann (International Writing Program); A. Williams (Center for Teaching); L. Zaper (Faculty Senate Office).

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

II. Approvals

- A. Meeting Agenda – Professor Pizzimenti moved and Professor Strathman seconded that the agenda be approved. The motion carried unanimously.
- B. Faculty Senate Minutes (October 25, 2022) – Professor Strathman moved and Professor McQuistan seconded that the minutes be approved. The motion carried unanimously.
- C. Committee Appointments (Ed Gillan, Chair, Committee on Committees) – Professor Pizzimenti moved and Professor Farag seconded that the committee appointments be approved. The motion carried unanimously.

- Daniel McGehee (Industrial & Systems Engineering) to fill a vacancy on the Faculty Senate, 2022-23
 - Craig Just (Civil & Environmental Engineering) to fill a vacancy on the Faculty Senate, 2022-23
 - Kevin Krause (Management & Entrepreneurship) to replace David Wittenberg (English) on the Parking & Transportation Committee, Spring 2023
 - Mary Charlton (Epidemiology) to fill the unexpired term of Nicole Nisly (Internal Medicine) on the Funded Retirement & Insurance Committee, 2023-25
 - Sailesh Harwani (Internal Medicine) to fill the unexpired term of Matthew Nonnenmann (Occupational & Environmental Health) on the Presidential Committee on Athletics, 2023-24
- D. Faculty Senate Elections 2023 Vacancy Tally (Ana Rodríguez-Rodríguez) – President Rodríguez-Rodríguez explained that Senate approval of the vacancy tally is necessary before we can move ahead with our elections process in the spring semester. Vice President Gillan observed that one Senate seat has moved from the College of Liberal Arts and Sciences to the Carver College of Medicine. This is the result of changes in the voting populations of the colleges over the past year. Professor Pizzimenti moved and Professor Mangum seconded that the vacancy tally be approved. The motion carried unanimously.

III. New Business

- [Shadow & Light](#) *Pentacrest Museum Exhibit (Liz Crooks, Director, Pentacrest Museums and Josie Neumann, Associate Director, International Writing Program)*

As Director of the Pentacrest Museums, Ms. Crooks welcomed Senators to the Old Capitol Museum Senate Chamber. She indicated that the exhibit *Shadow & Light* would open in the Old Capitol Museum on January 18 and run through the end of May. Ms. Crooks explained that the exhibit features 30 photographs, accompanied by personalized narratives and each memorializing one of the more than 700 Iraqi academics assassinated between 2003 and 2012, a period of sectarian violence in Iraq. Ms. Neumann continued, indicating that the *Shadow & Light* exhibition is connected to a larger international art and writing project, founded by poet-activist [Beau Beausoleil](#), called *Al-Mutanabbi Street Starts Here*. This Baghdad street is famed for its concentration of booksellers and was the site of a car bombing in March 2007. In an act of community curation, artists from around the world were invited to select the academics they wished to memorialize. The 30 photographs and narratives in the Old Capitol Museum exhibit were chosen from this initial selection, with the goal of broad representation of both academics and contributors. Academic freedom is a common theme of the narratives. It is a theme that resonates with us at the University of Iowa, as well.

Ms. Crooks commented that the *Shadow & Light* exhibit fits well with the Old Capitol Museum's mission *to educate the university, local, and national communities on the continuing significance of the humanities, as an invigorated and distinguished building that serves as a center of culture and civic discourse for the State of Iowa, through public outreach initiatives, educational programming, exhibitions, and academic scholarship*. She added that the exhibit will provide for our campus and community the opportunity to contemplate and reflect upon the

ideas of academic freedom and intellectual bravery, as well as to show international solidarity with academic colleagues around the world who find themselves under threat. Ms. Crooks invited faculty members to include the exhibit in their syllabi, if appropriate. Class visits can be scheduled through the Pentacrest Museum [website](#). Museum staff are open to collaborating with faculty members on programming. Events planned throughout the spring include a documentary screening about the project, a memorial reading, and a panel discussion co-hosted with the [UI Center for Human Rights](#). Concluding the presentation, Ms. Crooks noted that the exhibit *Facing the Inferno: The Wildlife Photography of Kari Greer* will open at the Old Capitol Museum in January 2024.

- *Kevin Kregel, Executive Vice President and Provost*

Provost Kregel began his presentation with a description of faculty success components of the 2022-2027 Strategic Plan, which went into effect on July 1, after eighteen months of work. Part of this work included holding listening sessions and town hall meetings to solicit input from the campus community. The Strategic Plan focuses on five areas: *excellence in teaching and learning, innovative research and creative discovery, welcoming and inclusive environment, transformative societal impact, and holistic well-being and success*. Provost Kregel noted that faculty success, student success, and diversity, equity, and inclusion are not separated out as distinct focus areas, as they are in many other higher education institution strategic plans, but are instead intentionally woven throughout all five components of our plan. Also unique to our plan is the focus on *holistic well-being and success*. The [Strategic Plan Action and Resource Committee](#) (SPARC) is charged with implementing the plan. The SPARC encompasses nine workgroups that are currently developing, prioritizing, and implementing tactics across the five focus areas.

Funds from the [Public-Private Partnership \(P3\) Program](#) will be directed toward the support of various goals within the Strategic Plan, Provost Kregel explained. The allocation process for those funds involves a review of P3 proposals by the SPARC. The proposal review cycle began with a call for preliminary proposals on September 15. Thirty-three proposals were submitted by the deadline of October 31. Invitations to submit full applications will be issued this week to the teams behind ten of those proposals. Full applications will be due on March 10. The funding will be released to awarded projects next July 1. Secretary Sheerin requested clarification about who is reviewing the proposals and the extent of faculty involvement in the review process. Provost Kregel explained that the SPARC is comprised of administrators, including some deans, who are charged with implementing the strategic plan. Faculty members are not included on the SPARC because they do not have responsibility for strategic plan implementation.

One of the nine SPARC workgroups is tasked with enhancing *faculty success*. This workgroup has about 20 members, many of them faculty members, and will carry out its efforts through the four tactics of *recruitment, retention, development, and recognition*. The faculty success workgroup collaborates with other workgroups that are focused on *mentorship, excellence in research and creativity, strategies to enhance faculty diversity, well-being and mental health support, and community partnerships*. Provost Kregel then described the missions and activities of the four faculty success tactic teams. The *recruitment* tactic team seeks to *advance faculty hiring efforts by identifying and promoting best practices and*

improving pre- and on-boarding processes. Among the recruitment tactic team's activities to date are *reviewing recruitment data and gathering information on best practices, including success in hiring across diverse backgrounds and surveying newly-hired faculty to assess their experience with onboarding.* The retention tactic team seeks to *improve satisfaction within the faculty career lifecycle.* The retention team has *benchmarked retention data against peer and BTAA institutions, identified funding to support faculty initiatives, including to advance mid-career faculty,* and is *reviewing data from exit surveys and retention efforts.* In response to a question about how peer group information is obtained, Provost Kregel indicated that the Big Ten Academic Alliance (BTAA) is a very collaborative group and the members willingly share data with each other. The *development* tactic team seeks to *identify and assess current internal and external professional development training opportunities, develop new opportunities where needed, and ensure access to opportunities.* Provost Kregel noted that Associate Provost for Faculty Lois Geist has been especially active in development efforts. The development tactic team has been *identifying best practices within each college and identifying funding to support participation in external leadership development programs.* Associate Provost Geist has been instrumental in obtaining funds to support faculty members who attend leadership development programs.

The *recognition* tactic team seeks to *increase recognition of faculty excellence.* Recognition is important for morale, recruitment, and retention, Provost Kregel commented. Activities in this area include the implementation of the Iowa Mid-Career Faculty Scholar Award, which *recognizes outstanding mid-career faculty and provides development opportunities and resources to support their scholarly activity.* Provost Kregel indicated that recently the university has been very intentional about *developing an organized approach to work with colleges on identifying and nominating faculty for highly prestigious national and international awards.* He observed that some of the primary metrics in ranking Association of American University (AAU) institutions are national academy memberships and receipt of national and international awards. The university is putting together a program to *develop plans to recognize recipients of AAU-identified highly prestigious national and international awards.*

Turning then to some recently-implemented programs for retaining and recruiting faculty, Provost Kregel reminded the group of a particularly successful effort, the [High Impact Hiring Initiative](#) (HIHI). Funding for this program comes through the P3 initiative. In the first year of implementation, \$4.2 million was allocated to support 19 faculty recruitments and 5 faculty retentions across 6 colleges. This first cohort of HIHI recipients includes nationally-recognized performers; award-winning writers; experts in aging, neuroscience, genetic diseases, and speech disorders, among other areas; and mentors for underrepresented minority students and faculty. Funding is non-recurring, lasting only 2-3 years, but the program has nevertheless been a huge resource for the colleges. In the current fiscal year, \$2.5 million has been allocated to support 11 faculty recruitments and 2 retentions across 6 colleges. HIHI funding has allowed the university to be very flexible and tactical in a short period of time. The new [Transformational Faculty Hiring Program](#), a collaboration between the Offices of the President and of the Provost, allocates central funding to recruit a senior faculty member to enhance an already-outstanding

unit. Faculty members and department chairs will be instrumental in identifying possible recruits.

Provost Kregel next described some of the resources available to support faculty. The [Path to Distinction](#) program, which includes best practice guidelines and a toolkit, provides search committees with strategies to advance diversity, equity, and inclusion (DEI) efforts in the faculty recruitment process. The [Dual Academic Career Fund](#) supports the hire of an academically qualified spouse/partner when that is a condition of a recruitment or retention. And junior faculty can find development and support to complete projects through the [Investment in Strategic Priorities](#) program. Professor Farag commented that the Dual Academic Career Fund is not helpful when a spouse/partner is looking for a non-academic job. Provost Kregel responded that one of the recently-funded P3 projects provides for the outsourcing of the efforts to find staff job placements within the Corridor area. Additional faculty support resources include the [Distinction through Diversity Fund](#), a partnership with the Division of Diversity, Equity, and Inclusion, that seeks to advance the university's academic mission through recruitment and retention of underrepresented racial/ethnic minority faculty and students and the [Faculty Leadership Initiative](#), which provides support for faculty members to attend academic leadership development and external coaching programs.

Returning to the [Mid-Career Faculty Scholar Award](#) mentioned earlier, Provost Kregel commented that there were five awardees in the program's inaugural year. The award is intended for tenured associate faculty members with an established national or international reputation. Financial support of \$25,000 is provided each year for three years. The award serves as a proactive, tactical tool to prevent "poaching" of some of our top faculty by other institutions. The [UI Distinguished Chair Award](#) provides central funding for five years to recognize and reward exceptional scholars. Provost Kregel commented that the applications submitted for these two awards show that we have some truly outstanding faculty members on campus. In concluding his presentation, Provost Kregel reiterated that external honorific awards, along with fellowships and memberships, are AAU Membership Indicators, as well as key metrics for the 2022-27 Strategic Plan. An increase in these awards among faculty will serve to enhance the reputation of academic units, strengthen recruitment and retention efforts, increase faculty recognition among peers, and bring higher distinction to scholarly activities.

Secretary Sheerin thanked Provost Kregel for his informative presentation. She pointed out, however, that faculty on tracks other than the tenure track also need resources, support, and recognition. There appeared to be no reference to the clinical track, the research track, or the instructional track in the presentation. Provost Kregel responded that most of the programs he had presented here today were quite new. He added that there is an effort in the Strategic Plan to address the needs of faculty on the other tracks. Information about this effort will be emerging soon. Associate Provost Geist, who was in the audience, added that some of the programs mentioned today, such as the Investment in Strategic Priorities and the Faculty Leadership Initiative, were intended for faculty on all tracks.

President Rodríguez-Rodríguez expressed concern about faculty salaries, especially those of College of Liberal Arts and Sciences (CLAS) faculty members. Provost Kregel responded that

faculty salaries are frequently a topic of discussion among administrators. He observed that under the university's new budget model, colleges function independently, which can produce challenges for some colleges, especially CLAS. However, this year's large enrollment numbers among first-year students are a cause for optimism. CLAS has benefitted from this enrollment surge. Also, efforts are underway to increase philanthropic support of some areas of the university so that funding can be freed to bolster salaries instead. He emphasized that faculty salaries are an important and ongoing concern of administrators. Professor Farag asked if it was possible for the dependents of UI faculty and staff to attend the university tuition-free, or at least at a reduced tuition rate – a benefit offered to faculty and staff at many other institutions, public and private. Provost Kregel acknowledged that this benefit could be a good recruitment and retention tool for us. He pointed out, however, that UI does have the second lowest in-state tuition rate in the Big Ten. Also, it is unlikely that the state legislature would allow us to offer this benefit. Professor Mangum commented that diversification of the faculty is an important issue. She asked what successes have been achieved recently and what initiatives might be helpful. Provost Kregel responded that several of the programs he mentioned are intended to help us meet our diversity goals, for example, the HHHI, the Distinction through Diversity, and the Path to Distinction programs. A challenge for us, however, is that once we recruit diverse faculty members, we often lose them eventually to other institutions. Retention is a challenge that we are trying to address. Provost Kregel thanked senators for their work and wished them a successful end to the semester.

- *Lynette Marshall, President and CEO, UI Center for Advancement*

Ms. Marshall began her presentation by commenting that she has been with the UI Center for Advancement and its predecessor, the UI Foundation, for 17 years, having come from the University of Illinois. She explained that the UI Center for Advancement was formed when the UI Foundation and the UI Alumni Association were merged some years ago. Moving on to the organization and mission of the UI Center for Advancement (UICA), Ms. Marshall indicated that the mission of the UICA is to *advance the University of Iowa through engagement and philanthropy*. She added that the UICA mission takes on many different forms. The UICA is the preferred channel for private contributions to the university. While the fundraising component of the mission is well-known, the UICA also focuses on strengthening engagement with alumni and friends and providing exceptional experiences on behalf of the UI, either in Iowa City or anywhere across the country or around the world.

The last fiscal year was, in fundraising terms, the best year so far for the institution, Ms. Marshall continued, with almost \$438 million committed in support of the university. The UICA also provided more than 300 events and over 200 volunteer opportunities during that time period. She further explained that UI has a centralized fundraising program, but also a decentralized engagement model. In most of the colleges, there are staff who carry out work with alumni as well as communications and marketing efforts on behalf of those colleges. These collegiate staff are supported by a central alumni engagement staff, which also conducts institution-wide alumni engagement activities. The university strives to provide outreach and engagement programming that is personalized to a UI alum or friend while still unifying us all as one university. Ms. Marshall indicated that the alumni life cycle begins when individuals are students here. At that time, efforts are made to engage with students so that they can imagine

themselves as loyal alumni. Once students leave the university, they receive customized programs and communications throughout their lives. As recent graduates, they can be put in touch with alumni groups to help them with information, connections, and social opportunities when they move to a new city for a job. When young alumni become more established (the “early career/first mortgage” stage), alumni groups may be able to offer additional career connections and social opportunities. Alumni at the mid-career stage, who often have children and therefore limited time for outside activities, might appreciate programming that allows for family participation. Once alumni enter the late career stage, when they are often empty-nesters, they might have more time to become reacquainted with their alma mater. For example, they might share their career experience with students in class visits. At the retirement stage, alumni often have a sense of nostalgia for their own university days, as well as a heightened interest in reengaging with the university. Non-graduates are also an important component of the engagement picture. This group could include former patients, family members of alumni, and those who appreciate the university’s performing arts and athletics events. Ms. Marshall pointed out that, in the last comprehensive campaign, 30% of donors were alumni and 70% were non-alumni university friends.

Ms. Marshall displayed a chart of her organization’s productivity since incorporation in 1956. Productivity is measured in actual donations and in funding commitments. Fundraising really began in the 1970’s, but gained traction only in the 1980’s. There have been three comprehensive campaigns, 1985-1991 (Iowa Endowment 2000), 1995-2005 (Good. Better. Best. IOWA!), and 2008-2016 (For Iowa. Forever More.). The quiet phase of a new comprehensive campaign was launched in 2020. This campaign is scheduled to end in 2027. As previously mentioned, the third year of this new campaign was by far the most productive in the organization’s history, with well over \$400 million committed. Ms. Marshall pointed out, however, that there is no guarantee that this amount will be topped in the current fiscal year. Fundraising is a “bumpy ride,” she noted, with commitments rising and falling over the years, as the graph illustrated. The second year of the new campaign was negatively impacted by COVID, for example.

The UICA provides many services in order to advance the university. One of these services is stewardship. Ms. Marshall explained that stewardship is the effort to help people understand how their gift is impacting the university. For example, a student could write a thank-you letter for a scholarship, or a faculty member who holds an endowed chair could write a letter about their research and publications. Event hosting, planned giving, annual giving, and alumni and donor engagement are important aspects of UICA staff member work, but other staff members are engaged in the areas of finance, data analytics, legal affairs, investment, information technology, and communication and marketing. Regarding this last area, Ms. Marshall noted that the paper copy of the *IOWA* magazine, produced by the UICA, is the only paper publication that represents the entirety of the university.

The UICA is a non-profit, 501c3 entity in service to the needs of the University of Iowa. The organization is governed by a separate, non-profit, fiduciary board with 32 members. The university president serves as a voting ex-officio member of the board, as well, thereby having a voice in UICA board decisions. There is also a 28-member Alumni Leadership Council (ALC).

The ALC is mainly comprised of alumni volunteers who used to serve on the board of the UI Alumni Association. The members represent various colleges, units, and areas across campus. There is also a recent graduate representative, as well as 14 at-large representatives. The ALC members assist the UICA with programming ideas and with selection of distinguished alumni award recipients. Each of these two groups meets several times a year. Professor Greyser asked if any members of the Board of Regents, State of Iowa ever meet with the ALC. Ms. Marshall responded that she was unaware of Regents meeting with alumni groups at any of the three state institutions. Occasionally, a Regent has spoken to the fiduciary board. She expressed the view that good relations between the boards and the Regents have been established through the President's Office and the Board of Regents Office. Professor Mangum commented that some years ago she was among a group of faculty members who met with the fiduciary board for productive and interesting conversations. She added that if there were social or other occasions for the Faculty Senate to meet with the board to enhance their understanding of faculty activities, this would be a wonderful opportunity for both groups. Ms. Marshall noted that there was usually one faculty and one student speaker at each board meeting. Shared governance leaders are also invited to board meetings. Nevertheless, increased opportunities for board member interaction with faculty members would be beneficial. Ms. Marshall then displayed a list of the UICA leadership team, many members of which have been with the university for years.

Turning to the current comprehensive campaign, Ms. Marshall indicated that the eight-and-a-half year campaign seeks to align the university's top priorities with fundraising and to provide an opportunity to market those priorities for philanthropic support. The campaign was initiated on July 1, 2019, with a silent phase that will last until Fall 2023. During the silent phase, a series of leadership dialogues took place, often involving newly-appointed President Wilson. A comprehensive feasibility study was conducted by an outside consultant. The study engaged about 70 donors and about 50 additional people, mostly administrators, from the campus. Currently, the goals and priorities for each college are being finalized. The kickoff of the public phase will begin on October 20, 2023. The target amount to be raised will be revealed then, also. The collegiate and unit priorities and goals will align with the Strategic Plan, aspects of which will be selected for UICA focus based on their appeal to donors.

Ms. Marshall then explained how UICA development teams are organized. Constituent fundraising teams work with a specific college and its departments and focus their efforts primarily on alumni and friends of that college. Regional fundraising teams focus on specific geographic areas and represent either the main campus colleges or the health sciences colleges. Regional team members can help constituent fundraisers identify potential donors in their geographic regions of specialization. A small group of UICA staff members with legal expertise deal with planned giving, along with corporate and foundation relations. The team assigned to principal and transformational gifts focuses on donations of \$5 million or more. The university president, deans, and directors are also involved in these efforts. Other teams work on annual giving, stewardship, data analytics, and prospect development. In concluding her presentation, Ms. Marshall indicated that development officers serve as philanthropic advisors. Just as attorneys, accountants, and financial planners have specialized skills to advise their clients, so do development officers. Fundraisers learn about the goals and priorities of an institution, as

well as the interests and dreams of donors and strive to meld those together in a way that benefits the institution and satisfies the donors.

A senator asked about the [GOLDrush](#) fundraising program. Ms. Marshall explained that this is a crowdfunding site that supports smaller projects. She added that when the UICA is approached about a potential project, the project organizers are requested to compile a list of potential donors to the project. These potential donors will then be contacted electronically by the UICA. Campaigns typically run for 30-45 days. About 15-20 GOLDrush campaigns are conducted annually. Another senator asked if outreach efforts were ever made to recent alumni athletes, who are doing well financially and often have fresh, fond memories of the university. Ms. Marshall responded that it is rare for the university to receive philanthropic support from young alumni professional athletes. She added that donors are most often people in the later stages of life. These individuals feel that they have taken care of their families and now they are willing and able to share their generosity more widely.

Another question sought information regarding how donated funds are deployed. Ms. Marshall indicated that donors fill out a statement of gift intent with the university. In this document, the donor outlines what they are interested in doing and the institution indicates what it commits to doing. This agreement cannot be changed unless the living donor wants to make changes. For example, funds designated for a faculty endowed chair cannot be transferred to scholarships. The senator further asked if there has been a shift in fundraising priorities. Ms. Marshall responded that yes, there have been some shifts in response to the university priorities outlined in the Strategic Plan. For example, donors have now shown an interest in funding mental health-related initiatives, such as counselors in the residence halls, as part of the Strategic Plan's focus on holistic well-being and success. In response to a question about how the target campaign goal was set – whether it is based on funds raised during the silent phase or from feedback obtained in the feasibility study – Ms. Marshall explained that a number of factors go into the determination of a target goal. First, the goal is not announced until about halfway through the campaign, in order to determine how robustly the campaign is progressing. For the current campaign, 44% of the target goal has been raised and the campaign is about 40% over. Also, in the feasibility study, donors are asked approximately how much money they anticipate contributing to the campaign. The UICA has data on the amount of funds that their seasoned development team members can generate annually. And, each campaign typically sets its target goal 25%-35% higher than the previous campaign. Ms. Marshall invited senators to follow up with her on any of the points raised in the presentation today. President Rodríguez-Rodríguez welcomed opportunities for the Senate to collaborate with the UICA.

- *Instructional Faculty Track Review Committee Report – Discussion of Recommendations (Ana Rodríguez-Rodríguez)*

President Rodríguez-Rodríguez reminded the group that the Faculty Council has been discussing the recommendations in the [report](#) of the Instructional Faculty Track Review Committee. The report recommendations fall into the categories of *dispute resolution procedures; composition of Faculty Senate, Faculty Senate committees, and University committees; titles and ranks; length of term; roles; review and promotion; and morale*. Thus far, the Council has primarily discussed the composition of the Faculty Senate and how the

various tracks should be represented within the Senate. President Rodríguez-Rodríguez explained that currently there are caps on the percentages of clinical-track (20%), research-track (10%), and instructional-track (10%) faculty who can serve on the Senate from each collegiate delegation. Councilors overwhelmingly advocated for changes to this cap system. Some felt that the caps should be eliminated entirely; this would leave to voters the choice regarding how many non-tenure-track faculty to elect from each college. Others suggested establishing “floors” instead of “ceilings” (caps). This would involve requiring a minimum number of faculty members from each track to serve in the Senate. Another option could be to increase the number of Senators overall. This would allow for more opportunities for non-tenure-track faculty members to serve. The Senate officers will now request that the Senate’s Committee on Rules and Bylaws examine the issue of Senate representation and offer recommendations for modifying the Senate structure. The Council and Senate will be kept informed about the future deliberations of the committee. Any changes to the Senate structure will require the approval of the Council and Senate. President Rodríguez-Rodríguez indicated that the Council will consider the remaining report recommendations at their next meeting in January. She emphasized that we must re-write the narrative around instructional-track faculty in ways that recognize the invaluable contributions of our colleagues on this track.

During discussions of Senate representation, Councilors expressed broader concerns about the perception of shared governance on campus, President Rodríguez-Rodríguez commented. They urged that the Senate undertake outreach to the campus community about the importance of shared governance, with increased communication to faculty and perhaps even a forum on this topic. The Senate officers will look into possibly hosting a forum on shared governance next semester.

- *Diversity, Equity, and Inclusion Sparkshop: Identifying & Addressing Microaggressions in the Classroom (Anastasia Williams, Assistant Director, Center for Teaching)*

Dr. Williams began her presentation by inviting Senators to think of experiences they had had when they, as learners, felt excluded. She then shared an experience she had as a student when she did not feel included in the classroom. Turning to the objectives of today’s sparkshop, Dr. Williams indicated that participants would learn to *identify microaggressions in the classroom and use the ACTION strategy to address difficult situations that involve microaggressions*. She reminded the group of the sparkshop format of *what?/so what?/now what?* For today’s *what?*, she cited this definition of microaggressions: *everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate **hostile, derogatory, or negative messages** to target persons based solely upon their marginalized group membership*. Some examples of microaggressions might include *complimenting students born in the United States for their good English or repeatedly asking where they “are really from;” singling students out because of their backgrounds; assuming students’ gender, misusing pronouns; and assigning projects that ignore differences in socioeconomic or class status (for instance, museum entrance fees might be costly)*. The impact of microaggressions on those who are subject to them can be severe, Dr. Williams indicated, as the *so what?* component of today’s sparkshop. Individuals may experience psychological distress, including anxiety and low self-esteem, as well as negative physical health

outcomes, such as cardiovascular diseases. These damaging effects can occur whether the microaggressions are intentional or not.

Dr. Williams then requested that Senators reflect on an example of a microaggression in their teaching contexts and imagine how they would respond to the situation. For the *now what?* component of the sparkshop, she introduced the concept of *microresistance*, and cited the definition of *incremental daily efforts to challenge any kind of privilege to help targeted people cope with microaggressions*. She noted that scholars have found that *inclusive instructors...are proactive in promoting belonging in their classrooms by directly addressing microaggressions*. This response could happen immediately, or perhaps soon afterwards, by email, for example, because allowing microaggressions to go unaddressed has been found to be harmful.

A.C.T.I.O.N. is one strategy for microresistance, Dr. Williams explained. The A.C.T.I.O.N. strategy begins with *asking clarifying questions to help you and the students understand the situation*, followed by the effort to *carefully listen*, with curiosity not judgement. The next step involves *telling others that you observed a form of microaggression*, using phrases such as *I noticed that there was a comment in class...* These observations lead to *impact exploration: ask for, or state, the potential impact of such a statement without putting anyone on the spot*. The instructor might say, for example, *When others hear that comment, they might think...* The instructor then might share a personal comment, thereby *owning your thoughts and feelings around the microaggression impact*. An example statement could be *When I hear your comment, I think/feel...* Then, move to *next steps: requesting appropriate action be taken*. This action might include *revisiting community agreements and adding new ones; asking individuals to be more mindful of their actions in the future; and guiding individuals to resources on implicit bias and microaggressions*.

Dr. Williams then asked Senators to recall the examples of microaggressions that they had thought of earlier and to consider how the A.C.T.I.O.N. framework might have helped to address the situations. She also asked Senators to envision potential challenges to implementing the framework in those situations. In conclusion, Dr. Williams requested that Senators ask themselves what their main takeaway from today's session was and she invited Senators to reach out to her with any questions or other feedback, or to seek additional advice.

- *President's Report (Ana Rodríguez-Rodríguez)*

President Rodríguez-Rodríguez announced that there would be no President's Report today because of the lack of time. She indicated that she would update the Senate on the officers' current activities at a later date.

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

V. Announcements

- The next Faculty Council meeting will be Tuesday, January 24, 3:30-5:15 pm, Executive Boardroom (2390), University Capitol Centre.

- The next Faculty Senate meeting will be Tuesday, February 7, 3:30-5:15 pm, Senate Chamber, Old Capitol.

VI. Adjournment – Professor Farag moved and Professor Mangum seconded that the meeting be adjourned. The motion carried unanimously. President Rodríguez-Rodríguez adjourned the meeting at 5:15 pm.