

FACULTY SENATE
Tuesday, February 7, 2023
3:30 – 5:15 pm
Senate Chamber, Old Capitol

MINUTES

- Senators Present: M. Abou Alaiwa, B. An, B. Ayati, A. Brian, N. Brogden, J. Carlson, M. Carvour, M. Charlton, C. Cherwin, M. Coleman, R. Cox, R. Curto, L. Durairaj, H. Dybevik, A. Estapa, A. Farag, P. Ferguson, C. Fox, S. Ganesan, P. Gilbert, B. Greteman, C. Grueter, J. Gutierrez, B. Janssen, L. Joseph, C. Just, A. Kitchen, M. Kivlighan, J. Kline, M. Landsman, D. Langbehn, A. Lesch, D. Macfarlane, T. Mangum, S. Martini, D. McGehee, M. McQuistan, K. Parker, C. Pinnaro, M. Pizzimenti, J. Sa-Aadu, D. Santillan, M. Santillan, Y. Shi, A. Shibli-Rahhal, A. Strathman, C. Swanson, E. Van Otterloo, E. Welder, L. Zingman.
- Officers Present: E. Gillan, T. Marshall, A. Rodríguez-Rodríguez, C. Sheerin.
- Senators Excused: D. Anderson, M. Cantrell, N. Greyser, J. Halekas, J. Murry, A. Panos, S. Young.
- Senators Absent: J. Achrazoglou, K. Ait-Aissa, M. Bhatti, N. Handoo, E. Hill, A. Jaynes, A. Kalnins, J. Kayle, B. Li, V. Lira, C. McMillan, H. Mehdi, P. Nau, G. Pierce, P. Polgreen, Y. Sato, C. Turvey, A. Vikram, T. Wadas.
- Guests: G. Barta (Athletics); E. Crawford (Tippie College of Business); J. Oleson (College of Public Health); I. Martínez-Marrero (Division of Diversity, Equity, and Inclusion); R. Napoli (University Human Resources); S. Nasrollahian (Center for Teaching); A. Williams (Center for Teaching); B. Wilson (President); L. Zaper (Faculty Senate Office).

- I. Call to Order – President Rodríguez-Rodríguez called the meeting to order at 3:40 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 (December 6, 2022) – Professor Macfarlane moved and Professor Janssen seconded that the minutes be approved. The motion carried unanimously.

- C. Committee Appointments (Ed Gillan, Chair, Committee on Committees) – Vice President Gillan reminded the group that the committee recruitment drive for the 2023-24 academic year is currently underway. He invited senators to apply for committee service and to encourage their colleagues to do so, as well. Professor Brogden moved and Professor Farag seconded that the committee appointment be approved. The motion carried unanimously.
- Eric Van Otterloo (Dows Institute) to replace Anya Prince (Law) on the Faculty Senate, Spring 2023

III. New Business

- *Barbara Wilson, President*

On behalf of the Senators, President Rodríguez-Rodríguez welcomed President Wilson to this Faculty Senate meeting, the first time that she would address Senators in person in the Senate Chamber of the Old Capitol, rather than on Zoom. President Rodríguez-Rodríguez invited President Wilson to attend any and all future Senate meetings, as her schedule permitted. President Wilson thanked Senators for their efforts to maintain shared governance and commented that she believed that the university was stronger for Senators' time, energy, and thoughtfulness. She added that she meets frequently with the Senate officers and listens very carefully to the concerns that they raise on behalf of faculty.

Turning to her slide presentation, President Wilson noted that administrators have been using the phrase *A Destination University* to describe UI. She has found that this phrase is relevant, considering that many of our students with whom she has spoken have indicated that they have deliberately chosen UI because of who we are and what we do here. She hoped that faculty and staff felt the same way. President Wilson reminded the group that we have a new sixteen-page, streamlined strategic plan, featuring five priorities. She noted two priorities in particular, *welcoming and inclusive environment* and *holistic well-being and success*. It appears that we are one of the only universities with a strategic plan that calls out mental health and well-being among the top priorities. Metrics have been developed for all of the strategic plan's priorities. Some of the measurements that the university is tracking include the fall-to-fall retention rate for first-year undergraduate students, four-year undergraduate completion rates, need- and merit-based philanthropic scholarship support for students, and the annual increase in research expenditures.

President Wilson commented that faculty are on the frontlines of the crucial efforts to support the success of our students, who bring with them challenges related to study skills and time management, but who are also experiencing financial challenges. One out of ten undergraduate students has both an on-campus and an off-campus job. Unmet need, the difference between a student's financial aid package and their actual expenses, impacts about 5,000 undergraduates, who each have unmet need of about \$11,000 per year. Students' mental health is also a serious concern. Nationally, more than 30% of college students reported receiving mental health services in the last year. To address students' multiple challenges, the university is investing in numerous basic services, ranging from food pantries to mental health services. For example, students now have access to a 24/7 phone, text, and chat mental health support line. The service received over 385 calls in its first year of operation. Mental health

professionals have been embedded in several of our colleges, as well, to serve the unique needs of those populations. Because faculty and staff are on the frontlines dealing with students, they are being provided with training and other tools to assist students with mental health challenges; however, the university has not lost sight of the stresses and challenges that faculty and staff face, also. The mental health and wellness of our entire campus community is a high priority for administrators.

Another high priority for the university is assisting first-in-family students achieve their goals at UI. President Wilson noted that one in five of our undergraduates is the first in their families to go to college. This is evidence of the commitment that the university is making to transform lives both inside and outside Iowa. Many of these first-generation students come here not feeling confident that they belong or that they will succeed here. Retention rates for these students, without any extra university support, is lower (around 80%) than for other students. Several years ago the university implemented a pilot program of wrap-around services for first-in-family students that includes a peer mentor (also a first-generation student, who is a junior or senior), enhanced academic counseling, and special sections of certain introductory courses. The pilot began with 61 students in the first year, 67 in the second year, and now in the third year has 155 students, 73% of whom are from Iowa. Rural Iowa is well represented among these first-generation students. President Wilson gave the Provost's Office much credit for the work done on this initiative. The success of the pilot program is reflected in a first-generation retention rate of 90% for those who participate. It is likely not feasible to extend the program to the approximately 1,000 first-generation students who enter the university each year, but administrators are trying to grow the program to include about 250 students and extend the program for the four years of the group's enrollment. The program is labor-intensive and expensive, with an anticipated cost of \$1.4 million to cover 250 students per year; however, donors, many of whom were themselves first-generation students, have shown great interest in supporting this program. The university is also building relationships with [iJAG](#), to help high school students transition to UI.

President Wilson prefaced her comments on the subject of faculty success by mentioning that she often says that faculty are the heart and soul of a great university. Attracting, supporting, and retaining great faculty are crucial to the university's success. Several new programs have been launched in the past few years to help us in these efforts. The [Transformational Faculty Hiring Program](#), jointly sponsored by the President's Office and the Provost's Office, allows colleges to recruit outstanding tenured senior faculty from other universities. The first faculty member hired through this program will be announced later this week. The [Mid-Career Faculty Scholar Award](#) was launched this year. This award will annually recognize five newly-tenured faculty who are making a huge difference in their fields. The award will provide three years of funding, along with celebrating the accomplishments of these faculty members. Among the first group of recipients are Mary Charlton (Epidemiology), Director of the Iowa Cancer Registry, and Melissa Febos (English and the Nonfiction Writing Program), an award-winning writer who is enhancing UI's reputation as [The Writing University](#). Also, the Provost's Office has implemented the [High Impact Hiring Initiative](#) (HIHI) to help recruit and retain faculty across colleges.

Faculty salaries are a high priority for administrators, President Wilson continued. She indicated that, for assistant professors, UI salaries are about \$7,000 lower than our peer group median. UI associate professor salaries are about \$9,000 lower and UI full professor salaries are about \$4,000 lower. Of course, there are wide variations at UI from college to college and from individual to individual; these are *average* statistics. Nevertheless, UI clearly has work to do on faculty salaries. President Wilson reiterated that administrators will be “laser-focused” on making sure that the university budget prioritizes faculty salaries and raises over the next several years. Methods to meet our salary goals will include improved student retention, modest tuition increases, philanthropic support, and state revenue. The university is also investing in additional faculty resources, such as the [Distinction through Diversity](#) program and the [Faculty Leadership Initiative](#), along with investing in strategic priorities using funds obtained from the [P3 Partnership](#). These funds can be put toward supporting faculty as they complete projects.

Among other topics that President Wilson addressed was increased research and scholarship on campus. She noted that our external research funding is on an upward trajectory. There was a 6% increase over last year in such funding, for a current total of over \$800 million in external resources. The university’s two biggest external funders are NASA and the National Institutes of Health (NIH). Some diversification in funding sources might be advisable moving forward. The Office of the Vice President for Research has been developing [pilot programs](#) to encourage faculty to apply for funding and be more competitive in grant processes. The Office also sponsors the [Arts and Humanities Initiative Program](#). Regarding philanthropy, President Wilson commented that our donors are particularly excited about helping students and faculty. The [Stead Family Scholars Program](#), for example, supports the next generation of scholars by funding three years of research by early-career investigators. Five faculty members have been selected thus far for this annual program. Named chairs and professorships are another method for donors to support faculty and will be a focus of philanthropic engagement. There are 200 named chairs and 215 named professorships across the university. The Stanley Museum of Art, Professor Wilson noted, is a prime example of the impact of philanthropy on our campus, with 50% of the building cost supported by donors. Since opening last fall, the museum has welcomed more than 30,000 visitors. The museum also contains state-of-the-art teaching spaces that have been used by classes across the university.

In the last portion of her presentation, President Wilson spoke about higher education as a public good. She acknowledged that much criticism of higher education has been voiced throughout our society in recent years. Many people are questioning the value of a college degree. She expressed the view that leaders in higher education had become complacent about advocating for their institutions’ role in transforming the world. We should all now take on the task of explaining the value of higher education to a wide audience. President Wilson then presented data to assist us in that task. In response to the concern that students must take on too much debt in order to attend college, she stated that about 50% of UI undergraduates graduate with *no debt*, a statistic that is often very surprising to lawmakers, who are influenced by occasional reports of catastrophic debt situations to believe that the percentage is much higher. Of the remaining 50% who do graduate with debt, the average amount of that debt is approximately \$28,000. While this might still be too high, it is in fact comparable to the cost of a new car, while being a more meaningful investment. To address fears that college graduates

are not getting jobs, President Wilson cited the statistic that 95% of UI undergraduates find a job or enter graduate school within six months of graduation. As further proof of the value of a college degree, she noted that 96% of Iowa's fastest growing, highest paying jobs require at least a bachelor's degree. She added that there is an annual salary difference of \$21,674 between high school graduates and UI graduates at the start of their careers. This difference accrues over a lifetime, so that the average college graduate makes about \$1 million more than the average high school graduate. Moving on from individual impacts to societal impacts, President Wilson indicated that college graduates live longer, are healthier, pay more in taxes, and are more likely to contribute to charity, to volunteer, and to vote. UI graduates also serve Iowans throughout the state. Eight out of ten Iowa dentists have been trained at UI. Five out of ten Iowa pharmacists and five out of ten Iowa physicians have been trained at UI. The UI-run State Hygienic Lab performs health screenings, free of charge, for all Iowa newborns. The UI online MBA program enrolls employees from over 700 large and small Iowa businesses. President Wilson urged Senators to share this data widely and become advocates for the university. As a final example of UI's impact on the state, she reminded the group that the Scanlan Center for School (K-12) Mental Health, within the College of Education, was created in 2021 with a grant from the state. A donor then contributed \$15 million to further support the center. Personnel from more than 168 Iowa schools and school districts have now received training through the Scanlan Center to assist K-12 students as they struggle with mental health issues. Teams from the Scanlan Center also travel to schools in crisis to provide on-site assistance and training.

A Senator asked if any funds targeted toward recruitment and retention of diverse faculty also included faculty members from disadvantaged backgrounds. President Wilson responded that this was the case and that UI takes a very expansive view of diversity, to encompass, for example, persons with disabilities, veterans, and rural and urban diversity, among many other types of diversity. A Senator noted that Iowa has historically maintained an excellent system of public education at the K-12 level. He asked if UI provided any input into the recent state legislation regarding school choice. President Wilson responded that, to her knowledge, UI was not asked to provide input on this topic. The university is, however, providing information about teacher training, in response to interest from legislators. Referring to the pilot program of intensive support for first-generation students that President Wilson had described earlier, Vice President Gillan asked if the students who went through the program later became mentors within the program. President Wilson responded that they did so and are paid for their efforts. President Rodríguez-Rodríguez thanked President Wilson for her presentation today and reiterated her open invitation for the president to attend Senate meetings.

- *Gary Barta, Athletic Director*

Mr. Barta began his remarks by observing that he has addressed the Senate many times in the 17 years that he has been at UI. He added that he has frequently told this and other groups that athletics is *not* the most important activity that takes place on this campus, but it is one of the most visible. He noted that there is a lot of change occurring in collegiate athletics these days and that change continues to accelerate. However, he continued, UI will adapt to the change and remain relevant and competitive, while staying true to our values. Those values can be summarized in the phrase *win-graduate-do it right* and can be represented by a three-legged

stool that illustrates these three concepts in balance. We want to win every competition; we want to graduate every student athlete; and we intend to do it right every time.

Our teams have had incredible success in the last three years, winning 11 Big Ten championships. This past fall, our football team won a bowl game and our field hockey team made it to the “elite eight.” Our women’s basketball team is ranked fifth nationally, with Caitlin Clark the reigning best women’s player. Our men’s basketball team has won seven of the last nine games, and Kris Murray is one of the best men’s players nationally. Our wrestling team is ranked second in the country, and Spencer Lee is one of the best wrestlers nationally. Our gymnastics team is ranked sixteenth in the country. One of our football players, Jack Campbell, won the “academic Heisman” trophy for combined athletic, academic, and personal success. UI has recently produced other outstanding athletes, such as Luka Garza, Megan Gustafson, and Keegan Murray. Turning to our student athletes’ academic records, Mr. Barta noted that UI had a student athlete graduation rate of 88% this past year. The average GPA of our 650 student athletes last fall was 3.17, one of our highest average GPA’s ever. The Presidential Committee on Athletics (PCA) has held several recognition events recently for academically high-achieving student athletes. In the fall, 347 student athletes with a spring GPA of 3.0 or higher were recognized, while in the spring, 411 student athletes with a fall GPA of 3.0 or higher were recognized.

After this summary of accomplishments as part of the *win* and *graduate* values, Mr. Barta noted that it is more difficult to measure accomplishments as part of the *do it right* value. However, he cited some examples showing UI’s commitment to conducting collegiate athletics the right way. Last year, we marked 50 years since the passage of Title IX, which gave women and men equal opportunities to participate in sports. A series of celebrations of women in UI athletics began in the fall and has continued into the spring. Unfortunately, former UI director of women’s intercollegiate athletics and national advocate for women’s sports, [Dr. Christine Grant](#), passed away just before these celebrations got underway. The mental health of our student athletes is a high priority for athletics staff, Mr. Barta continued. Several mental health professionals are now working in the department. Some of our student athletes have spoken out in recent years about their struggles with mental health. Helping former student athletes complete their degrees, if they left campus before doing so, is another high priority of the department. These individuals are offered free tuition if they would like to return and finish their degrees, not only for the economic benefit but for the sense of pride in having reached an important life goal.

Regarding finances, Mr. Barta reminded the group that athletics is a self-sustaining entity, generating revenue through ticket sales, donations, and television rights. Athletics did take a significant hit to its revenue stream during the pandemic, when fans were not allowed to attend football and some basketball games. The department obtained a \$50 million loan from the university to cover expenses during that time. This loan is now being paid back over 15 years. Mr. Barta added that athletics has a robust system of checks and balances for its senior administrators, each of whom reports not only to him but also to central university administrators. Mr. Barta himself reports to President Wilson and serves on her cabinet, as well. Athletics budgets are approved by central university administrators and the Board of Regents,

State of Iowa, even though the resources do not come from the general education fund. New building plans also require university and Board of Regents approval. Concluding his remarks, Mr. Barta commented that he was a first-generation student, who benefited enormously from the opportunities offered to him by collegiate athletics. It is now his privilege to contribute to the opportunities offered to new generations of student athletes.

Vice President Gillan asked what challenges have emerged in the wake of new rules surrounding the use of student athletes' name, image, and likeness (NIL), for which student athletes can now be paid. While NIL is currently working well for UI student athletes, there have been some abuses nationally, Mr. Barta indicated. He added that there are several active lawsuits advocating for student athletes to be recognized as employees of their institutions, a stance that Mr. Barta opposes, but he does support NIL opportunities.

- *Diversity, Equity, and Inclusion Lightning Talk: Equitable Assessment (Sara Nasrollahian Mojarad, Assistant Director, Center for Teaching and Anastasia Williams, Assistant Director, Center for Teaching)*

Dr. Williams opened the presentation by showing a cartoon that invited viewers to consider advantages that some students may have in relation to classroom assessments, while also prompting viewers to think about ways to accomplish learning goals that would measure progress, not privilege. Dr. Nasrollahian then continued the presentation with an overview of foundational concepts that inform ways to think about and plan for equitable assessments. The practice of equitable assessments is founded upon the concepts of diversity, equity, and inclusion. *Diversity*, according to the definition used by the UI Office of Diversity, Equity, and Inclusion (DEI), refers to all aspects of human differences, social identities, and social group differences. Diversity in the classroom involves valuing the diverse backgrounds and identities of all students. *Equity*, according to the definition used by the UI Office of DEI, acknowledges structural and foundational inequalities and their impacts on community members. In the classroom, equity implies supporting all students in ways that they can thrive. *Inclusion*, according to the definition used by the UI Office of DEI, envisions a campus community in which all members are welcomed and well-received, and their sense of belonging is fostered. An inclusive classroom is one in which all students, with all the differences they bring, feel that they belong to that learning environment.

Assessment of student learning is a process that starts even before the course does, Dr. Nasrollahian explained, and continues to take place at numerous points during the course. At the beginning there is a *pre-assessment* to examine students' readiness to learn the course content, throughout the course there are *formative assessments* to check in with students about their progress and set them up for success, and at the end of the course there are *summative assessments* to calibrate whether students have achieved the learning objectives and goals. Equitable assessment takes into account and aligns all of these different forms of assessment. For example, if an instructor plans a final project at the end of the course, then the outcomes and the evidence from all class activity prior to the project should inform the choice of the final assessment. Research has shown that equitable assessment considers students' backgrounds and readiness to accomplish the assessment, has clear objectives for the students, incorporates different forms and tools for assessment, and has clear and flexible methods of feedback and

evaluation. Therefore, equitable assessments are designed in a way that allows each student an equitable space and opportunity to thrive, with numerous points at which the student can reinforce the course material through assignments and assessments.

Dr. Nasrollahian then offered some tools and strategies to foster equitable assessment of student learning. She suggested that instructors may wish to consider how to clearly communicate assessment instructions to students. A strategy called Transparent Assignment Design can help instructors formulate the purpose, tasks, and criteria of each assignment. In other words, instructors can explain to students why they are required to do the assignment, how they can complete the assignment, and what instructors expect to see on the assignment. These strategies have been proven to increase students' sense of belonging and their chance of academic success. A purpose statement tells students what skills and knowledge they will acquire after completing the assignment. A task statement gives students a step-by-step process for completing the assignment. The criteria could take the form of a rubric or of an example assignment, or any other format of the instructor's choosing.

Instructors may then wish to consider how they can use more equitable grading systems, Dr. Nasrollahian continued. Referring to research by Feldman, she indicated that equitable grading systems should be accurate, bias-resistant, and motivational. Strategies to achieve accuracy can include weighting recent achievement more heavily than initial efforts and assessing individual contributions in groupwork. To resist bias, instructors could grade only summative assessments and not formative assessments (so that the student can stay focused on the learning process). Instructors could also grade anonymously. Motivational strategies could involve letting students share the relevance of assignments to their lives. Instructors could also create a community of feedback, in which feedback is not just a one-time effort by the instructor, but instead a conversation between the instructor and the student regarding feedback on an assessment.

Dr. Williams commented that instructors may then consider how to check in with students about their learning experience and process. There are various formative assessment techniques to help achieve the goal of supporting students in learning and practicing new knowledge and skills. It is important to provide students with actionable, timely, and iterative feedback, which allows students to visualize their progress, adapt their learning strategies, and focus on areas of improvement. Formative assessment feedback contributes to students' sense of belonging, motivation, and overall success, while fostering self-directed learning. A series of periodic formative assessments helps spread out the assessment and grading burden throughout the semester. Scaffolding is recommended for major assignments. For example, if the major final project is an oral presentation, students could initially submit to the instructor a video of themselves giving the presentation. Dr. Williams noted that formative assessments can take a variety of formats, such as quizzes, one-minute papers, and "KWL" prompts (*What do you **know**? What do you **want to know**? What did you **learn**?*). All of these formats foster students' metacognition. Concluding the presentation, Dr. Williams encouraged Senators to reconsider their assessment plans using the strategies described today.

- Working at Iowa Survey Results (*Rachel Napoli, Senior Director, Organizational Effectiveness, University Human Resources*) and Campus Climate Survey Results (*Isandra Martínez-Marrero, Director of Cultural Engagement and Analytics, Division of Diversity, Equity, and Inclusion*)

Ms. Napoli began the presentation by noting that this is the first time that the *Working at Iowa* survey results and the *Campus Climate* survey results have been released at the same time. The *Campus Climate* survey was launched in spring 2022, while the *Working at Iowa* survey was conducted in fall 2022. Ms. Napoli went on to point out some key differences between the surveys. The *Campus Climate* survey measures perceptions of diversity, equity, and inclusion (DEI), while the *Working at Iowa* survey measures perceptions of the employee work experience. Results from both surveys are a snapshot in time. When looked at together, the surveys reveal identifiable themes, but they cannot be viewed as one story because they serve different purposes. The surveys offer faculty, staff, and students (in the case of the *Campus Climate* survey) the opportunity to share their opinions confidentially; these opinions help inform decision making at the local and university levels.

Turning to the *Working at Iowa* survey results, Ms. Napoli explained that this survey was administered to faculty and staff on the main campus only; the health care campus received a different survey, powered by Press Ganey, in order to compare those results with other health care institutions. There was a 69% response rate across faculty and staff, with a 60% response rate for faculty. The survey statements that received the highest percentages of agreement among faculty were *I know my work expectations* (93%), *my supervisor treats me with respect* (90%), and *my unit focuses on excellent service* (89%). The statements with the lowest percentages of agreement among faculty were *my unit distributes workloads fairly* (66%), *my unit supports work and personal life* (69%), and *UI recognizes accomplishments of faculty and staff* (70%). Ms. Napoli indicated that she could not display responses divided by college (she directed Senators to their collegiate administrators for this information), but that she could display results divided by faculty track. (The slides would be distributed following the meeting for closer review.)

Ms. Napoli then introduced Professor Crawford, from the Tippie College of Business, who along with Professor Oleson, from the College of Public Health, advised the *Working at Iowa* survey committee. Professor Crawford explained that he has been a faculty advisor to the survey committee since 2014. In 2018, the committee indicated that they would like the survey to include a measure of engagement, an area of Professor Crawford's expertise. Nine statements covering engagement were added to the survey that year. For the purpose of the survey, engagement is defined as the extent to which people are psychologically connected to their work roles. This connection is manifested in behavior such as employees showing up to their jobs regularly and giving their full effort to their work. When employees are engaged, Professor Crawford continued, it results in many different positive impacts for the workplace, such as higher productivity, lower turnover, and fewer injuries. With a score of about 4 on a scale of 1-5, UI is doing well in terms of engagement. Polls have indicated that barely one third of employees across the globe are engaged in their work, while at UI that percentage is close to 70%. He added that this level of engagement is a cause for celebration and evidence of the great commitment our employees have to the university, making it a special place to work.

Ms. Napoli indicated that collegiate level reports were shared with senior HR administrators on January 25. An action planning workshop was recently held with that group. Quick start guides for action planning will be available this month. Special reports will also be shared with units.

Ms. Martínez-Marrero explained that the *Campus Climate* survey collects data from students, faculty, and staff and is administered every two years. However, because of the pandemic, the survey was sent only to faculty and staff in 2020, with a separate survey sent to students in 2021. For the spring 2022 version of the survey, the three groups were combined once again. The findings from the survey are intended to inform the UI strategic plan's implementation in relation to DEI. The student response rate to the survey was 18% overall, with a breakdown of 16% undergraduate response, 37% graduate student response, and 13% professional student response. The response rate was 30% for faculty, staff, and postdocs combined, with a 38% response rate for faculty. These response rates are consistent with the rates for the earlier versions of the survey.

Turning to some specific findings from the survey, Ms. Martínez-Marrero noted that *Students feel faculty encourage the expression of diverse viewpoints*. The percentage of undergraduate student respondents who felt this way was 91%, of graduate student respondents 85%, and of professional student respondents 78%. This finding matters because *inclusive teaching practices support meaningful and accessible learning experiences for all students, regardless of their background or identity*. Another survey finding was that *71% of faculty respondents feel valued as individuals at UI*. This finding matters because *to have a welcoming and inclusive environment, everyone must feel they are valued*. Feeling valued is a motivator for everyone to do their best work. This survey finding was consistent for most social identities; however, the percentages for transgender and gender non-conforming faculty members were lower. A third survey finding related to the impact of campus culture on faculty retention; *55% of faculty respondents seriously considered leaving the university in the last year*. When asked why they considered leaving, the top three reasons given were *salary/better compensation* (61%), *departmental climate/culture* (57%), and *lack of professional support* (48%). Ms. Martínez-Marrero reminded the group, however, that much important work is being done on campus to increase faculty retention.

The next survey finding that Ms. Martínez-Marrero highlighted was that a commitment to DEI is important to the campus community. Agreement of faculty respondents with the statement *UI has a strong commitment to DEI* was 72%, while 31% of faculty respondents agreed with the statement *too much emphasis is put on issues of DEI* at the UI and 22% of faculty respondents agreed with the statement *attention to DEI distracts from achieving our academic mission*. While there is always room for improvement, the fundamental values of community, creativity, excellence, integrity, and inclusivity keep us moving forward towards the creation of a more inclusive campus culture, Ms. Martínez-Marrero commented. The final highlighted finding related to the impact of bias on the workplace; *45% of faculty respondents experienced bias, intimidating, or hostile treatment at UI in the past 12 months*. The experience of bias can impact an individual in many different ways, but the survey measured for four:

interfering with my work performance (72%), causing me to consider leaving the university (77%), affecting my mental and/or physical health (73%), and eroding my confidence in my abilities (69%). Ms. Martínez-Marrero added that bias affects not only the individual, but also other individuals in the unit and the institution as a whole. In conclusion, she noted that, although much work has already been done, the survey findings reveal opportunities to continue to act collectively to unify our campus culture, in every corner of the university, through our interactions with each other. The Division of DEI will continue to work with the Strategic Plan committees to advance this goal.

Professor Santillan asked whether results from the health care survey had any glaring differences from the results presented here today from the other two surveys. Ms. Napoli responded that there was general consistency across the two types of *Working at Iowa* survey results. The health care survey did include several questions in common with the main campus *Working at Iowa* survey and those results are [posted](#) on the University Human Resources website. A Senator asked if the percentage of faculty members who considered leaving UI had gone up over time. Ms. Martínez-Marrero responded that this percentage has been consistent. Professor Macfarland expressed concern that 55% of faculty survey respondents have seriously considered leaving the university. He speculated that the university's emphasis on DEI may be driving this trend. Referencing the impact of bias, he commented that white men, and whiteness generally, may perhaps be the target of significant bias. Professor Macfarland went on to suggest that the Senate host a presentation on the costs and the benefits of DEI programs on campus. President Rodríguez-Rodríguez stated that during her Senate presidency, DEI issues would continue to receive attention and support.

- *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.

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

V. Announcements

- The next Faculty Council meeting will be Tuesday, March 7, 3:30-5:15 pm, Executive Boardroom (2390), University Capitol Centre.
- The next Faculty Senate meeting will be Tuesday, March 28, 3:30-5:15 pm, Senate Chamber, Old Capitol.

VI. Adjournment – Professor Farag moved and Professor Strathman seconded that the meeting be adjourned. The motion carried unanimously. President Rodríguez-Rodríguez adjourned the meeting at 5:25 pm.