

FACULTY SENATE
Tuesday, February 8, 2022
3:30 – 5:15 pm
Zoom

MINUTES

- Senators Present: J. Achrazoglou, F. Ahmad, D. Andersen, D. Anderson, B. Ayati, J. Barker, S. Bodine, C. Bradley, A. Brian, C. Brochu, J. Buckley, C. Campbell, M. Cantrell, M. Carvour, M. Charlton, C. Cherwin, A. Curtius, R. Curto, S. Datchuk, S. Dayal, L. Durairaj, S. Elangovan, A. Estapa, A. Farag, P. Gilbert, E. Gillan, L. Glass, A. Grooms, C. Grueter, J. Halekas, N. Handoo, S. Harwani, K. Hegarty, Y. Imai, D. Jalal, A. Jaynes, L. Joseph, J. Kayle, A. Kitchen, A. Merryman, D. Meyerholz, T. Midtrod, J. Murry, N. Nisly, A. Panos, K. Parker, H. Parrish, G. Pierce, M. Pizzimenti, G. Russell, L. Song, S. Sosale, A. Strathman, J. Streit, C. Swanson, A. Vijh, E. Welder, D. Wilder, L. Zingman.
- Officers Present: M. Lehan Mackin, T. Marshall, A. Rodríguez-Rodríguez, J. Yockey.
- Senators Excused: M. Cunningham-Ford, S. Girotra, A. Hollingworth, B. Janssen, M. Kivlighan, A. Prince, M. Zmolek.
- Senators Absent: M. Bhatti, N. Brogden, J. Carlson, A. Chauhan, B. Dixon, L. Erdahl, J. Kline, P. Polgreen, Y. Sato, A. Vikram.
- Guests: G. Clancy (Carver College of Medicine); B. Ernst (*Daily Iowan*); A. Flaming (Center for Teaching); R. Fumerton (Committee on Academic Values); L. Geist (Office of the Provost); K. Kregel (Provost); L. Lessing (Stanley Museum of Art); B. Marcelo (Division of Diversity, Equity, and Inclusion); H. Mineart (Staff Council); K. Perez (*Daily Iowan*); B. Schreier (University Counseling Service); S. Vlastos (Emeritus Faculty Council); L. Zaper (Faculty Senate Office).
- I. Call to Order – President Marshall called the meeting to order at 3:30 pm.
- II. Approvals
- A. Meeting Agenda – Professor Nisly moved and Professor Brochu seconded that the agenda be approved. The motion carried unanimously.
- B. Faculty Senate Minutes (December 7, 2021) – Professor Nisly moved and Professor Glass seconded that the minutes be approved. The motion carried unanimously.

- C. Committee Appointments (Ana Rodríguez-Rodríguez, Chair, Committee on Committees)
- Matthew Arndt (Music) to fill the unexpired term of Michelle Larson (Statistics & Actuarial Science) on the Council on Teaching, Spring 2022
 - Richard Peter (Finance) to fill the unexpired term of Jon Garfinkel (Finance) on the Funded Retirement & Insurance Committee, Spring 2022
 - Packy Moran (Health & Human Physiology) to fill the unexpired term of Mark Berg (Sociology & Criminology) on the Presidential Committee on Athletics, 2022-25
 - Paul Hanley (Civil & Environmental Engineering) to fill the unexpired term of Trent Davis (Radiology) on the Presidential Committee on Athletics, 2022-26
 - David Supp-Montgomerie (Communication Studies) to fill the unexpired term of Anna-Maria Cornell (English as a Second Language) on the University Safety & Security Committee, 2022-24

Professor Brochu moved and Professor Nisly seconded that the committee appointments be approved. The motion carried unanimously.

III. New Business

- *Diversity, Equity, and Inclusion SparkShop (Barry Schreier, Director, University Counseling Service)*

Dr. Schreier indicated that he had been invited to address the issue of stress and burnout among faculty members and so had decided that his presentation would focus on resilience. Following previous SparkShop formats, he explained that the presentation's *what?* would be *resilience is simply not a bottomless resource! it's not!*; the *so what?* would be *systems are hard to overcome individually & there are individual checks we can do*; and the *now what?* would be *listen to and check selves, lean into trusted others, and make use of campus resources*. Dr. Schreier then expressed deep gratitude to Senators for their commitment to their students and colleagues while facing the personal and professional disruptions brought on by the pandemic. Responding to the prompt, *what has been your biggest concern for spring semester?*, Senators contributed to the formation of a word cloud.

Reiterating that *resilience is not bottomless*, Dr. Schreier noted that when resilience starts to run out, feelings such as burnout, apathy, disinterest, withdrawal, and isolation can set in. He then turned to steps individuals can take to replenish their resilience, while acknowledging that systemic barriers can be beyond one person's control. Steps individuals take may vary according to personal circumstances and identities. Frames can help us think and understand what we and others are feeling, he continued. For example, a frame of grief can help us deal with the loss of a loved one, or with any other kind of loss that we may have suffered during the pandemic. Holding the frame of grief allows us to maintain patience and grace with ourselves and others. Without patience and grace, resilience tends to diminish quickly. A frame of big "T" and little "t" trauma can also be helpful. Some of us have big "T" trauma in our backgrounds, Dr. Schreier noted, such as abuse, loss, poverty, and oppression. Others have had little "t" trauma, such as disappointments. He compared trauma to a chain whose links cannot be separated and therefore, when one link is picked up the others follow, so that the entire chain of our past

traumas weighs heavily on us. By viewing and understanding our feelings through these two frames, we allow for patience and grace to inform our outlook on our circumstances. Without patience and grace, judgement of self or others can result. While feelings of judgement can feel gratifying in the short term, they tend to diminish our resilience over the long term.

Dr. Schreier then advised the group that it is best to *check your norms before you wreck your norms*. He commented that prior to the pandemic he used to be very strict about assignment due dates and other academic matters. Our norms, however, are based on previous assumptions about how the world works. We are in a different time now and we need to modify our norms without abandoning expectations. Dr. Schreier next invited Senators to respond to the prompt *How are you feeling right now?* Observing the responses in the word cloud, he noted that it was possible to feel a positive and a negative emotion at the same time, a situation that some of us, especially students, have difficulty contemplating.

Turning to the advice, *assert control where you can*, Dr. Schreier pointed out that the pandemic has brought ambiguity and a sense of loss of control into our lives. Most people find it challenging to thrive in such circumstances, which can diminish our resilience. Although many aspects of life are beyond our control now, we can still take specific actions, such as leaving work at a certain time or setting aside time to spend with family, in areas over which we do exercise some control. These actions allow us to rebuild resilience and take a respite from the ambiguity we constantly face in other areas of our lives.

Highly-accomplished people are especially vulnerable to impostor syndrome, Dr. Schreier commented, and sometimes believe that their achievements are not due to their own efforts and abilities. He emphasized that everyone feels this way at some point and added that the people we know the least are the ones who we think are doing the best. Dr. Schreier emphasized that we are once again facing a difficult semester, so we should fit our expectations to the semester we have and let patience and grace guide us. It is important to set boundaries (*you limit you*), he added, to protect your emotional health. When systems are not in place to take care of us, they will take advantage of us, he observed, so we must take the initiative to protect ourselves and thereby replenish our resilience.

Dr. Schreier praised the services of the [Employee Assistance Program](#), which serves somewhat as a counseling center for faculty and staff. The program provides individual appointments and numerous asynchronous resources. There is also a wide variety of private counseling practitioners in town. The new [Mental Health at Iowa](#) website has a comprehensive list of campus mental health resources. Links are provided on the site to the 24/7 support line and to suicide prevention information, among other resources. In conclusion, Dr. Schreier asked Senators to respond to the prompt, *8-10 words that best describe one idea that struck a chord for you and that you will take away with you*. Following display of the resulting word cloud, Dr. Schreier again acknowledged his feelings of gratitude to Senators for all that they do for our campus.

- *New Programs for Faculty (Provost Kevin Kregel)*

Provost Kregel indicated that he would present an overview of several faculty programs that have been primarily driven by the Provost's Office. Associate Provost for Faculty Lois Geist has been spearheading these efforts. For the past several years, Provost Kregel noted, the Provost's Office has been striving to implement support programs for faculty for three specific purposes: to acknowledge faculty excellence, to retain faculty, and to support and aid departments and colleges in recruiting outstanding faculty, especially with an eye toward strategic hiring.

The first of these programs, the [Transformational Faculty Hiring Program](#), launched several weeks ago, Provost Kregel indicated. The goal of this program is to *hire tenured faculty who can have a transformational impact on the university in strategic areas of scholarship and teaching*. Recruited faculty members would be in the early or middle stages of the senior phase of their careers and would be expected to have a significant impact at the departmental, collegiate, and university levels. These individuals would be collaborative, interdisciplinary in their efforts, and coalesce around key strategic areas that we are trying to build up on our campus. The university would support these individuals with resources up to \$1.5 million per hire, spread over three years, for research and teaching activities. Provost Kregel anticipated that up to three scholars per year would be hired, for a pilot period of three years beginning in FY24. Endowed chair positions would be utilized to enhance recruiting efforts and could be held for five years, with the potential for renewal. A coordinated initiative with the UI Center for Advancement (UICA) would allow for donor funding to be sought for named professorships in strategic areas of interest to donors. As for the timeline for the first cohort, Provost Kregel indicated that discussions with deans of potential recruits would be held in spring 2022. Once individuals have been identified, campus recruitment visits would begin in summer and fall 2022. Hires would then be finalized in spring 2023.

Also new is the [Iowa Faculty Scholar Awards](#) program. These awards, Provost Kregel noted, are intended for early mid-career UI faculty members, in the first 1-5 years after tenure. Deans and DEO's will help identify these individuals, who may be retention risks for the university. Funding of \$25,000 per year for three years will be provided to support these faculty members' scholarly activities. Provost Kregel anticipated that up to four awards would be made each year, beginning in FY23. The tenure of the first cohort will run from July 2022 to June 2025. A call for nominations will go out in February with nominations due in March. Awardees will be selected by a committee and announced in May. At this time, it is expected that this program will be established on a recurring basis, at least for the next several years. The program will encourage high-achieving faculty members early in their mid-career phase to become productive leaders in their departments and colleges. Career development and mentoring will also be a component of the program.

The P3 [High Impact Hiring Initiative](#) (HIHI) has been in place since last February. This program was proposed by collegiate deans through the P3 funding application process. The P3 board approved the proposal and committed \$4.25 million, thus far funding 25 positions from 8 colleges and the UI Libraries with \$4 million. Provost Kregel indicated that the goal of this extremely successful program has been to assist departments and colleges in the recruitment and retention of faculty. Over the last 12 months, there have been 18 recruitments and 7

retentions of faculty members across colleges. It is anticipated that the remainder of the funds will be utilized over the next several months as colleges complete their hiring cycles and retention decisions. Because colleges and departments have very limited funding to help support recruitment and retention, this additional funding and acknowledgement can help “close the deal.” Proactive measures are essential in retention efforts, Provost Kregel commented, and the Provost’s Office now engages early on with deans regarding potential flight risks.

Provost Kregel explained that the [UI Distinguished Chair](#) program was created in 2019. Two individuals were selected for the 2019-20 cohort and two for the 2020-21 cohort. This program was developed to identify and acknowledge fulltime tenured full professors who are exceptional in their fields. It can also be used as a retention incentive. The program provides \$50,000 per year for five years to enhance scholarship and teaching. Although the terms are non-renewable, individuals do retain the title after the five-year term is up. A call for nominations will go out in early March for the next round of awards. The program is expected to continue for the next several years. Concluding his remarks, Provost Kregel emphasized that the university is earmarking resources for enhanced funding of recruitment and retention. Collaboration with the UICA is yielding additional support for these efforts.

Professor Nisly commented that the funding mechanisms described today were mainly programmatic in nature. She wondered whether the university could also look into the development of mechanisms for the recruitment and retention of underrepresented minority and women faculty, thereby investing in the creation of a more diverse and representative campus. Provost Kregel responded that an intent of these programs is indeed to increase diversity at UI. He added that one of the primary focus areas of the HIFI program is in diversity recruitment and retention. The deans have utilized the program for this high-priority purpose. President Marshall asked about the procedure for bringing forward names to the Provost’s Office for consideration for the programs. Provost Kregel confirmed that faculty members should work through their DEO’s and deans to bring names forward. He noted that the application processes are competitive, given the small number of awards and our limited resources available. The small number adds to the prestige of the awards, however.

Observing that the HIFI program is financed by P3 revenue, President Marshall pointed out that P3 funding is not intended to support recurring costs. She asked if new sources of funding to support the HIFI program were being sought to sustain it into the future. Provost Kregel indicated that administrators were certainly working to identify new revenue sources, including through efforts by the UICA. It is possible that some P3 revenue could continue to be used in the future, however, because the program funds are one-time allocations to individuals. Via the chat, a Senator asked if any faculty of color had been hired through these programs and if there are efforts to target junior or pre-tenure scholars of color. Provost Kregel responded that faculty of color had been hired and retained through the HIFI program.

- *University of Iowa Stanley Museum of Art Update (Lauren Lessing, Director)*

Dr. Lessing indicated that the UI Stanley Museum of Art will open to the public on August 26, with a ribbon-cutting ceremony held at 3 pm. Over the following week, the museum will host open houses, concerts, and activities in celebration of the new building. She then presented a

series of slides showing what the museum will look like upon completion. Dr. Lessing reminded the group that the new museum is situated on Burlington St. between the UI Main Library and the Campus Recreation and Wellness Center. The College of Education and College of Engineering buildings are nearby. She noted that outdoor sculptures outside the old museum will be moved to the grounds of the new facility. A 60-space parking garage with a two-hour limit has been built under the new museum. The lot is not intended exclusively for museum visitors. Museum staff anticipate being able to give facility tours soon now that the building is nearing completion.

Displaying several slides of the lobby, Dr. Lessing commented that this space will be filled with art. The acoustic ceiling will allow for musical performances, as well. Works cannot be permanently displayed here because of the abundance of sunlight let in by the lightwell, but rotating installations of work by Iowa-related artists will be housed here temporarily. The first artist to be featured in an installation is [Odili Odita](#), who will paint a mural in early April in response to the museum's famous Jackson Pollock work. Odita lived in Iowa City as a child while his parents were graduate students here. Several other artists have already been engaged to display work in the lobby following the Odita exhibition. The lobby will also include lockers for visitors' belongings and a suspended steel stairway for accessing the second and third floors (elevators are also available).

On the second floor, galleries will be divided into two columns, with wall configurations facilitating noise control, because university students, K-12 students, and other visitors will be mingling in these busy spaces on a daily basis. The inaugural installation in the galleries will be entitled *Homecoming* and will feature highlights from the UI collection. Some version of this exhibition will be on display for the next three years. Dr. Lessing noted that museum staff are open to working with faculty on exhibition ideas from 2025 onward. She envisioned additional creative uses for the galleries, such as dance performances. Galleries will also be spaces for active university classroom discussions. The museum will resume its K-12 school visit program; staff are exploring possibilities for College of Education students to serve as docents for these visits. And, the galleries offer potential as a site for faculty research and faculty-curated exhibits.

Storage space will be located on the third floor, far from the waters of the Iowa River, Dr. Lessing observed. Three classroom spaces have been created on this floor, as well. There is no part of the university curriculum that the museum cannot support, she emphasized, and she anticipated that a wide variety of classes will utilize the spaces. The visual classroom features pop-out wall easels and adjustable lighting. This space could also be used for meetings. The walls of the visual laboratory classroom are lined with cases for extended display of artwork, so that students can come and go as they work directly from the objects. Graduate students will staff the room and help make the artworks accessible. The seminar classroom can be completely darkened and converted into a laboratory space for the physical analysis of artworks. Two outdoor gathering spaces overlooking campus complete the third floor.

- *Board of Regents, State of Iowa Free Speech Training*

President Marshall reminded the group that faculty and staff had recently received an email message from the Board of Regents, State of Iowa instructing them to complete a free speech online training. She addressed several questions that she had received regarding the training. As for why this new training session was required, she noted that several free speech issues had arisen at the Regents institutions over the past year. In response, the Iowa legislature had passed a law mandating free speech training at the institutions. The training has now become part of Board of Regents policy. The training was not initiated by the UI President or the Provost. President Marshall reported that UI Vice President for Legal Affairs and General Counsel Carroll Reasoner had indicated to her that the training was developed with an outside vendor and representatives from each institution. Vice President Reasoner had further suggested that questions about the requirement for and content of the training should be directed to the Board of Regents Office.

Another question received by President Marshall had involved resources for faculty members in the event of a free speech incident. At this time, there is no clear answer to that question. Vice President Reasoner suggested that faculty members work through their deans and DEO's to bring incidents to the attention of the Provost's Office and the Division of Diversity, Equity, and Inclusion (DDEI). The DDEI is currently working on free speech training resources for faculty and staff.

Professor Glass, who serves as the president of the [UI Chapter of the American Association of University Professors \(AAUP\)](#), commented that the Chapter would also be discussing the free speech training, with a particular emphasis on seeking clarity regarding the distinction between academic freedom and freedom of speech. He added that he would also like for faculty to have clarity on the ways in which the classroom is a unique space with constraints on speech that may not be applicable to other places. He expressed concern about the potential for deliberate disruption of the classroom. Professor Glass reminded the group of the [Code of Student Life](#), which is not mentioned in the training, but to which faculty members have referred when encountering disruptive students. It has not been made clear to faculty how the Code intersects with freedom of speech and expression in the classroom.

Professor Fumerton, invited to attend the meeting as chair of the Faculty Senate Committee on Academic Values, indicated that his committee would meet soon to discuss the issue of whom faculty members should consult if they have questions about free speech in the classroom. He reminded the group that the UI Operations Manual includes several sections about restrictions on faculty and student speech. The university's [free speech website](#) links to the [UI Faculty Senate Statement on Freedom of Expression and Academic Freedom](#), which references some of these Operations Manual policies. Professor Fumerton explained that the Operations Manual contains decades of accumulated policy work by UI faculty members in collaboration with administrators and he expressed the view that the policies overall were effective. President Marshall indicated that the Senate officers would report back on the questions raised today and previously as more information becomes available.

- *Improving Pandemic Driven Clinician Burnout and Distress (Gerard Clancy, Professor, Psychiatry and Emergency Medicine and Senior Associate Dean, Carver College of Medicine)*

Associate Dean Clancy indicated that he would present information learned from workshops held with resident physicians, who have had a particularly difficult experience during the pandemic. He commented that he thought that the coronavirus itself would soon present a lesser threat, but that the impact of the pandemic on our psychological health in the long term could be substantial. When the Delta and Omicron variants of the virus appeared, he continued, an urgent need emerged for immediate assistance to clinicians, who were already exhausted from the previous waves of the virus. Briefly describing his experience, Associate Dean Clancy indicated that he staffs the UIHC emergency room as a psychiatrist. The number of psychiatry visits as a percentage of the total emergency room visits has risen from 10% to 30% during the pandemic. In the U.S. Air Force, Associate Dean Clancy was trained in combat medicine as a psychiatrist; his duties included serving on the front line with trauma surgeons.

Acute and chronic stress can have an impact on anyone, Associate Dean Clancy commented, adding that the more severe and the longer these stresses, the higher the risk of major impact. Earlier interventions, however, can prevent chronic issues. Citing research, he commented that pandemics can change history and societies, as well as expose our fears, mistrust, and vulnerabilities. Past pandemics have been accompanied by constant misinformation. They have also often accelerated change that was already underway. As a result of Covid-19, health disparities have worsened, as have physician and faculty burn-out. Associate Dean Clancy emphasized that we are in a very serious situation right now regarding mental health. Clinicians are exhibiting the risk factors associated with suicide. Our society has never experienced anything like Covid-19 before. He noted that, during the course of the pandemic, clinicians have faced threats to personal and family safety just by going to work, relentless waves of the virus, and heavy workloads of patients with delayed care when the virus receded. By fall 2021, most clinicians had no reserve left. This past fall and winter, a new factor emerged – patient disregard and disdain for health care workers. We are all having normal reactions to highly abnormal times, he commented.

During clinician workshops, Associate Dean Clancy emphasizes that we must be intentional, planful, and persistent regarding our well-being. We all need a well-being strategy for these unusual times. A new version of the workshop was designed in August 2021 as the Delta wave of the pandemic began to hit. This workshop involved tailoring existing mental health first aid strategy for the unique circumstances of clinicians. The mental health first aid movement trains people to identify individuals who may be struggling, to initiate a conversation about those struggles, and then to refer those individuals to the appropriate resources. Another aspect of the workshop focused on peer-to-peer programming. The nursing profession has long had success with this type of programming. During the spring 2020 pandemic outbreak in New York City, the most protective mental health factor for nurses was organized, structured support from peers. This support provided nurses with a sense of mastery on how to get through the crisis.

The workshops are structured in three parts, Associate Dean Clancy indicated. Part one is an introduction to the peer-to-peer and mental health first aid approaches. Part two is a strong

emphasis on validation. Statistics are provided on how health care workers are faring right now. The statement, *If you don't feel well right now, you are in the majority*, strongly resonates with clinicians. The third part of the workshop presents well-being first aid skills development for peers and self. Overarching themes of the workshop include acknowledging that clinicians have already been resilient, but that we are now in an unusually difficult period and business as usual strategies don't work anymore. Early interventions and being planful and intentional are important. Peer-to-peer interactions are most beneficial, as well as non-threatening. Among the new skills introduced are self-preservation, development of a personal well-being portfolio, and re-charge check-ins. Clinicians are also encouraged to ask their peers about their current mental and emotional status ("Are you okay? Are you sure?"). Immediate peer support, validation of normal reactions to abnormal situations, introduction to mental health resources, and encouragement to take vacations are additional skills presented.

To augment the workshops, podcasts on well-being are now held for continuing medical education credit. Approximately 20 workshops have now been held with about 500 total participants, who have found the workshops very effective. Participants have indicated that they felt better prepared to help themselves and their colleagues with mental health issues. Participants also indicated that their top issues were burnout, fatigue, moral injury, depression, and suicide. The resident physicians who have benefitted from the workshops have now compiled information on mental health resources available on campus and in the community. While resources previously existed regarding clinician well-being, Associate Dean Clancy noted, the pandemic has been such an overwhelming challenge that these resources were no longer sufficient to address the problem. Among the unique stressors of Covid-19 is the large number of deaths that clinicians have witnessed. Moral distress and moral injury are also widespread, because our health care system is not working as well as it should. Most recently the patient and family blame and disdain of health care workers has taken a heavy toll.

Moving forward, Associate Dean Clancy plans to organize ongoing peer-to-peer groups in the hospital. He is also developing a post-pandemic early career faculty development program for those hired in 2020-22. When talking about the Covid-19 experience, we must avoid the term *resilience*, he commented, and pursue something like *recovery, rehabilitation, or revival*. Research indicates many similarities and some differences for the impact of Covid-19 on physicians vs. K-12 teachers and university professors. All three groups are suffering from much higher rates of depression, anxiety, and burnout. In response to a question about whether the workshop lessons are transferrable to non-health care faculty, Associate Dean Clancy thought that they were. He noted that because we have experienced something entirely new, we have no research to turn to in order to understand what we should do. One of the few silver linings of the pandemic, however, is the shift in willingness to talk about mental health. Associate Dean Clancy also praised faculty and staff for their dedication to helping students with mental health issues.

- *President's Report (Teresa Marshall)*

Addressing administrator-proposed Operations Manual policy revisions, President Marshall indicated that there has not been additional progress on III.10 Faculty and III.29 Faculty Dispute Procedures since the last Senate meeting. The Senate officers have asked President Wilson for clarification on the rationale and desired outcome for some of the proposed changes. Conversations with administrators are ongoing regarding II.19 Acceptable Use of Information Technology Resources. The Senate's Faculty Policies and Compensation Committee has recently been asked to review proposed changes to II.3 Human Rights and II.6 Nondiscrimination Statement. It was observed that administrator-proposed policy changes currently seem to be moving faster than previously.

Turning to Covid-19, President Marshall noted that the State of Iowa has announced that the state's Public Health Disaster Emergency Proclamation will expire next week. No changes are anticipated on campus regarding mask, testing, and vaccine availability.

The committee reviewing the instructional faculty track has compiled data from their survey of instructional-track faculty and from interviews of deans. The committee's report, when completed, will help inform proposed Operations Manual revisions.

The Faculty Senate's call for applications for committee service has gone out.

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

V. Announcements

- Regents Awards for Faculty Excellence Recipients
President Marshall announced that the following individuals have been selected to receive the 2022 Regents Award for Faculty Excellence: Amy Colbert (Management & Entrepreneurship), Bruce Gantz (Otolaryngology), Keri Hornbuckle (Civil & Environmental Engineering), Sara Mitchell (Political Science), James Torner (Epidemiology), and Sherry Watt (Educational Policy & Leadership Studies)
- The next Faculty Council meeting will be Tuesday, March 8, 3:30-5:15 pm, Zoom.
- The next Faculty Senate meeting will be Tuesday, March 22, 3:30-5:15 pm, Zoom.

VI. Adjournment – Professor Gillan moved and Professor Campbell seconded that the meeting be adjourned. The motion carried unanimously. President Marshall adjourned the meeting at 5:10 pm.