

THE UNIVERSITY OF TOLEDO
Minutes of the Faculty Senate Meeting of October 26, 2021
FACULTY SENATE

<http://www.utoledo.edu/facsenate>

Approved @ FS on November 09, 2021

Summary of Discussion

Note: The taped recording of this meeting is available in the Faculty Senate office or in the University Archives.

President Bigioni: Okay, I have 4 o'clock, so I will call the October 26th Faculty Senate meeting to order and ask Secretary Nigem to call the roll.

Present: Anderson, Baki, Bamber, Barnes, Bigioni, Brakel, Case, Chou, Compura, Coulter-Harris, Day, de le Serna, Duhon, Edgington, Elgafy, El-Zawahry, Garcia-Mata, Gilstrap, Green, Gregory, Guardiola, Harmych, Hefzy, Huntley, Insch, Jayatissa, Kistner, Krantz, Lammon, Lawrence, Lee, Lipscomb, Metz, Milz, Modyanov, J. Murphy, Niamat, Nigem, Pattin, Perry, Ratnam. Reeves, Reynolds, Rouillard, Shan, Smith, Stepkowski, Steven, Teclehaimanot, Topp, Van Hoy, Vesely, Wedding, Welsch

Excused Absence: Bornak, Duggan, Pakulski

Unexcused Absence: Ali, Chaffee, Chaudhuri, Hall, Hanrahan, Koch, Kujawa, Lecka-Czernik

Senator Nigem: We do have a quorum, President Bigioni.

President Bigioni: Thank you, Secretary Nigem. The next item on the agenda is the adoption of the agenda. You see the today's agenda before you. This time, we're not going to vote on it. We're going to approve the agenda by general consent. If there are no objections, we will approve the agenda. Okay, not hearing any objections. The agenda is approved. *Agenda Approved.*

We can now move on to the next order of business, which is the approval of the Minutes from the last meeting, October 12th. Well, first, are there any corrections to be made to the Minutes that were distributed?

Senator Anderson: Were those Minutes sent out?

President Bigioni: They were. I don't recall exactly when. Quinetta, do you know?

Quinetta Hubbard, Faculty Senate Executive Secretary: Yesterday.

President Bigioni: Okay, thank you, Quinetta. Any corrections to be made to the Minutes? Okay, not hearing any. If there are no objections, we will approve the Minutes by general consent. Okay, not hearing any objections, the Minutes are approved. *Minutes Approved.* Thanks everyone, that was much more efficient.

Okay, so the next order of business is the *Executive Committee report*: I'll start out by reporting on our meeting with President Postel. The Executive Committee met with Dr. Postel two Fridays ago, and our main topics of conversation were the HLC visits and the new strategic plan. HLC visit, we will hear much more about [that] later today with the Provost report, of course, but also, Heather Huntley is joining us to give us an additional update on where we are in our preparations for the HLC visit, which will be two weeks from now. I won't go into any particular details with the conversation with Dr. Postel because you would have heard it before and you will hear it again later in more detail than what I can provide you.

The Strategic Planning Committee, though, we spent a good bit of time discussing. It is Dr. Postel's goal to have a strategic planning committee assembled soon, consisting of approximately 22 people. The Faculty Senate has already provided two names to represent our interests on that committee. And thank you everyone for your nominations. The two people that will represent the Faculty Senate on that committee are Jason Huntley from the Health Science Campus and Tim Brakel from the Main Campus. Those are two great choices. And of course, there are many other faculty representing other constituencies as well on that committee. The goal for that committee is to populate it with people who can communicate well between that committee and the faculty and the Faculty Senate, in both directions. We want to hear what's going on in that strategic planning committee, but we also want that person to bring faculty concerns and ideas to that committee. So good two-way communication is essential, and I think our choices are sound in that regard.

Dr. Postel also outlined a number of important goals for that committee, and in particular for the strategic plan. He wants fewer objectives than were in previous strategic plan, just to make it more achievable – fewer set objectives, a little more focused. And also, it's very important to him that those objectives be defined in such a way that they're actionable, so that progress can be made on those objectives. It's important also to provide support for achieving those objectives through freeing up some resources to do that. It's also important to define those objectives in such a way that there can be metrics to measure how we're doing at achieving those objectives. And that ties in with the last point, which is defining them in a way that there's an ability to pivot and adapt to changes as time moves on. Those metrics can also indicate the need to pivot or adapt the objectives. So, that is what was communicated to us as Dr. Postel's vision for how to construct the strategic plan. And, of course, we will be hearing more about that as time moves on.

We also met with the Provost last week. Again, no surprise, a significant topic of interest was the HLC visit and the preparations that are being made with regard to that visit. We'd also like to encourage faculty to do what they can to prepare for the visit so that if there are opportunities to interact with the reviewers, we can represent UT well. There's an executive summary of the documents that have been put together to prepare for the visit that would be a good place to start on preparing ourselves for the visit. There could also be some possibility of faculty being pulled into meetings, and that will become more clear over time. Perhaps we'll hear a little bit more about it today. So again, you know, preparing by reading at least that executive summary, if not some of the other prepared documents that are posted on the web, would be advisable.

RCM was another topic of discussion with the Provost. That is still something that is relatively in a complex state, so I don't want to spend a lot of time getting into what we've talked about. But certainly some parallel budgeting is occurring and some preparations based upon real data are going on. There's some heterogeneity across the institution. Time is important there, since data for this current fiscal year are not as available yet. But again, as I said, I don't want to dig into those details in this particular report. There was also a little bit of a discussion about the need for a role of the Faculty Senate in the new RCM budgeting model. And certainly, that is with the goal of, in the spirit of, shared governance. There should be some involvement of faculty and in particular Faculty Senate in long term financial planning matters, and that's in accordance with our Constitution and our constitutional obligations. So we continue to remind people that that role has to be part of the planning process.

Okay, the next part of the report has to do with the coordination with the Graduate Council on policies. A lot of the policies that come through Faculty Senate also come through Graduate Council. We have three committees that review policies that come through Faculty Senate and produce some feedback that we send back to where ever that policy came from, most typically the Provost Office. In instances where

those policies also overlap with Graduate Council interests, we don't want Graduate Council feedback and the Faculty Senate feedback to be in conflict. So we're working with the Grad Council to establish a mechanism where we can get together and provide uniform advice to the administration to avoid those sorts of conflicts and provide a higher quality feedback on where policies could be improved.

And finally, on the Constitution, the Trustees had promised to get back to us with feedback by this past Friday. What would that date be? On the 20th, I think?

Quinetta Hubbard, Faculty Senate Administrative Secretary: The 22nd.

President Bigioni: Alright, thank you. They provided a letter outlining [a] very small number of proposed changes. We will have to review those, particularly the Constitution Committee will have to review those. The goal is to do that relatively quickly to keep everything on track because there's a timeline we need to adhere to and get back to the Trustees with our comments and concerns on their requests.

That concludes my Executive Committee report. Are there any Executive Committee members who want to add anything to that report? Okay hearing none. That concludes this item of business.

The next item of business is the Provost report. Provost Bjorkman, the floor is yours.

Provost Bjorkman: Thank you, President Bigioni. Good afternoon, everyone. I want to begin my remarks this afternoon by first, thanking the faculty for submitting their midterm grade reports for the students. The reporting window in Banner closed two days ago and our student success coaches and advisors are now in the process of contacting the students who may need additional support. Those midterm grade reports make a significant difference to our students and our support of them. So, I really appreciate your efforts to provide that important feedback.

On another note, as you've already heard, we're now just two weeks away from our site visit by the Higher Learning Commission, as part of the University's reaccreditation process. They will be here on November 8th and 9th. We all have those dates now deeply embedded in our brains and later today, you'll be hearing from Heather Huntley directly, who will provide you with an update on what we might expect during the two-day visit by the HLC team, and what she has learned in her conversations with the team. As I mentioned at the last Faculty Senate meeting, the documentation that we submitted to the HLC is available for review on the University's website. That now also includes an executive summary for those who are interested in reviewing a shorter version of the documentation. And as President Bigioni mentioned, it's probably a good idea for people to at least read the executive summary prior to their visit.

Many of you are aware that last week, we celebrated National Transfer Week on campus. We recently established a UToledo transfer center. I hope you'll stop by to see the new space at Rocket Hall 1100 and meet the transfer student engagement team. Our goal with that is really to provide a one-stop-shop for students who are inquiring about or applying for transfer admission. We hope to make the transition to UToledo as seamless as we possibly can.

I also want to remind you that nominations for next year's Distinguished University Professors class are due by Friday, November 19th. As, you know, the Distinguished University Professor is the highest permanent honor that the University bestows on a faculty member. The Academic Honors Committee will review the nominations and will make recommendations for approval by the Board of Trustees. I really hope that you'll consider taking the time to nominate some of your distinguished colleagues who are doing wonderful things. There are many people who are very deserving out there. So, the selection criteria, the nomination guidelines, and application forms are all available on the Office of the Provost

website under 'faculty awards.' Just a side note, the Distinguish University Lecturer nominations will be due in the spring semester. So, we will remind you about those as well.

I also want to just remind you that Friday, November 5th is the deadline for faculty to order academic regalia from the bookstore if you plan to participate in Fall commencement in December and need regalia. So, don't forget about that. The payment of the rental fee has to be made in person at the bookstore when ordering regalia. They don't accept credit cards the over the phone. If you have questions about that, you can contact Colleen Strayer at the bookstore.

I also want to remind you that our early registration campaign for the Spring semester is now underway. So, I hope you'll help us to get the word out to our students and encourage them to register when their time slot opens up over the next four weeks. Our goal is to try to have 90% of our current students registered before they leave for the Thanksgiving or Winter break.

And finally, just a reminder that the University's open enrollment for health insurance and benefits closes on Sunday, October 31st. So, if you haven't yet made your selections, please do so this week. We wouldn't want anyone to miss out. Thank you. With that, I've made a short report today, and I would be happy to answer any questions.

President Bigioni: Thank you. Are there any questions for the Provost?

Senator Jayatissa: Hello.

President Bigioni: Yes, go ahead.

Senator Jayatissa: I would like to ask the Provost about [the] RCM budget. Now, in the Faculty Senate, [from] time to time, we had presentations about [the] new RCM budget. However, we did not hear much from the academic leaders or academic administrators about the impact, advantage, disadvantage, backup plans about the new budget models. Can you tell us something about the proposed new budget model, because our Provost is the most experienced administrator in our University and on all levels? So, I would like to hear her opinion about [the] proposed budget model. Thank you.

Provost Bjorkman: Thank you, J. I appreciate the question. You know, I will say that this RCM budget, the Responsibility Centered Management is what that stands for, it's sometimes called "incentive based budgeting [IBB]." The concept behind it is that, first of all, it will allow for colleges to reap the benefits when they are creative and proactive, and they can increase enrollment and therefore, increase the revenues that come in. So. revenue will accrue to colleges that are able to do those sorts of things. But it also recognizes there are multiple things that as a university, we support, whether they actually make money, or whether they cost money. So. there are certain things that we would all agree are really important for a university to have. So. I think the RCM budget model - and I will tell you that it is still in the development process and we aren't quite done yet - you'll probably be starting to hear more about it from your Deans as they begin to set up the models for their own colleges and as they begin to set up their governance structures within the colleges, because those governance structures do need input from faculty and staff. And they need to have some input along the way as we work through the models. What's happening right now is that each college is being provided with a template, if you will, for how to build their budgets and how to think about the revenue vs. the costs of running their college, and offering their courses, and doing their research, and all of those other matters. And so, ultimately, the goal is that colleges will have much more autonomy in deciding what is appropriate for them to support and to do, and less oversight from me, for example. I think that's a good thing. I think that will empower colleges to make some interesting decisions, and also to be more creative and a little more innovative in the kinds of

things that they're able to offer to encourage students to come and to understand what fantastic programs that we offer here at the University of Toledo. So, I will tell you, it's still, although we've been working on this for quite a while now, we're just beginning to get to the point where individual colleges are starting to take a look at what the template and the process is going to look like. So, as you know, we're working with the Huron Consulting group. This is a group that has a great deal of experience in helping universities transition to this kind of a model. You asked about "back stops" and how are we going to get through the first few years of this. It's very new to this campus. We have not done this before. And I will say that there are "guardrails" in place. It's sort of, we're going to be moving in this direction, but we're also cognizant that this is very new to us. I imagine that the first couple of years as we fully transition to this model, there'll be a little bump along the way probably here and there. So, there are some guardrails being put in place where, you know, colleges are going to be sort of held harmless in the sense that we all know that we have a lot to learn and how to work in this environment and with this kind of a budget model. So, as President Bigioni alluded to earlier, we're currently running the model in parallel to our current budget model. We are running a simulated RCM budget right alongside it so we can actually compare the two models for this current year - where we are and how things are going. Now, as was alluded [to] earlier, we can only put in the data in for this fiscal year as it gets spent and as we can account for it. So, in fact, for Quarter 2, which we're just coming up on the end of, the second quarter of this fiscal year, data is only now starting to roll in. And so, realize that [with] Quarter 1 starting on July 1st, we didn't have any students back on campus except for Summer. But, the bulk of our revenue stream begins when classes begin in the Fall and so that was already some way through the first quarter. So, we're only now beginning to get a robust enough set of current fiscal outcomes to begin to compare with what the RCM model would have predicted, and we're just beginning to see that. So, I haven't seen that comparison yet. The Finance Office is currently putting all that FY22 data into the system so we can begin to look at it. I am expecting we'll be able to hear more about it soon. I hope that gives you a high-level view of what is involved with this, but if you have further questions, I'm happy to try to answer them.

Senator Jayatissa: That's great. Thank you so much.

Provost Bjorkman: You're welcome.

Senator Randall Vesely: Provost Bjorkman, how do athletics, their budgeting, and the hospital fall into this RCM model?

Provost Bjorkman: So, they will also be developing their own budgets and they will come through this. So, there are two parallel tracks. There is the Academic Affairs side, which is where all the colleges and the libraries, and things that are really key to academics. They will all come through the Academic Affairs side. And then there will be the other units, for example athletics, facilities, things of that nature will come through a separate side. Each of those sides will have their own review committee that will review all the requests and budgets that are coming up. We'll ask for any additional information they may need. Then, at some point, those budgets will go to the University Budget Committee, which makes the final determination. But there are levels of review and input at each of these stages. So, each college or each support unit will have their own sort of budgeting committee that will meet with whoever is putting the budgets together. There will be input from those constituencies. And then it will go to the next level where it will be reviewed and there will be more people looking at them and asking questions, maybe getting some more feedback. And then they will go to the University Budget Committee as the sort of last step, and hopefully by then they've been very well vetted. So that's kind of how that works.

Senator Randall Vesely: Any losses incurred by either the hospital or athletics. Are those going to be part of a cost package that's then going to be leveled back upon academics?

Provost Bjorkman: No. Well, so, here's how it works. There are certain things that we know are going to require subvention and we do it because we know we have to do these things as a university. Now, I will say in terms of the hospital, actually, the hospital has been completely turned around and is now making money. So, for this last quarter, they actually had a profit and it's expected that, that profit is going to increase because of some changes that were made and some restructuring that was done, in the terms of what they qualify for, in terms of the level of payments for different services within Medicare and so on. So, the hospital is actually right now doing pretty well, which is a very positive thing. Athletics will also have to work toward supporting themselves and that's something that has to be phased in. There may be subvention. I have not been privy to any of the conversations on the support side yet. We've been mostly focusing obviously on the colleges and the academic side, because that's where we need to do all of our work.

Senator Randall Vesely: Thanks, Provost Bjorkman.

Provost Bjorkman: You're welcome.

President Bigioni: Are there any others? Okay, hearing none. We, thank you for your report and answering questions for us.

Provost Bjorkman: Thank you, everyone.

President Bigioni: Thank you. So, we can move on to the next item of business, which is a report from Senator Deborah Coulter-Harris. It is the Student Affairs Committee report. Senator Coulter-Harris.

Senator Coulter-Harris: Thank you, President Bigioni. Thank you, senators. The Memorandum Report 6 was written to allay concerns, voiced by the Student Government's leadership about the possibility that the Ohio legislature might take drastic measures to forbid universities for mandating the COVID vaccine by instituting a ban on all vaccine mandates. It was also written to strengthen trust that faculty and administration fully support the mandatory COVID vaccine on the University of Toledo's Campus, and also written to support the student leaderships' position on the same (see Appendix 2). Faculty Senate took action as evidenced by Resolution 21-1 on campus wide COVID-19 vaccination, discussed and approved on the 31st of August (see Appendix 1). Faculty Senate Committee on Student Affairs' subcommittee took action. On 13, October 2021, the Student Affairs subcommittee on this issue, Dr. Deborah Coulter-Harris and Dr. Karen Green wrote to several campus persons asking for supportive information from expert sources. On 13, October 2021, Diane M. Miller, J.D. Chief of Staff Office of the President and Vice President, Office of Government Relations responded by providing the following detailed information: The House announced it will not act on HB 435. That was done on the 29th of September. Please see Appendix 3 for the link to HB 435. House Speaker Bob Culp stated, "After countless hours of hearings and deliberations on this topic, there is still no consensus on how or whether to move forward. Consequently, the House at this time will pause additional hearings on this matter." UToledo's GR will continue to track and update information for the campus community and will continue to lobby on this issue, working with other institutions of higher education to convey to the state assembly and the administration the importance of this safety measure to our campus community. Dr. Jennifer Hanrahan, D.O., Chief Division of Infectious Disease, University of Toledo, College of Medicine and Life Sciences, Medical Director, Infection Prevention and Control ProMedica also responded to our subcommittee's inquiry and stated, "I cannot speak for the university but I would certainly personally

express disapproval of preventing vaccine mandates in schools.” She further stated, “The forthcoming OSHA and federal regulations mandating vaccines will also likely help with this issue.”

So, our overall outlook is the following for the Student Government and for our students: All of the University of Toledo entities listed in this report fully support the concerns of the UT Student Government and its constituents and would disapprove of any actions that would limit or ban the UT COVID mandate.

That is my synopsis of my longer report. I would like to say to the Senate, that this is the first of four reports that are being researched and planned right now by our Committee on Student Affairs. Thank you very much for listening.

President Bigioni: Thank you very much for your report. Are there any questions for Senator Coulter-Harris? Well, hearing none, I have to say that it is very encouraging to see our Student Government being so proactive in taking such a strong position on such an important issue as vaccination. So that is great. That really bodes well for our campus. And, barring any further questions, I have to thank you too, for your continued strong leadership and support of our students. So, your strong leadership of the Student Affairs Committee, we greatly appreciate that, and your committee’s support of our students.

Senator Coulter-Harris: Well, thank you, President Bigioni. I have a wonderful committee who is very, very active and very supportive. Thank you so much everyone.

President Bigioni: Okay, great. Thank you very much for your report.

Senator Coulter-Harris: Thank you.

President Bigioni: Okay, moving on to our next item of business is an update from Heather Huntley on the HLC visit. Heather, the floor is yours.

Heather Huntley: Thank you. All right, I am going to share my screen. Well, maybe I am not. It will not allow me to share my screen. I will send this to Quinetta. Well, all right, I'll just talk at you and if we get something to work great, and if not, you're stuck looking at me. How about that?

President Bigioni: Is the email sent to Quinetta?

Heather Huntley: Yes, it is.

President Bigioni: Great.

Heather Huntley: Number one, thank you for allowing me to come back and talk to you again. As a reminder, November 8th and 9th, as Provost Bjorkman just mentioned, regular accreditation visit. As I mentioned in our last meeting, the HLC peer review team is driving the schedule. We have some initial information from them that I'd like to share with you today. I will tell you I have been getting emails as our meeting has been going on this afternoon. The review team is meeting today, so I anticipate knowing more maybe later tonight, I don't know. I had talked about last time that I hope they would hold open forums. They sort of are, and sort of, are not. What they're doing is, they've elected to hold forums that are focused on specific criteria, rather than a forum for students, a forum for faculty, a forum for staff. I will be honest. This is not a familiar approach for me. However, I've spoken with some other folks and they say that this sometimes is something that review teams do. So, what I know is that these focused forums will be held on Monday. The first one is from 1 to 1:50 p.m. and it will cover Criterion 1 and Criterion 2. The second forum will be at 2 o'clock, covering Criterion 3 and Criterion 4. They are 50 minutes. The Chair, when I spoke with her, said that she definitely wanted to be sure that I knew faculty should come to

the first forum. I also think that faculty should come to the second forum covering Criterion 3 and 4. So you'll notice there are not room numbers on there. I am 95% sure it will be in room 2582, but I will confirm that. If you all know, those big meeting rooms in Student Union on the second floor, we have of those reserved. It's just a matter of figuring out what meetings are going to be in which one right now. So, I will get specific information to you again within the next day or two. What I would say is because these forums are targeted to specific criteria, my goal for today was really to make sure that you were familiar with those criteria and what the assurance argument covered. I am not here to tell you what to say. I'm not going to provide you with the script. I'm not going to tell you, [that] you have to go. I would love it if some of you would attend, but again, we can't force people. But I want to make sure that you're aware of what would be covered in the types of things that they might ask about. That sounds good?

So, Criterion 1 is Mission. I know I talked a little about some of these previously. So, what I'll say is that this criterion really covers how the mission was developed, that it is current, that it is articulated publicly, that actions and decisions demonstrate the University's educational role, [which] is to serve the public and that education takes primacy over other purposes. The institution engages with external constituencies in response to their needs as capacity allows. Also, that the University encourages curricular and co-curricular activities that prepare students. Processes and activities demonstrate inclusive and equitable treatment of diverse populations. And the institution fosters a climate of respect among students, faculty, staff, and administrators.

All right, next one. Criterion 2 is about integrity and ethics. So, here, the criteria talk about the University operating with integrity in financial, academic, human resources and auxiliary functions. The information that we provide to the public and to accreditors is accurate. This criteria [Criterion 2] also talks about our Governing Board, that they're trained, knowledgeable, informed to make decisions related to legal and fiduciary responsibilities. That Board deliberations reflect priorities to preserve and enhance the institution. That the Board considers constituencies, preserves its independence from undue influence, delegates day-to-day management to the institution's administration, and also expects faculty to oversee academic matters. It talks about the commitment to academic freedom and freedom of expression. Also, that the institution maintains professional standards and provides oversight of research. So, it talks about things like support services ensuring integrity of research and scholarly practice. That's conducted by faculty, staff, and students, and the guidance and epics of research and use information resources is provided. It also touches on academic honesty and integrity, and that there are rules and those are enforced.

All right, next slide. So, the themes for Criterion 1 and 2 really are obviously the mission. So, I threw the mission up there in case anyone is not aware of what it is. For anyone who doesn't know, the mission, the vision, and value statements were all reviewed and revised as part of the 2016-2017 strategic planning process. Those items are posted publicly [and are] included as part of the onboarding process for new employees. The University understands that education is our primary purpose. We talk about engagement with students, and faculty, and staff, and administrators within the community. Some exemplars include research and service by faculty. We also talk a little bit about community service and philanthropic efforts of our students. Diverse perspectives are considered in strategic planning. And we talk about not only the University's strategic plan, but as well as diversity, inclusion and equity strategic plan that provides baseline data and goals. We talk about policies and procedures in place to ensure ethical and responsible conduct of students, faculty, staff, administrators, and the Board of Trustees. This would include financial integrity so there is discussion about internal and external audits, as well as research integrity and responsible conduct and codes of conduct for all of those groups that I just mentioned. The University policy about expression on campus as well as Faculty Senate's 2019 adoption of a statement on freedom

of expression are referenced as evidence of the University's commitment to academic freedom of expression. Questions are likely going to be asked to just confirm this type of information. People who would be appropriate to attend this forum are obviously student leaders, faculty, staff who can speak to diversity and student involvement, things like that. Again, you just heard about what those criteria cover. So, if you think that would be of interest, I would encourage you to go to the assurance argument, or read the executive summary for those themes. All right, so that's the first forum.

The second forum covers [Criterion] 3 and 4. Those both relate to teaching and learning. So, for Criterion 3, the focus is really on things like, are the courses and programs current and do they require a level of performance appropriate for the credential awarded and are there different learning goals for bachelor's degree vs. a masters, vs. a PhD, vs. a certificate? Also, to ensure that program quality and learning goals are consistent across all modes of delivery and any other locations. It talks about general education, if it's appropriate, that purposes, content, and intended learning outcomes are articulated, and that general education would impart broad knowledge and concepts to students and develop skills every college educated person should possess. Human and cultural diversity is recognized and included as part of that. This also talks about sufficiency of members and continuity of faculty to carry out classroom and non-classroom rules. This would include oversight of the curriculum, expectations for student performance, and assessment of student learning. Instructors are appropriately qualified and evaluated regularly in accordance with established policies and procedures. Processes and procedures ensure instructors are current in their disciplines, adept in teaching and professional development is supported. Similarly, staff that are providing student support services would also be appropriately qualified, trained and supported in their professional development. And then finally, students support services would be appropriate, address the academic needs of our students, academic advising is suited to our student's needs. There are processes for directing, entering students to appropriate courses and we have infrastructure and resources provided to support effective teaching and learning.

All right, then Criterion 4 talks about teaching and learning, but it talks more about the evaluation. So, it talks about things like, the institution maintains a regular practice of program review, all transcribed credit is evaluated, and policies ensure the quality of transfer credit. The University maintains and exercises authority over things like prereqs, course rigor, expectations, access to resources, faculty qualifications. It touches on specialized accreditation and the success of our graduates. Secondly, there are effective processes for assessment of student learning, and achievement of learning goals, and academic and co-curricular offerings. The information gained from assessment is used to improve student learning. And assessment processes and methodologies reflect good practice, including participation of faculty in the process. Then the third piece of this relates to student retention, persistence and completion. Basically, they want to know that we have definition defined goals for these. They are ambitious, attainable, and appropriate to the mission, to student population, and to the educational offerings. Data related to retention, persistence and completion is collected in --- [Experiencing Technical Difficulties] ---

President Bigioni: It is hard for me to tell sometimes because my computer is so old and cranky, but, apparently Heather's computer just died on her. So, it wasn't my computer for once <laughter>. So, I don't know how quickly Heather can recover. I'm not sure what to do in the meantime. Perhaps we'll just be patient and wait. [chat suggestion to go to the next item of business] Well, the next item of business would be items from the floor. And, I don't know, in principle we could do that, but perhaps we should just give Heather a couple of minutes to recover the computer and carry on. [This is] one of the downsides of the WebEx format. I'm not sure if I see your question Senator Barnes. Let me see if I can unmute you. And Jason, I see the call-in number question. Let me try to unmute Sharon first. Or, maybe Quinetta, can you try to unmute Senator Barnes?

Quinetta Hubbard, Faculty Senate Executive Secretary: I made Heather the host. Let me see.

President Bigioni: I see that you're still labeled as the host, so perhaps you can do that, and then I will look up the call-in number. Jason, the call-in number is 415-655-0022. But then there's a bunch of stuff after it, so I don't know. If there may be an access code necessary, in which case it could be 2318 466-6310, hopefully that helps. Heather is back, Senator Edgington says.

President Bigioni: Quinetta, can you unmute people?

Senator Barnes: I can wait for Heather now if you'd rather.

President Bigioni: Can you unmute Heather? It looks like you successfully unmuted Senator Barnes.

Heather Huntley: Oh, there you go. You got me, great.

President Bigioni: I can hear you.

Heather Huntley: I apologize.

President Bigioni: No worries.

Heather Huntley: Back to the blue 'screen of death.' I don't know what's going on.

President Bigioni: Sorry about that trauma.

Heather Huntley: My goodness. It's better to happen this week than when the HLC is here. Right?

President Bigioni: Absolutely.

Heather Huntley: Okay, I'm going to be quick. I'm going to say, Criterion 4, we went through. It's basically about persistence, completion and retention with the last bullet point I had. In terms of the themes, we talk about Faculty Senate and Graduate Council Curriculum committees. So, thanks to all of you who have served on those committees and done all of that work. We also talk about the over 80 programs, colleges and centers that have external accreditation, the over 50 programs and certificates that are available 100% online, and many are Quality Matters certified. We talk about general education and how that includes a diversity component. We focus on services for teaching and learning that include technology library services. That there are innovative learning environments and different places around campus. We talk about the program review process, policies related to credit evaluation, the first destination survey for tracking students as well as individual programs and colleges that do their own thing. Assessment, obviously, and then the work of retention committees at the college and university level, success coaches and advisors, all of those great folks. So, again, there will be questions about these types of information. People, again, that in my opinion that should attend this forum would include members of the Curriculum Committees, the Assessment Committee, Program Review Committee, staff from the library and registrar, success coaches, advisors, those to me are all folks that can speak to these two criteria. So, with that, Quinetta, you can go ahead [with] the website information. So again, this is our website, www.utoledo.edu/hlc. If you click it one more time, you'll see my fancy circle. Over the assurance argument, that's what you need to click to get to the documents. As Dr. Bigioni mentioned, we have both the larger document as well as a shorter executive summary available. I would encourage you to look at either or both of those. Again, the document is all housed within the HLC's assurance system. So unfortunately, there are not live links. There are lists of all the materials linked at the end of each criteria. If you have questions, or would like any of those documents, just let me know and we can get it all to you. It's all stuff that the team's gathered from different sources around campus, but we'd be happy

to get any of that to you. The last thing that I will say is, again, you can get to the site team that's coming. It's a little bit cutoff. But, that is who will be here. This information will go up on the website this week as well. But they will be on campus and that's who's driving the show. And my last slide is my contact information. Again, the website has the full details, the list of teams, FAQs, all that sorts of things. I'm happy to answer any questions if I have not bored you to tears already. Please consider this your official invitation to attend, particularly those two forums that I mentioned, even though you don't know which room in the Student Union they will be in - I promise to get that to you. I also believe based on information that I've gotten from the Chair this afternoon that she is working to identify additional faculty and groups for some other meetings. So, those will probably come by Outlook meeting request in the next day or two with hopes that you can hold your calendar for some of those events. Any questions? And again, my apologies for all the technical difficulties today.

President Bigioni: No worries. So, I was going to say, I understand there might be some unmuting problems. If you have problems unmuting, both Quinetta and I will pay attention to the chat box. But it sounds like maybe that's not an issue. Go ahead with your question.

Senator Jayatissa: Now when we use the Blackboard, sometime we have issues in the various kind of problems about the Blackboard. Sometimes, [a] required feature is not available. Sometimes, in most cases they don't have [a] straight forward method to deal with technical issues. Do you have any kind of capability to collect faculty input about Blackboard? Then, your center can feedback to the software provider or technical people can read the feedback about Blackboard platform from your center.

Heather Huntley: I don't have any say over Blackboard. If you have concerns about it, though, I would find out who to talk to and get that information to you. Are you teaching online and having difficulties with it?

Senator Jayatissa: Yes, actually this is not only my problem. That happened to many faculty and especially because, I am serving in other Committees, faculty members bring those issues to discuss with the committee because our time limitations and so forth that we cannot bring those issues to the us. I just bring this issue to your attention so that you can provide some kind of help through your center.

Heather Huntley: Sure.

Senator Jayatissa: Because we are going to use that Blackboard for a very long time, any initiation on this issue will be useful to the faculty.

Heather Huntley: Okay. I know that we talked a little bit about some of the training that took place during the pivot with COVID related to UT Online and some of the work that they did with their instructional designers and the Help Desk and all of that. We talk about it a little bit in the assurance argument and that would be in those 3 and 4. But, I will reach out to UT Online as well to see what they have to say.

Senator Jayatissa: Okay.

Heather Huntley: Maybe they can come to an upcoming meeting and talk.

Senator Jayatissa: Yeah.

President Bigioni: Other questions? Oh, and again, if you're trying to ask a question and you have a problem unmuting, just use the chat box. Oh, Senator Barnes, you have something separate. So, there are no other questions.

Would it be useful for us to distribute perhaps your PowerPoint, but also the executive summary? Sometimes it's easier to find it in people's email box than on the web, right?

Heather Huntley: Quinetta, I will send that to you, that way you don't have to download it off of the website.

President Bigioni: Okay, great. So, we can do that to get everybody a head start on preparing. Last call on questions. Are there any other questions? Thank you again, Heather for spending time with us and helping us prepare. And thanks again for all your hard work on this. I know that it's a herculean task and so we very much appreciate it.

Heather Huntley: Thank you. Bye.

President Bigioni: Okay. So, our next item of business is items from the floor. Perhaps Senator Barnes, do you have an item from the floor?

Senator Barnes: I do. Thanks. And maybe this was a question for Dr. Bjorkman, and I missed the boat there. But our faculty have mentioned to me that they're not getting access to their teaching evaluations if the response rate is low. When you try to open the evaluation it just says, "Your response rate was too low to be statistically significant," and then you can't read any of the evaluations because it's not statistically significant. I just think we should have access to our evaluations, regardless of the number of people who fill them out. There's still useful feedback there and we still need that information. Particularly, in the COVID time, I think everybody was stressed and nobody was filling them out, so I hope the rates would go up now, but even if they don't, I think we need those evaluations.

Provost Bjorkman: Sharon, thank you for that feedback. I know we had some feedback on that before so they are available. So, if for some reason, somebody has that message and can't get at them, please contact Elissa Falcone in the Provost's Office and she can make sure that they're available to whoever needs them. We were going to try to see if we could fix the thing in the program that does that blockade, but it turns out that the data are there. So, reach out to Elissa if you need those. And absolutely, we can get this for you.

Senator Krantz: President Bigioni, if I may? To support Sharon's idea, in a statistical world if you have small numbers, the quantitating, in other words, the equivalent of the bubble form. Those are less meaningless, but I always my students to make meaningful comments and written answers to the evaluation form. Those are always meaningful, even if you only have two or three of them.

President Bigioni: Agreed. Thank you for the comment. Are there any other items from the floor? Okay. Hearing none, then again, by general consent, we can adjourn this meeting. If there are no objections, then we shall adjourn. Okay, hearing no objections, this meeting is adjourned. So, thank you very much everyone and we'll see you in a couple of weeks. Meeting adjourned at 5:08 p.m.

IV. Meeting adjourned at 5:08 p.m.

Respectfully submitted: Kimberly Nigem
Tape summary: Quinetta Hubbard

Faculty Senate Office Administrative Secretary
Faculty Senate Executive Secretary

