**Faculty Caucus Meeting Minutes**

**Wednesday, November 6, 2019**

**Approved**

***Call to Order***

Academic Senate Chairperson Susan Kalter called the meeting to order.

Senator Kalter: All right. Good evening, again, everybody. We have just a couple of things to do tonight. So, we’re going to start with our focus group. We have Charley Edamala, who’s the Chief Technology Officer and Associate Vice President. He’s here to talk about our IT needs. And some of you may have gotten… all of you should have gotten the email from us, from Charley (from Dr. Edamala) about… asking us what we needed, and perhaps some of you got some feedback from some of your colleagues. Would you like to begin?

***Focus Group: IT needs of Faculty with Mr. Charley Edamala, Chief Technology Officer and Associate Vice President***

Mr. Edamala: Sure. I’m not a doctor yet, but I’m working on it. Maybe I have been awarded that just now, I don’t know. My name’s Charles Edamala. I will tell you that when I talked to Senator Kalter, I had a different idea of what the Executive Committee would be. I only found out last week that it was a really formal group so… I was going to start off with, Hi this is Charley and now it’s, Hi, this is Associate Vice President and Chief Technology Officer Charles Edamala, right. I’m very glad to be here. When Senator Kalter and I talked, we were talking… it was in the context of, how do I get more feedback from faculty? So, some of you may know, I’m in Administrative Technologies, some of you may not know what that is, or care, right, but it is the central IT unit. And so, I’m going to try to go through a couple of slides, and it’s meant to inspire questions, but after the last few questions I heard, I’m a little concerned about the details that will be asked of me, but I will power on, right.

The next few slides really are just to introduce myself. These are really introduction slides, and I borrowed these from my open forum when I interviewed three years ago. So, bear with me. There’s a reason I go through these things, because I think a proper context of where I come from helps you understand why I find this (what we’re going to talk about) passionate. So, my parents are from India. Back in the 60s, that’s me in the right hand side, little baby there. Back in the 60s, they went from India to a country call Tanzania, that’s where I was born. They then moved to Zambia, and then I moved to Philadelphia, where I went to Temple University. I got my first degree at the University in Zambia in Engineering.

My wife, her parents left India in the 50s, went to Ethiopia, went to Ghana, went to Jamaica, went to Sudan, went to Yemen, went back to Sudan, and then she went to Nebraska where she got her bachelors and masters in Architecture. And then, six years ago my daughter joined us. She’s Ethiopian, and we adopted her, and she joined us. As a family, we moved here three years ago.

Now, what I didn’t say is that my parents are high school teachers, that’s why they went to Africa. My father-in-law is a Physics professor, right. So, I have a legacy of teachers and professors to uphold. Even today, if I messed up today, and you called my dad who’s 85 years old in India, he would yell at me, right. So, he believes in education, and that’s been poured into me. I have higher education DNA; I’ll explain that in the next slide. And I’ve been in the… unfortunately or fortunately, I’m old enough to be in the internet for many years (a couple of decades), right.

So, this is my background, I started off in 1991 as an Apple sales and service engineer. I put that in quotes because my dad sent me for electronics engineering, he didn’t send me to fix Apple computers, but that’s what I ended up as. That’s important because a couple of people sent back emails this week saying that we don’t support Apple, Macintosh, sorry, Apple systems. So, I took it to heart, the emails that I got, I’m going to reach out to my team to find out where we lack. And, I think there’s a significant portion of people that use Apples here that we need to look at.

1992, I came in as an international graduate student. I became a graduate assistant. After I graduated, I went into research computing for about a year. Then I went into central IT for the next 20 years. In the process, I set up the ERP systems, I got to understand that really well, got into the CIO inner circle, and then in 2016, for about a year and a half, I was an adjunct faculty, and right there, I was really humbled, right. I’ll give you a guess as to why I was humbled. I was now on the other side of technology. So, the first semester, I’m setting up classes, and I went, oh my goodness, is this what we put our faculty through, right. Trying to figure out class lists, trying to figure out… and as adjunct, I didn’t get any training either, so I was just thrown into the midst of it. I’m trying to spell syllabus, right, and then on top of that, I’m trying to figure out all these systems, and the systems all work fine, they’re just very difficult to understand. They don’t integrate well with each other. At Temple University, we used Blackboard. People complain about Blackboard. We used Banner instead of Peoplesoft. People complained about Banner. These systems are just clunky, right. So, suddenly experiencing this from the other side, especially when it came time for grading and so forth, that was eye opening.

So, I came here in 2016, and in 2015 itself, I started working (at Temple University) with the Associate Vice Provost for Faculty Affairs, and started to get an understanding of another area, not just the teaching, but just faculty support that we weren’t good at. So, I came here, and it’s easy to look at Administrative Technologies as this hierarchy, right. Me on top, and a bunch of people underneath there, doing all this great work. But, I suggest that’s not the way to look at things. I suggest that we look at what we do in Administrative Technologies and IT in general, as this other diagram. This is not my diagram, not just my diagram, my colleagues Mark Walbert and Rob Bailey from Student Affairs, we sat down yesterday and we were saying the way we work is not in the hierarchy form. We’re not at the top of some organizational chart. The way we work, and the way we think, is we need to support our faculty, students, and our staff, and this is what we tell our organization. So, you see the double rings there? The double rings is where IT lives. We encircle this whole area, and we serve the faculty, we serve the students, and we serve the staff.

But, for today, I wanted to talk about something that’s really close to me. Like I said in 2014-2015, I started talking to Faculty Affairs over at Temple University, and I started to realize, because of the way systems have been sold to universities, there is a student information system, there is a finance information system, there’s alumni information systems, there is no faculty information systems, right. So, tenure and promotions and so forth, have to be configured by people in that area. So, I came here and I said it has to be the same here, because there is no faculty information systems. The experience of our systems would be difficult. So I turned to Dr. Catanzaro (who’s also got a Philadelphia connection). So, I reached out, and I said hey, you know, what do you see here as major low hanging fruits, and how do we help faculty? And as it turns out, Sam had been thinking about this for a while. Sam, do you want to talk about your initiatives?

Dr. Catanzaro: Sure. Thanks, and I don’t want to take too much of your air time, but I also want to thank you for being a great partner in this specific project, and more generally, like you’re talking about. So, Mr. Edamala?

Mr. Edamala: Doctor is fine, I mean (laughter).

Dr. Catanzaro: And I have been working on a project, some of you have already helped us out with, I see Senator Kalter, Senator Midha, and I might be missing somebody, and I apologize if I am. We call it the Faculty Portal Project, and the idea is to build a user friendly experience for faculty to get integrated access to all the different systems that you use. Now some of these systems already exist, for example, Reggienet. Some of them are… hopefully, will be built over the next few years, for example, online ASPT submission and review, again, in a secure environment. Access to analytics that might be useful in your teaching or your research, compliance-related forms, or just a one-stop shop where you can get all of this. So we…actually, I’ll put in a little plug, we’re running some focus groups, some of you might have gotten an invitation for some of those. And this conversation is mostly Charley’s, but any input that you might have as we design that system, and it will be a multi-year project, because some of these pieces are big lifts. But we want to start with some small pieces, and build that interface, so that it is easy to use, and provides us with what we need to do our work more efficiently, and serve our students the way we want to serve them.

Mr. Edamala: So one of the things… the principles that I have been developing the last two or three years is that, when we talk about academic support, we end up talking about how to support students, and that’s very important. Right. I mean, I was at that Faculty/Student Success seminar Friday, and all of the faculty there said we need… We’re successful when our students are successful. Well, I want to tell my team, though, that we need to look at the faculty, and the work they’re doing. We need to support them in the work they’re doing. Not just in the teaching part of it, but in the life of a faculty member. Can we make these processes, just like Dr. Catanzaro said, can we make these processes easy for you. When start of semester, can we make these pieces that are irritating, it’s twice a year but it’s irritating for twice a year, right, can we make that easier? We have a lot of expertise in helping students get onboarded. We’ve got a lot of expertise in getting a lot of these business process improvement ideas in offices. Can we use some of these principles that we’ve learned with the faculty. So, on the outer circle you see alignment, you see guidance, and operations. So, guidance is these focus groups that Sam’s talking about. I need to hear. I need to hear negative stuff, really. I mean I like getting praises, right, but I do need to hear where we’re failing. Right. So, that’s where I get the guidance from. We then have alignment, which is our little governance piece. The faculty will be playing parts in both of them. To a larger extent in one area, but we want to hear what the faculty want. We want to hear what the faculty think is really important. So, when I say we, I mean Mark Walbert and Rob Bailey and everyone in IT, we really need to align ourselves around faculty needs. At the bottom is operations. Operations, obviously, mainly it’s me, right. My area. However, when it comes to implementing things, like a new system, I would love to have advocates amongst the faculty that help me evangelize this, right. So, the only way you’ll help me evangelize it is if you’re with me in my journey right from the beginning, with focus groups, and helping me with the alignment to institutional goals, alignment to faculty goals. And then once we’re all together on that thing, when it comes to operations, you know, where, for example, we’re migrating from one system to the other and it’s going to painful, it’s very helpful to have faculty members on our side that say we understand what is happening, here’s one way to change. Now, I’m going to stop here for a second. Thoughts? Questions? (Pause) Now on the flipside of the faculty piece is research and…

Senator Kalter: Looks like we have a question from Senator Trites.

Senator Trites: It’s not exactly directed towards the specific issue at hand, but when I was, you know, when folks figured out I was the department chair on duty, I got the question, in Mark Walbert’s recently pushed out survey, why was one’s age a question? Because it seemed to the person concerned a deterrent to answering the survey. So, if you’re committed to openness, why did you ask a question, or why did Professor Walbert ask a question that’s potentially illegal?

Mr. Edamala: So I’m going to guess at the answer…

Senator Trites: That’s okay but… you don’t actually have to answer, you just need to know the concern was raised.

Mr. Edamala: So, the survey is borrowed from something that’s national, it’s called the TechQual. I believe that’s the survey that we’re talking about, the TechQual survey.

Senator Trites: Yes.

Mr. Edamala: And unfortunately, we can’t change anything. There’s a questions about gender as well in there.

Senator Trites: And yes, that was also raised with me.

Mr. Edamala: Yeah. We didn’t like the options there for the answers, so we were going to take both of those, and give it back to the person that created it as a concern.

Senator Trites: I will just let you know that you are stifling response rates…

Mr. Edamala: That’s good to know.

Senator Trites: By people of certain generations, people of… women, and by probably trans people, because that’s obviously not an option. You’re also stifling people who hold one rank. The only AP in the department who was born in 1957 is not going to answer a survey honestly. So, please do look at that measure, and recognize you’re not going to get honest feedback.

Mr. Edamala: Thank you. Yeah. That’s actually a very good point. The transgender question was the hardest one to… it asks for gender, it actually asks for sex.

Senator Trites: Right. But why does it matter, sir?

Mr. Edamala: Yeah. We have to....

Senator Trites: Said I, using a gendered term.

Mr. Edamala: Yeah. So, this is something that we have to go back to the person… we borrowed that survey, and we can’t change the questions. Right. So, I think that’s something that we have to take back to them. It’s a third year that we’ve run it, it’s the first time that we actually noticed it though. So yeah. I’ll take that back.

Senator Trites: Thank you.

Mr. Edamala: But that’s an example of something that’s great feedback, right. Something that we in IT may have looked at, and go, Oh wait, this is something we need to talk about, but then getting feedback that says that the community really has issues with it makes a big difference.

Senator Horst: I think about four or five years ago, the Rules Committee met with Mark Walbert to review some policy 9 policies on the web, and he was going to take it back, and we haven’t (at least when I was chair) we didn’t follow-up. All I’m saying… I want to bring it up just to say, a lot of the University policies are drastically out of date, so it would be helpful for you and your team to review what’s going on there, and potentially work with the Senate.

Mr. Edamala: Will do. There is one policy that my team is sitting on, that I know about. It’s the Non… yeah, Non-Traditional. So, that’s winding its way through my area, but I will check on the others as well.

Senator Pancrazio: (Inaudible) migration. Just a quick question, I started using the technology when we had a program called Mallard, then we moved to WebCT, and then from WebCT, we moved to Blackboard, and then now we’ve moved on to Reggienet. And with each time I had to do subsequent, I mean, a lot of work to get the materials back. Are we planning on making a move away from Reggienet? I’m hoping you say no.

Mr. Edamala: So there were two things that were very clear when I first joined. First, don’t change Reggienet. Second, please change Reggienet. (Laughter) And they came very quickly one after the other. So, I will tell you that as far as I’m concerned, as far as my team is concerned, there’s nothing on the horizon.

Senator Pancrazio: Thank you.

Mr. Edamala: The one thing that we are keeping an eye on is to make sure that the product that we’re using, the underlying product is called Sakai, right. Sakai’s market share has been dropping rapidly. So, at some point, when all the major universities drop out, if they do drop out, and we’re the biggest in there, I think, at that point we will need to start seriously looking at it.

Senator Pancrazio: Okay. If you do that, make sure that you have the migration tools available, because I think, 14-hour days behind the screen are not conducive to investing money, investing our time into the development of materials. So, what happens is that rather than me creating the materials that students would have free, we would go to a publisher, and they would charge students outrageous amounts for access codes, maybe $150- $170 or $200 per course. So, the longer we stay invested the better it is for the students. So, if we have that migration tool, a seamless migration tool (which doesn’t exist, I know), that’s a better thing for faculty, staying involved in the technology.

Mr. Edamala: Yeah. I’ll be honest with you, that’s one thing that I do not want to deal with, another migration…

Senator Pancrazio: I’m with you on that.

Mr. Edamala: But unfortunately, it may not be… it may be one of those things we have to deal with.

Senator Pancrazio: Okay.

Mr. Edamala: And it’s not on the horizon right now.

Senator Pancrazio: Okay.

Senator Kalter: Other comments before Mr. Edamala moves on? I just want to read one thing that you’ve already got, but we just got it this afternoon from Nathan Hartman in MQM, some interesting feedback. He says, “I think it would be great if Reggienet were compatible with smartphones, and if the final exam schedule was posted on the first day of a class instead of mid-semester,” I’m going to say something about that in a minute. The next thing he says is, “It would be helpful if final grades for a summer course, or CMBA course, could be entered when the course ends instead of at the end of summer, for example. Also, in my opinion there is a need for the university to create a partnership with an online exam proctoring service.” He says, “These seem like actions technology could solve quickly.” What I wanted to say about the final exam schedule, in case you’re not aware of this, when… we used to have a final exam schedule that came out either on or before the first day of classes. That ended with the advent of online and hybrid courses and we were told that it had to do with scheduling of classrooms for finals and all of that kind of stuff. It still surprises me a bit that we’re still having that, rather than having worked out some patterns. And so, that does seem to me like something that could be worked on, and that maybe technology could help us with that.

Mr. Edamala: There’s two things in there that technology definitely could address, right. The stuff in between I need to lean on my partners in the Provost area to figure out, because there’s things in the software that we have that may not work. Right. So, I’m on unsure territory right there. So, I will take that back. The proctoring question, that’s been on and off for a while, so I’m… it’s one of those things that we have to figure out. The Reggienet needs to be on mobile is one of those questions where, you know, if that’s a real need… it isn’t on mobile. It just isn’t. There’s no app for it, and the web… it’s web presence is not as good as some of the other products, so that’s one of those questions where, you know, it may actually be a tipping point at some point if someone says that’s absolutely necessary. I asked… after I got the email today, I said is there anything on the roadmap to put Reggienet (Sakai) on mobile, and there isn’t, right. So, that’s one of those tensions, right. Yeah, but the others pieces in between, I was going to reach out to my colleagues and see what we can do about them.

(Pause)

Senator Kalter: Why don’t you keep going?

Mr. Edamala: Okay. So, the flip side of the faculty piece is something that I’ve been pretty excited about with Senator Baur (John Baur). So quite by accident we… when I came here three years ago, I was at some lunch, and I was sitting with him, and he said he was in research, and I sat there and said, hey, how can we help each other? And for about three years now, we’ve been meeting together every three or four weeks. Lots of conversations on how central IT can help researchers. There’s been some progress, I would say, and we’ve done some small things, like, for example, if you look at the Wi-Fi SSIDs, the wireless names, and you’ll see something called EduRoam. Use EduRoam wherever you see it. So, we had someone from South Africa, and someone from… faculty members who were visiting South Africa, and visiting Australia, that said they were able to get on wireless in those countries without any issue. Right. That’s really a research… it came out of a research institute, and we’re able to do that. The piece that I’m really excited about, and Senator Baur was really good about this, together we created something called a Research Computing Advisory Board, and Senator Qaddour and a number of others are a part of it, where we basically listen to a number of researchers who have things that they want, whether it’s servers or high performance clusters, and so forth. Some of the stuff that we’re actually able to do something about, some obviously cost a bit, and we have to think about. More recently, we got in touch with a professor from Music who’s doing music composition in virtual reality--really exciting stuff right out of Illinois State. I was really proud of it, and I’m really honored to help him along, right. These are unusual things for central IT. So, central IT has systems, we put in systems, we run systems, and we’ve got start dates, and end dates, and so forth. With research, there may not be a very clear start date, there may not be clear requirements, there may not be a clear end date, right. That’s how research goes, and it may not go in any direction. And so, my team is beginning to understand that research works very different. Researchers speak a different language, just as faculty do, and that we need to be able to, instead of saying no immediately to things that are unusual, we actually work that into our processes. Senator Baur, did you want to say anything? Any comments on that?

Senator Baur: I missed the last part.

Mr. Edamala: I helped you out a lot.

Senator Baur: The only thing I would add is that I think I’ve said this a few times to a few different groups, that in my 27 (at the time 24) years at ISU, Charley was the first person from outside Academic Affairs that came in and asked what he could do to help with research. And that really personifies what his attitude is on… He really is there to help support the entire faculty, and research is a priority for him. There’s a lot of things that he’s done behind the scenes that you don’t see, like he’s helped us do process mapping on different projects, and really a lot of little things that really aren’t little, they’re substantial amounts of time that his staff put in that really helped with the infrastructure that... You know, he’s just been a wonderful partner from my perspective.

Mr. Edamala: I did not pay Senator Baur to say that. (Laughter) Thank you. I think I owe him another server or something though. So, are there any questions from the research side, and I know that’s a…

Senator Qaddour: Yeah. I work closely with Charley, actually, many things really happen that help us, and I can put some example, like AWS. We start using that, they make us, like, three… you know, as a faculty you can be part of it, and you can use it in your classroom, and I actually enroll as a faculty of that AWS. I attend their summit. So, it’s pretty helpful to implement it in my classroom. So, I asked Charley, and he’s pretty open to that, to reach out to different companies, different, you know, entity to help us, and especially in research and needs, and that is really… He’s working his best, and we’re working in the research, and the advisory board of Research, and so forth. So really, I commend him for that.

Senator Kalter: AWS stands for?

Senator Qaddour: This is an Amazon cloud. The Amazon cloud, they call it AWS.

Senator Kalter: Ah. Thank you.

Senator Marx: Yeah. One of the requests from the Physics faculty is that we’re currently using Mathematica, we have a site license for the campus for Mathematica. The nice part is you can install it on any desktop or laptop computer, but a lot of people have tablets, and our understanding is that there’s an additional license that could be added on to give web access to get the full version of Mathematica accessible on tablets. Is this a possibility?

Mr. Edamala: I can definitely ask and find out. It sounds strange that there’s an extra license that…

Senator Marx: Yep.

Senator Avogo: Yeah. I have been wondering about a plagiarism checker, you know, like Turnitin, or something like that, that is directly linked to Reggienet. It would be surprising that we’ve been teaching online for this long, and we still don’t have access to something like that.

Senator Edamala: I’m not too sure I can answer that. I don’t know if there’s anyone else that has history on that, because I asked about that as well, and I wasn’t clear as to why that hadn’t happened. So, I don’t know if there’s anyone else that has history on the whole Turnitin piece.

Senator Mainieri: I’m repeating what I heard when I first got here, and asked about it, and I was told that the decision was made that having Turnitin, or similar things, communicates to the students initially that we don’t trust them, and that goes against, kind of, our values for teaching and learning. And that was the answer that I got when I first got here. Now I’m just repeating what I was told, so take that for what it’s worth.

Senator Kalter: I have one thing to add, but it’s not to answer your question. I just had a meeting with the new Director for Student Conduct and Conflict Resolution, and he was very surprised that we did not have software for that, and wanted to work with somebody, I think, that I might have said, go talk to Charley Edamala. I hope I did. So, I thought that was interesting.

Senator Midha: Can I add what I’ve heard about the plagiarism check? The Turnitin software or other software like that, they actually require you to submit your paperwork into their database, and then it’s an issue of who’s copyright that is. Because Turnitin actually records and preserves that, that’s how it works. So, it has the database of everything that’s turned in, and then it compares with that. So, if a student turns in a paper, it will stay with Turnitin also in the database, so who’s rights are those, so that’s one issue. And a similar issue with the online proctoring that Nathan Hartman said, one of the issues is that, let’s say you have a software which records all your video while you’re taking an online exam, State of Illinois actually requires dual party consent for recording video. So, if a student is taking exam in the library, or a public space, and someone else standing behind is talking, whose consent have we taken? So, that becomes an issue with the legal system in Illinois. So, that’s where the online proctoring exam software is actually getting derailed at ISU.

Senator Kalter: Senator Midha, for the first one, was the copyright the student’s copyright on their paper, the faculty’s copyright on their assignment, or both?

Senator Midha: It could be both.

Senator Kalter: It could be both.

Mr. Edamala: So, I can’t speak to either of those issues, but I do know that other universities use this. So, I think it’s worth exploring, and seeing if those issues are still valid. So, I can take that back as something to look at.

Senator Mainieri: I’m not sure if it falls directly under research, but as we navigate as programs, whether it be program review here on campus, or we’re an accredited program, so we have a lot of data to track, and our program (our Recreation Park Administration program) we’ve been building a data dashboard, and we’ve had to learn that technology ourselves in order to kind of be on the cutting edge of that. And so, I wonder if there are supports that could be provided on a more systematic basis for programs as they track assessment data.

Mr. Edamala: So what application are you using right now?

Senator Mainieri: Power BI.

Mr. Edamala: So, we have just started supporting Power BI in a big way, right. Now, I will say that our model is, we’re pushing out training to as many people as possible, because we recognize that we can’t be the bottleneck, right. So, if you are interested in that training, if you could shoot me an email, and then we’ll explore the whole question of: when does a project become too big for one person to do. Right. So, when does it become an enterprise level project. Say if it’s a dashboard you want, maybe there’s other that need it as well, so we do need to explore that. But, Power BI, we’re now investing in a big way in Power BI. We recognize it’s a really good tool.

Senator Kalter: Senator Horst, did you have a…

Senator Horst: Yeah. I sent you the comment from the Music-Business about a webserver space for students, so I’m just mentioning that. And then this might be my ignorance, I’m not sure, but do we have… I’ve been using the video conferencing software Zoom, do we have that at the university?

Mr. Edamala: Yes, we do.

Senator Horst: Okay. Great.

Mr. Edamala: Yes, we do. And the email that you sent about the webserver piece, if you don’t mind, I’ll talk about it a little bit in broad terms. So, a faculty member needed to basically have a server to put… to teach the students on how to do websites. From a technology point of view, it’s a very simple thing. But one resource was going away, another one was coming in. My team decided to involve the faculty member in a series of long discussions, right, that they assumed should be really excited about. She just wanted to teach, and get it out of the way. So, I had a discussion with my team, and I said, you know, sometimes us encompassing our colleagues, and wanting to have them give input may not be appropriate in all situations, especially in the middle of the semester. So, we’re going to fix that. There’s a couple people looking at it right now, and I think they’ve got some solutions. Yeah.

Senator Kalter: One of the things I was going to mention, with regards to research, first of all, there’s a group in… that’s sort of sourced out of the Library that’s been looking into digital humanities, and had a meeting last spring with a number of people, including somebody who Zoomed in, with her cat behind her. And one of the things, I think that, at an R2 university, we look at digital humanities work across the country with a lot of envy, because there are a lot of resources, and it’s the kind of thing where, as you said, you kind of need teams, and you need a certain level of prioritization, but I definitely think that there are a number of people in the humanities who are interested in those kinds of projects. One of the things that we use to have, that I used to use constantly as a resource in my Native American Studies course was there used to be something called the Internet Public Library and the Native American Authors Page. It was out of the University of Michigan’s library system, and at some point about five years or so ago, it got decommissioned for reasons that are kind of unclear, but must have had to do something with budget. Seemed to me like a fairly low budget kind of thing, but my guess is that they had a staff or faculty member there who it was that person’s baby. I would love to migrate that, because I actually pulled the stuff off the web to have the basics of what was there, and recreate it, but with my technological expertise, which is about that much, I can’t do it alone. And then how many of us have projects like that, where we would be competing for the few resource people in… who have the technological expertise to do something like that. Another one is there are a lot of… Around the country there are like African American literature archives, and things like that, and one of the ones that I’ve thought of is an early American literature, because almost all of that is out of copyright, but also in these really incredibly inaccessible forms, you know, the very old 18th century writing where the “s,” or the “f,” whatever it is, the “f” looks like a “s” or the other way around, and to try to get that so that students can have it in a more accessible form. So, it kind of folds over between research and teaching, obviously, but so that they don’t see that initial visual as so scary that they don’t even want to approach the text, and sort of engage with the content of the text, because they’re using all their energy just to try to convert what looks like one word into another. So just a couple of examples from my field about… in terms of research.

Mr. Edamala: So, my comment on that is, you know, because of limited resources, right, we have to get creative about how to undertake those kind of projects that are really valuable, right, in one sense. So, one of the things that I’ve been looking at is using students and graduate students, right. So, we have a full time person on my team that curates a number of these kinds of projects, but then this might be a multi-year student run project, right, holding to the same standards of excellence and so forth. But the truth is that for a project like that, if we were to put a couple of full time employees on that, it could get very expensive very quickly. On the flip side, if we use graduate assistants and students, and we have remarkable students here, it would not just be cheaper, but also give them great experience. So, that structure doesn’t exist right now, it’s something that Senator Baur and I are talking about. How do we leverage really good, say Math graduate assistants, right, or grad students, how do we leverage their skills to train others. Right. So, we’re looking at different structures there, but we don’t have one yet.

Senator Ferrence: So, this comment probably falls more under the purvey of the teaching than the research, although maybe Cybersecurity, but as we were talking about the Zoom, and I’m aware of the state’s issue with video, and what they were talking about of, you know, proctoring and people walking behind. Well, it’s interesting because we do do more and more distance ed, and we’re doing it with Zoom, and so there are people being captured on video. But another thing that I think is interesting, and I think it’s just worthy of being captured here, because it may translate also into matters of policy is, this summer I took CTLT’s AIM program for developing some online course materials, and one of the things they talk about when you’re developing your online course is making the rules of engagement very, very clear to students. And one of the things that came out over the summer, and I’m going on memory here, so you might need to fact check, but I’m going to give it temporally, at ISU within say the past year, it was mentioned to us that we’ve had at least three incidences where I gather, at least so far, only males have during a classroom Zoom session appeared topless during their Zoom session, because they’re like out on the beach, right, and they’re Zoomed into class. And there’s this issue of when people are on the internet during their class they, you know, you wouldn’t expect somebody to show up topless to your live lecture, but they’re not necessarily shy about doing it in an online forum, and then you have interesting questions that come into your department, does that mean that we should be recording all Zoom transmissions that pass through the university so we can, if somebody was offended by this? There’s just a whole lot of layers that that gets into.

Mr. Edamala: My only comment there is that it’s a brave new world, and we need to figure this out. Right. (Laughter) I have a couple of other slides, but I think we covered everything in these questions, so it’s been a very fruitful, for me at least.

Senator Kalter: Terrific. And we’re coming up on 9:15, and have a couple of other things to do. So, thank you so much, and hopefully you got a lot of feedback from us, and maybe we can also send your question out to our constituents and get even more of that.

Mr. Edamala: Sure. Thank you very much.

***Action Item:***

***Election of the Illinois State University Annuitants Association Executive Committee member***

Senator Kalter: Thanks. All right. We’re going to move to an Action Item. I’m wondering if anyone was able to drum up any volunteers for the ISU Annuitants Association? (Pause) All right, I’m going to have to tell Larry Alferink, once again, we failed in our endeavor, and I’ll have a… since this is the second round, we’ll talk to him and figure out what they want to do about that. Apparently, they’ve also asked for an AP Council member and a Civil Service Council member. I don’t know what the progress is on that, but I will find out from him.

***Advisory Item:***

***10.18.19.01 Promotion, Tenure, and Sabbatical Report to the Board of Trustees***

***Faculty Status Report***

Senator Kalter:The Advisory Item, two items, are the Promotion, Tenure, and Sabbatical Report that went to the Board of Trustees in October. Usually it’s supposed to come to us before that October meeting, but this year it’s a little bit late. And then, the Faculty Status Report that has to do also with salary and that kind of thing. I was going to say about the Promotion, Tenure, and Sabbatical Report, congratulations to Senator Evans-Winters (who’s not here), but she got promoted to full professor. And then, congratulations to Senators Mainieri, Blanco-Lobo, and Nikolaou for their tenure and promotion. Very wonderful. Do we have any questions? These are just Advisory Items; do we have any questions or comments about either of those?

Senator Ferrence: So, I have one, it’s semi-question, semi-comment that I kind of wanted to capture, and I’m going to direct it to Senator Murphy. When we look at the handout on success rate with, say, tenure cases, we see a 100% award rate for tenure applications submitted, which is strikingly, I would say, an exceptional yield. So, I’m curious, does ISU have statistics regarding this rate, and how it compares with peer institutions, and perhaps other State of Illinois institutions, or specifically state institutions in Illinois. And additionally in your opinion, what are the most critical factors that are contributing to this particularly good tenure rate, because I think it’s impressive.

Provost Murphy: Let me start with the second part of that. I think, and I’m going to ask Dr. Catanzaro to correct me or to add to this comment, but I feel like the high tenure rate is probably due to some solid DFSC, and CFSC, and SFSC evaluations through a person’s movement towards tenure. And so… and also the fact that we do at times non-reappoint pre-tenured faculty if we feel that they are either not teaching to the standards that Illinois State would ask for, or they’re not making progress towards tenure, for example, in their scholarly work. I will always say that it is far better if we’ve done our evaluations well, and we’ve provided adequate support. We are better to non-reappoint, than non-tenure, because a non-tenure looks, when you have a vita, and you’ve moved out of a campus after the fifth or sixth year, that looks like a non-tenure. A non-reappointment is just we’ve not made a good fit, that we are not a good fit for that candidate. But, I believe that that high tenure rate is probably due to, again, solid evaluation of candidates moving them towards tenure in an appropriate way, and hopefully providing the resources they need. Now, you know, we continue to refine that. That’s part of what Yojanna Cuenca-Carlino has been hired to do in our office, is to help make sure that we’re providing support for faculty in the areas that they’re asking it for, and when we don’t get it right we figure out why we didn’t get that right. Your first question, have we done those comparisons? I don’t think we have, but I think we could. I mean, let’s see if that isn’t something that we could work on, and provide a little bit of an in-depth analysis for you. I mean that’s a good questions, how do we compare to our comparators. So, good question.

Senator Ferrence: Thank you.

Senator Kalter: Other questions? (Pause) I actually... I’ll add just a little bit from my own perspective from the English department, I hope that we also get that because we do really good hiring, and we try to hire people who will be successful in our department, and who have a teacher/scholar ethic so that they’re not emphasizing one more than the other, and that they are on the road already to tenure before they even get here, in terms of their research. My only question was that, actually to Dr. Catanzaro, if he can help us understand this sort of interesting statistic there of 31 people applying for and awarded tenure, but only 27 people apply for associate professor, and then 26 awarded there.

Dr. Catanzaro: In recent years, we’ve hired a couple few each year individuals at the rank of associate professor without tenure. So, they are eligible for tenure typically in their… they apply in their third year, and are awarded tenure in their fourth, and are not eligible for a promotion yet, hence tenure without promotion.

Senator Kalter: Terrific. And I don’t know if it’s… let me know if this is not appropriate to talk about in a large space where we’re recording things, but are there certain fields where that tends to happen more? Certain departments where that tends to happen more, is there sort of any kind of trend line there?

Dr. Catanzaro: I think the practice of hiring at the rank of associate is somewhat more common in College of Applied Science and Technology, and I think that relates to their opportunities for enrollment growth, and program growth, and wanting to bring in people with more experience than we typically are hiring in other places. It is not unheard of in other departments either, and that’s an impressionistic answer, not a… I couldn’t say this percentage, this percentage, I don’t have the data at hand.

Senator Kalter: Excellent. Thank you.

Senator Ferrence: I’m just going to follow up on that one, because the anomaly that you referred to is specifically the case of having less assistant professors succeed in being promoted to associate than… So, there’s at least one case where somebody who was an assistant professor failed to get promoted to associate. And that seems odd if tenure is coupled to promotion at an assistant level, because how could you tenure somebody without… that you could tenure somebody who came in as an associate, and they don’t get promoted, but how could you have somebody fail to go from assistant to associate and not be involved in a tenure case?

Dr. Catanzaro: I don’t think that happened. I don’t remember that happening.

Senator Ferrence: 27 applications to associate professor, 26 awarded. Presumably, the person who wasn’t awarded associate was an assistant professor when they applied to be promoted to associate.

Dr. Catanzaro: Yeah, that might have been in… I’m not remembering that case. So, I don’t want to misspeak.

Senator Kalter: Go ahead, Dr. Catanzaro.

Dr. Catanzaro: I was just going to say, I was going to check on it, because this isn’t… I’m not remembering the situation. I’ll say, it doesn’t sound right, but I need to double check on those records.

Senator Kalter: By the way, we can at any time go into executive session if it’s something that shouldn’t be on open mic.

Senator Blum: I was just going to say in the ASPT process, it’s two votes. So, it’s quite possible, okay, for it to happen. It’s not that they’re… those two things are tied together, that’s correct.

Dr. Catanzaro: There are two, yes, there are two votes. The ASPT policies also state that ordinarily an individual would not be awarded tenure who was also not… had not achieved (I forget the exact words but) accomplishments, commensurate with being an associate professor, yeah.

Senator Trites: I would ask that we please either go to executive session or discontinue the conversation.

Senator Kalter: So, do we want to go into executive session and continue to talk about it or do we want to just leave it where it is? All right. So I’m hearing leave it. So are there further questions?

Senator Pancrazio: Motion to adjourn.

Senator Kalter: Do we have any objection to a motion to adjourn?

***Adjournment***Motion by Senator Pancrazio, seconded by Senator Qaddour, to adjourn. The motion was unanimously approved.