**Faculty Caucus Meeting Minutes**

**Wednesday, February 19, 2025**

**Immediately Following the Academic Senate Meeting**

***Call to Order***

Chairperson Horst called the meeting to order.

***Roll call***

Senator Cline called roll and declared quorum.

***Public Comment: All speakers must sign in with the Senate Secretary prior to the start of the meeting.***

None.

***Approval of the minutes of*** [***1-22-2025***](https://illinoisstateuniversity.sharepoint.com/:w:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/SUB%20-%20Faculty%20Caucus/Faculty%20Caucus%20Packets%2024-25/2025.02.05/mch-Minutes%20Faculty%20Caucus%202025.01.22.docx?d=wa66789090ad344b29b20882ee63be1b1&csf=1&web=1&e=yBvn2y)

Motion by Senator Stewart.

Second by Senator Sankara.

Unanimous approval.

***Oral communications***

Chairperson Horst: Please try to talk to your colleagues to get them to go to the RISE Taskforce town hall. There will be other events later on, but it is very important that we have all voices represented.

***Presentations:***

***Associate Vice President for Academic Administration Craig Gatto***

***Director of Scholarly Teaching Jennifer Friberg***

***OpScan Deletion and OpScan Alternatives***

Craig Gatto: Jen Friberg gave me some info. Just as a review, last year CIPD had 1400 jobs that they did in OpScan. 2/3rds of those were from Arts and Science, College of Business was 18%, and CAST 14%. Fine arts had a few, 3%, and Milner education and Mennonite had none. Approximately 170 course instructors use OpScan. 43% of the jobs were run for classes with enrollment of less than 50 students. CIPD gets 50% FT of one faculty member, Victoria Bush, that goes towards running the OpScan. In commodities used, it is little over 19,000 dollars for hardware maintenance, the software, the forms, and a student worker that helps out. That is about 15% of CIPD’s operating budget.

Milner, College of Ed, and Mennonite get 85% of CIPD, and the other colleges get 100% CIPD, because 15% of their operating budget isn’t utilized by 3 colleges. Jen presented this to the Arts and Sciences chair and director, counsel, and to the deans and gave three recommendations: They want to sunset, so finishing this year is no problem, they want to sunset the OpScan use for course evals. Qualtrics is an alternative. They want to do away with using OpScan for course evals. They also want to sunset the use of OpScan for things other than assessment. There are some faculty that use them for attendance, and other non-assessment purposes, which is a bit ridiculous. They want to look into current OpScan functions to see if CIPD is the place where it should be. Most schools, when we look at the ones that still have OpScan, it is the IT department that runs it, not the CIPD. They are going to look at other things that they might do next year and have discussion.

I do have an example from Wolfgang Stein in Biology. What he does, is he uses Canvas. Everyone has their laptop; you can do it on a phone too. He gives out paper exams, different versions, and only the answer sheet is on Canvas, so question 10 A-G or whatever, and is immediately graded. All the things OpScan can give you, the permutations of good questions, bad questions, all is done right there in Canvas. In 50 minutes, it is not like someone can type all of the questions on a test, put them into Google and search them. In 50 minutes, that would be impossible, and you are monitoring them. There would be no reason to be typing at all other than, “A, B.” He has been doing it now for two years and it works great, he says. I asked him if he would come and present, then I thought I could just articulate that. That is only one option that would be analogous to OpScan that wouldn’t have to go through OpScan, it wouldn’t cost anything. We already have Canvas.

Chairperson Horst: Can you update us to what is the plan now? Are we going to be sunsetting it?

Craig Gatto: That was the recommendation to the Deans. The sunset for evaluations, because we can do those via Qualtrics. I know there has been mention that the student response in Qualtrics is low, that it is a failed experiment. It is not like anyone does Qualtrics in class like they do the OpScan evaluation. I think if you let them take the evaluation sheets and the OpScan home and say, “Do them at your leisure and turn those in when you are done,” I think the response would be pretty low as well. If you used Qualtrics the same way you do the OpScan evaluation you would have the same. Do it in class and it would be just as much done like an OpScan. No one has done that experiment yet, that is just my hypothesis.

Chairperson Horst: There was some concern raised in Faculty Caucus Exec about this decision, or the potential for this decision. The Faculty Caucus Executive Committee recommended that we have a general discussion about this OpScan decision. No decision has been finalized.

Craig Gatto: No decision has been made.

Senator Torry: In some of the numbers you threw out with different colleges using OpScan, for instance I teach Anatomy, I will have 30 or 40 nurses who are not in my college but are in my class. Some of those numbers of who is using it are skewed by people crossing departments. My other comment is, I teach 100-120 in the class. If I were to go to computer-only or online-only, 15 or 20 computers don’t work or are broke, I am dealing with technology issues on exam day, which is really a nightmare. Although I love all of the things that I can do in Canvas, just removing that nightmare on exam day is worth me staying with OpScan.

Senator Peters: Although I am interested in how Wolfgang does it because I do have a smaller class of only about 60. I always toyed with that idea of if they could just bring their computers or tablets in and they could sit there and take a multiple-choice test, I would be comfortable with that and them doing it online in their own time. I am not a big fan of students taking exams online at their leisure. In terms of student evaluations, I don’t have data for this, but I am a little concerned about when we do OpScan evaluations and we give the students the opportunity to make comments on the back of the OpScan, they are actually hand-writing those comments. What I am concerned about is, if you give students the opportunity to just type comments in a box, they might be a little bit more harsh and mean then having to write words out. It is easier to type something that could be a little bit more harsh.

Craig Gatto: I would hope that the instructor of record never sees the handwritten comments, that they are transcribed by the office. I have seen some comments and talked to some colleagues; I don’t know how much harsher they can get.

Senator Peters: I think in terms of texting and the idea of sometimes you hear a lot about how students can be a lot more hard on one another when they are making comments, but they are texting and not actually seeing the person. I am worried how much of that could transcribe over to, “I am typing a comment instead of actually having to take the time to write.” I am not the only one who thinks this. We have had this discussion in our department about wanting to go strictly online for evaluations, which I am sure we will go that route. I think there has been talk of somebody reading those comments first and filtering those that are not constructive and more destructive.

Craig Gatto: That criticism is justifiable, but doesn’t give any credence to using OpScan. You can do the bubble part of it Qualtrics and you can have a written part that they turn in.

Senator Cline: As I understand it you haven’t made the decision to eliminate it, you are still in the process of thinking about that. I would like to reiterate a point that Senator Torry made; I have 200+ students in my gen ed course. Doing either OpScan or Canvas are kind of my only options for personal human survival. I don’t have any teaching assistants. Having students with this alternative approach you have proposed, the technology is a major issue. It is an equity issue. It is not something that I think is appropriate for us to assume that students will be able to have a portable device available in the classroom in addition to the paper. I have gone to all-Canvas exams for that class because I was told Canvas is what we are supposed to be doing now, and we have all these technologies to help us. I now have, for the first time, had to think about going back to OpScan; because for the first time I can prove that some of my students were using what is known as OCR, or image to text, which allows the students with just the purchase of an advanced ChatGPT account to highlight questions on the exam and for the system to read and respond. I had students finishing a 50-question exam in 4 minutes or 5 minutes.

Craig Gatto: How did they do?

Senator Cline: They did 100%, because ChatGPT is smarter than us. I think the reality of the situation is that this is exactly the wrong time for us to be reverting. I think until Canvas can help us do better, until the institution comes up with ways to help us fight these situations, taking away the analog is not a viable thing. I understand this is coinciding with the retirement of an individual, but I have also heard the alternative that certain schools or colleges were thinking of buying their own OpScan, and this feels to me like a multiplicity where we don’t need that, it would be more expensive in the long run. I think some of the alternatives are fine, but this is the exact wrong time to take away the analog.

Craig Gatto: One of the options isn’t to take it away, just to take it away from CIPD and have it somewhere else, and to have the users at least partially be on the hook for the cost.

Senator Edwards: It was 19,000 a year to run? And that included the student help but not Victoria? What is the license to use their software? Could we develop something different? I understand using the forms has a cost to it, but is it the license?

Craig Gatto: Yes, the hardware and software to run the OpScan is about $5k a year. The forms are about $5,200.

Senator Edwards: Is it possible, you think, to have a TA run it? Do you really need…

Craig Gatto: That student worker is part time, I think.

Senator Edwards: If it was moved, the departments could do it?

Craig Gatto: I don’ t think it is that complicated that a TA couldn’t do it, it would be fine.

Senator Seifert: Same thing with the College of Business. A lot of the classes are very large. I know that we utilize NTTs, and we cut a lot of costs there because we don’t hire tenure track. We are already saving money there. On top of that our students are paying a 15% differential of tuition. To me, $19,000, I would think we should get some benefit for paying additional tuition for getting our classes functional. ChatGPT, just like that. I have been doing the same thing of having to go back to OpScan because of the massive cheating on the ChatGPT. I would say the College of Business, if you want to stick us with more money, we are already paying a lot more money. Our students are already paying 15% on top.

Senator Blum: I think the large class issue point has already been made. I teach smaller classes, so I don’t really have that problem. I will say we went quite some time ago to course evals online and it is a perennial problem. I can’t really explain to you the behavior of people and why they would, just because it is online, they won’t fill it out. Even if you give time to do it. You can improve your response rate, but why students are willing to sit and do bubble paper more than they would, even if I am giving them time. Even worse is, you can’t do it at the end of class. At the end of class, they are out of there. You have to strategically give it, if you are going to do it in the last class for example, at the beginning of class or they will leave.

Craig Gatto: That doesn’t happen with OpScan? It’s happened to me; I’ve seen kids just walk out.

Senator Blum: Not in the same numbers. It has been a while since we have done this, so it could be the student themselves. All I am really saying is that it will be an issue and I don’t know if there is any fix. We just have to accept that there will be lower rates of responses.

***Associate Vice President for Academic Administration Craig Gatto***

[***Salary Report***](https://illinoisstateuniversity.sharepoint.com/:b:/r/sites/AcademicSenate/Academic%20Senate%20Sharepoint/SUB%20-%20Faculty%20Caucus/Faculty%20Caucus%20Packets%2024-25/2025.02.05/FY24%20Faculty%20Salary%20Analysis%20Tables%201-5%20Final.pdf?csf=1&web=1&e=bSXDEM)

**(The slides for this presentation can be found at the end of these minutes.)**

Craig Gatto: I got this data from PRPA. I did not generate them, and I don’t have access anywhere to get these. I will try to answer any questions you have. If I don’t know the answer, you can write them and give them to Martha, and I will give them to PRPA, and they will respond.

This shows our raises over the last 5 years or so. 2%, 2%, 0, then we got one in September one in January in 21-22, so 2% and 3.5%, then 0.

Chairperson Horst: Can you just go table by table? Are there any questions about table 1? I calculated the average for these, and I note that the full professor is much lower. Is that because the associates and the assistants have the bump in there? Is that why they are so much higher?

Craig Gatto: There is a bump in there that was distributed, I don’ t think it was limited to them. There are promo bumps, but there was that extra money that could be given out by justification, that was based on however the department did it. I don’ t think it was just assistant/associate, I don’t know how each department gave out those extra funds.

The way they did this, you are listed where you were at the start of that box. Even if you bumped, it stayed back. Promos, even if you had no raise, if you got a promo, you got that bump.

Senator McHale: I was wondering what the perception in in terms of this and the rate of inflation and adjustment and cost of living over this same time period.

Craig Gatto: Early on, in the left part of this, we beat the cost of living towards the right.

Chairperson Horst: I looked up the inflation rates. For 18-19 the inflation rate was 1.9 and they gave us 2%. In 19-20 the inflation rate was 2.3 and they gave us 2%. In 2021 the inflation rate was 1.4 and they gave 0%. In 21-22, the inflation rate was 7% and then you gave us that combined 2% and 3%, and then 22-23 the inflation rate was 6.5% and you gave us nothing.

Craig Gatto: I also don’t know how these correlate with what the state gave us.

Chairperson Host: Moving on to table 2.

Craig Gatto: I should mention the IBHE gave the AAUP comparative group that we use, and I can show you those schools below, in the mid-1990s and they haven’t changed. What has changed is the schools. Here is the list of all the schools. Those that are in yellow are now R1’s. They are still in our comparative group. The ones that are not highlighted are R2’s like us. It is not the best group to compare to. Also, AAUP does not isolate chairs and directors, so 12-month salaries are in there. Also, it doesn’t separate if there is a professional school, an engineering school, law school, those professors are in there too. Not exactly apples to apples, but that is what we have.

The Assistant and Associate were within striking distance and in every metric I even looked at the full professors drop off. I have some personal hypotheses on why that might be, not tested, but just from my time as chair of a couple departments and seeing how things work, and seeing where I am now how they go. The easiest explanation is you are in that category the longest time. If you go through the normal trajectory, 6 years as an assistant, 4 to 6 years as an associate, and then a couple decades as a full. We already saw the rate of rise that we get in raises, but it is complicated even further by a lot of departments. We have 100% of our raise pool. 20% of that is distributed across the board. 80% is given out meritoriously. Several departments give out that merit in dollars. You can be a 10-year outstanding full prof, and a 4-year outstanding association prof, you both get your 20%, one might be $20 a month, one might be $37 dollars a month. The 80% could be another $200 a month to both. $220 dollars on assistant professor’s salary, and then the $237 on a 10-year full professor salary would be a lower percentage raise. If you do that over a couple decades, you are likely to get compressed.

Chairperson Horst: How many departments are doing that?

Craig Gatto: I didn’t count up. I know two for sure since I was on the DFSC’s in those departments.

Senator Cline: The numbers that are listed for faculty- full professors, associate professors, and assistant professors, are those the median or the mean?

Craig Gatto: The salaries are averages, and our average compared to the median of the other averages.

Senator Cline: So, you are comparing non-equivalents?

Criag Gatto: They are equivalent. We are comparing averages to averages, just our average to the median of the averages. All of the numbers are averages, and we took the center point of each comparative group and compared our average to that average.

Senator Cline: I guess we will have to agree to disagree. My understanding of this is that by comparing the mean to the median, this is making us look a little bit better. I would argue that going median to median or mean to mean…

Craig Gatto: We are doing mean to mean.

Senator Cline: It says peer median.

Graig Gatto: The median of the means. We take all of the schools’ averages, now we have a list of 29 schools, and of those 29 averages, we look at the middle one. We are compared to the exact middle of the comparative group. All the numbers are averages.

Senator Kapoor: These numbers also include chair and director salaries? There is no way to know how many assistant directors, however many layers of that. Does that make it reliable?

Craig Gatto: I think anyone who has a faculty designation, so if you are an assistant chair or associate chair, and you get a 10th month pay for that, that would be in here.

Senator Blum: What about universities that, particularly with full professors, are at that number? Why are they able to pay at that 105 or whatever and why are we not able to pay?

Craig Gatto: My guess is at those institutions they just do across the board. If there is a 3% raise, everyone gets it. At your $150,000 salary, you’ll get a 3% raise as a full prof. At your $75,000 salary as an assistant, you’ll get 3%.

Senator Blum: Your hypothesis is that those institutions have consistent, and that would hold over time if you were a full professor for a long period of time.

Craig Gatto: In my personal example, when I was chair and at the end of the 2% raise and the distribution, the raises of the individuals in my department would go from 1.3% to 7.9%. Even though the department only received 2%.

Senator Horst: And that is because of the way you split it. It is not a flaw in our merit-based system, it is more a flaw in how some departments execute it, in your hypothesis.

Craig Gatto: Yes. I don’t know if it is a flaw; the faculty voted on doing it that way. I didn’t do that myself; it is the way the faculty does it.

Senator Stewart: I’ll just point out that if those departments had split the money in a different way, then probably associate and assistant would be much lower. We would have a problem either way just in a different place.

Chairperson Horst: Let’s move on to table 3.

Craig Gatto: This is the same sort of data with a more focused comparative group. I will go down here, and this is the more focused. Even there where we focused on R2’s some of those are no longer R2’s those are the highlighted ones that are now R1’s and still have chairs and directors and those sorts of complications.

Chairperson Horst: Let’s move on to table 4.

Craig Gatto: This is the three ranks averages broken down by college.

Chairperson Horst: I note that the assistant professors, for instance at the Wonsook Kim College of Fine Arts, start at something like $67,500 and that is in line with the College of Education which is at 71,000 or slightly off the College of Arts and Sciences at 73,000. Why is it that when we get to the professor level, the Wonsook Kim College of Fine Arts professors are so far behind? If they are starting off around the same level?

Craig Gatto: I have no idea what the College of Fine Arts does with their raises. I did look at Fine Arts and compared it to the comparative group. You do start off at about 105% of the national average as assistant professors. I have you at 98.5% of the average of associate professors, and down to 91% at full prof, which is as far off as the other ones. We are seeing that full professors are off by about 10% to comparative groups.

Senator Cline: For the record, we are $13,000 less on average for full faculty in the Wonsook Kim College of Fine Arts by comparison to any other college at this university.

Chairperson Horst: Not even talking about Business.

Senator Cline: The lowest near is Arts and Sciences, and we are $17,000-$18,000 below that on average.

Craig Gatto: I have no idea if ISU is special in that regard or if that is a national average if you compared the same colleges at other places.

Senator Cline: You answered your own hypothetical earlier, which is that we do start off on average at the 75 and we are well below the average, nationally, by the time of full professor, it is not just internally it is nationally as well. I understand we are in union contract negotiations now, but the fact there was no sort of compression approach, there was no discussion about how to get this college up is shameful. Especially when you place it against some gender and equity issues that we are going to see. This is for shame. I would hope my colleagues around the room would accept that the faculty in our college do not deserve to be paid somewhere around $20-$25 thousand less than they do. You are speaking to two full professors in this college who are at that level.

Senator Bonnell: I felt badly for you two. I wouldn’t say that I’m mad, but I do feel badly for you. I will take the time that for Milner Library, these salaries reflect 12-month contracts.

Senator Seifert: Is there a list of chair positions or 12-month contracts available?

Craig Gatto: These are ISU data and, in the ISU data, chairs and directors have been removed. The comparative it is not.

Chairperson Horst: College of Ed doesn’t have tons of departments. Perhaps it is something you could look into.

Craig Gatto: I can ask the deans. I don’t know where I would look, I get this data from PRPA.

Chairperson Horst: Moving on to table 5. Just for clarification, Milner Library faculty are 12 months here?

Craig Gatto: Correct. I will make one plug. If these are actual, it is absolutely egregious. I would say the best use of the presentation of these data would be in a statistics class to show you how not to present data. There is too much variability in the numbers. The populations of males and females in departments varies dramatically. We just had an example of one college that is paid dramatically less at the higher levels. If that also happens to be populated by more females compared to other colleges, that is going to skew these data as well. I think the only way to present these data is within a particular unit, and see if there is a disparity. In the two that I ran for some time, I would say this disparity does not exist. In a cohort where I was hired it was two males and one female. The female got $3000 more than the two males. It is not ubiquitous across the university.

Senator Barrowclough: Not necessarily about table 5, but all of this. I appreciate you putting all of this together, whoever did. This is a single snapshot, a single photo, which really should be an entire photography book. There are so many compounding factors that just to say, “here are two numbers. That is bigger than that or smaller than that.” We can’t gain anything from that. To say that, “Oh is there a statistically significant difference?” I heard the word “disparity”. We are not really able to gather any of that from this. For people to get upset, I caution you. Don’t let this make you upset, because it is really not telling us anything. We cannot pull anything from this. You want to try and publish and say, “look, this is greater than this.” That’s totally flawed, so I don’t know. I would like to see a little bit more. Actual statistical analysis, not just two raw numbers. We don’t know what is causing this. You took out chairs, but if a chair goes back to faculty and they are over there 5 years, they maintain 100% of that monthly salary vs 85%. Is it that? There are all sorts of things.

Craig Gatto: In the STEM fields, especially the ones that have now moved to R1 status, for example I had gotten some grants when I was faculty that paid my summer salary. That entire 12 months would be in there as well, because that is what I made that year. In R1’s that would be commonplace.

***Potential Elections for other External and Associated Committees***

None.

***Adjournment***

Motion by Senator McHale.

Second by Senator Lucey.

Unanimous approval.

