

Indiana University
BLOOMINGTON FACULTY COUNCIL

September 15th, 2020

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2:30 P.M. - 4:30 P.M.

Members Present: Jim Ansaldo, Rachel Aranyi, Hussein Banai, Karen Banks, Alan Bender, Jonathan Brauer, Dan Bullock, Carolyn Calloway-Thomas, John Carini, Barbara Cherry, Paul Coats, Rachael Cohen, David Daleke, Allen Davis, Dee Degner, Constantine Deliyannis, J Duncan, Catherine Dyar, Ann Elsner, Kelly Eskew, Pnina Fichman, Jackie Fleming, Linda Gales, Brian Gill, Anthony Giordano, Jason Gold, Lucia Guerra-Reyes, Diane Henshel, Israel Herrera, Justin Hodgson, Larissa Jennings Mayo-Wilson, Colin Johnson, Kari Johnson, Peter Kloosterman, Ben Kravitz, Shanker Krishnan, Rob Kunzman, Jessica Lester, Sally Letsinger, Brad Levinson, Scott Libson, Margaret Lion, Annette Loring, Heather Milam, Theodore Miller, Jill Nicholson-Crotty, Miriam Northcutt Bohmert, Sameer Patil, Eliza Pavalko, Chuck Peters, Angie Raymond, Catherine Reck, Elizabeth Shea, Ruhan Syed, Lisa Thomassen, Samantha Tirey, John Walbridge, Erik Willis, Stephen Wyczynski, Kurt Zorn

Members Absent: Karen Allen, Dakota Coates, Lessie Frazier, Nandini Gupta, Pedro Machado, Courtney Olcott, Linda Pisano, Lauren Richerme, Lauren Robel, Steve Sanders, Marietta Simpson, Jeffery Zaleski

Guests: Jozie Barton, Dan Calarco, Eric Garabrant, Blair Johnston, Rob Lowden, Moira Marsh, Stacy Morrone, Neliya Nyirenda

AGENDA:

1. **Approval of the [minutes of September 1, 2020](#)**
2. **[Memorial Resolution for Robert Ferrell](#)**
3. **Proposed amendment to BFC Bylaws Section 4.E (5 minutes)**
Moira Marsh, former BFC President
[Second Reading - Action Item]

[Current BL-ACA-D9 Bylaws of the Bloomington Faculty Council](#)
[Current ACA-04 Constitution of the Indiana University Faculty](#)
[B9-2021: Proposed amendment to BFC Bylaws Section 4.E](#)

4. **Questions/comments on the proposed amendment to BFC Bylaws Section 4.E** (15 minutes)
5. **Executive Committee Business** (10 minutes)
John Walbridge, Faculty President
6. **Question/Comment Period**
Faculty who are not members of the Council may address questions to President Walbridge by emailing bffcoff@indiana.edu
7. **Status of Online Course Questionnaires for the fall 2020 term** (5 minutes)
John Walbridge, Faculty President
[Discussion Item]
8. **Questions/comments on the status of Online Course Questionnaires for the fall 2020 term** (15 minutes)
9. **Open discussion on Bloomington Faculty Council strategic priorities for the 2020-2021 academic year** (30 minutes)
John Walbridge, Faculty President
Members of the Executive Committee
[Discussion Item]
10. **Update from University Information Technology Services** (15 minutes)
Sameer Patil, Co-chair of the Technology Policy Committees
Angie Raymond, Co-chair of the Technology Policy Committees
Rob Lowden, IU Vice President for IT and Chief Information Officer
Stacy Morrone, Deputy CIO and Associate Vice President, Learning Technologies
Dan Calarco, Chief of Staff for the IU Office of the Vice President for IT and CIO
[Discussion Item]
11. **Questions/comments on the update from University Information Technology Services** (15 minutes)

TRANSCRIPT:

WALBRIDGE: Alright everyone. It's 2:30. So we have a couple of discussion items on the agenda that I suspect will generate serious discussion, so why don't we get going.

AGENDA ITEM ONE: APPROVAL OF THE MINUTES OF SEPTEMBER 1ST, 2020

WALBRIDGE: Do I have a motion for approval of the minutes of September 1st, 2020?

CALLOWAY-THOMAS: So, moved.

HENSHEL: Second.

WALBRIDGE: Any discussion? All in favor say aye.

EVERYONE: Aye, aye, aye, aye.

WALBRIDGE: All opposed? Alright. The minutes had been approved unanimously.

AGENDA ITEM TWO: MEMORIAL RESOLUTION FOR ROBERT FERRELL

WALBRIDGE: So next on the agenda is a memorial resolution for Robert Ferrell. So, I presume that Eliza Pavalko will present that.

PAVALKO: Yes. Thank you very much John. Professor Robert H. Ferrell passed away August 8th, 2018. He authored over 60 books including *American Diplomacy in History*, standard text for college class on foreign relations during the 1960s and '70s. He published more after retirement than during his teaching years. In his nineties he assured friends he would slow down but he was prone to backsliding. His latest monograph, *Unjustly Dishonored: An African American Division in World War I*, came out in 2011.

Ferrell started his undergraduate education at Bowling Green State University following the bombing of Pearl Harbor, he enlisted in the Army. He returned to complete his bachelor's degree in music education at Bowling Green in 1945 and earned a second bachelor's degree in history. Ferrell went on to receive his masters in 1948 and proceeded for a Ph.D. He joined the faculty at IU in 1953 and taught here for 35 years. He mentored several generations of graduate and undergraduate students who remember his Ballantine office stacked to the ceiling with books, part of personal collection. Ferrell's students learned his iron laws of writing: Short sentences are best. Never begin a paragraph with a date. Do not "stack" nouns. Two direct objects might slip past his red pen but three were an offense.

His care for students went beyond the classroom. Tapping his many contacts in government, he placed students in jobs. When one complained of noise in the dormitories that made it hard to study, he went out for nighttime reconnaissance and circulated a report demanding action from the administration.

The Society for Historians of American Foreign Relations, of which he was a founder, awards an annual book prize in his honor. He will long be remembered and missed by his many students, readers, and colleagues (even though this sentence is one he would never have allowed). Thank you.

WALBRIDGE: And we have a moment of silence. Okay. Thank you very much. I should comment that the Provost is unable to be here today, so it falls to me to conduct the meeting. We are still working the kinks out of doing large meetings on Zoom. So, patience may be required.

AGENDA ITEM THREE: PROPOSED AMENDMENT TO BFC BYLAWS SECTION 4.E

WALBRIDGE: Alright. For some reason we have, the next item on the agenda is a proposed amendment to BFC Bylaws, section 4.E that Moira Marsh, former President of the Faculty Council, is to present. Moira you have the floor.

MARSH: Thank you, John.

WALBRIDGE: Nice to see you again.

MARSH: Yes. Nice to see everybody again. And I am grateful for the council's indulgence in moving me up to the top of the agenda. It's just that I have to cut out of here promptly at 3:00, if not before. So, this is going to be new to a few people, perhaps those of you who were on the council last year may remember we had a first reading of this bylaw's change. I believe at the end of last semester. I don't remember quite which meeting that was, but I think we have one. This is an action item today, correct?

WALBRIDGE: Yes, it is.

MARSH: It is. So, this is the second reading. And so, it's going to be new to some people. I won't belabor the point. It's pretty straightforward. This comes out of the constitution change to the constitution of the Indiana University faculty that was made and ratified by the entire faculty late last semester, which put change to the makeup of the University Faculty Council to provide better representation, but actually to provide representation period for tenure track faculty.

And that change to the UFC constitution was left deliberately as non-prescriptive as possible. The principle being that we needed to devolve the actual selection of non-tenure track representatives to the individual campuses as far as possible. Would it be worthwhile to look at the, the constitutional change first? Which is what has brought this about.

WALBRIDGE: Yes, go ahead.

MARSH: Okay. Let me see if I can share my screen. I have it up here. Sorry about this.

WALBRIDGE: It's on there.

MARSH: Yeah. Okay, excellent. You should be seeing Constitutionally of the IU Faculty. So, there were two changes made. One was in Section I which changed the definition of who's considered faculty, purposes of governance and more importantly, who is considered voting faculty. And under voting faculty membership here we added this section that said, all full-time, non-tenure track academic appointees shall be voting members of the faculty if they hold one of the following appointments and they're there. So clinical faculty, lecturers, professors of practice, or research scientists or research scholars. Any other type of academic appointee is explicitly excluded from the voting faculty. Now they're not excluded from the faculty as such, but just from the voting faculty. That was the first change that was made.

And then the next change was in Section 4 which determines the membership of the UFC, it's Section 4.1 subsection B. Elected faculty membership of UFC shall be determined by each campus as follows: first, each regional campus is going to have two representatives, one of which should be non-tenure track, IUPUI faculty shall have 12 representatives with one of whom shall be tenure track and one non-tenure track, and similarly, the Bloomington faculty shall have 12 representatives, at least one of whom shall be tenure track and one non-tenure track. And then in addition, the elected faculty

chair or other elected member of the agenda or executive committee on each campus is also automatically a voting member of the University Faculty Council.

So, this bylaw's amendments for the Bloomington BFC Bylaws is meant to address this section here, the Bloomington faculty should have 12 representatives, at least one of whom should be tenure track and one non-tenure track.

So, I'm switching over to the document itself. Switching. Can you see that now? Maybe not.

WALBRIDGE: Not yet.

MARSH: Not yet. Okay. I'll stop sharing that one and switch over to this one. Now can you see this.

CALLOWAY-THOMAS: Yes.

MARSH: Ok, thank you. All we have changed here is one tiny section of the Bloomington BFC Bylaws concerning elections and the subsets, and this is how the representatives to the UFC are elected. Nothing has changed. We have added this section that's in red. Bloomington representatives shall include at least one tenure track and at least one non-tenure track faculty member with the total numbers of both in approximately the same proportion as they are under the Bloomington Faculty Council. So, it's somewhat more prescriptive in the UFC language. But it still allows a fair amount of leeway. It would fall to the Nominating Committee to actually figure out how to do that, but we didn't want to be too prescriptive in that, just besides putting forward the general principle that the numbers of non-tenure track and tenure track representatives on the UFC should be roughly in the same proportion as they are currently on the BFC. And our bylaws, the BFC Bylaws now already set up in such a way, after a great deal of care and thought and attention a couple of years ago, to assure that the non-tenure track representatives on the BFC are roughly proportional to the numbers on the campus as a whole. So that's it. That's that's what we're asking you to vote on today.

AGEND ITEM FOUR: QUESTIONS/ COMMENTS ON THE PROPOSED AMENDMENT TO BFC BYLAWS SECTION 4.E

HENSHEL: Questions please. I'm looking at both chat and participants lists so you could raise your hand in participants, or you can put a question into chat room. I am actually not seeing anything.

WALBRIDGE: Well, I'll make one quick comment because we actually, we're looking, assuming that you would approve this which, of course, you might not. We were looking at the how to do this at the

Nominations Committee meeting last Friday. The proportions work out to about three tenure-track faculty to one non-tenure track faculty. So about I think nine to three, at least under current conditions.

HENSHEL: Well, I'm not seeing any questions either in chat or in the participants list, so you might want to call the vote.

WALBRIDGE: If there's no objection. We can vote on this.
All in favor say aye.

HENSHEL: Hold on. Lisa do you have a question?

THOMASSEN: Yeah. I just had a quick question about representation. And I think this policy is fine. It says at least one TT and one NTT but then the limit, and we got the data on what the actual representation is right now. But I imagine this would be up to the three-fifths. The 60% are three-fifths, that is tenure track which would sort of be the ceiling that three-fifths for NTT representation. Is that correct? That's sort of a university-wide policy.

MARSH: I think that that is correct. We did not want to put the so-called 60-40 rule into the UFC Constitution it's not there now. It's a policy rather than a bylaw of the constitution. We did want to bump it up to the level of being a part of the constitution. So, there's room for argument as to what it actually means, plenty of room for argument. So, but until we get to that point, were if actual numbers of the faculty composition change such that it becomes anything more than a theoretical point, then I think we'll figure it out then.

THOMASSEN: Thank you. That was the only question. Sorry John, Lisa's question popped up just when you are calling the vote.

WALBRIDGE: Alright so we'll go back. All in favor of this amendment to the by-laws say aye.

EVERYONE: Aye.

WALBRIDGE: All opposed?
It would appear that it passes unanimously.

AGENDA ITEM FIVE: EXECUTIVE COMMITTEE BUSINESS

WALBRIDGE: Alright. The next item on the agenda is Executive Committee business. And I do not have an awful lot to say. We finalized committees pretty much. And the next big chore will be to get charges out to the committees for what they need to do in the course of the year in addition to whatever other business comes up for them.

Another thing that members should be aware of is that we will be in a meeting sometime soon. We will be hearing about benefits. Because obviously the question of benefits is on the table given the pandemic and the financial implications that has for the University. So be thinking about

that. Otherwise, I don't know that I have anything to report. I don't have Lauren's inside scoop on what's happening with the coronavirus, so we don't have that.

AGENDA ITEM SIX: QUESTION/COMMENT PERIOD

WALBRIDGE: Are there any burning questions that wish to address to me is a representative of the Executive Committee?

HENSHEL: I see nothing in the chat, and I see no hands raised.

WALBRIDGE: Alright, this is remarkably smooth. I've been accused of looking forbidding in class, so maybe it works in BFC meetings too.

AGENDA ITEM SEVEN: STATUS OF ONLINE COURSE QUESTIONNAIRES FOR THE FALL 2020 TERM

WALBRIDGE: Alright. The next item on the agenda is the question of online course questionnaires for the fall semester and presumably for the spring semester as well. I will just basically give a very quick summary of what the issues appear to be. Alright. Okay. Alright. Can everybody see my presentation?

Okay, fine. This came up last spring when we were in our crash adaptation to teaching online and essentially OCQs were either not given or were, it's a commitment not to use them in evaluation. So, the question has come up whether this policy should continue in the fall. So basically, what we're looking at is whether the online course questionnaire should be administered under the current abnormal condition.

So, first of all, you know, should they be optional? And if they're optional, who is exercising the option. Is that the unit or is it the individual faculty member? And secondly, if they are administered, should they be used in promotion decisions? And if they are at the unit's discretion or at the instructor's discretion. Okay. And as you know, there's been a certain amount of discussion of this issue on the BFC discussion list. So, I'm not going to belabor this, but things that essentially occur to me as relevant factors to continue the argument for not administering them at all.

First of all, pre-tenure, faculty, and lecturers are very nervous about this. Particularly given that the University is under some degree of financial stress. So, can these be used against them? Secondly, would this produce results that are comparable to previous results? You know, are we measuring, you know, apples and oranges or apples and elderly spoiled apples, or what? So, is there any useful information? The University Faculty Council sponsored a study of evaluation of teaching which dealt with those OCQs which raise questions about whether they should be used in promotion decisions at all. On the other hand, they obviously have value for spotting problems with courses and for instructors. Our younger colleagues who are better with computers and old people like me. Many people, after all put in lot of effort to convert their courses online and they want to get credit for that. But if people can

use them if they want to, can we avoid the problem of the absence of them being assumed to be a negative factor. So, with that, I will turn the issue over to the floor for open discussion.

AGEND ITEM NUMBER EIGHT: QUESTION/ COMMENTS ON THE STATUS OF ONLINE COURSE QUESTIONNAIRES FOR THE FALL 2020 TERM

HENSHEL: Okay. Lisa and then Rachel.

THOMASSEN: Hi so just a couple of points. I think one concern that many have is that when you're making a case for promotion is showing consistent growth. And I think as John talked about, one of the concerns might be that you would see a drop-off in sort of a change. But I think a bigger concern that I have is that the online course questionnaire wasn't developed for these types of courses. And so, some of the things that we rarely might want to assess are really going to be missed. So, in some sense, it's kinda the apples and oranges. We're going to be using an instrument that was designed to catch, to sort of talk about how class time is used well and all of these things. But we know have three modalities. We have asynchronous classes that are online, we have synchronous classes that are online and face to face classes. And even the face-to-face classes are facing challenges in the current environment. So that's really a concern I have, that we've got a really not the appropriate instrument for some of these classes that aren't going to catch perhaps the strengths or weaknesses. And so, if students are going to be using these to evaluate, using the same evaluative instrument that they're using to evaluate those wonderful face-to-face classes or what a face-to-face class used to look like things are always going to come up short. So those are just a few concerns that I have without making any helpful recommendations other than thinking critically about would we want to use a different instrument? Of course, it's too soon to do that.

And then the final point I have is my understanding is folks that are going up for promotion or tenure can include an impact statement about how the pandemic has affected their research, their teaching, and there is an opportunity to do that, whether people can then take that sort of global statement and use it. But at least there is that mechanism. Thank you.

HENSHEL: Thank you. Okay. The order is Rachel and Eliza and then Larissa.

ARANYI: Hi everybody, my name's Rachel Aranyi. I am the Student Body President this year at IU Bloomington. And I just want to kind of provide the student perspective on this. The OCQ is one of the only formal ways that students are able to communicate their experiences in the classroom. And so, a lot of students think that this is an important mechanism for them to be able to kind of share their beliefs about how classes conducted. While professors might be able to perfect their teaching in this online environment over time. If this pandemic continues, students are only able to take their current classes once. So, their experiences in these classes are not only valid, but also important. And you know, the faculties ability to kind of transition into this online environment should be taken into account in

their evaluation. So, I think another quote that might added to this is a way for students to kind of give their input and perspectives. Thank you.

PAVALKO: Okay. Am I next?

HENSHEL: Actually, Ann is next. And then you and then Larissa. Sorry Eliza.

ELSNER: Yes, being a professor in the IU School of Optometry. I am on each and every promotion and tenure committee. I've been here for 15 years and I've also been on the faculty annual review. So, there's a wide diversity of opinion, about how these should be used. One of the things that I don't know the answer to is that the OCQ allows the unit to put in their own questions and decide which of the questions that are valid for use for the faculty annual review or perhaps promotion and tenure. But I cannot remember the deadline by which the units must do that. I know you have to do it ahead of time so that everybody knows which are the key questions. And you don't hopefully give the students a lot of noise for questions that you don't care about. Many of the questions for the Optometry School that had been developed for undergraduates simply do not meet our needs.

My other point is that I certainly disregard questions where an angry student writes, "and I think they should get a job at Subway." But on the other hand, I do pay a lot of attention to when the students say, "and they change the syllabus midterm, or they change the grading rubric." And certain things were emphasized that at the beginning we're not going to be emphasized or things of that type. And there's other uses for these for instance, in the third-year evaluation. And also, they could be used for, for assigning people to courses. Not everyone gets the course they want. So, there's a little bit of tension in trying to get the course you want. And if you don't do a credible job, perhaps someone else in the unit might get assigned a plump course that the other people want and so the type of student feedback would be that not just, I think they're really great and I think there are sharp dresser. You don't really care about that, but what you really want to know is, do the students feel that person was prepared and knowledgeable about the topic, et cetera. And, and those things are very important. And you do have a chance in the annual review and the third-year review, this isn't all about firing and you're getting a quarter percent more or less than somebody else. But it's about improving teaching. That's what peer review is supposed to be about. So, I hate to just throw these out, but on the other hand, I think if we still have time, we can look at what the questions ask and maybe pare them down to the questions that would make sense for if a course has to suddenly go online or if the course wasn't ever designed to be online. But now that's how you're teaching and that sort of thing to get down to the really the guts of what it's trying to evaluate. Thank you.

HENSHEL: Okay. Thank you, Ann. Order is now, Eliza, Larissa and Jozie.

PAVALKO: And thank you. Kurt may want to step in because in terms of Ann's question about adding more questions I believe there's still time to do that. So, if people are interested in that, I'm sure he can actually, Kurt do you want. I can see you on there.

ZORN: I do want to address the additional question. The additional question, question. So, every term which we define as an instruction session, so you have a 16-week session, you can have the eight-week session, so forth. We have some three-week sessions. It'll be a little bit different. Faculty receive an email giving them instructions on how to add their own questions, up to six qualitative and quantitative items to their evaluations. And (inaudible) sends one invitation and two reminders to complete this opt in if the faculty choose to do so. And although we don't send official recurring reminders to

departments that had questions, they fall on the same timeline if they so desire. And what Chrissy, the person who oversees this, is that these questions tend to be fairly static. So that's the answer to that particular question.

PAVALKO: So, thanks. And I wanted to speak to the vantage point of, or privilege of getting to see the entire PNT profits every year for over 100 candidates. And you know it's one of those things, again it's faculty committee isn't looking in and seeing how faculty committee fused with information, evaluate information. And one of the things that's very clear is that in the evaluation's more information is better than less. We don't have any perfect indicators to get it you know, kind of teaching. So, having multiple indicators is extremely helpful though. So OCQ, you know is sort of one of set of indicators, but there other ones. So, you know adding and adding more information, in particular, I can't remember who mentioned earlier, having some kind of statement where you're putting it in context will be extremely useful for of those committees. So now if you see in either, if an item just doesn't make sense in the context of the kind of teaching somebody is doing. Or just say, you know, providing the context of I completely revamp this course around the new format, and this is what I did. These things work, these things didn't. That is extremely useful and helpful. But where we get into, I think, more trouble is when there is no information on how a class went. It's certainly very difficult for a faculty committee to evaluate what went on in class and where things went well or where things are still being worked on if there's no information. In fact, in the dossiers that I see very often when there is a question and debate about a teaching record, it's because all the information, the only information if there happens to be the quantitative course or whatever, and there's no extra context about what have they worked on, what had they tried to do to change things and that kind of thing. And so, it's really the cases where there's little or no information that I think faculty communities really have a hard time evaluating, seeing, and particularly for those where we're trying to look at excellence in teaching or even very good and teaching to have gaps in that information is going to make it very hard for a committee to say, you know, that there's excellence in teaching. And so, I worry that the lack of information could actually really hurt faculty going up in ways they might not expect.

And the other piece that I'm really glad that Rachel mentioned, this is, I think it's really important that we not lose the student voice in teaching. And, you know, and one of the things with all of the imperfections of the OCQ or any measurement really does provide a systematic, uniform, transparent way of a value where we can kind of look at things over time and see how things changed and then also understand with a particular item where the strengths and weaknesses are and what people have worked on and so I worry that if you know anything we might add would fill out the student

perspective, is potentially greater risk of bias in part because we just don't know what we're measuring all the time. So, though I worry about losing that and certainly losing that student voice.

WALBRIDGE: Alright. We're running out of time on this agenda item.

HENSHEL: We have two more comments.

WALBRIDGE: That's okay. Let's finish the two comments and then move on. We're doing okay for time in general.

HENSHEL: It was Larissa and then Jozie. And then Brian Gill would like to speak.

JENNINGS MAYO-WILSON: Okay. Great. Can you hear me okay?

WALBRIDGE: Yes.

JENNINGS MAYO-WILSON: Excellent. So, I just wanted to sign on and add a few thoughts from the perspective of a pre-tenure associate professor who has had several years of experience as an assistant professor at another institution. And I really support what Eliza has shared and also what I think Rachel, the student rep mentioned.

So last year, I really enjoy teaching and I've always had a very positive course evaluations and have really use them to make for a better course every year. And I was quite disappointed to not have that opportunity during the COVID-19 pandemic. I felt that and worked really hard to be flexible and make the modifications needed for students. And I wanted to be able to document that, not only for promotion and tenure process down the line, but also to give myself as a new faculty member at IU, information about the extent to which I'm meeting the needs and preferences of IU students. And I felt that I was really losing that opportunity in an anonymous and secure way that we don't have outside of the OCQ.

And also, really understood, I think Rachel touched on this, how this is really the only anonymous and secure pipeline that students have to describe what their experience has been and what are some of the strengths and weaknesses of their courses. So, I felt we really missed an opportunity to learn from that. Moving into an online course and particularly as our school starts to compete more and more with the quality and the perception of virtual education. I think that was a real potential missed opportunity for us to learn from that.

And then finally, I'll just say two last things quickly. And so, it took some digging around to figure out how I could possibly have a course evaluation. I thought I was doing a great job, but I wanted to kind of understand that was the case. It took quite a bit of digging around to realize that the choices made at the unit level and not the individual faculty level and so I lobbied to have an opportunity to get a course evaluation, which I did, but that wasn't really a choice that was provided.

And then lastly, in terms of the response rate, just sort of goes back to what Eliza was saying about, I think some information is better than no information. I think oftentimes, even before the pandemic, the response rates have been quite low for OCQ. My understanding is sometimes as low as 20 or 30%, and whether the evaluation is positive or negative, having such a low response rate, I think, makes it difficult to use these evaluations for tenure purposes. So, I would say in thinking about this, I do think we should

have them for recognizing faculty, for enabling student voice. It should be a choice. But I also think that there are structural or kind of school level policies to incentivize and require that students submit an evaluation will have higher response rates, making it more reliable, valid data to be used for learning purposes and evaluation purposes. Thank you.

HENSHEL: So Jozie and then Brian.

WALBRIDGE: And then move on.

HENSHEL: And then I think we're going to stop after Colin okay.

BARTON: I'll be quick. I promise. I am with the Graduate and Professional Student Government. And I also went to undergrad here at IUB. So, I've had a lot of OCQs in my day. And wow, that was a really weird noise. So, it is about the only way that students have a voice in the promotion and tenure track decisions being made. And we're the ones that are learning from these people. We're the ones that are sitting in the classrooms every day. And I understand that this is a really weird time for professors, faculty, and staff, but it's also really weird time for us. And there's no way that we can help professors understand our needs and what works for us and what doesn't work for us than these OCQs. There's no way to let other people know, hey, this isn't where you need to be going because some of these formats are going to stick around, it's not pandemic and then done. So, understanding that yes, there are a lot of issues with OCQs and how they might be used. I'm not privy to a lot of that but knowing that students are the ones that are being served by this and just being able to have that student voice and preserving it. I understand that, you know, opting out might be preferable for some because it's just an off-year, but we don't get to opt out of our classes. We don't get to opt out of paying for our classes. So, we should be able to have a voice in what that looks like in the future.

HENSHEL: Brian and Colin and then John, I'm going to claim one minute.

GILL: Hey all this is my first semester on this counsel. I'm very happy to be here. I think some of these points were already raised. I think information from students is invaluable and I think it can really help assess the efficacy of a professor. One of the biggest problems though, which was mentioned just a second ago, is not having all of the students input. And I think that that's a huge weakness in this area. And I know other institutions, we struggled with this at New York University before I came here. Back in the old days, I'm sure we all remember when we would take a little bit of class time and everyone would take a sheet and fill it out. Pretty much you would get a very high level of feedback from students. Once we've gone online, most institutions are complaining about the fact that people who have grievances are the ones who are more likely to write something. And unless they're strong armed like nonstop by the administration and also the faculty member to say, please fill them out, please fill them out, everybody fill them out. And so, I think response rate is something we should focus on for sure. And in a sense, I've heard other institutions who they make it required in order for the student to get their grade. They have to fill out an evaluation. Then they get their final grade. So, I think that's a great idea because then you're going to get everybody in the class. You're going to get feedback from everybody in the class.

The other thing for, I'm now tenured and all and past that hurdle thankfully. But one of the things that would be helpful also for people coming up through the ranks would be to have a more clear understanding of how the information is interpreted and what we're looking for. Oftentimes, if you're teaching and it's a difficult course, you're going to have a certain percentage of students who love it, a

certain percentage of students who are in the middle ground somewhere. And then you're going to have a few people who just absolutely can't stand what happened to them. And to know that that's normal and expected. And I think it would be advantageous for us and also advantageous for those coming up through the ranks. Just to hear that said out loud. You don't have to be loved by all. That's not an indication. If you are not loved by all, an indication of some kind of shortcoming. But it's sort of general themes that we would get teased out of this information that's invaluable. So, thanks for your time.

HENSHEL: Colin?

C. JOHNSON: Yeah. I just have a quick question for Eliza, which is technically speaking does campus or university policy, and then a follow-up comment, require that this material be included in TMP and promotion dossiers?

PAVALKO: My reading of the policy, the OCQ policy, was that was intended. It's not as explicit as I would like and certainly in PNT documents, we assume that it's required, although it's not as explicit in the policy as with many policies. It's not as clear as we would like.

C. JOHNSON: So that's implied in the OCQ policy, but not in the Tenure and Promotion Policy is what you're saying.

PAVALKO: It's implied in both. But it's not crystal clear.

C. JOHNSON: Okay. The reason I ask, just if I can take the opportunity to make a kind of an observation about this. I do think that the issue of OCQs is one that has actually already been discussed at length at the University Council level as some of you have seen the report and the report that was issued at the University Council level was not particularly celebratory of the instrument that we have available to us that's currently being used under normal circumstances.

I just want to point out that we have, by way of preparing people for the fact that this may come back in some form. We actually have some discretion as a council about exactly what kind of proposition we're considering. In this particular case, the question, what prompted this was an inquiry from the College of Arts and Sciences where we've heard a lot of concern from faculty about specifically this semester in these circumstances. And I just want to point out we have options about how we can think about this, right? Which is we have the option, for example, of entertaining a motion to make the administration of OCQs mandatory, but to make an explicit statement about the fact that people have the option not to necessarily abide by the implication of those policies that material automatically being included in dossiers, for example. Or alternatively, we could entertain a proposition to make the administration of them optional, which was actually the case technically in the spring term as well.

And as I think Larissa pointed out, it was the decision about whether or not to administer them was made on the unit level and that was the kind of campus policy. So, there are lots of interventions that we could make to sort of split the difference here, I think, in terms of hearing the concerns of people who whatever assurances may be, are actually feeling incredibly overwhelmed and stressed out by the prospect of being evaluated in conventional terms under these circumstances, it doesn't necessarily have to be an all or nothing proposition. And I just wanted to note that because I do think

there's attention on the one hand, there are assurances that this information is invaluable for TMP and promotion purposes.

But on the other hand, I think as Ann perhaps noted, however, that material is used in however carefully it's used for those purposes. These things also get used for many, many other purposes along the way by other factions. And the campus has no control over that or no direct control over that precisely because they represent a data set that is available at multiple levels. The level, the department, the level of the school, et cetera, et cetera, and so forth. So, they're kind of two tensions that are pulling here that I think are producing kind of real concern on the part of many of our colleagues about what the implications for the administration of these things kind of business as usual would be.

HENSHEL: Okay. I would like to make sure everybody does read the chat. First of all, because there's some interesting discussion that's very relevant going on in the chat. But what I would like to do is after hearing Jozie's comments, I would like to request and propose if other people agree that the EPC and this is explicitly EPC, consider pulling together a set of questions for not an OCQ, but an equivalent, the midterm one, but changed to be given in October for a midterm correction. So that and this would explicitly not be used for promotion and tenure. This would just be used for people to get a check on how they are handling the changed circumstances. So, I think I would like to, I don't know that we have time to use this right now, but this is the kind of thing we could use the discussion lists to talk about and then exec next week we could ask the EPC to look at that. And John it's back to you.

WALBRIDGE: Okay. Well, thank you very much. This was pretty freeform because there's not an official proposal on the floor, but there was concern expressed about it. So, it bounces back to the Executive Committee and the EPC apparently. So. Alright. And I will just second what Diane said about the chat. There are interesting things that are happening there. So there actually are some advantages to Zoom, to make up for the lack of popcorn which we otherwise would have.

AGENDA ITEM NINE: OPEN DISCUSSION ON BLOOMINGTON FACULTY COUNCIL STRATEGIC PRIORITIES FOR THE 2020-2021 ACADEMIC YEAR

WALBRIDGE: Okay. The next item on the agenda is open discussion on Bloomington Faculty Council strategic priorities for the current academic year. We have half an hour to do this. If there are questions, they can be addressed to me or to the other members of the Executive Committee, or more likely, requests and statements that things that we want to deal with. This came about because the Executive Committee felt that under the circumstances that the council as a whole needed an

opportunity to tell us what we needed to do, apart from the things that we already knew we needed to do. So, the floor is open for questions, comments, preferably not rants, however.

HENSHEL: Ok. First coming up was (inaudible) did you want to say something or not? Or was that just a comment in the chat? Okay. No, it's fine. Otherwise, John, so far, I'm seeing nothing, and we could probably go on.

CALLOWAY-THOMAS: Is this for an opportunity to make a comment about what should constitute activities on behalf of the council?

WALBRIDGE: Sure. It's an opportunity to comment on whenever you think ought to be commented at.

CALLOWAY-THOMAS: Well, I think all of us know that there's a gigantic howl going up regarding free speech on college campuses today. And in light of the great debates that are going on, I wonder whether it would be worthwhile for us to get a sense of where free speech stands on our campus. Could we investigate this? Are students who feel as if their voices don't count, that their points of view don't matter? I'm faithful to cognitive freedom. So, I really would like for us to consider investigating what is going on, on our campus regarding this matter.

WALBRIDGE: Thank you.

HENSHEL: I am not seeing any other comments right now. Does anybody else have a comment or a question? Colin?

C. JOHNSON: Feels a little silly because I'm on the Executive Committee but for the benefit of all my colleagues and because Eliza is here, it does seem to me that one of the challenges that people are facing right now under these circumstances are challenges related to caregiving responsibilities and work-life balance. And I know that that's initializer that you spent a lot of time thinking about and have dedicated a considerable part of your tenure as VPFA to think about. And I'm just wondering if I mean, we don't necessarily need an impromptu report, but I'm wondering whether other people on the council share concerns about the kind of wear and tear, knowing that the pandemic is putting on people who obviously have all sorts of caregiving responsibilities and other kinds of responsibilities. But how that issue which has really been made, I think apparent in a new way because of the circumstances is being kind of contemplated and addressed in the longer term. Is that again, I think you've done a marvelous job kind of attending to throughout your tenure, which is the broader question of work-life balance and the struggles we all face to do right by our students, do right by our research and do right by our lives at the same time.

PAVALKO: Did you want a response from me?

C. JOHNSON: Yeah. I'm just curious about one hand like we could prioritize it as an issue to investigate but I suspect there are already kind of discussions going on sort of outside the four corners of the faculty and the shared governance process. I'm just curious about the intersection.

PAVALKO: Yeah. I mean, certainly we do spend a lot of time thinking about that. Certainly, in the immediate and you know, one of the most immediate things we can do is provide as much flexibility as possible on the tenure clock with also not creating other inequities. So sometimes automatic extension to the tenure clock can create more inequity than fewer. So certainly, thinking about the

tenure clock, our family leave policies are actually some of the most generous in the Big Ten. And we're happy about that. But always thinking about if there are other kinds of support out there. And actually, very soon we're going to be announcing a new initiative for development of women faculty. So, I think certainly there are many of those, but we're also really happy to hear if people have ideas of other ways and again, particularly in a time of very tight budgets other ways. But there's certainly many things that we can do that might provide people with flexibility and support. And, you know, I put out something fairly recently on service and for departments and other faculty to think about service and in a broad way and if there are ways to kind of lighten the service load. But I'm always happy to hear if there are other ideas folks have about ways that we can make it possible for people to do all of the different parts of their lives that they need to do to do good work.

HENSHEL: There aren't any other comments in chat besides that cat comments and no questions right now. So, I will go on John.

WALBRIDGE: I believe we have a time issue there. The next item on the agenda is from the University Tech Policy, people who are not due here until four. So, we have time to discuss or we have time for a rather lengthy coffee break since we have the time reserved and our next guest won't be here for a bit.

HENSHEL: So, if we have time and if Angie and Samir are willing, could you guys possibly lead a discussion about tech issues that have come up? Just so we get a temperature of the campus about how that's worked so far, before the UITS people show up.

AGENDA ITEM TEN: UPDATE FROM UNIVERSITY INFORMATION TECHNOLOGY SERVICES

PATIL: Sure. Angie do you want to lead that?

RAYMOND: Sure. But so, I mean, this is what they're talking about. So, I'm happy to lead the discussion, but they're going to be giving you an update. So, I'm about ready to give you the updated that they're about ready to give you.

HENSHEL: So, Angie, not to take their thunder. I was thinking of just getting a feedback from everybody about what they've experienced or what they've heard before we hear what's been being done.

RAYMOND: Sure. I'm happy to take to take notes. I want to remind people that there is a tech. I guess the one thing to sorry, I could sit up. But one thing to remember is that there is a Technology Policy Committee, and you know, as issues arise, we are actually very active. We get a lot of emails from people that are everything from frustrations to concerns to even just simple questions. And we actually are, I think in fairness, I think Samir and I do a pretty good job of keeping track of almost every single one we get and responding to it. And I don't think, I feel bad if we missed one. But in general, we respond to every single one.

And the neat part I hope is that Samir and I have over the last couple of years being involved and leading this group have really made some connections. So, you know, even if something isn't necessarily easily discussed in the context of a particular person at UITS and Dan is our main connection. These questions go out far and wide and we get feedback all over the place from things like, hey, that's actually UFC policy to, you know, so we run every question, or every issue brought to us, you know, up the flagpole as they say, to try to get the best response we can for you. So, Samir and I are the two who you're welcome to email at anytime and then we tend to connect you and stuff. So yeah, but I don't want to

give the update because we ask them to come to give you the update on what are pretty you know, the issues that we're all going through. They'll know, I don't think it will surprise anyone that they'll know. Samir and I've been getting emails all summer.

PATIL: One other thing I would add is we had a presentation from them this past week in our meeting and I was just blown away by the amount of work that has gone on over the summer or since basically the COVID disruption started in terms of how they've handled tech issues and marshalled resources and really made sure that things that we know that the lights have been kept on and more, right? And a lot of the stuff that we're all frustrated about is equally, if not more frustrating for them and they've been very responsive.

So, I was absolutely amazed and impressed by how dedicated they've been over the whole pandemic in serving all of us and making sure that all of this hybrid and online is working. I mean, you might think that these are, there are troubles, but given the scale at which things have multiplied, I think it's in some sense a miracle that the troubles that we do have are comparatively minor.

RAYMOND: Yeah. So, they are going to, so I can't remember if you're on all of the emails, but so they are going to give you a very broad picture of all the stuff. And I frequently over the summer was writing emails that said, you do understand everything is tech at this point. Well, wait until you see UITS presentation. Everything is tech and your mouth will just hit the ground quite honestly. Because that statement, is even more true than I think any of us realized. So, I am keeping track. I am reading the comments if you're wondering what I'm looking at. I'm keeping track of them as well.

HENSHEL: Angie, are they going to do anything about the major Box problems that they've had? And are you guys going to address the issue of apparently faculty advisors not being considered owners of data that their students did for them?

RAYMOND: So, I can give you the two second update. So, the Box issue you're welcome to ask them about very specifically, that's a very specific tech response. And they can address that to you, or Dan can tell you and I don't want to misstate something because he's going to talk about.

The policy as it relates to ownership, which I would argue is not the best. It's an overgeneralized term. But we did talk very specifically as one of the agenda items for this year is to have a very clear review of policy as it relates to institutional data versus individual data, how data should be stored. What, how you would think of as ownership of a folder, because that's what you're prompted to think about. How do you ensure that data is sustainable and resilient and long-term available to you? That is on our agenda for this for this year. That is absolutely correct. Which will include looking at, you know, what the process is for when accounts are shut off, right? That's a pretty standard thing that occurs in general. So, if you leave employment, you don't, you can't still log into things. But how that process is actually facilitated in an educational type environment where you oftentimes have a lot of collaborators sort of co-collaborating and co-owning in, at least their minds, things is something that we're going to we are planning on taking on board, Yes. And just so you know, we only met a couple days ago. So, we don't have a full agenda, but we had a couple of things that are really top of the list. That was one of them is how is it that we ensure that data that is part of, for example, a large grant is in fact maintained and has a resiliency and a data governance structure that encourages longevity and accessibility after whatever the event is, which is specifically from a bunch of feedback we got from Diane. Oh, I'm looking at the list. I can't remember but there were several people that this has happened

to. So, I see oh, it's Diane who's written it. Sorry. One day or one day it's gone. And that is deeply troubling, and we need to do better with that.

HENSHEL: There's other questions there too now. Oh, Lucia.

RAYMOND: Yeah. So, there's a couple other questions, although I'm trying to read fast. I did ask them, although I'm not sure, they have a very limited time to give you things like I see, Rachael's on here, said status IU. So, when you guys email me questions or I got one yesterday walking down the hallway, which is always good fun, just trying to go to go to the bathroom, is to go to status one IU. And that's what I did right away, and someone said, "Are you having trouble with your outlook?" And I said no. And I went to status one IU it, it's a quick pop up. It gives you tons of information, it's incredibly valuable. And it can tell you that type of stuff.

How does UITS match students? Faculty get inundated. Yeah, believe it or not, so Lucia, faculty getting inundated with email. I think that's very true. Despite that, you would be shocked how many people claim they don't know something's going on. I had a text message when things weren't working, other people claim they didn't realize that was a problem until they walked into the classroom. So, it's really strange how some of the communications go out. And some of us have created different filters and responses to things that don't give us information in a way that they hope. And that's why you even saw a text message push out, which is really highly unusual.

GUERRA-REYES: So, can I cut in just a moment? What I was thinking about was there are known issues, for example, have been known issues with Canvas and Kaltura. And students don't seem to know where to go. So, faculty gets inundated by email from students who are asking us to solve the tech issue. So, I was wondering how UITS communicates this issue to students because it's when things are out, I'm the one who gets the email, and I don't know if I'm the first person their emailing or the last. So that was my question.

RAYMOND: Yeah. So, you can ask UITS specifically, but I will tell you the students get a lot of information including in the Canvas website. So, you probably don't see some of it, but right at the top there is a banner that gives you information. And students should also be using the status IU facility as well. But there's tons of information out there. So, the students have been inundated with emails and stuff just like we have. Um, but yeah, there is in general a disconnect, right? I've never thought email is the best way to push out information, but sometimes in a crunch that's the best they have. But that's, that's right. So, and UITS or Kizbit but a lot of you have your own sort of local groups also had been doing massive push out information to students as well to talk about how it is that they can help them solve problems. So do keep in mind it is possible to have a UITS does almost weekly newsletter and all kinds of things. So, it is possible to have UITS push out tons of information and have you get to the point where you just start spamming it all out quite honestly and filtering it all out. Or you do what I do, and I think I know what's going on and, and students would behave the same way undoubtedly, but there have been tons of Canvas push outs, lots of Canvas push outs about the

difficulties. In fact, I think there was one today than when I logged in that Kaltura had another problem. Don't get me started on Kaltura.

I'm reading this as quick as I can. May I ask not to ask Angie text questions while I'm walking down the hall. If I'm going towards the bathroom yeah. You do have that official moment that if you see me masked up moving quickly. Yeah. Sorry. I'm reading. I'm not answering my own email.

HENSHEL: After Lisa's comment, after we talk about the possibility and then Colin has a question after that. But could you talk about the possibility of developing more policies about data management and that effort and where that's going right now and what's happening with it.

RAYMOND: Yeah, so that's all part of our new initiative. I assume you mean data management in terms of I'm sharing data, I have.

HENSHEL: The question that I know you and tech policy are working on, I think other people should hear about.

RAYMOND: So, there's two big issues that are going on, that had been going on for awhile and this has been, is Samir still here? Yes. This has been Samir's sort of personal charge, I guess, is to have a conversation and change policy as it relates to who owns content when you create a Canvas website or WebX or wherever it is that you're populating it. I actually didn't realize how big of issue that was, but it's gone all the way up to the UFC and we're hearing that that is moving ahead. Samir, do you want to add anything to that? Because I know that's really active.

PATIL: The only thing I want to add is that the clause the "offending clause", is the one that was suspended when the whole COVID changes hit. And initially it was suspended just for those initial two weeks when we thought, you know, we were going online for two weeks, but and now that language has been amended to say this clause is not in effect until the COVID-19 pandemic is over. And that's really the, but it doesn't say that it's completely withdrawn. And that's really the issue that the UFC's talking about as far as I understand. And on top of it, because of that change, there are a whole bunch of other stakeholders who want to see other changes made to that policy that are also getting discuss simultaneously, but I do not know what those other changes are.

I do not know what the ETA or the timeline is on when a new policy will come through for us to talk about, to look at and discuss things like that last I heard was Alex Stanford Beth Kate and somebody else, three people were working on hammering out a new draft, but that's the latest information I have.

HENSHEL: Kip Drew. kept true.

RAYMOND: Diane, I didn't hear what you said. Sorry.

HENSHEL: Kip Drew, she's the trade policy geek for the university. So again, you should be looking at the chat. Rachael always has good insight on where you can get information. Ann, I agreed data management is huge. Shocking to me, IU has tons of data management policies, including data stewards. But it's not, in my opinion, very well-publicized so Samir and I took on that task last year to help us be better communicators in terms of existing policy and to communicate in a way that is less lawyerly data managementish and more practical realityish. Because in my opinion are websites don't link you to information fast enough. So, if you just need something that can be very frustrating to find

things. So, we worked really hard in getting them to improve the way they communicate with us, the language that they use to sound a little less lawyerlyish and a little less this is what it is, you're stuck with it. And actually, I think UITS has taken that on board. And I think Samir would agree with me that they've been very active participants in the Tech Policy Committee. And we've worked very hard, you'll also see privacy dashboards and some other things coming out soon as it relates to various apps, which is also something we worked on very actively as well. So then yes, the current stores this current storage of data. And Dan should answer this in fairness, so do follow up with him.

There is a massive issue with research data that is possibly contains PII information. And the migration between Box and fill in the blank wherever it went did not neatly match. And that's part of the hiccup in that you would class and some mirror can talk about this as well. That you would classify data in a particular category and ask for particular restrictions, protections around it. And those categories were not easily migrated into the new environment. So, I think that answers, I'm reading fast, but that's the Box, that's the health data issue and that's exactly right. My understanding is they are working on ensuring that the protections that you were accustomed to as it related to Box Health and others. Those sort of extra extraordinary I guess, or non-traditional expectations of security and privacy that exist in certain types of data storage are in fact being replicated. But it's going to take some new terminology is my understanding.

HENSHEL: And Colin's had his hand up for a while.

RAYMOND: Sorry. I got to watch hands up too? Oh, my goodness, my bad.

HENSHEL: I'm supposed to be doing it.

RAYMOND: Okay.

C. JOHNSON: Yeah. This is a so actually I'm going to be sneaky about this and sneak in kind of a general priorities question under the Tech Policy because they're related and it bears on which it just seemed to me that one of the big challenges we have generally on campus is communication. And I think this cuts across sort of all issues, but it does have a bearing on the way we're harnessing technological capacity to sort of communicate more effectively with different constituencies on campus. And I don't know if there's a, not just about tech issues, but really about everything right. Which is we're all, if I sat down and sort of had conversations with people about what exhaust them about our job. It would be the kind of constant influx of, of a million communications coming from 50 million different directions. Uprising us of this, that, or the other thing, I spent 60% of my day synthesizing announcements that are helpfully offered to me from everybody, from landscaping to my dean to and I think that we've reached a point historically and sort of organizationally where it might behoove us to take some kind of systematic stock of the toll that, that kind of uncoordinated approach towards information sharing is starting to take on people. And to really think creatively about whether there's some way to manage more effectively moving forward.

RAYMOND: So, I hate to throw Dan under the bus, but Dan is here, and he is our liaison. And so, we got done early as always predictable. And so, people started, and I kept saying, okay, you gotta ask Dan, this is a follow-up, but let me give me what my knowledge is. So, feel free to jump in. I do want to be sure everyone, if you're not following the chat really quickly, saw that he did respond, that those special protections that exist as it relates to certain types of personally identifiable or sensitive and critical

information that had extra protections in terms of secure security and privacy are being replicated in the new environments. And it's scrolled by so fast that I want to be sure you see that.

So, the other thing that was in there is MSTEams has storage. Sort of, I highly recommend you play with Microsoft's entire suite of platforms. They're good fun, they integrate actually really well. And one of them is in fact a storage app or facility. And I like it, it works really well. And although if you tried to use it June, correct me Dan if I'm incorrect, maybe you would have discovered that it wasn't integrated well. And so, you couldn't use your sort of browser and click and find One Drive like you used to be able to find in Box. You in fact can now. And it's so that integration is as complete, I think. But I find it very, very similar to Box in general it works pretty seamlessly.

CALARCO: Yep. That's all correct, Angie. There now is the ability to map Microsoft Storage. And I apologize, I had earlier said that things are moving to Microsoft teams. That really is just a shorthand way of saying the Microsoft Storage environment. Microsoft Teams is one door into that storage environment. Microsoft OneDrive is another door in. And Microsoft SharePoint Online is another door in. And there's actually more, right? There's your Windows Operating System that's a door into it as well. And the Office 365 apps are also a door into the Microsoft storage environment. I know it's a little bit, it's a little tricky to get it, to get our heads around. And that's something that we even within IT have been struggling with conveying this to some of our colleagues.

RAYMOND: One Drive is slow as molasses compared to Google Drive. Yeah. Go for it.

HENSHEL: She's finding it faster, for me it's slower. Or at least working on my Mac it is.

RAYMOND: Probably not worried about popping up as many ads and populating your personal information all over the place. But that's a complete aside as, a hold on.

HENSHEL: Is Dan going to start talking now?

RAYMOND: Well, so we had a plan. So, the idea is so Dan happened to get here early, so the rest in general, Dan didn't think he could be here at four. There are two other people who are going to join us because UITS has had or that sort of entire institution within the larger institution has had Brad Wheeler leave. And so, we wanted to give you the opportunity to meet the new people who are in fact now overseeing that. Dan is sort of my guru of where I go whenever I have questions and he serves as the liaison to the Tech Policy Committee. So, I guess we were going to have questions at the end but if Dan's okay with just sort of randomly fielding these.

CALARCO: Yeah, we can flip the script. I'm happy to run through our COVID preparations, which was what we were going to present. And then when Rob and Stacy join, we can introduce them and then take questions following that if that works for everyone.

WALBRIDGE: Terrific so we can get the agenda back on the rails.

RAYMOND: Yes. I guess so. Yeah. So, let's do the COVID. I thought that was okay. Sure thing.

CALARCO: Let me just bring up my screen here and I will share my presentation. I'm switching to slide-show mode so, is everyone able to see that? I only see a couple ahead, so alright, thanks, I appreciate it. So, at our previous meeting of the Tech Policy Committee, Angie and Samir, the chairs, asked us to

describe to you what sort of work UITS had been doing in preparation for this upcoming fall semester. And so, this is just sort of a high-level overview of some of the different things that we had to prepare for this upcoming semester.

The first thing I do want to say is that everything that we have done is never for the purpose of IT itself. We never look at IT as the be-all and end-all goal. It always in support of the mission, supporting, you know, the research, the education, the work that you all do. And so I guess I just want to first start off by saying, thank you for letting us help, support you as you, you know, you're the ones that are really on the frontlines doing the teaching and the research that, that we're, we're kind of behind the scenes helping out. And so, we're happy to be part of that.

I do want to first acknowledge that the big three elephants in the room here, Zoom, Kaltura, and Canvas, which all had really unfortunate issues. The first week of classes, the Zoom issues that we saw were related to a global issue that Zoom had. It turns out that of course on our first day of classes, Zoom had changed the way that they were interacting with a particular vendor of theirs that handles billing and as a result, it just broke one linkage that they had between them and that disabled the ability to login, to Zoom through their web form. You could still use the apps, the Zoom app on your mobile or the Zoom map if you had it pre-installed on your PC, but you wouldn't be able to go to Zoom.IU.us and log in there. And so, we want, we gave folks the workaround to use the app. We communicated that out. And then also Zoom had that fixed by around noon that day so that folks would be able to use the web login version.

Canvas, as I mentioned, that was part of a global Zoom outage, there really wasn't much we could do as a result of that. The Canvas outage was entirely self-inflicted. Over the summer, actually, back in May, we had changed the way that we were handling authentication request for one particular application. It happened to sit on the same server that was handling Canvas's authentication and it worked fine at scale for, you know, for three months. But then when we had that crush of a 100,000 users trying to log in at exactly the same time at that first thing on Monday morning, the way that those authentication requests where we're being handled, we're taking longer than they should have. And it resulted in about 30 to 40% of our users who were trying to access Canvas, being unable to do so. And so, once we were able to realize that this was related to a change that we made about three months ago. You're able to fix that issue within about two hours by around 2:00 PM that afternoon, we were able to get folks back into Canvas at the at the normal rate. And we do apologize for that. That was something that we just hadn't seen and weren't able to test at that kind of scale. We were able to test it, but not at the 100,000-user kind of scale.

Kaltura is an issue that is related to how they're handling their technology. They are moving from local storage. They have the things that we are recording and other clients recording on disc at a Kaltura datacenter. They were moving that to a Cloud storage at the start of the pandemic in order to be more scalable because they've had such a demand on their services. We expect that these delays are going to continue as they move the massive amount of data, IU has actually more data in Kaltura than we have in Box, for example. So, if you can see the amount of data that we're moving into Box and how long it's taking to move everything. Imagine Kaltura having to move all of their clients from a local storage to a Cloud storage platform. That's probably going to take months, unfortunately, for this to remedy. We do expect these delays to continue. We have looked at alternatives. We knew that this was kind of a single path that we had to Kaltura. But given restrictions that we have for Americans with Disability Act with FERPA regulations and our current classroom requirement, we don't have sort of a one size fits all solution that we can say, okay, everyone can use this service instead of Kaltura. There may be

situations where individuals might say, "I have no problem recording my lecture and uploading it to Google Drive for folks to share." And that may work for some classes. There may be other folks that say, "I've been using Microsoft Stream and the computer-generated captioning for that is working just fine for me." We absolutely encourage folks have found other ways to do this, to go ahead and use them, but to run that by our centers for Innovative Teaching and Learning. Because if you do have students in your class, for example, who, who rely on captioning and rely on live captioning. Some of those solutions may not be meeting the ADA requirements. Also, if you have lots of discussions in your classroom that may not meet the FERPA requirements. So it's important that you discuss your particular class with FITL and they should hopefully be able to get you to the right solution if you, if you really need these services and if Kaltura is not working for you.

So, onto some of the more, the better news here. The things that we have done in preparation for this semester. We for the first time put outdoor Wi-Fi on a large scale, on any IU campus as a result of all of this back in March, by the end of that extended spring break, we had Wi-Fi parking lot that up on all IU campuses so that students, faculty, staff could get online at those locations, even though their offices might not have been accessible. Fortunately, we had those parking lots in place because as we move to doing that arrival and mitigation testing, we needed outdoor Wi-Fi so that we will be able to check students in, get them setup with they're testing kit, and then getting, moving them through the process. So that that happen to be very fortuitous that we had that set up.

We also developed a system that powered that arrival testing check. And this wasn't a vended product. These were these were forms that UITS staff wrote to be able to help check those folks in. And as a result, we're able to keep that in house and keep costs low. We also developed dashboards to monitor this. And we also had, the staff were providing on-site tech support. So, in those parking lots, we had staff who were going up wearing masks and wearing personal protective equipment and helping people get through that process. So, we're very proud of those staff who volunteered to do that work. As I mentioned before, the dashboards that we had been creating, one is obviously the big university dashboard, but also there are system health dashboards that we've developed. Because with this move to online instruction, we've had such a crush on various systems and so we need to make sure that we're not exceeding those limits on things like licenses, on things like the VPN capacity. And so, we've been able to track this pretty closely and predict out how far, what those going to look like in future days and weeks. And as a result, we haven't hit those feelings on things like licensing and also haven't been overpaying for those because we know about when we're going to need additional licenses for things.

Contact tracing is another area that UITS has been really involved with. So, the UITS Contact Center is the one that's conducting a lot of those contact tracing calls and contacts with folks who have been testing positive. We had about a year ago developed the system through Salesforce, our enterprise constituent relationship management software, that what HIPAA aligned so that we would be able to store HIPAA protected data and make these kinds of calls before when we had, for example, the mold into, we weren't able to do this because we didn't have a HIPAA aligned system. So, if somebody called and said, "You know, I become sick because of the mold", we wouldn't be able to enter that contact in our system. We didn't have anything that was able to help that. And so, by doing that work about a year ahead of time, we were able to, we we're prepared for this sort of situation.

Our learning spaces staff has really been similarly the true heroes of this. They made sure that all classrooms are able to have things like document cameras, were able to do remote instruction. They've been installing hardware all around all of our campuses throughout the state. They've developed an

inventory of all potential learning spaces. So, this was another big thing that we had never done. We knew where the general inventory classrooms were but if department had specific classrooms that weren't in the general inventory, we were never able to see and understand what the technology need in those classrooms might be, what the seating capacity would be. And so, we developed this database of all potential learning spaces on all campuses. And so, this doesn't even just include classrooms, but even things like the Cyber Infrastructure building lobby and meeting rooms, Assembly Hall, other places that could even potentially be used as a classroom. We were asked to put that into the database. And so, we have that, that database now available. And then finally also in terms of learning spaces, those Student Technology Center labs that we have throughout our campuses. Many of those include specialty software on them. And we want to make sure that students and faculty and staff who might need that specialty software would still be able to get to them even if they weren't able to get on campus. So, we've worked to make those available virtually so that people can create a one-to-one session with that STC computer and can remote into it so they can use that software.

Also, we've been doing work directly supporting the fight against COVID. So, we're working with open medical record systems using our jet stream national supercomputer that we have. It's included COVID research and tracking work that other researchers have done. So, we're proud that some of the hardware that we have at IU is supporting that. We've also been working with the Indiana Clinical and Translational Science Institute, the IU School of Medicine, and their Department of Biostatistics on using some software called Red Cap that we have in support of their AstraZeneca coded COVID-19 vaccine trial. Unfortunately, the vaccine trial that's been stopped for safety concerns. But once you unfortunately because, you know, we were involved with this because we're providing what we're able to tell you is these are the side effects as a result of this vaccine. And using UITS and IU Technology to support that, is something that we found has been really valuable.

And then finally, when the pandemic hit back in March, we were really gearing up for a medical licensing exam season. A lot of doctors who are in their first step of their program or just finished medical school, who are getting ready to take their US MLE step one and two exams, were unable to do so because parametric testing centers around the country were all closed. And so, IU in partnership with the School of Medicine, helped develop a testing center. I think it's one of only 12 of the country that folks were able to take their US MLE exams, get certified as a doctor and then go out into the into the hospital and continue to work as doctors. So, we were really happy that we're able to support that.

We've, we've developed, kind of developed, we've, we've really supported the existing systems that we have for remote teaching and research. So, we did have to secure additional Zoom licenses that helped that dashboard that we had talked about before that help inform that we saw that we were approaching our limit of Zoom licenses. And at the same time, we knew that we wanted our students to be able to login to Zoom. Students can use guest licenses, but we wanted them to be able to authenticate to Zoom because if a student authenticated to Zoom, the professor can do things like restrict access to the classroom to only authenticated users. And when they do that, that's a really good safeguard against Zoom bombing. So, if only authenticated users are on the Zoom meeting, that means that we have a log of who was in that meeting and that's not really fakeable. You know, that's something that they had to sign into their IU credentials, they had Duo authenticate into. And so really it would require somebody losing their username, losing their password, and giving over their Duo device to allow somebody remotely to try and Zoom bomb that meeting. So, it's much more secure because we were able to track the number of licenses, we were able to implement that. We've implemented VPN split tunneling, which I know is probably not the most exciting thing, but it has allowed us to have more users onto our VPN. Back in March, we were seeing a lot of slowness on the VPN because folks were doing things

streaming Netflix over the VPN, or they were using a lot of bandwidth. By using VPN split tunneling, it means that that Netflix traffic doesn't travel through IU. It means it travels directly to AT&T or Comcast or their commodity internet provider. And only things that need to go to IU wind up traveling over the IU network. So, it helps folks working remotely from home to have a faster connection to their IU resources. We are seeing record use of Zoom, Canvas, and Kaltura both last semester and this semester is eclipsing those records. And we continue to triage issues as they come up with those platforms.

There has been some IU focused research going on since the start of the pandemic that the OVPIP has supported. So, *Going Remote* is a study published by Ben Motz of Pervasive Technology Institute ELearning Lab. I'd recommend anyone who's interested to check it out. It has all sorts of, he's a professor of Psychological and Brain Sciences, I believe, and studied how different learning methods have been received by students whether they preferred something, whether they felt that there's something with more challenging doing remotely. And so, he has a lot of interesting findings there and he's affiliated with OPPIT. We also conducted a survey of about 25,000 students at the start of the pandemic to understand to what extent they would have both devices and ample connectivity at home to be able to connect to eLearning resources. And as a result of that, we're able to implement programs like Wi-Fi hotspot loaners through the various libraries on the IU campuses. Because we understood then how many students at each campus would need these kinds of resources to be able to connect to technology.

And then just a few other projects of interests that we've been working on that you might not think of necessarily pandemic related. We had been advising the state of Indiana County Clerk's on cybersecurity matters relating to the upcoming election. If there is a greater push to vote by mail, how they can ensure that those votes are done securely, mitigate any kind of election risks. We've also got 3D scanning programs that we have for both objects and spaces at IU, so that we can have things like virtual tours and be able to continue that enrollment pipeline. Folks can take those tours that we've still got somewhat of an experience of IU even if they couldn't come to campus, maybe because they couldn't travel. Any kind of software that had been purchased through the pandemic, there's been a lot of them. For example, nursing students needed a software that would have them do simulations remotely that they were previously doing in-person. That software needs to get reviewed for Americans for Disability Act accessibility. So, we had been doing a lot of ADA accessibility reviews to make sure that any new software that's been purchased through COVID has met those accessibility requirements. I'll pick the time now to pause and allow questions and happy to hear your feedback.

AGENDA ITEM ELEVEN: QUESTIONS/COMMENTS ON THE UPDATE FROM UNIVERSITY INFORMATION TECHNOLOGY SERVICES

HENSHEL: So, there's two questions. There is one from J and then I'd like to ask a question.

J. DUNCAN: Alright, let me just one on a second. So, the question I had was related to some issues with Zoom were largely it isn't really designed for the environment in which some of us are using it. I found as somebody runs active learning classes a lot where I normally have assistance. That co-hosts don't have enough permissions when it comes to breakout rooms. And I end up having to push my co-host in or out of breakout rooms a lot of the time because they can't just control the breakout rooms themselves or see them from the main room. It's very weird when they can or can't see that.

And the other problem I ran into is that when you schedule multiple Zoom meetings, like maybe as the primary instructor for a large class with many sections. I schedule all of the lecturer, and lab and office

hour breakout rooms, or Zoom meetings, and that those couldn't run at the same time, even if I was not the person personally present there. So, do we have a Zoom contact point that we can address these questions too?

CALARCO: I would say, I can take that feedback to our lead for Zoom and we can be sure to bring this up with them. This is a limitation of the software. Unfortunately, I don't think, it was intended to be expecting to be used in that manner. And I think we're all kind of working with a bit of duct tape, trying to patch it together.

HENSHEL: Dan to add on to the comment about Zoom. And then I'm going to switch to Google Scholar. Can you also, when you're talking to them, ask them about recording the breakout rooms?

CALARCO: Absolutely.

HENSHEL: Thank you. Alright. So, my understanding and please correct me if I'm wrong, is when you switch the VPN to this split system, Google Scholar got lost from the VPN. So we lost our IU link in Google Scholar, which means that you have to take anything that you're not getting through Google Scholar, which is a lot, and go back to the Libraries, go through one search, put it in through one search, do a search again, which by the way, it takes a lot longer than Google Scholar. And when you're working with tens, hundreds sometimes of articles, it really slows you down and decreases research efficiency. And that's both for us as researchers and also for our students. Is there any way that you are going to be able to reset up Google Scholar through the VPN, so we regain our link functionality?

CALARCO: I understand you're using, I take it, the EZProxy service through the library for accessing that?

HENSHEL: Yeah, and it's not nearly as efficient and it takes so much longer to have to go search one way and then go the other way because searching through the library isn't as good to begin with.

CALARCO: Yeah, so as I mentioned, you can and Ben I think posted in the chat, you can use that. You can use the proxy.iu.edu UITS before the URL. There are a couple other solutions if that's not working well for you, that might be better solutions. So number one is you can, if you have a computer that's on campus that you can remote desktop into, you can then essentially do that and then use that computer's browser because it will have that IU IP address. So, if you can use remote desktop protocol, you'll essentially bounce from your home computer to your IU computer and then to that site and then use it just like a browser that way. The other way is to use IUanyWhere. So, if you were to open Google Chrome through IUanyWhere, now will also give you an IP address and we'll let you use Google Scholar as if you were sitting on campus or using the VPN.

HENSHEL: That is a good thing to hear. Thank you.

CHERRY: This is Barb. I have a hand up in the room. Should I go ahead?

HENSHEL: Yes. I'm sorry. I didn't see it. It was covered up by the chat at the moment.

CHERRY: No problem.

Hi Dan and thank you very much for this information. It's really helpful. I have a question about Zoom as well. I've discovered that when I'm using screen-sharing and let's say I'm in full screen, slide-show mode

with PowerPoint, my toolbar disappears. And importantly, I can't see if anybody's in the waiting room. And so, what's happening is when I have a class without AI, I can't see if somebody's having a problem logging in. What's happening occasionally is I'll have a student who started the class and then maybe they had some internet problem, whatever they fell out, they try and log in. I can't see that there's anybody in a waiting room. I would have to stop teaching. Go the top of the bar, try and do a drop-down my toolbar and then have to openness if there's a waiting room and the only way rounded I've found so far is I've had to assign one of my, I'm rotating students, this a class without an AI. I'm rotating and assigning the students as a co-host. So that during the class, if someone is sitting in the waiting room, they can let the person in. And it's been messing things up for a while. I've checked with a couple of colleagues and I don't know a work around other than that. I just didn't know if this is one of those things that Zoom just didn't anticipate. But when you're in screen-sharing mode, your toolbar in somebody's automatic settings you can see just go away.

CALARCO: Yeah, I totally recognize that's another limit of the product. I think you've got the workaround, right. Right? You either work with the co-host another suggestion that we've heard is you can instead of using the waiting room, you can require authentication, which might even be a little bit stronger, right? So, all those folks would have to have IU logins settings for that.

CHERRY: They do. I already have a setting for that.

CALARCO: If that's the case then you can turn off the waiting room. Right. Because then you know that all of those folks who are entering are supposed to be there.

CHERRY: Oh, you're saying turn off the waiting room after they're in?

CALARCO: Uh, no you can turn off the waiting room for the meeting. The intent of the waiting room is so that folks who are outside of IU, folks who might be trying to do malice to your meeting, share inappropriate content for example, that they don't go in and so that you can screen them. But instead, if

you, if you required IU authentication, that might be another way to achieve that same goal of verification.

CHERRY: Oh, I see. Thank you for the verification, so if I have authenticated IU login, then perhaps I don't need the waiting room is what your saying.

CALARCO: Exactly.

CHERRY: So, if I turn it off for that class, then I wouldn't have to do that.

CALARCO: Exactly.

CHERRY: Okay. I hadn't though of that. Thank you.

CALARCO: Yeah, my pleasure.

HENSHEL: There's still Lucia's question. And then we do have our guests from UITS after Dan, who I consider to be our liaison. So sorry Dan.

GUERRA-REYES: Thank you. This is just a quick question. It seems that I've had some colleagues tell me that they have the ability to set breakout rooms in advance. Whereas I have not been able to and I don't have that ability to set out breakout rooms in advanced. And I've looked for how to do it on the knowledge base and also on all Zoom facts. And there doesn't seem to be an easy way for me to do it. So, I was wondering if that is a different Zoom, so the person that did it was my chair, so I'm thinking maybe has a different license. Are we able to pre-assign breakout rooms?

HENSHEL: Yeah. If you're in edit mode, you'll see the breakout room pre-assign. The problem is you have to be in edit mode. You see you actually have to be in edit mode. Go to the bottom and you'll see it. But the problem is that the students don't always come in through what you're expecting them to be in through or even what they tell you they're coming in through. So, it's best to put in as many phone

numbers and emails as they have as possible. Otherwise you're left with about I don't know for me; it's usually half the students or more that I have to assign after-the-fact anyway.

GUERRA-REYES: Okay. I understand.

HENSHEL: Go into edit and then look, go all the way down to the bottom in edit, and you'll see it.

CALARCO: That's a great piece of feedback though that we can look at the KB documentation and make sure that that's more clear for preassigning to break out rooms. I'll take that as a takeaway for our group.

GUERRA-REYES: Thank you.

CALARCO: I'd be remiss I think at this point, we didn't introduce my new boss, Mr. Rob Lowden, and our new deputy CIO Stacey Morrone.

LOWDEN: Thank you, Dan. Are we at the agenda point? I don't want to step on any agenda topics. I don't want to step on any toes so that people are prepared to my introduction. I'm happy to do so.

WALBRIDGE: Ok, please. Dan, please introduce your boss. Or him introduce himself.

LOWDEN: I love Dan helping, but I'm happy to do so myself. And thank you all for giving us some time to share your success stories and what clearly by any assessment, it's probably one of the most unique semesters any of us have encountered in our careers. For those that haven't worked with before or don't know me. My name's Rob Lowden and I'm on my 45th day of being Vice President for Indiana University's Office of the Vice President for IT. And as you all probably frequently know us as you UITS. And again, thank you for giving me some time to introduce myself. I follow Vice-President Brad Wheeler, who most recently returned to faculty in the Kelly School of Business. I've been with the university in a variety of capacities over the last twenty-three years. I have been to absolutely every single one of our campuses and all of our medical school campuses as well. Previously, I was the Executive Associate Dean and Chief Information Officer at the IU School of Medicine having the wonderful opportunity to work with our colleague Dean Hess and many other of our faculty researchers and clinicians in the School of Medicine, many of you in Bloomington as well in that regard.

I'm honored to be able to introduce Interim Associate or excuse me, Interim Dean Morrone, who is also has recently accepted the appointment as Deputy CIO which is something that we have been without for a period of years. And we are absolutely blessed and most appreciative that someone of Stacy's caliber experience in that role. And we look forward to continuing to have her leadership as part of the organization. And I'm sure she can introduce herself here shortly as well if that's acceptable.

I think you just saw an incredible story of what we've been able to assist the university in these unparalleled times. I just want to say thank you to the faculty, Bloomington faculty, especially behind all of those record setting numbers was your incredible work. What you didn't hear was on our very first day of class as just one small example, our students, our population consumed over one year's worth of content in Kaltura, that decimated any record that we had ever set before. And for those of us that know, that was done by our faculty. Massive preparations for this unique semester couldn't be more proud to be a part of Indiana University when we see something like that happen. And that was an incredible short order you all and your colleague had to achieve that. The very next day, Tuesday, you

decimated that record and we almost achieve two days' worth of content consumed in Kaltura. So, my hat's off, I could never be more proud to be a part of Indiana University and be in this role. But I do want to take a moment to recognize the Bloomington faculty for those incredible efforts to position us to have, you know, by all assessments with the backdrop of a global pandemic, an incredible semester. Thank you for that.

All turn it over to Stacy to introduce herself and appreciate the dialogue around the other IT topics as well.

WALBRIDGE: Thank you.

MORRONE: So, thank you Rob. It's nice to see many friends here today. Hi Diane. So as Rob said, I'm Stacy Morrone and I was the Associate Vice President for Learning Technologies for 14 years. And some of the work that you all are familiar with, with our Keep Teaching site or Keep Learning site, I was deeply involved in the revision of those sites over the summer. When Vice President Lowden was appointed into his new role, he invited me to be the Deputy CIO and I was very happy to accept that. And then a few weeks later, I was invited to be the Interim Dean of the School of Education, also very excited to accept that role. So, I have a part time appointment with the Office of the Vice President for IT retaining a portion of my Deputy CIO role. And then my primary appointment is in the School of Education. So, I'm still here in OVPIT and very much connected to that organization.

I think that I want to echo what Rob said. You know, we did a number of things and UITS starting in March when we move to online and then re-calibrating over the summer to be ready for this hybrid kind of experience. And, you know, we did a number of things, but none of them would have mattered without the faculty. It was the faculty who did the hard work, who had to think about all these different scenarios. And in many ways, the fall is the most, the most complex of all, because we have every type of instruction happening. It's not just that we're all online. It's that we have all of these different kinds of courses and how to think through what that means for teaching and learning and to do so with rigor and with excellence. And I just I just echo what Rob has said. I'll stop there.

WALBRIDGE: Thank you very much. I guess we'll throw it back open to questions and comments, although I'll say one thing, to the extent that there is criticism, it's because we expect you to be perfect. And that is probably not realistic given the complication of the issues you're dealing with. But well, we set a high standard for you. So other questions, comments, objections? Everybody is from fretting over technology issues like I had a problem yesterday myself, but I will spare you that's the techy who wondered in at the end of class.

HENSHEL: Since I'm not seeing any questions, I'm going to do a high-level question. Rob and Stacy, up until now you guys have done a spectacular job which is greatly appreciated. Can you, this is coming as president, past president right now. And what I'm asking for is for you to work with TPC to set up a mechanism by which all software decisions, all tech decisions get passed by TPC for faculty feedback in a formal way instead of the sometimes it happens, sometimes it doesn't. So that's just a request. And then Barb Cherry has a question.

CHERRY: Yes. Thank you very much. Rob and Stacy, before you joined us, we got a helpful overview from Dan. What I would like to verify from you is that it's our understanding that early in the semester the problems with Zoom had nothing to do with IU, it was a Zoom internal problem. And that with Canvas

there were some issues, it was more internal. And then finally with Kaltura, that that's going to be an ongoing challenge. And so that is our understanding. I just want to verify that that's correct.

LOWDEN: I would describe the absolutely correct summary. The first day of classes that was a global outage by Zoom. Very unfortunate for all of us. I will say that IU was able to put out information to rapidly address a workaround that we identified. And we took proactive steps to communicate more broadly to the higher education community and Zoom so that they could get that out to their constituents. So, we were communicating pretty early that morning, a workaround, ultimately that Zoom globally resolved at about one or 2:00 PM eastern that afternoon. So very fortunate for IU admits a global outage from a Cloud vendor provider.

You're correct, the Canvas outage was really not an outage. The interruption there was an IU issue with authentication. And that was, again, incredibly unfortunate timing admits the global Zoom outage, at a time when we were depending on that very heavily. And it really tied to our ability to authenticate the volume of users that we're authenticated at the exact same time that day. It was, unfortunately for IT and colleagues of ours on the call it was a code line, a recursive loop. So, no amount of hardware on the planet would have addressed that. It was just a logic error that actually was introduced to IU in May, but our volume exposed that in ways that we wouldn't have seen between May and the start of the semester.

And then the Kaltura is a situation that, Kaltura never anticipated you all leveraging it to the volume you have and all of your colleagues globally, not just at IU. And they had implemented a strategy, a dedicated hardware solution that they owned. They had not made the move to Cloud and the elasticity that, that provides for meeting demand real time. So, they are in the process, they must make that move and they're making that move. Unfortunately, that means they're moving from one physical locale to a virtual infrastructure. I believe they're moving to Amazon Web Services, AWS, you might hear frequently reference. Once they get there, it's not going to change the product. It's going to change their ability to instantly and dynamically adjust resources as our demands fluctuate. So, they'll be able to meet peak and then dial back down when they don't need to meet peak. And our experience, there will be a much more appropriate timing experience where you're not waiting so long for encoding. And especially for our faculty members, that when they upload that content, they edit it as they upload it. That takes even more time. Unfortunately, with their current situation, they are updating daily on their progress to make that move. And we can come back here and update. We can do that through other communication channels and we absolutely will continue to engage and keep the TPC involved. As that status changes as well. But that's are really, really long answer to your question.

CHERRY: Updates are very helpful. And then just one quick follow-up question. Some people have already raised in the meeting today some issues with Canvas, for example, when students are taking the exams, that somehow, they got kicked out. So just clarify if there's some issues with how students are using Canvas, they get kicked out of a quiz, or they get timed out in some way because they didn't change some setting. Is this something that should be a question that goes to CITL or to you? Or UITs? We're not sure where the answers are, where, who should be gone to. A lot of times the students will contact us as the faculty, but we don't have that technical expertise. Where is the preference of who is turn to for support with those kinds of questions?

LOWDEN: We're available 24 hours a day, seven days a week. They can always reach out to the Contact Center or Support Center that can do that via a phone. They can do that via chat. They can do that via email. We wouldn't prescribe what they would prefer, or you would prefer they do in terms of the

medium of communication. But we absolutely would benefit from hearing from them specifically. The closer to when that happens, the better. And we wouldn't, you know my ideal scenario would be that you as the faculty in the midst of a, especially a course, aren't having to interrupt to, to address that. So please direct them to us. We can get those if there's something systemic that we need to work with Canvas on, we can represent that, but we absolutely can address the individual case-by-case scenarios as well.

CHERRY: Thank you. Thank you very much for your help.

LOWDEN: Absolutely.

HENSHEL: Next question is from Justin.

HODGSON: Thank you Rob and Stacy. I appreciate you taking the time today to share with us this update. I'm curious, given the way that we think about editing video and using Kaltura, is there any chance in the near term or long term of integrating the export feature from something like our Adobe suite directly into Kaltura? I mean, I know Adobe has a partnership with Amazon as well. And so, they're going to AWS route. I wonder if that's an option because one of the things that we run into a lot is making with the faculty on mind is making videos and then having to upload them into Kaltura after they've edited them rather than direct upload. So, I'm just curious if there's that's in the horizon or just me thinking too far ahead.

LOWDEN: No, I think that is a great question. I don't know specifically where we're at with that, but we can absolutely meet back with more thought through answer to that. We're meeting with the most senior representatives of those organizations. And so, we can take that for action and come back with something more concrete. I think both the usage and volume that you all are applying to these tool, you are the experts now. And so, you are applying things in ways that they could never have thought of, at least not as comprehensive as an organization like Indiana University faculty can bring to bear. So no, I would not in any way, shape or form think that you're thinking too far ahead, your experiencing it and incredible feedback to have and they'll listen to us because you all know that, please share that with us. And we'll take that for action, Dan and I will and Stacy. I am sure that we get a more concrete response to that.

MORRONE: Can I just take on for a moment in time and Justin your strong connection to Adobe could be very helpful to us in terms of just understanding in what you might like to see in terms of feature. So, I'll reach out to you on that.

HODGSON: Thanks. I appreciate it.

HENSHEL: We have one more minute, so Ann can you give a quick question?

ELSNER: Yes. So, my question was that I don't really understand why we need to upload things to Kaltura. For instance, if you have a recording of your lectures, you could do this, for instance, in PowerPoint with narration. And you could upload the MP4 video directly to Canvas. So, what is Kaltura doing in this situation?

CALARCO: I can take that Rob and Stacy. I think it's really that combination of ADA, FERPA and the hardware that we have in classrooms. And so, Kaltura sits nicely at the nexus of those. So, if you can use

PowerPoint narration, if you don't have students in your class that require an ADA, you know accommodation for things like live lecture captioning that but possibly as a solution for you. But we can't recommend that as across-the-board solution for everyone. Kaltura does fit that way that we could have somebody who's in a classroom giving a lecture using a document capture system, or document monitor, and also having a video camera on them. And also having a person that is live transcribing that for a student who is remote, who need to the ADA captioning. So, it's kind of all of those things together that Kaltura allows us to bring and then we can recommend adding a one-size-fits-all solution for everyone. But it's possible that your class might not need all that. And so that's why I recommend talking to CITL. And they might be able to say the other solution does work for you the way you're doing it with PowerPoint narration.

WALBRIDGE: Alright, we're now a minute past our sacred ending time. We all would like to thank our guests for taking the time to come and explain these complicated issues and hopefully make our lives a little bit easier. So, do we have a motion to adjourn?

C. JOHNSON: Moved.

THOMASSEN: Second.

WALBRIDGE: Any objection? Okay. Without objection, the meeting is adjourned. Thank you, everybody. And see you on October 6th.