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Academic Senate Minutes

Academic Senate

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Senate Meeting, September 22, 2021

Academic Senate, Illinois State University

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Academic Senate Meeting Minutes
Wednesday, September 22, 2021
Approved

Call to Order

Academic Senate chairperson Martha Callison Horst called the meeting to order.

Roll Call

Academic Senate secretary Dimitrios Nikolaou called the roll and declared a quorum.

Presentation: Improve the Teaching and Learning Experience: Learning Management System Initiative Proposal (Assistant Vice President for Academic Administration Yojanna Cuenca-Carlino, and Office of Advanced Technology Support for Faculty Executive Director Rosie Hauck)

*Full Presentation is below in Appendix I.

Dr. Cuenca- Carlino: Good evening everyone. My name is Yojanna Cuenca-Carlino, I'm from the Office of the Provost.

Dr. Hauck: And I'm Rosie Hauck, Office of Advance Technology Support for Faculty Support under Technology Solutions.

Dr. Cuenca-Carlino: Today we're going to talk to you about a new project that we're working on to improve the teaching and learning experience. We're looking into our learning management systems. Just to provide a bit of background, learning management systems, in our case, learning management system is Sakai or what we know as Reggie Net. They help instructors, support course activities, and also provide opportunities for faculty to monitor student learning and participation. Obviously, there are a lot of benefits of having a learning management system, and at the back of our minds when we are thinking about our next learning management system.

So, over the past spring and summer we have been looking at data in terms of our usage as a University with our learning management system. We have been looking at Reggie Net usage data; but also, we have been conducting some surveys called the MISO survey (measure information service outcome surveys). We're looking at the perspectives from faculty and students, in terms of how they're utilizing our learning management system.

Dr. Hauck: I'd like to talk a little bit about some of the usage that we have with Reggie Net. This is a data fold from spring 2021 (so our current usage), a little bit about what usage means. When we looked at this, we're looking to identify course sections that are more the traditional courses: more than four students, we've excluded independent study, student teaching, clinical, dissertations, independent research and stuff like that. So, we took all the files and tried to pull these out, so we get more of the traditional types of classrooms. When we looked at usage, what we actually looked at is student access to one of three tools within Reggie Net. So, not that an instructor set it up, but that the students were actually using it during the semester. The three tools that we looked at were the resources tool, assignments (where students can submit assignments), and the gradebook tool

(which in my mind is one of the most critical tools that we have in a learning management system). Just to give you an idea of where we stand, in terms of usage for this time period, out of 4,542 course sections, 3,194 (86%) utilize at least one of these Reggie Net tools within their course and have students using it. This has obviously gone up, and we have more classes using it. That's where we are.

We've collected some subjective measures in terms of what people thought about our current LMS usage, satisfaction and support from both faculty and students. Some things that stood out for us: 84% of all respondents said they use it more than three times a week. 88% of respondents said that Reggie Net is very important. Satisfaction with Reggie Net support was rated "important" or "very important" 90% of the faculty.

Speaking a little bit more about the faculty, some of the pain points that we recognize that faculty voiced are definitely usability issues. If you've used Reggie Net before, I don't think this is any surprise to you. The interface has been described as clunky and cumbersome, too many clicks to get to where they want to go, or to upload content. They wish for more stability over time. Lack of meaningful help menus. The gradebook tool was the most commented on -- and mainly negatively. Those who select "satisfied" or "very satisfied" said we use it because we have to.

One of the things that the students would like to see and appreciated is a consistency and usage of Reggie Net across classes. So, the experience that they have from class to class, very similar tools are set up, and from the expectation management learning process this makes sense. Students also voiced that they're very interested in a mobile experience with the LMS, which we currently do not have with Reggie Net.

Dr. Cuenca-Carlino: So, one of the key challenges, as Rosie was saying, is it really does not translate to mobile use. We have found that it is difficult to integrate with other software and technologies. We have issues with functionality and usability, but the biggest concern right now is that the market share for Sakai/Reggie Net is really low. This is where we stand in comparison to other learning management systems that are out there. As you can see Reggie Net is at the bottom, and there are many other management systems out there that have more functionalities and have access to mobile use and other tools that will benefit our students and our instructors to support learning.

This is the evaluation approach that we have designed. We are going to be looking more into the campus needs. We're going to engage with all campus stakeholders, hence, why we're communicating with you today. We're doing multiple meetings. We're in the beginning stages of this process. We are going to study available LMS options and then recommend a solution. There's going to be two parts. If you look at the circle, the first part is just evaluating our current needs, looking at more data, looking at what else we need, then recommending a solution. The second part would be, once we select something, then think about the migration plan, right, because there are two parts to that. And then we'll have to think about implementation and making sure that there's a smooth transition. But that's our ultimate goal.

These are the stages we've estimated. We are right now in Phase 1. We have been looking at the data over the spring and the summer. We are now looking into raising awareness. We're presenting to you. We've talked to the President, to the deans, and we're going to talk to the chairs. We hopefully will form a task force by the end of the semester to start really looking into our options in the springs. Then we go into Phase 3 and 4.

Dr. Hauck: We plan to get as many stakeholders involved in pilots as possible: faculty, staff, and students. The task force is going to gather and examine feedback. That will begin the procurement process and that could take a variance amount of time, depending on which tools are chosen. We're showing you worst case scenario, but our timeline could change. It definitely could be faster, depending on what the task force finds. Once the task force makes a recommendation, it will need to be approved by administration and, depending on the cost, then going to the Board of Trustees. That will conclude the selection stage.

The second stage deals with the migration and adoption. Now, we turn to the data and what do we need to do, both from the technical point of view and the process and training point of view, in terms of how we migrate the data from our current LMS into whatever the new solution is. The reason we're engaging with so many different groups is we want to focus on having a good experience. We're trying to figure out what is the best migration plan, so technically we're able to get the data into the new LMS as easily as possible, but also provide support to everyone who's using the LMS; how we can get them on board as quickly and comfortably as possible. Hence, anyone who's interested in this, being part of this, and getting familiar earlier rather than later, you are definitely welcome to do so; there are lots of opportunities.

Then from there we move into early adopters, we begin the full migration, and eventually the full launch. Hopefully by that point, a lot of people will have seen it, played with it, been part of the committee to look at different things.

Dr. Cuenca-Carlina: As I mentioned, we're going to form a taskforce. We definitely want a cross functional team. We're going to ask for representatives from various areas, various media stakeholders. We definitely want students represented as well. As Rosie mentioned, we're going to be working with CTLT. They're one of the units that actually provide support for faculty in the use of Reggie Net.

Dr. Hauck: To start to sum up, we currently have 86% LMS usage. We know it's not perfect. We know some of the areas where it falls short. What it can be. The idea of what we're doing is to really think through this carefully. Make sure as many people are involved as possible. One of the things that differs from what we did last time, we've had Reggie Net for about 10 years, is that task force will be involved, not just to the selection, but throughout the entire process; the migration process and so forth. When we did it 10 years ago, the task force voted and that was it until it was released. So, we want to keep that knowledge that they had and what they learned. Again, members are drawn from all different areas and committees across the University, at all different levels. With that, we're looking for some key functionality in terms of accessibility on all platforms, this includes mobile, because people work differently now than they did 10 years ago, right. We want to be able to provide that to our students and our faculty.

Continuous communications. We'll show you the first steps that we've done already. And have a solid strategy on how we're going to convert content from our current to our new LMS, trying to make our new experience as easy as possible. Trying to do as much as we can to move stuff over to the new platform. Luckily, there are lots of tools now to do this, whereas 10 years ago, maybe not as much. So, we're going to look into some of those technologies as well. We'll look at grade and content import. The goal is to minimize instructional interruption as much as we can. And then, of course, to provide support from both CTLT as well as Technology Solutions side to go with it. And from both of our sides, we have people involved already in the live conversations to give them the heads up that this is coming. And that's what we're doing here today.

Dr. Cuenca-Carlina: As, Rosie mentioned, we'll continue to present. We have presented to different groups and we're in the state of raising awareness. We will update throughout the process. We are asking at this point for any type of feedback or questions you might have. We have a website, if you want to get involved, have any type of question or feedback. The project name is officially NextLMS, so if you go to <https://nextlms.illinoisstate.edu/> you can go to our website. There's not much there, but it's basically what we told you today. I do want to mention, we have that red button "get involved" to submit your questions, so feel free to push that button and send us feedback. We're monitoring that, and we'll continue to add onto this website as we move through the process, in the spirit of transparency in what we're going. And that's all.

Senator Horst: Thank you very much. And my understanding is the same presentation will be given to SGA, so that's another opportunity for questions. Does anyone have any questions at this time?

Senator Midha: I'm assuming that there were pain points that led to this situation. Would you have any idea what were the main pain points?

Dr. Hauck: What has happened is as we get requests on the technical side from faculty who want to integrate different tools, what we're finding with Sakai as a platform, it's become harder to integrate those tools into the platform. Why develop on technology when a lot of people aren't using it. Right. We're heading to the point where Illinois State might be the largest user of Sakai and I don't think that's where we want to be. The students have asked for a mobile application. For us to do that, we would basically have to build it from scratch. Whereas some of the widely used LMS's come with a mobile app, because there is more development, third parties, as well as textbooks companies, and other types of educational technology tools. They want to play with the big platforms. So, they're developing to integrate with those platforms. So, the longer we stay with Sakai, we're going to miss out on those functionalities that are becoming standard in some of these other tools, because that's where the development is. So, give instructors what they want to do in the classroom, and what we want to bring to the classroom, this becomes challenging. And to add to that, our new student and faculty, maybe some in this room, when you guys come to ISU, you're coming from some of these other tools. Right. So, you're used to using some of this functionality and platforms, even in high school. And then you're coming here and you're seeing Reggie Net and you're like, well, what is this? How come we can't do this? How come we don't have the mobile app? And that becomes harder and harder to defend as we go on. It becomes harder, both technically, but also from the business side, what goes on in the classroom to deal with that, and we're caught.

Senator Midha: I have a comment and a question. The timeline we have for four years, could it be shortened by going back to the slide and picking up the stuff and you just run with it with your procurement?

Dr. Hauck: Absolutely. A lot of it comes down to the task force. The task force, again, are representatives across the University, it's not up to us to tell them what to do. So, we present what we think will be the longest scenario, but there is a good chance that the task force decides quickly. There's a lot of information out there. And if you look at some of our neighboring institutions, they recently moved LMSs, and we can see what they're moving from and where they're going.

Dr. Cuenca-Carlina: I think the migration is going to be key. There are now different organizations that, actually, that's their goal; that's their role to help universities move from one LMS to another. So, we have actually seen a lot of universities contract with these types of organizations that help make that transition smooth. Other universities have to use a lot of graduate students and others to try to help with that transition. So, I think the migration plan could also save some time there, depending on what the task force decides. Our ultimate goal is to make sure that the transition is smooth and try to minimize interruption as much as possible.

Senator Midha: Last question. Will the vendor stay alongside? Or will the vendor also be changed?

Dr. Hauck: Well, the vendor is Sakai.

Senator Midha: Thank you.

Senator Schmeiser: My question is about the chart right here. What is this chart measuring? I see a slight decrease and it's low. Is this overall satisfaction? Is this hours used?

Dr. Hauck: I think this is usage. Everything that we've seen, even the development over the last few years with Sakai, it's all pointing to the same... we kind of know what's going on here. Unfortunately, right.

Senator Schmeiser: Sure. 10 years is a good run though.

Dr. Hauck: Right. Yeah. We learned a lot in those 10 years, let's just put it that way.

Senator Schmeiser: Absolutely. Thank you.

Senator Toth: Would you say you have an adequate student and faculty respondents to those surveys to have a good enough idea of what the campus is looking for?

Dr. Hauck: I don't have the numbers, but I can look it up. This was in the last program. We do this survey, the MISO survey, and there's actually another survey that CTLT does as well, but we decided it's pretty much the same results. We do it annually. So, what I'm showing is the latest results, but we're seeing the same pattern time after time. Again, from both the student's point of view as well as the faculty point of view, I don't think there's any surprises. That being said, there is a high learning curve. We have a lot of faculty who have achieved that, right. Again, you use it because that's what we have to use, like it or not. We learn to deal with the usability issues and the number

of click, and how it's not easy to upload stuff, or do something as it acts right. But it just becomes harder to integrate new functionalities, right, and new possibilities in the classroom. And as we look at the possibility of other types of programs, not just on campus, it becomes even harder to have that discussion and how would you support those students and that learning experience. So, the patterns are the same. I can get you the numbers. But we've seen the same thing over the years.

Senator Toth: Okay. Thank you.

Dr. Hauck: And it's a good thing, because we have more people using technology because of COVID. And so, it just sort of confirms what we've been seeing all along.

Senator Samhan: So, if, wishful thinking, this happens, does that mean Reggie Net's going to be retired? Or are we going to continue to use it while we're using the other one? And do we have a plan with the migration training faculty to moving on to the next one? Because we still do training sessions today on Sakai and Reggie Net. So, moving to a new one is going to be a bit of a challenge for the less technical.

Dr. Cuenca-Carlina: That's built into our plans for the migration. That's something that we've talked about and that's something that we hope that the task force will help us decide. So, it's not only the physical transition of the content and learning, but actually professional development, in terms of how to use that learning management system. So, our goal is to do this transition in phases. So, there might be a time where we have both until we move all the faculty to the new system.

Dr. Hauck: But, yes, to be clear, at some point in time we will sunset Reggie Net/Sakai to whatever this new LMS is.

Senator Otto: I really appreciate your attention to migrating content because that was a low point last time, and it was disastrous. I also just wanted to say that I hope that the training that happens for faculty is going to be during faculty on-contract time and we're not going to require faculty to learn a new system when they're not on contract.

Dr. Hauck: That is part of the plan. Again, our plan is to give faculty and students the best experience as possible as we migrate from this. I think, now we do have more resources to do that and do that well.

Chairperson's Remarks

Senator Horst: I'd like to start off by welcoming Senator Lucky Deutsch as the new Student Life Senator. It's always great to have new members.

Tonight, we have two important action items. We have vote on changes to policy 3.1.30 Criminal Background Investigation policy and a vote on the IDEAS Graduation Requirement Proposal Recommendation. Both of these are significant proposals, and I look forward to hearing people's thoughts and opinions on these proposals later on this evening.

We also have three potential information items coming to us from the Rules committee. These are proposed changes to what we call the "Bluebook", which contains a description of the voting

membership and function of every external committee of the Senate. At one point, it was a standalone document that was somehow blue. It is now our “Appendix II” to the Bylaws, but we still like to call it the Bluebook and, I believe, we still try to print it on blue paper. So, that’s what those changes are about.

I had the pleasure of introducing President Kinzy at yesterday’s State of the University Address. Thank you to everyone who came out for that event. It was really great to hear President Kinzy’s remarks about how we can measure our success and how we can move forward as a University. I also had no idea that the 100th anniversary of Homecoming is coming up! There was a lot of interesting data about how the University is doing.

When we get to Administrator’s Remarks, I would like to remind all Senators of the “48-hour rule.” If you have a specific topic that you would like to ask an administrator, we ask that you email them 48 hours in advance and let them know what you will be asking. This gives them time to do some research, gather information, and consult with members of their staff who might have expertise on the topic, if appropriate. The 48-hour rule does not apply to items that are addressed in the Administrator’s Remarks. This rule is not meant to limit questions but rather to ensure that administrators will be able to provide accurate information.

I would also like to remind committee chairs that the deadline for submitting items for the Executive Committee is Thursday at noon.

Faculty, we have more elections to conduct during our Faculty Caucus. As well, we have two items to consider – an ad hoc committee proposal and policy 3.3.9.

Finally, I would like to remind faculty senators that we will be having a special Wednesday night Faculty Caucus meeting on October 13th from 6 pm to 8 pm, which is one week after our next Senate meeting on October 6th. We will hopefully have a draft of the proposed ASPT revisions from the University Review Committee. THIS MEETING WILL BE IN THE CIRCUS ROOM.... Which is next door. Please mark your calendars.

Student Body President's Remarks

Senator Villalobos: I wanted to start off in congratulating our Redbird football team for their rivalry win against Eastern this past weekend, and I want to give a huge congratulations to Head Coach Brock Spack for becoming the winningest coach in ISU football history. I am always pleased to see our student-athletes and coaches in the spotlight as they undergo their pursuit of championships.

I also wanted to take the time to wish everyone here at Senate a Happy Hispanic Heritage month. As a proud member of the community, I want to urge everyone to all year around, not just until October 25th, to support the Hispanic community and to support our Hispanic Redbirds in their personal and academic endeavors.

I’d also like to welcome Senator Lucky Deutsch to his first Academic Senate meeting. Senator Deutsch stepped up and filled this role shortly after it became vacant, and I’d like to express my thanks to him for taking on increased responsibility as a student leader.

I applaud the many members of our campus community who have come together to use their collective voice to discuss campus safety. I support their ability to do so and support their message calling for all of us to do whatever we can to continue to foster a campus environment that is always safe for all.

A few updates from the Student Government Association to wrap up my remarks. I was proud to sign 4 pieces of legislation passed by the SGA General Assembly at our meeting last week. A resolution was signed authorizing an SGA-led cleanup of the campus Veterans Memorial which is scheduled to take place in October. A resolution was signed expressing official SGA support of student voices regarding fire safety in student apartment complexes, which also calls on ISU and the Town of Normal to support students in their fight for increased safety measures. A resolution was signed expressing SGA support of TRIBE's request for a future place in the Multicultural Center. SGA remains firmly committed to supporting all of our indigenous students as well as TRIBE and its members. And lastly, an amendment to our Bylaws was passed establishing the new External Committee of Public Relations, in order to better assist the SGA Secretary of Public Relations and their work for the association.

Administrators' Remarks

- ***President Terri Goss Kinzy***

President Kinzy: Good evening. My comments are brief tonight, as I provided a lot of information during the State of the University Address yesterday. If you haven't seen it yet, or you enjoyed it so much you want to watch it again, it is on the front page of the website.

On a serious note, I want to reiterate the importance of continuing to raise awareness in the search for information regarding the disappearance of graduate student Jelani Day. As I mention yesterday, in consultation with his family, we continue to provide support to them, and I ask that we continue to provide support to each other. In fact, I spoke today with one of our elected officials in the legislature and asked for her assistance and the assistance of her colleagues in raising awareness about Jelani's disappearance, particularly with state agencies, which she was happy to do.

I also want to acknowledge that I am aware of the recent safety concerns of our students, and Senator Johnson will discuss our approach to campus safety today.

Lastly, I want to thank Senator Villalobos, for our regular meetings and for his feedback. In fact, during our last meeting, we had robust discussion about what was next in the safety of our campus as relates to COVID-19. He made some really great comments about returning to the message of vaccination and making it easy for our students. There is a new map to make it easier for students to find locations for vaccinations and increase use of social media to send that message around. That is all coming out this week. So, thank you very much for that.

I would also say that I am pleased that we still continue to rise in terms of percentage vaccination every few days. And so, between Friday and Monday, it was great to see all of our numbers go up. Our faculty/staff numbers are at 92%. I want to challenge our students to see if they can beat the faculty and staff. They're not quite there yet, but they are going up every week. We are all in this

together to help to educate people to how that works. It really will make a difference in our community because we all want to be here together.

In addition, I met earlier today with the chairs of the A/P and Civil Service Councils. I appreciate their open and ongoing dialogue on staff engagement, the ideas and feedback they give me and that we share together on the staff experience at ISU. It's a critically important part of our community.

Lastly, as I said in my State of the University Address and I want to reiterate here, strong policies, procedures, and practices are critically important for a University that runs efficiently but also gives clarity to the members of our community about everything that goes on. I really appreciate Senator Horst and the Academic Senate for your work in ensuring that our compliance policies are up to date. This work is critically important to the University and I'm really impressed at the attention and the commitment that you all have made to do this. It's really a great start to our academic year. Thank you.

- ***Provost Aondover Tarhule- excused***

- ***Vice President of Student Affairs Levester Johnson***

Senator Johnson: As President Kinzy indicated, I will focus my remarks on campus safety. First of all, I want you to know we are taking these concerns very seriously. We care about you. We hear your concerns. We are here for you. While I cannot share any specific details related to ongoing investigations, I can share a few points about the steps we're taking as a University to address these concerns.

Our administration has been meeting with students to listen to their concerns and will continue meeting with these students over the next few weeks. We are increasing our policy presence on and around campus. We are also looking into whether additional security can be made available through further partnerships with Securitas—that's our security force, that walks around, opens doors, and literally are the eyes for the campus community in the evening hours. We remain in constant communications with local government and law enforcement, as well as landlords of off-campus leasing properties to ensure that the safety of all students is a priority.

When instances have occurred that have risen to the level of notifying the campus community, we have sent ISU Emergency Alerts and Crime Advisories. And we'll continue to do so.

We have been widely promoting Redbird Safe Walk, a police escort service that is available 24/7 to the campus community. University Policy will be holding self-defense classes this fall semester as well. We have also had over 900 downloads of the Safe Redbird app just within the last week. I encourage all of you to download this app if you haven't done so already. We will continue to promote these programs and services on social media and through additional outreach over the next few weeks, and on an ongoing basis. In addition, we will continue our conversations with students, student groups, organizations, and create new and even better ideas about how to make sure students feel safe and the community feels safe on this campus.

Again, we care about you and we care about your safety. We hope that you will not only take advantage of these services, but you will also want to reach out to any University staff member with

your concerns. We're here for you and we want to continue working together to ensure that the safety of our entire Redbird community stays intact. I have here with me Chief Woodruff in case there are any additional questions people would like to ask of us.

Senator Swiech: My questions isn't related to your updated report on safety, although I do appreciate that. Rather, I have a concern about COVID vaccinations. Yesterday, I spoke to a student who told me that despite not being vaccinated she has never taken a COVID test here on campus, and she just ignores the final notice emails that she's being sent because nothing has ever actually happened to her. This is especially concerning to hear because she's a student who lives in University Housing. So, I was wondering if you had an estimate of the number of students who are currently out of compliance with this requirement and if you have a timeline for when students will begin to see consequences for non-compliance.

Senator Johnson: Great question. I don't have the specific numbers. Had I known that you were going to bring that up I would have tried to get some type of ballpark. I will tell you this, if you have not followed through with the requirements, and you've been receiving these notifications, oh, you will be found. You will be followed up with, and that's just a matter of time. Our student conduct area is following up with folks. It will take time in order to get with every single individual, but they will be gotten to, guaranteed.

President Kinzy: If you look at our COVID dashboard, you will see that the test results went up dramatically on Monday. That is a big effect of significant increases of enforcement. We haven't gotten to every student, but those efforts are definitely happening. We're in very low numbers of faculty and staff that our out of compliance, like extremely low. I think less than a handful, truly. And you can see that there has been a big uptick in testing because we are pursuing. A particular student may say that, but there has definitely been a lot of follow-up. And there will be increasing information very soon, once the cabinet meets about what our next steps are going to be.

Senator Biancalana: I just have a follow-up question. You said that your office is going to get to every student. Is your office happy with the amount of time it's taking to get to students? Or is there an increasing sense of urgency considering we're almost through the sixth week of school?

Senator Johnson: I wouldn't say there's an increased sense of urgency. But there is, and had been anticipated, that it would take some time to get to individuals having vaccinations or testing and those not. As we're doing this, we're juggling this aspect of having an individual who say they're ignoring these notifications and by the time we get to them, guess what, we find out they they've actually been vaccinated and they're able to share that information.

Senator Villalobos: Perhaps a question more for Chief Woodruff. I know I discussed this briefly with Vice President Johnson, but for everyone here, could you just briefly explain what the extent is of ISUPD's jurisdiction in and around campus and what it takes for our officers in our department to be involved in certain cases, and what it takes for them to not be.

Chief Woodruff: I think a good way of explaining it, as relates to this audience, is if you have a group project in class. When you're assigned your own project, you're responsible for your project, you see it through to the end. When it's a group project, you've got differences of opinions, and other people's input. So, when it's an incident that occurs off-campus we're relying on other agencies to assist in providing us information, and again, we're stressing the importance of us getting timely

information out to our community. So, our jurisdiction is technically any county the University has a vested interest, but in terms of where our authority ends it really is with University-owned and controlled property. So, we do have good partnerships with Normal and Bloomington Police and the other agencies. It's just that sometimes, again, there can be a difference in how they perceive incidents that we may see as something that we want to get information out sooner than they may be willing to.

Senator Biancalana: Have there been any preventative policies instituted that could act against any of the reported crimes?

Senator Johnson: I think one of the things that we've done, as I've indicated, is we've become a little bit more visible. Some of you may have seen some of the ISUPD vehicles located in the Alamo parking lot, and different places around campus. So, that is definitely taking place and it's intentional. Our officers on bicycles are trying to be out and more visible as well. I think the conversations that we're having with our partners (Normal and Bloomington Police) are important as well, as far as them being on the watch for our students living both on- and off-campus. I think all of those things combined are going to help us to hopefully feel a little bit safer and to keep those conversations ongoing. I know SGA will have their partnering meet-and-greet with the Mayor's office. Those conversations do center around these types of issues, whether it's safety on-campus or things that we can partner on in order to make sure that our students are feeling great and a part of this community. So, those type of things are ongoing. We're looking forward to those continued conversations.

Senator Horst: I have a quick question. Could you tell us about the Safe Redbirds app and what that's about?

Chief Woodruff: The Safe Redbirds app is a mobile app that's ran through Emergency Management. It came out a couple years ago. It's got a number of different safety features. The one that's most popular right now is Virtual Safe Walk. So, what it does is if you activate that feature it sends a message to the police dispatch and basically it sends little breadcrumbs of your location, where you're going to, until you get to whatever location you want to and you shut it off. In the event that something happens in the meantime, you push the button, our dispatch immediately gets an alert, and we know exactly where your location is. So, kind of the concept of the blue lights only it kind of follows with you. The other feature it has on there is the friend walk. It is very similar only it doesn't send it to dispatch it sends it to a person of your choosing, whether it's a family members or friend. Again, it's for those that don't necessarily want the police watching them but at least someone watching over their shoulder. And then it's got other safety features, emergency plans, in the event of an emergency what do I do. So, it's a great feature to have all around for safety on campus, and I certainly would encourage everyone to download it, not just students.

Senator Miller: For the Safe Redbirds app with the virtual walk, you were just talking about, can students use it for going to non-campus buildings?

Chief Woodruff: I believe it does work everywhere within—I think, and I'd have to verify with Director Hodges—the Bloomington/Normal community. They put a geo fence to keep it from... if a student was in Chicago and activated it, because we wouldn't be able to monitor it from there.

Senator Samhan: I have a question about our COVID situation. As a faculty member we get emails from the Dean of Students, saying that a student will be absent, but we don't know why that student

is absent. Given that there is potentially a COVID case in your classroom and we're not aware of it, it is a safety hazard. On a personal level, if I take my kid to a hospital, the first question they ask us is have you been in contact or close proximity with some who has COVID. My answer now is I don't know, because I don't know if any of my students in my classroom ever have COVID, or if they had COVID and have been treated. Is there a way, and I know we have to be private about the student information, but is there a way in the email to indicate that the student that is absent is absent because of COVID?

Senator Johnson: We cannot disclose that type of information, nor would we be able to if it was something outside of COVID. If it's medically related, that's not something we can share.

- ***Vice President of Finance and Planning Dan Stephens***

Senator Stephens: I will limit my comments to one key point. President Kinzy mentioned in the State of the University address yesterday about the grand opening of the new Multicultural Center which is going to occur on Friday October 15. I actually want to take this time to personally thank a number of teams that work together from several areas across campus over the last two years. There's a lot of team members from Facilities and Planning, Dean of Students office, Office of Diversity and Inclusion, a number of student teams were there, and many others. So, thank you very much for all of your assistance in that. We're very proud of this new facility and hope all of you will attend the grand opening events. That is my comment for the evening, and I'll be happy to take questions.

Senator Landfair: For the Multicultural Center, do you know when we we're going to get a sign? Because I know so many students who want to go but don't know where it is. If they look it up on maps, it's not there. When I go, it's just the actual address. Very hard to find. And it's also on the very edge of campus, in relation to all the other buildings.

Senator Stephens: Thank you very much for the questions. We refer to that as wayfinding. I will get back with our teams because I know we're trying to update all the maps. But certainly we will focus on making sure that anyone on campus will be very aware where that new facility is located. Thank you for that question.

Senator Horst: Same thing. I was driving down the street looking for it and couldn't find it.

Senator Miller: Are there concrete plans to add TRIBE to the Multicultural Center?

Senator Johnson: Yes. We had an outstanding meeting, thanks to President Kinzy and Dr. Houston for coordinating a meeting with TRIBE, myself, Dean of Students, Dr. Christa Platt the Director for the Multicultural Center, in order to meet with members of TRIBE and their advisors. Outstanding outcomes from the meeting, and long story short, there are plans for identifying some transitional space within the center for TRIBE. But more importantly, it's not just about space, which was one of the points that was made throughout there. One of the systems, structures, support, and advisement that can take place through the Multicultural Center for that group to thrive even more so. Outreach marketing and communication was a big thing that they talked about during our conversation with them. So, whatever we all can do in order to uplift their name, presence, and visibility that will be extremely good for that group to really thrive within this community. So, thanks for your question.

Action Item:

From Executive Committee/ Associate Vice President of Human Resources Janice Bonneville:

07.07.21.01 Presidential approval form

07.07.21.02 Policy 3.1.30 Criminal Background Investigation Previous Copy

07.07.21.03 Policy 3.1.30 Criminal Background Investigation Mark Up General Assembly Changes

07.07.21.04 Policy 3.1.30 Criminal Background Investigation Current Copy

09.10.21.03 Policy 3.1.30_Criminal Background Investigation MARK UP

Senator Horst: You have a new draft in front of you. I want to point out some changes that were made to this. This is document 09.10.21.03. It includes some of the comments that were made during our last meeting. Under Application Disclosure, the “will” was struck out and “may” was inserted. There’s now a description of the Criminal Background Review Committee (CBRC) and the representative offices that will be included in that committee. And then at the very end it says, “The candidate also has the right to file a complaint...” as opposed to the “employee.” So, those were changes made as a result of our conversation last time. This is coming to the committee of the whole.

Motion by Senator Pancrazio, seconded by Senator Cline, to approve the changes to the Criminal Background Investigation policy.

Senator Nikolaou: I have only one friendly amendment. When we added the CBRC members, to add a comma after Campus Police.

The motion was unanimously approved, with the friendly amendment.

09.08.21.21 - IDEAS - Approval Language

03.25.21 IDEAS Graduation Requirement Proposal Recommendation from AAC (Academic Affairs Committee)

05.01.19.03 UCC_IDEAS_Executive Summary (Academic Affairs Committee)

05.01.19.04 ProvostCharge_AdHoc_Report-Jan2018 (Academic Affairs Committee)

05.01.19.05 UCC_Subcommittee_Report- Nov2018 (Academic Affairs Committee)

05.01.19.06 45 PAGES- Summary_UCC_Campus-wide_Survey_2018(Academic Affairs Committee)

Senator Horst: Regarding the IDEAS proposal, Senator Stewart had some questions from a constituent of his and Amy Hurd sent some responses. I just want to read those now:

1. How are the "D"s that designate diversity-related courses at other IAI institutions determined?
 - The IAI General Education Core Curriculum (GECC) faculty panels. More specifically, the GECC Humanities & Fine Arts (HUFA) panel and the GECC Social & Behavioral (SBS) Sciences panel.
2. Who decides on that designation, content-experts or someone else? How?
 - When IAI was being created in the ‘90s and officially launched in 1998, the IAI faculty panels were aware of the public statute (110 ILCS 205/9.21) mandating all public community colleges and universities to require a diversity course within their gen ed programs. The GECC HUFA and SBS faculty panels therefore decided to designate certain descriptors with a D for diversity or a N for non-western. Most, if

not all, public universities and all community colleges rely on the IAI designated courses to fulfill this requirement. The panels review their descriptors regularly to determine if any changes are needed and also consider a D or N designation when creating new descriptors. All institutional courses that are IAI approved are reviewed by the panels approximately every five years to ensure the course still aligns with the panel's descriptor and course approval criteria. Courses are also reviewed by the panel if an institution makes significant changes to the course.

3. Has anyone at ISU investigated that process, those courses and the syllabi to see if they would meet our standards, and, if not, will they?
 - We trust that the panels are doing their jobs. If we identify our IDEAS courses, we expect that other universities will trust that what we designate and accept is correct.
4. Are ISU faculty able to participate in that process, and if so, how?
 - ISU faculty are able to be a part of the panels, and we are often looking for volunteers for this important work.
5. If a student completes a baccalaureate-oriented Associates degree at an Illinois community college, are those all required to include one 3-credit-hour "D"-designated course, and so anyone entering ISU with such an Associates degree is ALREADY completing a requirement that we have not yet put in place?
 - All state institutions have this requirement per legislation, including community colleges. Some have chosen to use a course designation like ISU and others have infused it within their GECC like Heartland does. The legislation can be found at: <https://ilga.gov/legislation/ilcs/documents/011002050K9.21.htm>.
6. Who will determine who are the content experts on campus?
 - For the IDEAS courses we will ask for volunteers, expressly requesting content expertise. The panel will be assembled so we have representation from different colleges and areas of expertise. We trust that the faculty will self-identify as an expert in the IDEAS areas and trust their expertise.

Senator Cline: Thank you, Chairperson Horst. I don't have much to add, except that I was asked on the side from students about what the implementation calendar would look like. So, if the proposal is approved soon, then what we would be expecting is likely the implementation would begin with freshman entering in the 2023-2024 academic year.

Motion by Senator Cline, on behalf of the Academic Affairs Committee, to approve the IDEAS graduation requirement.

Senator Blum: I just want to speak in support of the proposal. I think this is an important step forward for our University Community and in our curriculum.

Senator Spranger: I think it's been really well developed by all the people that have been involved in the process so far, and I think it's time to vote on it.

Senator Pancrazio: I concur with the Senators that have already spoken.

Senator Phares: My freshman year, like many of my peers, I longed to get involved. What interested me a lot was political activism. Unfortunately, there wasn't really an organization at ISU that I was looking for so as a freshman I started the RSO Turning Point USA, which focuses primarily on politically conservative activism. On Veteran's Day 2019, I was out on campus to advertise this club in an attempt to gain members and get it up and running. While hanging posters I was approached by a professor I hadn't met before. Without getting into too much detail, an altercation began by him using explicit language towards me and the altercation ended with me filing a police report because I was physically assaulted by this professor, all because I took the initiative to start an organization for an underrepresented, ideological group on this campus. The weird thing is, after this incident I was less concerned for myself and more concerned for his students. I worry to this day that his students aren't being exposed to all sides of arguments. If this is how he treats an alternative viewpoint outside of the classroom, how does he handle it inside the classroom. If a student of his dared to offer a politically correct viewpoint in response to his curriculum would it be treated as a learning experience for all students? Would he harbor an environment for quality conversation and debate? Or would the student who dared question the professors of the world be subject to ridicule and a failing grade? The point I try to make is I worry about the implementation of the IDEAS act.

My experience is not the only instance of ideological intolerance on campus. A constituent of mine raised concerns about the class EAF 228. While in this class he was required to write an essay that included a prompt that operated under the premise that white privilege existed. This student, along with many other people on campus, in the country, and in the world, don't necessarily believe in that premise. However, in this class, he was forced to take the opinion of the professor and dissent would not be tolerated.

While I know there are professors at this University that are very open to discussion or debate, every professor that does not allow dissent is not only doing a disservice to their students but also breaking ISU's core values of diversity and inclusion. Why is it that when it comes to diversity, we never discuss ideological diversity? Do we value the color of someone's skin more than the thought in their head? The point I'm trying to make from all this is I do not think the IDEAS graduation requirement in implementation satisfies our commitment of being both diverse and inclusive, because it fails to ensure professors in the required classes are harboring classrooms in which students are learning information and not being indoctrinated with opinion. Thank you.

Senator Monk: As a Latino student, my greatest fear is that the IDEAS proposal will only lead to the dangerous perpetuation of the lie that the Latin community are victims and are helplessly oppressed by society. That our capacity of success lies outside of ourselves and in the hands of a miasmatic privilege held by white people. Honestly, I've never bought into the whole self-victimization mentality. I believe in going for what you want in life, and not pointing fingers at everyone else for life's inevitable trials and tribulations. We all have our own individual advantages and disadvantages in life. All that matters is how we capitalize on our advantages and overcome our disadvantages. I refuse to attach one's identity and the merit of their ideas to their skin color. The IDEAS proposal doesn't only enforce the poisonous notion that Latino students are victims but

demand they internalize this lie. This will lead not only to the Latin community but all minority students, holding themselves back from their full potential under false premises, while wrongfully casting guilt upon white students as a scapegoat of all their challenges. I am not a victim and I will not accept being pandered to with virtue signaling and self-imposed guilt. Thank you.

Senator Miller: Just to kind of comment back on previous comments. I believe it's important to identify that ideological differences are chosen. When you are a minority person, you do not choose to be black, you do not choose to be Asian. So, I think it's important to make that distinction, because this IDEAS proposal includes everything from minorities, for people who don't choose to be so. So, I just want to let you know.

Senator Landfair: I just wanted to say, from my point of view, I don't feel that this proposal will, as Senator Monk said, put minorities in a place of victimhood. I think, if anything, specifically for the purpose of race and all that, I think it will help educate our white peers because I feel a lot of the times, they don't truly know what the experience is. And I don't think even through one little course they're going to get that full experience, nor do I expect them to. But as a stepping off point, I feel like this requirement will be necessary. So, that's my comment.

Senator Hogue: I would like to make a point of affirmation for this piece of legislation. I think we already have the wonderful foundation of the AMALI courses, as a great way to become more connected to our greater world. I think the IDEAS requirement is a wonderful way for us to, instead of looking outwardly to the greater world, for us to take a good look at our culture as Americans. It's a good chance for us to look at that and really critique ourselves. I think this IDEAS requirement is a wonderful way for us to become better students and more compassionate human beings. So, I very much support it.

Motion by Senator Villalobos, seconded by Senator Garrahy, to do a roll call vote. The motion was unanimously approved.

The motion to approve the proposed IDEAS graduation requirement was approved, 46-3.

Senator Horst: I just want to take a brief moment to acknowledge all of the people who worked on this initiative, that started back in 2017:

U.S. Diversity Ad Hoc Committee members, chaired by Dr. Rocio Rivadeneyra: Thomas Gerschick, Doris Houston, Susan Kalter, Cindy Kerber, Julie Lynd, Horace Melton, Alan Bates, Sally Parry, Touré Reed, Jonathan Rosenthal, Yusuf Sarfati, Archana Shekara, Ryan Smith, and Aslihan Spaulding.

The chair of the UCC needs to be recognized. Jean Stanford did a lot of work on this as did the sub-committee chairs of Martha Cook and Joe Trefzger.

Also, I want to thank the Academic Affairs Committee of 2020: Craig Blum, Somnath Lahiri, Lea Cline, Tracy Mainieri, Dimitrios Nikolaou, Eric Peterson, Lauren Harris, Taylor Phillips, Genesis Robinson, Dylan Toth.

Great thanks to Amy Hurd on all of her work on this. Also, Provost Tarhule and Provost Murphy.

And finally, special thanks to Senator Lea Cline and Senator Dimitri Nikolaou who really steered this proposal.

Information Items:

From Rules Committee:

02.18.21.12 Academic Planning Committee Blue Book page Current Copy

09.09.21.07 Academic Planning Committee Blue Book page Mark Up

09.09.21.08 Academic Planning Committee Blue Book page Clean Copy

Senator Stewart: Just to do a quick summary of the most important changes. There were some title updates and allowances for designees to attend meetings in some cases. Overall, these revisions were made in consultation with Cooper Cutting. Various revision to the functions of the APC were suggested by the APC and others. Rules accepted some of these revisions and rejected others after some discussion. Finally, Milner reports that they very much would like to be included in the program review process, so the language proposed and included in this document allows Milner maximum flexibility as they develop plans for routine self-study and review.

Senator Horst: I noted in the Rules Issues Pending list, there was a mention of a possible logic that this would only be for tenure-line faculty. Did the committee get a chance to discuss that idea? Given the workload and that NTTs don't get credit for service as part of their workload.

Senator Stewart: No. I'm sorry, I don't believe Rules has had a chance to discuss that.

Senator Nikolaou: I have a question about Function 4. When we talk about the review of a self-study for Milner Library, do we need to have a limit? So, for example it's not going to happen later than five years? Because right now it's really open-ended.

Senator Stewart: I suppose that it is. I think that the idea is that when Milner developed more concrete plans then this document would be revised again. Milner is still in the planning stages, thinking about how often they would like to do self-review; how substantive it should be, etc. So, that's why the language is as it currently is, to give them flexibility to work that out.

Senator Horst: This language was proposed and agreed to by Dean Long of the Milner Library, I recall a Zoom meeting where we did that. Also, it should read "...at the discretion..." just a friendly editorial change.

From Rules Committee:

02.23.21.02 Administrative Affairs and Budget Committee Blue Book Charge Current

Copy 02.23.21.03 Administrative Affairs and Budget Committee Blue Book Charge Mark Up

02.23.21.01 Administrative Affairs and Budget Committee Blue Book Charge CLEAN COPY

Senator Stewart: The summary of the revisions are pretty minimal. In a few cases, Bylaw's citations have been updated and fixed, so they go to the proper places. There was an update of Cera Hazelrigg's title. I suppose the most substantive change is to V. d. This adds the Academic Facilities Priorities Report to the charge of the AABC, as one of the things that they would be looking at every year.

Senator Horst: Yes, and this reflects an Executive Committee discussion quite some time ago. I was wonder if Senator Stephens or Senator Marx could update us on exactly what the Academic Facilities Priorities Report is.

Senator Marx: Every year, for a long, long time, a committee made up of people in various dean's offices and Facilities and so forth that maintain this list of facilities that need to have work done, or things we would like to do as request. So, every year they have this prioritized list of things that are ongoing projects that are either approved or waiting for approval.

Senator Horst: And is this the correct name of the report still, Vice President Stephens?

Senator Stephens: I believe it is. I can check on the naming. Some of my team members are on that. What it does, it allows our Facilities team to work with the academic units and to continue to monitor prioritization of a variety of mostly, again, a lot of smaller projects so that they don't get lost in between all these larger projects that we do. It's very fluid and active type of process, if I'm following right.

Senator Horst: Did we see some of that tonight in our presentation? No, it would be smaller scale things.

Senator Stephens: Yeah. It would be much smaller.

From Rules Committee:

02.23.21.04 Planning and Finance Committee Blue Book Charge Current Copy

02.26.21.01 Executive committee minute excerpts 08-22-17 AFAC report

02.26.21.02 Planning and Finance IP list AFAC report

Senator Horst: At a meeting in 2017, the Executive Committee wondered if both committees should be reviewing this report. The plan last spring was to just discuss it on the floor and again, I'm going to turn to an expert on this topic, Senator Marx, do you have an opinion as to whether or not both committees (since you've been chair of both committees) do you think it's wise to have both committees review the report as the Executive Committee suggested?

Senator Marx: Yes. Because both committees have an interest in what is going on in terms of facilities.

Senator Horst: So, we could just add to number 5, "Review the report on the annual capital and operating budgets and the Academic Facilities Priority Report..."

Senator Marx: If I could add, in terms of the committee's time spent on this, I imagine it would be a very small amount of a single meeting. So, it's not like we're adding a big burden to the committee.

Academic Affairs Committee: Senator Cline

Senator Cline: The Academic Affairs Committee this evening began a discussion with the assistance of University Registrar Jess Ray on the revision to and updating of the Withdrawal policy. We will continue that discussion next time.

Administrative Affairs and Budget Committee: Senator Smudde

Senator Smudde: The Administrative Affairs and Budget Committee met jointly today with the Planning and Finance committee, and we had Senator Stephens, Vice President of Finance and Planning, who presented information about the operating and capital request budget.

Faculty Affairs Committee: Senator Nikolaou

Senator Nikolaou: The Faculty Affairs Committee met this evening and we had Kathy Spence join us to talk about policy 1.8 and in our next meeting we should be done with the policy. So, we are getting there.

Planning and Finance Committee: Senator Vogel

Senator Vogel: I will add to the joint committee report that we accepted a proposal to modify our Issues Pending list for the PFC from the Executive Committee's memo.

Rules Committee: Senator Stewart

Senator Stewart: We approved two sets of minutes. We discussed policy 1.10 editorial changes, especially in light of some new information, and approved those changes. We discussed a question related to the viability of the Textbook Affordability Committee, and the Rules committee voted that we now consider that issue resolved. We continued our discussion of the Wonsook Kim College of Fine Arts Bylaws revisions. We're about two thirds of the way through that. I hope that we can finish our discussion of that next time.

Communications

Senator Stewart: One of the charges of the Rules Committee is to occasionally revise the Senate Bylaws. So, the Rules committee is forming a subcommittee this year. I'll be serving on the committees, along with Senator Blum. We were seeking one more faculty member who might be willing to serve on the committee with us.

Senator Horst: So, if there's any Senator who's interested in Bylaws, it's a lot of fun. Very interesting. I might crash it occasionally.

Senator Nikolaou: I'll help with the Bylaws.

Senator Horst: Okay. Terrific. I just want to give a Communication from the School of Music. We had a live concert of the orchestra with not only strings but also brass and woodwinds. It was very moving to see live orchestra music again. It was great for the students to have an audience and it was very, very special for the School of Music because that's what we live for. So, I was really glad that happened.

Senator Blum: I want to thank the Senate for the debate. And I want to thank Chairperson Horst for her thoughts at the beginning of this session of the Senate, about civil discourse and talking it through, and I think it was a very good example of that. I also want to note that I do believe, even though I disagree with some of my fellow senators, that I do believe that ideological diversity, intellectual diversity are also very important diversities at this institution and congruent with our core values.

Adjournment or Hard Stop 8:45 p.m.

Motion by Senator Cline, seconded by Senator Small, to adjourn. The motion was unanimously approved.

2021-22 ACADEMIC SENATE ATTENDANCE ROSTER
Wednesday September 22, 2021

Name	Senate	
	Attendance	Voting: IDEAS Graduation Requirement
Aldeman, Matt (rep Qaddour, Jihad) - EXCUSED	0	
Avogo, Winfred	1	1
Beucher, Becky	1	1
Biancalana, AJ	1	1
Blum, Craig	1	1
Bonnell, Angela	1	1
Chassy, Grant	1	1
Cline, Lea	1	1
DeNeve, Sarah	1	1
Deutsch, Lucky	1	1
Garrahy, Deb	1	1
Harpel, Tammy	1	1
Hogue, Hannah	1	1
Hollywood, Mary	1	1
Horst, Martha	1	1
Johnson, Levester *	1	
Kinzy, Terri *	1	
Lahiri, Somnath	1	1
Landfair, Lawrence	1	1
Marx, David	1	0
McLauchlan, Craig *	1	
McNab, Maddie	1	1
Meyers, Adena	1	1
Midha, Vishal	1	1
Miller, Chloe	1	1
Monk, Eduardo	1	0
Nahm, Kee-Yoon	1	1
Nichols, Wade	1	1

Nikolaou, Dimitrios	1	1	
Noel-Elkins, Amelia	1	1	
Novotny, Nancy	1	1	
Otto, Stacy	1	1	
Palmer, Stuart - EXCUSED	0		
Pancrazio, Jim	1	1	
Paoni, Devin (TRUSTEE) *	1		
Peters, Steve	1	1	
Phares, Kevin	1	0	
Rademaker, Hannah	1	1	
Rardin, Nate	1	1	
Restis, William	1	1	
Samhan, Bahae	1	1	
Samuel, Isabel	1	1	
Schmeiser, Benjamin	1	1	
Seeman, Scott	1	1	
Small, Maddy	1	1	
Smudde, Pete	1	1	
Spranger, Avery	1	1	
Stephens, Daniel *	1		
Stewart, Todd	1	1	
Swiech, Livi	1	1	
Tarhule, Aondover * - EXCUSED	0		
Torry, Mike	1	1	
Toth, Dylan	1	1	
Valentin, Rick	1	1	
Villalobos, Rodrigo	1	1	
Vogel, Laura	1	1	
Zoltek, Sophia	1	1	
McLoda, Todd (dean rep) *	1		
Chung, Seon Yoon (chair rep) *	1		
VACANT - 1 CAS SS Faculty	0		
VACANT - 1 Faculty Associate	0		
VACANT - 1 Student Senator	0		
QUORUM (VOTING) (28) (*=NV)	49	46	Ya y
		3	Na y

Appendix I

Improve the Teaching and Learning Experience: Next Learning Management System Initiative Proposal



Yojanna Cuenca-Carlino - Project Co-Lead
Office of the Provost

Rosie Hauck - Project Co-Lead
Office of Advanced Technology Support for Faculty

Benefits of a Learning Management System (LMS)

- The successful use of a LMS in higher education is important for the implementation, management and continuous improvement of the quality of learning
 - Allows for consistency of learning in F2F, blended, and online environments
- Learning Management Systems (LMS)
 - **Support course activities**
 - Allow integration with other type of instructional technology and functions
 - Serves as a clearinghouse for all content and communication- keeps the content centralized so all the students have a single source of content instructions and questions.
 - **Provide new opportunities to monitor students' learning participation and progress**
 - Various studies that have used LMS data have shown that level of student participation and patterns of participation are strongly correlated with academic achievement and engagement
 - Data gathered through LMSs can aid faculty to identify those students at-risk, to provide proactive feedback, and to adjust instructional strategies

Data Used to Examine Our Current LMS Use: ReggieNet (Sakai)



REGGIENET USAGE DATA



MEASURING INFORMATION
SERVICE OUTCOMES (MISO)
SURVEY

Current LMS Usage from Spring 2021



Traditional courses (>4 students;
Excluding: Ind Study, Student
Teaching, Clinical, Diss, Ind Res,
etc.)



Usage determined by student
access of at least one of the RN
tools: Resources, Assignments,
Gradebook



Out of 4542 course sections, 3194
(86%) utilized at least one
ReggieNet tool

MISO Survey: Usage, Importance, Satisfaction with Support

01

84% plus of all respondents – faculty and students – indicated that they used ReggieNet **more than three times a week** on average.

02

88% plus of all respondents ranked RN as **very important**. (with the important asterisk of an LMS being even more important in a year with mostly online learning).

03

Satisfaction with ReggieNet **support** was rated "important" or "very important" by 90% of faculty.



MISO Faculty Voices: Usability Pain Points

Issues with the interface: Instructors use words like "clunky," "cumbersome," "not intuitive," "not user friendly," "outdated," when describing their ReggieNet experiences.

A few instructors express frustration with how ReggieNet has changed over time, **wishing for more stability**; essentially, they feel tools change too often and they have to re-learn them.

"Too many clicks to get somewhere; waiting between clicks for pages to load" (especially with the Gradebook tool).

Lack of meaningful help menus in ReggieNet itself.

The **Gradebook tool** is far and away the most commented upon, **mainly negatively**.

Even those who selected "Satisfied" or "Very Satisfied"

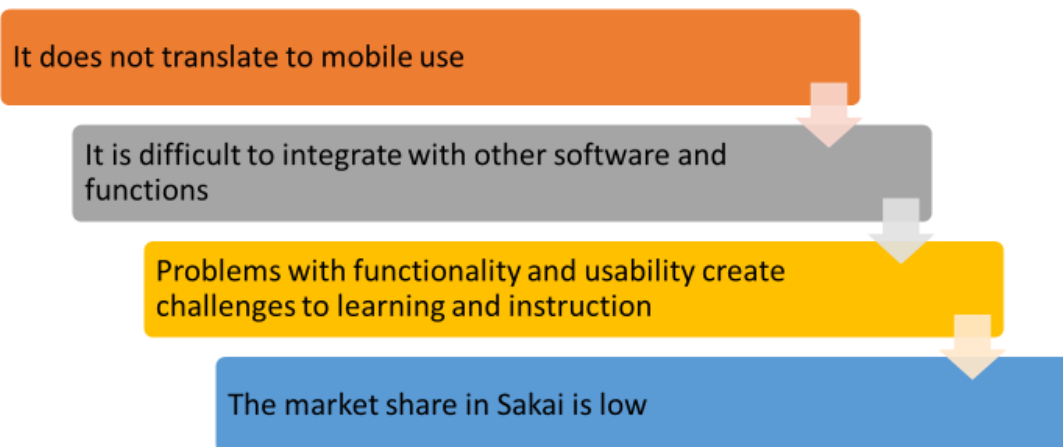
- Identified some tools which are **not intuitive** to use and therefore took a lot of practice to master.
- say other LMSs they've used have better experiences when it comes to certain tools.



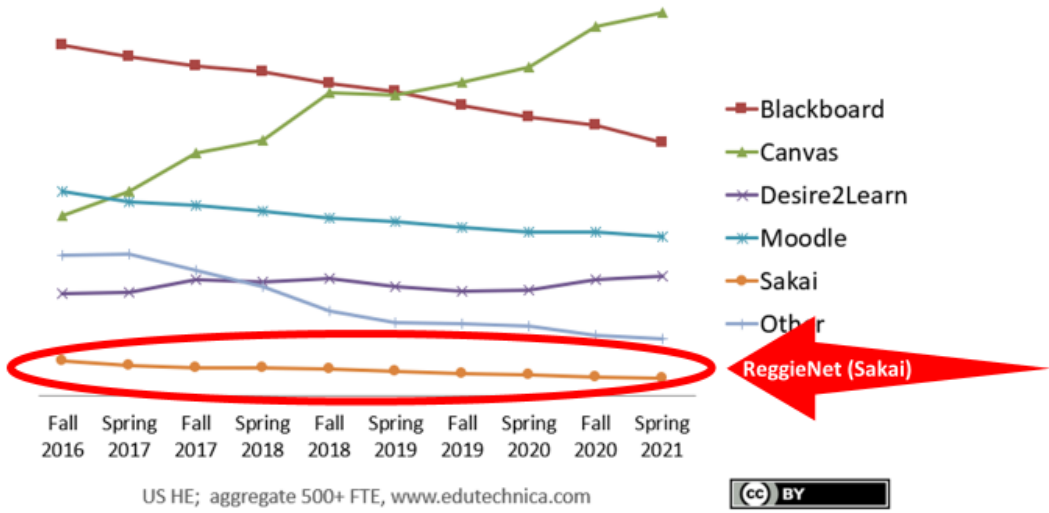
MISO Student Feedback Experience

- Appreciate **consistency of usage** of an LMS - valuing a similar experience from class to class, with the tool used in the same way, and having a single place to look at all assignments, due dates, grades, feedback, communication, related to all classes.
- Students are also much more interested in a **mobile experience** with the LMS.

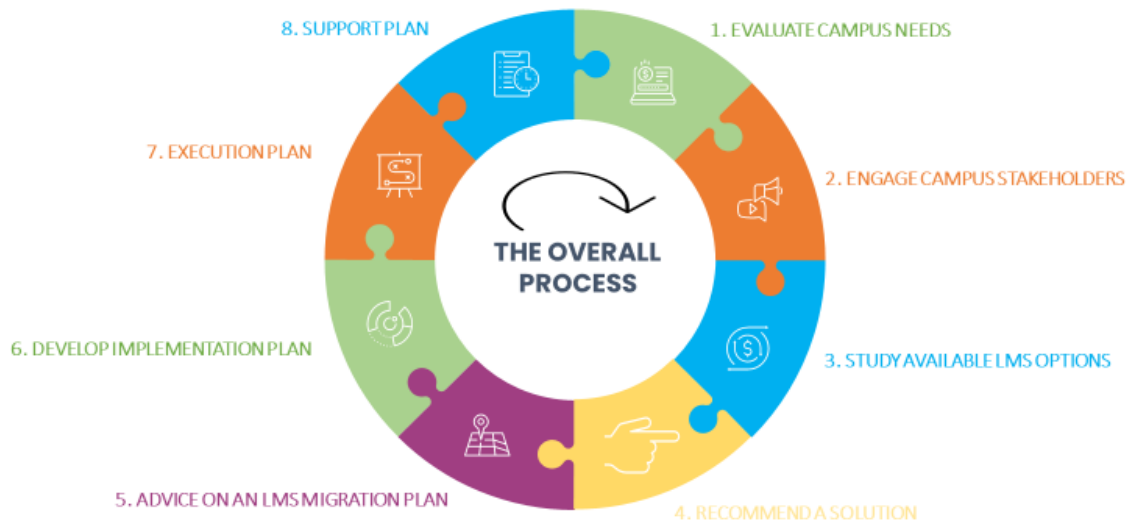
Key Challenges of the Current LMS



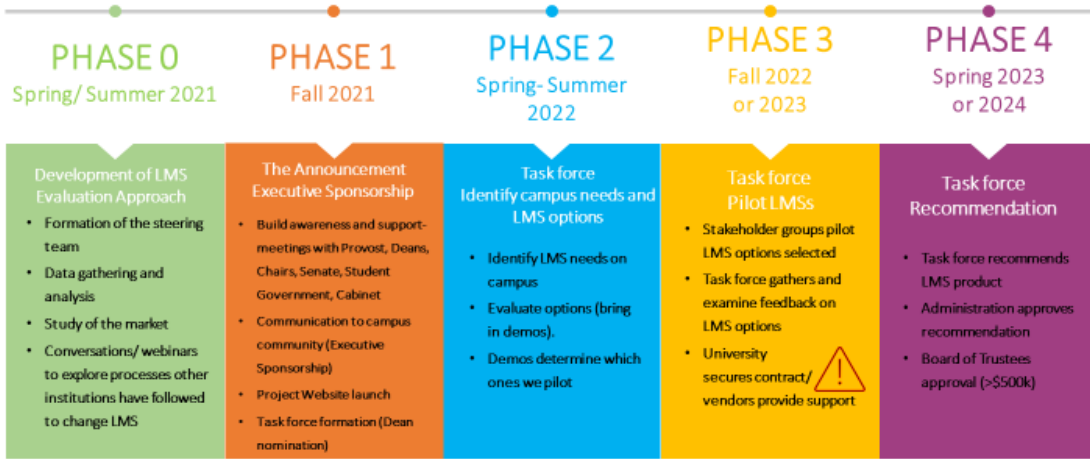
Learning Management Systems



LMS EVALUATION APPROACH

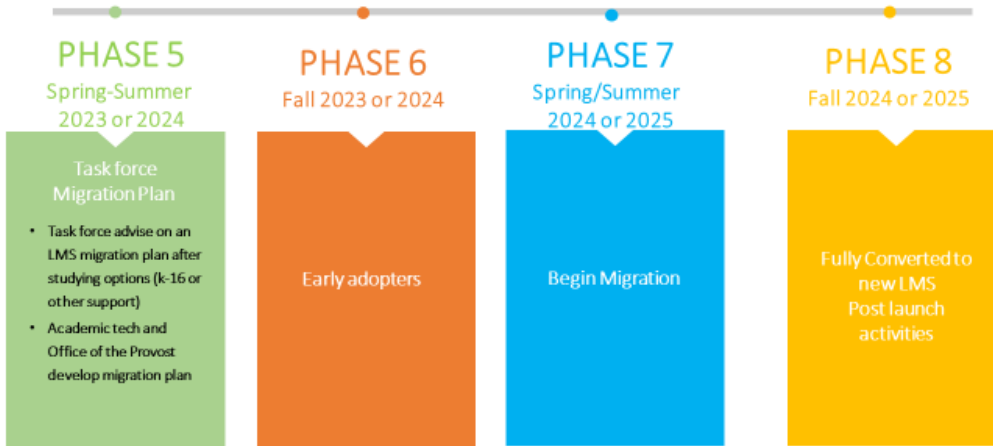


PROJECT PHASES AND ESTIMATED TIMELINE SELECTION STAGE



Procurement process could take up to a year.

PROJECT PHASES AND TIMELINE MIGRATION AND ADOPTION STAGE

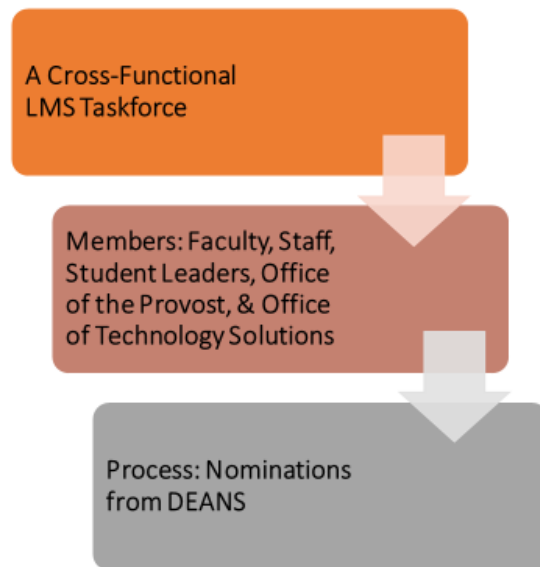


LMS Evaluation Taskforce Formation



Next LMS Initiative Goals

- Continue strong LMS usage and adoption
- Changing LMS needs to be planned carefully
- Accessible on all platforms
- Continuous communication with the campus community
- Stakeholder engagement
- Faculty/students buy-in
- Develop a solid strategy to convert content from current LMS to new LMS
- Grade and content import integration
- Minimize instruction interruption
- 24/7 Faculty-Student support



Next Steps



Rosie and Yojanna- will present this process to other groups to raise awareness and gather feedback



We will update you on our process and when we are ready for your nominations.



Next Learning Management System Initiative website with feedback form: <https://nextlms.illinoisstate.edu/>

The screenshot shows a web browser displaying the Illinois State University website. The page features a red header with the university's logo and name. Below the header is a navigation menu and a search bar. The main content area has a background image of a person using a laptop. The text on the page discusses the university's current LMS, ReggieNet, and the plan to transition to a new LMS. It includes sections for 'Why are we considering a new LMS?' and 'How will a new LMS be selected?'. There is also a 'Get Involved' section with a 'Submit a question or comment' button.

Illinois State's Next LMS

ReggieNet, Illinois State University's learning management system or LMS, is almost ten years old. During that time, ReggieNet evolved from an interesting-but-optional gadget to an essential tool—even before the COVID-19 pandemic forced most classes to shift to online.

Now is the time to ensure robust and transformative student learning experiences over the next ten years... and beyond. Illinois State's **Next LMS** will bring together faculty members, undergraduate and graduate students, staff, and other stakeholders at Illinois State to select and transition to a new learning management system.

Why are we considering a new LMS?

A powerful, flexible learning management system is critical to student learning and student success.

ReggieNet is based on Sakai, which, unlike the LMS platforms used by most other universities, is maintained and improved by a community of volunteer software developers. While Illinois State has been a proud member of that group for many years, the community is shrinking. More and more colleges and universities are leaving Sakai for other products.

In addition, Sakai's shrinking place in the overall market makes it less likely to receive attention from third-party developers. Products from other educational software companies and textbook publishers are less likely to fully integrate with ReggieNet.

How will a new LMS be selected?

Get Involved

Your input in this process is important.

[Submit a question or comment](#)