**Faculty Caucus Meeting Minutes**

**Wednesday, December 7, 2022**

**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.

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

None.

***Approval of the minutes for 10/19/22 and 10/26/22.***

Motion by Senator McHale, seconded by Senator Schmeiser, to approve the minutes. The minutes were unanimously approved.

***Executive Session: Distinguished Professor Selection***The Faculty Caucus went into executive session to discuss the President’s recommendations for Distinguished Professor, per the exception to the Open Meetings Act established in Section 5 IL.CS 120/2, Section c, 1, which allows closed meetings to consider the “appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body.”

Motion by Senator Mainieri, seconded by Senator Nikolaou, to move into executive session.

The Caucus concluded its discussion in executive session.

Motion by Senator Cline, seconded by Senator Mainieri, to return to open session. The motion was unanimously approved.

The Faculty Caucus members confirmed that each member had submitted their vote.

***Discussion: Implement process to gauge academic participation (Associate Vice President for Enrollment Management Jana Albrecht, Associate Vice President and Chief Information Officer Charles Edamala, Associate Vice President for Undergraduate Education Amy Hurd, Director of Financial Aid Bridget Curl, and Senior Assistant Director of Financial Aid Michelle Cornell)***AVP Albrecht: Thanks so much for having us. We appreciate being here. We are asking for some help because we have concerns about a federal regulation or compliance issues related to students receiving F grades and getting the last day of attendance for those students. So, we need some help with that particular process. Before we start, I would just like to say that we’ve done a little bit of research and we all really believe that us coming up with a solution together is going to be a much better process in the end. So, feel free to ask us throughout. I’m going to start by talking a little bit about the problem. We’re going tell you about the federal regulations that are in play here. And then, Michelle is going to show you some samples of what other institutions have been doing. Finally, Charley is going to swoop in and solve all of our problems with technology. And please if there are questions at any time, or if something doesn’t make sense, let us know and we’ll go over that part. Amy is also here for support. She’s been super helpful. We’ve had to ask some faculty questions that are related to the system posting grades, and putting grades in the system, so she may have some things that she wants to say throughout. Amy, feel free to use that speaker if you need to.

Essentially, the problem that we are having is that the federal government requires us to have a last date of attendance for students who receive an F in the course. So, Bridget’s going to talk a little bit about what that definition is. But it means that we have to go in (the Financial Aid office) has to go in and determine what that last date of attendance is, and then we potentially have to return federal financial aid to the Department of Education.

In that process now, it’s very manual. Some of you may have received emails from the Financial Aid office at the end of the semester and it asks you, essentially, did this student earn the F grade? So, what was their last date of attendance? And its super manual, so you may have gotten one email the week after grades post and then you may get several others, depending on other sections that you are teaching. Again, that’s because it’s a manual process. The other thing that comes into play here is that we send over 1,000 emails each semester for these F grades, and about 25% of those emails go unreturned. We have to make some decisions about what that last date of attendance is for the student, and it could unfairly force us to send money back for that particular student who really earned the F. So, they were in your class the entire semester, they tried, and we would still send money back for those students where we don’t have that information on them.

So, what we are trying to do is develop a process that is a little more electronic. We do realize, from the help of Senator Horst and from Amy, that doing anything electronic with large classes and determining when that last date of attendance is can be a little more problematic, which is why we’re here, because we want your help in developing a solution so you would no longer get emails from us regularly at the end of the semester asking for the information. We want that information to go in as soon as you’re reporting those grades for the semester. So that’s essentially the problem. Bridget’s going to quickly talk about the federal regulations. We’re also developing a cheat sheet for all of you that we’ll give to you, that will have some of this information on it. So, by all means if you want to do some additional research, if you want to talk to other professors at other institutions that might have some good ideas, we’re happy to see all that.

Ms. Curl: All schools are required to have adequate procedures for documenting whether or not a student even began attendance and enough hours to support the enrollment status for which the aid was awarded. So, F grades present a challenge because on the surface there’s not proof that they even began attendance or even what level of academic activity they had in that course, and to what length of time they spent in that course. So, there are numerous regulations pertaining to verification of enrollment, attendance, and academic activity.

I’m just going to go over a little bit briefly on this. If a school is unable to document a student’s attendance, that a student wasn’t in class, then the institution must return the financial aid funds to the federal government for that student. If the student was a Federal Pell Grant recipient and they began attendance in some of the course but not all of them, then the institution is required to recalculate the Pell Grant eligibility. It’s awarded based on enrollment status. So, a full-time Pell award is very different than a half-time enrollment Pell award. So, we would have to do that recalculation. Another scenario is when a student whose begun attendance has not officially withdrawn. They started classes but then somewhere along the way they just stopped going to class and failed to earn a passing grade in any of their classes. So, those students actually started, but the government says they didn’t earn the full amount of their aid if they quit going. They’re not an official withdraw with the institution, but federally they say they’re an unofficial withdraw. And so, we as an institution have to determine what was that last date that they attended or academically participated, and then we have to recalculate their aid, and return funds to the federal government.

So, in order to document that the student truly earned that F and not have to return any aid, we have to be able to show that they actively participated in the course. The government defines that as attending a class, a lecture, an activity physical or online where there’s opportunity for interaction between the instructor and the student, submitting an academic assignment, taking an assessment or an exam, participating in an interactive tutorial or webinar, participating in a study group, a group project or online discussion, or interacting with the professor or instructor about academic matters. So, basically, just logging into the student portal to look at something doesn’t qualify as academic activity. This activity has to occur during the time period of the class. Like our standard term calendar, within that timeframe.

How does the federal government know if we are meeting these regulations? We have to submit an annual audit because we participate in the federal aid program, and we have external auditors that review that. This is a stressful time each year that we have to pull information out. We often have to reach out to Charley’s group to help us, and they pull information from online, what activity did the student participate in through Reggie Net. We reach out to the faculty members. We use, as Jana indicated, we have to use those emails to provide support to the auditors. It’s very stressful. We don’t always have the appropriate documentation, and then we risk having to return funds for those students and facing fines. We also face the risk of a federal program review from the federal government if there’s any findings from our annual audit that’s submitted to the federal government. That could trigger additional federal program audits, which would mean that we would maybe have to review multiple years of recipients of aid and going back into prior years and collecting information from faculty members to prove a student’s academic activity, and that they truly earned that aid. Currently SIU Carbondale is going through a federal program review for this very thing. They’re facing potential fines related to students not attending, and thus not earning their aid.

So, what’s the impact to us? Well, our liability based on the size of our programs; we could be over $1 million fine if we weren’t able to meet the compliance rules or be able to show that these students have academically participated in the course to earn the aid, based on the number of students that have earned Fs in their courses. And then we could also face suspension if you have multiple findings in multiple years, you can face suspension in your aid programs. Our Pell Grant program is a $27 million program for our students. Our federal loan program is over $80 million to our students. So, they are very large programs. You might ask if this has happened to any other school, and the answer is yes. Several years ago, the University of Missouri at Columbia faced this. They faced paying a large amount of money, had additional reporting and compliance requirements as a result of not having a method to determine if students actually attend class. They had to complete a manual review for the prior two years of all their aid recipients that has one or more Fs. And then they were required to return federal aid if they could document that the students did actually earn and academically participated in those courses. Since that’s a major finding, many institutions have come up with ways to document in their student information systems what that last date of activity is and then that’s what they’re using to document and support. That typically happens when the faculty member is assigning an F grade, and then indicating, did the student start class or not, never attended, and if they did start what was their last day if they didn’t earn a passing grade.

Michelle is going to now show you what some of those other schools are doing and their systems.

AVP Albrecht: Let me just remind you that we haven’t settled on any of this. This is just to show you what’s out there.

Ms. Cornell: So, first, anytime they need anything researched in Financial Aid and what other schools are doing, and what our potential solutions are I’m usually the one tagged for that. So, I was tagged for this as well. I’m here to report to you what my finding were.

First, they asked me to find out if we are the only public (1:51 static) Illinois school that has not already developed a system. I can report yes, we are. We are lagging in this area. All other of our peer institutions at the Illinois four-year public level have done this. Here is a list of colleges I either reached out to or did some snooping on their website to see what they’re doing. I won’t go through all of these. A lot of them have very similar processes. But know that all of these on this list, with the exception of the University of Illinois Champaign-Urbana, also have Campus Solutions and Canvas. So, we are comparing what we have, or what we are going to have, with what other schools have.

I took a look at what our neighbors are doing. This is Heartland Community College. What they did was they created new grades and if one of those grades were reported at either mid-term or the final grading then they had to enter in—at the bottom you can see—if the student never attended or if they stopped attending that last day of attendance. Again, this is just an option. This is Heartland.

The other neighbor that we compare ourselves to quite a bit is the University of Illinois Champaign-Urbana. They have Banner, so it is a different system. Theirs, I feel, is a little confusing. If an instructor enters—they don’t have a special grade—but if an instructor enters an F, they have to then say the last date of attendance, even if it was during the final. So, it’s a bit confusing in my opinion, but that’s them. We don’t have to do that. This is just solutions.

And then I come to the bad. I’m hoping that none of you like this solution. The University of Wisconsin-Stevens Point created 17 F grades. So, the instructors are left having to figure out which F grade, depending on the last day of academic activity, like October 10th belongs to. You don’t want to do that. And honestly, it doesn’t even answer our question. What day within that week? So, this is the bad. We don’t want to do this, in my opinion.

Now, I’m going to take you through an entire process of what another school does, something that maybe we could do, or at least the premise. This is the University of Massachusetts at Dartmouth. Here you can see, this is exactly what it looks like when you go to their roster, just like ours, maybe a different color. At Dartmouth, once you enter the grades in, just as you would as normal, then after you have done that you would click on that last date attended. They created a custom page. You can see there is a red circle. When you click on that, it takes you to this custom page. Up top it gives you a paragraph of the why you’re doing what you are doing, and then it goes into the instructions, it has the area where you do the data entry, and then the save. It does also have, in the red, you can see last day of attendance FAQs. There’s a lot, which is why it’s a separate link. The instruction’s clear and concise, and we want to do the same. We want to make this easy. This doesn’t have to be difficult. This can be easy. So, clear instructions, they’ve given that. They’ve kept the data entry simple. Here you either click on that the student completed the course, or the student never attended, or the last date of attendance. One of the three. Then, if you happen to forget one, it’s going to remind you that you need to do it before you can save. Very simple. On the back end, if you happen to need to change something because, hey, my eyes were not looking at the right thing—it happens—you can do this. You go through the same process that you change the grade. You’re going to send it to the Registrar’s office, and they have the security to be able to make the update right there. And then the very back end, reporting, which is what we’ll need. It can even be simpler than that.

This last one I think is my favorite. I hope it’s your favorite too, at least as a starting point. It’s University of Nebraska at Lincoln. It’s on the same page, you don’t have to click a different link. Student gets a F, smart logic opens up that next column, and then you have a dropdown if they attended, they never attended, or they stopped attending.

Speaker: This would be if they never attended and also never returned, correct?

Ms. Cornell: Yes. So, you’re inputting an F.

Speaker: And that would be because they didn’t get a W or WX?

Ms. Cornell: Yes.

Speaker: If they stopped attending, does it ask you for the last grade of attendance?

Ms. Cornell: So, if they stopped attending then smart logic opens up the next column and they ask you to put in the last date of attendance. This to me is sweet. I’ve been an adjunct faculty almost as long as I’ve been in Financial Aid -- over two decades. I’m in Financial Aid and I hate it when I get an email or a form of what was the last day that they attended weeks or even months after a student stopped attending or after the semester is over. I’d rather just get it done. I don’t want to think about this. Honestly, the people who get Fs in my class stress me out. I don’t want to think about them after that point, right. I want to report it, get it done, move on to the next new semester.

So, these are the different possibilities that we have.

Senator McHale: I have a question. What percentage of the students that make Fs are receiving or will that F effect their student Financial Aid situation?

AVP Albrecht: Typically—we looked at last spring term—we had about 2,500 F grades reported. There were a total of about 82,000 total grades reported. So, there’s like 3% of the grades that would have Fs that we would ask you to report on. I would say that there is probably between 80%-85% of those students have some kind of financial aid. We would probably ask for all of them and not just Title IV eligible students because then we’re essentially telling everybody that a student is Title IV eligible, we don’t ask for all of the last date of attendance, and a student could become financial aid eligible anytime throughout an academic year.

Senator McHale: Further clarification, I just want to make sure I’m getting this. Is that 85% of the students that made Fs we had to answer for those Fs after the fact?

AVP Albrecht: Correct.

Senator Blum: So, attendance is only—I’m asking, I don’t know—by whatever mean, class engagement at, like in-class engagement is like if you were there or not there. That’s one form of attendance. But say you haven’t seen the person in a month, but they turn in the final project, I kind of understood in the introductory remarks of the definition that that is a form of engagement in attendance. I’m just sort of wondering what it does. And then there’s this sort of while we’re going with what attendance is, that asynchronous courses. Right? So, I’ll role with that.

Ms. Curl: In the case of a student just turning in an assignment at the very end, that still counts as activity. They did participate, even though they didn’t participate the entire semester. It’s really that last date of active participation. So, they could do that in the last week and still have earned that financial aid if they received the F. Any of the courses where all of the activity is online, just logging in doesn’t justify academic activity. They have to have had some kind of engagement and that could be email correspondence with the instructor about one of the discussions or making a post on there. As long as they have done something to initiate then they have established that they have started the class. Then they have to continue that at least the last week to be able to show that they participated through that date.

Senator Horst: As you are considering what system to use, and I’m just going to point out that we have formally assigned this to Senator Cline’s committee, so this will be coming in front of the full Senate. But I’m just wondering what your plan is—if we pass this—what your plan is to communicate to the entire faculty so that they know that this is coming, and they can start gathering this data?

AVP Albrecht: I’m happy to report that Charley’s going to chat about that.

AVP Edamala: This conversation has actually been going on for a couple of years. We tried quite a few ways of automating this, and what Senator Blum was saying is something we’re trying to figure out. If we could figure out from the system if the student was active or not. That would be a solution, right. That didn’t work. So, we are now at this point. Before we get to the communication piece, Senator Horst, this has actually been a project that has been assigned to my area. My area has programmers, data base administrators, and PeopleSoft programmers. We work with administrators here to implement a lot of this stuff. We know what the end product is. It’s a report that we all need to believe in. We know what changes we need to make on the back end. The big question is the front end. Right. How do we make it as easy as possible? So, we took the opportunity to engage Senator Valentin and Dr. Peter Kaufman. They’re going to lead us in discussion of design thinking to start off this process (probably around January). We will need about, hopefully, seven or eight faculty members volunteer for this. It shouldn’t take them more than two sessions, a couple of hours each. And the idea there is the faculty members would sit down with the administrators, my programmers, and whoever else, and go through these slides and go through Canvas as an entry point. So, we don’t know exactly what Canvas looks like, well, some of us here know what Canvas looks like on the grading input. Maybe that’s the easiest way to do it. In any case, what Michelle said is what we want to aim at, make it as simple and easy to use at the end of the day.

As part of that project, we will be communicating and over communicating as much as possible, as we get closer to a solution. Just like we are doing with the Canvas project, we will come back here, we will use, I assume, Senator Cline and talk to the Caucus about what we are doing, what the collective group, the focus group with the faculty, what the leaders of the workshops and so forth are thinking of, and we hope to have screen shots or prototypes for you to look at. Once that is set in stone and the search process is done, then we are off to the races. We will do all the communication that we need to, with the help of faculty. So, I don’t have the specifics of the communication plan, but the idea is to overcommunicate.

Senator Torry: I’m looking at my gradebook and anything that has a point assignment has a due date on it. So, I don’t take attendance in my large classes. When I get these emails, I simply respond back usually, this student’s last graded entry was September 7. And that’s how I respond now. It seems easy that this could be pulled without needed to be asked. It’s here. I enter my grades. It should be able to pull… you know, I look at this in my gradebook but as soon as I say send to Registrar it’s no longer mine. I believe that these grades entered belong to the Registrar, and then these grades that are entered can be pulled and done electronically. So, if you enter a student’s name you will see when this grade was last entered and when zeros were after that. So, is that a way to easily get around? I’m also concerned about me going through entering… I do not like the idea if a student emails me about attendance, I think that’s ridiculous to me. This is the only tangible method I have to prove the student was engaged. They did or didn’t do the work that was assigned that day. I can give you concretely. The rest becomes subjective. So, I’m thinking there’s probably an easier way to remove this from our hands electronically. This assumes everyone uses gradebook type thing, which I know is an issue, but they may like to do it the old fashion way and do it by hand. I guess I think there is a way to do this.

AVP Edamala: I refuse to look at the solutions behind here because I didn’t want to get swayed. I do want to hear those kinds of ideas, right. The question is every design has some sort of implication. Like you said, will we get everyone to use it the exact same way. Is there a way, programmatically, to help faculty use that process, right. I do think we need your input. We need diverse input to get at that. I will say that the solution will have your input, and I’m committed to making it as easy as possible for faculty. Here’s the thing: whatever solution we put in, we will live with for a very long time. So, I do want to make sure that we go through the process; Senator Valentin, we’ve got a requirement right there -- make it as easy as possible and we get input from everyone. The gradebook you are talking about, was that in Campus Solutions or?

Senator McHale: It’s in Reggie Net.

AVP Edamala: Yeah. So, that’s another thing. When we move over to Canvas, we need to see what it has and what it looks like. I’m hopeful we will come to an easy solution. Now, I’ve heard tell from certain people that we would like everyone to use the Canvas gradebook. Maybe if we get to that point, and that’s a solution, maybe what you said is possible.

Senator Nichols: My concern is not the user interface; my concern is linking it with grading. I teach an extensively freshman class of 330 students that has a high attrition rate. We are taking our final exam Thursday afternoon and I have to turn grades around by Monday at noon. I also have to normalize 15 lab section for different TA gradings. I’m going to be scrambling, and now it doesn’t matter to me whether it’s one click, two clicks, a pull-down menu, I have to look in the gradebook at the last lab they submitted, the last test they took, or the last homework assignment that they handed in. The two second difference with the user interface is not going to be problematic in my world; it’s the fact that I have to meet this deadline by an already tight grade deadline. So, I would much rather see it separated. The week after grades get posted, I get a follow-up link. Here are the students that received Fs, could you go back and look that information up? Because I’ve got enough plates spinning between Thursday afternoon and Monday noon, adding one more thing is not a good solution in my world.

Senator Cline: I just want to add to that. One of my important suggestions to you, and I don’t know whether because of my position on Academic Affairs I’ll be brought into this, but there are a lot of different courses being taught on this campus; and those of us who teach these large classes, like Wade and I do, have very different experiences with grade submissions than some of my colleagues who teach 10, 20, 30 person classes only. So, having to manage input for 300 students is a big burden, and I would second that recommendation that if that information about the last date of attendance or last date of interaction—and I understand peoples concerns but this is federal law we are following not ideal situation, right—but that doesn’t have to be in for the Registrar to formalize the grades and determine passage, etc. That could be separated. I think that’s a brilliant idea. But I just want to sort of emphasis that, please, in which ever design thinking program you go through that you have faculty that represent the different types of courses on campus; because it’s one thing to solve the problem for people who have 25 people classes is an entirely different situation to solve it for those of us who have 300 students. Thank you.

Senator Horst: And just to follow up on that, just the stress of holding the grades hostage; if someone’s not submitting a report, you can send a note to the chair. Your faculty is not submitting this federally required material. It’s just that the timing of doing all of these grades and having to gather all of this information would be a real burden on the faculty.

Senator Pancrazio: (2:11 Inaudible).

Senator McHale: My comment/question is similar. I’ve been teaching a class with over 100 students. When I get requests, I actually have a sign in sheet for attendance. So, I have to break out those assignment sheets and in non-alphabetical order find that student and find the last time they were there. That takes a considerable amount of time going through those sign-in sheets for each class trying to find where that student last appeared. I just want to be assured that truly 85% of the Fs merit me going back through the attendance sheets for everyone that made an F and finding the date that they last attended. I would hate to be compelled to do useless work, going through attendance sheets for all Fs if those Fs have nothing to do with adhering to federal regulations.

AVP Albrecht: So, if a student finishes your course, you are going to know. Those you are not going to have to go back and look at the attendance because they took the finals. It’s just those that don’t end up finishing that course. And if you’re using, what we’re hoping, is if you are using Canvas, we can get this automatically fed in that last assignment that they turned in. So, that will reduce the work. And that’s what we keep going back to, how can we reduce this work.

Senator McHale: So, it’s not about attendance in the class, it’s about the last assignment they turned in.

AVP Albrecht: Yeah. They took your final, they’re done. They earned that F, and it wasn’t because they didn’t show up.

Senator McHale: Yeah. It’s often, in my case, it’s the last day they attended but I can understand. I can just grab it and revert to the last assignment that they turned in.

Senator Nichols: So, if we’ve got five exams and if they stop after exam two, they haven’t earned that F but what if they take exam one, skip two, three, and four, and take the final?

AVP Albrecht: They will still get the F, and financial aid says that they completed the course, and that’s all we care about on that side of the house.

Senator Mainieri: To these questions, is there a deadline that y’all have to do every semester? What is between the end of the semester and X? What is your window for reporting this information?

Ms. Curl: We have to make a determination within 30 days on what their actual last date of attendance was. And then we have to return the funds to the federal government within 45 days. So, we are reaching out immediately afterwards. However, for the students that never attended, we need to make that determination as soon as we can, because that’s the kind of finding Southern Illinois- Carbondale is going through right now. They should have determined earlier and sent the funds back earlier. So, in addition to owing back what the student isn’t eligible for, they believe they’re going to be fined for interest on top of that for the timeframe in which they didn’t return the funds.

Senator Lucey: Do the students use their IDs to get into sporting events? I’m wondering if that might be (inaudible 2:15)

Senator Horst: Do you have any comment about that? ID scanning?

AVP Albrecht: Meaning you would want them to ID scan when they come into your classroom?

AVP Edamala: Anything is possible. So, that’s one thing we could look at. We haven’t gone down that path because I assumed that was attendance taking and there is some issue with attendance taking.

Ms. Curl: If we get to where we are taking attendance daily there are additional regulations for attendance taking institutions.

AVP Edamala: Yeah. So, these suggestions have come up earlier and this was the one issue that came up. If you take attendance on a regular basis than there are other things that come into play.

Senator Horst: Could we do IDs for large classes at the final? For instance? Something like that?

Senator Cline: If you take the final, you don’t need the attendance.

Senator Horst: Right. But they would have all the attendance right away.

Senator Cline: I would say there are institutions that have tried this and do this and I for one would not participate in that. There are issues having to do with body movement into these classes, bottlenecks, getting them in and out. So, I would not want us to turn this reporting mechanism into a new mandate about how we deal with our own students in our own classrooms.

Senator Hollywood: I think also with this mandatory attendance thing, the idea of using the IDs is one thing. I used to take daily attendance before COVID, but I always had these students that would come in on their deathbed because they just want to be there to not miss the points, right. So, I dropped the attendance to really diminish that occurrence of students showing up sick. I think we have to consider that, too.

AVP Edamala: I’m trying to wrap this up. So, the 300-person class has been discussed at nauseum. We need faculty members in that group to represent the 300-person class. That’s the one that we are trying to fix. We’re trying to fish for the three Fs in the 300-person class and trying to figure out how to do that easily. A lot of these solutions that we are coming up with—swipes and so forth—require even more training and even more restrictions, I would say, on the faculty to do certain things that they are not used to doing. Right. So, my suggestion is that we sit down, and we start throwing out these ideas. I like the idea—but I don’t want to commit to it—I like the idea of doing the 300 and then sending a link out for which ones are the Fs. That sounds like a doable thing. I really want to explore Canvas though. I want to get into Canvas and see what we can pull out automatically. That does mean something though. People have to use Canvas consistently, because then the algorithm won’t work if we don’t. So, if Canvas expects an assignment on a certain day and no one uses it, or people don’t use that assignment piece then it doesn’t work. So, there are all these other side things that we have to think about when we come up with a solution. I would love to come up with a solution that doesn’t cause any of those restrictions. Makes it easy. I think it’s going to take a little bit of thinking and doing.

Senator Horst: Have you thought about surveying the faculty?

AVP Edamala: Yeah. We want to do surveys.

Senator Valentin: Part of what’s happening now is this discussion, individuals are talking about their specific situation in relation to the problem, and also suggestions are coming out on how to solve the problem. So, this design thinking process that Charley is talking about is a formalized structuring method for allowing people to brainstorm, talk about solutions, work in small groups. Not just simply, you have a discussion with a committee, all faculty, right, you’d have a group of IT, faculty, staff talking about the problem, talking about possible solutions working through the issues: "Oh, that won't work for me", "What about a situation that's 300 seats?", "What about a situation that's a fine arts classroom", but having a structured method for going through that discussion, having multiple stakeholders communicating, and then taking all of that small group work and then synthesizing it and building a prototype for solution, which then you bring back to these groups to look at the prototype and then you get more feedback about how this will work or not, and then you revise that prototype. So, a lot of what’s happening right now is what Design Thinking is supposed to help formalize and structure, so on one end of the spectrum is the free-form discussion, people just start firing out ideas, talk about it but on the other end, the opposite, is a survey, which can also have useful information but can also be problematic because a lot of times surveys can extract the results that the designers of the survey want to receive rather than being a pipeline for getting solutions and also ideas and problems that haven’t been thought of by the people who are providing the survey. That should be part of this process. And then, yes, you have a diverse group of people who are going through this process to help come up with a solution.

Senator Horst: Our job is to give you a sounding board. I think we’ve given you things to think about. Ultimately, we’re in charge of the academic area broadly conceived, so at some point we’ll have a more formal discussion with the full Senate and the students. But we’re not necessarily part of the design implementation team. I appreciate that you are taking a that duty on, Senator Valentin, and I wish you luck.

Senator Valentin: To clarify, what is required is faculty who have these very different experiences and interactions in classroom situations as part of this process, so the solution that comes up helps address multiple different classroom environments. We need to make sure that we have faculty participate in that process in analyzing and coming up with a solution.

Provost Tarhule: We’ve used the example of the 300 class quite a bit. As I understand it, if you have a 300-person class and half of them get Fs, and they all took the class to the end you have a problem because a lot of your students are failing but not in this process, because the last day of attendance is the last day of class when they took the exam. That’s not a problem. If you have a 40-person class and 20 of them fail and they stopped attending somewhere before the end of class, that’s actually more problematic than the 300-person class that everybody took to the end. So, don’t get confused by the size of the class. It’s not the size of the class that’s the problem. If the students take it to the end and they fail, that’s easy to answer. If they dropped in week one, week two, week three, that’s where the challenge is. How do we know when they dropped? So, size of class by itself is not a problem. As we think through the solutions here, I want to take the opportunity to make a plot. The single most important thing we can do that will benefit everybody, stop financial aid processors and faculty is using the LMS. Whatever we do we can pull a lot of information from the LMS so that the ones that we don’t have information for, then we have to contact you, would be a so much smaller number. The big challenge is if people are not using the LMS, then we can’t get that information, or any information about student engagement at all. So, use the LMS when it comes into effect. That’s the single most important thing you can do to reduce this burden for everyone concerned. It won’t be everybody, but it will reduce the number such that the ones we have to deal with, the ones you have to deal with, hopefully, will be a manageable number.

***Adjournment***

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

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|  | **Caucus** |  |
| **Name** | **Attendance** |  |
| Blanco Lobo, German | 1 |  |
| Blum, Craig | 1 |  |
| Bonnell, Angela | 1 |  |
| Carney, Lania | 1 |  |
| Cline, Lea | 1 |  |
| Garrahy, Deb - EXCUSED | 0 |  |
| Gudding, Gabriel | 1 |  |
| Hammond, Tom | 1 |  |
| Harpel, Tammy | 1 |  |
| Hollywood, Mary | 1 |  |
| Horst, Martha | 1 |  |
| Lucey, Tom | 1 |  |
| Mainieri, Tracy | 1 |  |
| McHale, John | 1 |  |
| Midha, Vishal - EXCUSED | 0 |  |
| Nichols, Wade | 1 |  |
| Nikolaou, Dimitrios | 1 |  |
| Novotny, Nancy - EXCUSED | 0 |  |
| Palmer, Carl | 1 |  |
| Pancrazio, Jim | 1 |  |
| Peters, Steve | 1 |  |
| Samhan, Bahae | 0 |  |
| Schmeiser, Benjamin | 1 |  |
| Smudde, Pete | 1 |  |
| Tarhule, Aondover\* | 1 |  |
| Torry, Mike | 1 |  |
| Valentin, Rick | 1 |  |
| Webber, Julie - EXCUSED | 0 |  |
| Vacant - 1 CAS SCI Faculty | 0 |  |
| Vacant - 1 COB Faculty | 0 |  |
| Vacant - 1 COE Faculty | 0 |  |
| Vacant - 1 Faculty Associate | 0 |  |
| Johnston, Joe (chairperson rep) | 1 |  |
| **QUORUM IS 17 (\*=NV)** | 23 |  |