

## **Educational Policies Committee Minutes**

**October 3, 2011**

**Ballantine Hall 004, 10:00AM - 11:30AM**

- I. Discussion of “Ideas for a Resolution concerning Bloomington FLAGS and FLAGS EAS (Appendix A)
  - A. On section one of the document, “Oversight,” the committee debated the merits of establishing a FLAGS Committee.
    1. A benefit was seen to integrating FLAGS into faculty governance.
    2. Potential detriments would be in the area of a too limited a scope for such a committee once the system became fully operational.
    3. Thought was given to extending the charge of the committee beyond system implementation to future system use on the Bloomington campus.
  - B. On section two of the document “EAS system specific changes for Bloomington,” some skepticism was expressed about the possibility of implementing point 2.a, but the other points appeared to be workable.
  - C. Agreed that a proposal for a committee on Student Retention and Success would be circulated to the committee. However, a similar committee was proposed by the Provost at the BFC meeting on October 4.
- II. Issues for Potential Emendation of the Extended X Policy.
  - A. Rationale for Deadline.
  - B. Incentives and Difficulties to Implementing a More Automatic System.
    1. Implementing a more automatic system might afford more protection to students.
    2. Might be hard to implement in the current record keeping system.
  - C. Registrar’s office asked to evaluate aspects of an automatic system
- III. Discussion of “Ideas Concerning Friday Classes.” (Appendix B)
  - a. Registrar’s office asked to provide data on Friday classes.

### Appendix A.

#### **Ideas for a Resolution concerning Bloomington FLAGS and FLAGS EAS**

1. Oversight: BFC and Provost establish a Bloomington FLAGS Committee
  - a. Co-chaired by one person appointed by Provost and one person appointed by the BFC
  - b. Half of committee appointed by Provost and half by the BFC

- c. Charged to oversee the FLAGS program on the Bloomington campus, including the research program
  - d. In cooperation and jointly with the BFC-EPC to propose campus policies and procedures to the BFC
2. EAS system specific changes for Bloomington
- a. Change name of the Performance/Enrollment Verification Roster to the Advising and Attendance Roster (A&A Roster), or else refer to it as the "Advising and Attendance Roster (aka Performance/Enrollment Verification Roster)".
  - b. A&A Roster to open on the first class day after Drop/Add and to remain open for updates until the Corrected Grades deadline (usually about a month after a term ends).
  - c. A&A Roster to be modified so that the default for the "Student Progress" column can be set to a blank by the faculty member, at least for the Bloomington campus (otherwise the A&A roster is unfeasible for Bloomington's large classes).
  - d. Mandatory Attendance Report (i.e., A&A Roster save) by the Monday of the sixth week of Fall and Spring Semesters (coincides with Early Grade Report) (replaces former Enrollment Verification process, which used to be the "Pink Sheets" process).
  - e. Faculty are encouraged, but not required, to submit (i.e., save) attendance and advising reports earlier than sixth week of semester for the benefit of students and advisors.
  - f. Registrar will monitor A&A rosters daily from week 2 through the Auto-W deadline of the semester and promptly notify students who are reported as not attending.
  - g. EAS system will be modified to accept uploads and web service messages from departmental systems.

(Note: FLAGS = "Fostering Learning, Achievement, Graduation, and Success". EAS = "Early Alert System".)

## Appendix B.

### **Ideas Concerning Friday Classes**

From a discussion between the Provost and the BFC Executive Committee, it has emerged (or seemed to have emerged) that the focus in the imminent discussion of Friday Classes will be on undergraduate students' time in classes and students' study habits. The focus should **not** be on classroom utilization and instructors' work schedules.

Several research articles have appeared within the past several years that documented the decline during the past several decades in the amount of time undergraduate students spend studying and in their engagement with their academic studies.

Articles in the popular media have speculated about possible causes, but they have overlooked the two factors that may be the primary causes: (1) the need for more students to work in order to cover their education and living costs, and (2) the decrease in the numbers of Friday and Saturday classes, with a commensurate decrease in study time for those students who primarily study for a class on the night before the class.

As an institution, IUB can do little about the first factor.

But, if IUB is to be serious about "Fostering Learning, Achievement, Graduation, and Success," then IUB must take responsibility for the institutional aspects of the second factor. (Some administrators may have other sub-agendas, which may emerge sometime.)

If one considers that we teach classes 8 am - 9 pm on Mondays, Tuesdays, Wednesdays, and Thursdays and 8 am - 6 pm on Fridays, then the proportional share of undergraduate student-time-in-class for Fridays should be approximately

$$\frac{10}{12+12+12+12+10} = \frac{10}{62} \approx 0.16 = 16 \%$$

Padraic and I have asked the Registrar's Office if it could provide data concerning the current distribution of student-time-in-class (including both credit and non-credit undergraduate classes) by day of the week and by academic unit and school, and Mark McConahay has indicated that they will explore what data they can provide.

In the meantime, one could begin to think about how one might proceed.

One possibility would be to set goals for the percentage of scheduled student-time-in-class that should be on Fridays (+ Saturdays) as follows:

2012-13	4 %
2013-14	8 %
2014-15	12 %

2015-16 16 %

2016- 16 %

By spreading out the increasing goals over four years, units would be able to adapt somewhat gradually. Also, there would be sufficient time to modify the goals as the consequences emerged.

(Example of computation of student-time-in-class: For a Math M211 class that met MWF at 10:10-11:00 with a required Tuesday recitation at 10:10-11:00 and that had an enrollment of 60 students, the weekly student-time-in-class would be  $(60 \text{ students}) * (4 \text{ classes}) * (50 \text{ minutes per class}) = 12,000 \text{ student-minutes}$ , of which  $(60 \text{ students}) * (1 \text{ class}) * (50 \text{ minutes per class}) = 3,000 \text{ student minutes}$  would be on Fridays, for a Friday percentage of 25 %.)