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Senate Meeting, October 20, 2021

Academic Senate, Illinois State University

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Academic Senate Meeting Minutes
Wednesday, October 20, 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: Block Scheduling (Provost Tarhule)

09.30.21.03 Class Scheduling Guidelines _ Registrar - Illinois State

*Presentation in Appendix I

Provost Tarhule: I'm delighted for the opportunity to talk about block scheduling. I've put the word block scheduling in quotation marks because those of you who are in education will probably realize this is not what you consider block scheduling. But for us, this is the term that is used here. So, I just wanted to make that distinction, if someone says that's not block scheduling. Yes. I recognize that, but this is what we are using here.

Over the past few weeks, it seems a number of issues have become conflated. In some ways these two issues are related, but they are also different. So, I think it's important to begin by clarifying what they are. One is the issue of Monday, Wednesday, Friday scheduling and the other is what is referred to as block scheduling. By the way, I should say that in Education block scheduling typically refers to the idea that you schedule fewer classes over long periods of time. So, students have fewer classes, but they have longer engagement with those classes. That's not quite what we're referring to here.

There have been two issues, I think, that are somewhat conflated. Monday, Wednesday, Friday issue refers to the idea that some departments have over time seemed to have schedule classes only between Monday and Thursdays, and fewer classes or no classes at all on Fridays. Block scheduling is different, as you see in the definitions below. The first simply refers to scheduling classes in blocks. So, most schedules tend to have two types of lecture blocks. One is 50-minute lectures and the other is 75-minute lectures. So, in many places, 50-minute lectures will be scheduled generally but not exclusively on Monday, Wednesdays, and Fridays, and the 75-minute lectures will be scheduled, again, generally but not exclusively, on Tuesday and Thursdays. Sometimes you have the same days being broken up where you have, maybe in the morning from 8:00-12:00 or 1:00 or 2:00 you're scheduled for 50-minute lectures and after that you can schedule 75-minute lectures. That's what is referred to as block scheduling here.

Now, a big part of what prompted this discussion really is what happened last spring semester when we were trying to cope with COVID. We learned a couple of things as a result of COVID. One was that when we were mostly online, we realized that Facilities Planning still didn't know which classrooms had people in them. So, we were spending a lot of limited manpower cleaning more classrooms than we needed to clean because we didn't have a centralized schedule where all classes are registered in. We wouldn't have known this if it were not for COVID, because that's the way we've always operated. We realized during COVID that facilities had to clean all these classes because we didn't know which ones were being used. That's because a lot of so called two term classes are not scheduled centrally. The department scheduled them, and nobody knows exactly who is in them or when they are scheduled. Nobody outside of the department that is. The implications of this were that we had a large unnecessary cleaning cost at a time when we had to do an enhanced cleaning, and at a time when we were bleeding money from a variety of sources. It was a very wasteful use of limited staff capacity at a very critical time. We also realized that, suppose the University were to be in an emergency situation, we wouldn't know who is where. Imagine if we had a major tornado and we really needed to evacuate everybody. We would not be able to tell who was in which classrooms and, therefore, who needed to be evacuated. So, one of the strategies that we proposed in response to that is, you've probably started hearing people talking about, schedule all your classes and activities in 25-Live. This will be very helpful for these types of issues. That's not related to the issue related to block scheduling but it's one of the things that we learned as a result of COVID.

The second thing we learned as a result from COVID was, you might recall back in March of this year, there was great optimism about what the fall semester would be. But there was also a lot of confusion. At that time the government had a number of phased reopening plans. One of which was that in the fall we hoped that we would be fully in person or in phase five. But we also were not exactly sure whether that would happen, so we wanted to plan with a variety of scenarios, one including what would we do if we still had to maintain physical distancing in the fall? So, we ran a number of scenarios to see if we had to maintain a six-foot physical distance, a three feet physical distance, and so on. We learned that even at three feet physical distancing, we would be unable to schedule more than 1,000 classes because ISU didn't have the capacity for that. But we knew students were tired of being at home, and they wanted to come back in-person. So, one of the scenarios I floated was -- what if we could fully utilize our schedule, Monday, Wednesday, Friday; we would be able to schedule so many more classes in-person? That prompted this discussion about Monday, Wednesday, Fridays.

When we realized that we were going to be more fully in-person, enthusiasm for this idea waned, or do I remain interested in it. As I said at one of the Senate meetings, that's not a

hill that I necessarily want to die on at this time, but I think it's an idea worth discussing in the departments and colleges.

The second part of what we learned, this is the substantiative point that we're discussing today, which is the schedules. Monday, Wednesday, Friday schedules. I put in here this book, *Consider a Spherical Cow*. I don't know how many of you are familiar with it. Every student has a book that really made a big impact on their lives when they were students. This is the one book that had the most impact on my life as a graduate student. This was our textbook for climate modeling. I was taught by an absolutely outstanding professor, John Davis, and it had a big impact on me. Basically, what it tried to teach was how could you model the climate if you have limited information? So, we refer to it as the back of the envelope type calculations. Anyway, I used some of this here for my theoretical considerations.

Imagine a typical schedule. On Monday, Wednesday, Friday if we schedule all of our classes for 50-minutes, we would be able to schedule 10 classes in one room per week. If we schedule classes on Tuesday and Thursday for 75-minutes, we would be able to schedule seven classes in that same room per week. That means, theoretically, the total number of classes that we can schedule in one room per week is 44. Imagine if we took all of the 75-minute classes and we superimposed them on the 50-minute sections. So, in a week we're going to have 35 classes instead of 44 in that room. This creates a 20% inefficiency in scheduling. If you multiply that by the number of classes we schedule per semester at the whole university, that's 800 classes we can't schedule, theoretically, by changing the schedule. So, there's an error now because not everybody misses the schedule the way I have put it here. This is theoretical. But this is designed to give you a sense of what the scale of the problem can be, theoretically.

Why do we want to talk about this? Here is some interesting information. There's been a decrease in the number and percent of standard scheduled sections. So, a standard scheduled section is a 50-minute class that is scheduled in a 50-minute time block or a 75-minute that is scheduled in a 75-minute time block. If you take a 75-minute class and schedule it in a 50-minute time block, that's a non-standard schedule, and vice versa. So, there's been a decrease in the number of standard scheduled sections over the last 17 years from 58% to 41%. We have a lot of courses that overlap. So, now you have scheduling difficulties for students. Facilities are not used efficiently. Classes must be scheduled later in the day. There's a decrease of choice classroom, particularly for large classes. There isn't available space in case of emergency when a classroom has to go online. There are increased resources when you have to reconfigure space temporarily. We're having to use space in places that are not exactly meant for them. And the final exam schedule cannot be published ahead of time until we resolve this conflict. In many universities, if everybody were to follow the standard schedule, almost anybody can tell when their exam will be. You

don't need to spend a lot of manpower and resources, as we do here, trying to figure out the exam schedule, because the final exam schedule just follows the blocks. So, you know when your class is, you know when your exam is going to be. It's a big deal here trying to figure out exams for those reasons.

I will acknowledge that there are some good points with respect to the non-standard block scheduling. Faculty and students have Friday's open, if they don't follow the schedule, for research. They use that for projects and meetings, and in some cases, there are pedagogical reasons for doing so.

There are really good and succinct reasons for why we should follow the standard scheduling. I didn't write them. I didn't say all those things. Somebody else did. Jon Rosenthal. What I just showed you is a memo presented to this university by Jon Rosenthal in October 2012. Here we are ten years later talking about block scheduling, again. That was 2012 and he presented this data showing the decline in our adherence to compliance of block scheduling. Jon Rosenthal, who has since retired and left, took the analysis and showed exactly when we started deviating from the block scheduling. He also showed that most of these changes happen because people were scheduling fewer and fewer classes on Monday, Wednesday and Fridays. There are still some departments to this day who schedule all their classes Monday, Wednesday, and Fridays, and I thank you for that. So, it's not everybody that is doing this. But some people took their classes on Fridays and crunched them into four days. So, we're taking all the classes we should schedule over five days and we're trying to fit them into four days. This is the challenge.

There's been a long running battle, or discussion, about how to fix this problem. Here are some emails that we have access to, going back to 2015 and later, about where a faculty member says (and if the faculty member is still here, I apologize) "I get the scheduling concern. I also get the fact that the faculty survey showed lack of desire to make such changes. But the class guidelines, long-standing or not, have not been followed for at least seven years, so I certainly get that one could argue they weren't binding." Another comment, "...given that so many faculty want to teach on that schedule, it has become the desired norm..." So, the idea is that people want to teach within a very limited time frame. Now we are having challenges because a lot of people are trying to schedule their classes in this short time frame. From the point of view from administration, the challenges that we face have been exactly what Rosenthal faced back then and you see his response: "We are trying to address an immediate problem of scheduling classes between 9:00-3:00 pm where demand for space exceeds capacity." There are more people trying to schedule their classes between 9:00-3:00 p.m. than we're able to schedule classes. Demand for those time periods exceed capacity. Here is the challenge that Jon Rosenthal faced, and this was his email on December 18, 2015. That same challenge remains with us to this day.

The Executive Committee got into this. The issue went all the way to the Senate Executive Committee. They met in 2016 to review the issue, trying to take steps regarding the scheduling crisis. Eventually, they authorized Jess Ray (who was the Registrar) to publish a memo recommending that people follow the guidelines. Their conclusion was the last quote below, “Exec saw the primary issue as one of messaging: given that the “new” regulations are actually “old” regulations,” I added those emphasis. This is exactly the same issue that has brought us to this discussion today. Because some people feel that the regulations concerning scheduling compliance are new regulations. They are not new. The regulations we’re talking about have been in existence since before 2010. Just as in 2015 when it came up, and faculty said its new regulations, no it’s not. Same thing. It’s exactly the same regulations. We’re still trying to see if we can get our classes in order.

So, I’ve now talked to you about what happened back 5-10 years ago. I want to divert to the current situation. Before I do so, I’d like to make a number of caveats. The data that I’m going to show you are not directly comparable to the data from the Jon Rosenthal analysis. We couldn’t find the criteria that he used to extract that data, so we couldn’t directly replicate the data. So, the data that you are going to see is based only on 3-credit hour lecture courses. So, it’s only a subset of the analysis that he did. This is the data that we felt we had the greatest confidence in.

I’d like to make two other caveats. I completely recognize and support the need for selective use—selective use—of non-standard block scheduling for pedagogical reasons. When I was an assistant professor, I was fortunate enough to get funding from NSF to try a new pedagogical method of teaching (this may have been in 2001 or 2002). What I wanted to do was to try a method of teaching called Inquire Data Learning. What if instead of having to go and teach exactly the way we do now, we allow the students to identify things that they were excited about and then we pursued those interests and helped them to learn. Clearly this was a method that couldn’t fit to the calendar schedule. So, I worked with my chair to create different types of classes that would accommodate those classes. The reason I make that point is that I’m familiar with instances where a faculty member, for pedagogical reasons, may want to teach outside of the standard block. But this should be selective. It shouldn’t account for more than half of our total classroom offerings. Clearly that is not selective. The non-standard time block now is more like the norm for us. So, I want to make that point clear.

I also want to state that I believe opportunity for more compliance, greater adherence, to the standard block schedule exists in departments. We are a very complex University. We are large and complex. Having a one standard fits all kind of guidance for this entire complex institution will not work. But by the same token, a lot of the discussions that we have should begin at a department and colleges. There are some colleges where more opportunities exist for clawing back, if you will, some of the non-standard blocks. So, all I’m

doing, essentially, is putting up a memo to the University and saying, "Look at how we're doing and look at what we have done for the past 10 years. Is this how we want to operate as a University?" We can't give any guidance or single minded from the Provost office because I know that the differences are stacked, in terms of how people operate.

So, here is some data, and this is just a select data. If a chair or dean is interested in the data pertaining to their unit, we're happy to share that. Like I said, this data applied only to a subset, so this is only 3-hour lectures. If you use all of the data we have, it looks like there is almost a 2/3 non-compliance with standard blocks. But the other data is much harder to interpret. Especially, if they're outside of this. And I know there will be instances where that data... actually there's reason for having that kind of data. So, we chose to be conservative and not show the data. But here you can see the degree to which we are not complying with the standard block schedules, and on the second to the last graph, you can see the reason why. Only 8% of our classes are scheduled on Friday's (Monday, Wednesday and Fridays). We have basically eliminated one day of the week and we've taken the lectures on that day and we're trying to cram them in the other four days. That's what's causing some of the compression and space issues that we're facing.

Why is this a challenge? I put this cartoon up there as something we might all experience. Imagine if you go to park your car and somebody parks their car like that. What would you think about that individual? Well, that's what we are doing. Right? The known block schedule is exactly the same as this diagram. Those lines represent when we should slot our classes. If you slot a 75-minute class in a 50-minute time frame, it's exactly the same, just like parking your car like this person, because you have now killed two time periods. Any student who could have taken a class in that first time period and then taken the next class will not be able to do so because part of that time is being taken up. Any class that we could have scheduled in that room we will not be able to do so because you have killed two time periods with one class. It's exactly like parking your car across two time blocks. People might say, "Well, we've always done it, why can't we keep doing it?" What would you do if somebody always parked their car like that? and if you complain, they say, "I've always done it?" That's what we're doing.

So, there's an impact on student class choices. There's an impact on space utilization. People have said, "Well, show me the impact that this is having on students." It's like trying to prove a negative. The student can't take that class, so I can't show that end point. Just like this car, if you parked here, another person comes, they can't park here, they'll go and park elsewhere. And you might say, "Well, it didn't have any impact." Sure, it did. The person had to go park elsewhere because you parked here. But they don't report to you, so you don't know that it has an impact. So, if you say I want to see the data, you are basically asking to prove a negative.

There's also an impact on future facilities requests. Those of you who have been listening to the BoT requests over the last Board of Trustees meetings, they have approved over \$80 million in facility upgrades on this campus. Over \$80 million. As we go to the Board of Trustees to ask for money to build and expand resources, classroom spaces, I think it's responsible, and expected, that we show that we're using all of our existing spaces optimally. It's not just physically responsible. It also has implications on our future fiscal viability. Southern Illinois University at Carbondale has not had a salary increase in almost 10 years. Part of the problem is that they overbuilt, or their students have shrunk so much, but they've got all these facilities they still have to maintain. Whether we have 2,000 people in the Bone Student Center or 200 people, the cost of maintaining this building is exactly the same. So, if we build facilities beyond what we really need, we are taking on future cost that, in a downturn or an enrollment issue, we're going to be super stressed and maybe not able to maintain. So, before we go to the BoT and ask for more resources and ask for more space, I think it makes sense for all of us to make sure we're using the existing space as optimally as possible.

It can also be very chaotic if everybody decides not to comply. Right now, we have some people who are not compliant, but a good number are, thank goodness. What if all those people who are compliant decide, "wWll, no one is following the guidelines, I don't have to follow it." My goodness! What kind of situation would we be in? So, I need you to keep that in mind.

The next question I wonder, may be farfetched but I think intellectually useful -- where does it end? If we say it's good to have Friday off, so we can do research or not come to class. Maybe it's even better to have Thursday and Friday off. So, we have to think about those kind of things. Also, saying this is the way we've always done it, I think we can agree that's not a satisfactory good response.

There's an enrollment impact. The chart above shows long-term enrollment trends for the public universities in Illinois. You can see that we are holding our own very steady, although as the table below shows you can see we now have three years of downturn. Well, if you look at the other universities that have a downturn, this is how it starts. It doesn't always start as a cliff, it's one year, two years, three years, and then before you know it you have a trend. Well, I think we now have a trend. We now have three years of continuous enrollment downturn. There are many factors causing this, but we also have a few bright spots where we have lots of students.

Unfortunately, this past semester, I had the unfortunate task of meeting with several departments asking them, why are you closing your enrollment? They have so many students, they closed their enrollments. I don't blame them. Reasons for this varied from: we don't have enough faculty; or, we don't have enough space. Part of the reason we don't

have enough space has to do with our current schedule. We can free up a lot of space. I'm not saying that's going to solve the whole problem, but it will contribute. There is no magic wand. There isn't going to be one solution that fits the whole problem. Everything is going to add up. I think it behooves us all to milk every ounce of efficiency that we can from the system to make sure we're fighting what could be a very major downturn. I can also tell you that over the past two to three years, we have turned away 500 internal and external students, transfer students, who couldn't get into our programs. Well, guess what, if we kept 500 students, our enrollment would be exactly what it was two or three years ago. But we turned them away because they happen to be in programs that don't have space, amongst other issues. And yet we know that there is considerable amount of space on campus. So, there are implications for the actions that we are taking. Right. So, we need to be mindful of those actions.

I'm getting very close to the end here, and one of the questions I'd like to pose is, "What is our vision, post-pandemic, for ISU?" I don't think we can afford to be a university that takes over 10 years to address an issue that needs to be addressed. You can see how long we've been talking about scheduling classes within the block. This shouldn't be a topic. This is not an intervention. This is not a new issue. If we can't even follow our own guidelines, then how are we going to be able to tackle those major transformational challenges that we need in order to be competitive? I think that to thrive in a post-pandemic landscape, we must be forward thinking, we must act fast, we must be able to pivot quickly, and we must be opportunistic. If we identify an issue, we should be able to address it. So, we have identified this issue, not a new one, but it was, again, amplified for us because of the pandemic. I think that to be a successful university in a post-pandemic environment. We need to become more data driven, more evidence in forms, and be willing to quickly address the vulnerabilities that have been exposed by the pandemic; this being just one of those.

So, to conclude, the issues that we are facing, the guidelines with respect to block scheduling, are not new. Not a single word has been added to that. It's at least 10 years old. The discussion about the need to adhere to them is also at least as long. I repeat, I recognize, and I support the need for selective use of non-standard block scheduling if it makes sense for pedagogical reasons; but it cannot be that more than half of our classes meet that requirement. I think we have an opportunity to keep that number much lower than that. So, I believe there are opportunities for having this discussion in your respective units. For some people it may make sense to pursue this, for others you may review this and decide that it makes sense to keep your courses. I recognize and respect that one size fits all does not work.

So, this is not where we solve the problem, this is where we raise an awareness about what the issues are so you can go back to your chairs and directors and see what your unit can do to help us out with this. We cannot assume that if we do nothing this situation will

resolve itself. No, it won't. It will get worse, as you saw from Rosenthal's data, it trends down. It starts with 58%, then 41%, then 37%, and so on. It's going to get worse and worse, to the point where we will become essentially like a traffic gridlock. Our individual actions matter. This is why it's important for the Provost's office to share data like this. At a departmental level, maybe your decision is just yours, but maybe there are three other people in the department who have made the same decision. Well, before you aggregate that, at the university level now we have 300 people who have made that decision. Now it's no longer a small problem. So, our individual actions matter. Those small individual decisions and actions can have a big impact on the aggregate.

My office is willing to work with and to assist departments and faculty to slowly and gradually move towards greater adherence. I understand that this is a very stressful period. This is a very uncertain period. We're still in COVID. I do not expect that we can immediately transform all of our courses in order to meet this expectation, but at least let us start. If we don't start, 10 years from now, long after some of us have retired, the next generation of Redbirds might still be talking about this. Let us be the cohort that caught this and fixed this once and for all. That's my plea to you tonight. Let us be that cohort that says, "We can fix this. We are Redbirds. We know how to get it done."

I want to emphasize, COVID has changed the world. It has also changed higher ed. We are not going to be successful if we do things in the pre-pandemic way. When we talk about pre- and post-pandemic, it means those things that were identified as a result of the pandemic we should be able to fix. So, I thank you very much. Again, this is a plea to work with your leadership in your departments so that we get this problem resolved once and for all. Thanks for your understanding, and thanks for your support.

Senator Spranger: I'm sure that you've had these conversations plenty of times, and you asked us the question, where do we see ISU going after the pandemic. I have seen like four articles just this week, from NPR and the Economist and stuff about a four-day work week. So, I know that the University is run a little bit different than a business, but it kind of isn't. I know, for me, on Friday's I use that time to work on putting myself through school. It's really hard. I work on Friday's. I fit in my meetings on Friday's. So, I definitely see needing to fit classes in, but I think it's really important to think about the mental health effects for students and faculty as well.

Senator Horst: Provost Tarhule, would you like to respond?

Provost Tarhule: I think any response that I give will be repetitive of what I've said. But I can provide two other perspectives to what Senator Spranger has just said. It is true that some students work. Others don't. They have families that have paid for them to attend classes full time. And those students are in effect idled on Friday because there are no

classes, theoretically. Right. So, we've got to balance these types of considerations between those who have to work, and those who are actually idled because of these decisions.

But there's another perspective to this as well. As you saw in the schedules, not everybody schedules their classes Monday-Thursday. So, as long as some people schedule classes on Fridays, it defeats the kind of argument that you're saying. Because one class is scheduled on Friday, but another department schedules a class on Friday, it still disrupts your work week. To make this work, either we decide everybody is now going to do it, so we are very consciously planning to do a full week. It's not going to happen organically like this, because this is inefficient. This is a recipe for chaos. So, we have to decide, like those articles you are talking about, there are people deciding strategically for various reasons to adapt a full work week. Here it's happening without an overall concerted plan, and that's what makes it problematic.

Senator Blum: I'm one of these people whose never taught any other way. So, I didn't even know there was a standard versus a non-standard because I only knew one standard. My question is that one of the things that we learned from the pandemic is use of hybrid courses, for example, and things like that. Could those be employed in reaching the same accommodations, for example, a Monday, Wednesday and then an asynchronous so that it would allow the same efficiency? or would that not help?

Provost Tarhule: Probably could. And you're going to hear me say over and over, these questions will be easier to answer for different departments. There will be departments and programs for which that makes sense. There will be departments and programs for which it's a little bit harder. So, I'm going to emphasize what I'd like for people to do is to have more of these conversations within their local departments and to see what the opportunities are for the other departments. But certainly, what you have suggested could be part of the solution put forward.

Senator Hogue: I guess this is partly a follow-up question to Senator Spranger's question. You mentioned that a lot of parents are paying for them to go through college. I was wondering do you have any numbers behind that? Do you know relatively how many students are putting themselves through school versus using...

Provost Tarhule: We can get that. More students are putting themselves through school than those that are not. There's no question. I don't know if Pell eligible equates synonymously with people whose parents are not paying the full fair, but there are some who pay, there are some who have to work to pay. And I recognize that a lot of people have to work to pay. I completely understand that. I'm just not sure if this is a solution, because it's not concerted. If one department schedules your class from 10:00 -11:00 on Friday, the other two departments don't schedule you any class at all, I'm not sure if that still helps you working on a Friday. That's the type of disjuncture that I'm talking about.

Senator Toth: Commentary about Teacher Education majors, Nursing majors, any majors with an experiential learning pieces, or clinical experiences, or practicum experiences, any of those things that can typically take place on Friday due to the majority of students in those programs intentionally scheduling their classes outside of Friday for that purpose. Has there been any conversation about how clinicals or experiential learning will look like after this?

Provost Tarhule: I believe I was at pains to show that there are some cases where it makes sense to not schedule these classes. So, if you have a clinical experience that you want to schedule, and the department says all our students have to do clinicals on this day. There are some departments for whom it makes sense to not do this. And that's why I keep emphasizing one size fits all does not work. I'm not trying to get everybody to abandon this strategy. But I am saying, if you are teaching a class for which there isn't a strong pedagogical reason to restrict it in this way, help us by pulling it back and scheduling your classes in the standard time; we are experiencing a higher than manageable demand for a limited period of time during the day. So, it's not for everybody. The type of example that you just cited may be the one for which it is good to not schedule classes on Friday. But there are others for which we have an opportunity.

The other thing I would say is I would really like us to do a little bit more benchmarking. How do our peers at other institutions similar to us do it? Is what we are doing standard? How do our peers at other universities manage this issue? Are they all moving towards having classes four days a week or not scheduling during block schedule? I think every department should try to benchmark itself against its peers.

Senator Horst: Along those lines, I would say that I had a comment that said that we will lose students to other universities who offer four-day schedule. Do you have any response to that?

Provost Tarhule: Again, that begins with the benchmarking. We should do the benchmarking and see are our peers scheduling classes only on four days and is that what is driving students to them?

Senator Miller: I just wanted to clarify, is this a building and scheduling concern and are we not taking in opinions of students? Are we taking in mental health? Is this solely because of buildings and seats?

Provost Tarhule: It is predominantly building and seats. It's predominantly a space and time constraint.

Senator Biancalana: I just have a clarifying question. Is this plea backed with the anticipation that there's going to be a rise in student enrollment? Is this backed in any hoping that or expecting more people to come?

Provost Tarhule: That it will free up some of the rooms that are under pressure so that we can schedule more classes.

Senator Biancalana: Because we have more students coming in? We're anticipating more students to be enrolled in the next 5-10 years?

Provost Tarhule: Think about a situation where you have a room that is overcapacity. We are trying to release that capacity. Now I don't know how much of an impact this will have directly on enrollment. I do know that there are several, and maybe some of the chairs in this department in this room and can speak up because I spoke to some of them, some of our highest growth courses have been forced to turn away students because they can't take anymore. They don't have space. Space is only one of it, but it's one of those things. I would like to give every department that can grow an opportunity to take as many students as it can manage, because we know that we're having an enrollment issue. So, if we're turning away students in other departments that are growing or can grow, the result is what you see with our enrollment trends and that translates into real money and the financial liability for the university.

Senator Garrahy: I don't know if this is a question that can be answered because obviously it depends on the institutions that have or are transitioning to a four-day work/school week, but what would that look like Monday, Tuesday, Wednesday, and Thursday night? Because I would assume that if the University doesn't have classes on Friday that those classes still have to offered Monday, Tuesday, Wednesday, and Thursday night, and how late into the evening that might go as well.

Provost Tarhule: I will repeat what I said at the very beginning of my talk. The two issues of scheduling classes Monday, Wednesday, Friday and block scheduling are somewhat related, but they are not the same. Even if you ignore the idea of scheduling classes Monday, Wednesday, and Friday, during those days from Monday to Thursday when we schedule classes, we schedule a lot of classes within a very narrow band. There's room even in those days to have more classes earlier in the day and more classes later in the evening. We don't because we are piling up this middle from 9:00-3:00 p.m. when we are having a lot of classes. So, there's two separate issues. Even if you discount scheduling classes on Fridays, if we follow more block scheduling, there will be a more even distribution of classes by day. So, that's what I mean by the block scheduling. In a way, if you have to follow that, logically, some classes may have to move to Friday -- not a whole lot. But you would have to have a more even distribution of classes across the day. So, I just want to

repeat again that, yes, those two issues are somewhat related, but they are also different in important ways.

Senator Schmeiser: At this point, has there been a thorough two-way discussion between the Registrar's office and the departments?

Provost Tarhule: Going back to 2012, yes.

Senator Schmeiser: Okay. And then a follow-up question would be, with regard to in my department Language, Literature, and Cultures, once you get out of the 100 level, the classes are 75-minute pedagogically sound preferred. 75-minutes is preferred. So, my question would be, "Are we being asked to try our best to improve or is this something that we should really try to focus on even if we perhaps don't want to?"

Provost Tarhule: I will repeat, again, if your department has determined that the only way that you can deliver that course and achieve its goals is the 75-minutes and there's nothing you can do about it, and this is how your other peers in other institutions do it, so be it. Okay. So be it. But if there is room for you to help pull back because we're having scheduling time and room issues where you can convert some classes, and you are able and willing to do that, we would like to be able to work with you to do that because it will help the overall schedule of the University.

Senator Samhan: I wanted to ask if there was any data that shows that we did not enroll students because of space? Because from my personal experience, I think we have more space than we have staff. So, maybe if we don't have students, the problem is that we don't have teachers, it's not that we don't have enough space. Again, I'm in the College of Business; we have a big building, I understand that. But do you have any data about us turning down students just because we don't have the space for them?

Provost Tarhule: Well, I would say again, we are a complex University. There is almost nothing I say that will apply to everybody. Okay. Nobody should take their situation and assume that the whole University is like that. As I have said before, Jana Albrecht, the Associate Vice President for Enrollment Management, and myself met with several departments this past semester because we could see that enrollment was going to be challenging. But several departments closed enrollment. They said we can't take any more students. We have too many students. Part of that was faculty; we don't have faculty. I can address that by assigning more faculty to those units, and I have done so. Part of it is specific space. It's very specific space, I recognize that, labs and that sort. But there are also other cases in which it is we don't have any space. It may not apply to your department, and nothing I say here will apply to every department the same way. It's too complex. That's why I say, go back and have the conversation in your units and see if there is room for you to help the University out.

Senator Monk: You seem to imply that block scheduling will shorten the average student time at ISU, since students may be able to add more classes under this new schedule. Would block scheduling make it so that students could get a four-year degree in less than a traditional four years?

Provost Tarhule: Theoretically, yes. Theoretically. I don't have actual data to back that up; but if you go back to that diagram of parking in between the spaces, theoretically, a student who takes a class in the first-time block here cannot take the class following in the next time block, because that block is used up. We also cannot schedule a class in that block because it's taken up. So, the ideal time for this classroom here is going to be much longer. If we go back to the schedule, we plan for this to be idle for 10-20 minutes, now it's going to be idle for more than 45 minutes because of the way that the class is being scheduled. So, in theory, yes, students will have more choices and maybe they can graduate faster. I don't have empirical data to back it up.

Senator Phares: I understand the problem your saying, that image does describe the problem pretty well, but is block scheduling the only solution that has been researched with this? Could we possibly look into hybrid classes or something like that so we can still have those options of making it so that people don't have to have class on Friday?

Provost Tarhule: That would be great if you can explore other solutions. As I've said before, part of what I'm doing here is holding a mural for us to see that the Provost office aggregates this data across all of the University and in any one department, there may be one or two people doing it, many colleges, there may be 10-20 people doing it, but at a university scale now we have hundreds of people doing it. So, part of what we have to do in the Provost office is to look at all of the data and basically use it as a mirror to say, "Look at what our individual decisions are causing. Is this what we want?" So, I don't expect to mandate a solution from here. I want departments to look at these issues and come up with solutions. Do you think this is a good way for a university to operate? Are there other ways we should do this while addressing the concerns that we have?

Senator Midha: I would like to add a point to Senator Horst's point about student retention or attracting students or losing students to other universities. What's the impact on the faculty? Because I know the point might come to benchmarking and during the program review for one of the programs in the College of Business, I did look at the classing being offered and the schedules they were being offered; in my review, actually, I found that our peer universities were offering Monday, Wednesday and Thursday, Friday class schedules. So, if that is the case, we are having trouble attracting quality faculty. So, what impact will it have on attracting and retaining quality faculty also, if the peers are doing that?

Provost Tarhule: Let me get your question straight. If we have teaching on four days and the peers are not, or vice versa, which one?

Senator Midha: If we are on five days and our peers are on four days.

Provost Tarhule: First of all, we have to determine if that's what's happening. This is where benchmarking comes into play. If you look at my last slide, I said we want to be a data driven evidence informed University. Let's not make decisions based on anecdotes. Let's go ahead and see, are our peers doing this, and are we losing students to them. So, again, let's take this issue and have a much more detailed, more rigorous conversation. If you need the data, we have the data for each department and for each college. I'm happy to share that so you can look at it and see what it's doing to your college. But let's not assume. Let's go and study it and see. Are your peers all moving to four days and are we losing students to them? If that is the case, then this is a whole different conversation. My goal, my number one priority, is to make sure that we keep our enrollments as strong as possible.

Senator Cline: I don't want to extend the conversation too long, but as someone who has taught every Friday in my entire career at ISU, this is a difficult conversation for me. The reason that I teach on Friday's is because I teach a major component of the general education sequence. I'm concerned about the further ghettoization of gen ed and gen ed teachers on the campus. Because gen ed classes do tend to be the three day a week classes; of course I would love to have every Friday off to be able to do more research, but that's not really allowable if I'm teaching a gen ed course that's scheduled three days a week. So, it makes the gen ed teaching not as attractive to faculty. Right. And that creates an inequity among the faculty; those who are teaching the gen ed and those who are not.

To go back to Senator Spranger, I think it's important... it's my understanding and I'm sure there are exceptions, but faculty do not teach four days a week. We teach two days a week, for the most part, some of us three days a week. So, saying going to a Monday, Tuesday, Wednesday, Thursday schedule doesn't mean that faculty are going to teach four days a week. They don't. I think that, in general, that traditional faculty schedule needs to be made a bit more clear to students. And I know there's a difference. There are faculty who do teach four days a week, there are faculty who are in clinicals and other things that have to teach late at night.

But I think my primary concern with these conversations, for those of us who have been following the block scheduling, we have not been allowed some of these generous scheduling shifts that would allow us more time for research and other things. It feels a little bit unequal for those of us who are in those schedules, and for those of us who are in the schools who have been maintaining the rules, so to speak, over the years. So, my concern with a lot of these Monday, Wednesday, and Friday classes that are gen ed and what that does when students say, I would love to sign up for your class, but it meets on Friday. Well, it's because we're following the block scheduling. Right. So, that creates an inequity for the faculty who are already teaching in that sequence.

Provost Tarhule: And in some ways I worry about precisely that sentiment. If those people and departments who are now following the rules all decide, we are not going to follow the rules, and all these classes are going to be on Monday-Thursday, we are going to have a crisis. So, it's either we have more people adhere to the rules, or we are going to have a majoring scheduling crisis.

Senator Beucher: I'm trying to think through the implications of shifting the schedule to a block schedule being in a department that has a lot of Tuesday, Thursday classes and also clinicals. I'm wondering specifically if you know if we switch to a Monday, Wednesday, Friday schedule, if there's the possibility of decreasing class sizes by offering more classes? But then also if there's the subsequent implication of needing more faculty because you're offering more classes?

Provost Tarhule: There's a couple of ifs there. If we schedule, will we need more classes? I don't know if it will. It's the same number of students, your lectures are just shorter per lecture period. So, the students have not increased. I don't know it would necessarily lead to necessitate more classes. But to answer the second part to your question, more generally, and this is not a promise, but it's an aspiration. I would very much like to be able to allocate faculty to departments if they can demonstrate a clear need. What constitutes demonstrating a clear need is something we can have a conversation about. Sometimes people say our faculty to student ratio is 1 to 9. In order for that to be a threshold that says you go past this and often that ratio doesn't exist. But we're having very fruitful and productive conversations with the deans, to where I'd like to allocate faculty based on the demonstration of needs. So, a department shows that, hey, we need to teach 40 sections a class, we can only cover 36 with the faculty that we have. Then we have a responsibility to meet that need.

Senator Rardin: Clearly, a lot of work has been put into the solution of regressing back to the standard of the block scheduling, but what I'm curious about is has there been a lot of effort put in to going the other way? going with the flow of what seems to be popular opinion and trying to find solutions that will allow for that four-day scheduling that is so alluring, while still preventing some of those issues like the overlap between classes?

Provost Tarhule: Very difficult to do. I'll go back to my image. Think about the parking lot where the attendant says we can't get anybody to park in the proper assigned lanes, so we're just going to let everyone park wherever they want. Nobody will be able to get their car out. This is the kind of situation we will face, because we are already running, especially in the desired time blocks, there's a lot of interest in those to where the capacity is not being met. What happens if the capacity is not being met? Those classes will not be scheduled. I don't know if there is very much to be gained by saying "let's go with the current situation."

I would also like to think about, I really like the idea of benchmarking. We are not in a vacuum. We don't operate in a vacuum. If other schools have been able to figure out resolutions to problems, we shouldn't try to reinvent the wheel. We should be able to look at what our peers are doing. If they can do it, then we ought to be able to do it. So, I, again, encourage and invite departments to take this information back and explore it within your unit, and try to see what your peers are doing, and see if there are some opportunities. I'm hoping, my hope is that some people were not quite aware that this impacts and issues and nuances we discussed here, and I'm hoping that by bringing this to your attention, raising awareness about it, maybe we can shift a few of those classes. Maybe we don't need to shift everyone, but we do need to buy us some slack by shifting some classes where those opportunities exist.

Senator Horst: All right. That was about an hour discussion. I think it was a good one and I think almost everyone had a question. But please, if you have further questions, we can gather them in the Senate and forward them to the Provost's office.

Chairperson's Remarks

Senator Horst: Thank you, again, to the Faculty Caucus for the productive meeting we had last week with representatives from the University Review Committee. We will continue that work this evening, so I am going to give brief remarks.

I wish to thank Provost Tarhule for sharing his thoughts on why the campus community needs to review how we are making class scheduling decisions. The Senate is a great place to have such conversations in a full capacity with all kinds of representative from students, faculty and staff, and I hope that we can continue to communicate with each other and share our thoughts regarding how to address this subject.

I attended the Board of Trustees meeting on October 15th along with other members of the Campus Communication Committee. I am pleased that the Board decided to fund several renovation and repair projects, including the renovation of the Bowling and Billiards Center into an Esports facility.

Committee chairs and secretaries, please remember to forward all approved minutes. Also, if possible, please email Cera your attendance reports shortly after the meeting so that she can maintain accurate attendance records.

Student Body President's Remarks

Senator Villalobos: I hope everyone had a fantastic Homecoming weekend. It really was wonderful to see our campus and town community come together to celebrate the place we call home. I know that after I graduate, I will most certainly look forward to coming back frequently for ISU Homecoming.

I'd also like to extend congratulations up to the recent dedication ceremony and thanks for the work they have done to the leadership of the Multicultural Center as well as to all the students who were involved in that process.

I received, with great enthusiasm, that the FDA has authorized a Moderna and Johnson & Johnson vaccine booster shots for certain populations as well as the news that the mix-and-match approach regarding the different types of vaccines will be acceptable for boosters. So, I will take this time to renew SGA's call for students to get vaccinated and please consult trained medical professionals, such as those at Student Health Services, to get accurate information regarding vaccinations. We are fortunate enough to live in a land in which we have three viable options. Our vaccines work. Others around the world are in significantly less fortunate situations regarding this and I believe we all need to remember that.

I echo the sentiment from Chairperson Horst, and I was also extremely pleased to see that the Board has approved a measure authorizing renovations for the creation of the Esports gaming center and arena. This necessary investment and expenditure will serve to provide a fantastic space for students in our varsity Esports teams, who are currently at the pinnacle of the college games. So, I thank everyone who had a hand in making that happen.

Just a few SGA updates. I'm pleased to report the success of our memorial clean up. SGA placed flowers and American flags around the veteran's memorial on the Quad. So, my thanks go out to the members who participated in that. We also held a successful letter drive event on the Quad in which students wrote letters to their elected officials about issues that mattered to them. I am pleased that the SGA tent we had for that event was able to provide shelter for the Provost during the tsunami rainstorm that hit campus that day. I've never seen him move that fast. It was fantastic.

Finally, the annual College Democrats versus College Republican Debate hosted by SGA will be taking place next week, on October 26, from 7:00-8:30 p.m. here in the Bone, in the Brown Ballroom. This is an excellent opportunity for students to engage in civil political discourse on campus, and I would ask the consideration of faculty to inform students of this event and even to consider offering extra credit for attending. The event flyer can be found on our social media pages, and I'd be happy to talk at length with anybody individually about this as well. Thank you.

Administrators' Remarks

- ***President Terri Goss Kinzy***

President Kinzy: I want to add my thanks to everyone that helped make Homecoming such an incredible success, except the people that sent the tornado on Monday. That was not so fun. But I'm really pleased at the response that we had to keep everyone safe. We came indoors and everything was great. Thanks to the folks at the Bone for making it happen. I want you to know that if you've never been anywhere else, and I have been other places, it

is an extraordinary Homecoming. It says a lot about this institution and how much people love it and come back. I even missed events, which I can't believe, but I'm going to find them all next year because it really is a unique opportunity. And, students, we look forward to seeing you back for that.

I do think a highlight was the ribbon cutting for the Multicultural Center; but leading up to that was a really wonderful and rich program that I think is a step forward to embracing all different points of view here at our institution, embracing different cultures ideas, identities. I'm excited about the fact that we can have civil discourse and have the political discussions that our Student Government Association puts forward. I think that's very important that we continue to all move forward in productive dialogue.

Productive dialogue also includes COVID-19. I look forward to someday not talking about it, but I appreciate the work of our COVID response team of getting the state to run clinics here that allowed our faculty, staff, and students to get vaccinations or boosters. I'm very excited to say that we went up 1% today. Our students are now at 79%; guys, we're close. 80% is a really big number. We're at 86% in the residence halls. Faculty and staff are still at 93% which is really amazing. Going into the winter, it's really important that we all do our part to keep the masks on, be safe, and don't forget that flu shot if you've not gotten it either. Too many overlapping symptoms.

On a positive note—I mean, that was a positive note—I just want to celebrate some of the accomplishments of our faculty. One is a grant. What is exciting about this grant to Dr. Aslihan Spaulding is that her \$10 million grant from the USDA is about the future of agriculture and is collaborative, not only with other universities in our region but with alumnus of Illinois State University as some of her co-investigators, and I think that that's just great.

I also think it's the perfect time of year to curl up in front of a fireplace, or somewhere warm, and read a good book. I'm really excited about two particular books that I wanted to highlight. One is Dr. Charles Bell's new book *Suspended: Punishment, Violence, and the Failure of School Safety* which explores fighting and punishment cycles. It's gotten a lot of really great attention. If you go on Twitter, his wife got him a cake with his book on it, which I think is really wonderful. I think we should celebrate these accomplishments and learn about the scholarship of our colleagues.

And then, if you've ever watched Shark Tank and seen those people that are always trying to sell crickets for a food source, people at Illinois State University know about that. So, kudos to Dr. Gina Hunter for her new book *Edible Insects: A Global History*. This is important. There are cultural aspects on the consumption of insects, and it could actually be a really important and green mechanism for protein production. So, look for a good book, or go to the library here at Illinois State University to find one. Thank you.

Senator Toth: First of all, big plug for that first book you mentioned. I actually just bought it yesterday. It talks about the black youth in our school and how that is felt. So, that would be a great read for all educators. My question is that it came to our attention this weekend of the unfortunate news that they Culturally Responsive Campus Community conference was cancelled due to some budgetary issues and maybe some issues between the planning team and the administration, is what we heard. Do you happen to have any perspective on what occurred and what led to the cancellation of the conference?

President Kinzy: That was cancelled by the people that organize it. They were offered the average funding that they had received over the past two years. So, there was no budget cut, and we went with an average because one of the years was lower than the other, that would have been unfair. So, they have the funding for the entire academic year, and if they felt they didn't have time to put the conference on they can still schedule it anytime this academic year. So, there was no budget cut.

- ***Provost Aondover Tarhule***

Provost Tarhule: I do want to start by acknowledging that, yes, I did seek shelter from the rain in the letter writing shelter and it was much appreciated. I had an opportunity to catch up with the students and what they were doing also. So, thank you very much.

A couple of announcements, or maybe more than a couple. The search of the dean of the College of Arts and Sciences is underway. This is our biggest college. The position has been posted. We are starting to receive applications. I'd think the priority review date is November 15. I'd like to encourage everyone, not just the people in the College of Arts and Sciences, to disseminate that information as widely as possible, reach out to good strong candidates. We want to be able to hire somebody that will really move the college forward. When we talk about diversity, making progress with diversity begins right at the point at which you are announcing a position. So, we want to make sure that we reach out to diverse candidates as well to make them apply; because if they don't apply, we're not going to be able to improve that. So, that position is underway.

The search for the Director of the Graduate School is also underway. The position is posted, and we have started to receive applications as well. So, again, I encourage you to reach out to deserving strong candidates amongst colleagues to apply.

I would like to make an announcement here first time, that we're going to hire a Director for Online Education. This is one of those things that we learned from the pandemic that our online footprint was just extremely small. Thanks to CTLT and all of the people that worked extra hard to get us through the pandemic, but it became clear, more so during the pandemic that we need a more intentional strategy on online education. So, I'll be creating a new unit dedicated to online education housed in CTLT; and in the spring I'll be announcing a position to hire a director for that center. The director will provide strategic

leadership to focus on quality online courses and online program development. The director will be housed in CTLT, as I said.

Our Center for Civic Engagement has won the American Association of State Colleges and Universities Civic, Learning, and Community Engagement Award. That deserves a round of applause. Specifically, they got the award for their program Embracing Our Redbird Impact Elevating Civic Education and Political Engagement consistent with some of the other things that we just mentioned. As many of you may know, that center reports jointly to the Division of Student Affairs and Academic Affairs; so it truly reflects our institution's understanding that civic engagement is not an isolated event, but really integral part of the student's overall experience.

And finally, I hope you will all join me in looking forward to Dr. Ali Riaz's Distinguished Professor Lecture that's going to take place on Tuesday November 9. So, if you are free, and if you're not going to be free please make sure you will be free, so that we join this very deserving candidate and listen to that talk. Information on this will be sent via campus mail. Thank you very much.

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

Senator Johnson: I want to join my colleague also in thanking everyone for a safe and enjoyable Homecoming. Definitely a pleasure attending a historic ribbon cutting for our Multicultural Center for this campus community and for the Bloomington Normal community. So, that was definitely a highlight.

I also want to give kudos out to the students. Because it's really not just a weekend; Homecoming is an all-week-long festival. The turnout for one of my favorite events, Redbird Rumble, was outstanding. So, thank you all for showing up, being engaged throughout the week, and making this a great place for our alumni to come back to. So, keep that energy going and come back when you're an alumnus of the institution.

I want to share my excitement about moving forward with the Esports complex. Again, I want to thank all those individuals who were involved in the planning and providing support for the project as well -- especially our Campus Recreation staff and our nationally ranked Esports team and programs who, I think because of their abilities and their performance, led into us getting to this point. We are able to have this complex for the entire campus community.

I want to share some additional points of pride that we have within Student Affairs and for the campus community. Our very own Bone Student Center has been featured in The Bulletin, which is the Association of College Unions International magazine. Our Bone Student Center renovation project has been mentioned within that. So, point of pride for us

as an institution, and all the creativity and hard work that went into the planning and design of that facility here.

As you know, Braden Auditorium is home to lots of talent. For example, Justin Willman from Magic for Humans on Netflix just performed during Family Weekend. Next up: UPB (University Program Board) will be bringing Blackbear with Tai Verdes tomorrow, Thursday, October 21 at 7pm. I think there is still time to purchase tickets.

Who is ready for Fall? On Thursday, October 28, EMDH will be handing out caramel apples starting at 11:00 a.m. at both Watterson Dining Commons & Marketplace at Linkins. I conclude my comments with that little treat.

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

Senator Stephens: Last Thursday, President Kinzy and I and Director of Internal Audit Rob Blemler, along with several other team members from my division, as well as staff from the state Auditors Generals Office and the external audit firm RSM, held our FY20 Audit committee meeting here at the Bone Student Center with Trustee Louderback, Trustee Navarro, and Trustee Donahue. The meeting went very well.

As President Kinzy mentioned, last Friday we had our Board of Trustee meeting and we were successful in getting approval for a number of key campus capital projects. I'd like to quickly run down a few listings of those to give you a sense of the excitement that's going to occur on this campus over the next several years.

We were fortunate enough to get approval for the CVA rotunda building, which is approximately a \$9 million complete renovation of this particular facility that dates itself back to the 1970s. Many of you have probably taken classes in there, they're gen ed classes. Those are some of our larger spaces. This particular facility has not had any major renovation, at least on the interior, done since it's opening. So, we're pretty excited for that. That will end up, because those are much needed classes on campus from a scheduling perspective, they'll try to start the work in either one or two of those classes this coming summer. Then, they try to work within the breaks when they're not operating, and then try to pick up the project in the following summer. Hopefully, we can get them completed in two years; the most important thing is continuing to have obviously the proper scheduling of classes on campus, especially with taking some of these important spaces offline. So, very exciting, I'm sure, for many of those who are either teaching in there or have taught in there. It's going to be a very nice venue.

The DeGarmo Hall plaza, if any of you are Education majors, it's got water leaks out on the plaza area that's been going on for a number of years. We were able to gain approval from the Board to hire an engineering firm to provide an assessment to come up with a plan in order to eliminate that water seepage down into those classrooms and office spaces below

the main floor. So, that project should begin this summer, and hopefully will be able to be finished up before next fall.

Watterson Dining Service renovation. It's a \$5.4 million project that is the front entrance into the dining area. For many of you that have been on campus for the last few years, we did a major renovation effort in the back of the building where a lot of the food is cooked. Well, now we are moving that project up to the front area where the students are being served. So, the last renovation of that area occurred about 13 years ago, so the Board approved the \$5.4 million project for that. Because Watterson Dining is our most important dining facility it will be staged throughout the summer period of time and during the breaks. We will not be closing, as Vice President Johnson told me, we will not be closing or limiting the use of the Watterson Dining area at all. So, it could take a few years to get this done but it's going to be a very attractive facility once that's finished.

The last one, Vice President Johnson mentioned as well, is the Esports facility, which is the back portion of the Bowling and Billiards Center. It's about a 10,000 square foot space. That was approved by the Board for us to move forward with renovating that. We do have that project already bid, so there should be work that should begin sometime over the springtime. So, that's going to be exciting and an attractive space going forward.

So, as you can see, we've got a number of campus enhancement projects, not to mention we've got the Fine Arts facility that hopefully one day will get started. We're still waiting on the CDB to finalize the redirection of that water/sewer line. But over the next several years, there's going to be a lot of work being done. So, we really appreciate from our division, I have the facilities and planning area and maintenance teams, and a lot of that, we appreciate your patience and support as we renovate this campus over the next several years. It's going to be very exciting as each of these projects come online. That's all my comments for the evening.

Action Item:

09.23.21.06 TEXTBOOK AFFORDABILITY-current

09.23.21.05 TEXTBOOK AFFORDABILITY-mark up

09.23.21.07 TEXTBOOK AFFORDABILITY Current Copy

Motion by Senator Stewart, on behalf of the Rules Committee, to approve the revisions to the Textbook Affordability Committee charge. The motion was unanimously approved.

Senator Horst: I would note that it says that we should stagger the terms, so you might consider how you're going to fill the fourth position to make sure that happens.

Information Items:

Faculty Affairs Committee:

10.07.21.06 Policy 1.8 Integrity policy - Current Copy

10.12.21.03 Policy 1.8 Integrity policy - Mark Up

10.12.21.04 Policy 1.8 Integrity policy - Clean Copy

Senator Nikolaou: This is the policy that we saw Section I, II, and III last year. So, you will see that there are some small changes in these sections, just to make sure that they are consistent with the procedure section. If we focus on Section IV. In IV.A.1 we clarified the due process from external funding resources and we also clarified from whom the inquiries might come.

In Section IV.A.2, we defined what is the conflict of interest in research, and what appears as a deletion about the consultation component. It's that it's just been moved to the next section about obligations and rights of the respondent during the formal process, which is a new Section IV.A.3. This section includes the obligation for the respondent to cooperate with the process, their rights to receive notice to challenge the decision and to receive written reports. We also distinguished the right of the respondent to have private legal counsel and that this is not the role of the University Legal Counsel.

In Section IV.B, we added about the right of the individual to start a formal process if the initiator is not satisfied with an informal local resolution. We added that the AFEGC and the SCCR are potential outlets after an informal resolution if the initiator is not satisfied. And throughout the document, you will see that we have added business days from different parts of the process may happen.

Section IV.B.2, we clarified the appeal process for cases where an inquiry request is dismissed by the dean or the appropriate unit supervisor, and that the RIO will file a request to remove any allegations with the HR from someone's personnel file.

Section IV.B.4, we clarified that the investigation or the inquiry are going to continue unless there is a criminal request from law enforcement.

In Section IV.B.5, we added that resigning or retiring from the University, for example, does not terminate the misconduct procedures; so, they are going to continue.

In Section IV.C, we deleted the C.2 because they were moved, again, under obligations and rights. We clarified how objections to the membership of the inquiry team can be made, and that the dean is also allowed to make such a request during the process. And we added some details about submission of the agreed statement of facts.

Section IV.D, just some language clean up.

Section IV.E, language clean up, and we added information about how the respondent is going to be notified. And when and how a challenge of the investigation panel composition is going to happen.

Section IV.F, we added that the disciplinary actions should be consistent with faculty ASPT and other University policies. We added details about the formation of an appeals committee.

Section IV.H, we added that University units will also be informed about the item.

Then in tonight's meeting, because there were three parts in the policy where it was talking about academic misconduct where it should talk about research misconduct, so we made these changes.

And then there was another addition that we made, if you are in the clean copy, when we talk about the appointment of the Investigation Panel. So right now, we say in general a panel should consist of three persons. One is going to be a person from the unit, one faculty member from elsewhere in the University, and one peer professional. So, we added the following because we wanted to make sure that if it is a research misconduct for a faculty member (that came from a suggestion from Senator Horst) that it should be reviewed by faculty members who are tenured or tenure-track, to mirror the process that we have for the AFEGC or for the CFSCs. And that's why we added the sentence, "for research misconduct allegations against a tenure-track or tenured faculty, all three persons of the investigation panel shall be tenure-track and/or tenured faculty. For research misconduct allegations against persons who are not covered by the faculty ASPT process, efforts will be made to include a member from the respondent's appointment class." Because for the last part we were thinking that, if we have a non-tenure-track individual, we want to make sure that one member who is non-tenure-track is going to be included in the Investigation Panel. So, that is an addition that you don't see explicitly in the document.

I would like to thank Senator Hollywood, the chair from last year's Faculty Affairs Committee, all the members of the Faculty Affairs Committee. And Ms. Kathy Spence and Senator McLauchlan for working on this during the summer.

Senator Horst: I believe we have Kathy Spence here. If you could talk a little bit about the RIO is and what they do?

Ms. Spence: Sure. The RIO. They make sure the policy and procedures are followed throughout the entire process. So, most of what's in here, that is all up to you; I'm just the one that has to enforce it. So, that's my job.

Senator Horst: There was another suggestion that I made that the RIO could not be on the Investigation Panel.

Senator Nikolaou: Yes. We also added that sentence at the end, RIO Assistance to Investigation Panel. So, we added that same sentence, which also appears under RIO Assistance to Inquiry Team. In both cases, it says that the RIO cannot be a member of the Inquiry Team; and in the case that we added, they cannot be a member of the Investigation Panel.

Senator Otto: I worked on Academic Affairs last year and we spoke of this, but I don't see it in this iteration, and that's that I would strongly advocate for, in 4.h. Notifications, to name the IRB in particular as needing to be informed if there is misconduct; because the IRB should revoke the Institutional Review Board approval, which will prevent someone from presenting or publishing that data.

Senator Nikolaou: So, for this one, we thought that it's going to be captured by the addition "notifications may also be made to relevant compliance committees or University units." Because I also sent her some questions, and she had a response to that part.

Ms. Spence: It's not just the IRB though. There's a number of compliance committees, so I thought that the generic language about informing other bodies as appropriate covered those compliance committees.

Senator Otto: I think it might be important to spell those out since we are talking about informing bulk of the process.

Senator horst: Such as?

Senator Otto: Spelling out what are those captured in that generic language. What are the parts of the organization that are being referred to when we talk about these agencies, or departments, or whatever?

Ms. Spence: So, specifically, the federal compliance committees?

Senator Otto: Well, whomever that we traditionally report to. There must be a list as you just stated. I would just like that disclosed to people, so they really know what the process is and where this information goes.

Senator McLauchlan: Could we include some e.g.'s? Because I don't want us to be locked into a list that changes regularly, much faster than policies. I'm generally opposed to procedures being policies, but because this one is disciplinary, I'm totally in favor of it being a challenge to pass and to change. But I wouldn't want us to lock us in because, say, the National Institutes of Health or National Science Foundation changed their rules tomorrow, as they all want to do, we would need to respond as an institution with our notification procedures. So, I wouldn't want to lock us in; but, I think listing some of the e.g. the University Compliance Committee, the Bio Safety, the IRB, the IOCOOK, or the relevant funding agencies. I think that's a very friendly amendment. But I wouldn't want to spell it out specifically, Senator Otto, because I think you could lock yourself in to a place where you become non-compliant as an institution.

Senator Otto: I really appreciate that. Thank you.

Senator Nikolaou: I'm looking at the other members. Faculty Affairs, does this sound like a friendly amendment? Okay.

Senator Horst: We had a discussion over email today about the use of the word sanction versus disciplinary actions. I was wondering if your committee had a chance to address that?

Senator Nikolaou: We did. So, just to give everyone background for those who didn't see the email, it's because right now the policy was talking about sanctions and that it should be consistent with faculty ASPT policy. But then when we look at the ASPT policy, we have a specific section that talks about sanctions. We have a separate section that talks about

suspension and dismissals. So, the question was, does the policy 1.8 cover only sanctions, which means that faculty or staff or whoever falls under the policy cannot be suspended or be dismissed for a research misconduct? And that's why there was a discrepancy between the two. So, instead of talking about sanctions we rephased it. Now, it reads, "The Provost may prescribe disciplinary actions and/or corrective actions responsive to the alleged misconduct which must be in line with the disciplinary articles within faculty ASPT policies or other applicable University policy." So, instead of talking about sanctions specifically because they have a specific definition in the ASPT policy, we talk more generally about disciplinary actions, which might be sanctions, suspensions, or dismissals.

Academic Affairs Committee: Senator Cline

Senator Cline: In our meeting tonight, the AAC completed work on Policy 2.1.14 Withdrawal. The approved new policy will be sent to Academic Senate Executive for consideration and ratification. We then began work on Policy 7.7.2 Financial Aid Distribution.

Administrative Affairs and Budget Committee: Senator Smudde

From Senator Smudde: The AABC reviewed its task schedule for pending issues. Particular attention was given to the content and conducting of surveys about on the President, Provost, and VPs; the timing of Academic Impact Fund review and report; and policies under review.

Faculty Affairs Committee: Senator Nikolaou

Senator Nikolaou: The Faculty Affairs Committee met this evening. The FAC approved some additional language pertaining to Policy 1.8, and we also completed our discussion about Policy 3.2.3 Academic Notice of Appointments.

Planning and Finance Committee: Senator Vogel

Senator Vogel: The Planning and Finance Committee met tonight, and we completed our review of Policy 3.1.29 (Right of Access to Personnel Files) and Policy 3.7.1 (Graduate Assistant Appointment Procedure) and will be forwarding those to the Executive Committee. The subcommittees met continued our work on review of other policies on our Issues Pending list.

Rules Committee: Senator Stewart

Senator Stewart: Rules approved the 10/06 minutes. We also discussed and approved two editorial changes to CGE bylaws in response to comments from Exec. Those changes were already included in CGE documents I've sent, so I won't send those again. We then met with two reps from COE about their bylaw revisions: Robyn Seglem and Stacey Jones-Bock. After a short presentation on revisions, we asked questions and had an initial discussion of revisions to the COE bylaws with those reps for the rest of our meeting.

Adjournment or Hard Stop at 8:45 p.m.

Motion by Senator Villalobos, seconded by Senator Landfair, to adjourn. The motion was unanimously approved.

Attendance

	Senate
Name	Attendance
Aldeman, Matt (rep Qaddour, Jihad)	1
Avogo, Winfred	1
Beucher, Becky	1
Biancalana, AJ	1
Blum, Craig	1
Bonnell, Angela	1
Chassy, Grant	1
Cline, Lea	1
DeNeve, Sarah	1
Deutsch, Lucky	1
Garrahy, Deb	1
Harpel, Tammy	1
Hogue, Hannah	1
Hollywood, Mary	1
Horst, Martha	1
Johnson, Levester *	1
Kinzy, Terri *	1
Lahiri, Somnath	1
Landfair, Lawrence	1
Marx, David	1
McLauchlan, Craig *	1
McNab, Maddie	1
Meyers, Adena	1
Midha, Vishal	1
Miller, Chloe	1
Monk, Eduardo	1
Nahm, Kee-Yoon	1
Nichols, Wade	1
Nikolaou, Dimitrios	1
Noel-Elkins, Amelia	1
Novotny, Nancy	1
Otto, Stacy - VIRTUAL	1
Palmer, Stuart	1
Pancrazio, Jim	1
Paoni, Devin (TRUSTEE) *	1
Peters, Steve	1
Phares, Kevin	1

Rademaker, Hannah	1
Rardin, Nate	1
Restis, William	1
Samhan, Bahae	1
Samuel, Isabel - EXCUSED	0
Schmeiser, Benjamin	1
Seeman, Scott - EXCUSED	0
Small, Maddy	1
Smudde, Pete	1
Spranger, Avery	1
Stephens, Daniel *	1
Stewart, Todd	1
Swiech, Livi - EXCUSED	0
Tarhule, Aondover *	1
Torry, Mike - EXCUSED	0
Toth, Dylan	1
Valentin, Rick	1
Villalobos, Rodrigo	1
Vogel, Laura	1
Zoltek, Sophia	1
Zosky, Diane (dean rep) *	1
Branoff, Ted (chair rep) *	1
VACANT - 1 CAS SS Faculty	0
VACANT - 1 Faculty Associate	0
VACANT - 1 Student Senator	0
QUORUM (VOTING) (28) (*=NV)	47

Appendix I.

“Block” Scheduling

Schedule Compliance

CREATE
YOUR
LEGACY

Related
But
Different

MWF Scheduling

vs

“Block” Scheduling

MWF - Schedule classes during all 5 days of the week

Block Scheduling – Schedule classes in appropriate time blocks

50 minute lectures in 50 minute time blocks (Generally but not exclusively MWF);

75 minute classes in 75 minute lecture blocks (generally, but not exclusively T, TH)



What We Learned During COVID

ISU Facilities Services did not know which rooms/classes were being actively used!

Implications:

- Unnecessary cleaning cost
- Wasteful use of limited staff capacity
- Emergency response

Use 25-Live for ALL your scheduling



What We Learned During COVID

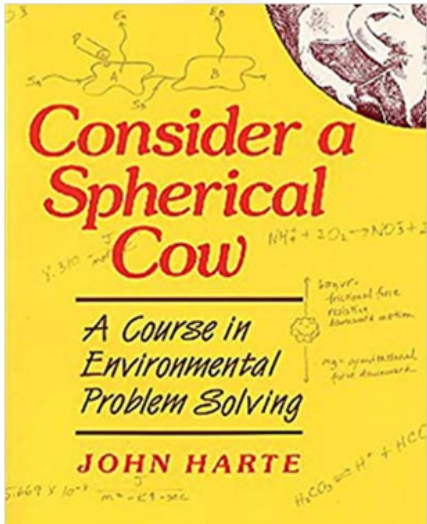
Planning for Fall 2021 assuming physical distancing

How could we schedule as many classes as possible in person (following COVID protocols)?

We could schedule >1000 classes more in person if we fully utilized all 5 days of the weeks

Enthusiasm for this push waned when we went back to in-person classes.

Theoretical Considerations

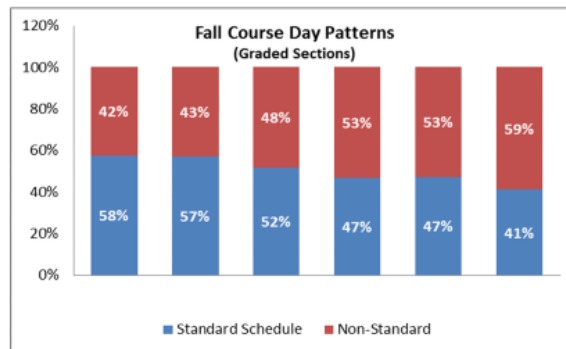


	Typical MWF Schedule	Typical T, TH Schedule
1	08:00 - 08:50	08:00 - 9:15
2	09:00 - 09:50	09:35 - 10:50
3	10:00 - 10:50	11:00 - 12:15
4	11:00 - 11:50	12:35 - 1:50
5	12:00 - 12:50	2:00 - 3:15
6	1:00 - 1:50	3:35 - 4:50
7	2:00 - 2:50	5:00 - 6:15
8	3:00 - 3:50	
9	4:00 - 4:50	
10	5:00 - 5:50	

- Total # of classes (in 1 room) theoretically possible in a week = 44
- # of classes possible if ALL MWF slots disrespected = 35
- Theoretical Max. loss of space/scheduling capability ≈ 20%
- Translated to total classes offered per semester = 800



There has been a decrease in the number and percent of standard scheduled sections over the past 17 years...from 58% to 41%.





The Challenge

CONS: What problems are caused by the increased use of non-standard schedules?

- More courses overlap with others, causing scheduling difficulties for students.
- Facilities are not used efficiently and classes must be scheduled later in the day.
- Decreased choice of classrooms particularly for large classes.
- No available space in case of emergency when a classroom must go offline
- Increased resources to reconfigure space temporarily (eg. Williams Hall)
- Space in residence halls must be used for classes, taking away from student use.
- The final exam schedule cannot be published before resolving overlap conflicts. This delays publication and consumes large amounts of staff time.
- Public perception may be unfavorable.



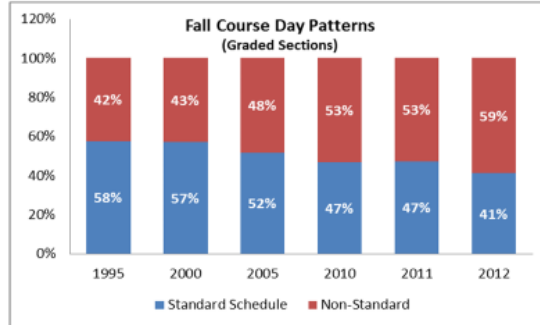
The Challenge

PROS: What advantages are there to scheduling non-standard schedules?

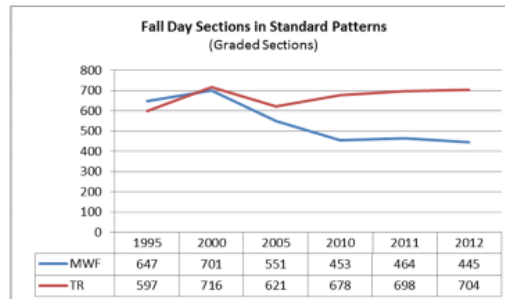
- Faculty and students have Fridays open for research, projects, and meetings.
- Non-standard times on MW allow for more 1 hour 15 minute classes which may be more suited pedagogically for certain kinds of classes/instruction.



There has been a decrease in the number and percent of standard scheduled sections over the past 17 years. Standard scheduled sections represented 58% of all scheduled sections in Fall 1995 and 41% of all scheduled sections in Fall 2012.



09.20.12.01
 "Course Scheduling by Day and Week"
 From Jonathan Rosenthal, EMAS
 Dist. Exec. Com. **10/1/12**
 Dist. Academic Affairs Com.



	1995	2000	2005	2010	2011	2012	Change Pct	Change Num
TR	851	968	880	939	959	950	12%	108
MWF	683	724	571	474	483	456	-33%	-227
MW	290	340	383	537	529	542	87%	252
M	34	46	60	72	74	68	100%	34
F	13	53	45	43	42	30	131%	17
R	35	57	51	58	58	62	77%	2
T	50	47	65	56	67	67	34%	17
W	19	36	40	59	68	71	274%	52
All Others	182	211	168	178	177	173	-5%	-9
Total	2157	2482	2263	2416	2457	2419	14%	300



Response to Previous Efforts

I get the scheduling concern. I also get the fact that the faculty survey showed lack of desire to make such changes. But the class guidelines, long-standing or not, have not been followed for at least seven years, so I certainly get that one could argue they weren't binding.

"...given that so many faculty want to teach on that schedule, it has become the desired norm...."

Emails from Faculty member : Friday, December 18, 2015 12:05 PM

but we are trying to address an immediate problem of scheduling classes between 9:00 and 3:00 where demand for >> space exceeds capacity. This is related to the MWF/TR issue, but also separate from discussions we've had in the past.

Email from Rosenthal...On Dec 18, 2015, at 11:53 AM, Jonathan Rosenthal



Response to Previous Efforts

Dear Committee Members,

Last night, our committee members on the Executive Committee (of which there are many) replayed our January 20 conversations so as to figure out the best next steps to take regarding the scheduling "crisis".

Exec ultimately concurred that Jess, Crystal, and the Registrar's office should move forward with the information on the memo regarding enforcement of scheduling regulations.

...Exec saw the primary issue as one of *messaging*: given that the "new" regulations are actually "old" regulations, it will be important to create an information campaign to remind schedulers across campus of stuff they already know [emphasis added].

Email from: On 1/26/16 11:09 AM, Will Daddario

The Current Situation...



- ❑ Data not directly comparable, criteria from the Rosenthal analysis not available..
- ❑ Current analysis applies to 3 credit hour, lecture courses only (very conservative!).
- ❑ Provost's Office **recognizes and supports** the need for **selective use** of non-standard block scheduling for pedagogical reasons.
- ❑ Opportunities for more compliance with block scheduling best explored at local level. "One size fits all" does not work.

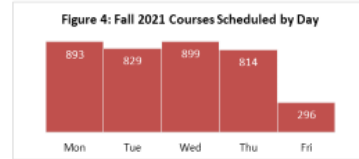
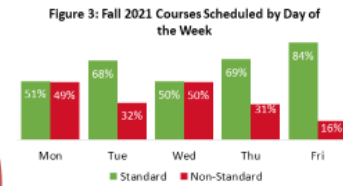
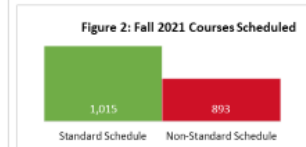
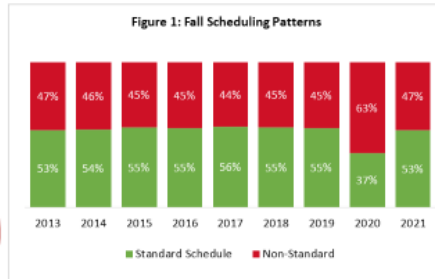


Figure 4: Fall 2021 Courses Scheduled by Day

Day	# of Courses	# of Courses (%)
Mon	893	24%
Tue	829	22%
Wed	899	24%
Thu	814	22%
Fri	296	8%
Total	3,731	100%

Based on 3-credit hour, on-campus, lecture courses ONLY



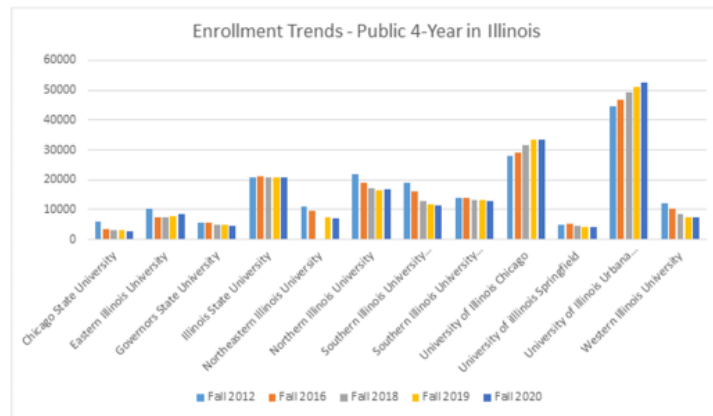
The Challenge



- Impact on student class choices
- Impact on space utilization
- Impact on future facilities requests
- Chaotic schedule if everyone decides not to comply...
- Where does it end... If Friday off is better, how about Thursdays and Fridays off?
- Is "we have always done it this way..." a good/satisfactory response?



Enrollment Concerns



The transfer students we have lost alone during the past 2-3 years could have kept our numbers flat!

	2017	2018	2019	2020	2021
Total Enrolled	20,784	20,635	20,878	20,720	20,233



What is ISU's vision/aspirations post pandemic?

We cannot afford to be a university that takes 10 years to address an issue we all agree needs to be addressed.

To thrive, we must be **forward-thinking, fast-pivoting, opportunistic.**

To compete, we must become more data-driven, more evidence informed and quickly address vulnerabilities exposed by the pandemic.

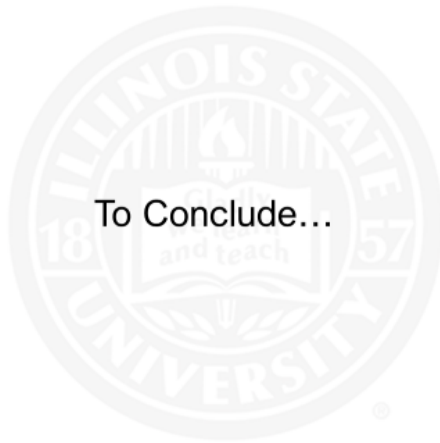


The present guidelines on block scheduling are at least 10 years old...maybe considerably more.

The discussion about adherence to the guidelines is probably at least as long.

Provost's Office **recognizes and supports** the need for **selective use** of non-standard block scheduling for pedagogical reasons.

Provost's Office believes there are opportunities for more adherence with block scheduling. This discussion and options should be explored at the level of departments and colleges. **One size fits all does not work.**



To Conclude...

- Left unaddressed, the scheduling problem will get worse not better. We should not be satisfied with “we have always done it this way...”
- Our individual actions matter. At the aggregate level, small actions can have big impacts
- Provost’s Office is willing to work with and assist departments and faculty to slowly move toward greater adherence.
- COVID has changed the world and higher ed. To thrive we need new mindsets, new processes, more proactiveness.



Go Redbirds!

And.....

Thank you for your understanding and support!