Panel 1C
Individual
Accountability

Facilitator: Bridget Smyser (Northeastern University)
Sidekick: Todd Polk (University of Texas-Dallas)

Panelists:
Patsy Brackin (Rose-Hulman Institute of Technology)
William (Bill) Endres (Michigan Technological University)
Rachel Horenstein (Denver University)

Description: How do you hold individuals accountable in a team setting?
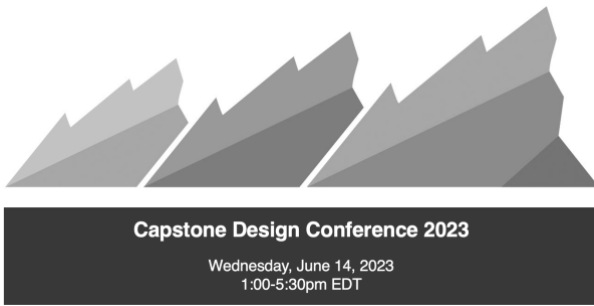
Starting Questions:

1. Why is individual accountability important, particularly since the whole team needs to function to get the job done?

2. What types of activities does your program use to measure individual accountability?

3. What sort of instruction or guidance helps foster individual accountability?

4. What are the consequences for individuals who don't contribute equally to team efforts?

5. What skills are measured at the individual level vs. the group level?

6. If you had to give one piece of advice about this topic, what would it be?

Notes:

Why is individual accountability important, particularly since the whole team needs to function to get the job done?

- PB: projects should be scoped for a full team to be required for success, so can't thrive if someone is not participating fully – others will suffer
- BE: Important learning opportunity for the person that needs to be held accountable. Important for the others to see that everyone is accountable. Also important for the culture of the organization.
- RH: Team dynamics success more commonly dependent on not building resentment

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- Jim Hartman, UNC: present as opportunity for students to practice being a supervisor and holding teammates accountable.

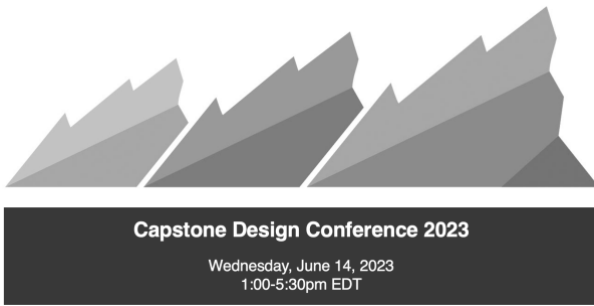What types of activities does your program use to measure individual accountability?

- RH: CATME. Within design reviews, each student needs to present their own technical work - makes it obvious if all they have to present is the budget. Individual design notebooks are also good evidence, performance reviews have also worked well (new this year) - 360deg reviews (students loved, difficult for faculty)
- BE: CATME. Weekly individual activity reports (don't get graded). Advisor gets good visibility with these. "Fantasy Capstone" (team formation like fantasy football - faculty advisers' rate students for who they want on their team.
- PB: divide quarters into 2 week sprints, each has a different project manager. At start of quarter they set the quarter goals; at end of the sprint, each project manager rates the progress and feedback for individuals. This works for most, but some get flagged and need intervention - usually at least one team each year that is unsuccessful

What sort of instruction or guidance helps foster individual accountability?

- BE: uses a professional development (?) textbook. Has some chapters with communicating with your team - can help prevent issues. Has good guidance with how to raise issues. We're all humans, so always challenges. Always some students that just there because they have to be, but don't care - just want a C.

How do you deal with the team dynamics when some members of the team want an A and some are content with a C so the amount of effort they are willing to put in varies?

- RH: we have a small enough program so that they know the students well enough to balance them - those students will still have engineering work to do, but not the critical ones
- PB: frame to students as they are representing their institution to the client - have to have professional behavior. Generally have at least one team that will fail - they would have been getting constant feedback about being unacceptable. This is more than a class.
- BE: Also frames as broader importance - you don't just let yourself down, but the institution. Have teams do a team contract/charter. What is each person up to? If the

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students don't want to put it full effort - let your teammates know from the start how much you are going to put in.

In a job environment, the person can be fired. But in school you can only punish the student(s) by grade, but that is at the end of the semester which sometimes defeats the purpose. What do you suggest?
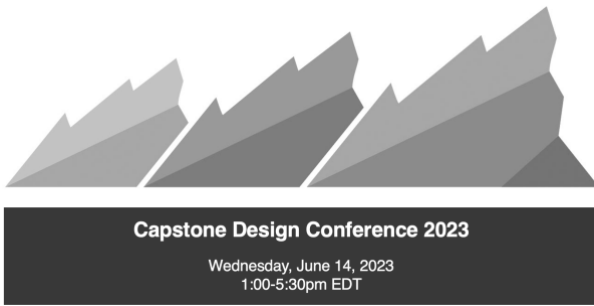
- RH: has kicked people out of the sequence after the first quarter. Students would need to take a full new year
- BE: can also kick them out at first quarter - if they have anything lower than a C

What are the consequences for individuals who don't contribute equally to team efforts?

- PB: give them explicit tasks and deadline that they'll need to meet. If they can't meet that, clear sign. But are seeing much more anxiety, post quarter: if they can't make it, then maybe this isn't the quarter for them. But a more rigid deadline for those that are just not important is helpful.
- RH: have had some instances where it wasn't clear - they left their grades open at end of the term, and met with them to do some make-up assignments and try to provide more scaffolding so they can transition back to the team
- BE: in CATME, if below 0.9, he'll provide the point score as feedback; especially when below 0.85. Also requires them to see him if they are overconfident. Coaching session - 10-30 minutes. (if doing it just for a grade, then they are missing a lot). Individual adjustments to team scores, such that they add to 1.

What skills are measured at the individual level vs. the group level?

- RH: communication and professionalism - transitioning to a non-academic mindset. Reflection about the design - buy-in for the design decisions.
- PB: every student evaluated on their ability to be a project manager. Each student needs to put together a plan for what new thing is that they want to learn and how they will learn it. Students migrate toward what they are good at and strengthen that. Project management + professional development.
- BE: less about technical skills, but professional skills: communication, teaming, and situational understanding (the problem and the people). Brings in personal experience about how you need to be responsible for the problems you choose to tackle and how.
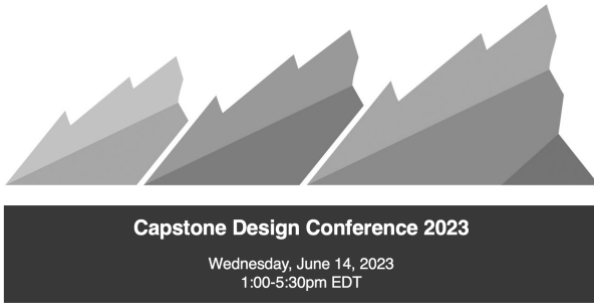
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If you had to give one piece of advice about this topic, what would it be?

- PB: frame to students - you are learning about how to present yourself and starting your professional reputation. What do you want to communicate and what do you want your reputation to be?
- BE: quote from Teddy Roosevelt: "people don't care how much you know until they know how much you care". Another quote from Jim Hunter: "Thank Hard, Spank Hard." It's also about the clients - you need the program to thrive long term, then student accountability is important. But make sure it's about the students, and not about you.
- RH: set the standard of it being ok not to know, but have to show up and make a plan to figure it out. Have to reach out and have that conversation to find out why they are not showing up.
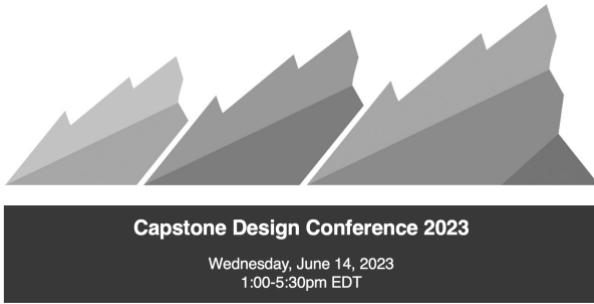
Session Questions/Comments

1. How do you deal with the team dynamics when some members of the team want an A and some are content with a C so the amount of effort they are willing to put in varies?
   a. Grade the C's harshly with the threat of an F - don't allow them to coast.
2. How do you verify fulfillment of accountability? And make it acceptable?
   a. I use peer feedback - when each student in the team grades other student's individual contributions.
3. What can you do if students don't want to say anything negative about teammates?
   a. They do in the anonymous course survey at the end of the semester/year.
   b. We use 360 peer review surveys three times during the semester and so we can see accountability and how it varied across the semester.
   c. I give them a chance twice in each semester to give me "private feedback" about their teammates. I see this does work
   d. At UVM we use EduSourced 360 Peer Evaluations, normalized to the Team Average and then adjust the final grade based on how their average compares to their team (up/down).
   e. we do 4 peer evals during the 2 semesters. Stress to students that if they don't tell the truth about an underperforming teammate, they are licensing them to

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continue to underperform and dooming yourself to do their work to make it up. Don't enable the freeloaders!

f. we do 4 peer evals during the 2 semesters. Stress to students that if they don't tell the truth about an underperforming teammate, they are licensing them to continue to underperform and dooming yourself to do their work to make it up. Don't enable the freeloaders!

g. We emphasize the disservice you do to a student if you don't tell the truth in the eval. By not saying something now you help them feel that they can get away with not supporting a team in the workplace. At school they get an F and can learn from it, but in the workforce they get fired. So we encourage them to help their teammate by letting them know now that they can't get away with freeloading.

h. PB: we let them do it - if they want to cover for their teammate, they'll have to pick up that extra work - it's a decision they need to be responsible for. There may also be external circumstances that the team is working on balancing themselves. Don't go looking for it.

i. RH: often will hear about it 1:1, outside of CATME. Let them decide, within reason, if they want to help them across the finish line.

j. BE: students can be very tolerant and forgiving. Do 3 CATMEs, the first one, just starting to know each other. Encourage them to be honest early and not wait until the end.

4. What do you do when you find out a team member does not have the skill level originally thought and can't really provide the efforts/work product required?

a. RH: small program, so know students well - this is rare, at least to the point where it would block a project.

b. PB: more common, they have a perfectionist on the team that takes over other student's projects. "You are great, but you have to let others work - conveys that they don't trust the other person and this isn't helpful in industry"

c. BE: coach them through it - find things they can do and if they are willing to do some work and they've made it through that far, important to help them finish, but also coach on what they know and don't know.

5. What 360 review tools people use?

a. I used Teammates- it has the students give feedback to me privately AND feedback to each team member. This survey is free
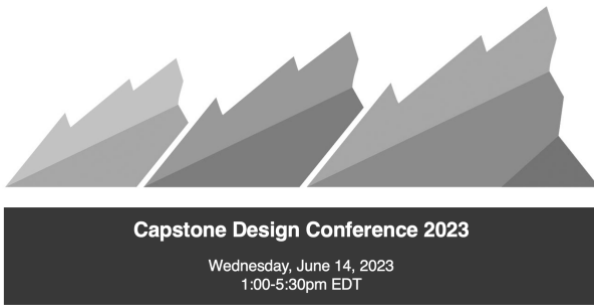https://teammatesv4.appspot.com/web/front/home

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    b. I have used Qualtrics 360 surveys for Universities and also from Edusourced as part of their project management program.

    c. We use EduSourced peer evals that are based on CATME

    d. We (UTDsolv) also use EduSourced 360 peer evaluation surveys send out to students midterm and end-term.

    e. UMich internal tool (goal is to be external too, research-funded): https://ai.umich.edu/software-applications/tandem/

        i. It's a team formation tool & peer assessment tool. Has some readings for students re: pro-teamwork behavior (communication, project management, neurodiversity in teams) that are personalized/tailored. Supposed to be explicitly equity-focused (alert instructors if specific groups are having disproportionately positive/negative experiences in classes).

        ii. Want to be a research partner? Email us!

6. In a job environment, the person can be fired. But in school you can only punish the student(s) by grade, but that is at the end of the semester which sometimes defeats the purpose. What do you suggest?

    a. Peer pressure - make the contributions visible and apparent.

    b. We allow teams to fire another teammate for poor performance. The fired student must find another project team to work on.

    c. Have students set up Team Charter at the start of the semester in which they stipulate the consequences if team members do not attend team and/or client meetings or do not do their part when working on the deliverables.

7. I'm interested to see more specifically the weekly report templates and how to foster students inputting relevant information. How do the students see each other's contributions?

    a. Two examples (from Courtney Pfluger at Northeastern and Dmytro Zarebelnyy at ??) were provided. We (the OC) have copies if you would like to see them

8. For people running multi-semester (or quarter) Capstone - how do you deal with a F in the first semester/quarter or they totally drop out?

    a. We make them start over as the entire capstone sequence is completed with the same team on the same project

    b. We do not give grade for semester 1. They get cumulative grade after semester 2

    c. That may put a burden on the team to be 1 man down, so we will look to see if they need support from lab staff, grad students, other teams, etc.

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    d. BE: for the remaining students, will cut them some slack, but coach and encourage them. Sometimes can backfill. Sometimes will just stop a project and put them on other projects.

    e. PB: have done a variety of similar things - spreading out the team, let them finish, backfill. Students that fail their interD capstone course can go back and do a capstone with their department

    f. RH: often the remaining students are relieved and productivity increases, since now students know they can count on each other. Rarely fail or dissolve a project - generally change the scope.

9. What metrics go into the evaluation/grade?   How do you keep students focused on the goals of the project as opposed to completion of interim reports etc.   Is the mentor doing the grading?

    a. This is a great question. Sometimes the reports (etc) represent well defined tasks that students throw their time into. This is in contrast to "messy" design work. Granted we can add training wheels and guide the design process BUT this removes some of the student creativity and problem solving.

    b. As the instructor, I grade the team's Project Definition, and Customer Needs/Target Specs documents. Faculty project advisors grade the final report and mockup.

10. Sometimes students are not interested in the project…

    a. I changed two years ago to allowing students picking and ranking their interest in project topics to help with this issue

    b. We do the same - they bid on their preferred projects and then we form the teams from their bids

    c. I've even seen the other extreme-student-defined projects where the team loses interest in their own project, perhaps when they find it wasn't "easy". We always have the students pick their top 3 choices from a few dozen projects.

    d. It is one of the points I use for team formation and project assignment. I tell them it is like you are at a company and sometimes you get what you want and other times you just work to put bread on the table :-)

    e. We use a top 10 system, where they use the initial proposals for their first round of selections. We then have the sponsoring companies give presentations about the projects before asking the students to revise their selection. For their top 3 projects of the 10, we ask the students to write a justification statement as to why it's been placed in its position. We find this allows us to gauge personal interest

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    while still being able to properly allocate students based on their discipline and the required group size (80+% are placed in one of their top 3)

11. We use Capstone to demonstrate a variety of ABET requirements.   Communications, Writing, but also design process (requirements, design, analysis, simulate, prototype, assess, repeat).   Not too difficult to assess at team level …. but at program level hard to assess at individual level.   I am curious if others use mentors for evaluation?   Is the program director running 40 students or 200?
   a. We have lots of ABET in our course too. It makes it hard to focus on the project sometime.
   b. My plan for the next year to have all drafts to be individual submissions, and only the final document as the team's submission. This way each student has to show the work and their individual grade will show their accountability also prevents too much of compartmentalization within the team.. i.e. I am responsible for only this aspect and do not care about the rest...
   c. We (UT Dallas) are the "dumping ground" for ABET. We have almost every SO in the two semester capstone sequence. And yes, it is easy to pull and evaluate data for teams, but is more difficult for individuals. By its nature capstone is team-based so evaluating individuals is certainly difficult. We have a few targeted deliverables for individuals to help us capture some data.

12. Really curious - do advisors of teams of 3-10 assign grades or does the director of a program of 200-250 assign grades?
   a. I am a director of about 100 between CP1&2 and assign grades
   b. We have team advisors propose individual grades and the instructor assigns final grades
   c. I have TAs grading routine assignments. The final or milestones are combined (TA + myself). The end grade is combined from routine assignments +milestones.
   d. In our program, the advisors provide an initial grading suggestion for certain areas of the rubric. The advisors are often an employee of the sponsoring company. As they have "skin in the game" relating to the performance of the team and individual students and it's result with respect to the deliverable product. However, myself (associate director) and the program director are responsible for conferring the final grades. (50-60 students, 2 semesters)
   e. My largest class has been 12 projects with 48 students in two sections. I do all the grading and we have no graduate students or graders or even a "co-teacher".

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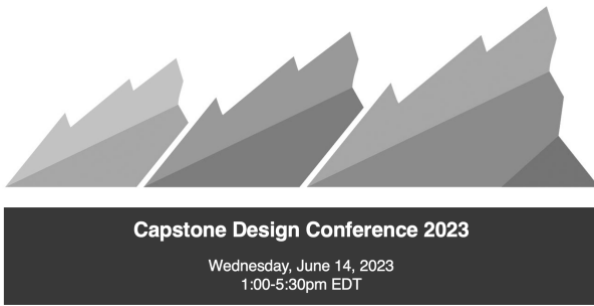
Chat Transcript:

09:59:54 From Laura Hirshfield (U of Michigan) to Everyone:
    Welcome! Here is a link to the Virtual Capstone Design Conference program: https://tinyurl.com/CapConf2023
10:01:01 From Jorge I Rodriguez, PhD (UGA) to Everyone:
    Buenas Tardes! 🙂
10:02:28 From Laura Hirshfield (U of Michigan) to Everyone:
    Here is a link to the Virtual Capstone Design Conference program: https://tinyurl.com/CapConf2023
10:02:52 From Jorge I Rodriguez, PhD (UGA) to Everyone:
    Capstone rules!
10:05:59 From Beth DeBartolo - RIT to Everyone:
    All materials will be posted to the Capstone Design Community website: https://capstonedesigncommunity.org/
10:07:00 From Keith Stanfill - UTK to Everyone:
    Go Vols!
10:07:09 From brackin to Everyone:
    Reacted to "Go Vols!" with 👍
10:10:39 From Todd Polk - UTDallas to Everyone:
    1C Google doc: https://docs.google.com/document/d/1Tf46fC4-2HAf-1dVhE7PwyEC46piIkBH/edit?usp=drive_link&ouid=117377723258457336551&rtpof=true&sd=true
10:14:03 From Eli Patten (MechE, UW, Seattle) to Everyone:
    https://docs.google.com/document/d/1Tf46fC4-2HAf-1dVhE7PwyEC46piIkBH/edit
10:14:09 From Aren Paster - RPI to Everyone:
    Who do we hold accountable for this snafu? :)
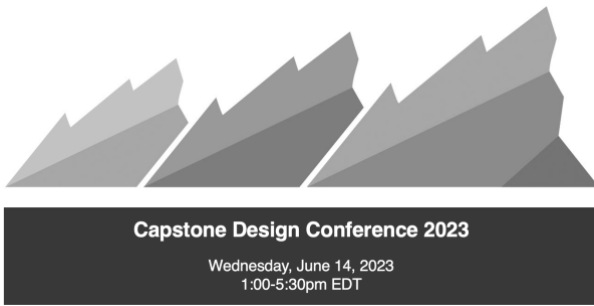10:14:30 From rblust1 to Everyone:
    Reacted to "Who do we hold accou..." with 😂
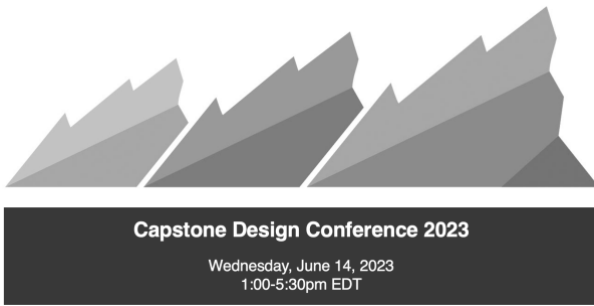10:15:56 From Todd Polk - UTDallas to Everyone:
10:18:39 From Daniel Auger to Everyone:
    How do you deal with the team dynamics when some members of the team want an A and some are content with a C so the amount of effort they are willing to put in varies?

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10:19:30 From Michael Hirsch (Boston U.) to Everyone:

    Reacted to "How do you deal with..." with 👍

10:19:47 From Atiq to Everyone:

    How do you verify fulfillment of accountability? And make it acceptable?

10:19:53 From Robin Fowler to Everyone:

    Reacted to "How do you deal with..." with 👍

10:20:07 From Charoenphol, Ploy Phapanin to Everyone:

    Reacted to "How do you deal with..." with 👍

10:20:36 From Novella Keeling (CU Boulder) to Everyone:

    Reacted to "How do you deal with..." with 👍

10:21:53 From Dmytro Zagrebelnyy to Everyone:

    I use peer feedback - when each student in the team grades other student's individual contributions.

10:21:55 From Nathan M. Kathir. George Mason to Everyone:

    For Session 1C: What can you do if students don't want to say anything negative about teammates? They do in the anonymous course survey at the end of the semester/year.

10:22:21 From Michael Hirsch (Boston U.) to Everyone:

    I have about 160 students each year. Would like one-one but as Rachel says that class size makes one-one challenging.

10:22:30 From Roger amd Marsha McCarty to Everyone:

    We use 360 peer review surveys three times during the semester and so we can see accountability and how it varied across the semester.

10:22:37 From Michael Hirsch (Boston U.) to Everyone:

    Reacted to "For Session 1C: What..." with 👍

10:23:05 From mike thorburn - Cal State Univ LA to Everyone:

    Bill - do advisors grade weekly activity reports or does the capstone director?   How many students are in program?

10:23:14 From Rungun (Penn State Berks) to Everyone:

     @Nathan - I give them a chance twice in each semester to give me "private feedback" about their team mates. I see this does work

10:23:50 From Rungun (Penn State Berks) to Everyone:

    what 360 review tools people use?

10:24:03 From Dustin Rand (he/him) UVM to Everyone:

    At UVM we use EduSourced 360 Peer Evaluations, normalized to the Team Average and then adjust the final grade based on how their average compares to their team (up/down).

10:24:10 From David Schmidt U of Minnesota to Everyone:

Reacted to "How do you deal with..." with 👍
10:24:22 From Rungun (Penn State Berks) to Everyone:
Thanks @Dustin
10:24:39 From Courtney Pfluger (She/Her) Northeastern University to Everyone:
Replying to "what 360 review tool..."

I used Teammates- it has the students give feedback to me privately AND feedback to each team member. This survey is free
10:24:46 From Hamid Rad to Everyone:
biweekly individual reports in addition to the weekly group reports can help
10:24:46 From Roger amd Marsha McCarty to Everyone:
Replying to "what 360 review tool..."

I have used Qualtrics 360 surveys for Universities and also from Edusourced as part of their project management program.
10:24:54 From Eli Patten (MechE, UW, Seattle) to Everyone:
question from the notes: What do you do when you find out a team member does not have the skill leveled originally thought and can't really provide the efforts/work product required?
10:25:39 From Melodie Lawton to Everyone:
I'm interested to see more specifically the weekly report templates and how to foster students inputting relevant information. How do the students see each other's contributions?
10:26:03 From Dmytro Zagrebelnyy to Everyone:
Reacted to "At UVM we use EduSou..." with 👍
10:26:10 From Rungun (Penn State Berks) to Everyone:
Replying to "what 360 review tool..."
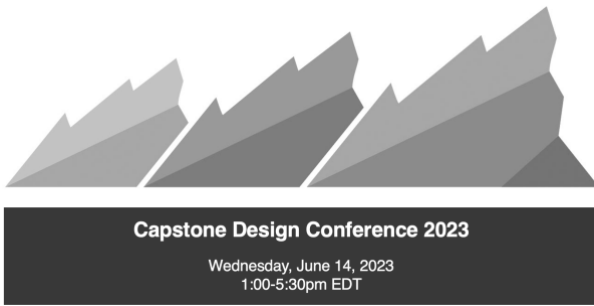
@Courtney - can you please give the URL?
10:27:58 From Courtney Pfluger (She/Her) Northeastern University to Everyone:
Replying to "what 360 review tool..."

https://teammatesv4.appspot.com/web/front/home
10:28:16 From mike thorburn - Cal State Univ LA to Everyone:
Follow up about weekly reports.   Even if not graded, does the capstone director read all of them?   I am curious about the volume of reports and the ability to read them critically.
10:28:57 From Hamid Rad to Everyone:

In a job environment, the person can be fired. But in school you can only punish the student(s) by grade, but that is at the end of the semester which sometimes defeats the purpose. What do you suggest?

10:30:16 From Dmytro Zagrebelnyy to Everyone:

Replying to "In a job environment..."

Peer pressure - make the contributions visible and apparent.

10:31:26 From Rungun (Penn State Berks) to Everyone:

When people put tools - please give URL so we can enter them in the google doc and it will be more useful for everyone - Thanks

10:32:14 From Courtney Pfluger (She/Her) Northeastern University to Everyone:

Replying to "Follow up about week..."

I do scroll through them and sometimes have TA's look at them to ensure there is no issues

10:32:46 From Jim Hartman - UNC Charlotte to Everyone:

Replying to "How do you deal with..."

Grade the C's harshly with the threat of an F - don't allow them to coast.

10:33:25 From Robert J. Ryan to Everyone:

Replying to "How do you deal with..."

👍

10:34:37 From Courtney Pfluger (She/Her) Northeastern University to Everyone:

Replying to "I'm interested to se..."

Here is my weekly memo template I give students

10:36:52 From Rungun (Penn State Berks) to Everyone:

For people running multi-semester (or quarter) Capstone - how do you deal with a F in the first semester/quarter or they totally drop out?

10:37:17 From Hamid Rad to Everyone:

The question of failing was about an individual within the team, not the whole team performance.

10:37:36 From Dmytro Zagrebelnyy to Everyone:
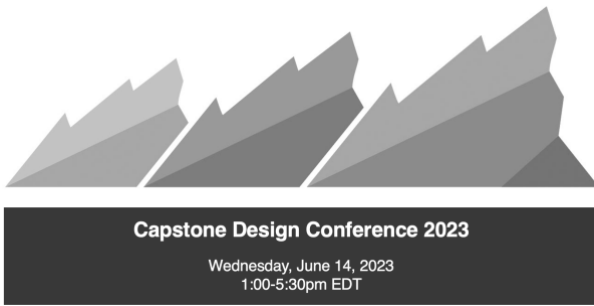
Replying to "For people running m..."

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We do not give grade for semester 1. They get cumulative grade after semester 2.
10:37:44 From mike thorburn - Cal State Univ LA to Everyone:
What metrics go into the evaluation/grade?   How do you keep students focused on the goals of the project as opposed to completion of interim reports etc.   Is the mentor doing the grading?
10:38:05 From Rungun (Penn State Berks) to Everyone:
Replying to "For people running m..."

I am asking about an individual member rather than whole team
10:38:16 From Rungun (Penn State Berks) to Everyone:
Replying to "For people running m..."

Thanks @Dmytro
10:39:48 From Dmytro Zagrebelnyy to Everyone:
Sometimes students are not interested in the project...
10:41:37 From Courtney Pfluger (She/Her) Northeastern University to Everyone:
Replying to " Sometimes students ..."

I changed two years ago to allowing students picking and ranking their interest in project topics to help with this issue
10:41:41 From Rich Burman to Everyone:
Replying to "What metrics go into..."

This is a great question. Sometimes the reports (etc) represent well defined tasks that students throw their time into. This is in contrast to "messy" design work. Granted we can add training wheels and guide the design process BUT this removes some of the student creativity and problem solving.
10:42:09 From Jason Bailey to Everyone:
Replying to "Sometimes students..."

I do the same
10:42:18 From Todd Polk - UTDallas to Everyone:
Replying to " Sometimes students ..."

We do the same - they bid on their preferred projects and then we form the teams from their bids
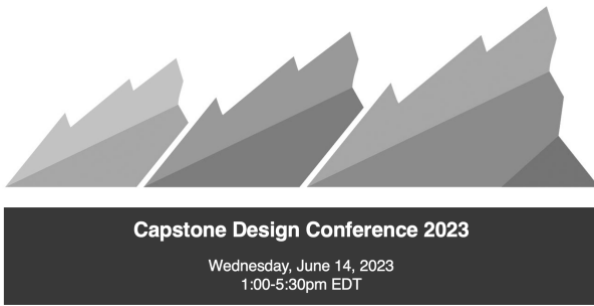
10:42:38 From Courtney Pfluger (She/Her) Northeastern University to Everyone:
    Reacted to "We do the same - the..." with 👍
10:42:41 From Michael Hirsch (Boston U.) to Everyone:
    Replying to " Sometimes students ..."

    I've even seen the other extreme-student-defined projects where the team loses interest in their own project, perhaps when they find it wasn't "easy".
    We always have the students pick their top 3 choices from a few dozen projects.
10:42:50 From Helen Markewich to Everyone:
    Reacted to "We do the same - the..." with 👍
10:43:00 From Robert J. Ryan to Everyone:
    Reacted to "We do the same - the..." with 👍
10:43:01 From Rungun (Penn State Berks) to Everyone:
    I use a "team eval" in which the team sits together and evaluates one member at a time and this is a two way communication. For example A,B,C and D are in a team. A,B and C evaluate D for various areas based on a template I have and they can have a dialogue for accountability and it works well for us
10:45:37 From Rungun (Penn State Berks) to Everyone:
    Replying to " Sometimes students ..."

    It is one of the points I use for team formation and project assignment. I tell them it is like you are at a company and sometimes you get what you want and other times you just work to put bread on the table :-)
10:46:21 From Jason Bailey to Everyone:
    Replying to "I use a "team eval..."

    I have had students admit to liying on evals not to affect peer grades.
10:46:23 From Brenden Smerbeck to Everyone:
    Replying to " Sometimes students ..."

    We use a top 10 system, where they use the initial proposals for their first round of selections. We then have the sponsoring companies give presentations about the projects before asking the students to revise their selection. For their top 3 projects of the 10, we ask the students to write a justification statement as to why it's been placed in its position. We find this allows us to gauge personal interest while still being able to properly allocate students based on their discipline and the required group size (80+% are placed in one of their top 3)

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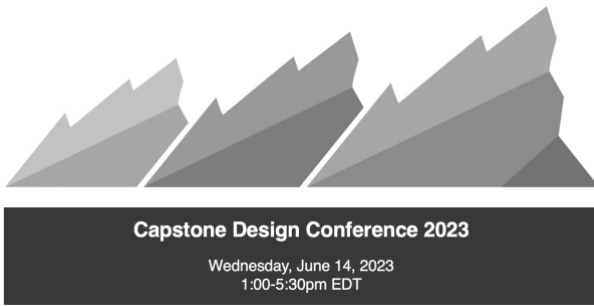
10:46:35 From Jim Hartman - UNC Charlotte to Everyone:
    Replying to "For Session 1C: What..."

    we do 4 peer evals during the 2 semesters. Stress to students that if they don't tell the truth about an underperforming teammate, they are licensing them to continue to underperform and dooming yourself to do their work to make it up. Don't enable the freeloaders!
10:47:04 From mike thorburn - Cal State Univ LA to Everyone:
    We use Capstone to demonstrate a variety of ABET requirements.   Communications, Writing, but also design process (requirements, design, analysis, simulate, prototype, assess, repeat).   Not too difficult to assess at team level …. but at program level hard to assess at individual level.   I am curious if others use mentors for evaluation?   Is the program director running 40 students or 200?
10:48:06 From Rungun (Penn State Berks) to Everyone:
    Replying to "I use a "team eval" ..."

    I tell them that peer evals will not be used for grading - it is to make the teams work together. I use it to increase my observations and then it might affect the grade
10:48:25 From Jim Hartman - UNC Charlotte to Everyone:
    Replying to "Follow up about week..."

    We have the team mentor review the weekly reports (what I did this week, what I am going to do next week) during the weekly meeting.
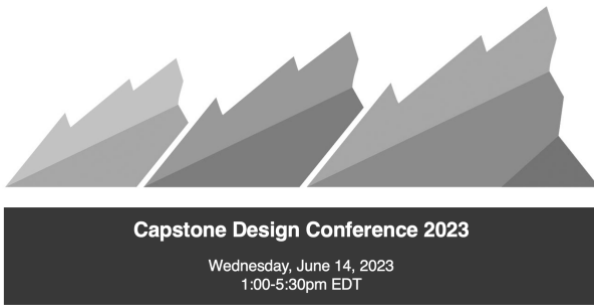10:49:09 From David Schmidt U of Minnesota to Everyone:
    Replying to "We use Capstone to d..."

    We have lots of ABET in our course too. It makes it hard to focus on the project sometime.
10:49:34 From Dmytro Zagrebelnyy to Everyone:
    Replying to "We use Capstone to d..."

    My plan for the next year to have all drafts to be individual submissions, and only the final document as the team's submission. This way each student has to show the work and their individual grade will show their accountability
10:50:08 From Roger McCarty - Brigham Young University to Everyone:
    Replying to "For Session 1C: What..."

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We emphasize the disservice you do to a student if you don't tell the truth in the eval. By not saying something now you help them feel that they can get away with not supporting a team in the work place. At school they get an F and can learn from it, but in the work force they get fired. So we encourage them to help their team mate by letting them know now that they can't get away with freeloading.

10:50:23 From Jim Hartman - UNC Charlotte to Everyone:
Replying to "For people running m..."

That may put a burden on the team to be 1 man down, so we will look to see if they need support from lab staff, grad students, other teams, etc.

10:51:01 From Dmytro Zagrebelnyy to Everyone:
Replying to "We use Capstone to d..."

also prevents too much of compartmentalization within the team.. i.e. I am responsible for only this aspect and do not care about the rest...

10:54:17 From Kris Jaeger-Helton - Northeastern to Everyone:
One saying I have - along with the supportive aspect:

"Absent does not mean exempt."

10:55:40 From Steve Zahos to Everyone:
Reacted to "My plan for the next…" with 👊

10:55:55 From Robin Fowler to Everyone:
re: getting students to be honest in peer evals: We ask a number of team-level questions (like "we're sharing the workload relatively evenly") b/c people are more willing to acknowledge those than "Bill isn't doing his work"

10:56:15 From Robin Fowler to Everyone:
so then, teams with big discrepancies sometimes come to our attention and we can dig deeper

10:56:43 From Lee Hinkle to Everyone:
Replying to "We use Capstone to d..."

We assign 2nd semester teams as mentors for 1st semester teams.   Also, students complete written evaluations for group presentations.

10:56:58 From mike thorburn - Cal State Univ LA to Everyone:
Replying to "re: getting students..."

Sometimes I see the teams bifurcate.   One half says the other half stinks - and vice versa.

10:57:07 From David Schmidt U of Minnesota to Everyone:
    Replying to "We use Capstone to d..."

    @Dmytro Zagrebelnyy We do individual drafts too but it is sections of the final report so it seems I am forcing them to compartmentalize. Are you making them all draft the design section of the final report?

10:57:12 From Mark-RPI to Everyone:
    Replying to "How do you deal with..."

    👍

10:57:37 From Robin Fowler to Everyone:
    Reacted to "Sometimes I see the ..." with 👍

10:58:55 From Dmytro Zagrebelnyy to Everyone:
    Replying to "We use Capstone to d..."

    @David Schmidt... early draft is a must- just to make sure they start working early. If I do not ask for early draft- we end up with last moment ideas and the end result can be poor.

10:59:28 From mike thorburn - Cal State Univ LA to Everyone:
    Really curious - do advisors of teams of 3-10 assign grades or does the director of a program of 200-250 assign grades?

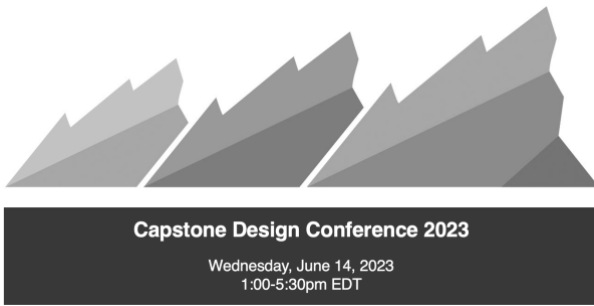11:00:44 From Susannah Howe | Smith (she/her) to Everyone:
    Bridget: here's a Q asked earlier that I don't think has been discussed yet: "What do you do when you find out a team member does not have the skill level originally thought and can't really provide the efforts/work product required?"

11:00:46 From Jason Bailey to Everyone:
    Replying to "Really curious - d..."

    I am a director of about 100 between CP1&2 and assign grades

11:00:54 From Rungun (Penn State Berks) to Everyone:
    Replying to "For people running m..."

    Thanks for answering the question - we have teams of 3 or 4 and has not happened in my eight years, but it almost happened one time

11:01:12 From Novella Keeling (CU Boulder) to Everyone:

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Replying to "Really curious - do ..."

We have team advisors propose individual grades and the instructor assigns final grades
11:01:13 From Dmytro Zagrebelnyy to Everyone:
Replying to "Really curious - do ..."

I have TAs grading routine assignments. The final or milestones are combined (TA + myself). The end grade is combined from routine assignments +milestones.
11:01:16 From Todd Polk - UTDallas to Everyone:
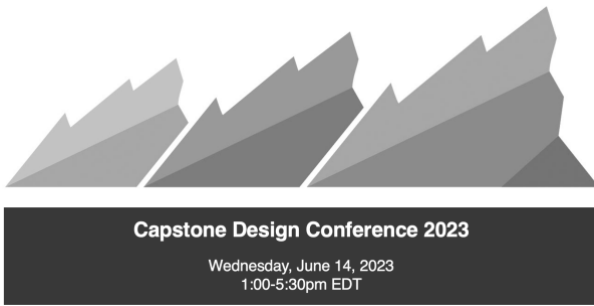Replying to "re: getting students..."

We just had that here at UT Dallas. Somehow they managed to successfully complete the project! Lucky for us it was an internally sponsored project rather than a customer sponsored one.
11:02:16 From Brenden Smerbeck to Everyone:
Replying to "Really curious - do ..."

In our program, the advisors provide an initial grading suggestion for certain areas of the rubric. The advisors are often an employee of the sponsoring company. As they have "skin in the game" relating to the performance of the team and individual students and it's result with respect to the deliverable product.

However, myself (associate director) and the program director are responsible for conferring the final grades.

(50-60 students, 2 semesters)
11:02:39 From Brenden Smerbeck to Everyone:
Reacted to "Bridget: here's a Q ..." with 👍
11:04:17 From Rungun (Penn State Berks) to Everyone:
Replying to "Really curious - do ..."

My largest class has been 12 projects with 48 students in two sections. I do all the grading and we have no graduate students or graders or even a "co-teacher".
11:05:37 From Jason Bailey to Everyone:
Replying to "Really curious - d..."

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How is capsone viewed as a teaching load?
11:05:43 From Nathan M. Kathir. George Mason to Everyone:
    Replying to "Really curious - do ..."

    Either they must be using the knowledge they were supposed to have learned previously, OR willing to learn new skills. If neither, then need to have a serious conversation.
11:06:31 From Rungun (Penn State Berks) to Everyone:
    Replying to "Really curious - do ..."

    @Jason Bailey In our school it is just one instructor and it is counted in the first semester as 3 contact and in second semester as 6 contact (it is a 3 credit both semester)
11:07:12 From Jason Bailey to Everyone:
    Replying to "Really curious - d..."

    Thanks
11:07:19 From Lynn Hall to Everyone:
    Thank you!
11:07:22 From Yah-el Har-el to Everyone:
    Replying to "Really curious - do ..."

    Thank yoy
11:07:28 From Dan Godrick (CU Boulder) He, Him to Everyone:
    Thank you!
11:07:31 From Helen Markewich to Everyone:
    thank you!
11:07:31 From Mark-RPI to Everyone:
    Replying to "Really curious - do ..."

    Thank you so much! As always, great to hear from our colleagues!!!
11:07:36 From Corey Schimpf to Everyone:
    Thank you!
11:07:41 From Novella Keeling (CU Boulder) to Everyone:
    Thank you, all!
11:07:41 From Jessica McCarthy-Olin College to Everyone:
    Thank you!
11:07:47 From Chris Pung to Everyone:

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TY

11:07:50 From Lena Ahmadi to Everyone:

Thank you

11:07:52 From Susannah Howe | Smith (she/her) to Everyone:

And check the notes to see if there's anything missed!

11:07:54 From Kris Jaeger-Helton - Northeastern to Everyone:

Thank you!!!