

THE BUZZ: Academic Affairs Weekly Newsletter



From the Provost's Office

Where is Academic Affairs? Richard Ice and Nancy Dueland will be housed at SJU this fall in Quad 141. Please call 3159 for assistance. Pam Bacon, Barb May, and Mary Jo Waggoner will be housed at CSB this fall in Upper Mary Commons. Please call 5401 for assistance. If you need to schedule a Zoom meeting with Richard, Barb, and/or Pam please cc both Mary Jo and Nancy on your requests to expedite the scheduling. All meetings will be virtual.

What do I do now that Ben Stommes is gone?! We will be posting for the Budget Analyst position soon. In the meanwhile, please contact Mary Jo Waggoner, Nancy Dueland, Pam Bacon, and/or Barb May. We will do our best to help you.

AA Meetings/Workshops

Barb May and Pam Bacon are hosting a series of Q&A sessions to help AA faculty and staff prepare for Fall semester. These meetings will begin with any updates but are meant to answer questions and address concerns regarding the start of the academic year.

Upcoming Meetings:

Wednesday, August 19th 9-10am:

<https://csbsju.zoom.us/j/96726072408?pwd=VTRjVGJOTnREWi9oN2tGYWFBOFhLQT09&from=msft>

Thursday, August 20th 2-3pm:

<https://csbsju.zoom.us/j/94888876104?pwd=SGdkLzFURUowNzhrUmFCQnBWa3IzZz09&from=msft>

Recording from the August 12th Meeting on Academic Safety Policies:

https://csbsju.zoom.us/rec/play/v5x4f-ipqTM3HdyQsgSDA_J6W9TvfK2shHJI_fVcmk6wAiEHZIWkYucaZ-YAbQIsCGpY6cYgWQB2AGc1?continueMode=true&_x_zm_rtaid=me6uG2LzQgy5QqoZeXFb2A.1597343280732.ca40910db17efd37d506ec9663597b8&_x_zm_rhtaid=771

New Faculty Orientation: The orientation session for new faculty will be from 9-12 on **Tuesday, August 25**. Nancy Dueland is working to invite all new faculty; please contact her if a new colleague has not received an invitation!

All Community Forum: The All Campus Community Forum will take place virtually from 1:00 – 3:00 p.m on **Tuesday, August 25**. Interim President Laurie Hamen and Interim President Eugene McAllister will speak with the community.

Faculty/Academic Affairs Workshop: The Faculty/Academic Affairs Workshop will take place virtually from 9:00 – 11:00 a.m on **Wednesday, August 26**. The focus of our workshop will be on discrimination in the classroom and steps departments can take to combat racism and promote inclusion. Dr. Anne Phibbs, who has presented on our campuses in the past for IISS programming, will facilitate a workshop on equity, microaggressions, implicit bias and allyship. This will be an interactive workshop that relies on discussions in breakout rooms to reflect on the workshop material as well as make goals and plans to create more inclusive departments, classrooms, and offices. Participants are asked to review the Student Senates' Call to Action (<https://bulletin.csbsju.edu/posts/3111>), the JFS Statement on George Floyd (<https://www.csbsju.edu/news/faculty-statement-2020>), and their department's statement if one was created. To allow enough time for the workshop, the introduction of new faculty members, Academic Affairs goals, Faculty Governance goals, and other important announcements will be shared in a special workshop edition of the Buzz.

All of the above meetings will be recorded.

Academic Questions about the Fall Semester

How do I find out if students in my class will participate remotely for the duration of the class? Please check the Hive!

Residency Flags related to COVID:

- **Residency Exemption: COVID - Online Attendee** – Informational Flag that is raised (by Student Development) for students who have been approved to live at their permanent home address and they will not attend classes in person. No Email Notice is sent for this flag. Student is not included on flag. Flag is informational in nature and will be cleared at end of term.
- **Residency Exemption: COVID - In Person Attendee** – Informational Flag that is raised (by Student Development) for students who have been approved to live at their permanent home address but who will attend classes on campus. No Email Notice is sent for this flag. Student is not included on flag. Flag is informational in nature and will be cleared at end of term.

Filtering Tracking Items: One can filter their student list on the Tracking Tab to see if anyone has been granted this exemption.

- Go to Students – Tracking Items
- Adjust the “My Connections” to your Instructor Relationship. Adjust Term to Fall 2020
- Then use Additional Filters:
 - Tracking Items: Look for Active Items
 - Select Flag for the Tracking Type
 - Select the Item Name You Are Looking for: Residency Exemption: COVID – Online Attendee

- The list of students in courses who have been granted this exemption for whom you are an instructor will display.

Please note, there is not a due date at which students must submit this request and therefore, those with this accommodation might change.

How do I relay concerns I have about a student's lack of cooperation with COVID expectations? Use the COVID Compliance Concern FLAG on the HIVE:

- Use the COVID Compliance Concern flag to document concerns for students who are not compiling with COVID behavior expectations after informal intervention occurs. This flag can be raised by any CSB/SJU employee and an employee who raise the flag can only see flags they create in this category. Others listed have review privileges for all flags raised in this category.
- **Email Notice:** Notice is sent to Jody Terhaar, Dean of Students CSB, and Jeff Glover, Assistant Director of Student Support SJU. Student is not included on the flag.
- Others who are able to review the flag if they open the students file to work with them: Academic Deans, Student Development VPs/Deans, and Directors/Assistant Directors in Residential Life.

How many seats are in my classroom? The classroom caps draft was sent out on Friday, August 7 from the Academic Affairs email address. Note that the numbers DO NOT include the faculty member. If you believe the cap is incorrect, please contact Barb May.

Can instructors have "shifts" and rotate students in and out of the classroom during the scheduled 3-hour class period? With a more recent and better understanding that transmission is less likely through contaminated objects, we will follow similar rules as our [study and common space protocol](#) and allow students attending the same class to rotate in and out of the classroom in the same day. We will ask that students use hand sanitizer as they enter and leave the classroom and sanitize their space (table and chair) as they leave and enter.

Can I change the meeting time for my course? Your course was given a time to ensure we are not overloading busing and custodial support within the new block schedule. You may not change the meeting time for your course unless you can find another course to switch with you. If you are able to find someone able to make this switch, you must communicate this change to the registrar.

Student attendance expectations: A message is going out to students to clarify the student attendance expectations whether they are fully remote or partially remote. Integral to our planning for this fall was our goal to bring students back to campus. As our class attendance policy states, "Attendance is fundamental to engagement, involvement, and community in the Benedictine liberal arts tradition, a hallmark of our institutions." It is our intention that all students who are able to return to campus will attend their courses in person. There will be a few exceptions to this rule to maintain the safety requirements that we have instituted for CSB/SJU. If a student must be in isolation or quarantine or has developed signs and symptoms, the student must attend class remotely (if well enough to do so). In addition, the instructor may arrange a schedule where students rotate who attends class in person and who attends remotely based on how many students the classroom can hold while still maintaining 6-foot social distancing. Students should adhere to this rotation schedule. *If there is another reason a student living on campus or in off-campus student housing cannot attend class in person, that student must receive permission from his/her instructor to do so. Students must be prepared to attend class during its scheduled time period whether participating in person or remotely.* Remote attendance will be treated the same as in-person attendance.

How will we know if there are issues that need to be addressed as we shift to the block plan with hybrid learning? We are working with faculty and the Office of Academic Assessment and Effectiveness to establish a “First Friday Feedback” survey that we will ask is completed by students during class on the first Friday of each block for a four-credit course. This survey will take approximately 10-15 minutes and will help us understand what is working well and what is not as it relates to technology needs, hybrid learning, and the block. We will be sharing this anonymous feedback with the faculty member so that they can identify what is working well and what could be improved. This feedback is not evaluative and will not be reviewed by anyone other than the individual instructor and the AA team; the feedback will NOT be viewed by department chairs, included in annual evaluations or placed in rank and tenure files. Academic Affairs will use the feedback to identify if there are issues that need to be quickly addressed to ensure that we do not wait to address problems that emerge related to hybrid learning, the block, and technology issues. Faculty will also be asked to complete a similar survey to identify what is working and what needs improvement from the faculty perspective.

COVID-19 Safety Updates

Webinar link: Webinar with MDH Senior Epidemiologist Cynthia Kenyon and Emily Rath on August 13, 2020 https://csbsju.zoom.us/rec/share/_MFRK-2uymZlbnbQ5RvDeqUKHNvieaa803UcqKVYyUmkpXHSv2qNeT1P1U5APUQH

I want to maintain an open-door policy when I am in my office. Do I have to wear a mask?

While it is important to remember that our [current policy](#) is that all meetings are virtual and we must adhere to this as much as possible, we understand that there may be times when someone from the community might “pop-in.” Therefore, if you choose to keep your door open, and better allow for these “pop-ins,” you must wear a mask. If you close your door, you are able to take your mask off.

Can I demand additional COVID-related safety protocols in my classroom? We have established institutional policies and expectations for our entire community. It is neither appropriate nor allowed to demand additional safety protocols for students entering your classroom or working for your department. You can find protocols for [classroom safety](#) on the COVID webpage. Faculty who are concerned about personal safety due to being at increased risk for COVID should consider [applying for an accommodation](#) to work remotely either in specific instances (e.g., studio lessons) or for all classes.

When can faculty wear a face shield? Face shields are demonstrated to *not* be as effective as cloth masks. Therefore, in alignment with the language in our [safety protocols](#), it is expected that masks are used by the entire community unless there is a reason they cannot be. This includes:

- When faculty are teaching and it is important for the face to be seen (for example, certain activities in language or communication classes).
- Where a face covering may pose a hazard due to the nature of the class or activity (for example, in a laboratory component of a class).
- When staff or faculty are following necessary student accommodations and it is important for the face to be seen to meet this accommodation.

We are working to provide face shields available for those faculty who need them based on the recommendations above.

What counts as a mask? The [CSB/SJU policy](#) states that mask needs to cover both the nose and mouth. It should also:

- “Fasten securely with ties or ear loops
- Fit snugly but comfortably
- Include multiple layers
- Allow for breathing without restrictions
- Be washable or disposable”

All members of the community will be provided with two cloth masks. Face shields are an appropriate substitute for individuals who cannot wear masks due to medical or other conditions. Due to recent research on the ineffectiveness of neck gaiters and bandanas in mitigating the spread of COVID-19, these types of face coverings or any other that do not meet our definition of a mask are not permitted. Faculty members have the right to require appropriate masks in the classroom and may tell students to leave the classroom if they are not wearing the appropriate face covering. **K-12 School Plans:** HR is working with the leadership team to finalize a plan for employees who have younger children who may be learning remotely either full-time or part-time. If you have questions about issues that have to do with children attending schools virtually rather than health accommodations, please contact Pam Bacon.

Helpers for remote instructors: Plans are in the works for how to help faculty members who have accommodations to teach remotely. Chairs and coordinators should watch for emails from Pam Bacon.

Academic Advising

First Year Advising: We are thankful to have over 80 faculty who will be first year advisors. They will be receiving their advisee list by the end of this week. We will be asking them to reach out to their advisees at least once before the start of the semester to begin building a relationship with their students. There will be virtual opportunities this fall for training and support.

FYX

Online Orientation: Incoming First Year and Transfer Students received information on August 5 to complete an “Online Orientation” through Canvas prior to arriving to campus. This course shares information related to academic success, Community Always initiatives around health & hygiene, expectations for behaviors outside of the classroom, and numerous resources for their arrival on campus including financial aid, IT Services, and other programs. The course is not meant to take the place of in-person orientation, but serves as a great way to get timely information out to students.

XPD

Internships

CSB/SJU will permit flexible academic internships this fall. In consultation with Academic Affairs, XPD has incorporated “workplace safety “considerations in the registration process to allow for virtual or in-person internships. All students must register, across any/all blocks, by September 4 using BOTH:

- 1- DNA 397 O1A, CRN #11192 in Banner
- 2- Completing [the online learning contract](#)

Internship requirements and registration information are available at the link below.

<https://www.csbsju.edu/xpd/students/experience-based-programs/internship-program/students/registering-for-internship-credit>

Community Engagement

Service Learning: Service learning will be completely virtual. Some exciting new ways to connect students to the community were developed, including projects such as interviewing people about living in poverty (ECON 327/THEO 349E) through an alumna connection in New York, creating a virtual environmental justice conference (PSYC 310), and some new possibilities of still being able to engage assisted living facilities.

Community Kitchen: Community Kitchen will not be able to bring meals into the community, but students will instead be partnering with CSB Sustainability and faculty on research related to food access and outreach.

Bonner: Bonner will start with training on Campus Compact's newly revised social change wheel. We wrapped up last year's Bonner Foundation grant, allowing four faculty to develop new courses. We plan to re-apply for next year and look forward to working with a couple of faculty on racial justice coursework. Please watch for a call for applications to be part of the next cohort.

Summer Leadership Fellows: The Summer Leadership Fellows wrapped up their virtual summer internships. Almost **60** students engaged in internships in non-profit and government sectors, specifically in work tied to the common good. With the move to a virtual environment, students relied even more on networking (thank you CSB/SJU alumni!) to create and secure internships. A May kick-off was followed by four virtual training sessions, featuring 11 notable alumni.

Career Development

All career fairs will be virtual this fall. XPD is excited to pilot their Handshake platform for these events as a new way to connect students and employers.

XPD is available to meet with students, and they can schedule via Handshake. They are using the Hive for appointment information, so you'll be able to see which of your students they are engaging and how.

XPD is finishing a complete overhaul of our Career Ambassador (formerly Career Assistants) student employee positions, allowing for more specialization, as well as expanded hours to connect with students, including evenings and weekends. The CA's will provide general career development help, such as resume reviews, but will also partner in the following areas: External Relations, Handshake Hax, Campus Outreach, and Marketing/Comm.

Grants Office

Congratulations to project directors Ellen Block, Theresa Johnson, and Anna Mercedes, and their colleagues on these recent grant awards for curriculum and professional development!

Undergraduate International Studies and Foreign Language Program: Global Health Minor

CSB/SJU received a 2-year, \$143,569 award from the Undergraduate International Studies and Foreign Language Program (UISFL) to create a new interdisciplinary Global Health Minor that will provide international and transnational perspectives on issues pertaining to healthcare practice, advocacy, and policy using a liberal arts approach. Funds will support revising and developing new courses for the minor; establishing new health-related experiential learning opportunities in South Africa and with Minnesota organizations that serve Spanish-speaking constituencies; and sponsoring faculty professional development around teaching global health. Ellen Block (Sociology) will serve as project director, and the project will be carried out by a Global Health Steering Committee including Barb May (Academic Dean), Jeff Anderson (Peace Studies), Brittany Merritt (History), Roy Ketchum (Hispanic Studies), Mani Campos (Biology), and Kevin Clancy (Center for Global Education). The project starts August 15, 2020 and runs through August 14, 2022.

Fulbright-Hays Group Projects Abroad: Connecting Across Languages and Cultures in Bosnia and Herzegovina

CSB/SJU received a \$81,008 grant from the Fulbright-Hays Group Projects Abroad Program for the project, "Connecting Across Languages and Cultures in Bosnia and Herzegovina: An Immersive Curriculum Development Experience for Educators." CSB/SJU will partner with Nešto Više in Bosnia and Herzegovina on a short-term (four week) study abroad project tentatively scheduled for summer 2021 (it may get pushed back to 2022 because of the COVID-19 pandemic). Six language and social studies teachers (grades 8-12) from Central Minnesota; three CSB/SJU education students preparing for careers in social studies and languages and cultures; and three current CSB/SJU faculty members will explore the intersection of Bosnia and Herzegovina's three official languages, politics, history, educational systems and cultures and develop curriculum projects. Theresa Johnson (Education) will direct the project and be supported by Kelly Kraemer (Peace Studies) and Kevin Clancy (Center for Global Education).

Wabash: White Privilege & Theological Pedagogy

CSB/SJU received a \$29,425 award from the Wabash Center for Teaching and Learning in Theology and Religion for the project, "White Privilege and Theological Pedagogy," which will be directed by Anna Mercedes (Theology). The project will engage faculty and students from CSB/SJU and the School of Theology in exploration of the driving question, "How does white Privilege distort our theological pedagogy?" The project brings together the faculty's past work on pedagogy, one on hand, and culture and inclusion, on the other, into a focused analysis of how the theological classroom, in particular, is contaminated by white privilege. Through work with a consulting scholar with expertise in theology and anti-racist pedagogy, close reading groups on related texts, and individual projects evaluated by the consulting scholar, Theology faculty will learn about and experiment with pedagogical practices that create supportive, anti-racist teaching environments for theological education. The project started July 1, 2020 and runs through December 31, 2020.

Do you have a project or grant opportunity in mind? Or want to explore possibilities? Reach out to Karlyn Forner in the Grants Office to get started.

Faculty Governance

Policy for Recording Class Sessions - Intellectual Property, Student Privacy, and Student Accessibility. See the email sent by Claire Haeg on August 13, 2020 for the policies that will be brought to the JFS in the fall.

Faculty Development

Resilient course design that fosters engagement and builds community: Join Dr. Melissa Eblan-Zayas from the Carleton College Learning and Teaching Center on **Thursday, August 20, 10-11 am** for a virtual conversation.

The format of this workshop: Dr. Eblan-Zayas will be recording two videos that will be posted on our Canvas page a week before the conversation. Faculty are asked to view the brief videos on their own and then come to the discussion on August 20 to ask questions, share ideas, and learn more from Dr. Eblan-Zayas.

Description:

As we look ahead to a fall term that brings much uncertainty, how do we preserve the essence of the residential liberal arts teaching & learning experience while designing our courses to be resilient in the face of disruption? We'll explore how to structure course activities and engagement to build community through synchronous and asynchronous means. We'll also consider how to design courses so that potential disruption due to changing circumstances takes a minimal toll on opportunities for engagement with each other and with course content.

Scope:

- Intentionally facilitating engagement:
 - Designing a mix of synchronous and asynchronous opportunities for students to engage with content, with each other, and with the instructor
 - Clearly articulating expectations for student engagement
 - Considering what tools in your pedagogical toolbox are most susceptible to disruption in changing circumstances and potential alternatives
- Considering modes and scales of connections (formal/ informal; synchronous/ asynchronous; whole class/ small group) and how to design for community building -- including lessons learned from our online summer bridge program
- Keeping the workload manageable while fostering engagement in this new environment

How to use the Hybrid Technology in each classroom: New classroom videos for instructors teaching face to face and instructors teaching remotely are available: https://csbsju.instructure.com/courses/15388/pages/star-new-star-classroom-demonstration-videos?module_item_id=390725?

Additional Faculty Development Resources: Be sure to check out the Teaching and Learning Training Resources site on Canvas for a wealth of resources.