

# **THE BUZZ:** Academic Affairs Weekly Newsletter



## From the Provost's Office

Welcome back to the spring semester! We hope you had some time over the break for some rest and rejuvenation. While this semester may continue to provide additional stress as we continue to address COVID as well as maintain the block schedule with hybrid learning, we want to take this moment to remind you about some of the expectations that were established at the onset of the fall semester.

1. We expect the course to be in-person as much as possible. In our many conversations with parents and students, we have promised them an in-person class experience when we are able. This means:
  - a. If you have not received an accommodation or work adjustment, we do expect you to be teaching in the classroom. If you need an accommodation or work adjustment, you are still able to fill out the appropriate forms for approval.
  - b. If you have an accommodation or work adjustment, you are allowed to engage in synchronous, remote teaching while students rotate into the classroom. This ensures that students can interact with their peers while in the classroom, even if their faculty member is remote.
  - c. Please do not offer your students the option to decide whether the course will be conducted fully online (i.e., with no instructor or students in the classroom).
1. There will be some students with housing exemptions who cannot participate in class in-person. This exemption can be found in the Hive. If your class cannot be taken remotely, please let that student know as soon as possible so they are able to find an alternative.
2. There may be students who are living on or near campus who may want to participate remotely. While this is a decision between the faculty member and the student, please remember our goal of providing an in-person experience.

We developed the 2020-2021 block plan with hybrid learning because we understand the value of our residential, in-person classes for developing community and enhancing student learning and engagement. Please encourage students to attend class in-person if it is possible.

*Barb May, Pam Bacon, Greg Schroeder and Claire Haeg*

## IISS Announcement

We congratulate [Brandyn Woodard](#) on his new leadership position as vice president of equity and inclusion at Anoka-Ramsey Community College and Anoka Technical College. His last day at CSB/SJU will be Friday, Feb. 19.

We are grateful for the ways Brandyn has contributed to the ongoing growth and transformation of our community. We know that Brandyn will be deeply missed by students, faculty and staff who have formed relationships with him through his work.

Upon Brandyn's departure:

- Malik Stewart, CSB development officer, will serve as interim director of IISS, overseeing the work of the office. Malik is a natural choice, given his mentorship of students and alumnae/i and his involvement with Intercultural LEAD, admission, and institutional advancement.
- Qiwei Zhang continues in her role as assistant director of IISS.
- Immigration and SEVIS-related services will be handled by the Center for Global Education.
- Support for BIPOC and Q+ students, clubs and organizations will be provided by Sydney Robinson, who will begin her role as CSB Intercultural and International Student Success Advocate on Monday, Feb. 1. Plans are underway to appoint her counterpart at SJU.

The presidents will announce a comprehensive plan for enhancing diversity, equity, inclusion and justice work at CSB/SJU in the coming days. Join us in thanking Brandyn for his years of service and wishing him well in this new opportunity!

## COVID-19 News

**Student COVID-19 Testing:** Students submitted test results or evidence of having had COVID-19 prior to returning to campus. We will test students again in the second week. A free COVID-19 testing event will be held on Wednesday, February 3, 2021. This test is required of every student who lives on-campus, is taking class in person on campus, is employed on-campus, or will be using campus facilities (with only a few exceptions). More information can be found [here](#).

**New COVID-19 Alert Levels:** CSB and SJU have established new COVID-19 Alert Levels to help us track and communicate virus transmission and response throughout spring semester. The alert levels are intended to inform the college community about the level of risk posed by the COVID-19 virus to our community. We are currently at the lowest alert state, "vigilance," reflecting the low level of transmission on campus at this time. Updates to the alert level will be posted at [csbsju.edu/covid-19](https://csbsju.edu/covid-19). Explanation of the alert levels can be found [here](#).

### Key COVID-19 mitigation measures:

- Wearing appropriate mask all the time while on campus, except when in a personal, completely enclosed space with closed door, such as an office. Masks should be worn in open workstations, cubicle office spaces, other open administrative or service desks, regardless of the plexiglass barrier.
- Maintaining 6 feet social distance, even while wearing masks.
- Maintaining good practice of personal and environmental hygiene.
- Contact tracing, being aware of your interactions on campus and ability to trace your activities.
- Daily screening for symptoms and promptly informing the supervisor of any developing COVID-19 related symptoms.

For quarantine period, our institutions will maintain the 14 days, which is highly recommended by US Centers for Disease Control and prevention (CDC) and Minnesota Department of Health (MDH). A shortened quarantine period may be considered under very special circumstances; this assessment will be made by the Employee COVID Coordinator and Director of Environmental Health & Safety, Ganard Orionzi. For detailed scope of expectations, please read the full CSB/SJU [Preparedness Plan](#).

## Undergraduate Research

**Deadline Extended to February 5** for Seeking Faculty Application for Summer Collaborative Grant and Interdisciplinary Faculty Collaborative Grant

**Summer Collaborative Grant:** Undergraduate Research has committed to funding a total of 13 summer projects from a wide range of student-faculty collaborative teams. If you are interested in

mentoring a student collaborator over Summer 2021 and have a well-designed project, please consider applying. The grant funds student stipends for 10 weeks of full-time paid research worth nearly \$6,000. To learn more and apply for the Summer Collaborative Grant, visit <https://drive.google.com/file/d/1PQh55awzpPU-NN74wZBxtEGL8LBCFQIm/view>

**Interdisciplinary Faculty Collaborative Grant:** In addition to our typical Summer Student-Faculty Collaborative Grant, Undergraduate Research is seeking proposals for one special collaborative grant to fund a team of two faculty and two student researchers collaborating on an interdisciplinary project in the summer of 2021. Faculty from all disciplines are eligible and encouraged to apply. To learn more and apply, visit <https://drive.google.com/file/d/1ImDlyINX92FZ-fWFsSAk3UALanj9Bj-f/view>

## Experience & Professional Development (XPD)

**Message from Angie Whitney:** One of XPD's goals this year is to infuse access and equitability throughout our work. We know that academics is the one thing in which all students participate. We rely on your partnership; and we appreciate how many of you incorporate conversations about ways their liberal arts degree allows them to dive into what inspires them.

XPD created modules in Canvas to guide students through the process, subsequently providing access to all of our students and not just the ones that come into our office. We focused on breaking knowledge into small chunks, and we believe some of the assignments are a great addition to many courses and/or advising conversations. All undergraduate, degree-seeking students have access to the content. Because each of our modules includes videos, handouts, website links, and/or assignments, if you would like access, please let me know. Again, any partnership infusing the content into conversations and courses assists our students.

Thank you again for your support of XPD and for impacting our students' futures.

**Career Ambassador Virtual Drop-in Hours:** Meet with an XPD Career Ambassador via their personal Zoom Room drop in at <https://csbsju.zoom.us/j/2632716242>  
Mon-Fri, 8:30 am-4:30 pm After Hours: WEDNESDAY evenings 6-9 pm

Career Ambassadors can help you with: Creating a resume/resume critiques; creating a cover letter/cover letter critiques; Handshake: updating profile and finding opportunities; interviewing skills; LinkedIn: creating a profile/profile critiques; connecting to alumnae/ni; Job Fair Prep and more. .

[.More Information](#)

## Libraries

**Documenting COVID-19:** The CSB and SJU Archives are seeking materials that show how we are navigating the current pandemic. Archivists have been keeping track of official documents, but are interested in acquiring materials that illustrate what life has been like from a less formal perspective. If you have items – a zoom screen shot? Photos of a class outdoors? Stories to share? -- we will preserve them for future use. 50 or 100 years from now, people will be curious about how Covid impacted our college experience, as we now look back at the 1918 flu epidemic in a new way. If you have digital or physical items to share, please send to Peggy Roske in either the CSB or SJU Archives.

**DigitalCommons Update:** We now have over 7,000 items in our institutional repository [DigitalCommons](#), with more than 900,000 downloads. DigitalCommons showcases the quality of academic inquiry at CSB/SJU. Please [contact a liaison librarian](#) if you would like to submit content to the repository – we accept articles, books, presentations, audio and video productions, and more.

## Instructional Technology

**Please Turn Off Classroom Technology at the End of Class (or ask a student in the classroom to turn it off):** When the equipment is left on, it wastes energy and also shortens the life of the extremely expensive equipment. Sometimes a morning class is the only class scheduled in a room, so be sure to turn the equipment off whenever you finish class.

**Canvas update:** Canvas has updated their rich text editor function. When you are in the rich text editor box (description area) of an assignment, quiz or discussion you no longer see tabs on the far right to link to other content. To link to files, images, etc. do the following:

1. Click into the description area
2. On the toolbar choose Insert
  - Choose the item you want to add, for example if adding in a new file choose Document from the dropdown
  - Choose to upload if you haven't uploaded the file yet
  - Choose course documents if you've uploaded the file
  - Once the file is uploaded it is available to choose
  - Highlight the file and close out of the Add box

**Video-sharing in Zoom:** There have been some questions about how to share a video in Zoom so a class can watch together. While it is possible to screen-share in Zoom to watch Youtube videos together, many/most theatrical releases won't work when screen-shared. Due to anti-piracy controls screen sharing videos from library databases like Swank, Netflix, Amazon, or DVDs rarely work. The preferred method is to share the link or embed it in Canvas, have students watch it individually, and then come back and discuss after the fact. This offers a better experience for students who can pause as needed for bathroom breaks, snacks, etc. You can always try screen-sharing to see if the title you're using will work, but if your class sees a black screen it isn't an error in Zoom. For more information contact Miranda Novak, [mnovak@csbsju.edu](mailto:mnovak@csbsju.edu)

## Faculty Development Opportunities

**Queering Pedagogy and Curriculum:** What does queering the classroom mean or look like? Is the presence of queer people necessary for queering to occur? And what does queer theory do for and to LGBTQ students from across race, disability, class, and other positionalities? Queer theory has the potential to alter educational practices, including curriculum and pedagogy, and to change the discourse about queer possibilities in higher education – from eviscerating binaries to narrating counter-stories and promoting challenged/challenging conversations. In these two half-day workshops will explore strategies and experiences educators can undertake through their teaching to not only make their classrooms more accessible to and welcoming of LGBTQ people and content, but also to disrupt practices of normalcy and assist students in uncovering and unlearning limiting beliefs. Workshop Dates: **May 20 and May 24**. For more information contact Jean Keller at [jkeller@csbsju.edu](mailto:jkeller@csbsju.edu)

## Faculty Governance

JFA meeting: **Thursday, February 4 from 4:45 – 5:45 p.m.** via zoom

JFS meeting: **Tuesday, February 9 from 4:45 – 6:15 p.m.** via zoom

JFA Special meeting (Budget presentation): **Wednesday, February 10 4:30-5:30 p.m.** via zoom

Watch for emails from Greg Schroeder for information about the meetings and zoom links.

## Outdoor U News

**Winter Naturalist Series with Outdoor U:** Join us virtually on Saturdays for a variety of naturalist topics. Free for CSB/SJU students and Outdoor U members. \$10/session for nonmembers.

Upcoming topics include:

-Jan 30: Winter Tree ID

-Feb 20: Lichens of MN

-Feb 27: Squirrels

-Mar 6: Turtles, Frogs & Snakes

Register for access to recordings and Zoom links. [More Information](#)

## The Buzz on Campus

**Maria Dahvana Headley:** The Literary Arts Institute's Minnesota Street Visiting Writer Series presents best-selling author, Maria Dahvana Headley, for a reading and a conversation with the author. This event is an ARTE. The reading and conversation will take place virtually **Wednesday, February 10 from 7 p.m. – 8 p.m.** The streaming link will be available one week before the event at <https://www.csbsju.edu/literary-arts-institute/upcoming-events>