

THE BUZZ: Academic Affairs Weekly Newsletter



AA Welcome

Welcome to the beginning of the 2020-21 academic year. There are many challenges we face this academic year, but even amongst these challenges we are ready to welcome new students who are excited to begin their collegiate education and returning students eager to continue theirs.

As a result of the pandemic, we have made many adjustments to support the most effective learning environment we possibly can. This has required a significant shift in our academic structure and as a result, significant work and effort to make this transition. The block schedule not only enhances our safety efforts on campus, but also provides additional flexibility if we have to leave campus. Hybrid learning allows faculty and students to participate in an active learning process whether they are on or off campus. Service learning, internships, and other co-curricular opportunities have been adapted to meet learning outcomes even amidst ongoing COVID cases. We are ready thanks to the significant effort, creativity, and dedication of faculty and staff across the institutions. Over 100 faculty development opportunities were provided with well-over 50% of our faculty participating. Staff worked endless hours to put together a block schedule, prepare our classrooms, modify their work, and support our technology. We cannot thank you enough.

Our challenges span past the pandemic. While we have made significant strides in our inclusion efforts on campus, our work is not over. The death of George Floyd less than two hours from our campus has demonstrated our community's ongoing need to strive toward an anti-racist campus and culture. We are greatly appreciative of the work that has been done this summer to support listening sessions, dedicated statements of inclusion, and ongoing brainstorming of what an anti-racist community must look like. We must continue this work.

We must continue to be innovative in our work to support student achievement of our institutional learning goals. As one significant example, we are implementing the new Integrations curriculum this fall. The Integrations Curriculum is the culmination of years of research and work by faculty to develop an innovative approach to our liberal arts education, that is founded on key learning outcomes, and intentionally makes connections to provide coherence and relevance, and engages students in the world around them. We have additional new programs on campus. This includes a

new Exercise and Health Science major, a new Honors program, and a new Data Analytics minor. We have a new first year advisor structure, we have added embedded study abroad programming, sophomore career exploration opportunities, a first-year undergraduate research program, and many other co-curricular opportunities.

We are taking significant and important strides to provide an exceptional learning environment for our students. We will continue this work and we thank you for your creativity and dedication to making CSB/SJU what it is today and what it will become.

Sincerely,

Richard, Barb, and Pam

From the Provost's Office

New Faculty: In a typical year, we would have started the Fall Faculty Workshop with introductions of all new faculty. This year we decided to provide you with a virtual introduction to our new faculty in the PDF attached to this week's Buzz. Please join Academic Affairs in welcoming our new faculty!

What happens when I reply to an email sent by the new Academic Affairs email?

The Academic Affairs email box is being used to send a majority of the Academic Affairs messaging going forward. The inbox is checked occasionally throughout the day; therefore, if you have a request or question that needs immediate attention please direct it to Richard, Barb, Pam, Nancy and/or Mary Jo.

Which form should I use?

The Travel Reimbursement form should be used for claiming travel expenses. The Check Request form should be used to get reimbursed for non-travel related expenses. The employee stipend form is used for when an employee is being paid additional compensation for performing services outside of their regular duties. Visit the [CSB Business Office](#) and [SJU Business Office](#) websites for the appropriate forms.

Upcoming 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.

Friday, August 28th 9-10 am Questions as we launch the new semester

<https://csbsju.zoom.us/j/92046785217>

COVID-19 Updates

Mask Policy: Remember that the [mask policy](#) applies to all members of the campus community. For more details, see the message sent by the Academic Affairs email on 8-26-20.

Reporting a COVID-19 Concern or Policy Violation: Members of the CSB/SJU community can report safety concerns using an [online form](#). If a faculty member has a concern about a student in their class, please use the Hive to flag the concern; save the online form for reports in which you do not know the individuals. If it is a minor issue, such as a mask being worn improperly or not present, we ask that you first attempt to remind the violator rather than immediately reporting the behavior (or taking photographic evidence rather than having a conversation). The exception to this would be if there are a large group of people clearly ignoring the mask policy, in which case immediately using the online form is the best option.

Policy if a Student Tests Positive: If one of your students tests positive for COVID-19, neither you nor the other students in the class will need to quarantine as long as social distancing was adhered to during class. A close contact is ONLY defined as someone who has spent more than 15 minutes within six feet of an infected person—it would be highly unlikely that anyone in a classroom would be impacted unless the six foot social distancing rules were violated. Faculty will not be informed about students who test positive (likewise, faculty do not need to tell their class if they test positive) and faculty are not expected to notify students in the class if someone tests positive. This policy, which is the same policy used by Human Resources, protects the infected person's privacy.

Where do employees get tested? All employees are required to get tested through their healthcare provider, even if they believe they contracted COVID while at work. Only students will be tested on campus.

FYX

INTG 105 Update: Kari-Shane Davis Zimmerman, FYX Co-Director (Academic Affairs), & Lacey Solheid, FYX Co-Director (Student Development)

First Class Meeting: On Saturday, August 29th, all first-year students will get the opportunity to spend some time with their classmates in INTG 105 (College Success Course) discussing what academic success looks like at CSB/SJU and ways in which they can begin to engage in conversations related to diversity, equity, inclusion, and justice (DEIJ). This meeting will take place virtually, and students also will get the chance to meet their peer mentor during this time. If anyone is interested in viewing the Orientation schedules for first-year students, they are available [here!](#)

Scheduling: The course will be a semester long experience. The course will meet every Wednesday for 55 minutes with sections beginning at 8:00 am/8:30 am/9:00 am/10:00 am and then later in the day at 12:30 pm/1:00 pm/1:30 pm. Please keep these times in mind if you are teaching first-year students.

Lastly, we would like to extend a big THANK YOU to all the INTG 105 instructors for the Fall 2020 semester!

Lindsey Gunnerson Gutsch	Jim Read	Kyle Rauch
Cathy Robak	Erica Rademacher	John Pollack
John Kendall	Jody Terhaar	Gregory Taft
Kyhl Lyndgaard	Christy Brown	Jim Crumley
Casey Gordon	Kaarin Johnston	Michael Hemmesch
Adia Zemen Theis	Laura Taylor	Diana Fenton
Warren Bostrom	Jeffrey Glover	Jake Jantzer
Beth Wengler	Ted Gordon	Sarah Gewirtz

Integrations Curriculum

An email sent by Shane Miller, Director of the Integrations Curriculum, provides assistance on how assessment will work in the new curriculum and also gives a link to the [Integrations Curriculum Handbook](#). This booklet provides an overview of the rationale and requirements of our new curriculum and is available in both an electronic flipbook version as well as a downloadable pdf. It should provide a quick and easy-to-use resource for faculty, advisors, and students. See the email sent by the Academic Affairs email address on 8-21-20 for more information.

If faculty have questions about specific elements of a course being offered in Fall 2020 (e.g., [ARTE-approved events](#), approved [co-curricular events](#), assessment), [course proposals](#), or any question regarding the implementation of the [Integrations Curriculum](#), please visit the Integrations Curriculum website or contact Shane Miller (samiller@csbsju.edu).

Libraries

Assigning Library Resources: The Libraries license digital resources for use by CSB/SJU students and employees. Most resources recognize our patrons by the internet address used on campus, which we register with the publisher. However, now that many faculty and students are working remotely we need to rely on additional verification from a service called EZProxy for ongoing access to digital resources. To make a licensed item accessible off-campus, add <http://ezproxy.csbsju.edu/login?url=> to the beginning of the item's URL. For example, here is the link to an article by Professor Emerita Annette Atkins, "The State I'm in: Hubert Humphrey, Jesse Ventura, Bob Dylan, Garrison Keillor, and Me" : <http://ezproxy.csbsju.edu/login?url=https://www.jstor.org/stable/25443608>. As an alternative, items from an EBSCO database can be added directly into Canvas. A demonstration is in this video: [how to bring EBSCO resources into a Canvas module](#). Using a link or EBSCO import

are simple ways to comply with intellectual property rights. If you have any questions, please [contact your liaison librarian](#).

Faculty Resources on Anti-Racism: Visit the [Research Guide](#) to find campus resources for faculty diversity and inclusivity statements as well as departmental resources.

Center for Global Education

Study Abroad Spring 2021 Programs: The Center for Global Education (CGE) continually monitors the U.S. State Department, the U.S. Centers for Disease Control and Prevention, and governmental health ministries to guide programmatic decisions for spring 2021 study abroad programs. While risk can never be eliminated, we recognize that COVID-19 continues to present unique challenges for global travel. CGE is using a global travel and health assessment for each spring 2021 study abroad program site. Please visit the [CGE COVID-19 FAQ page](#) for more information on this assessment.

At a minimum, for a spring 2021 program to run, a program must not have any red square (high risk) indicators by Monday, October 19. The reason for this timeline is because on-campus registration for spring courses begins in early November. In making a program decision by October 19, students will still have time to register for spring on-campus classes. Please note, depending on circumstances at the local program site, *we may have to cancel some programs before October 19.*

Due to specific COVID-19 related circumstances, the Provost's office made the decision to cancel the spring 2021 [Guatemala](#) and [South Africa](#) programs.

Faculty Governance

The first Senate meeting of the year will be **Tuesday, September 8, 4:45-6:15** on Zoom. See the email from Greg Schroeder sent on 8-25-20 for more information.

Faculty Development

IEJ Resource Survey: The IEJ, in collaboration with the library, has created a [survey](#) to send to faculty to collect resources and identify faculty interested in working with a librarian to develop resources for their classes.

Suggested IEJ Syllabus Statements: Find a suggested syllabus statement for diversity and inclusion [here](#).

From Casey Gordon, Director of IT Services:

Preparing for the Hybrid Classroom: It is absolutely critical that the faculty get in and do a test with a real Zoom before class starts, because it can be very confusing. Here are some tips I've been sharing with the faculty in the sessions I've been a part of:

1. **Emergency Support:** IT Services has implemented a 'calling tree' to help provide emergency support to classrooms. From now on, **when you call 363-2228, you can push 1** if you are in a classroom and need urgent support immediately, and push 2 for all other types of calls. We route those urgent classroom calls differently internally so that they can be escalated for quick support. I recognize that this will be critical in the first few days of every block as people get set up in their classrooms.
2. **Simplify:** Just focus on the instructor station in the classroom as your place to log into Zoom, show slides, and manage the sound in the room. I know there were some faculty that were advising the faculty also set up their work laptop next to the instructor station so they can have that laptop on gallery view. That has been confusing a lot of faculty, so I think that is an 'advanced' scenario. I've been advising that faculty do NOT do that at first. Focus on the instructor station first, and after you are comfortable, if you want, you can always add in your laptop later for enhanced view of the class.
3. **Remember: 1 input, 1 output.** Input = microphone, output = speakers. In the classroom, you never want more than 1 microphone on and 1 set of speakers on at any given time, ever. This is extremely important. Students in the classroom should not unmute their microphone for large group discussion, they should use the microphone in the classroom. If they DO have to unmute their microphone, the instructor should mute the microphone on the instructor station (in Zoom) first and tell the student when they can turn their microphone on. Students should all mute their laptop speakers for large group discussion as well. For small group discussion, students can wear headsets and should act just like they are on a Zoom call, unmuting only when they are speaking and muting again as soon as they are done.

From Miranda Novak, Assistant Director of Instructional Technology:

Remote Teaching: [Step by Step Guide for Setting Up the HyFlex Classroom at CSBSJU](#) are instructions for the student in the classroom tasked with starting the class meeting on behalf of a remote faculty. This has been updated with a generic login so students don't need to use their credentials to log the computer in or join the Zoom meeting on the classroom computer. This is linked on [How will it work at CSB/SJU](#).

Student Training on Hybrid Classroom: Faculty have been interested in offering some training for their students in how to use Zoom in our hybrid classrooms. [How will it work at CSB/SJU](#) has a link to a video [Zoom Basics for Students](#) (3:27) which offers a quick orientation.

Breakout Rooms: If you're planning to use Breakout Rooms and don't remember how to set them up there are [instructions](#) available.

Hybrid Classroom Instructions: In addition to the instructions placed in each room that are specific to that space, you can find guides for those teaching [in-class](#) and [remote](#) on [How will it work at CSB/SJU](#).

Q&A and Troubleshooting Sessions with IT Services: To help faculty with hybrid classroom questions the first few weeks we've scheduled a **Hybrid Classroom Q&A Session with Instructional Technology** [Sept 2 10-11am](#) and two **Troubleshooting and Common Hybrid Classroom Problems with Instructional Technology** sessions on Sept 9 [10-11am](#) and [3-4pm](#). In the first week of classes we may not have determined what the most common issues are but we'd like to give faculty a forum (in addition to calling 2228) to discuss questions and solutions. By Sept 9 we'll have a good sense of the common questions, and for anyone who didn't teach in A mod this is an opportunity to learn from those who did. These are also listed on [Hybrid Classroom Training](#).

Portfolium: A short video [Connecting a Canvas Assignment to Portfolium](#) (5:25) demonstrates how to create a Canvas assignment linked to Portfolium. This video also shows where a student can find their work in their ePortfolio once they've submitted it to Canvas and it has been scored. [Using Portfolium](#) links to this and other training resources.

Fall Training Ideas: The librarians and instructional tech staff want to know what training sessions faculty would like this fall. Please consider completing the following survey to share your ideas! <https://www.csbsju.edu/forms/BDY7MKJT4Z>

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