

Post-Pandemic Subcommittee Meeting
May 24, 2021

Attendees: Jeremy Aikin, Clare Weber, John Reitzel, Thomas Girshin, Jake Zhu, John Reitzel, Dorota Huizinga, Tatiana Karmanova, Thomas Girshin, Leatha Eldson, Beth Steffel, Diane Podolske, Lesley Davidson-Boyd, Taewon Yang, Bradford Owen, HK Oh, Monideepa Becerra, Jaime Espinoza

Meeting Notes:

introductions

Google Drive Link: <https://drive.google.com/drive/u/0/folders/0AO-kB8RT7V4oUk9PVA>

Is there anything you would like to see implemented or changed?

- **Thomas Girshin:** As I look at the questions in our charge, they're questions right? I think we should consider a sort of teaching-oriented research to really follow up on some of these questions to use this as an opportunity to *highlight inquiry into classroom practices*.
- **Dorota Huizinga:** A big thing we need to consider moving forward as an institution is about *being more flexible*. During the pandemic we had to change many strict rules that we had in the past such as moving deadlines for thesis students and we had to accommodate student needs. So, I think that we need to build the culture of this type of service and ability to really be nimble and flexible.
- **Jeremy Aikin:** Now that I have taught both online and in-person, it has helped me to narrow down the important takeaways from this type of teaching and now I'd like to translate those effective strategies into in-person learning. So, I think *getting a handle on what works and what doesn't* is an important thing for us to do.
- **Leatha Eldson:** We have learned what works and what doesn't through this experience and also learned how to adapt. Now, how do we take what worked well and dress that in our futures-based things? Our studies are looking at the *feasibility* of things. You know, can things be taught remotely with some on campus? Is it this hybrid situation where we can use spaces a bit more flexibly? That would give us more collaboration space. We are looking forward to hearing from you all on what's worked well and what things need to be tweaked.

- **Tatiana Karmanova:** We should *expand our online offerings*. I see a lot of demand among international students because of travel restrictions, etc. As the extended education we have already been offering all our programs online and I see this as an opportunity to grow as that is where the demand is. With that said, we must assure that the quality of online education is as valuable as in-person education. I think we can use technology to do more routine tasks and use the interaction with faculty for something more critical such as developing critical thinking skills.
- **HK Oh:** I think we need to go with the *assessment of the new pedagogy*. That would help us find out what has been working in the post-pandemic and then with the assessment taking a place we can then keep what has worked for both students and faculty and then improve in those areas.
- **Diane Podolske:** I want us to think about *how we can thoughtfully re-engage our students in the community*, and of course you'd expect me to say that, but through internship and service learning; our community has great needs post pandemic. I think that we will have to be thoughtful about how we engage our students. All of us have considered the circumstances of our students' lives and more, probably more sharply than we normally would, and I hope we don't lose that. I think that we have a great empathy and understanding of our students' experience, and I hope that shapes our offerings and our efforts, moving forward.
- **Bradford Owen:** An important effort would be to *move online teaching and learning more into the center of curriculum*. Not necessarily as a mandatory part of it, but just to recognize it as a viable alternative to face to face instruction. As everyone has said, we need to take what we've learned from the last year and a half and normalize online education, institutionalize it, and that would include as Tatiana mentioned utilizing some quality check among the quality of only teaching. This would mean that for those who are teaching online to have had some nominal level of training and best practices, like the QLT course through the opposite of the Chancellor or the basic qm quality matters course, which is a national regime of online quality.

Part of moving this to the center will also mean a prominent place for it in Academic Affairs. As Clare has already mentioned, as courses move through what courses are considered when they're being certified if they're going to be taught online and what the implications of that are. Also, of course, the whole aspect of the digital divide and equity issues around students learning online. The lack of broadband for some of our students or issues around privacy at home are all things that need to be considered as we move online

into the central place. We need to be intentional in a more analytical way to the center of curriculum.

- **Taewon Yang:** In the last 1.5 years I have been teaching online virtually, so my major concern is regarding *how we can make students feel more comfortable* when we are back in the face to face modality of teaching. One of our concerns is in regard to ethics and cheating. Many students can somehow consciously or unconsciously engage in these behaviors. They feel very comfortable in claiming someone else's work to be theirs. So that might be another legal and ethical issue. My colleagues and many other faculty members are worried about when our students graduate. Will there be any additional training or kind of a guideline or device for our students to be competitive in the market?
- **Jaime Espinoza:** I work at the Veteran's Success Center and one of my job duties is to *make sure that that course catalog is approved* by the Veteran Affairs administration. So, anything that's on there is going to get approved and anything that's not on there and in it is decided later to turn into a policy. Then we have to resubmit that whole catalog and I'm not just speaking for myself, this goes for everyone. So, I think any mode that we change to any class changes should be added on to the course catalog and we should be able to identify them.
- **Lesley Davidson-Boyd:** I think similar probably to what Diane talked about, we need to really *continue to figure out and expand how we engage with students* and especially with academic support programs. How do we now balance with coming back and still having that digital presence?
- **Beth Steffel:** I think we have a lot of really good ideas and again, this is an opportunity for change and I hope we don't just snap back to what things were like before the pandemic or try to. I think it's honestly impossible. I think it's a sort of wasted effort to try to get back to that exactly. I think you know, one of the things to think about and these committees is. Hopefully, setting us up structurally to succeed and I've said this before, but I'm concerned by the sort of *level of representation* on the committee, especially this one. It's still super administratively heavy and, just as the pandemic structure of the post pandemic steering committee specifically is all administrative. I'm afraid that this is being set up and that no matter how great the ideas are and how thoughtful and wonderful they are, that they won't go anywhere. Just because of a structural thing. So, this is something for us to think about. Especially for this committee since it's the instruction and academic programs subcommittee. We should consider a co-chair that's a faculty member and then just throwing that out there, the steering committee right now for the post pandemic committees is all administrative, there's no faculty representation and there's no staff or students and I don't want to speak for the staff or the

students. We should make people across the university community feel like they have input in this so that you know these good ideas go somewhere.

- **Monideepa Becerra:** I hope we have *realistic expectations* of our staff, our faculty and our students. Everybody has sort of dealt with the pandemic in multiple different ways and not everything is necessarily public, so I think we should have realistic expectations. Mistakes will happen and that's okay. We have to be okay, with some mistakes and little backtracking and that's my hope.

Updates of the classroom:

- **Bradford Owen:** There are upgrades of the classroom that we're calling the next generation smart classrooms. The purpose of that really is to facilitate teaching, however the faculty member sees best and well, particularly in the context of a possible cap on classroom occupancy. The purpose of the upgrade is to allow a face to face with no technology or sort of synchronous where some students are on site, some are remote synchronous and just to facilitate whatever the faculty member and the chairs see she has the right way to go.

Things to consider:

- We really should center diversity, equity, and inclusion when we think about the post pandemic university. What does that mean for students?
- When considering many ideas that the committee comes up with, we need to look at maybe three to five years from now. We know it's not going to happen in one year, it's not gonna happen in a year and a half, etc. but these are all things to consider.

Action Items:

- Clare to follow up with IR on additional student survey research
- Schedule meeting in September for Post-Pandemic
- List out different issues we would like to address