

A&S Newsletter

October 13, 2020



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Dean's Note

Dear all,

When I asked my students in Bulldog Foundations what they have found most challenging this semester so far, many responded with the usual: adjusting to the academic rigor of college classes, time management, and meeting people. While these answers are probably not that different from a "normal" semester, I assume these challenges are even greater this fall. Students report that they are confused by what class meets when, how and where, and they find it hard to keep track of deadlines and due dates communicated on a variety of platforms. They find it harder to meet new people when most events and meetings take place on Zoom. By and large, they seem to follow the public health and safety measures, and they take with stride any quarantine orders from contract tracers. They prefer being on campus, and some worry about the long break. What have you found most challenging? I find the drastically reduced class time (30 minutes instead of 75) hard to adjust to. I meet with 10 students every other week, and by the time we have warmed up to each other and are into a good discussion, class is over. I find myself out of breath and with a lot of uncovered class material! For the class meetings that are completely online, I admit finding myself not always prepared enough. Every minute of class time has to be planned to a "t", and it's much harder to swing class discussion in the virtual space. And yes, it has gotten better with every week. By the time it feels all natural, the course will be over! If I had to do it again, I would do things a little differently. Which brings me to next semester! As you know, spring will look like a lot like this fall. But there is one major difference: this time, students can register for their classes knowing the modality of the class. They can plan ahead, and they can make living, work and study arrangements accordingly.

Please let me know if there is anything you need to make the next semester a success. I am deeply impressed by how you have adjusted your classes this semester. Last night we had the first (ever!) livestreamed wind symphony concert. It was a smashing success! Believe it or not, there was no technical glitch (thanks to the many hours of work and great skill of our very own faculty and staff—thanks, Dani!). I enjoyed the concert projected on the tv in my living room, and the sound, the camera angle, and the quality of production were fantastic. Bob Meunier's introductory comments were moving, and the musicianship of the students was breathtaking. Thank you for bringing live music to the world during the pandemic! I have seen and heard many success stories, too long to list them all here. By all accounts, students are greatly appreciating the personalized and experiential learning that takes place in labs, studios, discussion sections and lectures.

The small and large successes of this semester do not mean we can rest assured. While nobody can predict how long it will take to contain this virus, one thing is clear. Even once we have a vaccine, COVID-19 will have altered the landscape of higher education fundamentally. The convergence of a global pandemic, economic crisis and social justice movement in our country has shook colleges and universities by its core, has accelerated the pace of change and has questioned the value proposition—there is no way we are going back to delivering a college education the same way we did pre-2019. The crises have brought questions about equity, access, and the cost of higher education to the forefront like never before and will expedite the transformation dramatically. Flexibility in course scheduling, teaching modalities and new pathways are just some examples of modifications we will need to make to break down barriers, to enable students to attend college and to get an education that will prepare students for future jobs. While all of this might sound scary, it is also a great opportunity. An opportunity for transformation (not just for survival!) and it can enrich all of us.

Gesine

New Faculty Bios: Adam Yankow

Training and background: Adam is from Louisville, Kentucky. He received his Bachelor's of Music Education from the University of Louisville with an emphasis in tuba, and his performance certificate from the American Musical and Dramatic Academy in New York. He worked professionally Off-Broadway with the New York Gilbert and Sullivan Players, and performed with Neil Diamond. His Masters of Fine Arts is from Minnesota State University.

Research: Adam's research focuses on vocal pedagogy in musical theatre. He has performed in various musical theatre plays and works as a professional music director in the region. He has been recognized with the Cloris Awards for Best Music Direction and Best Supporting Actor.

Teaching: Adam has taught at Drake for two years as a visiting assistant professor. Prior to that he has been a lecturer at Iowa State University and taught as a graduate assistant at Minnesota State University. Adam maintains his own private voice studio.

Fun Fact: Adam is the proud puppy parent to Sir Rupertus Hammerstein (aka Rue); a 6 month old chocolate labradoodle (you should ask him for a photo!)

Dean's Open Office Hour

The Dean's Open Office Hour will take place on October 20 from 2:30-4 in the Cowles Library Café and/or Zoom. Please stop by or use [this link](#) to join!

Advising Corner

Midterm Grades

Midterm grades are due before 10 a.m. on Monday, Oct 19. Please enter a midterm grade for all first year students and any student with a low grade. Entering midterm grades will result in the Dean's Office conducting outreach to any student with a low midterm grade(s). Advisors with advisees who have two or more low midterm grades will receive a separate communication from either Alina Grimm or Mary Beth Holtey.

Please consider using upcoming advisee meetings to discuss low midterm grades, as needed. Remember, a student registered for 12 credit hours who drops a course with a W, is not taken to part-time standing.

Students have through Monday, Oct 26 to drop a course(s) with a W.

To view an individual advisee's midterm grades in MyDUSIS > Faculty & Advisors Tab > Student Information > Registrations: Includes Midterm and Final Grades

To view all advisees' midterm grades in Starfish:

1. Log into MyDrake > Faculty & Advising Menu > Starfish
2. In Starfish, ignore the option to create office hours and click on the dropdown menu in the top left-hand corner and select **Students**.
3. To search your advisees, select the **Tracking** tab.
4. Within the "Connection" dropdown menu, select **Advisor/Mentor**.
5. Then select the **Add Filters** button.
6. Under Tracking Type, select **Flag**.
7. Under Item Name, select **Low Midterm Grade** and **Submit**.

Open Hours on Advising

Do you have questions related to academic advising, general graduation requirements, navigating MyDusis in preparation for registration advising, or campus resources to recommend to your advisees but writing yet another email seems like an insurmountable task?

Please join us for drop-in "open hours" for advisors 2-3pm on Friday, Oct. 16th:

- [Mary Beth](#)
- [Alina](#)
- [Natalie](#)

And 10-11am on Monday, Nov. 2nd:

- [Mary Beth](#)
- [Alina](#)
- [Natalie](#)

Registration tips and hints to share with your advisees to make the most of an advising session and for students to register themselves for courses: [Registration Guide - Fall 2020.pptx](#)

Important Action Items:

Sabbatical Applications Due November 2

Sabbatical applications for 2021-2022 are due to the Dean's Office (via [Kayla Jenkins](#)) and your department chair by November 2. The application, eligibility, and review process information is located in the document [here](#). Reminder that full-time faculty may choose to apply for their sabbatical a year earlier than normal if they so desire per the COVID temporary policies (please discuss with your department chair for coverage purposes). If you have questions about your eligibility, please email Kayla.

Blackboard Ultra Instructor Training

Starting Oct. 27, all faculty will be enrolled in a Blackboard Learn Ultra instructor orientation course to introduce the new features in a scaffolded approach, and to help you transition to creating engaging courses in this new environment. ITS is planning for delivery of four training modules over three weeks this fall.

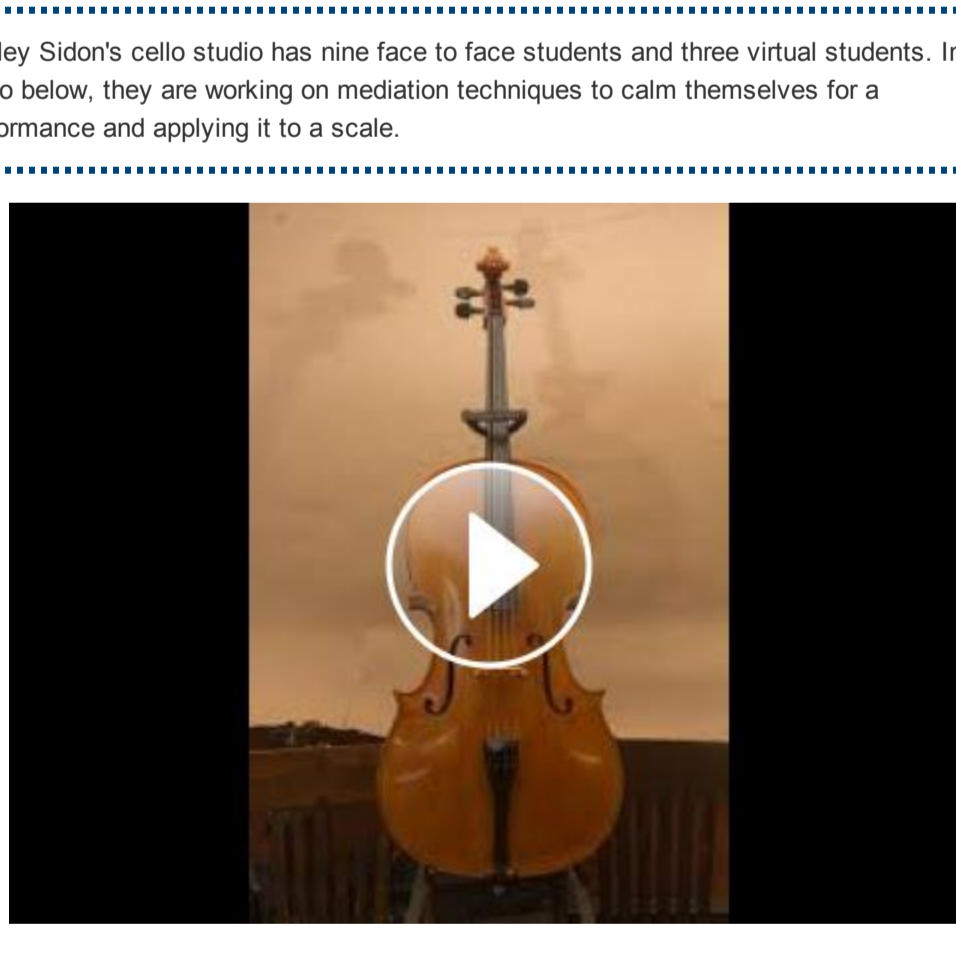
Budget Requests

To request funds for attending virtual professional conferences and for materials for teaching blended and/or virtual classes, please fill out the [following form](#) and return to [Ashley Rasmussen](#). Full-time faculty are eligible for up to \$500 in funds for registration to virtual conferences. Requests for teaching materials will be reviewed on a case-by-case basis. The dean's office will submit requests to the provost's office for final approval.

COVID-19: University Updates Page

Hybrid Cello Studio

Ashley Sidon's cello studio has nine face to face students and three virtual students. In the video below, they are working on mediation techniques to calm themselves for a performance and applying it to a scale.



Stalnaker Lecture 2020: Sandra Patton-Imani

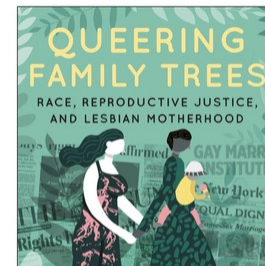
Topic

"Queering Family Trees: Race, Reproductive Justice, and Motherhood."

Date/Time: October 29th, 6:30pm

Virtual Event

Description: Drawing on research conducted for her newly released book *Queering Family Trees*, Patton-Imani explores what we can learn about family from the lived experience of a racially diverse selection of queer mothers living in US states with contrasting laws about same-sex marriage and adoption. She explores these lives in social, political, and historical context to argue for a necessary shift in the ways we understand what counts as family.



Reading Corner

The college is engaging in a discussion of the use and administration of student teaching evaluations. A recent article in Inside Higher Ed argues that even if student evaluations were unbiased (which they are not), they would still be a flawed measure of teaching. [Check out this provocative article](#) as you design your student evaluation tool. For this semester, add a general question about the experience of online and hybrid classes this fall.

Submit News

Upcoming Events

- October 13: [Religions of Beijing Virtual Book Launch](#)
- October 27: [Diversity, Equity and Inclusion Issues in the Science and Chemistry Education](#), Chemistry Education Research Webinar Series; 3pm PST
- October 29: [Stalnaker Lecture](#); Sandra Patton-Imani

A&S Important Dates

The full fall calendar is located [here](#).

- November 2: [Sabbatical Applications for FY22](#) due to Kayla Jenkins
- November 2: Spring Registration Begins
- November 15: 2nd Year faculty reviews due to the Dean