



MINNESOTA STATE
Board of Trustees

AGENDA ITEM SUMMARY

NAME: Joint Meeting: Board of Trustees and Leadership Council **DATE:** November 15, 2022

TITLE: The Pandemic Impact on Teaching and Learning

- Proposed New Policy or Amendment to Existing Policy Approvals Required by Policy Other Approvals
- Monitoring/Compliance Information

PRESENTERS

Satasha Green-Stephen, Senior Vice Chancellor for Academic and Student Affairs
Kim Lynch, Senior System Director for Educational Development and Technology
Scott Wojtanowski, System Director for Educational Development and Technology

PURPOSE

This is the second of three sessions focused on the impact of the pandemic, the first one having been held in July to discuss the impact on Minnesota State students. Building upon previous presentations on digital learning transformation in June and October of 2021, three stories will show how the foundational work of Minnesota State with enterprise technologies, online strategy, and professional development advances the Academic and Student Affairs initiative on redesigning educational and student service delivery models in post-pandemic higher education. The stories will focus on course resources, holistic student support, and transfer.

BACKGROUND INFORMATION

Thomas Fisher has recently written about how previous pandemics have transformed higher education. The COVID-19 pandemic is no exception. The pandemic exposed digital inequities and has had a disproportionate impact on Black, Indigenous, people of color, low-income, and first-generation students. The further Minnesota State progresses beyond the acute, pandemic disruption, the more we are learning about student expectations for flexibility, access, affordability, and equity. The pandemic also revealed our ability to change and opened new opportunities to take an asset-based approach to our collective work.

One example of this shift is in the expanded use of technology in teaching and learning across course delivery modes. Faculty and staff have built the technical infrastructure and the professional capacity to integrate technology more fully into their pedagogy and their support for students. This expanded capacity will be critical in meeting student needs. In "A Surge in Young Undergrads, Fully Online," D'Agostino suggests that some younger students have unbundled pursuing a college degree from transitioning to adulthood, which were often linked as the 'going away to college' experience. Options for flexible course delivery and services make it more possible for learners at all life stages to engage in higher education and for Minnesota State to contribute to the state's higher education attainment

goals. At the same time, providing flexibility in course delivery and student services requires integrated planning across functional areas to ensure the most effective use of college and university resources. In summary, the pandemic has escalated expectations for access to course resources, a full range of accessible services for student success, and ease of transfer and completion. Minnesota State can harness its power as a large system to lead this digital learning transformation to close equity and opportunity gaps.

References:

D'Agostino, S. (2022, October 14). "A Surge in Young Undergrads, Fully Online." *Inside Higher Education* <https://www.insidehighered.com/news/2022/10/14/more-traditional-age-students-enroll-fully-online-universities>

Fisher, T. (2022). *Spaces, Structures and Design in a Post-Pandemic World*. Routledge.

Postsecondary Value Commission. (2021a). Equitable value: Promoting economic mobility and social justice through postsecondary education. <https://www.postsecondaryvalue.org/wp-content/uploads/2021/05/PVC-Final-Report-FINAL.pdf>

Also See:

Minnesota State Board of Trustees Presentations, Academic and Student Affairs Committee

- October 19, 2021
- June 15, 2021