



Meeting Students Where They Are At

00:08–00:31

Andrew Coletti: Hello everyone. The topic for this episode of The T in Teaching is meeting students where they are the host for today's episode from the Fox School of Business Department of Online and Digital Learning is in structural designer Sarah Looney. Our host interviewed an undergraduate student, former graduate alumni and a temple professor to get their take on today's topic. Our undergraduate student is Emma Ryan, who is in her sophomore year studying marketing in the Fox School of Business.

00:31–00:35

Emma Ryan: I feel like nobody's going to go to class if they think that you're not going to care about attending.

00:36–00:48

Andrew Coletti: Our graduate alumni is Marianne Jimenez, who graduated from Temple with her master's of science in Human Resource Management. She's currently working for the clinical research organization Icon PLC as a resourcing specialist.

00:48–00:53

Marianne Jimenez: As long as you followed it and you have the readiness to learn, you were going to be successful.

00:54–01:08

Andrew Coletti: Our Temple faculty member is Assistant Vice President Eric Brunner. He currently leads the Learning and Development Division of Temple University's Human Resource Department, where he and his team are responsible for designing, delivering and evaluating the university's professional development training courses.

01:08–01:19

Eric Brunner: And I want to figure out how to take what I teach and make it relevant to their lives, relevant to their professional lives, relevant to the world in which they work and live in and go to school.

01:20–01:42

Andrew Coletti: Please keep in mind that this episode is centered around honest feedback between students and faculty on the reality of higher education. Therefore, we plan to continue this conversation in further episodes with different students and faculty. If you have any questions that you would like to have asked or you want to be a part of the podcast in later episodes, please email me at andrew.coletti@temple.edu. Thank you for listening and please enjoy.

01:51–02:13

Sarah Looney: Thank you for joining us today. Welcome back to the T in Teaching Podcast from the ODL department at Fox and STHM at Temple University. So we have Professor Eric Brunner with us today from the department. Marianne Jimenez, a graduate of the MSHRM program and undergrad Emma Ryan from the marketing program. So thank you all for joining us today.

02:13–02:14

Eric Brunner: Thank you, Sarah!

02:14–02:26

Sarah Looney: Oh, yes, we are going to jump right in. So today, the podcast episode and the focus is meeting students where they are. So I'm going to start with you, Eric, going right into how you start setting expectations in class.

02:26–02:55

Eric Brunner: So to me, when I teach you, thank you very much for the question, Sarah. And I think about a lot about things from the student perspective. So I think a lot about Emma and a lot about Marianne. And I think what we might be there, what might be there needs. So if we are a collaborative entity, toward the learning, meaning if I can think of ways to make that learning transfer and make it easier on the student.

02:55–03:22

Eric Brunner: So when I meet them where they are, I consider they're already busy people right there already. So they have lives outside of academics and they do. I also assume that they have a desire to learn. So I go in with that assumption and I want to figure out how to take what I teach and make it relevant to their lives, relevant to their professional lives, relevant to the world in which they work and live in and go to school.

03:23–03:47

Eric Brunner: So preparation for me is making sure that my syllabus is like all lockstep, that every single thing the student needs to know is in the syllabus, and then making sure that the canvas, which is the learning management tool that we use here at Temple University to make sure that the syllabus and canvas match know there are always some little glitches, but those are the some of the things on.

03:48–04:03

Sarah Looney: Canvas syllabus like those. Those are definitely what students need everything to align so they know what they have at the beginning of the semester. But like that first class when you're setting an expectation of deadlines and, you know, assignment looking ahead. Well.

04:03–04:20

Eric Brunner: For my classes, I create welcome videos. So even I try to keep because I want to make sure that when I'm in front of students that actually what we're talking about is class content. I want to make sure that I use time well for whether it's undergraduate or graduate students. So I want to make sure that I do that.

04:21–04:40

Eric Brunner: So I create welcome videos and those welcome videos set the expectations. They review the syllabus, they talk about reading it. It's in its entirety so that when we get into the class that first time, I can jump right in and say, If you have any questions about the syllabus, this is a good time. So usually I start the class and say, Tell me, I've got the welcome video.

04:40–04:53

Eric Brunner: Hopefully you've read the syllabus. Are there any questions, things I can clear up, but then I'm ready to dove in because I feel like the time in front of the students is precious. It's precious time, and I want to make sure that it's used well.

04:53–05:15

Sarah Looney: Yeah. Thank you. So from the student and I'm going to start with I'm on the undergrad side at the beginning of the semester. Do you have a lot of faculty that have like welcome videos or how has. I know I think it typically called syllabus week, the first week of classes like going into the content. How do you feel with the faculty when they present their syllabi?

05:15–05:41

Emma Ryan: Um, I, I think usually they do a really good job and they, you can usually tell like with attendance policy and like any of that, how they're going to be for the rest of the semester. So I think that's really important

that you set that standard immediately and the welcome videos I've never really watched them before. I'm not I'm fine. I just, I've never clicked on it.

05:42–06:02

Sarah Looney: Yeah. I think we've all had a similar experience in undergrad where we neglect an intro video, but sounds like you'll try to listen to them going forward. For faculty, though, if you find students who don't watch the welcome videos or review policies like attendance, it is an opportunity to create something like a syllabus quiz or just a check in with the students before you start the semester.

06:02–06:33

Eric Brunner: So individual requests for extensions makes sense to me. If every single week you're asking for then I always want to know what's going on because you're right, like the the time that we're teaching is really different today than it was prior to the COVID 19 pandemic.

06:33–07:05

Eric Brunner: And we are teaching a group of people who have had to address and deal with this situation and they, their courses flipped from in-person to all online. And then, you know how we also have to contextualize our content to make sure that it's relevant to a global pandemic. That we're still addressing. So I guess to say I want to be thoughtful and flexible and again, but if it's flexible time after time after time, then it's a different conversation, what's going on?

07:05–07:21

Eric Brunner: And it could be that something very real is going on for that person. And how can we support, how can we help? So I do think that that's important at least from a teaching perspective. I don't want to monopolize, but if I have a student that I feel is in need of some support, I want to keep an eye on that.

07:21–07:24

Eric Brunner: I want to pay attention to that. And I want to have that conversation.

07:24–07:46

Sarah Looney: Yeah, certainly. I appreciate the response a lot. Thank you. Marianne, so I would like to throw it back to you again and certainly not just with Eric's course. But like any other courses that you've taken in your graduate experience at Temple, how faculty check in with your level of understanding with the content, whether it's halfway through the semester at the end of class, like how do they check in with you and your level of understanding of the content?

07:47–08:12

Marianne Jimenez: Yeah, thanks, Sarah. I would say every week there is some sort of assessment that the faculty is making sure we're able to absorb the material. We're adaptable. There's different ways that they do that. So some of many of the classes really required a reflection or a discussion board assignment, which I really found engaging because we would have to answer a question.

08:12–08:30

Marianne Jimenez: And then we had to apply material from either that week or from the class before we had to answer the question, applying that material. And then part of the assignment is to respond to maybe two or three of your peers. And what I really liked about that is your peers would respond to you and they would say, this was great.

08:30–08:52

Marianne Jimenez: I didn't see this in the article. I didn't interpret it this way. So some would agree with you bringing a different perspective to them, and then some would disagree respectfully. They just view it differently, and that's okay because this is how we learn. And then there are also times in classes that we did split up into smaller breakout groups.

08:53–09:18

Marianne Jimenez: This happened, and I would say in every class of mine where we had to meet with a smaller group, we discussed what was being taught that evening, and then we had to present it and bring it back to a larger group, what was discussed. So it's kind of our own way of just showing we understand the material what's going on this evening. This is what we're how we're applying it to our real life circumstances. And then that's what we brought back to a larger group.

09:18–09:22

Sarah Looney: That's wonderful. So it seems more of like a continuous kind of reflection and application.

09:23–09:23

Marianne Jimenez: Definitely.

09:23–09:25

Sarah Looney: Which is great! Thank you.

09:25–09:26

Marianne Jimenez: Sure.

09:26–09:40

Sarah Looney: So again, you're not representing all of the undergrad, but as an undergrad student, do you feel that like on a weekly basis faculty are checking in or do you feel you kind of get more feedback once the midterm progress ratings come out?

09:41–10:03

Emma Ryan: I would say, yeah, if they're checking in weekly and especially with discussion posts like those are so effective off the content do before the class if you have them like respond if you have to respond to something. I also think that's really effective in making sure people do the work before class so you can like have valuable class experience and also learn something.

10:03–10:28

Emma Ryan: And and like my MIS class, my told last semester they had us just like talk to our neighbors like the in-person class feel like it's kind of here to talk to people in class after COVID. Like I don't really talk to that many people when I'm in class, but we would just like do like swim lanes together. And it was like very effective and it took a lot of pressure off of it, especially like a stuff like that.

10:30–10:40

Sarah Looney: Awesome. So I'm going to take that same question and direct it back to you, Eric, how you check in with your students, like their level of understanding on a weekly or throughout the semester?

10:40–11:05

Eric Brunner: Well, when I design an educational experience, so class could be 15 weeks or 14 week semester could be a shortened version. What I do is I try to put what I call what I call data points, what are the different places that I can give the students an opportunity to respond to something so that I can read the response to pay attention to what the level of learning is.

11:05–11:38

Eric Brunner: And I also teach from what I call a perspective of mastery. So some students come in to classes that I teach with a higher level or stronger knowledge Marianne, when you came in, you were already a professional in a lot of the things you knew about that I was going to be teaching. So they weren't unfamiliar. And then there were some students in our class who had a very little knowledge of what the class was going to be on either building human capital or diversity, equity and inclusion and an organizational imperative.

11:38–12:01

Eric Brunner: And so what I did is I created those data points and I paid attention to where the students were based on their own learning. Okay. So somebody who is a seasoned professional would to create really mature responses to a discussion board. And I would look at it and graded and check in from that perspective. Somebody was brand new to the field or brand new to the content area.

12:02–12:23

Eric Brunner: I would look at what they describe and say, were they sort of getting the main points of that? And that was the way that I checked in with students. I try I do not want students to ever fail my class and in my the way I teach is the only way that you can fill my classes by not turning in work, by not making an effort.

12:23–12:30

Eric Brunner: If you make an effort, I will find a way to help you be successful in this class. But my goal is to help people be successful.

12:30–12:36

Sarah Looney: Yeah. I mean, that's that's all of our goal here at university. Like we're here for the students.

12:36–13:17

Eric Brunner: I'm so focused, and I do think that this might be a slightly new paradigm. Let's go to the olden days where sometimes faculty would want to prove that they were the smartest person in the room and that they would do things that would not necessarily bring people into an engaging in the conversation in 20, 22 going into 20, 23, whether it's undergraduate and graduate, we are partners to make sure that the learning is transferred to make sure that the degrees that you get allow you to get work and and create an opportunity for you to be to to find the work that you dreamed about that you always wanted to do, that you feel good about yourself and feel successful.

13:17–13:36

Marianne Jimenez: Yeah, yeah, yeah. And if I just may add to that, I remember some of our post when we had to write a reflective of, you know, we had to answer a question on the discussion post. What I really appreciated as a student is before class started, you had given me feedback already ungraded at you had given me feedback.

13:36–13:57

Marianne Jimenez: So if I had a question, I would be comfortable to bring that up during class because he had, you know, kind of an open door policy. Anything you want to bring up during class which I really appreciated. And then sometimes at the end of his feedback, there might be a question for me to think about to bring to class. So that was just something I appreciated at the start of the beginning of the class.

13:59–14:11

Eric Brunner: Quick question for you, Emma. Do you follow your grades on the canvas, say like in other words, do your faculty list the grades as you go along in the semester? Most of them. I'm just curious.

14:11–14:29

Emma Ryan: One of my classes, they have like a thousand points so with our grades on campus, all can more the right ones. That kind of frustrated me. But yeah, I'm usually checking them. Not too crazy, but yeah, I mean, like in the corner of my canvas, like on the dashboard so much. Yeah.

14:30–14:38

Eric Brunner: And what about for Marianne from a graduate perspective to most of the faculty? Could you track your grades as you were going along?

14:38–14:48

Marianne Jimenez: Yes. It's everything was on canvas and it was updated pretty quickly. And if there were issues usually, you know, directly to the professor and no issues. Yeah.

14:49–15:09

Sarah Looney: So one more thing I'd like to get into with feedback before we move on to the next topic is just you guys kind of started to address it, like having feedback before class, but more like do you see feedback you give to faculty or like if given an opportunity in class to this is what went well in class, this is what I'd like to see more of.

15:10–15:19

Sarah Looney: Like do you have feedback from your professors on discussion board posts, but you see kind of like incorporated into the next class or is it kind of like an assignment done and it's done?

15:20–15:51

Emma Ryan: For my business, communications class, we have a lot of feedback and I thought that was really nice. Wouldn't always be ready at the same time as like, so like our project would be doing like two weeks and then she would write like the first person the day after and then like, or like two days before. It's still and I'm like, okay, it's a little frustrating, but yeah, it's really nice for our feedback because I don't really know what I'm doing, especially when it comes like writing and stuff. It helps out a lot.

15:51–16:21

Sarah Looney: Yeah, especially, I know some faculty will allow a submission of a draft and then final, then they'll add comments to both. But it sounds like you really want feedback, but you also really want it to be delivered in a timely manner. Which sounds reasonable. Okay, so more of an open ended question. Is there anything in general that you see and this is for students again, that you see faculty do in class going the extra yard or engaging with you a little bit more meeting you if you're having a tough week?

16:21–16:32

Sarah Looney: Is there anything that you can remember from either of your time at Temple so far that kind of really stood out and meant a lot to you? Um, I think anyone who would like to start.

16:32–16:58

Emma Ryan: Um, yeah. So in my Business Communication class again, my professors, she just like really showed that she cared and she asked us for feedback that was at that forum. And that also happened with another one of my students. Like, they were like, this is different. This is for me. Like, I really do want to, like, get to know what you're saying. So yeah, most of my teachers at Temple have cares a lot, and they really want you to succeed, which is nice.

16:58–17:00

Sarah Looney: Thank you.

17:00–17:15

Marianne Jimenez: Definitely so I have different experiences. I think I've had professors where it was very by the numbers, I feel like they didn't really know me as a person or seen me as a person. I was just graded and that was it.

17:15–17:35

Marianne Jimenez: And then you have professors like Eric who what really what? Something I remember is I would sign on for his class and he would have music playing like jazz. And it was just relaxing. And he understands that we're more normal people and we have had a long day. Most of us are full time workers. Some of us are parents.

17:35–18:05

Marianne Jimenez: There are just other responsibilities on top of being a student. And he recognized that. So he was very mindful that everyone is signing on. We have the same you know, we have the same goal for tonight. And that's we want to get through this class and we want to learn as much as we can. But we really appreciate the environment that you created as a professor, and that just displays empathy from from your side which is, I think, a quality that makes a long term positive impact on students and learners.

18:05–18:27

Eric Brunner: Thank you, Marianne. Of course, the other thing I'm just along those lines, too, when I teach, I also I always keep to the the class time. Like I start right on time and I end right on time. I feel like those are basic respect practices. So if you come into the class a couple of minutes later, which does happen, that's fine.

18:27–18:51

Eric Brunner: But I've already started something and I'm going to start. But I also don't try I don't go over like 5 minutes or 7 minutes because I know what it's like. I know when I teach, I can feel it. You can feel the rustle in the room when you teach in person, when you know that the class is going to end, and you can feel the pack up moment when people are closing their, you know, their their books or their closing their laptops, you know what I mean?

18:51–19:13

Eric Brunner: And they're shuffling around on it. Yes. Yes. You know, and and I try to make sure that that, you know, out of respect to the students, that that class ends right on time. And so I really want to make sure that that the time that I start and the time to the end is clear and that in that time we're going to work significantly on the class content.

19:14–19:31

Marianne Jimenez: Yeah. And if I may add to that, there are some professors, if we have a group project, they would end class earlier. Let's say it's eight to ten, they would end at nine 30 and say, you have the last half hour to meet with your group. And we really appreciate that because it's late in the evening. And again, some of us work full time.

19:31–19:44

Marianne Jimenez: So just having that time be kind of incorporated in that normal class time and not having to meet additionally outside of class was just helpful to get some of your time back for yourself to have some mindfulness. Yeah.

19:44–20:00

Sarah Looney: Thank you. So I'm curious, kind of on the flip side to the question to the students and alarm, is there anything that students that sticks out for you that students not not like submitting early, but like from a student side that they do well that you appreciate as a faculty.

20:04–20:31

Eric Brunner: And I I've been teaching for now probably ten years, Sara. And I don't think I've ever had a student in all those ten years who was trying to what I call get over, meaning they didn't take what we were doing seriously enough to want to be successful at it. So maybe I'm just lucky. I don't know. And so that that's helpful to me.

20:32–20:57

Eric Brunner: Now, I have had students who have had issues come up where we've had to talk about, you know, why is an incomplete not a bad thing why is maybe putting a pause on an academic process not a bad thing if things are really difficult in someone's life? So I've had those conversations with students where they've had to take an incomplete or they've had to put a pause on the academic experience.

20:57–21:31

Eric Brunner: But every one of those students has come back. They've completed the work in the appropriate amount of time. They finish their degrees. And so the I just feel like that those are things that are important to be able to acknowledge especially at this particular time. People stuff happens for people, life happens. And I don't want life causing any one of the students in my class to not be able to complete their educational obligation, which is graduating with degree, getting the master's, getting the undergraduate degree, and then doing what they want to do with their lives.

21:32–21:48

Sarah Looney: Yeah, I had a faculty that made that point to us, like if you need an incomplete and a little bit more time to like submit something like we can work together. Yeah. And it was, it was so nice because they took that time in class to make that clear to us where some people may be embarrassed to ask for.

21:48–21:57

Sarah Looney: Yes. So I appreciate that a lot from faculty when they're very open with us and empathetic and understanding, it means a lot and it can make a difference.

21:57–22:11

Eric Brunner: And I offered it last night was the last of my five classes that I was teaching in our in the diversity, equity and inclusion class. And I said, please stay in touch with me if you need an extension on final call and I got an email this morning.

22:12–22:31

Emma Ryan: Yeah, it's that's a really nice thing for a professor to do just because I also like life things. I feel like it's almost like mental health issues. Yes. Yeah. Like over here, I'd say. And I feel like it's kind of like nobody actually really cares when you're going through something. You care about the success story kind of behind it.

22:31–22:44

Emma Ryan: And I feel like a lot of people in college are would not feel comfortable going up to a professor and like explaining something like that, which I feel like is really understanding because you can make it work. Just might take a little bit.

22:44–23:22

Marianne Jimenez: Right. Right. Yeah. And when going off of that Emma, I had a class last year and COVID was still a big issue. So I actually had a family member impacted by it and I just was not mentally ready to take a final. So I called my professor and he was very understanding. He gave me an extension. He gave me just an extra couple of days, and that's all I needed to really just settle down and prep myself and actually study for this final because I didn't want to go into it in the mental state that I was in and and fail.

23:22–23:23

Sarah Looney: Yeah. Yeah, absolutely.

23:23–23:50

Eric Brunner: Yeah. I mean, when something like that happens, Maryann, in life, how how could anyone expect you to be in a mental space to focus, you know, so I I'm really pleased to hear you share that experience because it's very heartening to me as a faculty member here at Temple University, that other that folks are doing that, that they're caring about students in a way that says, we have an investment in your education.

23:50–23:50

Eric Brunner: Yeah.

23:50–24:14

Sarah Looney: Yeah. Thank you. Thank you all so much. So I have two final questions for everyone to kind of wrap up the conversation. I will start with the students again. It's twofold advice that you have for other students succeeding in school where something might be struggling or just any advice you might have as well as advice you might have for faculty.

24:15–24:16

Sarah Looney: Emma, if we could start with you.

24:17–24:57

Emma Ryan: I would just say go to class, get everything done in the morning. That works well for me. Are you doing any work after like 5:00 and four math classes I would say watch the videos that they put on. Those are so helpful. And yeah, for faculty, I would just say like emphasize at the beginning, just like you can, you know, flexible with reason and really be like clear on your attendance only policy because I feel like nobody's going to go to class if they think that you're not going to care about attendance so.

24:58–25:01

Eric Brunner: Yeah, thank you. Thank you for the feedback and I appreciate that.

25:02–25:10

Sarah Looney: So one thing I noticed with the discussion Emma is that it seems like you might feel more comfortable speaking with a professor about that flexibility Marianne, what are your thoughts?

25:10–25:35

Marianne Jimenez: Sure. So I would say as part of your success is really having ample time for yourself to I mean, you have you have the structure laid out, you know, what to do to be successful in your classes, but also take care of yourself, have that mindfulness of you need to take a break to go for a walk, get a quick run in and take a dance class, whatever you need for yourself to take a break.

25:35–25:53

Marianne Jimenez: Because I found that when I had that mindfulness for myself, when I took an hour break, when I got back to my work, I was more focused, I was more aware, and I wasn't miserable. Right? I was happy to get back into it because I had my time and that's really important to me. And connect with your peers.

25:53–26:14

Marianne Jimenez: Your other students in the classes are there to support you. I've made lifelong friends in the H.R. and program, and I could not have gone through without, you know, some of those people because I always felt like I wasn't alone I always felt like, you know, if there was a concept, there was something I just wanted to discuss with one of my peers.

26:14–26:25

Marianne Jimenez: I just called them and we collaborated, of course. And I have really appreciated that because my program was online. So it was kind of on you to it to keep in touch with some of the people in your classes.

26:25–26:27

Sarah Looney: Yeah, it's definitely, definitely different online.

26:28–26:29

Marianne Jimenez: Absolutely.

26:29–26:55

Emma Ryan: It's kind of an offer that I think group means to a teacher like that makes it for the class, especially online. Ones like that is so helpful because everyone usually helps each other out, and it's really nice to get like different perspectives. Online course materials. Yeah, and also like that, like going out and getting fit. They have like so many classes obviously for free and that's so much fun. They're only like an hour.

26:56–26:56

Eric Brunner: Yeah.

26:57–27:02

Marianne Jimenez: It's good to have that time though. Sometimes that's all you need that hour. Take care of yourself.

27:02–27:15

Eric Brunner: Yes. It's actually thinking holistically about yourself as a person. That you have different components that contribute to who you are as an individual. So I appreciate both of you saying that and mentioning it.

27:16–27:28

Sarah Looney: So that same question kind of turn to the faculty perspective. What advice would you give students and what advice would you give other faculty to? Again, meeting students where they're at and how to really love that?

27:28–27:51

Eric Brunner: I think for me, advice to students is, is to take the risk to communicate with us as faculty members. Because when you I know it's difficult that it doesn't seem like the easiest thing in that you look I noticed that a lot of the emails that I get when people ask for extension, there's a lot of apologies in those emails.

27:51–28:36

Eric Brunner: In the first line that I write when I respond is no need to apologize. Meaning, I get it that things happen in your lives and then we can talk about, so what is needed for you to be able to get the extra time, whatever the request is. So it's take the risk to communicate and to come. So that would be advice for students from my colleagues who are faculty to remember that we we do have this really big and this is a partnership and it's an we have an investment in the success of our students and that partnership is what I think I think students feel really good about because they feel like if the faculty

28:36–28:58

Eric Brunner: member cares about them as a student and cares about their educational experience, it it becomes motivating for the student. And that partnership is something that I think is okay, I don't even know what to say. I don't know if I'll come up with the right words, but it feels really productive and it feels like it really supports the learning environment.

28:58–29:22

Marianne Jimenez: It definitely does. When you feel like you have a partnership with your your professor, they're there to support you. But it's it's on you to, to learn as well. I've been in classes where, again, I didn't feel really seen as a person. I didn't feel like the professor really cared. So I feel like I was just a number on an Excel sheet to be graded.

29:23–29:33

Marianne Jimenez: So I appreciate the partnership that comment and just having that collaborative environment and classes is what I think what makes students successful. Yeah.

29:34–29:37

Sarah Looney: Actually can learn just as much from your classmates. Sometimes as the teacher.

29:38–29:39

Marianne Jimenez: Yeah, absolutely.

29:39–30:09

Eric Brunner: One other comment that I'll make. Every bit of feedback that any student has ever given me, I incorporate I try to constantly revise my content. I try to I do have a content that like our key pieces of the courses that I teach. But when students give me feedback that they'd like to see something else or they they'll send me a citation for an article that I didn't think of or a book that I hadn't read before, things like that, or they're in their student feedback forms when they tell me about things that could be improved.

30:09–30:33

Eric Brunner: I read all of that, and I try to incorporate it into the next class. So I encourage my students to help me pay it forward. Are there things, Marianne, suggestions that you made that have found their way into both of the classes? So thank you for the suggestions. So I take that very seriously. And so that's another piece of advice I guess, that I would share with my colleagues who are faculty about listening to the student for that feedback that's going to improve the experience for them.

30:34–30:36

Sarah Looney: Absolutely. An opportunity for the faculty.

30:36–30:56

Marianne Jimenez: Yeah, yeah, yeah. And that's one thing to hear professors and faculty ask for feedback and actually incorporate it into their classes because there are times when I feel like they're asking for feedback, but I don't think it's actually going to go anywhere. It's just being asked or because it's a requirement. But I do appreciate that you've incorporated, you know, student suggestions.

30:56–31:14

Sarah Looney: Yeah, yeah. Well, I just want to thank all of you so much for coming in today. This was a really great conversation that we hope to continue having, possibly part to part three. This is very new for all of us, but it's it's been really fun and engaging, and I love hearing all the perspectives from students alumni and faculty.

31:14–31:15

Sarah Looney: So thank you all.

31:15–31:25

Eric Brunner: Yeah, thank you, Sara, for. Yeah, this is great question allowing us to have this kind of really delightful conversation this is a highlight of my whole day.