

Provost's Corner

Bette S. Bergeron, Provost & Senior VP for Academic Affairs

November 18, 2020

Greetings from Academic Affairs!

On behalf of the Division of Academic Affairs, I want to thank the SUNY Potsdam faculty, staff, and students for what continues to be an exceptional fall semester. While many communities across our region, state, and country have experienced expected rises in COVID-19 cases as we have entered into the fall season, the incidences at SUNY Potsdam have remained remarkably low (updates on our cases can be found on our [Coronavirus Case Detail site](#)). Our success is due to the incredible commitment of everyone on campus to keeping ourselves, and each other, healthy and safe. This is no small feat—and I thank everyone for your incredible diligence and support of our students!

As we celebrate our successes this fall, it is also time to turn our attention and planning to the Spring, 2021 semester. SUNY's Chancellor has developed very specific guidelines for all SUNY campuses related to expectations around testing, move in/move out, calendars, and remote instruction. These guidelines can be accessed [here](#). In addition, our campus held virtual Town Halls last week for families/students and SUNY Potsdam employees. Recordings of the Faculty/Staff Town Halls can be accessed [online](#). I want to personally thank everyone who participated in these forums, and who offered questions and feedback regarding our upcoming fall move-out and spring reopening.

Included in this Newsletter are updates specific to academic planning for the Spring, 2021 semester. While the reality of the pandemic may substantially alter what we are ultimately implement, I am optimistic that we will be able to continue to provide our students with a range of high quality and engaging academic experiences—including those that are face-to-face as well as remote. Excellence in teaching has been, and continues to be, a hallmark of the SUNY Potsdam experience.

Thank you again for your creativity, patience, and commitment to our students' success. I hope that you and your family have a restful Thanksgiving break, and I look forward to seeing you—albeit virtually—as we enter into the last weeks of our Fall, 2020 semester.

New Faces/New Positions

Registrar's Office. *Bethany Parker* has recently transitioned over to the Office of the Registrar as the Coordinator of Academic Records. Congratulations to Bethany on this new leadership role!

Campus Updates

Spring Calendar. With the guidance finalized from SUNY regarding the reopening of campuses for the Spring, 2021 semester, our campus has recommended the following calendar:

- Week of January 25th- students begin the process of moving back to campus (no classes during this week).
- February 1st- classes begin; the first two weeks of classes will be virtual.
- Per SUNY guidance, spring break will be cancelled. However, five “reading days” are planned throughout the semester. (More information on the specific dates will be finalized soon.) All classes, whether F2F, hybrid, or remote, **will be cancelled** on these five days. It is also requested that faculty avoid assigning work or group projects on these scheduled days off.
- Week of May 17th- finals begin
- May 22nd- commencement. The format for commencement has not yet been determined, and will be dependent on guidance from SUNY and the state relative to health and safety.

Please note that this calendar has been recommended based on our current knowledge of the pandemic and recent guidance from SUNY. It is recognized that this calendar could change, based on the projection of the pandemic over the coming months. It is also important to note that all faculty will need to be prepared to move their instruction to remote modalities at any time, based on directives from SUNY and/or the governor.

I want to thank everyone who has been involved with reviewing this proposed calendar and for sharing your input, concerns, and recommendations. The proposed calendar was vetted through the Academic Affairs Continuity Working Group, CCPD leadership, Calendar Committee, ERRG, Provost's Cabinet, and President's Council. Thank you again for your assistance in this very important academic process.

SUNY Guidance: Expectations for Remote Instruction. In the recently released guidance for [Academic Continuity](#) for the Winter and Spring 2021 terms, SUNY included the following related to remote instruction:

Working together with campus governance processes and in collaboration with its faculty and support staff, campuses must work to ensure that remote instruction meets or exceeds expectations of regular and substantive interaction. Campuses will continue to assist students with access to devices and internet connectivity in order for students to be successful with remote instruction.

- *Transparency:* Before the beginning of each semester, campuses must publish [on their website] the percentage of courses which will be offered in-person and remote.
- *Regular Interaction:* The institution must provide for the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with both the length of time, and the amount of content, in the course or competency, must monitor the student's academic engagement and success, and must make clear that the instructor(s) are responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.
- *International Students:* The institution will make all reasonable efforts to accommodate the needs of international students completing coursework from other time zones, e.g. –opportunities for asynchronous instruction, interactions scheduled in a way that takes into account the time zones of the students enrolled in the section, and other such flexibilities.
- *Substantive Interaction:* The institution must engage students in teaching, learning, and assessment, consistent with the content under discussion, while also including at least two of the following:
 - Provision of direct instruction;
 - Assessment and/or the provision of feedback on a student's coursework;
 - Provision of information and/or responding to questions about the content of a course or competency;
 - Facilitation of group discussion regarding the content of a course or competency; or
 - Other instructional activities approved by the institution's/program's accrediting agency.
- Campuses must work with faculty in order to equip them with the knowledge and skill to support remote learning of students with disabilities. Campuses should remind faculty members that the standard process for requesting

academic accommodation would continue to apply, no matter the mode of instruction.

- Campuses must work to ensure all faculty and students have access to orientation/training opportunities to familiarize them with instructional technologies and remote pedagogies, especially those faculty for whom such technologies/pedagogies are new and for those students in vulnerable populations.
- Campuses must provide proactive and regularized advising interventions for all academic programs in such manner that prioritizes student success.
- Campus communities should utilize [Instructional Support](#) provided by SUNY.
- Additional support and guidance on academic continuity can be found in SUNY's [FAQ document](#).

The Chancellor's complete guidance for the winter and spring sessions can be found [here](#).

Students with Incompletes. As of November 10th, there were still 300 students with Incompletes from the Spring, 2020 semester. Please be sure to follow up with your students to remind them of the importance of fulfilling their course requirements so that the Incompletes can be resolved before the end of the Fall, 2020 semester.

Advising for Spring, 2021. Given the current challenges imposed by the pandemic, it is important that students complete their Spring, 2021 advising and registration **before** the Thanksgiving break. Once we shift back to remote instruction, access to advising will become much more complicated. All advisors are encouraged to make a final push ahead of the break to get as many students advised as possible. If you use Navigate for your appointment campaign, it is incredibly easy to send a reminder email to those who have not yet made appointments.

Many of your advisees may have holds keeping them from registering. They should still be encouraged to meet with you as soon as possible to discuss plans and select courses for spring. That way, once their holds are resolved, students will be able to register immediately. If you have met with advisees, a reminder urging them to register as soon as their registration window opens is also worthwhile. With the potential for cancellation of low-enrolled courses, it is imperative that students register early before those decisions are made over winter break.

As you work with your advisees, it is also important to discuss with them which course modality best aligns with their learning style. *It will be especially important to emphasize*

with students the importance of choosing their preferred modality ahead of time (to “pick and stick”), as they might not have the option to switch back and forth between F2F and remote learning depending on the modality of the instructor. For students who may be new to virtual/online learning or our learning platform, Moodle, they can be directed to the following resources:

- [Learning Remotely Resource Site](#)
- For frequently asked questions on how to use Moodle, go to [Student FAQ's](#)
- For information on our campus' tutoring services, direct students to:
<https://www.potsdam.edu/academics/resources/tutoring>
- For a new *self-assessment tool* to help guide students in making the decision regarding the best modality for their own learning style, direct them to:
<https://www.potsdam.edu/studentlife/wellness/healthservices/campus-health-alerts/coronavirus-updates/student-information/learningremotely>

Advisor Support Now Available in Teams. All faculty and staff advisors have been added to the new [Advising Hub](#) in MS Teams. With two General Education programs to manage and constant COVID-related impacts, the hope is to keep everyone up-to-date as you head into the Spring, 2021 advising period. The Teams page includes regular updates; links to essential resources; instructions on how to get the most out of BearPAWS, BearDeN, and Navigate; and a forum for posting your burning advising questions.

You are encouraged to visit this site often and consider enabling notifications from the team when new information is added. If you have questions about the Advising Hub, please reach out to *Kristin Jordan* (jordankm@potsdam.edu).

Unpaid Bills: Supporting our Students. Due to a variety of factors, not the least of which is the impact of the global pandemic on students' financial wellbeing, a much larger proportion of students have not yet paid the balance on their college bills as compared with previous years. Students with balances are not able to register for the spring semester, which has the potential to impede their timely progress towards graduation and can have additional and serious financial consequences. The Faculty Senate has recommended the following actions that faculty and staff can implement to support our students through this difficult time:

- In class or otherwise, simply ask students if they have looked at their bills. There have been a large number of emails that students have not yet opened. Sometimes students just need a gentle reminder to regularly check their campus emails.
- During advising, ask students if they need help with obstacles like completing forms. Sometimes just starting the conversation helps them realize the problem is solvable. If

they have specific problems that are beyond the scope of academic advising, direct them to Financial Aid or One Stop.

- **Email:** onestop@potsgdam.edu
- **Phone:** (315) 267-2943
- “Walk-In” Support **Available weekdays 8:30 a.m. - 4:30 p.m.**
- Consider contributing to the *Pay It Forward fund*, which could provide critical assistance for those students with small balances. If you would like to help a student to stay in school this way, please go to www.potsgdam.edu/give and designate your gift for the Pay it Forward fund.
- **Student Care Fund:** Are you working with students struggling to deal with an emergency this semester? If so, the College may be able to provide some financial support to get them through this tough time. Please contact the Student Success Center as soon as possible so that we can connect them with resources. The Student Care Fund has provided support for students needing car repairs, folks who have lost access to childcare, those with lost or stolen textbooks, and many other unforeseen emergencies that would have otherwise forced them to stop out. Contact ssc@potsgdam.edu to get the process started.

Often, we find that unpaid bills are directly related to the current crisis. Mental health issues for students are at near critical levels here and across the state. [SUNY has put many new resources in place.](#) Please share these links with your students:

- <https://www.potsgdam.edu/studentlife/wellness/counseling-center>
- <https://www.potsgdam.edu/studentlife/wellness/counseling-center/coping-covid-19-pandemic/counseling-center-faqs>

You can also visit the [Bear Care](#) website for additional information and resources.

Counseling Center. Please note the College Counseling Center is CLOSED the week of November 23rd and will reopen November 30th. If you are concerned for a student’s mental health, please call University Police at 315-267-2222 to reach a counselor for emergencies. Alternately, you can call Reachout at 315-265-2422.

Statement on Academic Freedom. Recent events, including the White House Executive Order related to diversity training, has reminded us of the critical importance of Academic Freedom within the academic enterprise. A *Statement on Academic Freedom* reflective of our campus’ commitment to these principles has been added to the Provost’s website: <https://www.potsgdam.edu/about/leadership/provost-academic-affairs>.

COVID Updates from Student Conduct. On October 1, 2020 a set of [Uniform Sanctioning Guidelines](#) from the SUNY Chancellor went into effect. These guidelines set minimum sanctions for many campus COVID-related policies. These Guidelines outline minimum sanctions for violations by an individual, which specify prohibition from being on campus with access to remote learning only through May, 2021. The minimum sanction for a student organization is revocation of campus recognition. We have had a number of situations where students/organizations were issued these sanctions. While faculty are encouraged to work with students who have been sanctioned to study remote only, faculty are not required to rework their class to meet these students' needs. The Office of Student Conduct and Community Standards will notify current faculty and advisors of students who are required to move to all remote learning.

Academic Integrity-- As we head into the final weeks of the semester, the Office of Student Conduct and Community Standards has reported a continued trend of increased numbers of academic dishonesty reports from faculty members. Many of these reports involved students who are having difficulty managing expectations in the virtual classroom. This challenge has also been reflected in recent surveys of SUNY Potsdam students. Many students report that they are struggling to keep up with class notes, and then become anxious when writing essays or exams. When they are asked to write an essay or answer exam questions using only the in-class resources (class notes, readings, discussions), they struggle. The students want to learn the material, but don't feel like they can answer the exam/essay question adequately. This leads them to search out additional information from on-line resources. These students then put themselves in a difficult situation where, if they cite the material they have found on-line, they are acknowledging they used outside resources. On the other hand-- if they don't cite the material, they can be found to have plagiarized. While the Office of Student Conduct is not recommending that faculty change their practices, they are concerned with the increased amount of pressure that students are putting on themselves within the virtual learning environment. If you would like more information, or have suggestions on how to help students address these challenges, contact *Patrick Meldrim* (meldripl@potsdam.edu), the Director of Student Conduct & Community Standards.

CCI – Events and Workshops. You can find links to many SUNY, SUNY CPD, and CCI events and workshops on the CCI [Events Calendar](#) page. In December, the CCI is offering two events of interest:

- *How to Create an ePortfolio for your Reappointment Dossier* – **December 4th**
- *Open Educational Resources (OER) Workshop* – **December 8th**

Please visit the site for additional event information and for registration links. Also, if you missed the EIT session, feel free to watch the [First Steps toward meeting EIT Accessibility](#) presentation. For more accessibility training opportunities and resources, visit the [How do I adhere to ADA guidelines and laws?](#) webpage.

CCI – Introducing “Flow” Approvals. Using *Power Automate* and other O365 tools, paper processes (like forms and approvals) can now be converted into a completely digital, automated format. Many campus offices and departments are starting to use *Flows*, and as a result you may soon receive an *Approval* email requiring you to take action. Please watch [Introducing Flow Approvals using Power Automate](#) –for information on how to process an Approval.

If your office or department needs to automate a process, please contact cci@potsgdam.edu for assistance. CCI staff will set up a project timeline if automating the process is determined to be feasible. Also, the CCI is starting Flow training for campus staff that are willing to learn Flow basics. Staff will be trained to modify existing CCI templates and to deploy them to automate processes in their department/area. Although Flow is not hard, it does require focus and attention to detail. If you are interested in supporting the campus by becoming a Flow Apprentice, please contact the CCI.

CCI – Support. The CCI is experiencing an increase in requests for assistance. To improve response time, the CCI will now use Request Tracker (RT) for support requests. Please send all your requests directly to cci@potsgdam.edu. These requests will immediately go to RT and a ticket will be created. Both CTS and CCI staff will be able to see and respond to tickets quickly and, when necessary, escalate requests to tier 2 support staff.

Please know that support emails sent directly to CCI staff will be forwarded to cci@potsgdam.edu in order to track and increase response time. Although CCI staff members are always happy to meet with faculty for one-on-one consultations, given the high demand for assistance they ask that you first utilize the [Tech Tools](#) and [How Do I...](#) websites and contact your area’s Academic Coach. (See the “In Case You Missed It” section of this Newsletter for a list of the Online Academic Coaches.)

CCI – Course Evaluations. Our campus uses *EvaluationKit (EK)*, an online platform designed to facilitate the administration of student opinion surveys of faculty instruction. EK online surveys replace Scantron course evaluations and contain standard campus-wide survey questions. At semester’s end, surveys are **automatically** created for your students using Moodle courses, and students will be prompted to complete the surveys when they log in to Moodle (email notifications are also sent). Students will have access to the EK survey a week before the end of

the course. Faculty will be able to add additional questions the week before the survey is activated (optional questions are not required). Please find training tutorials on the [Tech Tools](#) website and contact cci@potsgdam.edu for additional support.

Important:

- If your course ends before the end of the semester, please contact coursesurveys@potsgdam.edu to request an EK survey. The request should be submitted at least two weeks prior to the end of the course. Please provide the course name, CRN, and the course end-date.
- If a standard campus-wide EK survey is not needed for your course, please email coursesurveys@potsgdam.edu two weeks prior to the end of your course and request that the course be excluded.
- Although Moodle courses are automatically created for all campus courses, please contact the CCI if you don't have a Moodle shell for your course.
- For those that offer extra credit for completing an evaluation, have your students do the following:
 - Access their EK survey
 - Once a student has completed all surveys, they should login to Moodle, go to <https://potsgdam.evaluationkit.com/>, and locate the list of completed surveys in EK.
 - Take a screenshot.
 - Send it to you.

SPECIAL NOTE: Zoom integration with Knowmia. When a user selects the “Cloud recording” option in Zoom, the following happens:

- The video is recorded to the Zoom Cloud
- A copy is sent to the user's *Zoom* folder in Knowmia
- Zoom sends an email notification (**IGNORE this email and don't use the **Zoom-Cloud** link)
- Knowmia sends an email notification with a link (check your *Clutter* folder)

Please be aware that Zoom recordings will be auto-deleted from the Zoom Cloud after seven days. The Knowmia copy of the video will be available to you through Summer, 2021.

Updates from the College Libraries. SUNY Potsdam's librarians have been busy this semester, despite our COVID challenges. *Jennifer Jeffery* read her story “Going West to Go East” at the Syracuse Veteran's Writing Group program “Finding True North through Writing: Veterans Sharing their Stories on Veterans Day.” Jennifer is a contributor to the Moral Injury Project at

Syracuse University, which sponsored this event. *Jane Subramanian*, Potsdam Emerita Librarian and former College Archivist, will give a virtual tour of the Mary E. English Commons on **Thursday, November 19, 2020** at 12:30pm. Event information is located here:

<https://www.potsdam.edu/events/virtual-tour-mary-e-english-commons>.

As a reminder, Library faculty will continue to be available on Chat through finals for students and faculty: <https://library.potsdam.edu/home>.

Open Access/OER Resources. Given the continued uncertainties of the Spring, 2021 semester, and in recognition of students' fiscal challenges and our campus' access mission, faculty are strongly encouraged to consider the use of Open Access and Open Educational Resources (OER) for classroom instruction. Our campus librarians have provided the following resources to assist you in finding appropriate content in your discipline:

- **Use Open Educational Resources.** These are textbooks in electronic format that are freely available for use: <http://library.potsdam.edu/oer>.
- **Use electronic resources that are already in our collections.** The College Libraries have many databases that may have content for your reading lists and assignments. Please consult the A to Z list of databases that are currently available: <https://library.potsdam.edu/az.php>.
- **Use E-books and streaming films from our available collections.** The College Libraries have E-books from a variety of publishers, and there may be titles that address the content you wish to deliver to your students. Of particular interest are the *Ebook Central's Academic Complete collection* and *Films on Demand*. Visit: <https://library.potsdam.edu/az.php?t=17445>.
- **Use Open Access materials.** There are many scholarly articles that are available as Open Access: <http://library.potsdam.edu/c.php?g=757573&p=5431967%20%20and%20doaj.org>.
- **Use authoritative websites.** There may be appropriate videos, information from research institutes, free museum content, and other sources that could be used in your syllabus and for your assignments.
- **Consult with your Library Liaison.** Each librarian is assigned to a department. Meet with your librarian for assistance locating resources for your classroom instruction: <https://library.potsdam.edu/teachingonline-disciplines>.

Online Course Contact Hours. As we have transitioned a large proportion of our coursework to virtual modalities during the pandemic, students have increasingly shared concerns regarding perceptions of "overload" in this remote learning environment. In a study authored by Powell, Stephens-Helm, Layne, and Ice, a variation on the traditional "Carnegie Unit" is

offered for measuring the amount of time that online students are engaged in learning. The authors note the following recommendation:

As is usual in Carnegie calculations of contact hours, one clock hour is equivalent to 50 minutes Carnegie contact units. In traditional “brick and mortar” higher education, contact hours can be viewed as the time that a student spends physically in the classroom, listening to a lecture, participating in discussion, taking an exam, or whatever is required for time in class. As an extension of this, students are advised they are to spend two to three hours studying per week for each hour spent in the classroom; this provides a basis for discussion on homework hours. Both in-class and homework time contribute to the total number of contact hours for each course.

APUS [the American Public University System] defines one unit of class credit as consisting of three hours of instructive learning per week for a 16-week class or six hours of instructive learning per week for an 8-week class. For the typical three credit class, it is expected that a student will be engaged in classroom learning experiences of 150 minutes x 16 weeks = 2400 minutes or the equivalent of 45 contact hours using the Carnegie unit of measurement. This means the student should spend these hours within their classroom participating in discussion boards, taking examinations, looking at PowerPoint slides, reading information from linked web sites, reviewing instructor lectures or any other items that engage the student *within* the APUS classroom. Homework hours at APUS should equate to approximately two hours per every singular in-class contact hour for any given course. Items that fulfill the homework hours at APUS are reading the course text, completing formal writing/research assignments, answering questions on text readings, conducting research, studying for examinations, and other out-of-classroom course requirements. (pgs. 85-86)

More information regarding these recommendations can be found here:

<https://files.eric.ed.gov/fulltext/EJ1056395.pdf>.

First Year Connect (1YC). During these challenging times when a sense of community is so important, the necessary social distancing measures can make it difficult to create new connections and friendships. The *First Year Connect (1YC)* is a new program at SUNY Potsdam that is focused on conversations between first year students. Our goal is to provide a platform for students to use dialogue and conversation to build community. SUNY Potsdam is a college that prides itself on being a close-knit and diverse community. We would like to continue the mission, tradition, and value of fostering constructive and respectful dialogue for and among our campus community members. All that is needed to be a part of these facilitated dialogues is a mindset of curiosity and respect.

We are asking the entire first year class to participate in this campus program that will take place **January 4 – 22, 2021**. First year students will meet once a week in small virtual groups. Students will soon be receiving an invitation from our program partner, Soliya, with a registration link and more detailed information. If you or your students have any questions about the program, please do not hesitate to email *Michael Popovic* (popovimj@potsgdam.edu).

Media Dance Work Series. The Department of Theatre and Dance is presenting a unique three-part *Media Dance Work Series* as a virtual replacement for the annual Student Choreographers' Concert. The first two productions can be accessed at cyndance.org; the final student concert will be held on **Friday, December 4th**. The Media Dance Work Series is facilitated by *Cynthia DuFault*.

Barrington Student Union Construction Update. Construction on the Barrington Student Union is continuing. The contractor is currently completing work on the west entrance of the building (facing Thatcher and Van Housen Halls). The College Store and Market, Student Mailroom, Student Union Dining Court and restrooms will all remain open for use during this time. You may enter the building either at the east entrance (facing Sisson and Draime halls), at the dining entrances facing the Bowman Quad, via Sisson Hall, or via the College Store entrance. The interior corridor connecting the College Store/Market and restrooms to the dining court will also remain open.

For a current construction map and more information about this project, visit <https://www.potsdam.edu/studentlife/get-involved/barrington-student-union>.

Instructional Resources. The following (free) resources may be helpful as you continue to navigate the unprecedented challenges—and opportunities—of this most unique semester.

- **Resources for Racial Justice.**
 - **Racial Battle Fatigue.** A section on Racial Battle Fatigue has been added to the Library's resource guide: https://potsdam.libapps.com/libguides/admin_c.php?g=1056104&p=7672790.
 - **Trauma Informed Teaching.** A challenging and thought-provoking work can be accessed at: <https://intersectionist.medium.com/please-professors-stop-pretending-the-dying-isnt-happening-cb17096f9c5e>.
 - **Racial Contract.** Charles Mills' inspiring piece related to racial contract work can be accessed at: <https://harvardpolitics.com/interview-with-charles-w-mills/>.
 - **Allies for Black Academics.** A recent article in The Chronicle addresses how white faculty members can better support Black colleagues (for Chronicle

subscribers, the full article can be accessed [here](#)). The author provides the following suggestions for white colleagues:

- Acknowledge how power operates at our institutions and work to dismantle it
 - Reject standardized testing within the admissions process
 - Count service work toward promotion, including recruiting, mentoring, and retaining students of color
 - Acknowledge your own privilege
 - Boldly sponsor your Black colleagues
 - Mentor
 - Look in your own backyard- acknowledge those things within your own ecosystem that have benefited from white privilege
 - Employ cluster hiring as a model to recruit and retain Black faculty
 - Ask your colleagues whether they consider you as allies; only Black academics can determine if they are being effectively supported by their white colleagues
-
- *ACUE- Accommodative Practices.* The Association of College and University Educators has provided links to free resources related to accommodative practices within the remote learning environment. Included is the [Inclusive and Equitable Teaching ACUE Curriculum Crosswalk](#), the [Inclusive Teaching Practices Toolkit](#), and links to a [Webinar series](#) focused on inclusive online teaching.

 - *Accessible Online Class.* Sheryl Burgstahler, Director of Accessible Technology Services and founder of DO-IT, offers 20 simple tips, both educational and technical practices, faculty can use to make their courses more accessible to students with disabilities. As you prepare your spring classes, this is well worth a look: <http://www.washington.edu/doi/videos/index.php?vid=79>.
 - Accommodative Services has also linked to a handy copy of the [20 Tips for Teaching an Accessible Course online PDF](#) on their website.

 - *Zoom Fatigue.* The [Psychiatric Times](#) describes Zoom Fatigue as “the tiredness, worry, or burnout associated with overusing virtual platforms of communication,” that, like other experiences associated with the COVID pandemic, is “widely prevalent, intense, and completely new.” The Advisory Board offers the following tips to [avoid Zoom fatigue](#):
 - **Give yourself a break between meetings.** Schedule short gaps between meetings or wrap up one meeting 5-10 minutes before your next one.

- **Move your body.** While you may not be able to get up and walk around during a video call, you can shift between sitting and standing using a standing desk or another surface during the meeting. You also should get up and stretch or walk (or dance!) around between meetings to get your blood flowing.
 - **Practice the "20-20-20" rule.** Look at something other than a screen that's 20 feet away for 20 seconds every 20 minutes in order to avoid eye strain.
 - **Adjust how your Zoom call looks.** Instead of trying to focus on everyone in a Zoom meeting at once, shift from gallery view to speaker view so you only have to focus on one person. You also can cover up the portion of the screen showing your face with a Post-It note so you're not distracted by what you look like.
 - **Not every call needs video.** Sometimes it's easier to do a phone call instead of a video call, and it can be less stressful.
 - **Change your location.** Try to make where you work feel different from where you live, even if it's in the same area. For example, change the room's lighting once you're done with work or get rid of the coffee mug on your desk so you can create a boundary between your work and living space.
 - **Don't be afraid to say no.** Finally, don't be afraid to turn down social invites for video calls.
- **Breaks.** As has become abundantly clear—from feedback from both our students as well as our faculty/staff—breaks are critical from both an academic and mental health perspective. The following articles provide information on the importance of breaks to the teaching/learning experience:
 - The following two studies speak to the ways in which COVID-19 has exacerbated concerns about students' mental health on college campuses:
 - Huckins, J. F., daSilva, A. W., Wang, W., Hedlund, E., Rogers, C., Nepal, S. K., Wu, J., Obuchi, M., Murphy, E. I., Meyer, M. L., Wagner, D. D., Holtzheimer, P. E., & Campbell, A. T. (2020). Mental Health and Behavior of College Students During the Early Phases of the COVID-19 Pandemic: Longitudinal Smartphone and Ecological Momentary Assessment Study. *Journal of medical Internet research*, 22(6), e20185. <https://doi.org/10.2196/20185>
 - Son, C., Hegde, S., Smith, A., Wang, X., & Sasangohar, F. (2020). Effects of COVID-19 on College Students' Mental Health in the United States: Interview Survey Study. *Journal of medical Internet research*, 22(9), e21279. <https://doi.org/10.2196/21279>.
 - The scientific evidence for the value of breaks in terms of boosting longer term academic success and productivity, and tips for integrating shorter breaks into

study habits, can be found at: <https://www.onlineschools.org/science-of-study-breaks/>.

- An additional study on breaks is offered through [Inside Higher Ed](#).

Remember, if you need support in these challenging times, don't hesitate to contact the [College Counseling Center](#) (for students) or take advantage of the Mental Health Resources team in Microsoft Teams (for employees). Additional coping resources are available [here](#).



Potsdam Pathways

WAYS Hours Template. In AY 20-21, Academic Affairs supported piloting the WAYS Hours Template that was proposed by Pathways leadership. Scheduling/teaching all WAYS courses in several standard time slots, while avoiding scheduling other 100-level courses during the proposed WAYS hours whenever possible, generates several benefits. Students benefit from not having to choose between a WAYS course topic that they were interested in taking and other lower division courses (particularly courses in their major) and, conversely, other lower division courses do not have to compete with WAYS offerings. Additionally, any schedule changes required are more easily made within these standard time slots.

The WAYS Hours template pilot will be continued for the 2021-2022 academic year, with a single change to allow us to better accommodate Crane students who will begin Pathways starting in the Fall, 2021. After consultation with the Crane Dean's office, we propose to drop the MWF 12-12:50 time slot and add the MWF 10:00-10:50 slot in order to make it easier for Crane students to register for these important WAYS courses.

WAYS Pilot Template AY20-21 <i>(were adjusted to fit COVID template shifts)</i>	Proposed WAYS Pilot Template AY21-22 <i>(would be adjusted to any COVID related template shifts)</i>
MWF 11:00-11:50	MWF 10:00-10:50
MWF 12:00-12:50	MWF 11:00-11:50
TuTh 12:30-1:45	TuTh 12:30-1:45
TuTh 2:00-3:15	TuTh 2:00-3:15

Potsdam Pathways Leadership Positions. The College is now accepting applications for two leadership roles in the *Potsdam Pathways* program: **Director** and **WAYS 103 Coordinator**. These positions are pivotal to the continued success of our campus' innovative general education program.

The **Director** serves as chair of the Potsdam Pathways Curriculum Committee (PPCC) and is responsible for the day-to-day administration of the program. The Pathways Director is a member of the teaching faculty and reports to the Provost or her designee. In addition to facilitating the PPCC, the Director oversees regular evaluation of the program and its components and ensures that student outcomes are accurately assessed. The Director will begin work on July 1, 2021 with an expected commitment of 10 hours/week to the start of the academic year in August. The Director will receive a stipend of \$3000 for this summer work, pending budgetary approval. Then, the Director will receive a half load reduction, 12 credits of release for the academic year, pending budgetary approval. The Pathways Director's "home department" receives equivalent replacement compensation, if needed, so that teaching and advising responsibilities are adequately covered. The Director will serve a three-year term, and be eligible for reappointment for one additional three-year term.

Pathways Director responsibilities include:

- Oversees course approval process
- Chairs Potsdam Pathways Curriculum Committee (PPCC)
- Manages SUNY reporting
- Oversees and updates Pathways website
- Meets with students re: appeals/substitutions/transfer issues
- Promotes the goals of general education at Potsdam
- Recruits faculty to teach in Pathways
- Oversees regularly scheduled Pathways evaluation and assessment of student learning outcomes
- Represents Pathways at College events such as Admissions Open Houses
- Serves as a member of the Council of Chairs and Program Directors (CCPD)
- Serves as an ex-officio member of the Faculty Senate Executive Committee (FSEC)
- Serves on APCC as a non-voting resource person
- Communicates regularly with course approval bodies in the three Schools
- Maintains membership list and runs elections for Pathways Curriculum Committee
- Submits an annual report to the Provost, APCC and Institutional Effectiveness addressing assessment of the learning outcomes of the program and recommendations for program improvements, including requests for resources

The **Coordinator for WAYS 103** Talking about Diversity, Equity, and Inclusion Seminar must be a current SUNY Potsdam instructional faculty member and understand and support the *Potsdam Pathways* curriculum. Applicants for the coordinator position should have experience teaching in the content and skill areas and ideally have experience teaching WAYS 103. Applicants should have the support of their department chair. The WAYS 103 coordinator receives one three-credit course reduction per academic year, pending budgetary approval. The WAYS 103 coordinator's "home department" receives equivalent replacement compensation, if needed, so that teaching and advising responsibilities are adequately covered. The WAYS 103 coordinator reports to the Potsdam Pathways Director. The WAYS 103 coordinator will serve a three academic year term starting in August 2021, and be eligible for reappointment for one additional three-year term.

WAYS 103 coordinator responsibilities include:

- Recruit, vet and train faculty to teach WAYS courses in consultation with *Pathways* Director and Assistant Director
- Assist faculty with WAYS course development/approval
- Coordinate workshops and professional development opportunities for faculty teaching WAYS courses
- Serve on and actively participate in the work of *Pathways* Curriculum Committee
- Lead assessment efforts for determining that the courses and the requirements are meeting WAYS objectives
- Teach WAYS courses, when possible (although they need not be teaching WAYS courses during their term as coordinator)
- Actively engage in professional development opportunities to keep current with best practices in pedagogy and assessment in their content/skill specialization
- Organize meetings of WAYS instructors throughout the semester to facilitate further faculty development and monitor student progress.

If you are interested in pursuing either of these leadership opportunities, please send a current CV and letter of interest outlining your qualifications to *Alan Hersker*, Assistant Vice President, at herskeal@potsdam.edu no later than **November 30, 2020**, close of business. You are encouraged to contact Alan with questions about either position.

Potsdam Pathways Updates. The Potsdam Pathways General Education Program webpage is currently being updated. The page for new students, in particular, has lots of helpful information: (<https://www.potsdam.edu/academics/programs-study/potsdam-pathways-general-education/information-new-students>). If you have any questions, you are encouraged to reach out to *Christine Doran*, Interim Director, at dorancm@potsdam.edu.

Middle States Updates



Middle States Re-accreditation. If you have any questions about the Self-Study or the working groups, please contact our Middle States Co-chairs *Julie Dold* (doldjm@potsteam.edu) and/or *Gordon Plague* (plaguegr@potsteam.edu).

Around SUNY and the State

Open Access. SUNY recently celebrated Open Access Week at a number of campuses. This global event is an opportunity for the academic and research community to continue to learn about the potential benefits of Open Access, to share what they've learned with colleagues, and to help inspire wider participation in Open Access scholarship and research. In an effort to support current and future Open Access publishing and to comply with the [SUNY Open Access and System Repository policy](#), SUNY has announced the official release of the [SUNY Open Access Repository \(SOAR\)](#). For more information review the [SOAR resource page](#).

DEI Initiative. Chancellor Malatras has announced that SUNY will develop a system-wide Action Plan to increase diversity, equity, and inclusion and to combat racial inequality and division. Chancellor Malatras, in collaboration with the SUNY Board of Trustees, appointed Teresa Miller, SUNY's Senior Vice Chancellor of Strategic Initiatives and Chief Diversity Officer, in collaboration with the SUNY Empire Shirley Chisholm Center for Equity Studies to develop an action plan by the end of January 2021 and to focus on concrete and implementable programs to increase diversity at SUNY's 64 campuses. SUNY students, faculty, and staff are asked to [provide feedback and proposals](#).

The Chancellor also recognized the actions taking place on its colleges and universities with the promotion of "64 Actions on 64 Campuses" taking place to lean into racial equity and justice, which can be viewed [here](#).

Chancellor Malatras provided his goals for the diversity, equity, and inclusion action plan, including:

- Assessment of racial equity gaps across SUNY
- Curriculum development towards racial equity and literacy
- Review of the Chief Diversity Officer's role on every campus

- Increasing diversity:
 - Hiring: administrators, faculty, and professional staff
 - College Council representation
- Prior learning and transfer credits, and
- Improving campus life:
 - Expanded leadership institutes modeled off of the SUNY Hispanic Leadership Institute
 - More inclusive clubs, and
 - Increased access through seamless pathways, Early College High School, and expanded Educational Opportunity Program

The plan will also examine the connections between historical racism and today's structural inequities and uncover solutions within higher education.

Feedback and additional proposals may be submitted [online](#) by **December 1, 2020**.

SUNY COIL. SUNY COIL (Collaborative Online International Learning) has scheduled 30-minute introductory webinars to COIL and the Virtual Exchange. [Click here to register](#). The webinars are being held on the following dates/times:

- **Wednesday, November 18th**, 12:00 noon
- **Thursday, November 19th**, 2:00pm
- **Friday, November 20th**, 12:00 noon

Coming Due

Faculty Online Fellows. In conjunction with the Center for Creative Instruction (CCI), I am pleased to announce the call for applications for the second iteration of the *Potsdam Online Faculty Fellows*. Established last year, the Fellows have been instrumental in assisting our campus community in moving to online and remote learning during the COVID crisis. Fellows play an important role in:

- developing and delivering professional development on the effective use of teaching and learning technologies,
- mentoring colleagues regarding established practices in online education,
- maintaining and encouraging high standards for the quality of online education, and
- staying abreast of developments in online educational technology.

A select group of Fellows are chosen to serve a one-year term for which a course release is provided by the Provost's Office. The term of appointment is January 1, 2021 through December 31, 2021. In order to preserve the continuity of the program, the following Fellows will be returning for 2021: *Andre Mount* (Crane), and *Karen Caldwell* (SOEPS).

The campus is seeking to fill the Fellows position for the *School of Arts and Sciences only*. Please [click here](#) to learn more and submit your application. The deadline to apply is **December 15, 2020**. Email *Allen Grant* (Dean, SOEPS) at grantac@potdam.edu with any questions.

Kilmer Fellowships. The deadline for the upcoming cycle of *Kilmer Undergraduate Research Fellowships* applications has been moved to **December 3, 2020**. Faculty who would like more information about the program should consult the Kilmer page of the Office for Student Research and Creativity at the following site: <https://www.potsdam.edu/academics/appliedlearning/studentresearch/kilmer-fund> or contact *Tom Baker*, bakertn@potdam.edu or x2828.

Get Involved. As we look forward to the Spring semester, Campus Life is beginning the process of collecting event submissions for the Spring, 2021 student activities calendar. All submissions will be included on the Get Involved web page (<https://getinvolved.potsdam.edu/>) as well as the campus wide weekly event email.

The deadline for submissions is **4:00pm on Monday, December 7, 2020**. This allows time to input all of the events over the semester break. As always, the goal is to continue to include as many events as possible even though some event details may be not finalized at this time. Please send event title, date, time, and location (virtual and in-person) via email to adamsad@potdam.edu. You are also welcome to submit events on an on-going basis through our event form at <https://getinvolved.potsdam.edu/submitter/form/start/229356>. To be included in the weekly event email, your event must be submitted by Wednesday at 12:00noon the week prior to the event.

CIT Conference Proposals. Online presentation submission is now open for the *29th Annual SUNY Conference on Instruction & Technology (CIT)*, sponsored by SUNY FACT² (Faculty Advisory Council on Teaching and Technology). CIT is SUNY's largest and most prominent event on instructional technology, providing a forum for faculty, instructional support professionals, and policymakers to present, discuss, and explore innovative avenues for integrating technology into the teaching and learning environment. Proposals are due by **December 31, 2020**.

This year's theme *Working Together to Prepare all Students for a Lifetime of Learning* is supported by the following tracks:

- Diversity, Equity, Access and Inclusion
- Emerging Technologies and Digital Strategies
- Measuring Effectiveness
- Open Education
- Pedagogically Speaking

Abstract submissions are being accepted at the Introductory, Intermediate, and Advanced levels and in the following formats: Presentation, Panel, Birds of a Feather, Ignite, Workshop, and Poster. To submit your abstract go to <https://sunycpd.eventsair.com/cit2021/21cit>.

FACT² Excellence Awards. Nominations for the FACT² Excellence Awards are open and will be accepted through **December 6th, 2020**. There are three award categories: *Excellence in Instruction*, *Excellence in Instructional Support*, and *Excellence in Administrative Leadership*. These system-wide honors recognize consistently noteworthy achievement and encourage the ongoing pursuit of excellence in the area of instructional technology, which is particularly relevant this year given the tremendous work done to support the transition to remote/online instruction.

The FACT² awards underscore SUNY's commitment to the use of technology to support access to excellent education, advance the boundaries of knowledge, and to serve the public good. This awards program allows SUNY to publicly share its pride in the accomplishments and personal dedication of its Instructional Faculty, Technology Support Professionals, and Administrative Leaders. Awardees will be recognized at CIT (Conference on Instructional Technologies) 2021.

Click here for [detailed information on each award and to submit your nomination](#). Feel free to contact the FACT² Awards Chair, *Janet Nepkie* at: Janet.Nepkie@oneonta.edu, with any questions. Again, the deadline for nominations is **December 6, 2020**.

In Case You Missed It

Satisfactory/Unsatisfactory (S/U) Grading System: Changes for the Fall, 2020 Semester. The Faculty Senate has recommended, and President Esterberg has approved, changes to the [Satisfactory/Unsatisfactory Grading System](#) for the current (fall) semester. This policy continues the "Low Pass" or P grading option, which was adopted for the Spring, 2020

semester, through Fall, 2020. The change allows students to avoid the negative impact of a low grade during this challenging semester and to potentially earn additional credits toward their degree and/or General Education requirements. Please see the [FAQS online](#) to further understand the potential impact of the S/P/U grade option in effect for all S/U elections this semester.

Most departments have limits on the number of credits (if any) that can be counted for major and minor requirements if taken S/U. Please check with your department if you have any questions about the policy. Courses taken S/U in the Fall, 2020 semester do not count toward the 14-credit hour maximum for undergraduate students. Undergraduate students are advised to consult with their advisor and/or the Student Success Center to confirm that the S/U option is allowed and will not negatively impact time to degree completion. Graduate students should contact the Office of Graduate and Continuing Education. *Please note:* Undergraduate students in need of advising help can contact the Academic Advising and Support Office at: advising@potsgdam.edu or (315) 267-3266.

The deadline to withdraw and S/U courses for the Fall semester has been extended to the last day of classes, **Friday December 11**, at 11:59pm.

Withdrawal from Classes. Undergraduate students who need to withdraw from a course due to issues relating to the pandemic or other emergency may be eligible for an emergency withdrawal (W*). If approved, an emergency withdrawal will be noted on the permanent record as “W*” and will not be considered as part of the 14-credit hour maximum. Graduate students should contact their advisor or the Office of Graduate and Continuing Education if they need to withdraw from a course. All students should consult with [One Stop](#) to ensure that any withdrawal(s) will not negatively impact their financial aid eligibility.

Expectations for Renewal Documentation: COVID’s Impact. As it still remains uncertain how long before we are on the other side of the current global pandemic, it is evident that COVID-19 continues to significantly impact our lives both personally and professionally. While SUNY Potsdam has so far been very successful in keeping cases to a minimum, due in large part to the incredible efforts of our students, faculty, and staff, the long-term stresses caused by the pandemic on our teaching and on our students’ academic experiences cannot be overstated.

Several faculty members have expressed specific concerns related to expectations for course evaluations and documentation for renewal and/or discretionary requests given the continued extraordinary circumstances we are under this fall semester (and likely to extend through the spring). While the campus does not require any specific type of student opinion survey, one

option that is now available to all faculty members is the use of EvaluationKit, which is an electronic form of course survey (more information on EvaluationKit was provided in this Newsletter). If you are unfamiliar with the use of this tool, you can find additional information on the [Tech Tools](#) site or contact the CCI staff at cci@potdam.edu. As was the case in the Spring, 2020 semester, however, please be reassured that it is *your reflection on your teaching practices*—and not the tool itself—that is most important. For example, it would be appropriate to include a narrative describing what types of modalities you tried this semester and what you have learned from this process, what improvements you plan to make in subsequent semesters, what you have applied to your instruction from professional development opportunities/training, and your future goals for continued reflection and improvement.

It is also recognized that research and creative activities continue to be impacted by challenges posed by both the pandemic and fiscal barriers. In some disciplines, there are expanded opportunities to present and attend conferences free (or at a greatly reduced cost) in a virtual environment, and to participate in virtual performances or exhibits. These activities are valued, and should be included in any documentation. However, it is also understood that these virtual opportunities are not available in all disciplinary areas, and some faculty members' scholarly work is dependent on sitework which at the current time may not be possible. Therefore, it is important for faculty members to consult with their chairs and deans on appropriate alternatives, if warranted. Please know that the administration will support these alternatives as appropriate to your disciplinary area and your unique challenges. Again, a descriptive narrative outlining individuals' challenges, possible alternatives, and future goals related to scholarly and creative endeavors is important to include in any documentation.

Finally, while access to Zoom and Teams has increased our ability to virtually attend meetings and participate in campus-wide service, it is also recognized that the amount of time in these meetings has substantially increased. We would ask senior faculty and chairs to be especially mindful of their junior faculty colleagues, and work with them to identify only those service activities that are most critical to the individual faculty member's professional progress and goals.

While it has been said often—these are indeed unprecedented times. We recognize the stress and challenges that are a result of many current factors, including the pandemic, racial injustices, and economic fragility. Therefore, it is also recognized that expectations for documentation in the renewal and discretionary processes must be reconsidered. Faculty are encouraged to continue to work with their chairs and deans to clearly identify alternatives for documentation that are appropriate to the discipline, and to focus on reflection and lessons learned during this “new normal.”

Online Academic Coaches. *Online Academic Coaches* have been identified to provide technical support for our faculty as you build out online content for your courses. Coaches, who are each assigned to a department, are “on call” to answer faculty members’ questions on getting accessible content into Moodle, in order to assist faculty in preparing online content.

Provided below are the faculty members who have volunteered to be Online Coaches, listed with the department that they are supporting (please note that this is a tentative list; some assignments may change):

- *Marta Albert*: Advanced Studies in Education
- *Kelly Bonnar*: Chemistry
- *Ray Bowdish*: Biology
- *David Bugg*: Sociology & Criminal Justice
- *Karen Caldwell*: Theater & Dance
- *Lauren Diamond-Brown*: English & Communication
- *Libbie Freed*: History
- *Jim Fryer*: Modern Languages
- *Greg Gardner*: Business Administration
- *Savita Hanspal*: Art, Philosophy
- *Tanya Hewitt*: WAYS
- *Jason Howald*: Mathematics
- *Faris Kahn*: Anthropology, Politics
- *Ashley Keenan*: Public Health & Human Performance
- *Brian Ladd*: Computer Science, Physics
- *Tracy Lipke-Perry*: Crane
- *Derek Maus*: English & Communication, Interdisciplinary Studies
- *Peter McCoy*: Crane
- *Adam Pearson*: Geology
- *Jessica Rogers*: Environmental Studies
- *Doug Rubio*: Crane
- *Sarah Solley*: Elementary Education
- *Joanne Stiles*: Secondary Education
- *Arlene Stillwell*: Psychology

A huge “thank you” to all the Academic Online Coaches for volunteering their services and support!

Update on Campus Finances. The Interim Vice President for Business Affairs, *Keith Kaplan*, held a town hall last month for faculty and staff on campus finances. Faculty and staff can

access additional information at:

<https://sunypotsdam.sharepoint.com/:b:/s/AllEmployeesSharePointSite/EdT8naJfVKxJreTU768uJRIB4nazK7QCpI0uFtKWdeXfgA?e=yGfVGM>.

SUNY Resources. SUNY has provided a variety of resource sites to support faculty, staff, and students specifically related to online/remote teaching and learning:

- **Remote Instruction Website** – one place to aggregate resources and services for campus leaders, faculty/staff, students. Visit <http://online.suny.edu/covid19> or contact erin.maney@suny.edu.
- **Help Desk** – expansion Tier 1 and Tier 2 tech support to all campuses for students and faculty for online tools and technology. Visit <https://online.suny.edu/help/> or contact mike.walker@suny.edu.
- **Professional Development Webinars and Training** – upcoming webinars and training sessions along with the library of past recordings for faculty and staff on remote instruction topics, including instructional design, assessment strategies, accessibility, virtual/remote labs, supporting students online, technical training, and leadership. Visit <https://online.suny.edu/covid19/faculty-staff/webinars-recordings/> or contact jamie.heron@suny.edu.
- **Open Digital Content and Adaptive Learning** – openly licensed digital content and support for adaptive learning strategies available through SUNY OER Services. Visit <http://oer.suny.edu> or contact michael.daly@suny.edu.
- **Communities of Practice** – 15 different discipline-specific faculty *Communities of Practice* utilizing the platform Workplace, which connect faculty across SUNY and promote access to remote instruction resources available in each discipline. Visit <https://online.suny.edu/covid19/faculty-staff/faculty-staff-resources/workplace-groups/> or contact chris.price@suny.edu and alexandra.pickett@suny.edu.
- **SUNY, State and Federal Guidance** – information, resources, and guidance on Academic Continuity, Remote Instruction, and Online Learning from the SUNY Provost’s Office, NYS Education Department, US Department of Education and Middle States. Visit <https://system.suny.edu/academic-affairs/acaproplan/app/covid-19/> or contact david.cantaffa@suny.edu.
- **General comments/questions about support for online or remote instruction** – For questions/feedback related to services contact kim.Scalzo@suny.edu.



Kudos

Distance Education Faculty Excellence. *Seon Levius*, (Business Administration) has been awarded the *Thomas L. and Jane D. Russell Distance Education Faculty Excellence Award* for his pedagogy using inquiry-based learning. His methods challenge students in his business process analysis class to identify problems and inefficiencies in real-world business processes, then create workarounds and solutions that push the envelope through their use of information systems and technology solutions. The Thomas L. and Jane D. Russell Distance Education Faculty Excellence Award recognizes SUNY Potsdam faculty who are conducting their courses in an exemplary manner, providing them with a financial incentive to improve their distance education courses and rewarding those who make their courses available as widely as possible by removing all unnecessary barriers. The Russells endowed the award to encourage high impact practices in SUNY Potsdam's distance education program.

Drescher Award. *Jessica Rogers* (Environmental Studies) has been selected as a participant in the *Dr. Nuala McGann Drescher Leave Program* for her scholarship focused on an *Analysis of an Invasive Wetland Species in Northern New York*.

Joanne Fazioli Award. Congratulations to *Susie Cobb* (Purchasing & Payables), a recent recipient of the SUNY Purchasing Association's *Joanne Fazioli Award* for excellence in procurement.

Favorite Professor Awards. Congratulations to the following for being voted as the *Favorite Professor* for your Department by students! These awards were given as part of "Potsdam Appreciation Week" (PAW) sponsored by the student group Emerging Leaders. On behalf of Emerging Leaders, **THANK YOU** for all you do each day to support students.

Anthropology

Art

Arts Management

Biology

Business Administration

Chemistry

Computer Science

Criminal Justice

Curriculum & Instruction

Timothy Messner

Danielle Johns & Caroline Downing

Joshua Vink

Jan Trybula & Walter Conley

Karen Caldwell

Patricia French

Laura Grabowski, Supraja Gurajala, &

Brian Ladd

Yanick Dulong

Kathy Valentine

Early Childhood	<i>Sarah Solley</i>
Elementary Education	<i>Victoria Hayes & K. Chad Graham</i>
English & Communication (Literature)	<i>James Donahue</i>
English & Communication (Speech/ Communications)	<i>John Youngblood</i>
English & Communication (Writing/Composition)	<i>Jessica Heffner</i>
Environmental Studies	<i>Jessica Rogers</i>
Exercise Science	<i>Jennifer Pfothenauer & Tanya Hewitt</i>
Geology	<i>Paige Quinton & Adam Pearson</i>
History	<i>Sheila McIntyre</i>
Interdisciplinary Studies	<i>Matthew Lavine</i>
International Studies	<i>Michael Popovic</i>
Literacy	<i>Marta Albert & Sheryl Scales</i>
Mathematics	<i>Laura Person</i>
Modern Languages	<i>Sergio Lopez</i>
Music Business Program	<i>Drew Coles</i>
Music Education	<i>Nils Klykken</i>
Music Performance	<i>Deborah Massell</i>
Music, Theory, History & Composition	<i>Erin Brooks</i>
Philosophy	<i>David Curry</i>
Physics	<i>Biman Das</i>
Politics	<i>Robert Hinckley</i>
Psychology	<i>James Fryer</i>
Public Health & Human Performance	<i>Heather Cowen-Wilson</i>
Secondary Education	<i>Laura Brown</i>
Sociology	<i>Anna Sorensen</i>
Theatre & Dance	<i>Todd Canedy & Rivka Rocchio</i> <i>Lynette Emrich, Kathleen Valentine, Laura Carbone, & Victoria Hayes</i>
Watertown Campus	<i>Adam Wheeler</i>
Wilderness Education	<i>Christine Doran</i>
Women and Gender Studies	

Favorite Staff Awards. Congratulations to the following for being voted as the *Favorite Staff* for your Department/Unit by students! These awards were given as part of "Potsdam Appreciation Week" (PAW) sponsored by the student group Emerging Leaders. On behalf of Emerging Leaders, **THANK YOU** for all you do each day to support students.

- **Favorite Clerical Staff Member:** *Laura Peary*

- **Favorite PACES Staff Member:** *Geraldine Klohr*
- **Favorite Librarian:** *Edward Komara*
- **Favorite Administrator:** *Shawn Ramos*
- **Favorite Cleaner:** Cleaners of Bowman South: *Tammy Russell, Laurie Burgoyne, Cindy Emerson, Trish LaPointe & Ryan Russell*
- **Favorite Department:** Residence Life & Favorite Person in Department: *Julie Dold*

Do you have ideas or news to include in the next Provost's Corner? Be sure to let me know! Just email me at bergerbs@potdam.edu.