

# Provost's Corner

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

September 21, 2020

## *Greetings from Academic Affairs!*

The Fall, 2020 semester is off to an extraordinary start! I want to extend my most sincere congratulations and thanks to everyone who has supported our students (and each other!) as we've made the transition to this remarkably unique academic year. Our students are so glad to be back, and so appreciative of every opportunity that they have to interact with you—whether it be face to face or virtually. Thank you for all of your continued efforts to support our academic mission and our incredible students.

Many of you have been asking about the coming spring semester. The Academic Affairs Continuity Working Group has pivoted to Spring, 2021 planning and is looking at a possible restructuring of our subgroups in order to best capture our emerging needs and priorities. The spring course schedule template is complete, and a recommendation will be made to the President's Council soon regarding the spring calendar. While we anticipate that we will have the same flexibility in instructional modality in the spring as we've had this fall, however, this cannot yet be confirmed. This level of change requires the approval of SUNY, the SED, and Middle States. I have been in contact with the Provost's Office in SUNY, and they are aware of the urgency to make a final decision as soon as possible, and are actively coordinating with the various governmental and accrediting agencies.

Because of our focus on COVID-19 and the pandemic's impact, the Academic Affairs strategic planning process has been a bit delayed. However, the updated plan from the past academic year (2019/2020) has been posted: <https://www.potsdam.edu/about/leadership/provost-academic-affairs/plans-and-goals>. I am currently gathering feedback on action steps for this academic year, which I hope to align closely with the campus' identified Priorities that are integral to our MSCHE self-study: *Strategic Enrollment Management, Creativity, Inclusive Excellence, and Strategic Decision Making*. If you have ideas for action steps related to our academic mission that center on these Priorities, don't hesitate to send them my way.

I want to again thank all of you for your incredible efforts in ensuring such a successful start of our fall semester. Your focus on student success and on academic excellence is acknowledged and valued.

## *New Faces/New Positions*

**Chief Diversity Officer.** President Esterberg has recently announced that *Claudia Ford* has agreed to serve as our Interim Chief Diversity Officer, while we finalize plans to launch a national search for this critical leadership position this fall. Claudia joins the Division of Diversity, Equity and Inclusion from the Department of Environmental Studies, where she is an Associate Professor. Claudia has an extensive background in environmental studies, international development and conflict resolution, and women's health, and was recognized by SUNY System Administration as an inaugural [PRODiG](#) (Promoting Recruitment, Opportunity, Diversity, Inclusion and Growth) faculty member. As the campus continues to engage in difficult but necessary conversations on racial inequities, Claudia's leadership experience and approach to dialogue will be a tremendous asset.

**WAYS 103 Interim Coordinator.** I am pleased to announce that *John Youngblood* (Interdisciplinary Studies, English & Communication) has agreed to serve as Interim Coordinator of WAYS 103 for the 2020-2021 academic year. John's expertise in speech communications, Diversity/Equity/Inclusion, and advocacy make him uniquely qualified, and I am sincerely grateful that he has accepted this important leadership position.

I would also like to thank *Kelly Bonnar* (Public Health & Human Performance), the outgoing WAYS 103 coordinator. Kelly has been active with the Pathways program from its inception, and she has built a strong foundation for WAYS 103. Kelly has my deep appreciation for a job well done!

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## *Campus Updates*

**Black Solidarity Day.** In a recent memo to the campus, President Esterberg announced the campus' recognition of *Black Solidarity Day* within our academic calendar. Since its inception in 1969, Black Solidarity Day has highlighted racial inequality and the contributions of Black Americans, as participants focus activities directly related to racial justice in lieu of attending school/work. Traditionally held on the first Monday of November before Election Day, Black Solidarity Day 2020 will fall on **Monday, November 2<sup>nd</sup>** this year. I join President Esterberg in recognizing the efforts of our Student Government Association and Faculty Senate for their support and advocacy for this important day.

On Black Solidarity Day, faculty have been asked not to schedule tests, quizzes, or graded material in order to facilitate the participation by the entire campus community. Students are asked to notify their professors whether they will be present in class ahead of time in compliance with our attendance policies.

In honor of Black Solidarity Day 2020, the Black Student Alliance (BSA) is already hard at work planning a number of virtual events and initiatives. We will continue to update the campus on these events and other opportunities to get involved. In addition, the Associated Colleges of the St. Lawrence Valley will also be sponsoring programming throughout the academic year.

**Voter Registration.** The campus is currently working on a variety of initiatives to support voter registration. Students who are interested in learning more about the registration process are encouraged to attend one of the following upcoming sessions:

- **Wednesday, 9/23** at 5pm: <https://getinvolved.potsdam.edu/event/6371254>
- **Thursday, 10/1** at 5pm: <https://getinvolved.potsdam.edu/event/6371306>

In addition, the following upcoming programs are being offered:

- 10/7: **Presidential Election 2020: Understanding Issues & Candidate Platforms**  
<https://getinvolved.potsdam.edu/event/6400433>  
*Presenters:* [Rob Hinckley](#), [Jack McGuire](#), and [Michael Popovic](#) (Politics Dept)
- 10/26: **The History of Voting for African Americans**  
<https://getinvolved.potsdam.edu/event/6400462>  
*Presenter:* [John Youngblood](#) (English & Communication)
- 10/28: **Searching for Timbucto: An Archaeology of Black Voting Rights Activism in the North Country**  
<https://getinvolved.potsdam.edu/event/6400439>  
*Presenter:* [Hadley Kruczek-Aaron](#) (Anthropology)

For more information about voter registration and how you/your students can get involved, contact *Arial Adams* ([adamsad@potsdam.edu](mailto:adamsad@potsdam.edu)) or visit the [Voter Registration website](#).

**College Libraries.** The following updates have been provided by the College Libraries:

- **Library Materials Pickup Service:** <https://library.potsdam.edu/LaMP>  
SUNY Potsdam students and employees can request library books and other items from both Crumb and Crane libraries online for “quadside” pick-up. Directions on how to

request materials are provided in the link above. Hours for pick-up are Monday through Friday, 10:00am to noon and 2:00 to 4:00pm.

- **Chat with a Librarian:** <https://library.potsdam.edu/ChatWidget>  
Our campus' "Chat with a Potsdam Librarian" service is available Monday through Friday from 10:00am to 6:00pm. Need help at other times? The chat service automatically links in to the AskUs 24/7 library chat after hours. It is critical that faculty remind their students to chat with a librarian for help with research, locating books and articles, or other questions they may have throughout the semester.
- **Research Consultations:** <https://potsdam.libwizard.com/f/appointment>  
Individual research consultations are available with a librarian. Please encourage students to sign up for a one-on-one consultation.
- **Text a Librarian:** 315-277-3730  
Students can text a librarian for assistance Monday through Friday, 10:00am to 6:00pm.
- **Voting Research Guide:** <https://library.potsdam.edu/voting>  
Just in time for the fall semester, the librarians have created a Voting Research Guide to help students learn more about the importance of voting. The new Voting Guide is available on the library homepage through the right-hand square banner. The guide has many important links and information.
- **Trauma-Informed Teaching:** <https://library.potsdam.edu/TraumaInformedTeaching>  
The new Trauma-Informed Teaching guide contains research on this critically important topic.
- **Extended Crane Library Hours**  
Beginning Monday, September 14<sup>th</sup>, the Crane Library has expanded its hours from 8:00am until 8:00pm Monday through Thursday, and 8:00am until 4:30pm on Friday. Additional extended hours may be announced in the future; be sure to watch your email!
- **What's Up at the Libraries?** <https://library.potsdam.edu/Fall2020Updates>  
Get the latest news and updates on the library website by clicking on the "What's up at the libraries?" banner. Click on the right-hand image boxes to view recent guides to help our students through this fall semester. These include "Vote in 2020," "Bored in Quarantine?," "Black Lives Matter," and "Stress Busters."

**Quarantine Activity Guide.** The librarians have created a [self-quarantine activity guide](#) to support students in quarantine. Please feel free to share this with anyone who is interested-- or link to your syllabus, etc. If you have ideas for creative additions, please contact *Marianne Hebert* ([hebertm@potsdam.edu](mailto:hebertm@potsdam.edu)).

**Updates from the Registrar.** In addition to the new add/drop form, the Registrar's Office has moved course withdrawal and S/U forms to Microsoft Flow. Details can be found [here](#), under the Registration information in the left navigation of the Registrar's page. The deadline to WD and S/U is **Friday, November 6<sup>th</sup>**. As a reminder, advising for Spring, 2021 begins **Wednesday, October 21<sup>st</sup>**. Registration begins on **November 12<sup>th</sup>**.

SUNY is requiring that we update our virtual courses to a newly created instructional method of 7 "virtual." The change has been made to the fall schedule, and the campus plans on using this new location type for Spring, 2021 as well (pending final approval from SUNY and SED for allowing for flexibility in modality). A course comment will continue to be included indicating a course that is "taught virtually" with the building code of VIR so that virtual is visible on a student's schedule. Students and advisors should now look in the instructional method field for virtual courses.

**Group Tutoring Requests.** Faculty and staff are encouraged to point their students to [Navigate](#) to request group tutoring or to set up a virtual advising appointment with a Student Success Center advisor. SSC staff are available to work with students on a wide range of support services.

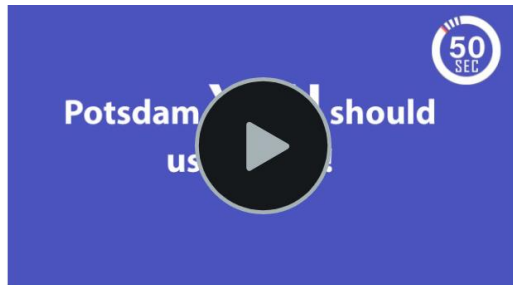
**CCI Support.** The CCI is a popular place and many of you are reaching out to the staff for assistance. To improve response time, the CCI will now use Request Tracker (RT) for support requests. Please send all your requests directly to [cci@potsdam.edu](mailto:cci@potsdam.edu). These requests will 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@potsdam.edu](mailto:cci@potsdam.edu) in order to track and increase response time. Although the CCI staff is always happy to meet with faculty for one-on-one consultations, given the high demand for assistance you are encouraged to first utilize the [Tech Tools](#) and [How Do I...](#) websites and contact your area's Academic Online Coach.

**CCI – Accessibility Training.** As part of the SUNY EIT (Electronic and Information Technology) accessibility mandate, this academic year the CCI will offer a series of trainings on accessibility. The CCI realizes that reaching full accessibility compliance, by campus offices and by each individual, will take many purposeful steps. If you missed the first session, please watch the [First Steps toward meeting EIT Accessibility](#) presentation (25:24). The primary focus for the session was on the basics needed to create accessible content in Word and PowerPoint. For more accessibility training opportunities and resources, visit the [How do I adhere to ADA](#)

[guidelines and laws?](#) webpage. As always, visit the [CCI Website](#) for upcoming events, training, and resources and contact [cci@potdam.edu](mailto:cci@potdam.edu) to request training sessions for your area or department.

**CCI – Join the Teams.** On our campus, Teams **Chat** is the fastest and easiest way to connect with any campus user. Using Chat, you can INSTANTLY contact others by text-message, audio-call, or video call. The CCI encourages everyone to join the **Potsdam Teams** community. To learn more, please watch the 50 second video below and visit *Teams* on the [Tech Tools](#) page.



**CCI –Automate Your Process.** Using *Power Automate* and other O365 tools, paper processes (like forms and approvals) can now be converted into a completely digital, automated format. If you need to automate a process within your office or department, please contact [cci@potdam.edu](mailto:cci@potdam.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 deploy them to automate processes in their department/area. Although Flow is not difficult to learn, 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 – Advisory Board.** The CCI Advisory Board is seeking nominations for a representative from the School of Arts & Sciences, the Crane School of Music, and the School of Education & Professional Studies. Please forward nominations for yourself or others who may be interested in serving to your Dean. The Deans will forward candidates to the CCI and, after consulting with the Board, recommended candidates will be submitted to the Provost’s Office for appointment.

**Online Youth Vocal Instruction.** The [Crane School of Music](#) is pleased to offer free online vocal ensemble and singing instruction for children and youth, between the ages of 8 and 18. Participants will engage in vocal warm-ups, songs, and creative projects, and will be able to create music through improvisation. Singers will receive instruction tailored to their individual voices, while singing music in a variety of styles, cultures, and genres.

The weekly sessions will take place every Friday, from 4:10 to 5 p.m. Classes start on **October 2<sup>nd</sup>** and end on **November 20<sup>th</sup>**. Crane music education students will lead the sessions, guided by expert faculty. Children under the age of 13 must be "accompanied" online by an adult. For information, contact *Andrea Maas* at [maasa@potdam.edu](mailto:maasa@potdam.edu). To sign up, visit [tinyurl.com/singwithcrane](http://tinyurl.com/singwithcrane).

**Motus Wildlife Tracking System.** Earlier this month, faculty in Biology collaborated with a group from Pennsylvania to install a Motus antennae array on Bowman Hall. This array will pick up signals from animals with transmitters (e.g., birds, bats, dragonflies) that move through this area, and record data on the tagged animals. The following video provides information about this initiative: <https://www.northeastmotus.com/explore-data-walkthrough-video>. If you would like to learn more, contact *Glenn Johnson* (Biology) at [johnsong@potdam.edu](mailto:johnsong@potdam.edu).

**Disinfecting of Classrooms in Between Classes.** Questions have arisen regarding the proper protocols for disinfecting classrooms. We have received the following guidance from Environmental Health and Safety regarding this process, to be in effect for the Fall, 2020 semester:

- Custodial staff will be cleaning in between classes to the extent possible. To aid in this effort, the period between classes has been extended to 20 minutes.
- Each classroom identified as being in use will receive a supply of disinfectant in spray bottles and microfiber cloths. Signage is being distributed with these supplies to address basic use and an explanation of the "contact time" discussed below. To request additional disinfecting supplies email [fullerdf@potdam.edu](mailto:fullerdf@potdam.edu).
- Cloths in the classroom will be removed, washed, and restocked daily. They are not one-time use and should not be disposed of.
- The above-listed supplies are being provided to allow for cleaning above and beyond the CDC requirement.
- The disinfectant used on campus has a "contact time" of 10 minutes. What that means is the disinfectant needs to sit in a damp state on the surface for 10 minutes before it is either wiped off or allowed to air dry. This 10-minute contact time is typical of many household and commercially available disinfectants and wipes. While the disinfectant is certainly effective in a shorter amount of time, the manufacturer has determined that 10 minutes is the target for the solution to have its maximum effect.
- Faculty and staff are reminded that, before any cleaning products or chemicals can be brought onto campus, they must be cleared through Environmental Health & Safety by emailing product information to [sds@potdam.edu](mailto:sds@potdam.edu). That same email address may be used to inquire as to the chemical properties of a product, including contact time and effectiveness for use against SARS-Cov-2 (COVID-19).

**Reporting Safety Concerns.** Any faculty or staff wishing to report a safety concern are encouraged to take advantage of the safety reporting form available at <https://www.potsdam.edu/about/safety/ehs>. This reporting allows concerns to be investigated and mitigated.

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

*Quality Matters* has developed free resources that are open to everyone in Higher Education and K-12:

- [Emergency Remote Instruction Checklist](#) (for pivoting to remote instruction in a hurry)
- [Bridge to Quality: Online Course Design Guide](#) (for moving from emergency remote instruction toward quality online course design)
- [Accessibility & Usability Resource Site](#) (community created and moderated site focused on making courses more accessible and usable online)

*EAB* has developed the [Student Activism Resource Center](#) and [Equity in Education Resource Center](#) in response to social justice advocacy and recent issues and concerns related to diversity, equity, and inclusion.

In a series of "[Back to Class](#)" posts, Laurie Pendleton, ACUE's executive director of curriculum and assessment, shares resources to use with students — whether in a classroom or a virtual learning environment — to support deeper engagement and learning. The full post is available [here](#), where you can also download the planning guide.

*Chegg Definitions* provides students with instant access to a wide range of definitions and concepts methodically explained. More information is provided on their website: <https://www.chegg.com/homework-help/engineering-computer-science-s3>. A list of available topics is provided here: <https://www.chegg.com/learn>.



## *Potsdam Pathways*

**Pathways Update.** We are currently seeking applications for the Interim Coordinator of the *WAYS 301 Connecting the Ways of Thinking* for the 2020-2021 academic year, to begin on October 15, 2020. Interested applicants must be current SUNY Potsdam instructional faculty



members and understand and support the Potsdam Pathways curriculum. Applicants for the Coordinator position should have experience teaching and/or co-teaching from multidisciplinary perspectives. Applicants should have the support of their department chair.

The position carries a one course release for Spring 2020; release time for the Fall 2020 partial semester is negotiable. To apply, please submit an updated CV and a cover letter outlining your qualifications for the position to *Alan Hersker* at [herseal@potsgdam.edu](mailto:herseal@potsgdam.edu) by **October 1, 2020**. You should also contact Alan if you have questions about the position's responsibilities.

I hope you will consider putting your name forward for this Pathways leadership position. And thank you for your ongoing support of our exciting new General Education program as it continues its roll-out this fall!

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## *Middle States Updates*



**Middle States Re-accreditation.** Our campus is beginning the second year of our three-year re-accreditation process. Over the summer, we developed our *Self-Study Design*, which will be the roadmap for the remainder of our process. This document will be shared with the campus as it nears finalization. Our Middle States liaison, *Paul Starkey*, will visit campus (virtually) on **October 23<sup>rd</sup>** to assess and advise on our Self-Study Design plan.

Also this semester, four Working Groups (WG) will conduct the evidence-based Self-study of our College. Each WG will focus on one campus priority (Strategic Enrollment Management, Creativity, Inclusive Excellence, and Strategic Decision Making). This will require active participation from all members of campus, and we look forward to working with you to identify areas for improvement and innovation. The members of each WG are listed below.

- ***Strategic Enrollment Management Working Group:*** Laura Carbone, Kelly Crosbie, Terry Francis, Chad Graham (co-chair), James Fryer, Karen Miller, Heather teRiele (co-chair)
- ***Creativity Working Group:*** Heather Beauchamp (co-chair), Tony Betrus, Ray Bowdish, Erin Brooks, Alexandra Jacobs Wilke, Brandi Kelley, Katie Logan, Sherry Paradis (co-chair)
- ***Inclusive Excellence Working Group:*** Linnette Bracero-Torres, Kelly Deshaies, Haven Gotham (student), Roberta Green, Clifton Harcum, Matt LaVine, Michael Popovic, Tammy Snell (co-chair), Jared White (student), Lonel Woods (co-chair)

- **Strategic Decision-Making Working Group:** Walter Conley, Carol Franck, Tanya Hewitt (co-chair), Sarah Lister, Sean Partridge (co-chair), Melissa Proulx, Jessica Rogers, Beth Todd, Michael Vitalino, Marta Whalen

A huge thank you to everyone who has volunteered to serve on these Working Groups! This service is invaluable to our campus' reaccreditation process. If you have any questions about the Self-Study or the working groups, please contact our Middle States Co-chairs *Julie Dold* ([doldjm@potsgdam.edu](mailto:doldjm@potsgdam.edu)) and/or *Gordon Plague* ([plaguegr@potsgdam.edu](mailto:plaguegr@potsgdam.edu)).

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## ***Around SUNY and the State***

**Mask Up Initiative.** SUNY Chancellor Jim Malatras has recently launched SUNY's ***Mask Up or Pack Up*** campaign to promote universal compliance with evidence-based COVID-19 safety guidelines across SUNY's 64 colleges and universities. Chancellor Malatras is issuing a call for creative video submissions from students urging their classmates to act responsibly and vigilantly to contain the virus and keep campuses safe and open.

Student video submissions should highlight the importance of mask-wearing, social distancing, avoiding large gatherings and parties, and complying with testing and tracing guidance delivered by colleges and local health departments. Students are urged to harness their passion, creative energy, and determination to stay on campus to convey their message in the most powerful way possible. Submissions should be no longer than one minute. Once they are received, SUNY will incorporate them into the statewide "Mask Up or Pack Up" campaign. For more information on how to submit a video, click [here](#).

SUNY recently launched a three-pronged approach for combatting COVID-19 on campuses. The strategy includes: strict enforcement of safety protocols to minimize cases; routine, required surveillance testing to identify the presence of the virus; and transparent, case-count statistics through SUNY's new [case tracker](#) that produce data-driven decisions that contain the spread of the virus when it does appear.

**SUNY Webinars.** SUNY is archiving its *Conversations with Program Reviewers*, which are available online at: <https://system.suny.edu/academic-affairs/acaproplan/app/covid-19/>. Recorded topics include Trauma-Informed Practices; Mindful Communication; Remote Learning in the Performing Arts; and Hyflex, Blendflex, and Online Instruction. Regular state and SUNY fall reopening updates are also provided.

**Guidance and Resources for Supporting Students with Disabilities.** As campuses await the initial review of submitted *Electronic and Information Technology (EIT) Accessibility Plans*, SUNY is providing supplementary guidance to support accessibility and continuity for students with disabilities. This information expands on an earlier communication sent in March, and offers considerations for students taking classes in person and online. The best practices shared below were informed by experiences from the transition to remote delivery during the Spring semester and summer sessions, campus reopening plans for Fall, and ongoing conversations with the Disability Services Professionals across SUNY.

The strongest results have come from faculty who are able to utilize universal design for learning concepts and proactively address the accessibility of electronic course materials. Faculty have shared their experience and expertise in this area in the form of webinars for SUNY's [Remote Teaching Playlist](#) and the [Accessibility Week Playlist](#). Additional resources on digital content accessibility are also available in [SUNY Blue](#).

With universal design in place, students should generally be expected to attend and participate in class, and to observe deadlines for submission of assignments; however, there may be a need for some exceptions. Faculty are urged both understanding and flexibility, as some students will continue to struggle with their changed environment. A few best practices in this regard:

- Encourage use of [free or low-cost assistive technologies](#) to aid students in meeting expectations.
- Record lectures and make them available for later review. This reduces the need for notetakers, and benefits students who experience difficulties accessing technology or the Internet at specific times. Students may be juggling family or work obligations or have back-to-back classes—some of which may have in-person components and others are largely virtual. Those students may need time to travel back and forth from the campus to their residence (or a place with stable Internet access).
- To the extent possible, facilitate remote exams. The offices that typically offer proctoring exams as a service to faculty may not be able to accommodate all students with disabilities due to necessary social distancing measures and staffing capacity. In some instances, it may be appropriate for the student to take the exam in-person or proctored remotely if they require unique accommodations or use assistive technologies that are incompatible with exam security software.

**Alternative Solutions for Lip and Speech Reading.** As educators, we recognize that there may be individuals who rely on lip/speech reading during classroom instruction. With the requirement of wearing face coverings to reduce the probability of viral transmission during the

COVID-19 pandemic, alternative solutions are required in order to make communication as equally effective for these individuals as for those without disabilities.

SUNY System Administration's primary recommended solution is to use captioning technologies, the details of which are provided below. Other alternatives that may be beneficial for deaf and hard of hearing individuals are also presented. These solutions can be used in addition to captioning. Campuses should also provide student who rely on lip/speech reading with information on how to register with the campus disability services office in order to receive appropriate services.

- ***Captioning Technology:*** The use of captioning technology may offer an effective alternative when safety constraints related to the COVID-19 pandemic are not conducive for lip/speech reading to occur. Captioning is a process in which speech or audio accompanying a video is converted into text, which is displayed in a synchronous manner, typically at the bottom of the video screen.

Lectures and presentations can either be projected in the classroom or played on a personal digital device with streamed captioning in real time. Pre-recorded video content may also be asynchronously provided with captions. In these cases, typically, live captioning services are used to generate the captions. Also referred to as real-time captioning or computer-assisted real-time transcription (CART), live captioning involves a captionist (a qualified speech-to-text professional) who delivers captions of what is being said in class through a platform over the Internet. The words are projected onto a user's screen. Live captioning can be provided on-site or remotely, and is a reliable and effective means of communication.

While most live-conferencing and video-streaming platforms such as Zoom, Microsoft Teams, and Google Hangouts may have automated-captioning capabilities (utilizing Automatic Speech Recognition (ASR) technology) that can assist in communication with individuals who need lip/speech reading, these built-in features can produce inaccurate or unintelligible textual and grammatical information. Automated captions may be acceptable for some individuals, but they are not as effective as live captioning solutions and may not serve as an effective communication alternative for all individuals who rely on captions.

The following communication solutions can be used to complement captioning technologies: ***Text Interpreting (Typewell or C-Print), Video Remote Interpreting, or Assistive Listening Systems.***

- *Text Interpreting*, also referred to as meaning-for-meaning voice-to-text service, is specifically designed for the educational setting, wherein a text interpreter converts spoken communication and environmental sounds into clear, visually accessible text using condensing strategies to restructure spoken information into a grammatically correct format. Meaning-for-meaning focuses on the intent of the communication, rather than every word or syllable, and further utilizes visual formatting to represent auditory elements such as tone of voice, repetition, and emphatic pauses. Typewell and C-Print are two main text interpreting systems in use today.
- *Video Remote Interpreting Services* utilize remote interpreters who, with the use of a computer, webcam, real-time video communication software such as Skype and headset, provide real-time interpreting services through a high-speed internet connection. While SUNY System Administration does not endorse any particular company, ACS (<https://www.acscaptions.com>) is one potential supplier of text interpreting and video remote interpreting services.
- *Assisted Listening Systems* are personal and/or room-based communication devices that assist in broadcasting and amplifying audio sources. These devices broadcast audio signals to various types of receivers, used primarily by individuals with hearing impairments. Receivers can be full headsets, single-ear pieces, or telecoil necklaces (that broadcast the room signal to the wearer's hearing aid).

Many instructors have asked about the feasibility of using *face shields* as opposed to masks, particularly when there are students with hearing challenges in class. After careful investigation of the advantages, potential protective features and practicality of utilizing clear face shields, both with and without a fabric drape around the face for added protection, it is evident that **clear face shields alone provide inadequate protection to the wearers and others**. Furthermore, clear face shields with a fabric drape that provide adequate filtering of aerosolized particles do not appear to be commercially available at this time. In addition, other commercially available products, such as transparent face masks and surgical masks with a window, do not generally meet the requirements for safe and effective lip/speech reading in a classroom setting.

The scientific understanding of COVID-19 and the virus transmission evolves rapidly. The recommendations provided above are based on current understanding and may need to be updated as research advances.

**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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:chris.price@suny.edu) and [alexandra.pickett@suny.edu](mailto: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](mailto: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](mailto:kim.Scalzo@suny.edu).

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## *Mark Your Calendar*

**Digital Pedagogy in the Humanities.** The SUNY Office of Library and Information Services, SUNY Center for Professional Development, and SUNY Press are organizing an online gathering **Friday, September 25, 2020 from 1:00 - 2:30 pm** to showcase digital pedagogy in the humanities at SUNY. The gathering will be organized as a series of short (5-10 minute) presentations by SUNY faculty highlighting course activities that utilize digital pedagogy. For

the list of presentations and to register for this free event, go to:

<https://sunycpd.eventsair.com/QuickEventWebsitePortal/dphc20/dphc>.

This kick-off webinar will be followed by a series of online events and workshops designed to create a community of practice within SUNY focused on how to best utilize digital pedagogy to help students achieve learning goals. If you have questions, contact *Chris Price* at ([chris.price@suny.edu](mailto:chris.price@suny.edu)).

**Virtual SUNY Faculty Development Conference.** The Virtual SUNY Faculty Development Conference, *Teaching and Learning for Student Success*, will be held **October 19-23, 2020**; there will be no cost for SUNY faculty and staff! Program information and registration are available at: <https://sunycpd.eventsair.com/QuickEventWebsitePortal/facdevcon20/facdev20>.

The annual conference is sponsored by the SUNY Faculty Development Community of Practice which brings together educational professional development staff and faculty throughout SUNY, with a particular emphasis on teaching and learning. This group creates opportunities for staff and faculty to learn about available SUNY resources and to strengthen professional networks. The audience for the conference includes those working in faculty development roles as well as instructional faculty. The conference theme this year is “Teaching and Learning for Student Success.”

**High Impact Practices (HIP): Free Virtual Conference.** Beginning with the 2020-2021 academic year, [HIPs in the States](#) will merge with the IUPUI Assessment Institute. Given the travel and budgetary restrictions many colleges and universities are facing because of COVID-19, the Assessment Institute will be offered as a virtual event this year between **October 25-28, 2020**. This Assessment Institute is offering complimentary registration to attend the conference virtually. More details are provided below.

At this year’s Assessment Institute, [the HIPs in the States](#) track will offer approximately 30 sessions and presentations featuring institutional strategies to ensure fidelity in the creation and implementation of High Impact Practices (HIPs), efforts to promote equitable access to HIP experiences, the scaling of HIPs in the curricular and co-curricular space, the use of scaffolded purposeful curricular pathways through HIPs, and the impact of HIPs on student success and learning during the college years. To register for this free workshop, visit the [Assessment Institute website](#).

**Empowering Students for Academic Success: Free Webinar.** A free virtual professional development webinar is being offered entitled *Empower Students for Academic Success*:

*Teaching Students Study Skills Informed by the Science of Learning*, to be held on **Friday, November 6, 2020, from 8:30 am until 3:30 pm**. There is no registration fee or other charges to participants.

This conference will be of particular interest to staff of teaching and learning centers, faculty development programs, student learning assistance programs, student academic success programs, etc. It will also be of interest to faculty who want to assist their students in using study strategies that will improve their learning, retention, and transfer of academic material.

Registration is required and is now open. If you plan to participate in the webinar, to ensure your spot, please register now by clicking [here](#). You can also copy and paste this URL into your browser: <https://www.unh.edu/ctl/empower-students-academic-success-teaching-students-study-skills-informed-science-learning-0>.

**Learning Community Summit.** The National Learning Communities Conference (NLCC) Consortium, along with the Learning Communities Association (LCA) and the Washington Center for Improving the Quality of Undergraduate Education, is pleased to announce a free virtual learning community (LC) summit to take place **October 23-24, 2020**. The theme of the summit is *Embracing Adaptability in Learning Communities During Uncertain Times*. Plenary speakers will be joined by LC practitioners from across the country to share research and best practices for enhancing learning communities to meet today's challenges.

Registration information is available at: <http://www.lcassociation.org/virtual-lc-summit-2020.html>.

**MOOC: Teaching and Learning in the Diverse Classroom.** Cornell University's Center for Teaching Innovation is offering a Massive Open Online Course (MOOC) for educators, [Teaching & Learning in the Diverse Classroom](#), that guides instructors in exploring frameworks and strategies for building and sustaining inclusive learning environments. The course runs from **October 1–31, 2020** on edX.org.

U.S.-based and higher-education-centered, the five-week course is for anyone with teaching responsibilities and any level of diversity expertise. [Registration for the course is open now](#). The course features:

- compelling voices and stories from students and faculty
- opportunities to reflect on social identity, both your own and students'
- an introduction to key research on inclusion and student-centered learning
- an emphasis on assessing your own course design through the lens of inclusion



- a learning community guide to help form a cohort at your institution

The course is free to attend, or there is an option to earn a certificate (for a \$99 fee). Information regarding the instructors and an overview of the course can be found on the [introductory video](#). Please [contact the Center for Teaching Innovation](#) with questions.

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## *Coming Due*

**Lougheed Applied Learning Grants.** You are invited to submit proposals for the Fall, 2020 *Lougheed Applied Learning Grants*. The submission window is from **September 28-October 12**. Detailed information about the submission process can be found on our website: <https://www.potsdam.edu/faculty/center-creative-instruction/funding-and-awards>.

The Lougheed's generous endowment was established to enhance opportunities for students to engage in high impact activities that allow them to apply theoretical learning. In order to impact the greatest number of students and contribute to the transformation of the College's curriculum, *this fund is intended to support faculty and staff activities that improve our ability to facilitate student participation in high impact and Applied Learning activities*, including, but not limited to, curricular transformation, laboratory materials and equipment, professional development, course releases, new program development, etc., as well as to directly fund student engagement with Applied Learning.

Given the extraordinary challenges and opportunities resulting from the COVID-19 pandemic, and impacts on pedagogy and modes of delivery, during AY20/21 priority will be placed on those proposals that focus on innovative and scalable ideas for enhancing high-impact and highly engaging teaching and learning within online/virtual environments for which there is no other funding source available. However, please note that all proposals related to high impact and applied learning activities, regardless of modality, will be accepted and considered.

If you have any questions regarding the grants or the proposal process, please don't hesitate to contact me ([bergerbs@potsdam.edu](mailto:bergerbs@potsdam.edu)).

**Kilmer Research.** The Lougheed Center for Applied Learning's Office for Student Research and Creativity (OSRC) is pleased to announce a special call for Kilmer projects suited to COVID-19 restrictions. The OSRC welcomes applications for Fall, 2020 projects up until the

deadline of **September 30, 2020**. These special Kilmer proposals will be reviewed and approved as they are submitted. The present COVID-19 restrictions mean that certain budget items (such as travel) will be disallowed until the restrictions are lifted, while some budget items otherwise discouraged (such as the purchase of books) will be considered more favorably. Please extend this invitation to your students who you think likely to benefit from the opportunity. Note: The regular Kilmer schedule of November and March applications will continue as usual.

For further information, please contact *Tom Baker*, Director of OSRC via email ([bakertn@potsgdam.edu](mailto:bakertn@potsgdam.edu)) to set up a consultation.

**Distinguished Faculty Ranks (2020-2021).** The Office of the Provost invites nominations for the prestigious titles of Distinguished Faculty Rank, which are the highest ranks conferred by the system in recognition of outstanding professional achievements by SUNY's most accomplished faculty. Appointees are inducted into the [SUNY Distinguished Academy](#), leveraging their expertise in support of SUNY's mission and strategic priorities. Please note that as part of SUNY's efforts to encourage greater recognition of SUNY faculty and grow the ranks of the Distinguished Academy, **length of service requirements for DSP, DTP, and DL categories have been reduced to three years of on-campus experience.** (All ranks continue to require five years at full professor/librarian rank. Eligibility requirements for DP have not changed.)

Nominations are open for the following four *Distinguished Faculty* categories for academic year 2020-2021 (under revised guidelines as described below):

- The *Distinguished Professorship (DP)* recognizes national or international prominence through research and scholarship, or artistic performance and achievement.
- The *Distinguished Service Professorship (DSP)* recognizes a notable reputation for service to the campus and the State University, and to the community, state or nation. [Number of DSP nominations capped by enrollment]
- The *Distinguished Teaching Professorship (DTP)* recognizes outstanding teaching mastery at the graduate, undergraduate, or professional levels. [Number of DTP nominations capped by enrollment]
- The *Distinguished Librarian (DL)* recognizes transformational contributions in creating a new information environment and fostering information literacy.

Self-nominations are not allowed for Distinguished Faculty ranks. Therefore, in order to complete the campus nomination process, you will need to work with the person you are nominating to acquire the required materials. The [SUNY Guidelines](#) will provide some insight into these materials; however, you will not be assembling the complete SUNY nomination portfolio prior to campus review.

To nominate, submit the following no later than the **third Monday in January** (01/20/20 this year) to the President's designee:

1. Letter of Nomination (3-5 pages) addressing the criteria specific to the Distinguished Rank for which you are nominating this person. The letter must be on letterhead, signed by you, and submitted as a PDF via email.
2. Curriculum Vitae (please note the particular requirements in the [SUNY Guidelines](#), p. 11)
3. One Internal Letter of Recommendation (i.e., an individual currently employed at SUNY Potsdam; letter no more than 5 pages)
4. One External Letter of Recommendation (i.e., an individual not currently employed at SUNY Potsdam; letter no more than 5 pages)
5. For Distinguished Professor nominations, the current CV of the author (i.e., the nominator) is also required.
6. For all other Distinguished ranks, a one- to five-page detailed description of the author's stature is also required (to provide reviewers context for the recommendation).

For more information on DFR, as well as the scope of each rank and criteria for consideration, visit the [DFR website](#). Please contact the President's designee, *Ada Law* ([lawam@potsdam.edu](mailto:lawam@potsdam.edu)) x2189), for additional information.

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## *Kudos*

**Cornell Instrumentation Award.** *Fadi Bou-Abdallah* (Chemistry) has recently received the [Cottrell Instrumentation Supplements award for \\$18,500](#), sponsored by the Research Corporation for Science Advancement (RCSA) to continue his groundbreaking examination of the role of iron imbalances in a host of human diseases. The award will fund the purchase of a new protein purification system called an AKTA Go Chromatography System, allowing for the purification of proteins needed for research into ferritin, the iron storage protein responsible for crucial biological processes in mammals.

**Arnold Mitchem Leadership Institute.** The TRIO Program's *Hillary Wolfe* has been accepted into the prestigious Arnold Mitchem Leadership Institute for 2020-21. Established in 1998, the Institute is designed to provide participants an opportunity to build strong leadership skills and, in turn, enhance their ability to expand educational opportunities for the students with

whom they work. Participation will allow Hillary to gain invaluable experience working alongside some of the most experienced TRIO professionals in the country.

**Annual Highlights from the Experiential Education Office (EEO).** Kudos to the EEO staff and faculty who have continued to support our students' experiential and applied learning experiences. Highlights from the 2019/2020 academic year include:

- **687 students** engaged in Academic Applied Learning courses
- **1,603 credits** were earned in Academic Applied Learning courses
- **100% Pass Rate** for Phase 1 and Phase 2 completers of our Police Academy,
- **\$746,806** in economic impact from unpaid internships and service learning
- **\$101,716** generated in revenue for SUNY Potsdam from summer 2018 internships
- Over **949** engagement activities with students, families, employers and faculty/staff
- Over **1,017** students reached via presentations
- **\$15,500** awarded in summer 2019 scholarships to 18 students
- **1,067** internships available in Handshake
- **5** new service-learning classes developed

**Presidential Award.** *Brian Shay*, SUNY Potsdam alum, has recently received the prestigious *Presidential Award for Excellence in Mathematics and Science Teaching*. Brian, who currently teaches in California, earned both his B.A. and M.A. in Mathematics from SUNY Potsdam.

*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](mailto:bergerbs@potdam.edu).*