

Provost's Corner

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Welcome Back!

This truly has been an extraordinary summer, and Fall 2020 promises to be an extraordinary semester. I recognize that most of you have not had the advantage of a traditional “summer break,” in which to take the time to personally and professionally rejuvenate and refresh, but have instead been focused on preparing for our fall reopening. Your efforts have not gone unnoticed, and I most sincerely appreciate all of your work in ensuring that your students will have the most enriching and engaging semester possible. Your creativity, inclusivity, and innovation continue to be inspiring.

As you begin to make your final preparations for this fall, I want to be sure to direct you to some of the guidance and resources that are available (with the caveat that planning will likely continue to change as guidance evolves from SUNY, county health officials, and the state government):

- SUNY Potsdam's [Restart Plan](#)
- Our campus' [Coronavirus Updates](#) webpage, which includes links to resources for [students](#) and [faculty/staff](#)
- Recordings of campus Town Hall meetings, found on the [Campus Updates](#) site, including the [topic-specific forums](#)
- SUNY Potsdam's [Teaching Remotely](#) site, which includes information related to [Tech Tools](#), [Pedagogy](#), [Library Resources](#), and [Accommodations](#)
- [SUNY Potsdam's Student Guide](#), which includes [Potsdam's Bear COVID-19 Pledge](#)
- [Campus Updates](#), which includes links to memos sent to our campus, community, and our students
- [SUNY Online](#), which includes information and resources specific to students and faculty, including [resources for supporting courses online](#)
- Within the SUNY Online site, there is also a section on a variety of [Recordings](#) of webinars related to relevant topics that include Accessibility, Instruction, Supporting Students, and Labs
- SUNY's reopening website, which includes [Campus Reopening Plans](#) and responses to [Frequently Asked Questions](#)
- The Associated Colleges of St. Lawrence Valley has created a [Return to Campus](#) site that includes the restart plans for each of the four Colleges
- [New York State Department of Education Guidelines for Higher Education](#)
- New York Department of Health's [Reopening New York Higher Education Guidelines](#)

As we prepare to begin our new academic year, I also want to take this opportunity to recognize the SUNY Potsdam community for its ongoing support and advocacy for the Black Lives Matter movement, and for continuing to insist that we strive to fulfill our campus' stated mission to create an "inclusive scholarly community" that "fosters an appreciation of and respect for the variety of human experience" (<https://www.potsdam.edu/about/mission>). I am proud of the advocacy that our faculty, staff, and administrators clearly demonstrate for our shared goals related to diversity, equity, and inclusion, and I am particularly proud of the action taken this summer at rallies, campus meetings, and other varied venues in which these difficult conversations continued. Last week, the faculty and staff developed an Open Letter to the Campus Community, and a statement of solidarity for the entire North Country Community, that were signed by over 160 SUNY Potsdam faculty, staff, and administrators. As Provost, I fully endorse this charge:

We, the undersigned faculty and staff at SUNY Potsdam, wholeheartedly support the Black members of our community. We support our emergency responders in all services, and we condemn the August 15 "Back the Blue" rally in Potsdam as a thinly veiled anti-BLM protest that exploits our first responders for that purpose. Black communities continue to endure the pain of racial injustice. We stand with the Black members of our community. We urge the entire community to join us, to take up the work of undoing racism and to speak out against it. Our campus mission says in part: With an abiding sense of responsibility to our region and to the world beyond, SUNY Potsdam fosters an appreciation of and respect for the variety of human experience. We the undersigned, say with one voice: Black Lives Matter.

This is an unprecedented time for our campus, community, and country. As your Provost, I remain committed to a shared responsibility to continue to work towards the goal of turning our advocacy for diversity, equity, and inclusion into impactful action.

Preparing for Fall, 2020

Guidelines for Fall Classes. While planning for this fall's semester will continue to evolve, even after the semester begins, the following recommendations are offered for consideration as you prepare for the start of the semester (**please note that this information reflects our most accurate information today; guidance from the state and local health officials continues to evolve so please check our campus [Potsdam Prepared](#) website often for updates**):

- Given requirements for social (physical) distancing, and current health and safety guidance, both the course schedule template and room locations have changed for the

fall semester. *Please be sure to check your course schedule in BearPAWS* so that you have the most accurate information regarding course times and location.

- While we are hoping to upgrade the technology in a limited number of high-use rooms through a grant from SUNY, it is highly unlikely that any new equipment would be installed until the middle or end of the semester. Therefore, be sure to check what technology is available in the room **now** so that you can plan your face-to-face (F2F) class sessions accordingly.
- Students will have many questions regarding the modality and expectations of their courses this fall. *Please be sure to contact your students before classes begin* to update them on your planned modality and any changes to the original course schedule/location.
- To facilitate any contact tracing that may need to be completed, *faculty members are asked to take attendance at each F2F class session*, noting where students are sitting. This process can be simplified if students sit in the same seat for each session.
- Health officials recommend that, if possible and feasible, faculty should *open classroom windows* when teaching face-to-face.
- If you are teaching your course entirely in a virtual format, but this is not yet reflected in BearPAWS, please let your Dean and Chair know *immediately* so that this change can be made.
- If you are teaching virtually or online, and plan synchronous (real-time) sessions, be sure to meet at the time in the *revised* course template (check BearPAWS for any changes to your schedule). Also, please remember that some students may not be able to attend live sessions due to unforeseen challenges that could include illness or lack of adequate internet access. Be sure to provide ways for students who are unable to attend a live session to still meet your course learning experiences and outcomes.
- Students who are returning to campus, and who will be living in the residence halls or immediate area, will be required to be tested for COVID-19 upon their arrival. The campus is using Enzo Labs, which predicts that test results will be returned within four days. Because students will be self-quarantining as they await their test results, it is highly likely that a proportion of your students will not be able to be present for the first week of classes if you are planning face-to-face (F2F) experiences. Please be sure to plan accordingly, and be prepared to accommodate for any students who will need to be absent from your class.
- Students who are living in the residence halls or in the local community are required to complete a daily [Symptoms Tracker](#) to record whether they have any COVID-19 symptoms. Faculty are strongly encouraged to ask students for their Tracker status (which students can show on their phone apps) upon entering the classroom. A status

of “green” indicates that students are symptom-free with no test results pending, and are therefore cleared for F2F interactions.

- Face coverings are required of all SUNY Potsdam employees and students while on campus, with very limited exceptions (e.g., working alone in your office, students who are in their residence hall rooms). Therefore, it is required that you and your students wear face coverings for any F2F instruction or any F2F interactions such as tutoring or advising.
- As you are planning your course calendar, please keep the following in mind:
 - October break has been suspended; therefore, *classes will be meeting*.
 - Students will be returning home on November 21st (Saturday) for Thanksgiving break, which has been extended from November 21st through November 29th.
 - Classes will resume on Monday, November 30th.
 - All classes and finals after Thanksgiving break will be virtual.

Classroom Occupancy. According to current state guidelines, groups are limited to no more than 50 including for academic instruction. In addition, indoor spaces cannot exceed more than 50% of fire capacity of that specific room (or 50 total people, whichever is the *smaller number*). It is therefore critical that faculty adhere to these guidelines when planning your F2F class sessions. The Registrar’s Office has been reassigning courses to rooms that will fit the anticipated course cap (it is therefore important that you check BearPAWS to confirm your course location), and will be sharing with Department Chairs a spreadsheet that shows room capacities with social distancing. It is important that you not exceed the maximum number of students permitted in classroom spaces at any given time during any course meetings. If your course enrollment exceeds social distancing capacity for the classroom you are assigned, you must limit in-person attendance or check with the Registrar’s Office to determine if a new classroom can be assigned.

Outdoor Learning Spaces. The Office of the Registrar and Campus Facilities have been working over the summer to identify spaces that can be used as outdoor classrooms. We are excited to announce that five outdoor spaces and one open-sided tent will be available for faculty to sign up for instructional use. The outdoor spaces will be equipped with chairs and/or benches; however, they will not have access to power. Please note that sound amplification that interferes with class activity, College events or activities, or that is in violation of Village or other ordinances is **not** permitted. The outdoor classrooms are identified on the [Registrar's website](#) (near the “request a space” button). A space can be reserved by emailing the Registrar (registrar@potsdam.edu); the deadline for requesting use of one of these outside spaces will be **August 28th**. If there are conflicts with requests, priority will be given to classes for first-year

students. Starting on the first day of classes, faculty will be able to reserve these spaces directly through EMS.

While the spread of COVID-19 is typically found to be lessened when outdoors as compared to indoors, please keep in mind that students with learning disabilities may have additional challenges when classes are held outdoors. Specifically, consider the following:

- Students will still need to socially distance while outside, and therefore sound will not carry as far as it will inside (particularly given that everyone will be wearing a face covering). Students with hearing impairments will have significant challenges hearing you and their peers when class is held outside.
- Outside spaces will not have any power. Given that you will not be able to livestream your session, you will need a plan for how you will accommodate for students who will need to be remote (e.g., in self-quarantine).
- Be aware that some students with disabilities will need frequent/ready access to bathrooms. This may be complicated when your class is held outside.
- Some students with physical mobility issues may find it very challenging to attend an outside class, particularly if the outside space is in a grassy or hilly area.
- Some students will require a surface on which to take notes. Please keep in mind that outdoor spaces will only include chairs or benches, and not desks.

If you have any specific questions regarding your students' accommodations, please contact *Jessica Burnett*, the Director of Accommodative Services, at burnetjj@potdam.edu.

BEAR COVID-19 Pledge. As they prepare to return to campus, students have been asked to follow the expectations outlined in the [BEAR COVID-19 pledge](#), including social distancing and wearing a mask in the classroom. A group of faculty, staff, and students met this summer to consider how to approach campus expectations related to COVID-19. The decision was to approach the expectations from a public health education framework, with the intent to educate students about the expectations and reduce barriers to compliance. Faculty members are a vital part of helping students meet these expectations.

How should faculty members address students who fail to meet the expectations?

- COVID-19 can be spread through community interactions; therefore, the community must work to keep everyone safe. If a student fails to meet the expectations, faculty members should gently remind students of the expectations and offer to assist students' compliance. For example:
 - "I noticed you're not wearing a mask. Campus expectations require that students wear masks in the classroom. I've got a disposable mask I can provide to you."

- “Seats in the classroom have been spread out to provide physical distance. Please sit in the chairs that have been left open. There is a free seat in the second row.”
- If the faculty member’s attempt to remind the student about expectations does not result in the student modifying their behavior, faculty members should ask the student to attend class virtually until they can follow the expectations.
- In the rare instance that a student refuses to follow the expectations or to leave the classroom, faculty should contact University Police at 315-267-2222. The faculty member may consider ending the class and dismissing all students.
- Faculty members should report non-compliance to the COVID community hotline at either 315-267-4114 or community@potsgdam.edu. Reporters will be asked to leave a detailed message including their name, and name of the person that they are reporting, as well as any actions the reporter took to address the expectations. Please note that anonymous reports may limit the extent to which the College is able to investigate and/or address the complaint.
 - Complaints for students will result in educational outreach to that student to further explain the expectations and to identify ways to help that student meet the expectations. Repeated violations may be referred to the student conduct process.

Please note that these same guidelines apply to students who are meeting with faculty outside of the classroom or are conducting business in departmental offices.

Syllabi Recommendations. As we return to campus this fall, the unique challenges brought on by the continued global pandemic will impact how we interact with and teach our students. Regardless of the learning modality, however, it is critical that we continue to create a welcoming and inclusive community for all of our students. As you finalize your course syllabi, the following statements and topical suggestions are intended as suggestions (but are not required) to help clarify and cultivate a supportive community of teaching and learning. Additional information and support can be found on the campus’ COVID-19 resource site located at: <https://www.potsgdam.edu/studentlife/wellness/healthservices/campus-health-alerts/coronavirus-updates>.

Suggested Course Syllabi Statements (*adapted from Radford University*):

Understand the expectations. As part of our campus’ commitment to creating a safe community, all SUNY Potsdam students will be expected to comply with our BEAR (Be Ethical And Responsible) COVID-19 Pledge. If you are concerned about your ability to comply with our pledge, you are

welcomed and encouraged to complete your studies virtually. The BEAR Pledge can be found at: <https://www.potsdam.edu/sites/default/files/inline-files/Covidsocialcontract.pdf>.

Learning Remotely: Online/virtual learning is exciting, but it also comes with its own set of challenges. If you find yourself struggling in this course, please don't hesitate to reach out to me so I can assist you. In addition, know there are numerous resources available to help ensure that you are successful in your online/virtual courses. I encourage you to check out the SUNY Potsdam Student Health Services page focused on remote learning: <https://www.potsdam.edu/studentlife/wellness/healthservices/campus-health-alerts/coronavirus-updates/student-information/learningremotely>.

Student Health: Students are expected to complete the College's Daily Symptom Tracker. The guidance provided upon submission of the survey should be used to determine actions related to monitoring one's health. Please note that, before you enter our classroom, I may be checking students' Symptom Tracker status. Information regarding the daily Symptom Tracker can be found online at: <https://www.potsdam.edu/studentlife/wellness/healthservices/covid-19-symptoms-tracker>.

Face Coverings: Under the campus' approved Fall 2020 Campus Reopening Plan, [Potsdam Prepared](#), all campus community members are required to wear a face mask or covering when in close proximity to others. This includes all instructional spaces (classrooms, labs, studios, etc.), as well as non-instructional ones, such as public areas of residence halls, dining halls, computer labs, and the Loughheed Learning Commons.

The strength of our community rests on trust and care for one another. During this public health emergency, we expect students to abide by the required public health guidelines of our community by appropriately wearing a mask/face covering (i.e., covering both your mouth and nose), while in our academic spaces. Students entering an instructional space (classrooms, labs, studios, etc.) without a face covering will be reminded that every individual plays a critical role in protecting the health of our class community. If a student refuses to wear a face covering, they will be asked to leave the class and may face disciplinary action.

If You Are Feeling Ill: In the event that you find yourself experiencing COVID-19 related symptoms, I request that you do the following:

- Stay home! This is the best way to prevent spreading COVID-19 as supported by scientific evidence. Be sure to let me know as soon as possible if you will be absent from my class.
- Follow the guidance you received from the COVID-19 Daily Symptom Tracker.
- If you are self-quarantining/isolating, you can attend class virtually as indicated in this syllabus.
- It is my expectation that you will contact me to review missed coursework and arrange a timeline and plan for completing that work. In the case that you are not able to make up missed coursework by the end of the semester, we will need to consider options that may include a medical withdrawal or incomplete for the semester.

Communication Expectations: In our class, students assume responsibility for respectful communications with each other and with course instructors, including communications which do not disrupt the online/virtual learning environment. Students are expected to use their Potsdam email account to correspond with their instructors; please also be sure to use a relevant subject line. While it is my goal to respond to course-related emails within 48 hours, it is also very important for all of us to respect each other's boundaries and time. Therefore, I will not be responding to (or sending) emails after 8:00pm or over the weekends.

Zoom/Video Engagement: Whether we meet in person, on Zoom, or in other digital formats, we are in a professional community. As professionals, we are expected to:

- show up on time;
- be prepared for our collective work;
- be appropriately attired; and
- try to limit distractions in our individual workplaces.

As members of a community, please consider the effects of your actions on your colleagues, just as you would in a physical classroom:

- keep your video on (when possible and as appropriate to the course session); if a video isn't feasible, you are encouraged to attach a picture to your profile in Zoom so that your classmates can get to know you (<https://support.zoom.us/hc/en-us/articles/201363203-Customizing-your-profile>);
- mute yourself when not speaking; and
- focus your attention on the speaker.

Please let me know if you are having difficulties interacting in class via Zoom, and if there are reasons you cannot follow the above guidelines.

Technology Support: For technology related support please contact the IT Service Desk by:

- Calling (315) 267-4444 or x4444 (on campus);
- Emailing itservicedesk@potsdam.edu; or
- Creating a service ticket by filling out a Service Request Form at: <https://sites.potsdam.edu/forms/forms/cts/cts-request-form/>.

Caring Community: I recognize that this is an incredibly stressful time for you, your peers, and our community. Please know that there are resources available to you, both on and off campus, to support you during these very uncertain times. Our excellent Counseling Center staff are available to meet with you; more information can be found on their FAQ page accessed at: <https://www.potsdam.edu/studentlife/wellness/counseling-center/coping-covid-19-pandemic/counseling-center-faqs>. In addition, information on a variety of on- and off-campus resources can be found on our Bear Care site: <https://www.potsdam.edu/studentlife/wellness/bear-care>. You are an incredibly important member of our Potsdam community; please take care of yourself, and each other.

Additional COVID-19 Syllabus Topics to Consider:

1. Articulate how office hours will be conducted. Will they be in-person? Virtual? Both? How will students schedule appointments?
2. Include information on how to reach you outside of class.
3. Communicate how students will join the class if they are participating remotely.
4. Consider altering attendance policies in your syllabi to accommodate students who may not be able to attend class face-to-face due to health concerns, need to quarantine/isolate, or have COVID-19 related symptoms. We encourage faculty to consider flexible attendance policies that are not punitive for students who may be experiencing challenges caused by this pandemic.

Accommodations. Changes to learning modalities, particularly reflected in transitions to virtual instruction, can have a significant impact on students with disabilities. As noted in the New York State Education Department's [Guidance for Reopening](#), participants at this summer's state-wide regional meetings expressed that students with disabilities face increased needs and challenges in the current learning environment, for example:

- Technology for delivering remote instruction may not be accessible for students with disabilities. Participants mentioned the need for software that works with existing campus tools and learning management systems to create closed captioning.
- Students with disabilities may face increased difficulties or risks related to transportation to campus.
- Long periods of screen time may be a particular challenge for students with disabilities.
- Students who read lips are unable to do so if others wear masks.
- Students with special needs or students who are medically fragile may not be able to maintain social distancing, hand or respiratory hygiene, or wear a face covering or mask.

Questions have also arisen regarding how to respond to students who come to class without a mask, claiming that they are unable to wear one due to health considerations. This issue has been discussed with SUNY legal, which is recommending that the only option for that student's accommodation would be to return home and attend classes via virtual/remote learning. Therefore, in this situation, faculty are to ask the student to call the Office of Accommodative Services at (315) 267-3267, where they will be instructed to submit proper medical documentation to the Office (OAS@potsdam.edu). Students are *not* to come to the Office in person.

While our Restart Plan speaks to the idea of recording every F2F lecture, the reality is that this approach won't always be practical much less the most useful way to teach your classes. Of

course, whenever possible, it will be good to record and share the lecture components of your classes. But it is more important for you to find ways to accommodate remote/ill students that allow students to meet the learning objectives of your courses and to ensure that students with disabilities have appropriate and approved accommodations. Also crucial will be your efforts at the start of the semester to communicate to students how the course will operate (e.g., what platforms you will use, how you will accept assignments, how you will keep office hours, and how they can reach you to ask questions and seek help as needed).

The Office of Accommodative Services has made some improvements to their [webpage](#). The page now includes information regarding best practices for making your course accessible to a wide range of students, an in-depth look at common accommodations found on students' confidential accommodation plans, and examples of syllabus statements. As a reminder, *all course syllabi should include a statement about accommodative services*. In addition you can also find information for how new students can register with Accommodative Services. Also please note: The process of having students schedule exams will be completely online starting this fall! Please read the new testing scheduling process on the [Accommodative Services website](#). A direct link to the document can be found at: [New Test Scheduling Process](#).

If you have questions regarding specific accommodations, please contact *Jessica Burnett*, the Director of Accommodative Services, at burnetj@potsgdam.edu. The NYSED also recommends the following resources:

- For further information about the federal guidance on serving students with disabilities and for other matters pertaining to COVID-19 related school interruptions, please refer to the [April 3, 2020 guidance memo published by the US Department of Education](#).
- ADA National Network: [Disability & COVID-19: Schools and Education](#).
- Southeast ADA Center: [Disability Issues Brief: The ADA and Face Mask Policies](#). This site analyzes requirements to provide reasonable accommodations to individuals with disabilities under the Americans with Disabilities Act.
- Institutions may seek additional information or technical assistance from OCR's Outreach, Prevention, Education and Non-discrimination (OPEN) Center at OPEN@ed.gov.

Technology Resources. To help manage the shift to online learning, Computing and Technology Services (CTS) has a series of new initiatives beginning in Fall, 2020.

- A new support offering for Tier 1 desktop support is now available. Located where the CTS Helpdesk used to be in Stillman Hall, the IT Service Desk provides direct support for all faculty and staff desktops, printers, and peripherals on campus as well as account

support services. Please call (315) 267-4444 or x4444 (on campus) or email itservicedesk@potsgdam.edu for more immediate support.

- **Virtual Computer Labs:** For faculty and students who have access to a computer or device but just need access to College owned software, CTS has built several virtual computer labs that you can access with a standard web browser. More information can be found [online](#).
- **Zoom:** CTS continues the Zoom implementation. On Friday, August 21, instructional faculty were imported, and the automated process sent an email to those users requesting that they “Approve the Request” in an email with the subject line of, “Zoom Account Invitation.” Other professional staff are being imported manually this week and will see a similar email. Questions regarding Zoom should be emailed to itservicedesk@potsgdam.edu.
- **Technology Loans:** The CTS IT Service Desk is managing several types of equipment loans noted below.
 - **Student Laptop Loans:** CTS has a limited supply of laptops for students who are not local or who are in quarantine or isolation. Other students are encouraged to use the labs on campus or the virtual computer labs mentioned above. More information regarding student laptop loans can be found [online](#).
 - **Meeting Owl Loan Request:** CTS has a limited number of Meeting Owl conference cameras available to faculty and staff. These cameras are designed to sit in the middle of a conference table and swivel 360 degrees and focus on the person that is speaking. If you are interested in borrowing one of these devices, please email itservicedesk@potsgdam.edu and include the date(s) requested.
 - **Webcam Request:** The IT Service Desk has webcams that faculty and staff can use with their desktop computers. The camera is HD (1080p) with a built-in omnidirectional microphone. They work with macOS or Windows and plug into a USB port. They will configure automatically and be available for use in software such as Microsoft Teams or Zoom. Please email itservicedesk@potsgdam.edu with your request.

Updates from Health Services. Faculty and staff have raised many questions and concerns related to this “new normal” under COVID-19 and how to respond to a variety of situations that may arise as we start the semester. The following information has been provided, based on our best knowledge and advice from health experts at this point in time. More information can be found on our FAQ site at:

<https://www.potsgdam.edu/studentlife/wellness/healthservices/campus-health-alerts/coronavirus-updates/faculty-staff/faqs>.

How might I or my students be impacted if someone who has been to an in-person class tests positive for COVID-19?

Though we have certified contact tracers on campus, all contact tracing will be completely under the jurisdiction of St. Lawrence County Public Health Department. Please note that as the CDC learns more about the transfer of COVID-19, the recommendations followed in any situation may change. *Based on current knowledge*, those that had been within a 6-10 foot range from the case for 60 minutes or longer would likely be quarantined and all others in the class would be asked to self-monitor. Therefore, it is critically important that class attendance is taken and that consistent seating assignments are maintained; otherwise, the entire class would likely need to be quarantined.

Would these recommendations change if a professor wore a face shield instead of a face covering?

Please note that as the CDC learns more about the transfer of COVID-19, the recommendations followed in any situation may change. *Based on current knowledge*, if the faculty member was in a 6-10 foot range of the COVID-infected individual for more than 10 minutes during the class session, they would likely be quarantined. Otherwise they would be asked to self-monitor. It is important to note that current data indicates that a face shield alone is **NOT** effective in protecting against the spread of the virus. Therefore, whether or not a face shield is used, a face mask/covering must *always* be worn.

Will students be able to get a waiver from wearing a mask in class?

We are anticipating that students may be requesting accommodations to exempt them from mask-wearing. As noted in the "Accommodations" section above, the reasonable accommodation provided to those students will be virtual learning. It will also mean that the student will need to study virtually from somewhere other than campus (due to the other mask-related safety policies that have been implemented). Therefore, if a student is approved for a medically-documented accommodation because of their inability to wear a mask or face covering, instruction will need to be provided to that student in a virtual/remote format.

Library Services. In order to provide faculty and students with support for teaching, learning, and research, while also adjusting to the realities and challenges presented by health and safety concerns, the Loughheed Learning Commons, Crumb Library, and Crane Library will be open only to SUNY Potsdam students and employees; the second floor of Loughheed will be closed. Card swipe access will be used at all entrances in order to facilitate contact tracing. We are

currently working on hours of operation beyond normal business hours. Crumb and Crane Libraries will provide all services online, through appointment, and “quadside” pick-up.

Virtual Library services will include the following:

- **Chat Services.** Librarians will be available to chat with students and faculty. The link is available through the [Library website](#). Potsdam librarians will be on Chat from 10:00am to 6:00pm, Monday through Friday. If students and faculty need a librarian before or after these hours, the 24/7 Chat service will be available.
- **Research Consultations.** Librarians will be holding research consultations via either Zoom or Teams individually with students and faculty. Sign up for times through the webpage: <https://potsdam.libwizard.com/f/appointment>.
- **Information Literacy (IL) Instruction.** IL classes are available virtually during the Fall, 2020 semester. Contact *Melissa Netzband* to schedule a Teams or Zoom class meeting for information literacy: netzband@potsdam.edu.
- **Contactless pickup of library materials and interlibrary loan requests.** The College Libraries have rolled out a contactless pickup service for faculty and students. Although the stacks are closed, students and faculty can request books and other materials through the College catalog. Materials will be pulled from the shelves and checked out to individuals. Students and faculty will be able to pick up their materials in front of the Library Services 101 Suite in Crumb and at the circulation desk at Crane Library. Pick-up times will be 10:00am to 12:00 and 2:00pm to 4:00pm, Monday through Friday. Simply come to the designated pick up locations and retrieve your materials!

Library Website Update. The College Libraries are rolling out their new website. The website is still available at the same URL: <https://library.potsdam.edu/home>. The new look to the website more closely matches the main College site; Library faculty are working on background edits focused on accessibility compliance. Important things to know:

- All URLs remain the same. If you have existing links to library pages in your syllabi or course materials, they will still work. That said, our vendors have been making changes to their websites, so check all links to library database materials before posting them for students.
- Library menus are now static rather than dropdown and lead to an intermediary page of links.
- The Library is rolling out a SMS version of the Library’s chat service so that students can text their questions. For texts received after our Chat hours of Monday through Friday, 10:00am to 6:00pm, texts will be converted to an e-mail and will be answered the next business day. Quick takeaway: 24/7 chat service available through the 24/7 service!

Diversity and Social Issues E-book Collection. The College Libraries have curated a new collection of e-books on diversity and social issues. The collection includes e-books by diverse authors and focuses on topics such as racism, sexism, women and gender rights, immigration, white supremacy, economic disparity, policing, criminal justice and self-care. The e-books are arranged by sub-collections: Non-Fiction, Memoirs and Biography, Fiction, Poetry, Graphic Novels, and Self-Care. Unlike e-books in other library databases, these titles are restricted to a single user at a time which makes them unlikely candidates for required texts, but they would be useful for supplemental readings and research assignments.

- How do you access this new collection? Browse the e-books here: [Diversity and Social Issues E-book Collection](#). There is additional information on the Diversity and Social Issues [web guide](#).
- For more information contact: *Marianne Hebert* hebertm@potdam.edu

Lougheed Center for Applied Learning. Consistent with the reopening of the Lougheed Learning Commons, the Lougheed Center for Applied Learning (LoCAL) will provide all services online, through appointment or virtual drop-in. Specifics include the following:

- The Learning Commons will be open for SUNY Potsdam students and employees, with access to computers and study spaces reflective of appropriate social (physical) distance guidance.
- Student appointments for all service areas are available online, using Handshake for scheduling and Zoom or telephone for communications.
- Faculty, alumni, and external partner communications are largely via email or phone, with some scheduled meetings as needed.
- General questions, paperwork, and handoff of materials can be addressed in-person during posted core hours, 8:30-11:00am and 1:00-4:30pm, Monday through Friday.
- LoCAL staff will be available on a rotating schedule during College operating hours. One clerical staff member and at least one professional/MC employee will be present each day.

Trauma-Informed Teaching and Learning. Given the extraordinary circumstances related to a global pandemic, economic downturn, and persistent racial injustices, our students (and our faculty and staff) are facing a profoundly difficult semester. This is especially true for our students and faculty/staff of color. The Anti-Bias/Trauma-Informed Pedagogy subgroup of the Academic Affairs Continuity Working Group has been working to identify resources that faculty can use to better understand these critical challenges, and the pressures and stresses that they cause, in order to inform best practices in their instruction.

One source of information can be found through the work of Janice Carello (<https://traumainformedteaching.blog>). She describes an approach to trauma-informed teaching and learning that emphasizes seven general principles: 1) Physical, Emotional, Social, & Academic Safety; 2) Trustworthiness & Transparency; 3) Support & Connection; 4) Collaboration & Mutuality; 5) Empowerment, Voice, & Choice; 6) Social Justice; 7) Resilience, Growth, & Change. Examples for applying these seven principles to classroom settings can be accessed [here](#). Also provided is an example of an [annotated syllabus](#), with commentary on trauma-informed practices such as timely communication, consistently organized coursework, methods of checking in with students, strategies for accommodation on deadlines, etc.

The following resources are also recommended:

- ***General Bibliography on Teaching about Bias and Creating Inclusive, Anti-Racist Classrooms and Curricula***
 - Denby, David. "The Limits of Grit," *New Yorker*, June 21, 2016. <https://www.newyorker.com/culture/culture-desk/the-limits-of-grit>
 - Eberhardt, Jennifer L. *Biased: Uncovering the Hidden Prejudice That Shapes What we See, Think, and Do*. Penguin Random House, 2019.
 - Metacognition resources: A good starting point is Saundra McGuire's extensive work on metacognition as a tool for empowering underprepared STEM students, some of which can be accessed here: https://acue.org/acue_experts/saundra-mcguire/.
 - NPR Hidden Brain Episode, "The Air We Breathe: Implicit Bias and Police Shootings." <https://www.npr.org/2020/06/12/876073130/the-air-we-breathe-implicit-bias-and-police-shootings>.
 - Sundquist, Christian, *Beyond The 'Resiliency' and 'Grit' Narrative in Legal Education: Race, Class and Gender Considerations* (October 13, 2016). *John Marshall Law Review*. SSRN: <https://ssrn.com/abstract=2851861>.
- ***Anti-Racist Curricula***
 - Anti-racist reading lists: <https://www.vulture.com/2020/06/anti-racist-reading-lists-what-are-they-for.html>.
 - "Becoming an Anti-Racist Educator," Wheaton College Resource Page. <https://tinyurl.com/anti-racist-educator>.
 - College of DuPage Library's Anti-bias, Anti-racist educational resources: <https://library.cod.edu/c.php?g=952068&p=6875935>.
 - McKamey, Pirette, "What Anti-Racist Teachers Do Differently," *The Atlantic*, June 17, 2020. <https://www.theatlantic.com/education/archive/2020/06/how-be-anti-racist-teacher/613138/>.
 - SUNY Potsdam Library's resources on Black Lives Matter, Racism, and Inequality: <http://library.potsdam.edu/BlackLivesMatter>; <http://library.potsdam.edu/c.php?g=1046811&p=7596043>.

If you would like more information regarding the work of this Subgroup or Anti-Bias/Trauma-Informed pedagogies, you are encouraged to contact *Erin Brooks* (brooksem@potsdam.edu) or *Claudia Ford* (fordcj@potsdam.edu).

Associated Colleges/Cross-Registration. Both Clarkson University and St. Lawrence University have instituted a policy for the Fall, 2020 semester limiting cross-registration to online/virtual classes only; some exceptions could be made with approval of the provosts (e.g., for our 3-2 Engineering partnership with Clarkson). The Academic Affairs Continuity Working Group and Faculty Senate leadership are recommending that SUNY Potsdam implement a similar policy *for Fall, 2020 only*, stating that cross-registration should be limited to virtual/online classes. However, where necessary, exceptions can be granted by the Provost's Office in consultation with the appropriate Chair and Dean.

Fall Course Audits. Because of the complications arising from health and safety guidance around social distancing and contact tracing, we will not be offering the option for community members to audit courses *in the Fall, 2020 semester only*. However, faculty are to use their discretion if a registered student needs to informally audit a course or portion of a course for the purpose of fulfilling requirements from the Spring, 2020 semester. SUNY Potsdam employees also can audit a course, as long as they officially complete and submit a Course Audit Application Form and receive permission from the course instructor. In these instances, the faculty member *must keep records of the student's/participant's attendance* in any face-to-face activity in compliance with our campus' health and safety plans.

Community of Practice: Online Pedagogy/Online Teaching Resources. As part of the Communities of Practice that have been created through the Associated Colleges, *Sarah Solley* (SOEPS) has revised her Community to focus on a virtual place where faculty from the four Colleges can share ideas and resources surrounding online pedagogy and online teaching. To join the Community, click on the Microsoft Teams page [here](#).

This community has been designed for a place for faculty to:

- Exchange ideas and experiences with regards to online/hybrid learning.
- Share resources.
- Discuss specific activities that engage students and/or increase their social presence.
- Identify how faculty can improve or have already improved their online presence.
- Collaborate together to design an activity or assessment that truly aligns with the desired end results.
- Give feedback to others and to analyze best practices.

- Help each other create online activities, lessons, lectures, assessments, etc. that replicate instruction that was previously implemented in person.
- Most importantly, create a collaborative space where participants value open-mindedness, kindness, and respect, and where all participants are comfortable to offer suggestions and raise questions.

If you have any additional questions, please feel free to email *Sarah Solley* at solleysa@potSDam.edu.



Potsdam Pathways

Pathways Update. The new *Potsdam Pathways* General Education program is off to a strong start, with good enrollment in WAYS 101, 102, and 103. Many thanks to the WAYS faculty who developed such extraordinarily intriguing classes! Advisers report that students' enthusiasm for WAYS courses is through the roof—they are excited by the topics and the opportunity to be in small seminar-style courses in their first semester. I am deeply appreciative of the work of *Kailey Mahar* and *David Curry*, who shepherded us through the beginnings of the summer, and to *Krista LaVack* and *Christine Doran*, who came on board mid-summer. Many thanks, as well, to the summer advising team: *Kristin Jordan*, *Donnita Firnstein*, *David Heuser*, *Julie Johnson*, *Kathleen Miller*, *Tim Morse*, *Sean Partridge*, *Annette Robbins*, and *Lorraine Sullivan*. You all are doing amazing work under challenging circumstances!

We want to keep this good work going and get more of our wonderful faculty teaching these high-impact courses! For Spring 2021 in particular, we are recruiting faculty to teach WAYS 102 and WAYS 103. Full-time faculty who teach three sections of a WAYS course in three different semesters are eligible for a one three-credit course release. Applications for WAYS courses will be due in September and training workshops will happen later in the fall. More information about these courses and the application process can be found on the [website](#). *Christine Doran*, our Interim Director, is also happy to answer any questions (dorancm@potSDam.edu).

Potsdam Pathways Curriculum Committee. The *Potsdam Pathways Curriculum Committee* will be back to work soon reviewing courses to carry the new *Pathways* attributes. Applications will be reviewed as they are submitted; it is not too late to get a course approved for the Spring, 2021 semester. For more information and the application, please visit the [Pathways webpage](#).

Campus Updates

Black Faculty Caucus. In accordance with our Faculty Senate Bylaws, Article V Section 2, Senate Chair *Blair Madore* has established an ad-hoc committee of the Faculty, the **Black Faculty Caucus**. This committee immediately began its work over the summer and will continue until the end of the academic year 2020-2021. Those interested in joining the Black Faculty Caucus can request appointment by the Faculty Senate Chair (madorebf@potsgdam.edu). The current membership of this committee consists of *Sabel Bong* (EOP), *Claudia Ford* (Environmental Studies), *Clifton Harcum* (DEI), *Nasser Malit* (Anthropology), *Jeremy Van Blommestein* (Sociology & Criminal Justice), *Lonel Woods* (Crane), and *John Youngblood* (English & Communication).

The Black Faculty Caucus provides a space and opportunity for solidarity among Black faculty members at SUNY Potsdam, with the two primary purposes being student and faculty mentorship and retention. Black faculty, tenured and untenured, full-time and adjunct, desire to be more visible on the campus and to be heard particularly on issues impacting Black faculty, staff and students, as well as campus life and academic standards. It is the goal of the Black Faculty Caucus to increase awareness by the campus community of the Caucus' willingness to offer mentorship and community connections.

I applaud the Faculty Senate for supporting the establishment of the Black Faculty Caucus, and the faculty members who have stepped forward to lead this effort. Your leadership, advocacy, and commitment to our shared goals of diversity, equity, and inclusion are most deeply appreciated. Thank you!

Outlook. As a reminder, SUNY Potsdam faculty and staff are expected to use Microsoft Office 365 for email and calendars (Outlook); this is particularly critical as we navigate the many virtual aspects of our daily work. More information about the installation and use of O365 can be found at: <https://www.potsdam.edu/about/administrative-offices/computing-technology-services/services/office-365>.

Electronic Check-In. SUNY Potsdam's Electronic Check-In process for all registered students is now activated. Students are asked to confirm their contact information and whether or not they plan to attend for the Fall, 2020 semester when they sign in to BearPAWS. The purpose of the Check-In is to confirm student attendance as well as to remind students of their financial responsibility and the proper procedures to take if they decide to leave the College. It also frees up more class seats for students who will be attending. Please note that all students registered for a class at the College need to check in, including those who are student teaching,

participating in off-campus internships, taking an online course, participating in a Consortium agreement, or attending at a remote site such as Watertown. This process also includes staff members taking a SUNY Potsdam course.

The deadline for registered students to complete the Check-In process will be **September 11th**. Registered students who have not checked in by the deadline will have an All-Services Hold placed on their records, which can only be removed by the office responsible for their student type. Failure to check in also prevents disbursement of a student's financial aid. If you have questions about the Electronic Check-In process, please contact one of the following offices: Registrar's Office (315) 267-2154 registrar@potsdam.edu, Graduate & Continuing Education Office (315) 267-2165 gradcon@potsdam.edu, or Student Success Center (315) 267-2580 SSC@potsdam.edu.

Important Note about Instructor Drops. At the start of each semester and in accordance with College policy, faculty are asked to notify the Registrar of any student who does not attend the first meeting of a class, and does not notify you of the reason for this absence within 48 hours of the first class meeting. These are called *Instructor Drops*. (You cannot drop any student who has attended your class even one time.) **It is essential that faculty initiate Instructor Drops for all applicable students in accordance with this policy.** While students are required to complete an electronic check-in, we have learned from the NY State Attorney General and recent court rulings, that the electronic check-in does not necessarily make students obligated to pay tuition and fees. So timely Instructor Drops of all impacted students will allow Student Accounts to remove charges from the bill rather than forward a student to collections with the Attorney General. (**Please note:** If you are teaching a F2F class, you may have students who are unable to physically attend class at the beginning of the Fall, 2020 semester if they are in mandatory quarantine. It is recommended that you reach out to your students to ascertain their status.)

Add Drop. Requests for adding classes or dropping sections that are linked will come to faculty via an electronic form in your email, rather than our traditional paper add/drop form which requires your signature. Please be sure to check your email regularly in order to approve or deny the requests to add your class.

Class Schedules. Just a friendly reminder that the first iteration of the Winter and Spring 2021 schedules is due on **Tuesday, September 8th**. The CPI will be turned off at 8:00 a.m. and you will not be able to make edits until Monday, September 21st when the second iteration of the schedule will be turned on. If you have any questions regarding the Winter schedule please contact *Kathy Sherwood* at X2590, or for questions regarding the Spring schedule please contact *Stephanie Claxton* at X2835.

TRIO Tutor Recommendations. Have you had students perform well in your class that you think would make great tutors, and who have received a final grade of 3.3 or higher in your courses? If so, please send your recommendations to TRIO's Tutor Coordinator *Kelly Deshaies* (deshaikl@potdam.edu). Please note—all TRIO tutoring services will be offered virtually for the Fall, 2020 semester.

Kilmer Research. The Loughheed 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@potdam.edu) to set up a consultation.

Virtual Welcome Weekend 2020 (8/27-8/30). To kick off our campus' virtual *Welcome Weekend*, Campus Life is organizing a Car Parade to welcome new students to campus and serve as a replacement activity for our traditional First Year Funnel. Similar to the First Year Funnel, the Car Parade will take place directly before Convocation on **Thursday, August 27th at 3:45pm**. The route will take cars around a loop of the campus' residence halls where we hope students can watch from their windows. If you would like to join us, please complete this form: https://sunypotdam.co1.qualtrics.com/jfe/form/SV_3xApmTeM79Hyr5j.

Get Involved & Weekly Event Email. *Get Involved* is our campus' website and one-stop site for all campus events and clubs/organizations. Go to <https://getinvolved.potdam.edu/> and log in with your Potsdam user name and password to check out a robust event calendar (searchable by date, themes, categories, and perks). Events can be added to your personal calendar easily. Students can also search clubs/organizations and communicate with the current student leaders to learn more/join. Get Involved also hosts the Summit Leadership program, the Student Involvement Record and much more. CORQ is the free app version of the Get Involved web site; we encourage you to download this app as an easy way to search campus events.

Starting on August 24th, Get Involved will provide a weekly event email to all students. To have an event included submit the following form by **Wednesday at 12:00noon** the week prior to the

event: <https://getinvolved.potsdam.edu/submitter/form/start/229356>. **We encourage submissions of all online events as well.** For more information on how to submit events check out this site: <https://getinvolved.potsdam.edu/organization/getinvolved>. Contact *Ruth Policella* at policera@potsdam.edu for more information.

SUNY Potsdam 30-Day Challenge. The *SUNY Potsdam 30-Day Challenge* starts on the first day of classes and provides virtual opportunities for students to learn about the College; engage with faculty/staff/student leaders/alumni; participate in wellness activities; and explore engagement activities during the first month of classes. Challenges will be posted on Get Involved at <https://getinvolved.potsdam.edu/events> and on Campus Life's social media pages on Facebook and Instagram. We appreciate your help encouraging student participation.

Bear Shuttle Schedule. The SUNY Potsdam Bear Shuttle began its operations on August 16, 2020 with a temporarily reduced schedule due to guidelines put in place by the Department of Public Health related to COVID-19. All riders must wear a face covering in order to utilize the Bear Shuttle. The Bear Shuttle schedule can be found online at: <https://www.potsdam.edu/current/bear-shuttle>.

As a reminder to all riders, the *SUNY Potsdam BEAR COVID-19 Pledge* states, "In order to ride the Bear Shuttle, students must have tested negative for COVID-19, be feeling well and have no COVID-19 symptoms (must have a negative COVID-19 screening status on the daily Symptoms Tracker)."

During this time, St. Lawrence County Public Transit is also providing the *First Mile, Last Mile (FMLM) program* which can transport students when the Bear Shuttle is not running. Trips must be scheduled 24 hours in advance. Call (315) 386-2600 (M-F, 8:00 a.m. through 5:00 p.m.) to make arrangements. Multiple trips can be scheduled in a single call.

Nominations for Student Leadership Programs. Campus Life is requesting nominations from faculty/staff for students who might be interested in participating in these two leadership programs:

- **Emerging Leaders:** Emerging Leaders provides students, who have demonstrated strong leadership potential, with an opportunity to enhance their leadership skills and help promote student giving and volunteerism at SUNY Potsdam. The program provides students with an opportunity for involvement throughout their time at Potsdam and as such is an excellent way for students to meet new people; develop their leadership skills; and network with student leaders, faculty/staff, and alumni.

- **Women, Gender, and Leadership:** The Women, Gender, and Leadership program is designed to provide an opportunity for SUNY Potsdam students to explore, discuss and reflect on a wide variety of topics and issues related to women, gender, and leadership at SUNY Potsdam and beyond. The program includes two components: a workshop series in the Fall and a mentoring program in the Spring which pairs students, who attended all of the workshops, with a SUNY Potsdam alum currently working in their desired career field who will serve as a Mentor.

Should you wish to nominate a student for either program, please send names to *Ruth Policella* at policera@potsgdam.edu by **August 28th**. An additional call for Emerging Leaders nominations will be sent the first week of classes.

Summit Leadership Program Online. The *Fall 2020 Summit Leadership program* will be delivered online including both pre-recorded and live workshops through ZOOM. Thanks to outstanding faculty/staff and alumni presenters, we are excited to be offering over 40 workshop opportunities for students designed to help them build skills related to 11 career-readiness competencies adapted from the National Association of Colleges and Employers (NACE) and the Council for the Advancement of Standards in Higher Education (CAS) for Student Leadership Programs.

You can find information about Summit workshops at <https://getinvolved.potsgdam.edu/events> by searching the event calendar using “categories” and then selecting a Summit competency of interest. Summit workshops might provide opportunities for class assignments, extra-credit, and/or make-up work as appropriate. Below is a listing of Fall, 2020 workshop topics to date:

- AAA Mental Health*
- Addressing Bias Incidents on Our Campus: Language, Race, and Other Identity-Related Issues & Title IX
- Building an Effective Team (self-guided format only)
- Bystander Intervention Training
- Conflict Resolution*
- Contraception is not one size fits all
- Cover Letter Writing
- Creating a Personal Blog/Digital Portfolio
- Days of Reflection (program titles TBA)
- Digital Branding - LinkedIn
- Effective Collaboration
- Effective Networking
- Effective Team Building & Icebreaker Activities
- Finding Empowerment Panel: Building Confidence in Yourself & Your Abilities
- Focus 2 Career Assessment (self-guided format only)
- F.U.L.L.: Filling up Like a Leader
- Gender & Sexuality Training

- Graduate School Preparation
- Group Fitness
- Healthy Interpersonal Relationships
- Increasing Happiness (self-guided format only)
- Incorporating Personal Sustainability Practices
- Industry Insight & Salary Negotiation
- Job/Internship Search Strategies
- Know Your News: Election 2020
- Managing Your Money
- Mindful Leadership Strategies
- Networking & Self Marketing
- Power Skills Employers Seek*
- Professional Correspondence & Soft Skills
- QPR Suicide Prevention Training*
- Resume Writing
- Small Space Workshops (self-guided format only)
- SMART Goals for College Students
- Spoken Word Artist: Jaylene Clark Owens
- StrengthsQuest*
- The Power of Sleep
- Writing for a Cause

*=This topic is available in both a pre-recorded/self-guided format and through a live ZOOM workshop

More workshops will be added throughout the semester. For more information, please contact Ruth Policella at policera@potsdam.edu or go to the Summit organization page located at: <https://getinvolved.potsdam.edu/organization/summit>.

Around SUNY and the State

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.

SUNY Support Webpages. SUNY is providing campuses with a variety of resource webpages and links related to responding to the COVID-19 crisis; the *Teaching at a Distance* website can be found at: <https://online.suny.edu/covid19/faculty-staff/>. Included on this site are the following sections:

- [Instructional Resources for Remote Learning](#)
- [Online Tools & Technology Solutions](#)
- [Webinars & Trainings](#)
- [Workplace Groups for Remote Learning](#)
- [Campus Resources](#)

FACT2 Symposium and Task Group Reports. SUNY's Office of the Provost is pleased to announce that the final *Faculty Advisory Council on Teaching and Technology (FACT2) Symposium and Task Group Reports* are now available for review. These resources offer valuable insight into how SUNY is addressing the challenges presented to higher education during the era of COVID-19. In place of this year's face-to-face event, FACT2 designed a special online symposium in the spring that critically examined the complex challenges and decisions that comprised our campus' pandemic responses, reflected on what was learned from the process, and discussed how this experience is changing higher education. Held on May 28th, the *Online Symposium: Responding in Real-Time at SUNY to a Global Crisis* brought together approximately 400 participants. The FACT2 Symposium shared both success stories and those of struggle, and explored what was learned from both.

This Symposium highlighted how necessity fostered innovation in teaching and learning, and allowed attendees to contribute to the conversation as SUNY collectively looks ahead to the coming academic year and beyond. You are encouraged to view the recordings and resources collected at this event, which include the input of both campus and system administration leadership. Notes, presentations, and resources can be viewed at:

<https://www.suny.edu/fact2symposium>.

During the 2019/2020 Academic year, FACT2 implemented Task Groups to advise the SUNY community on innovations in Adaptive Learning, Examining Pedagogy and Learning in Online Domains (ExPLOD), and Open Education Initiatives. The FACT2 Task Group Reports can be found at: <https://innovate.suny.edu/fact2/task-groups/>.

This year the FACT2 Council is bringing together SUNY professionals to look at innovations in Course Assessment, Feedback, and Grading and Online Student Engagement and Support Models. For more information about the FACT2 Council please contact the Council Chair, *John Kane* at john.kane@oswego.edu. SUNY Potsdam's FACT2 representatives are *Jim Hubbard* (hubbarjl@potsdam.edu) and *Seon Levius* (leviussa@potsdam.edu).

ACUE Resources. To support instructors in creating inclusive learning environments, the Association of College and University Educators (ACUE) has created an [Inclusive Teaching](#)

[Practices Toolkit](#)—including videos and downloadable planning guides—that can be immediately put to use to benefit both faculty and their students. These practices are tailored for online teaching but are also relevant to F2F instruction.

Mark Your Calendar

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 to support teaching and learning 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](#).

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.