I want to again extend my thanks to each of you for your incredible innovation, flexibility, and leadership during these past few months. The swift transition to virtual instruction, and the impacts of this global pandemic on every possible facet of our work responsibilities, have certainly posed unique challenges. I also recognize the very real impacts and consequences on your personal lives, and on those of our students, families, and community members. While I celebrate the many extraordinary accomplishments that have so far been made, I also share your grief over those who have been lost and forever changed by these events.

I also want to recognize the current circumstances around the tragic death of George Floyd, and the resulting inappropriate and troubling posting on our University Police Facebook page. As President Esterberg so eloquently stated in her May 31st email to the campus and during our recent Virtual Town Hall, these tragic events are unequivocally unacceptable, and as a campus community we are all committed to working towards positive change in the ongoing fight against bias and discrimination. I will continue to work with all of you to ensure that issues of equity and social justice are carefully and consciously infused into all of our academic programming. Please reach out to me directly if you have ideas on how we can continue to support our students, and each other, in these challenging times.

As we begin to pivot to fall planning, there are still many uncertainties. We must find ways to continue to support our campus’ goals and vision around diversity, equity, and inclusion while also determining how to best address the myriad challenges related to COVID-19. Each SUNY campus was recently asked by the Chancellor to develop preliminary plans for various scenarios for the fall. Our plan has been submitted, outlining the campus’ intention to bring back residential students with a mix of face-to-face, hybrid, and online offerings; however, this preliminary plan is subject to SUNY and gubernatorial approval. We anticipate receiving additional information regarding fall planning by July.

I recognize that this timeline is frustrating, given your desire to begin working now on concrete planning for your fall courses. In order to assist in academic planning for the fall semester, the majority of this Newsletter is focused on providing links to instructional resources and
strategies relevant to a range of mixed pedagogies. As you find resources that are particularly helpful, please pass them along so that I can share them in an upcoming Newsletter edition.

Thank you for all that you do in support of our students, and of our campus’ values related to diversity, equity, and inclusion. I am proud of the work that this campus continues to do to confront and address injustice and bias, while ensuring that SUNY Potsdam will always be a place where every individual student feels welcomed, supported, and celebrated. Please take care, stay healthy, and keep in touch. I look forward to hearing from you!

Preparing for Fall, 2020

CCI – Summer Training and Support. The CCI staff are available to answer your questions as you begin your preparations for the fall semester. Whether you have Moodle, Teams, O365, Relay, or Zoom questions, email cci@potsdam.edu for immediate support from an available CCI staff member. The staff will answer your questions, direct you to resources, and even meet with you online in Teams (or Zoom). Visit the CCI website for upcoming events, training, and resources. This site is undergoing significant redesign in order to incorporate (and improve) new resources like Tech Tools. The Events Calendar will be updated throughout the summer as more training opportunities are added. Please contact cci@potsdam.edu to request training sessions and/or receive direct support from staff.

CCI – Join the Teams. Did you know you can learn to use Teams in less than five minutes? Did you know you can call a phone/cell from Teams? The CCI encourages all campus users to join the Potsdam Teams community. Using Teams Chat, you can INSTANTLY contact others by text-message, audio-call, or video call (watch 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@potsdam.edu for assistance. CCI staff will setup a project timeline if automating the process is determined to be feasible.

**CCI – Relay is Now Knowmia.** Techsmith has decided to rebrand Relay to Knowmia. Other than the name change, the transition to Knowmia on June 16th will have zero impact on campus users. Knowmia is our video capturing platform that allows users to quickly and easily create and share videos securely. This tool is available to all students, faculty, and staff and seamlessly integrates with Moodle. Visit Tech Tools for additional information and training videos.

**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 send nominations for yourself or others who may be interested in serving to cci@potsdam.edu (Subject: Advisory Board).

**Libraries: Planning for the Fall.** The College Libraries are ready to help you locate content for your course readings and assignments as you prepare for the Fall, 2020 semester. Because none of us at this time knows what the fall will bring, we recommend that you consider the possibility that some courses may be taught remotely for at least a portion of the fall semester. It is therefore strongly recommended that faculty consider expanding your use of Open Access resources and electronic materials in our Libraries’ existing databases for your course readings and assignments.

During May, the Librarians held two web training sessions for faculty who wish to use electronic resources for their Fall, 2020 classes. The recordings of these training sessions are available here: http://library.potsdam.edu/teachingonline-general. Librarians are available this summer to deliver general training in locating online resources or specific training in subjects to individuals and departments. Contact your department liaison through the Teaching Online link (http://library.potsdam.edu/teachingonline-general) to request a training session.

In addition, the resources listed below can guide you in finding appropriate content in your discipline:

- **Use Open Educational Resources.** These are textbooks in electronic format that are freely available for use: http://library.potsdam.edu/oer.

- **Use electronic resources that are already in our collections.** The College Libraries have many databases that may have content for your reading lists and assignments. Please
consult the A to Z list of databases that are currently available: https://library.potsdam.edu/az.php.

- **Use E-books and streaming films from our available collections.** The College Libraries have E-books from a variety of publishers, and there may be titles that address the content you wish to deliver to your students. Of particular interest are the *Ebook Central’s Academic Complete collection* and *Films on Demand*. Visit: https://library.potsdam.edu/az.php?t=17445.

- **Use Open Access materials.** There are many scholarly articles that are available as Open Access: http://library.potsdam.edu/c.php?g=757573&p=5431967%20%20and%20doaj.org.

- **Use authoritative websites.** There may be appropriate videos, information from research institutes, free museum content, and other sources that could be used in your syllabus and for your assignments.

**Library: Resources for Online Teaching.** Library faculty have developed a resource guide that includes discipline-specific resources for faculty as they prepare their online/virtual teaching. Included are suggestions for resources by discipline as well as links to departmental library liaisons. This guide can be accessed at: General Resources for Online Teaching - Teaching Online - General Resources for Faculty - College Libraries at SUNY Potsdam.

In addition, the Library faculty have created a guide covering access in general to resources for teaching online, which is organized by format rather than by discipline. These resources are accessed through the following: http://library.potsdam.edu/teachingonline-general.

**Library Chats.** While the physical spaces of the College Libraries are currently closed, the Librarians are available this summer to help faculty as they prepare for summer and fall instruction. Librarians will be available through their Chat service to help students, faculty, and staff from 10:00am to 4:00pm Monday through Friday. Librarians from the AskUs24/7 collective will answer chat questions received outside of these hours.

The College Libraries web page will be updated this summer to make it faster and easier to click in to Chat services. The library website has useful information on our COVID-19 page to help everyone through the summer, so please be sure to bookmark the Libraries homepage: http://library.potsdam.edu/home.

**Library Research Consultations.** For students and faculty who may need in-depth consultation time with a librarian on a research paper, locating electronic resources, or additional research
assistance, librarians will be available this summer. A sign-up form is being created and will be displayed on the library website: http://library.potsdam.edu/home.

Library Liaisons. Librarians are available to support your specific discipline and subject as you work to create your Fall, 2020 courses. Below is a list of the librarians for each disciplinary area:

- Carol Franck (franckcr@potsdam.edu)
  - Biology, Chemistry, Geology, Physics, Mathematics
- Marianne Hebert (hebertm@potsdam.edu)
  - Art, Philosophy, Psychology, Theatre & Dance
- Holly Chambers (chambehe@potsdam.edu)
  - Anthropology, Sociology/Criminal Justice, Public Health, Teacher Education
- Melissa Netzband (netzbame@potsdam.edu)
  - History, Politics, Modern Languages
- Ed Komara (komaram@potsdam.edu)
  - Crane
- Jennifer Jeffery (jefferja@potsdam.edu)
  - Computer Science, Business Administration, Environmental Studies, English & Communication

When They See Us: Giving Voice to the Pain. William Lake (Crane) has organized an online social media activism event entitled When They See Us: Giving Voice to the Pain, in order to raise a greater awareness of the disparities of race in our society. The event is designed as a series of discussions/panel presentations that will take place online to foster discussion and an action plan for reform.

The first panel, which will feature diverse Black panelists who will respond to anonymous questions about race, is scheduled for Wednesday, June 17th, at 7:00pm, with two more sessions in the series following weekly. The format is designed to allow attendees to ask questions in complete anonymity and listen to responses from various viewpoints from within the Black experience (education, law, religion, theology, business, art, voices from and after the Civil Rights Movement, etc.).

Anonymous questions can be sent to: https://bit.ly/WhenTheySeeUsQuestionnaire. Registration is available through the following link: https://bit.ly/WhenTheySeeUs1. For more information, contact William Lake at lakewl@potsdam.edu.
**EAB COVID-19 Resources.** EAB (the parent company of our Navigate platform) continues to collect resources related to responding to the COVID-19 pandemic. These resources, which are free for all SUNY Potsdam employees, include:

- **COVID-19 Resource Center** - This site is updated regularly, and includes insights and research around instructional practices, academic planning, official responses from professional associations, and policies developed by other institutions.
- **Professional Development Resource Center** - This site includes a library of PD resources on a range of topics including student mental health and wellbeing, student success, IT, DEI, and academic programming.

**SUNY Accessibility Resources.** Regardless of instructional modality, it is critical that all course materials are accessible to all learners. This can be particularly challenging in an online or hybrid course environment. SUNY has provided a series of recorded webinars on the topic of accessibility in an online or virtual environment. You can access the recordings by visiting the [SUNY Accessibility Playlist](#). Some of the webinars that are available are listed below.

The first set of webinars focuses on *Introduction to Accessibility*

- Applying Principles of Universal Design to Support Diverse Learners
- Introduction to Accessible Online Learning
- Top 10 Accessibility Issues in Online Courses
- Incorporating Accessibility into Course Development
- Accessible Syllabi in MS Word

The following webinars focus on course design

- Incorporating Accessibility into your Course
- Accessible Syllabi in MS Word

The third set of webinars focuses on authoring tools

- Creating a more accessible PowerPoint (2016) – Note: this presentation has a lot more accessibility-related information compared to the 2019 version
- Introduction to PowerPoint accessibility (2019)
- Creating Accessible Word Documents (2016) – Note: this presentation has a lot more accessibility-related information compared to the 2019 version
- Creating Accessible Word Documents (2019)
- Improving PDF Accessibility

The fourth set of webinars focuses on audio/video tools

- Introduction to Audio/Visual Accessibility
- The Importance of Captioning & How It's Done
Additional webinars

- **Accessible Math: MathML, LaTeX, & Handwritten Math. How Do We Prepare Math for Text to Speech Accessibility?**
- **Online STEM Lab Accessibility**
- **What’s your Accessibility Plan for your Own Teaching**
- **Accessibility: Lessons Learned and Shared Resources**

**Free Webinar Series: Quality, Equity, and Inclusion during the COVID Crisis.** As the higher education community responds to the COVID-19 pandemic, the Association of American Colleges and Universities (AAC&U) is offering a series of webinars to support those at the forefront of efforts to maintain the commitment to quality, equity, and inclusion. Thanks to generous support from Microsoft, the webinars are available live and on-demand at no cost. The webinars in this series are presented in two formats:

- **Transformational Tuesdays**
  Hosted by AAC&U President Lynn Pasquerella, presidents, board members, and national change-makers discuss their responses to the COVID-19 crisis, the tough decisions they are making, and how COVID-19 is transforming higher education.

- **Faculty Fridays**
  Hosted by AAC&U leaders and featuring special guests, faculty come together as a virtual community for a weekly “happy hour” conversation with the staff, administrators, and community partners who share and support their commitment to student success.


**Instructional Resources/Websites.** The following is a list of some of the resources currently available online related to online/virtual pedagogy and responding to the COVID-19 pandemic.

- Guidance on [turning remote classes online](#)
- Resource on [active learning in an online environment](#)
- University Business provides a list of [free resources](#) including the topics of Health and Wellness, Curriculum and Instruction, E-Books, and the Arts
- Faculty members share their experiences moving to online instruction:
  - Urban Gardens Princess
  - Five Takeaways from COVID-19
  - Thriving During the Change to Remote Learning
• Quality Matters has developed the Emergency Remote Instruction Checklist and provided a webinar about the next steps beyond the emergency remote pivot that focuses on building on success [Building on Remote Instruction Successes: A Roadmap to Quality]

• Crash course- a series of free videos on a range of topics including composition, AI, organic chemistry, statistics, sociology, history of theatre, etc. can be found at https://www.youtube.com/user/crashcourse

• Wiley’s Education Resource site provides free resources and guidance for those new to virtual teaching

**Insights from Eduventures.** Eduventures, an agency that provides research and advisory services for institutions of higher education, recently published a report outlining Reimagining the College Experience in a Pandemic. Recommendations for redeveloping fall classes online or in a virtual format included the following:

- Use “flipped” classes, where students watch self-paced lectures online, and then meet with instructors and small groups of students (either online or in person) to address areas where they have questions or to work on group problem-solving.
- Focus on core issues- quality over quantity.
- Facilitate live group interaction with students at least weekly in a synchronous format to sustain a sense of community. (It is still important to record these sessions for ADA compliance and also to accommodate those students with technology access issues and other challenges.)
- Also utilize some asynchronous components of class, where students contribute to text-based discussions and lectures.
- Empower students to mentor each other, including responding to discussions and group work. When possible, provide avenues where students can mentor each other within the course content.
- Utilize (free) videos and other online resources to supplement instructional materials and provide variety within the course instruction. Students can also create videos explaining or demonstrating course content.
- Integrate free, open access materials into courses. Specific links to resources include OER Commons https://www.oercommons.org and MERLOT https://www.merlot.org/merlot/. Coursera, the MOOC platform, has also developed a CourseMatch tool that analyzes institutional course catalogs and matches them to Coursera courses, in two business days for free: https://blog.coursera.org/coursera-launches-coursematch/.
• Provide virtual field trips. Students can “visit” museum galleries, governmental agencies, labs, historical sites, etc. that directly relate to course objectives.
• Integrate the impact of COVID-19 into the course objectives. This can include personal impacts and reflection as well as how COVID-19 impacts media coverage, public health responses, governmental policies, international relations, human rights, social disparities, data and statistics, and the role of science and journalism in a pandemic.

Eduventure’s full report can be accessed at: file:///C:/Users/bette/OneDrive/Desktop/Reimagining%20the%20College%20Experience%20in%20a%20Pandemic_Eduventures.pdf.

**Fridays at One/Tea at Three/Special Guests: Innovation at SUNY Potsdam.** I have loved hearing about the many innovative ways that faculty have been engaging with their students over the spring semester. For example, every Saturday, Deborah Massell (Crane) hosted a Tea at Three for her Voice Studio, using a different theme each week. The class played online word or guessing games, was introduced to YouTube videos, or read poetry to each other. For the final tea, a guest presenter and friend from Boston who is an expert in Mindfulness, as well as Diversity and Inclusion, joined the class. She led a discussion as well as introduced visualizations and stress-reducing techniques. Everyone has been fully involved, with the studio students initiating all aspects of the Teas. Their creativity and desire to keep in touch, above and beyond regular class time, have been inspiring.

*Donald George* and Deborah Massell have also initiated a **Fridays at One** chat series which included guest speakers each Friday since the start of the virtual semester. Alumni Lisa Vroman, and Melissa Wegner and Brady Walsh of the Metropolitan Opera National Council Auditions, as well as professional opera singers and directors Dean Anthony, Christina Major, Alan Held, and Darren Keith Woods, all spoke and answered many questions from the vocal students. And finally, to end the series, studio students were joined by Carleen Graham, former Director of the Crane Opera Ensemble. Deborah reported that this has been a very rewarding series for all involved, with Q & As, presentations on singing and acting, and a whole lot of discussion regarding where the field moving during the pandemic and where it is going in the future.

In addition, one of Deborah’s students started a Facebook group for socially distanced vocal students, and now has over a hundred participants talking about their experience and sharing ways to get through the separation. She curates their responses to practice tips and favorite songs, or they post short videos of themselves singing or dancing so they can all have a bit of fun. This has created a supportive sense of community, which is especially critical for students...
who are learning remotely. One studio has also started a group chat where they submit their studio videos prior to Deborah’s review, and give each other support and feedback or talk about their difficulties, the many current stressors, or classroom woes or successes. Deborah notes that her students have been incredible during these extraordinary times, particularly in the many ways that they have been supporting each other through the pandemic.

Becky Duprey (SOEPS) has been sharing ideas and resources related to additional professional development in elementary math education that students can access when they start their careers. For example, they have explored the work of Graham Fletcher and Christina Tondervold, among others. These scholars explain teaching strategies and best practices for teaching mathematics at the elementary level and present internationally. During the final class meeting this spring, both Christina and Graham joined the class virtually for a very interactive and informative session.

What creative ideas have you tried this spring? Be sure to let me know, and I’ll pass them along in an upcoming edition of the Newsletter!

**Syllabi Reminder.** As a quick reminder, per the New York State Education Department (SED) and SUNY system policies, all syllabi should include:

- Course name and number
- Course description
- Prerequisites and co-requisites
- Number of lecture/contact hours per week the course will meet (e.g., two 1-hour lecture periods and one 3-hour lab)
- Credits allocated (be sure these match the course meeting times, etc.)
- Course objectives (i.e., the student learning outcomes)
- List of assignments and each assignment’s percentage of grade
- Method of assessing student achievement including assessment rubrics
- Basis of grade determination, including grading scale
- Author of syllabus if not cited in faculty table

**Single Most Essential Requirement.** In a recent blog posted by educator Cathy Davidson, she described what she believed to the “the single most essential requirement in designing a fall online course:” the importance of beginning our fall planning from the premise that our students are learning from a place of dislocation, anxiety, and trauma. As noted in the blog, “trauma is not an add on... if trauma is not addressed, accounted for, and built into the course design, we fail.” As fall classes are being designed, it is recommended that we all need to think from a student’s point of view, and to try to understand what it means to be studying for a
future that none of us can yet predict. No matter the content or discipline, courses should be
designed recognizing that we are in a global crisis, and therefore need to be aware of the pain,
dislocation, uncertainty, and trauma that is now central to the lives of our students—and in
ourselves. The full blog can be accessed at: https://www.hastac.org/blogs/cathy-
davidson/2020/05/11/single-most-essential-requirement-designing-fall-online-course.

The Chronicle also recently released an article on trauma-informed teaching, which can be
accessed here: https://www.chronicle.com/article/What-Does-Trauma-

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**Campus Updates**

**BFA Virtual Showcase.** In typical years, the BFA Exhibition is held in the Roland Gibson
Gallery every spring, showcasing the work of graduating seniors pursuing degrees in visual
arts, and graphic design and new media. Joyous and colorful, the show is always a feast for the
eyes. This year, the compelling, in-depth works of Rebecca Hasenauer ’20, Joyce Lau ’20 and Emily
Morton ’20 are instead being displayed online in a virtual exhibition. The BFA Exhibition can be
viewed on the web here: https://www.potsdam.edu/community/art-
museum/exhibitions/gibson-gallery/current-upcoming-exhibits.

**Summer Counseling.** The Counseling Center will continue to work with students via tele-
counseling during the summer. They best way to contact counseling staff continues to be
through email: counseling@potsdam.edu. The scheduling of summer sessions is somewhat less
consistent since the counselors are off contract during various months; however, the counselors
will work with students to determine what works best for their situation.

**DIAC: Call for Members.** You are invited to join DIAC (Diversity and Inclusion Action
Coalition). Members are working to help the College reach and maintain the highest standards
of excellence with respect to diversity and inclusion. You are encouraged to join one of the five
subcommittees and help DIAC achieve this goal:

- Diversity Programming & Student Training
- Campus Climate and Outreach
- Community Outreach
- Communication and Membership
- Curriculum, Policy, and Faculty/Staff Advocacy
For information on how to join, please click on the following link: http://www.potsdam.edu/about/administration/diversity/diac/applying. At the “DIAC Members” page, you will find the mission of each subcommittee and its current members. If you have any questions, please contact Anna Sorensen at sorensam@potsdam.edu.

**Banner Changes.** A new, online process for submitting Banner Catalog and Banner Schedule changes has been created. The forms are now live on the Faculty & Staff Links webpage. The two separate forms that were used in the past (Banner Catalog Change and Banner Schedule Change) have been combined into one online form with three options: Add a Course, Revise a Course, and Cancel a Course.

- The Department Chair or designee will use the appropriate Launch Button to open and complete the form. Be sure to click Submit once the form is completed. (A copy of the request will be emailed to the Chair.)
- The form will be routed electronically to the appropriate Dean’s office for review (if travel or distance learning are involved, the request will also be routed to the appropriate coordinator).
- Upon approval by the Dean’s Office, the request is routed to the Registrar’s Office for processing – when processing is complete, a notification will be sent to the Chair/designee.
- If Denied/Rejected, an email notification is sent to the Chair/designee.
- Note that once submitted, the form is routed as an Outlook email containing the course data submitted.

If you are a person who needs to Approve or Reject a request, and you find simple errors in the request such as an error in course number (i.e., MATH 100 vs. MATH 101), you can Approve the request and add the correction to the Comments. (A rejected request requires the submitter to re-enter/resubmit the form; a form can’t be edited once submitted.)

In addition, we are happy to share that Alex Gomez (CCI) was able to revise the flow process so that a copy of the submitted information is sent to both the chair and the submitter. However, please note that the chair’s copy is based on the email address entered into the form; if there’s a typo in the email address that is entered, the email will bounce. Both the chair and the submitter should get the “final approval” email after the Registrar’s office processes the request. If you have any questions, please contact Sue Daggett at jonessd@potsdam.edu.

**Farmers to Families Food Program Partnership.** SUNY Potsdam is pleased to announce a partnership with the U.S. Department of Agriculture (USDA) Coronavirus Food Assistance Program (CFAP). This program provides free boxes of dairy, produce, and pre-cooked meals to
anyone, regardless of their income. The College is partnering with the USDA to be able to provide the meal boxes for any member of our SUNY Potsdam family including students, faculty, staff, and auxiliary staff regardless of their current employment status. Each household will be able to pick up a total of 30 lbs. of assorted food items. This opportunity is on a first-come, first-serve basis and will continue until the program is discontinued.

If you have any questions, please reach out to Sarah Lister (PHHP) by email at listersl@potsdam.edu.

Did you know that up to 20% of college students nationwide are food insecure? Make a tax-deductible donation to the Campus Food Pantry today at secure.potsdam.edu/giving. For more information on the Campus Food Pantry, visit the Pantry website.

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**Potsdam Pathways**

**Pathways Updates.** The Potsdam Pathways Curriculum Committee (PPCC) has approved 65 courses for Pathways designation (not including the 41 scheduled WAYS first year seminars), and has six applications still in process. Those 65 courses represent 94 sections and approximately 2,800 seats for Fall, 2020. It is anticipated that this will serve the fall semester needs for the incoming first year class. Thanks to all the faculty and department chairs who worked hard to get courses through the rigorous approval process, and to the PPCC membership who have spent many hours reviewing proposals and working with faculty to get their submissions through the committee.

Twenty-three WAYS 101 sections, nine WAYS 103 sections, and eight WAYS 102 sections all have PPCC approval and are in the schedule for the fall. Over 400 WAYS Choice Surveys have been sent out (excluding Crane BM students, who will not start Pathways until Fall, 2021) asking incoming first-year students to rank order their top five WAYS 101 preferences and requiring them to complete a Directed Self-Placement instrument designed to help guide them towards an appropriate first-level writing course, either Core Writing or WAYS 102: College Writing Seminar. To date we have received more than 230 responses to the survey, and more roll in daily.

Starting May 25th, the Pathways Director and Assistant Director began to manually register incoming students for their WAYS 101 seminar. Thanks to the generous donation of time and
expertise of Jason Howald (Mathematics), we will be running an algorithm which optimizes student placement in their WAYS 101 courses. The first run will include the more than 230 students who have completed their WAYS survey. That algorithm will be run in batches throughout the summer as more students deposit and complete their WAYS Choice Survey.

Summer Advising began on June 1st and advisors from Crane, Education, and the SSC have been holding one-on-one conferences with incoming students to finalize the remainder of their fall schedules.

The College community, faculty and staff alike, should be proud of the work they have all done to put the College in position to roll out the Potsdam Pathways Core Curriculum for all first year students this fall, especially in light of the challenges placed in our path by COVID 19. Pathways Leadership is grateful for that effort.

I want to personally thank David Curry (Philosophy) for his extraordinary leadership through the development and implementation of Pathways. The success of this critically important and innovative program is due in large part to his insight, leadership, and advocacy for academic excellence. As he announced last week, David has made the difficult decision to step away from his role as Director; I am currently working with academic leadership to identify an interim director. On behalf of Academic Affairs—thank you, David, for your leadership!

**Pathways Leadership.** The College has begun the process to search for an Interim Director of the Potsdam Pathways general education program. The Director serves as chair of the Potsdam Pathways Curriculum Committee (PPCC) and is responsible for the day-to-day administration of the program. The Pathways Interim Director is a member of the teaching faculty and reports to the Provost or her designee. In addition to facilitating the PPCC, the Interim Director oversees regular evaluation of the program and its components and ensures that student outcomes are accurately assessed.

The Interim Director will begin work on Monday, June 29, 2020 with an expected commitment of 10-15 hours/week to the start of the academic year in August. The Interim Director will receive a stipend of $3000 for this summer work. Then, the Interim Director will receive a half-load reduction, 12 credits of release for the academic year. The Pathways Director’s “home department” receives equivalent replacement compensation, if needed, so that teaching and advising responsibilities are adequately covered. The Interim Director will serve until a search for a permanent Director can be conducted.
Interim Pathways Director responsibilities include:

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

If you are interested in pursuing this leadership opportunity, please send a letter of interest to me at bergerbs@potsdam.edu no later than Monday, June 15th, close of business. Until the new Interim Director is selected, please contact Alan Hersker, herskeal@potsdam.edu, if you need assistance with Pathways.

Around SUNY and the State

Communities of Practice. During the current pandemic, faculty and staff from across the Associated Colleges of St. Lawrence Valley have been extraordinarily innovative in transitioning instruction and services to a virtual/online format. In order to continue to support this tremendous work and to build a forum for sharing best practices (and brainstorming solutions to common challenges), informal “Communities of Practice” have been formed. It is our hope that such communities of practice will assist faculty and staff from across the four Colleges to come together around disciplinary and service areas, through which individuals with common issues can collaboratively share resources and support the ongoing academic efforts across our four campuses.
The following eight informal Communities have been formed. If you are interested in joining, please reach out to the convener (please also cc Ada Law at lawam@potsdam.edu). If you have any questions, don’t hesitate to contact me directly (bergerbs@potsdam.edu).

- **Fine & Performing Arts**  
  - Caroline Downing (downincj@potsdam.edu)
- **Computing/Mathematics/Engineering/Tech**  
  - Maegan Bos (maegan@stlawu.edu)
- **Health/Health Sciences**  
  - Marela Fiacco (fiaccom@canton.edu)
- **Instructional Support/Libraries**  
  - Mary Cabral (mcabral@clarkson.edu)
- **Lab Sciences**  
  - Martin Walker (walkerma@potsdam.edu)
- **Professional Programs**  
  - Sarah Solley (solleysa@potsdam.edu)
- **Humanities/Social Sciences**  
  - Christine Leshko (leshkoc@canton.edu)
- **Student Support Services**  
  - Kate Mikel (kmikel@clarkson.edu)

The **Professional Programs Community of Practice**, facilitated by Sarah Solley (SOEPS), is specifically seeking members. This group is currently focused on the following:

- Engaging Students (traditional and nontraditional students) online and face-to-face
- Education Development (including development of courses)
- Sharing technology resources
- Sharing best Practices for Online Learning
- Supporting Students (both in-person and online through COVID)
- Sharing instructional experiences with new resources

Please email Sarah directly (solleysa@potsdam.edu) if you would like to join.

**SUNY Communities of Practice.** In addition to the Communities of Practice organized by the Associated Colleges, SUNY has also developed discipline-specific communities for all faculty across the system interested in sharing best practices and resources related to remote teaching. Specific information can be found at: https://innovate.suny.edu/covid19/faculty-staff/course-support-session/#workplace. Communities include:

- **Biology** -- https://sunyedu.workplace.com/groups/64646709272934/
- **Chemistry** -- https://sunyedu.workplace.com/groups/3055792127813924/
SUNY Self-Paced and Self-Serve Resources Webinar. SUNY will be offering a webinar on June 17th at noon providing an overview of SUNY Self-Paced and Self-Serve Resources. The SUNY Online Teaching unit promotes professional development in a variety of modes to best fit institutional or individual needs. As faculty develop online competency development curriculum and portfolio of training options, a variety of delivery options are considered including: face-to-face instruction delivered regionally, online facilitated instruction, online webinars, and online self-paced courses. Self-paced professional development options are currently available and being developed for some of SUNY’s training courses and programs.

To access the resources visit: https://innovate.suny.edu/onlineteaching/onlineteaching/online-competency-development/self-paced-and-self-serve-training/. Access the webinar at noon on June 17th through the following link: https://zoom.us/j/507669719

SUNY Remote Teaching Institute: Teaching & Learning in the Age of COVID-19. The SUNY Remote Teaching Institute is designed to help faculty prepare for a Fall, 2020 semester that may present unique challenges to course design and delivery. This FREE institute is brought to you by the SUNY CPD in collaboration with campuses across the state.

Registration will be available for individual webinars or the entire series. There will also be asynchronous components offered throughout the summer for those looking for a more in-depth experience, opportunities for sharing and collaboration, and mentoring by content experts. Registration will open in June and will be announced via Workplace and the CDP listserv. Questions? Please feel free to contact Jamie Heron (jamie.heron@suny.edu).

Supporting Students in Remote Learning. In response to the remote teaching transition and in an effort to share resources and approaches, SUNY is hosting a two-part webinar series featuring SUNY campuses and SUNY system administration responses to supporting faculty and students during this time. The series is entitled Best Practices for Supporting Students During the Transition to Remote Learning. Panelists will share campus support resources developed during the transition to remote learning for students and in preparation for the summer/fall semesters. The webinar will be held on June 15th from 12:00-1:00pm.
Registration is not required for these free webinars. Access information will be sent in a reminder invitation on the day of the event. Both events will also be posted in Workplace.

**School of Human Services Virtual Conference.** On August 31st, SUNY Empire’s School of Human Services is hosting a free virtual conference entitled *Bringing Human Services Together in Times of Change* for faculty in areas related to human services, health services or addiction studies. The event will occur from 10:00am to 1:00pm, and will be held virtually using Microsoft Teams.

As both teaching practices and learning experiences have undergone tremendous change during the past several months, this conference is dedicated to supporting faculty and practitioners in exploring new developments and innovations for teaching and learning within the fields of human services, addictions, and health services. Participants attending this virtual conference will be able to:

- Describe new trends in the field of practice,
- Explain the challenges and opportunities associated with delivering human services education, and
- Generate ways to strengthen teaching and learning practices for students in human services education.

Please RSVP by August 17, 2020 to: Debra.Sovocool@esc.edu. Upon receiving your RSVP, a link will be provided to join the conference as well as handouts and session materials.

**Innovative Technology Webinars.** SUNY has announced a series of free webinars featuring the 2019-20 SUNY Innovative Instruction Technology Grant (IITG) recipients. Each webinar will feature three to five projects and follow the “Ignite” format with 6-10 minute presentations to allow plenty of time for questions and discussion. Registration is open for the two June webinars (you can register for one or both); others will take place in September with registration later in the summer.

**June 10, 2020 (Noon - 1:00 pm)**
- Open Cyber Arena Virtual Lab
- From Concept to Final Product: The Design and Fabrication of Innovative Musical Electronic Devices to Enhance Student Learning
- Genesee Community College Justice Technology Center

**June 19, 2020 (2:00 - 3:00 pm)**
- CITE: Collaborate Interactive Table for Education
Enhancing Teacher Candidates’ Observational Skills and Instructional Practice through Video-Based Learning Platforms

ePATIENT: Educational Program Advancing Training in Interprofessional Networked Treatment – Phase 2

The development of immersive virtual reality scenarios for increasing emotional intelligence, empathy, and self-efficacy in healthcare education.


**SUNY Virtual Symposium on Adaptive Learning.** Has the recent disruption in higher education sparked your interest in digital learning tools and how they can make life better for you and your students? You are invited to join your SUNY colleagues for the **SUNY Virtual Symposium on Adaptive Learning**. This virtual event explores how adaptive courseware works to apply learning science insights that support student success. Interact with SUNY faculty sharing their experiences with what it’s really like to use adaptive courseware in the classroom. See how these tools can address day-to-day challenges you and your students face. Register now to ensure your access to symposium sessions, event reminders, and recordings. Attendees can even win prizes, courtesy of event co-host APLU.

Register once and attend as much of the Virtual Symposium as you like.

- **When:** Weekly for four **Wednesdays 2:00-4:00 PM, June 24 to July 15, 2020**
- **Where:** SUNY-hosted virtual meetings hosted in Zoom
- **Who should attend:** SUNY faculty, instructional designers, faculty developers, and administrators, whether you’re a veteran or new to adaptive learning
- **Cost:** Free to SUNY faculty & staff
- **Hosted by:** The State University of New York, SUNY FACT2 Adaptive Learning Task Group, SUNY FACT2 Examining Pedagogy and Learning in Online Domains (ExPLOD) Task Group, SUNY OER Services, and the Association of Public and Land-grant Universities (APLU)
- **Registration & Meeting Agenda**

Questions? Contact SUNY CPD: [CPDinfo@suny.edu](mailto:CPDinfo@suny.edu)

**SUNY Support Webpages.** SUNY is providing campuses with a variety of resource webpages and links related to responding to the COVID-19 crisis, including the following:

**Resources for Remote Learning Website:** one place to aggregate resources and services [http://innovate.suny.edu/covid19](http://innovate.suny.edu/covid19)
**Faculty Drop-in Hours:** faculty can get answers to questions about teaching remotely
https://innovate.suny.edu/covid19/faculty-staff/course-support-session/

**Open Digital Content:** openly licensed digital content
http://oer.suny.edu

**Student Drop-in Hours:** students can get answers to questions about learning remotely
https://innovate.suny.edu/covid19/students/

**Remote Teaching Clinic:** webinars/training for faculty and staff
https://innovate.suny.edu/covid19/faculty-staff/course-support-session/#clinic

**Help Desk:** tech support for students and faculty
https://online.suny.edu/help/

**Technology Support:** scaling infrastructure & expanded offerings for Collaborate & Ally
https://innovate.suny.edu/covid19/campus-leaders/campus-technology-status/

**Data/Tracking/Reporting:** dashboard to monitor usage and assess ongoing need
https://tinyurl.com/SUNY-COVID19-Response

**Remote teaching:** summarizes the differences between remote and online teaching, including a Remote Teaching Checklist
https://innovate.suny.edu/covid19/faculty-staff/faculty-staff-resources/

**Academic Continuity Q&A.** SUNY’s Office of the Provost has provided an *Academic Continuity Q&A*, which includes updates in the following areas: Remote Learning; Course Credits; Course Grading; Degree Conferral; Academic Calendar; Partnering with Other Institutions; Clinical, Laboratory, Studio, Field-Based, and Applied Learning; Concurrent Enrollment; Assessment; Incoming Students; and Program Development and Review. This comprehensive Q&A is available at [SUNY’s COVID resource website](https://innovate.suny.edu/covid19/faculty-staff/faculty-staff-resources/).

**Managing Stress.** One of the SUNY Center for Professional Development’s vendors is currently offering a free on-demand class entitled *Managing Stress In Challenging Times*. The course examines the symptoms and causes of stress and how these affect us emotionally, behaviorally, and physically. In the course, you will learn some simple stress-busting techniques that will have a positive influence on your beliefs and behaviors around stress. You will also have the opportunity to develop a personal action plan which will serve as an ongoing reference point for dealing with pressure in its many forms – home, family, social, and work.
If you are interested in participating in this free on-demand course, please visit IL’s Managing Stress in Challenging Times site to register. You will select Register Now button under the On Demand Learning section. Once you register you will have 60 days to review the content.

Looking for other free and low-cost training opportunities? Please check out the SUNY CPD’s Alternate Work Assignment page for other opportunities. Staff can also help you locate classes through SUNY’s vendor partners if you are looking for specific training. Feel free to contact Kris Lynch for assistance.

Electronic & Information Technology. All SUNY campuses are currently working in developing policies in compliance with the system’s accessibility mandate related to Electronic and Information Technology (EIT). Part of the planning and structuring of a campus-wide EIT program includes the training of responsible parties across the campus in methodologies to ensure that all electronic information generated by and coming through the campus complies with accessibility standards. SUNY Potsdam’s co-facilitators are Lauren Jackson-Beck (Director of College Libraries & Archives) and Jessica Burnett (Director of Accommodative Services).

SUNY provides free access to an accessibility training program—Deque University—until February 2021. Everyone on campus can take these courses, but they first must register with Lauren Jackson-Beck (jacksola@potsdam.edu). For instructional faculty, it is highly recommend that you complete the following:

- Accessibility Fundamentals: Disabilities, Guidelines, and Laws (90 minutes)
- Basic Web and Document Accessibility for Content Contributors (90 minutes)
- Document Accessibility Courses (as needed)

To register for access to these free courses, following these steps:

1. Contact Lauren Jackson-Beck (jacksola@potsdam.edu) to request access
2. Once you receive your email from Deque, you can proceed to the website and begin course instructions (https://dequeuniversity.com/).
3. Click on Login at the Deque University home page.
Kudos

Faculty Recognition. During the 21st Annual Honors Award Ceremony held virtually on May 11th, the following faculty members were recognized:

- Heather Cowen-Wilson (Public Health & Human Performance)- Honors Professor of the Year
- Glenn Johnson (Biology)- Outstanding Faculty Mentor of Undergraduate Research

National Finalist: The American Prize in Directing. Dean Anthony (Crane) has been selected as a National Finalist for the American Prize in Directing (The Charles Nelson Reilly Prize, 2019-20, Opera Division) for his directing in the May, 2019 production of Mayo by Tom Cipolla.

Student Recognition. Kayla Kovacs, a coloratura soprano in the studio of Donald George (Crane) has made the finals of the prestigious national Classical Singer Vocal Competition. In addition, alumni Shavon Lloyd has won first place in the Musical Theatre Pre-Professional division; Shavon was in the studio of Lonel Woods (Crane). Congratulations to our amazingly talented students and their mentors!

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@potsdam.edu.