

9:30 - FACT2 Chair - Jeffrey Riman

9:45 - SUNY Provost - Tod Laursen

- Innovation in Instruction enables us to pivot during this pandemic; having options and learning from experience this spring that will help prepare us for the Fall Semester; Need to hear from students/faculty what the pinch points are for them (technological gaps; training needs; equipment needs, etc).
- SUNY Online Summit at end of Feb 2020; Last time able to gather together in F2F format; Many of efforts dealt with SUNY students abroad (Asia/Italy affected by COVID before us) and making arrangements to get those students home; Fortunate to setup 2 quarantine areas (Stony Brook; Brockport) to self quarantine those students coming back from COVID areas;
- Middle of March - Focusing on topics such as moving online; Not each campus did it the same way/individualized; Elongated Spring Breaks for some campuses while others did not; Ingenuity on campuses paid off in this aspect. Most faculty were not teaching online on campuses before the pandemic; Pivot was made extremely quickly; Figure out where that pivot was not perfect and what we can improve on and respond to. Mini pivots happened as well as the big pivot; to help with things that were not working perfectly. SUNY Innovate page to help with these issues; What students or faculty needed or wanted to know when they came to those sessions. Students felt physically and socially separated from their own campus. Sys Admin and SUNY Innovate site helped to connect them in the beginning of the pandemic.
- 3rd phase - Process information from the first 2 phases and plans to re-open; What it might look like; What needs that higher education has vs other industries in NY State; Sys Admin and Campuses are working on this now. This is still fluid; July is target for plans to be submitted; Chancellor and her team are doing a couple things now for this - Provide an outline of their re-opening plans and contingency plans by end of next week (6/5/2020); Considers academic and student wellness issues that everyone is concerned with as well as fundamental issues such as partial density and what it looks like; Lab/Class/Dormitory plans; Access to campus; What is the new normal? Different regions proceeding at different rates depending on health conditions; Next week or two, Sys Admin have a framework of what is in place and be ready to pivot if necessary;
- Important Points
 - Discussion on how Instructional Technologists are working with SA, Recruitment and others for orientations and college fairs (recruitment events); Participations in these virtual college fairs has exceeded in person college fairs; Student and Parents will be influenced by re-opening discussions; Enrollment, Re-enrollment; Deposits, etc; How this isn't the same as ordinary years. The IT's have been a great help with this discussion. Transition to college experience;

- Flexibility that we needed so far from State Ed; We have received surrogate experiences/simulations for those curriculums that need them to fill clinical credits; Discussions with CC Provosts - Students just were not able to fill LOs remotely as they need F2F experiences to do so (Engineering/Sciences/Health Fields); A lot of efforts has been made here to develop and disseminate ideas to do this instructions remotely; Dance/Music programs have been able to share state of the art and do remote instruction; Might not be comprehensive to what we want to deliver remotely - This could be with us for some while. It is important to grow and innovate in our ability to deliver remotely;
- Questions
 - Unexpected Experiences - How more effective synchronous instructions was for staying connected and learning; Campuses made mistakes for right reasons; Students needing flexibility; Campuses trying to do the right thing; After a week or 2, real problem was engagement in the way faculty and students are used to; Schedule that everyone was used to had merit; Interaction was refreshing; How effective campuses that were able to engage students in a more familiar way prior to the crisis - using synchronous technology to engage students; Something to think about when designing our online future education;
 - Part or All Fall Semester Online; OER; Budget Cuts; Internet/Technology Accessibility; How we expect to differentiate from other online university - SUNY Online is pretty unique compared to other systems - System vs Campus online (or Dominated by one campus or created one campus); Collective presentation and programs will distinguish that we can draw from.
 - Fall Experience might not match; Not our intention; Regional Differences and Approach because of programic differences; Not cut/paste approach; Direction from governor and his team; Doing quick run through with campuses in next week or so - make sure that we are in sync with each other and the range of options campuses want to use to deliver instruction; would like campus to use creativity to respond to needs of students.
 - Innovation to make F2F instruction safer - small group discussion won't be able to use in F2F classes; Zoom easily makes it safe to use small groups for discussion; Very valid way of proceeding; Hybrid models possible using SUNY Online for common component, allow/encourage campus to carve out part of the course to tailor to what they need it for; Open and Exploring at the system level;
- Share the CPR webinar recording and other webinars on how to deliver visual and performing arts online.

10:15 - SUNY Student Assembly - Austin Ostro

- Corriana - Chief of Staff; John - ?
- Grad Student at UAlbany - Masters in Public Administration; Student Member of SUNY Board of Trustees

- Who/What? - Student Government for System for all SUNY Students; Elected from campuses - appointed cabinet; 40 students; Most campuses are represented by at least 1 student on the team.
- Priorities - Building Capacity - knows SA and resources/engaging students not just campus leadership; Voice for the Students; Advocating for reduced harm to SUNY Students due to the budget crisis; Create forums and spaces for those communities that can be marginalized;
- Pandemic Response
 - 8 Town Halls where students are invited and open to all students; Ask Questions, Get updates from SUNY Leadership; Chancellor and Provost have joined; will continue to host forums throughout the summer; form to relay concerns to campus leadership as well;
 - Usually host 2 annual conferences (Fall/Spring) - networking; professional development; Spring 2020 was transitioned to online - work with leadership, students, alum, leaders in fashion/entertainment/design, Preserved on YouTube so students can access them asynchronously
 - Reimagine Education Council - Austin was named; Organized by Governor; purpose in short term - look into education PreK through Grad School - manage remote instruction better through summer and fall 2020. Transition back into in person instruction; Conversation held centrally and give guidance; How technology can enhance education of students beyond pandemic; Best Practices moving forward. Question - How can faculty find out about Student Townhalls? @SUNYStudentAssembly on SM
 - Decide SUNY Call Campaign - accepted students to SUNY schools but have not registered as of yet; nudge into registering to help keep students on track to finish their education;
 - Participation in SUNY Decisions at Admin level - Student Refunds?; Grading?; Campus allocation through CARES ACT ½ go to student need;
 - Advocacy for Federal Aid to College - help campuses remain solvent and serve the needs of the students in their area; Reached out to congress; Reached out to State representatives; Work in progress; Students have access to aid - emergency aid so no students have to drop out due to unexpected expenses;
- Corianna
 - Surreal - happening while in class; last time all here together; Lose social/human element especially when speaking on vulnerable topics; concerns about having those discussions through an online forum; faculty was fantastic (social work faculty); they learned zoom and online systems beyond what was expected of them; Transitioned well to online classes; retained normalcy and structure for students; Confident university will be accommodating
- John
 - Rockland CC - similar to Corianna; Professors have been great helping with transition; Lab classes have been difficult; Disability services - professors have been hesitant to provide; Recordings/CC have been available for those students

that need them in this online environment; IEPs/Extra Testing times have and have not been provided and need to be focused on;

- Questions
 - Ways that faculty staff can support SA in the future? - best served students with limitations; documenting what students say and communicating regularly; what is keeping them from success and forwarding this to upper leadership; making sure all students are served despite barriers that exist;
 - If all Fall 2020 SUNY Instructions is online; how does that affect the value in your education - **John** - still values education just same; would not push him away; challenge; **Corianna** - values education above everything else; returning student; not let online learning deter me; some students in the arts that feel that they are not getting that same level of education remotely; could come up for students in those academic programs; she is confident that faculty has been accommodating and understanding and reaching out to students to see how they are doing; now have a better understanding of how things work well and don't work; **Austin** - Those students that are unhappy? Do you think that they will return? Transition was rushed and haphazard; Fewer students successfully completed their classes this semester; Especially International Students; negative - losing access to community and wraparound services; outside the classroom is just as important to preserve the college experience and non academic elements so students don't feel that they are missing on this; Confident that we can do a lot better.

11:00 - Associate Provost for Student Affairs and University Life - John L. Graham/Jeffrey Putman/Kim Irland

- Listen, Learn and Lead - listen to students (abroad/USA/NY States) in our marketplace; Video of students and concerns during the pandemic;
- Kim - outline observations and colleagues at CC sector level have to come to learn about their world;
 - Meeting students basic needs - holistic and equitable; universal designs to teaching and learning; Reach All - Teach All; needs to be woven in teaching and ID; in contact accommodative services and offices to fully understand how accommodative services can be delivered remotely and hybrid fashion; Hardware/Software/Services like tutoring; Care for students even if not physically in front of us; Basic needs were already a challenge; pandemic exacerbates and affects ability to focus/learn and competing priorities; Faculty members help students become more aware of emergency services
 - Flexibility - student appreciate flexibility as well; Synchronous vs Asynchronous learning; not a one size fits all approach; balanced preference for both from

- students; Way to offer some content in both methods; access information on demand; revisit learning objectives and what teaching with asynchronous; virtual office hours - link in email signature and in syllabi;
- Coordination of Care - understanding of what everyone in organization has to offer; Students like/need individual attention; Master referral agents and what telehealth options exist;
 - Jeffrey - majority of students at campus are grad students and no freshman/sophomores on campus. Very few undergraduates; Experience is still the same for their students; Same difficulties with technology access, equipment. Using phones and tablets and not computers;
 - Providing for students/faculty/staff - provide materials and services for all; staff and registrars office to allow students to drop/add courses; student access to disability services office to be successful. Goal is to help students be successful, remove roadblocks; Have discussions about setting boundaries; Office is now living room - set self care boundaries; Set Virtual Office Hours - creating student expectation and boundaries for assistance;
 - Look at policies for flexibility for students; Applicants as well; How change policy to ensure that they can complete the policies and what is actually needed; Think about before email/communication goes out for requirements; Remind staff/faculty about things that they are asking students to do in the current situation. Creation of a system with flexibility built into it.
 - Meeting challenges in enrollment and student life; tour of campus spaces for social distancing; Creating HyFlex environments to accommodate students on campus or off campus; look at challenges when making decisions for students going forward;
 - Pivot doesn't need to make a change to online learning; students have expectations that you have thought about this ahead of time and make changes to curriculum to accommodate those changes
 - Students living off campus - can't wait to make decisions if schooling is online; Make decisions as early as you can. Don't hold up decisions as they will impact students decisions and financial situations
 - Respond to budgetary crises when more resources are required; students need these services to be successful; Don't do things just because we have always done it; Different changes may need to be made to be successful.
 - Questions
 - What is the strategy for student health issues during a pandemic? - Suite of support services - 24 hour crisis helpline; access to campus resources; activities that students need; counseling available- scaling to a virtual platform; teletherapy available for students; contracting with companies/individual therapist for teletherapy; quicker access than in person; pieces missing; people feeling normal and not calling anyone until things seem worse; not suffer in silence even it is a minor problem - very difficult in this situation;

11:30 - Directors of Online/Distance Learning (DOODLE) - Ryan McCabe/Kim Scalzo

- What did we do? What did we learn? What are we considering/planning?
- Campuses had similar responses and ways of supporting faculty and students;
 - Faculty - Created new supports for faculty at campus level; Drop in support hours (8+ hours day); Break Out room with a specific ID; allowed 40+ hours week availability for faculty; Evening and Weekend support for adjunct faculty; Offered technical support that wasn't ID support across campuses from various offices; training was also offered; FLCC used extra spring break week for faculty;
 - Students - bi-weekly surveys for technical support; connect with advisor/instructor; mental health; financial assistance to help connect students with services for technical and other needs. Phone calls to connect with students; Comprehensive as possible
- System Admin
 - What services Sys Admin could provide to campuses; Organize services around 3 groups; Focus on what we could do well quickly; Couldn't take weeks to get in place; OPEN SUNY/SUNY Online team; Faculty Staff who did webinars and trainings; Communication = important; Where do we need to communicate and who to engage with;
 - Campus Leaders
 - Faculty/Staff
 - Students
 - Think of what we could do in variety of areas
 - Website with services for each of three groups
 - Drop In Hours for Faculty and Students - doing something when they weren't totally sure what they were doing; place to go virtually; Navigate
 - Technology support/Provision of Laptops;
- SUNY Online/OPEN SUNY - great at distance learning and have good experience; Some campuses leveraged this experience; Other campuses IDs were not really involved in conversations; Looking to plan Fall 2020/Spring 2021 - get IDs involved in planning process; they understand technical limitations and remote pedagogy and remote student assistance. Especially with budget constraints; well thought out and well crafted ideas to go forward with;
- Weekly meetings with SUNY; campuses to connect with Sys Admin and let them know what they need help with and what they are doing on campus; Best practices and learning from each other. Significant changes being made; Challenges/Wins/Best Practices/Faculty Checklist and Grading Policies; Have conversations around these topics;

- Learn? - Most faculty/students were not planning on learning/teaching remotely and had to pivot to doing this; same boat - tolerance and understanding; usage of services vary campus to campus; remote instruction (enable academic continuity) is not online learning and has implications; what can we do to prepare faculty - can't use normal preparations method for those looking to teach online; responded from position of strength and experience; draw on resources from system/campus level; leverage things already in place; collaboration across org boundaries easier than previously; able to stand up services because of this collab; lots of ways to hear what campuses are doing and learned a lot by what campuses were doing and was critical; Dashboard URL - allowed us to communicate where campuses were using services and where they may need assistance.
- Fall 2020 - Need for plan for less forgiveness; Rapid change comes with more forgiveness; Time to plan - 3 months - receive less forgiveness across the board; Students = higher expectations; more online presence in even in person classes; We may need to pivot again easier if we have established an online presence; Course Grading/Syllabi online presence; Not all classes are going to be F2F in fall due to social distancing; Need more faculty training to move and shift - will help; Faculty/Staff expectations will be higher; Asynchronous vs Synchronous; F/S will need to be up on Best Practices and modality works and how to best deliver on that aspect; More Asynchronous delivery and more drop in hours; Experience better for faculty = better for students; How to scale online learning throughout the system in best way possible (xPLOD Task Force);
- Survey of campus (CAO/Online Learning) - needs of online learning; 40 campuses responded; support campus planning; academic continuity; more focused training through CPD (expressed needs); more to come this summer; continue drop in hours - more targeted; more targeted support for student affairs staff (recruitment);
- Questions?
 - Brief explanation of DOODLE and how it reports through the system? - does not report through SUNY; only available to SUNY campuses; external vice chair works with various groups to bring voice of DOODLE; primarily directors of online learning from campus; not full time job :); interested, please reach out to Ryan to provide other information;
 - Campus do what they want to do? - Tod Larsen - respond to programmatic needs of campus; CAO's what they are doing; System just asked for plans (drafts) see what issues are and respond and support campuses; room for individuality in needs; System being aware and supporting where they can.

12:00 - SUNY Council of Chief Information Officers - Sean Moriarty/Karen Geduldig

- When started - sent pictograph chinese world for crisis (danger/opportunity); appropriate for IT in particular;
- How we've done in response to the pandemic; challenges - infrastructure; learning support; teaching support; telecommuting; not coming back to campus as originally hoped and need to look at other services (admissions/mental health/etc); Summer Fall 2020 and implications of budget crisis; day to day priorities;
- Digital transformation - higher ed moved slower than other industries; better ready than felt we were; moved along at a far quicker pace than imagined; strengths/deficiencies; accelerate support in those deficient areas;
- Infrastructure
 - POV - what have can build on in short term; strengthen those areas/capacity; long term solutions and what are we missing to deliver remote instruction; how to ascertain those solutions;
 - "Dance with girl that you brought" - short term solution vs long term; use infrastructure that campuses had (LMS; ITEC Buffalo State); Add BB Collaborate licenses; Add Adobe CC; new techs very difficult;
- Staff Telecommuting;
 - Phone adjustments; support calls from students/parents; deliver service to that audience; more email; VPN how to support; secure and safe manner for telecommuting; security concerns far higher than experienced in the past; more security challenges to deliver services;
- Culture
 - Help people efficiently and effectively do the task that they want to do
 - Campus Level - Librarians/ID/Teaching and Learning banded together and worked in ways to support faculty/staff to deliver services needed;
 - Sectors of CCIOS - Meetings much higher attended; focused on topics specific to those sectors; common ways to find solutions;
 - Student First Attitude - Campuses and Sys Admin;
 - Admissions, Telehealth, HIPPA Compliant - current concerns as this continues; IT building beyond normal boundaries = more important than ever
- Tools
 - People had services needed; Use technologies that campuses supported. Ability to scale up was important
 - Ally - support of accessibility; powerful tool for faculty to support students;
 - Support Arts/Graphic Design students - example of some sw issues that had to be solved;

- Learning Support - students have needs for computing devices and internet access as well as software; existing equipment redistributed; Short Term solutions don't scale in the long term. How support online learning going forward? Inclusiveness issue; Must be dealt with Fall 2020;
- SUNY group working together - computers purchased centrally for campuses; leveraging of Sys Admin office and governors/federal offices; touchpoint for those agencies; can't reach out to 64 campuses; good partnership and allow SUNY to serve in that function; how well work when partner/keeping chain of communications open; competing with other industries to purchase products; not a lot of time to assess campus need; ordered a relative good amount; never over ordered; move product between campuses along with need; learned a lot; laptops with mobile broadband enabled? Which vendor depending on area for mobile strength; how to activate and pay for accounts; learned about logistics; drive down price points and serve as a hub for buying product;
- Developing KBs (knowledge bases) - Campus Collab
- SUNY Covid Website - develop chat bot for this site; ask more targeted questions; help desk support scaled up; worked with ITEC to support increase bandwidth;
- Faculty/Staff Tech Needs - look at equipment and internet access; CoPs inside colleges banded together to meet people where they were; building these CoPs;
- Security concerns - phishing increased; fraud; ways people are using pandemic to take advantage at weak moments; aware of security concerns and remain vigilant;
- Most schools are looking at how to support remote/flexible learning; providing classrooms that are able to use webex and have good sound; plus staff to manage these spaces; defining where people can be in the classroom so that they can be heard and managing chat from those outside the classroom. Budgets challenges and procurement chains having issues; Need to address this now to prepare for Fall 2020;
- Need to go paperless has become more visible; quantity of email for workflows;

1:00 - Stories from the front lines by faculty, student and support teams - Erin Maney

- Share experiences from remote transition and student experiences; great response; created a digital location to share more stories; there will be bit.ly to read those stories/suggestions that you may want to revisit;
- What has meant to students and what it means looking ahead;
- John Locke - SUNY Plattsburgh
 - Perspective = unique; day job coordinator of technology; ID for F2F and online programs; be able to work with faculty at that level, need to keep teaching; try new things in classroom and online and then feel more comfortable on what faculty should use; solidify theories/ideas been promoting for a while; remote learning vs online learning - dovetails well with F2F learning; When faculty feels comfortable using both = flexibility for learning; course designed to be resilient

easier for instructor and student; played out this spring; discussion forums on the weekend for F2F class; after class something worth sharing that they may not have in class; introverts and extroverts contribute alike; F2F class has a moodle site for students to consult; lesson learned - synchronicity is important for students that did not sign up for online programs; majority showed up; those who didn't reached out and contacted with how/why; easy lift because course was designed that way even with it being a F2F class;

- Lisa Berardino - SUNY Poly
 - Just announced online business degree program; offering 100% all online; teaching online for 20 years; Alex Picket taught her; "like making an ice cream sundae" start with the basics and then add the toppings; dovetailing how to teach online distant and provide tradition on campus student with quality and involvement they expect. Teaches HR management; Class of 47 students; both on campus and online; 3 tools for on campus students - best required office visit (meet and greet); online students - offer a telephone call to fit this need; Take notes from students; Get on campus students to make part of a weekly schedule; schedule it the first time they came and make it repeatable for each week; good idea from meeting - turn it into a mini lecture for everyone; teaching a large class issue on its own; shorter assignments due to number of students; how to manage discussions for large classes; Incorporate on campus events with alternative assignments; form teams - sense of timing from student visits, create groups/teams from this information with low stress assignments for these groups; reflection important to focus on learning objectives before how they are learning (remote/online/on campus); break down very specific; zero in one specific learning objective draw from that;
- Wendy Yothers - FIT
 - Hands one studio class to Remote Learning; conceptual approach vs hands on; take preconceptions about jewelry and make them personal and successful they can be; object that tell their story; populated with students from all over FIT; look at identity; use tools; natives of cyberspace haven't handled materials unlike previous generations; translate making a project using materials that could be found at home; pivot - used making things to get to concepts when F2F; had to lead with concepts when moving to remote learning; rethink value and beyond metals and jems in wearable art; visiting virtual exhibitions; email about what they saw and liked from these "visits" more thoughtful and open than in class; students used froot loops, staples, sewing notions, links and earrings; final project visit a creator online and how they created using everyday objects; reassess jobs as learners and educators; lots of time online helping frightened students and connect them with making and making cybersafe welcome for them; giving extra work for fearless students; passive students had "come to jesus" moment; interrogating relationship to learning; she learned online was underutilized and will put it in her syllabi going forward; students have a tremendous amount of cyber literacy and wanted to use it;

- Michael Jannace - Stony Brook
 - Biggest takeaway - SS teaching methods (adjunct professor); no slides/visual - HS teacher during the day - You are it in this remote learning environment; Your face/voice keeps the class engaged; how to demonstrate a presence and run a room; little tricks for perspective teachers for becoming student teachers; try and make the screen as engaging as possible on your own; asking good questions; maintaining a presence; questioning became more essential than ever; weakness for students and needs to be worked on the most; get creative and demonstrate best practices to students; gallery view on zoom - looking at whole collection of picture; mindset of still in the room; wait time; cold calling students; facilitating student discussion; wait after asking a question and create awkward silence; students asking just like in the classroom; get students involved; bring humor to situation; feel still like in the classroom; biggest takeaway - explaining a lesson vs doing a lesson for students; give options in assignments for future students;
- Nicole Simon - Nassau Community College
 - Hybrid course; lectures online even before pandemic; labs on campus and dproject with Brazil and Mexico; investigate how things work on their own for science labs; properly design lab - definite purpose to convene methods; makes sure students are reflecting and discussing; STEM classes online - keeping learning outcomes in mind no matter the method; No matter deliver labs keep this in mind; Getting labs to students - expected to come back; lecture still the same through BB and OER textbook there for them; what instructor was comfortable with; making sure access to stable internet during lab time session; rewrote her labs; don't let technology drive you; make sure students are practicing the scientific method. Options - virtual labs from companies (has cost), she used OER versions wasn't always ADA compliant; helped all students to afford; options of remote lab but no one took them home could possibly use kits for the future; instructors can write to augment instructions and such; plus access no matter where they were; slides include different resources for your use.
- Azad Gucwa -- SUNY Farmingdale
 - Major goal = relaxed pedagogical; uses memes to relax students; allow students to watch lectures on their own time and digest them the information; held Zoom office hours during normally scheduled class times; time was spent being there and commiserate with the students; low attendance in office hours and less viewing for pre-recorded lectures; used humor to encourage students to come and could ask something privately if necessary; Will making attendance at the office hours some part of the grading structure; Grading relied on exam grades - caught cheating; lowering weight of exam grades and upping participation features such as discussion and attendance. Learned to use resources that she wouldn't necessarily used before; keeping these features in her future F2F classes;

1:45 - University Faculty Senate/Faculty Council - Gwen Kay/Christy Fogal

- We are both members of SUNY Board of Trustees. Meetings held weekly meetings since this began.
- Survey to campus governance leaders for both the Community Colleges & State Operated Campuses and asked questions on faculty governance involvement on switched remote learning, along with other questions - how was faculty governance involved, was it at all.
 - All answers were all over the board with exception of IT
 - People found technology on campus to be very good – so kudos to them
 - Governance involvement in switch to remote learning –
 - Beginning campuses were only planning on remote for 2-3 weeks initially.
 - Faculty involvement in decision with governance
 - Some working close with administration and others where primarily administrative decision to go remote and for how long until mandate from Governor
 - One exception – most uniform of all answers (25-30 leaders answered) – support received was phenomenal
 - People talked about software added; new things coming online, made available or free
 - Appreciated extension of spring break - allowed for faculty to flip to remote instruction.
 - Appreciated how much their IT support did
 - Peer support from those teaching online
 - Took advantage of office hours
 - One challenge – smaller campuses with smaller depts.; less instructional designers -had more difficulty accessing resources.
- Pass/Fail discussion - Should this be run thru faculty governance?
 - Decision mixed – became administrative decision only. Grading is a faculty purview.
 - Faculty told by administration yes we will/no we won't. Led to difficult times for faculty. Difference between State Operated & Community Colleges.
 - What is considered a passing grade? Is D, D- or does it have to be C or above? In document it said you had to treat your native and transfer students the same. Some campuses allowed students to say what they preferred. Some preferred letter grade for GPA. Most campuses have made this a spring semester only decision.
 - Will be looking at grades pass/fail and semester classes were taken

- Fall Planning – Was faculty governance involved in fall planning? Purview of Faculty Governance is grading, all things curricular, academic affairs side of the house. Student Assembly and Student Governance is involved in Student Affairs side of the house. Difference between faculty and faculty governance being involved in fall planning.
- On campuses where faculty governance works really well – administration shares with faculty, faculty governance shares with administration – that continued in this crisis, thinking about the Fall. On campuses where governance was not as good it did not.
- Challenge - Faculty & staff overwhelmed flipping classes; teaching, grading - fatigued
- Important challenge – period of contractual obligation faculty are under obligation for 10 mos, not 12. Can we ask someone to do something in the summer when they are outside of their period of obligation? Some labor/management issues.
- There has been a lot of uncertainty for the fall and what it will look like. Not knowing has made planning challenging and stressful even as faculty governance is eager and wholly engaged
- Additional comments received
 - Expressed excellent communication from SUNY and own administrators about current situation – huge kudos. The colleges where poor communication appeared to be mainly campuses that had interim administrators; decision-making was done completely by administrators.
 - The community colleges expressed concern over furloughs, retrenchments Talking about retirement incentives to decrease the faculty/staff through attrition.
 - Community colleges did not fair well in budgets and now there will be additional cuts to all sectors. First set of cuts by June 1st. What will happen in the fall will depend on this. Need to determine how many less we will need to do without. Will we not be able to purchase certain programs if we have to go to remote instruction in the fall.
 - Campus governance leaders from the State Operated system said they would like to see more system administration direction in the Fall. Community colleges different because they are more independent.
 - Another comment across the board – felt shared governance was foregone throughout all of this – especially with searches and hires. Administrators hired throughout this process that did not involve shared governance and basically showed up in position. Didn't have that involvement that they were used to. Shared governance should be a part of all administrative hires.
- Summarize – across the board – huge kudos to campus IT and system IT to all things happening on campus. Information is shared regularly to FCCC and UFS.
- Many questions about the Fall even as people understand - that things may be a hybrid – classrooms are not large enough to accommodate.
- Budget situation has many concerned about jobs. It is not just a Community College concern – it is everywhere. Definitely need more ID's
- People want to get it right - Very student-centered; student-focused. They want to do what is best for their students for the Fall.

- Fear of the unknown moving toward Fall.
- Question – what is shared governance? Info found on AAUP website. Basically involvement of administration, board members, students faculty, staff, collaborative decision-making; academic affairs, retention, policy that will affect faculty member, curriculum approval, design
- Observations – Community College sector – many campuses are preparing for remote but also planning for f2f. Dual duty – labs, anything hands on will have some type of in-class lab session. Anything lecture would be remote (zoom, online) – most likely. Unknown if this is for all campuses or if it will be regionalized.
- Gwen – if campuses are going F2F they may go in the Fall, leave at Thanksgiving break. Considering safety, travel. This will be a governance process. People are stressed, anxious. Challenge – cost – people will not be able to conduct research, creative work, many things they may have done in the summer if they are working to get classes online.

Breakout Sessions

Student Experience, Life and Wellness in Remote Learning (John Graham, Michele Forte)

Student participants:

Jahad Hoyte - Farmingdale

Corianna Lipira - Stony Brook

Can you describe your situation/ learning environment?

Jahad - I am an aviation major, it was a difficult transition to remote from being in person; a lot of questions, many of my fellow students didn't have access to professors, many friends who are pilots who went from flying to not and it may have pushed them back, may have to take extra semester. I had core classes already.

Corianna - BSW major, found out all of this was happening in class; had brought a friend to shadow classes then real time information coming in about pandemic/closing; very unsure and strange when leaving campus; tried to be optimistic about returning; with social work we learn best in conversations with our peers, harder to learn without interactions with peers, conversations add to readings; I feel SBU faculty did great, had synchronous classes which helped with social support and structure, faculty brought in guest speakers to give variety to classes.

Students: you are ambassadors, can you speak to what your peers are going through about going back home (anxiety, stress), at what point did they feel settled?

Corianna - a friend's parents had sold their house and moved into one bedroom apartment once both kids were in college, so there was very little space for him to live and work and try to take online classes with a sibling also in the room. Others have issues with wifi and other people in the home using it at the same time; 90% are commuters in my class, but a few RA's in class are worried about paying for housing next year because being an RA paid for that cost; not everyone functions well with online learning, it was difficult for me in the past, it worked out ok for me this semester. Not everyone is going home to something that is safe or comfortable, unfortunately that happened for some people.

Jahad - Mental health is a big issue for me, anxiety is a big issue. Many students were going home to bad situations, and some had issues at home, some are homeless and didn't have somewhere to go. I got emails from students saying I don't know where to go, the school hasn't contacted me about staying, went to bed not knowing if they had a home. Many were able to stay. Many didn't know there were online mental health options for help. Many undocumented students said they didn't know how can I apply for scholarships, what about financial aid? Very

stressful. Some great stories; it took about a month to transition to online, some still trying! Very drastic transition, next steps still up in the air with labs and the aviation program. FSU did a great job.

Did you or your peers access any student support services?

Jahad - I used tutoring, people don't really know about it; faculty didn't know how to use Blackboard or other tools so they used email instead, which was a lot of emails and some students don't check their emails so they missed out on conversations.

Corianna - A lot of times students don't know about services; I like to use the writing center for input on papers and the library for citations; in the transition i relied on my professors for guidance mostly because it was comfortable and they know me, and I wasn't sure if some of the services would get back to me quickly.

If you were an admin or faculty on campus, what would you do to convince me to come back to campus or keep taking classes online?

Corianna - I'm a returning student, I went to Suffolk CC after HS, and in that spring semester went to see a counselor. The dean came and asked me what was going on, I'm seeing a decline. She gave me the opportunity to talk about things and said this is what you need to do when you're ready, here's my number. This profoundly affected me about coming back; making sure students know there is someone there for them on campus, that their education means something. Especially for people who have experienced a lot of hardships, they might ask why am I going to do this. Sometimes it takes one person to say you're worth it and I want to see you here, it makes a difference.

Jahad - FSU has great communication with their students, so that is helpful for our students, maybe why they go to faculty instead of student supports. We need to give someone hope. Scholarships will help as well for students who are in difficult situations. If someone reaches out and says here are the opportunities to succeed it makes a difference. More communications to let students know what's happening with financial aid. Don't give up, there's always a way to succeed. Here's how we can help, use the campus resources, you have relationships with faculty and others on campus. Put your hand on someone's shoulder, it makes an impact.

Did you all have access to supports?

Corianna - I used a library database which was still accessible, SBU tried to make everything still available, EOP, disability services, when the first push to online came out we needed to make sure everyone had access to laptops.

Jahad - CStep student - Google hangouts to check in, made sure people were ok; access to food pantries

What do we need to get right for the fall semester?

Corianna - I did well because I had so much social support before we left, so I had access to that online

Jahad - Everyone isn't having the same experience though and some faculty aren't as responsive. Empower the staff and faculty with the tools to use BB, Collaborate, Zoom, Google hangouts so we can connect instead of just through email, so everyone can benefit from hearing other people's questions/problems and how they get solved

What do we do with our freshmen students coming in virtually?

Corianna - Welcoming them in the best way we can; finding ways to have that smiling face and welcoming open arms virtually, making sure they know we understand this isn't the way it was suppose to be, it's still worth it you still have a community and faculty are still there to help; SUNY is still helping to make things happen.

Jahad - We are SUNY, we have the best education; the freshman will have the best education. That sense of welcoming is important, establishing focus groups with small groups will be a better way for questions, break through the shyness about asking questions; we are SUNY we are the best; make sure we are checking in and seeing how they are doing.

Evolving Models for Online/Remote Learning Fall 2020 (Kim Scalzo, Ryan McCabe)

- **Synchronous tools that campuses are using - Zoom, Teams or Collaborate, etc**
 - Zoom at MCC. MCC bought a site license for zoom to address all of our remote needs (in class and out) as soon as we determined we were moving things remote - has worked really well for us - we have 10-4 Virtual Campus zoom rooms for ID support for example daily.
 - WebEx/Collaborate at FLCC
 - Collaborate at Buff State, zoom and google hangouts some faculty use, too
 - Zoom at Purchase College
 - TC3 has all 3, but zoom is the sort-of improved free version. We encourage Teams due to the captioning
 - Collaborate at Brockport, we also have MS Teams
 - WebEx at Cortland. However, we have MS Teams and Skype for Business available. Cortland had a current license with WebEx, so that was a determining factor in extending it. We also have a license covering all faculty, staff, and students for Office 365, so Teams and Skype for Business are included and accessible from there.
 - Oswego is dropping collaborate and going Zoom. Oswego is doing an enterprise license for Zoom allowing all of us (including student organizations etc.) to have large meetings and extended time in sessions.
 - ESF: Collaborate, Zoom, Teams, and Google Meet are all being used. I think the majority of faculty were using Collaborate though. At ESC, we are in the process of moving to Teams. In international, we are using Zoom
 - Old Westbury: Collaborate Ultra because our LMS is BB. Many faculty prefer Zoom. Teams is recommended for meetings, committees and advising. no support for Zoom, no licenses for faculty. Some faculty are buying pro on their own. Zoom is used for training faculty. We were told that Zoom education licenses are too expensive. We have good Collaborate training.
 - UB: Zoom, WebEx, and soon Office 360. Zoom is most popular and widely used after a very rapid deployment! UB has WebEx as the supported tool prior to the pandemic. Zoom was purchased just recently and teams will launch very soon. UB has Zoom set to push to Panopto and Blackboard, which is a great combo. Captions can be auto generated within Panopto.
 - Nursing at Columbia Greene is using Zoom now. We had 60+ students to proctor for exams, and collaborate did not support seeing all participants at once. It was also far less “glitchy” in our experience. Teams sounds like an interesting option, as we have heard that it may be made compatible by Blackboard.

- At SUNY Broome, in nursing, we used Zoom too for proctoring
- Purchase: IT bought a bunch of Zoom education licenses and so far it's worked well
- Oswego used Collaborate, Zoom, and Google Meet. Starting this Fall Zoom will be the campus standard and Collaborate is being eliminated.
- **Large Class Challenges** – Rethinking large classes in the transition from f2f to online. What does large mean? The idea of large is a relative term.
 - What worked in “large classes” and what needs rethinking? What worked well in f2f can be transferred to an online environment, what did not - leverage the use of technology to improve the experience (the Wine making program example below)
 - Discussions & Assignments: The large number of students was an issue. A faculty member shares that she had 2000 individual items over the course of semester in the course.
 - Fieldwork: The classes that are highly interactive, highly practice based, have demonstrations – 30 can be considered a large class when you are thinking of transitioning field work into an online setting, so that the groups can get to the Professor’s attention. A faculty member shares that instead of students going into the field and spending 6 weeks, they created an online module, where they will “meet” to complete the learning component. This was successful to a greater or lesser extent.
 - Ryan shared what a faculty member did at a Wine making program at FLCC. Obviously, if the student is not near the equipment, it becomes difficult to teach wine making. So, what the faculty member did is he wore a GoPro camera – it’s a camera that you will wear on your head that shows your line of vision, he then live streamed all his hands on learning components of his course using GoPro and explaining everything that he went through – the wine making process.
 - Assessments were a big issue, how to make assessment an honest measure while still maintaining the models that the faculty member is embracing.
- **Online Exams/Proctoring** – How to handle exam reviews and maintain tight security?
 - A nursing faculty member shares that they did exams through Bb course, and they used remote Proctoring software, which worked out well. The problem is doing an exam review. Because their exams are so structured, and they maintained such tight security, they do not just release the answers. This semester, the individual students zoomed with the faculty member, and they went

over every question they got wrong, and faculty member told what the right answer was, why that was the right answer, but that was time consuming.

- FLCC Nursing department uses Respondus for that purpose – it allows greater control of all elements of the exam.
 - Worked great for the testing/exam purpose, but not for the review component. Once the student finishes the testing, it shuts off. Bb will share the answers, but Respondus is no longer monitoring them therefore the security would be compromised.
 - Buffalo State: Proctorio allows students to view the correct answers while still being recorded for integrity.
 - Respondus Monitor/Respondus Browser Lockdown: you can review what the student did; it does not resolve the issue with the faculty going back in to review the questions with the student.
 - Our typical procedure for math is to individually review exams in office hours.
 - HESI, <https://www.hesiinet.com/> - They conduct their own live review after the nursing exam. Therefore, we did not have to worry about that.
 - HonorLock (Blackboard): FLCC uses HonorLock, been happy so far. Occasional issues - 1 out of every 50 students concerned with privacy terms, they interfere with other devices. SUNY Online uses HonorLock as well.
 - SafeAssign stop processing file for other BB users. It started locking up at the end of the semester.
 - Lockdown browsers do not work on some devices, I believe on chrome books...and some students do not have webcams
 - There are accessibility barriers with many of these locked down browsers and testing modules. How do we address this issue and is there one program that is better than others that can be used for our students that need academic adjustments?
- **· What models are you considering? What models have you decided on? - Asynchronous, synchronous, hybrid, hyflex.**
 - What scenarios are campuses considering moving into Fall?
 - SUNY Definitions: <https://onlineteaching.open.suny.edu/page/remote-teaching>

- Flipped classroom for mixed synchronous and asynchronous instruction.
- Flipped classroom model for microbiology students – very hard time transitioning, hands on people. Had no online component before. Some students ended up picking up shifts at the hospital, and could not make the time. Evening sessions, for those that cannot do during the day. Simulate the classroom group environment for synchronous sessions. $\frac{3}{4}$ of the class still show up for the class – having that connection, seeing another face. Faculty members are still mailing packets to students, not sure about the access to technology.
- **Digital Divide on Campuses** – early adopters using all the features that these synchronous tools offer, however, there are students who do not have the devices, bandwidth; who need the simplest asynchronous path to success.
 - Should all classes offer both synchronous and asynchronous path to completion?
 - Are faculty prepared to teach different versions of the course? How many faculties are preparing a remote blended/hybrid course that uses both synchronous and asynchronous tools?
 - A significant portion of students being left out economically and for other reasons
 - Rural areas do not have good connectivity, echoes for many people. Students traveling and coming to college to get access to Wi-Fi, and use the computers.
 - The Laptop/Chromebook initiative filled some of that gap. There might still be the need out there.
 - Buffalo State: In the Spring semester, most of the students do not have resources they needed including money, a lot of students still do not have laptops, they used Zoom on the phone. All the training faculty is getting is great, but the students are not able to use the technology; still mailing materials to students.
 - Buffalo State considering different scenarios – Continue working on moving fully online, what can be taught synchronously; what asynchronously; physical distancing – have small groups come on alternative dates.
 - Giving student's the choice between synchronous, asynchronous, or both worked best for students - those that did not have the technology or the time for synchronous activity were able to fully participate asynchronously.

- Providing choice, especially in regard to course content and materials is a good practice. Share multiple formats including handouts, and phone, and audio to download with a supporting PowerPoint, and ZOOM-type synchronous sessions (less of these if this is difficult for your students), and if your student body would benefit - consider mailing out pre-recorded video lessons on DVDs.
- Will you spell out in the syllabus that both synchronous and asynchronous options are possible paths through the semester? Or, are both “required” but exemptions are made as needed?
- Spell out labor requirements - certain number of hours of engagement necessary. Students get to choose how they want to engage, a menu of options – participating asynchronously and leaving voice thread comments, participating asynchronously and typing out annotations and hypotheses, or joining a discussion on Zoom or Webex.
- Empower the student with a choice given all different circumstances.
- Labor Based Grading Contracts
<https://wac.colostate.edu/books/perspectives/labor/>
- Hypothesis <https://web.hypothes.is>
- VoiceThread <https://voicethread.com>
- Design considerations - design equivalent grading opportunities for synchronous and asynchronous students when you give students credit for their work in class.
- Surveying students before the semester starts to see what technology they have available is key in planning. A faculty member shared a survey - <https://docs.google.com/forms/d/e/1FAIpQLSfelIXoFddEDZ6Ksn1-pk0LRTjppDT0p1T2MYKnDa3jczJWsQ/viewform>
- UB: A survey sent to students regarding their experiences learning in a remote environment.
<http://www.buffalo.edu/oeo/outreach-and-education/remoteteaching2020/week3student.html>
- The Governor’s office will provide guidance for higher education in mid-July – those in higher education understand that it can be late for faculty to plan, communicate to students.
- Provost is hopeful that some guidance will be available sooner. They are working closely with the Governor’s office hoping a decision will come out sooner.

- Chancellor has asked the campuses to submit reopening plans. Those are due next Friday – 6/5. Things are tentative now. No public announcement should be made at this time.
- Global COIL Commons Course - <https://system.suny.edu/global/coil-global-commons/>

Faculty Experience, Development, and Support (Jamie Heron, Alexandra Pickett)

Around 40 attendees

Breakout session notes:

https://docs.google.com/document/d/1Owd3iEERrAXqVNX3-qevMOR5p94n8CS_toXccymzJl4/edit?usp=sharing

Experience, Infrastructure (Sean Moriarty/Karen Geduldig)

24 people;

- Looking ahead for technical topics;
- Low density classrooms and labs; subcommittee providing a discussion about this; Mike Notarius
- Any ideas how much have saved in printing costs - unknown; Need to look at where we had cost savings especially with budget constraints;
- With uncontrollable changes to reduce resource drain and fatigue - LMS Plans - procurement perspective; contract is expiring; we will be doing a competitive bid; not for any other reason; multi year project; decision before calendar year is out; then project plan in the new year; not expecting to move in next academic year for campuses;
- Adobe negotiations for system use and free use for students; Adobe has contract for each of the campus; ITEC and SUNY negotiated for the campuses; CC was offered by Adobe if they had licenses - they offered; available till mid June/July; has not extended it; were not using this on campuses either; ITEC is looking at options and seeing what is possible; no decision as of yet; Licensed by device in computer lab; if no labs are available how do handle licenses for devices that are not available; transfer to student licenses if computers given to students;

- Concerned about balancing computer classroom use for classes v. student walk in use. We have 4 classroom spaces but need all 4 for 1 class and then with physical distancing, there is no space for student use - Will see a lot of issues around this and will be campus specific;
- Practical Lab with a computer program that the students use on a desktop; Teach costuming/sewing if have to split class for social distancing - am i going to have to teach 2 sessions and who does the scheduling to allow this to happen so students can attend other classes or will they lose a lot of students?
 - At Oswego -
 - if a course is going to be offered at one time - that is the time that it will be offered and some students will be remote and some will be in the classroom; during the week, one day some students will be in the classroom and some remote switching off during different weekly offerings; Some campuses are prepared to offer more technology but are having issues procuring it.
 - Sound in these classrooms may be difficult due to classroom;
 - How to interact with remote students during class;

- Anything other than 100% F2F System is committed to helping so students and faculty can be successful; How can they help on a technology side? We want to step forward and help. Need to know to figure out how tech can help faculty;
- Would SUNY consider using Microsoft Teams/365 exclusively? sorry - I mean use as an LMS
 - This is a campus to campus decision as not all campuses are a MS campus. We have many Google campuses;
- Sorry if I missed it in the presentation but where did we end up on EduRoam?
 - As purchasing laptops for students on behalf of the campuses; ½ dozen campuses; WiFi network using their campus credentials at any participating EduRoam campuses; very powerful for students who are near to a campus that might not necessarily be their own; 35 campuses who are interested in addition to those who are using; Negotiating a contract by Sys Admin currently; Cost is inexpensive; Will System cover or will campus cover? If covered by Sys, how long will Sys cover it for;
- and please consider that those students who are remote may have visual challenges or might be deaf so need to incorporate close captioning
 - Nazely from Sys Admin and SUNY has done a lot of work in this area;
 - SUNY Accessibility Week Recordings on SUNY CPD YouTube Channel
- Libraries are also concerned about continuing to open their libraries to ALL SUNY ID holders ... If we need to limit occupancy and have limited space for our own students, how can we continue to offer access to all SUNY students
 - This could mean limits such as only allowing certain numbers of people into the library; People may need to wait outside.
 - From Carey Hatch to Everyone: 02:54 PM There are a couple of BOT policies related to public and SUNY Student access to libraries. We will review and provide guidance
 - From Cristina Pope | Upstate Medical University to Everyone: 02:54 PM There are several SUNY Library working groups working on all the issues surrounding re-opening. Stay tuned for 'official' recommendations
- How will the campuses ensure their LMS requirements will be represented in the LMS procurement re-bid ?
 - Very large requirements gathering team with Kim Scalzo with Israel Washington organizing this; A lot of input from academic, administrative and technical side;
 - From Israel Washington to Everyone: 02:57 PM Yes lots of representation

- What other challenges do you see ahead? What haven't we touched on?
 - What are campuses thinking about automating workflows or paper shuffle or financial aid, etc? Can we position ourselves by the fall to take care of this?
 - This will vary from campus to campus; What do you have available that you can build upon to help this? SICAS has been a great help in this area; Tremendous lift that all campuses might not have the tools to do this and build on areas there is opportunities; Not a quick solution for some of these issues without procurement;
 - SUNY Online - a lot of opportunities to work together to lower financial barriers and reduce workload on staff; looked at a number of technologies; API management to accelerate to integrate systems and move data around; relieve the burden on IT teams for integration; some campuses interested in using this platform and share the cost; looking at robotic process automation for cross registration for example; with multiple campuses interested - lowering buying price by buying collectively and share the cost savings;
 - Student side - as we pivoted to remote learning; loss of student to student engagement; find ways to have a "normal" college experience; especially for seniors and the goodbye and graduation experience; Oswego looking at how to provide that in the future if necessary; working with SA and how they are going to re-engage with the clubs with faculty/staff to help the clubs and guide them. Looking at Zoom Enterprise licenses to support this.
 - Internet challenges - need to be looked at a state level?; State and Country issue; "Last Mile" Questions; K-12 experiencing this issue as well; Opportunity to think through to address this issue or how issue is being addressed broadly to see what SUNY's role is in it; Broadband Management Office partnership; access vs affordability; EduRoam is one answer to this question; Cuomo working on tech infrastructure throughout the state; Do we have any insight in that? ReImagine Education group still debating about this with CUNY/SUNY/K-12/Private Colleges;

- SUNY Tech Forum - June 15th 11am - 4:30pm
 - Roll out Online Strategy to support SUNY Online and catalyst technology in SUNY over next 5 - 8 years;