

All Academy Remote Teaching Collaboration Session – 15 July 2020
Recording of Sharing Collaboration Session Summaries:
<https://us.bbcollab.com/recording/1018faf5447d471aa4ad165ab10398e1>

Summary: The inaugural All Academy Remote Teaching Collaboration Session occurred on 15 July 2020 from 1300 to 1530 Eastern Daylight Time (EDT). West Point's Remote Teaching and Distance Learning – Best Practices Working Group hosted the event via Blackboard Collaborate virtual meeting spaces. In preparation for the collaboration event, all those which RSVP'd as coming were provided "[Teaching Tailwinds](#)" which is the first publication focused on remote teaching by USAFA that includes articles which address issues that advance instructor readiness to teach courses designed for both F2F (face-to-face) and online as needed. Participants were also provided "[RTDEWG Report Final](#)" which is the culminating report submitted by the USMA Remote Teaching and Distance Education Working Group to address four primary questions about remote teaching and provides 12 significant evidence-based recommendations for consideration as we move into the Fall semester. A total of about 60 staff and faculty participated with about 28 from USMA, 24 from USAFA, 9 from USNA, and 3 from USCGA providing a diversity of representation in STEM, humanities, support services, physical education, junior faculty, senior faculty, military and civilian. The purpose of the event was to provide an open atmosphere to ask questions and enable enhanced collaboration across the Service Academies to discuss remote teaching challenges, solutions, and build the Joint Academy Community to foster increased and improved partnerships. and enable a successful and enriching educational experience for all our students and faculty. After opening remarks from the primary POCs from each Academy and a brief discussion on the framework for success requiring a bounce forward (Figure 1), participants moved to breakout sessions. During the breakout sessions, a moderator recorded notes in each session. The entire group reconvened to share highlights from the breakout sessions which are provided below. The recording of moderators sharing highlights from each breakout session is located at the following [link](#) (same link displaced in the heading on each page of this document). A poll was conducted at the conclusion of the session to obtain feedback regarding the perceived value of the time spent together, points for improvement, a recommended reoccurrence interval, and topics to cover for future collaboration sessions. The survey results indicated 95% found the collaboration session beneficial and 90% would be interested in attending another collaboration session. The reoccurring theme from responses was a desire to continue these all Academy collaboration sessions with breakout sessions focused on sharing challenges and specific methods to address those challenges. A blend from the responses leads to recommending monthly meetings with more specific focus and incorporation of a panel of speakers from each Academy, transitioning to quarterly meetings, and a semi-annual or annual summit meeting. The summit meeting could have simultaneous sessions occurring with specific topics of interest or threads similar to a traditional conference.

Bold font denotes bounce forward examples to achieve a more resilient baseline for the future.

Bounce Forward

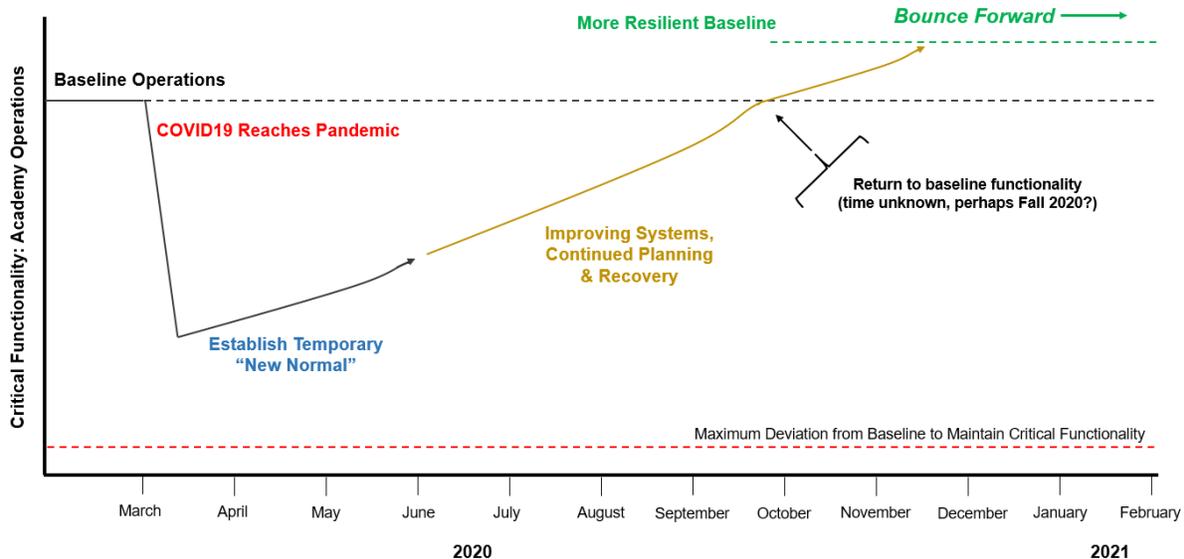


Figure 1. Bounce forward concept provided by the USMA Futures Operational Planning Team.

Recommended Topics for Future Collaboration Sessions (comments from survey responses):

- Plan/actions to take in case instructors get sick (not able to teach class)
- More tips about using Teams, effectively for online instruction and communication; novel ideas for online student engagement;
- How to encourage faculty to use effective practices in online teaching; dealing with assessment issues (both course-level and program/institution level)
- implementing engineering labs in online and hybrid environments.
- Faculty development best practices in remote teaching techniques.
- Asynchronous practices - what worked and what didn't; synchronous practices - what worked and what didn't; what practices will people carry with them once HPCON levels allow for regular (pre-Covid) classes to resume?
- free form discussions seemed to work out
- Navigating a deliberate change from in-person to remote teaching.
- I think it would be helpful for the topics to be a bit more specific and directed next time. I think we could talk for a full breakout session about a topic like "What strategies are using or planning to use to build community in your online class?" Perhaps we could structure this more like an academic conference. There could be a couple hours of sessions, with several happening side-by-side. One participant could be a facilitator for each session, giving a brief intro to the topic and guiding the discussion.
- Training academic integrity to Cadets; Faculty development
- If we are to do it in the winter, what worked during the fall and what didn't work.
- Maybe breaking out into groups and actually learning tips and sharing ideas of what worked and what didn't in the remote classroom. Best practices of blackboard, of teams of discussion boards, of google classroom etc.
- innovative, engaging, student-centered activities and/or assessments
- What's working well for people? Also, creative ideas.
- Plans for fall instruction, TTPs for laboratories and exams.

Bold font denotes bounce forward examples to achieve a more resilient baseline for the future.

- this has to be more specific - these topics are big and it could be more productive to get smaller groups around more specific topics. "Summit" meeting that are broad reaching might be useful for less frequent meetings. But this group has a lot of potential pushing for specific solutions, but the format keeps things pretty superficial.
- Character development online
- May be productive to link up across academies on specific topics. This could be working groups with a narrower focus, but with the ability to meet more frequently and get more specific on tactics and practices. Examples of topics could include assessment integrity, hybrid classes, etc.
- May want to initiate small group cross academy collaborations sessions through a more organized, deliberate invite list versus an invite sent to the entire groups.

Breakout Session Notes: The notes from each breakout session follow. The format varies between the different sessions in order to provide flexibility to those serving as moderators to speed the capture of the salient points and sharing the highlights of the discussion with all.

Breakout Session 1 – Dean Staff & Primary Collaboration Session Coordinators 1.

Group Members (8): Dr. Rob Flaherty (USAFA), Dr. Barry Fagin (USAFA), Dr. Calli Holaway (USAFA), Dr. Karyn Sproles (USNA), Dr. Allison Webster-Giddings (USNA), Dr. Rachel Sondheimer (USMA), Dr. Rebecca Jones-Kellogg (USMA), LTC Ben Wallen (USMA)

Institutional Challenges to Consider (Accreditation, Students Not Self-Reporting if Sick, Faculty Burden):

This year includes USMA's reaccreditation for both Middle States and ABET. Both have been pushed back from the original date; however, both will occur remotely. For now, there hasn't been any long-term impact. We are tracking course changes through course change memos to make sure we are able to show the transition. Another big concern is that we may be told to go remote with little time to change. Another challenge is finding meaningful, deliberate ways to cultivate a continued strong culture of honor (academic integrity) in the online environment. Policies are currently being developed and adjusted to address changed based upon the remote environment.

USAFA mentioned that another concern is that students may not say anything about being sick because they don't want to be quarantined. They are young people and might think they simply have allergies. The concern is that those students who are asymptomatic or have mild symptoms will not go to the medic center. This will happen. However, a potential reduction in the number of students who would originally not want to miss class when sick due to concern of missing material is mitigated by the online preparation of class materials. **Students won't be missing material due to being able to access material from their rooms.** This can help reduce the number of students not reporting to the medic center. However, there does need to be a quick, good testing protocol as students are already at the Academies and classes start in about a month.

Another concern involves a means to reduce the faculty burden. Without the typical travel for conferences and in support of course field trips, clubs, and sports teams, faculty should have more time. Another method to reduce faculty burden and support Cadets includes USMA currently reviewing the potential for students to have four (versus the typical five) courses in the Spring. Additionally, USMA and USNA have placed a pause on tenure tracks to reduce pressure for furthering academic careers. A concern that must be considered for faculty with young children includes the work-life balance when working from home and having to potentially serve as the teachers for their own kids at home. This is a significant extra workload for the faculty. USNA and USAFA concurred that thus far there has not really

Bold font denotes bounce forward examples to achieve a more resilient baseline for the future.

been a reduction on faculty burden. In fact, there has arguable been an increase across all Academies with the increased support of summer classes that have set record levels of support for students to help reduce the student workload for upcoming semesters. However, USNA acknowledged that there may not be a realized reduced load on faculty. USAFA provided a different way to think of the workload not being reduced. The faculty are now having to make adjustments that we wanted and now have higher quality courses and better learning for students. Maybe the higher workload is OK with the faculty seeing the benefits. Maybe it took twice as long to prepare for the lesson, but each faculty member must consider what they got out of the preparation and what their students received based on those efforts. **The focus is to provide state of the art education.**

Teaching for Faculty & Preparation for the Fall Semester: USAFA's recent publication of "[Teaching Tailwinds](#)" was the first edition of a bi-annual effort to provide best practices and highlight significant concepts associated with elevating teaching. Regarding training for faculty, USAFA is targeting the basics of teaching for addressing online learning as denoted in the modules (see Figure 2) covered throughout the remainder of the summer to address asynchronous and synchronous efforts. The teaching series for faculty is focused on pedagogy with such topics as the science of learning, learning centered curriculum, and evidence-based learning. Workshops intertwine these topics along with breakout group discussions and activities and work concurrently with online new faculty instruction. There is a required (e.g., 20 hours) amount of training for faculty with an ability to earn points based on completing modules. In fact, there is a competition among the faculty that the first faculty member to complete a certain number of modules receives a Dean's coin to recognize highest achievers.

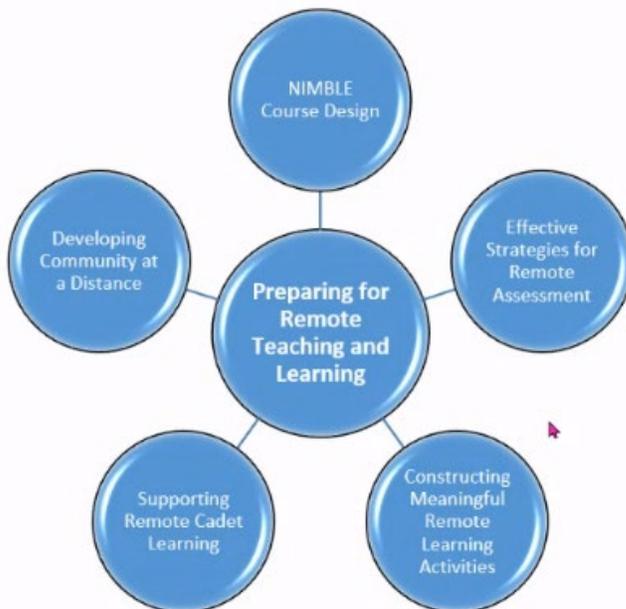


Figure 2. Modules established to train faculty on asynchronous and synchronous efforts designed to prepare for remote teaching and learning.

USNA is rebooting their online learning classes used during the transition to remote teaching for the Spring semester and having their new instructors attend. There is an added benefit with providing this training through virtual sessions. Now their colleagues at the Prep School are able to attend. **Due to this advantage, they plan to always have an online capability for future faculty workshops.** There will be **Bold font** denotes bounce forward examples to achieve a more resilient baseline for the future.

All Academy Remote Teaching Collaboration Session – 15 July 2020
Recording of Sharing Collaboration Session Summaries:
<https://us.bbcollab.com/recording/1018faf5447d471aa4ad165ab10398e1>

a 3-day new faculty orientation (150 new officers and 20 civilian without an understanding of the military) at the end of July. This is planned for face-to-face (F2F). A pre-orientation occurs for the civilian faculty (a few hours) the day prior to the new faculty orientation (28 July) to discuss military concepts associated with teaching at the Naval Academy. Starting the week of 20 July, there will be 20-minute workshops available for faculty focused on remote teaching and learning on such topics as what to include in the syllabus, attendance, LMS use, Blackboard, and Google classroom. Special workshops on race are also planned which will be about 1.5 hours and incorporate guest speakers. There will be technology workshops throughout the year. There will also be noon-time workshops almost every day of the week with a rotating focus of pedagogy, social issues, new faculty topics, etc.

USMA spent about 1 ½ months putting together the "[RTDEWG Report Final](#)" which is guiding the deliberate establishment of policies and resources acquisitions for both faculty and students. Each department conducts their own new faculty orientation with specific sessions dedicated on sharing best practices for remote teaching. There are also reoccurring training opportunities by both the O365 team as well as the Center for Teaching Excellence regarding resources and use of the primary LMS (Blackboard). Additionally, weekly office hours available for faculty across USMA to drop in every Wednesday between 1615 to 1700 to ask any questions about remote teaching from how to create groups in Blackboard or Teams to pedagogy-focused questions. The first office hours occurred on 15 July and focused on HyFlex teaching environments with some students present in person and some remote.

Starting Conditions for Fall Semester: USAFA is planning for half of the classes to be remote. USNA is working on the assumption that classes will be in-person but need to support remote students. Therefore, they are working on how to put programs online. A big challenge to consider is how to do group activities with folks 6 feet apart. Potentially, all students should bring headphones. USMA is focused on teaching in-person; however, there will likely be about 30% who will be remote for a variety of reasons. Therefore, recommended guidance is to prepare each lesson for 100% remote teaching and then incorporate in person students. In so doing, the course is more ready for any combination of student availability and the transition to 100% remote (if mandated due to changing conditions) will be able to be supported in a deliberate, pedagogically sound manner.

Laboratories: The approach at USAFA for laboratories is that half the students will be in lab on one day and the other half will be on the next day. For any students that will not be able to attend the laboratories, USAFA will provide the opportunity to watch of video of the laboratory that was captured via an Echo 360 site license.

Recommended Methods to Conduct Blended Asynchronous and Synchronous Teaching in the Fall: Students love short (2 to 5 minute) recorded videos to discuss technical portions of a class. Online notes posted after each lecture enables quick review of material for those present and anyone who

Breakout Session 2 – Academic – Humanities and Social Sciences 1.

Proctor: Dr. Julia Praud

This group was really interested in the challenges of augmenting instructor presence in the online environment as well as finding solutions for increasing student engagement.

Increasing the frequency of instructor feedback was one suggestion for increasing instructor presence. Another included sharing lesson preparation across a multi-section course in order to free up instructor

Bold font denotes bounce forward examples to achieve a more resilient baseline for the future.

time so that it could be refocused on engaging cadets and giving timely, individualized, meaningful feedback.

For student engagement, more than one colleague suggested truly flipping the classroom and putting more responsibility on the students in terms of engaging with the material before class so that the in-class activities can be student-centered, active and engaging. These changes actually raise the bar and enhancing the student experience. Many of these changes will likely remain after students and faculty members are able to return to a typical F2F classroom environment.

The amount of time the transforming our courses to meet the COVID environment was cited as a challenge as well as the feeling that professors are receiving urgent request upon urgent request and feel that they do not have the time available to invest in these enormous changes to their courses. On the other hand, colleagues shared the positive side of this shift online which has opened up new possibilities to engage with people and entities beyond their institutions. What other possibilities can be imagined and realized in this online environment?

The discussion also turned to academic integrity and assessment issues. Changing the nature of exams, allowing open book, moving away from multiple choice, choosing low-stakes assessments over high point value ones, were a few suggestions.

Breakout Session 3 – Academic – Humanities and Social Sciences 2.

Proctor: Dr. Greta Bucher

The second HSS group was particularly interested in discussing the various platforms used for remote instruction and the efficiencies found in each one. Blackboard, Teams, and Google Classroom were discussed. The group also discussed how each determined which platform to use. Responses offered included what is supported by the institution, the availability of assessments and gradebooks offered, and the ability to provide feedback in an efficient way. The group discussed breakout groups in some detail and how these can be accomplished in both Teams and Blackboard.

Providing feedback was also discussed in detail and the concern of how large of a draw it can be on faculty, especially if needing to provide feedback electronically on student submissions of various types. The group discussed how faculty adapt to new ways of providing feedback, including providing group feedback, feedback through audio/visual responses, and less detailed feedback approaches. Along with this, the group briefly discussed academic integrity and how platforms can help us support this, including SafeAssign in Blackboard and the lack of that or similar product in Teams.

Breakout Session 4 – Academic – STEM 1.

Group Members (6): Col Brian Neff (USAFA), Dr. Allison Webster-Giddings (USNA) [participated in two sessions], Dr. Michael Butkus (USMA), MAJ Briana Fisk (USMA), Dr. Lynnan Mocek (USMA), Mr. Chip Schooler (USMA)

Notes:

- Accreditation needs to be considered when making modifications to courses and timelines must stay in line with the accrediting agency.
- Surveys were used to gauge student and instructor experience.

Bold font denotes bounce forward examples to achieve a more resilient baseline for the future.

- Synchronous methods may cause network issues. Students at service academies are used to structure, so some thrive with asynchronous and some find it hard to be motivated, even with reduced distractions.
- Modality is not dictated, but courses should try to maintain one platform to store their course material.
- Pass/Fail is not recommended, but compassionate grading, extended drop windows and options for incomplete courses are helpful to students that need it.
- Hybrid/Remote/F2F/Flex options are being prepared for. Additional hardware has been purchased to assist with presenting materials remotely.
- Exams are difficult to maintain integrity. Can use technologies in Blackboard or modify assessments to the environment, but does this still evaluate the same skills?

Breakout Session 5 – Academic – STEM 2.

Group Members (7): Dr. Bob Bryant (USAFA), LTC Ian Irmischer (USAFA), Maj Matthew Johnson (USAFA), Dr. Daniel O’Sullivan (USNA), LTC Jake Bruhl (USMA), Dr. Eric Lin (USMA), Dr. Mike Steward (USMA)

Challenges

- How best to conduct lab experiences online
- Uncertainty – makes planning difficult (cadet technical capabilities (e.g. write digitally?), teaching modalities, norms of conduct (e.g. trend to go to the lowest common denominator), how many people in a room, will we go full remote at some point, technology in the classroom (identifying new equipment needs, how well will it work))
- Developing policies for new environment – and recognizing that it’s sure to change as the semester progresses
- Training faculty to teach online effectively; time to create needed content (learning curve!)
- Most midshipman in one of the courses who came to class during HyFlex were dissatisfied because their computer capabilities were better in their rooms (more monitors, a mouse, etc.)
- Learning the software being used (“how-to-ology” Bob Bryant) and the effect of introducing technology into the learning environment
- Assessments –
- Equity of technical capability, resources, and home requirements (if they return home mid-semester) – pedagogical and technological solutions not necessarily being determined at institutional level

Policies

- Purposes for policy: uniformity for cadets, backstop for instructors, reduce uncertainty
- USNA – starting full remote and move to hybrid/in-person as the semester progresses
- USAFA and USNA – cadets/midshipmen could return to the academy if they needed to (poor home environment, etc) – 60 midshipmen returned,
- Video policy – in contrast to typical practice to forbid recording classes (particularly for controversial topics). Privacy issues, accessibility/distribution.
- Platform – Teams or Blackboard; (see article by Bob Bryant in the Tailwinds publication sent out by LTC Wallen)
- Need to be very careful about overly constraining faculty - may make it difficult to engage cadets. How to balance this with adding stress to students (“extraneous load”)

Bold font denotes bounce forward examples to achieve a more resilient baseline for the future.

Best practices – and methods to share those practices

- Invest in good equipment
- Structure – use the same structure for each lesson/engagement. This reduces anxiety for students. “Riffing in class creates confusion online” Eric Lin.
- Organization – regardless of platform used, effective and clear organization is essential
- Stay in the scheduled class time – respect breaks and other requirements
- Asynchronous – use short videos, punctuated with cadets doing something (quizzes, post a discussion board entry, or something similar) – this engages cadets
- **More deliberate feedback mechanisms; frequent assessments**
- Include your face in videos (at least occasionally) – students don’t like being sent to content created by others (makes them think the instructor is lazy)
- Be careful with jokes – they may have a different effect in a video than in person (cyber-psychology, Bob Bryant)
- **Get regular feedback from students about how the online learning experience is going and adjust as necessary**

Breakout Session 6 – Physical.

Group Members (10): Col Maiya Anderson (USAFA), Mr. Scott Nelson (USAFA), Lt Col Harrel Moran (USAFA), Mr. Nick Dargene (USAFA), Dr. Wilma Proctor (USAFA), Dr. Carla Criste (USNA), Dr. Jon Healy (USMA), Dr. Jason Suby (USMA), Dr. Jeff Coelho (USMA), Dr. Drew Van Dam (USMA)

Initial focus was sharing information on impact of COVID-19 on Physical Program during AY20 Spring Term, Summer Term, and AY21 Fall.

- USAFA:
 - AY20 Spring, sent home all underclassmen at Spring Break, retained seniors; they stayed on campus and took modified coursework to complete as many requirements as they could prior to graduation; all underclass course lessons remaining were waived for this term.
 - Primary Learning Management Software (LMS) used for remote teaching while on campus for seniors was Blackboard; already in place from face-to-face courses, so was not a difficult transition for faculty/students.
 - A 9-lesson wellness and fitness course was designed to finish senior requirements; all lessons were asynchronous, there were 3 online quizzes, a discussion forum, and a fitness log that was required to be completed and turned in; no negative feedback from students, was mostly positive on design and delivery.
 - Social distancing classes were held for most physical courses; emphasis was on non-pharmaceutical interventions and disinfecting equipment/machines
 - Students wore masks for all physical activity both in class in and in the workout facilities.
 - Summer Term, offering remote classes to those at home with no duty assignments at USAFA; offering in-person courses to those at the Academy (to include tennis, pickleball, yoga, aquatics, and reconditioning)
 - AY21 Fall Preparation, looked at course sequencing change but ultimately did not change; not planning on offering soccer, basketball, or racquetball, but will be planning on offering boxing and combatives.
- USMA:
 - AY20 Spring, all students remained home after Spring Break

Bold font denotes bounce forward examples to achieve a more resilient baseline for the future.

All Academy Remote Teaching Collaboration Session – 15 July 2020
Recording of Sharing Collaboration Session Summaries:
<https://us.bbcollab.com/recording/1018faf5447d471aa4ad165ab10398e1>

- All students enrolled in Lifetime Physical Activity or Core Activity Course were dropped and pushed ahead to the next semester schedule or waived if they were a senior.
 - All students enrolled in Fundamentals of Personal Fitness or Army Fitness Development Courses were retained and the courses were modified for remote learning.
 - Primary LMS used for remote teaching while off campus was Microsoft Teams; this was a new system for both students and faculty, so a steep learning curve was presented.
 - Overcome learning curve with faculty professional development sessions, Center for Teaching Excellence assistance, and faculty mentorship opportunities.
 - Most lessons were synchronous in nature with flexibility of faculty to add in asynchronous lessons as well as office hours.
 - Lessons learned:
 - Be present, be flexible, reach students at their level, and if something does not work always have a plan B.
 - No significant issues with connectivity by students/faculty.
 - Administered quizzes on Blackboard, which students were already familiar with.
 - Presentations were live via Microsoft Teams.
 - Summer Term, scheduled over 2,000 students in two separate courses: Fundamentals of Personal Fitness or Army Fitness Development (each course was 14 lessons); this freed up space for AY21 activity courses to be conducted when HPCON levels dictate it is safe; both courses conducted via Microsoft Teams in the same way there were administered at the end of AY20 Spring Term
 - Lessons learned: utilization of polling mechanisms during a lecture to check for understanding, placing students into small groups for collaboration, recording lessons to be used for asynchronous use
 - AY21 Fall Preparation, changing course sequencing for a myriad of reasons that will support HPCON and CDC guidelines as well as meet some shorter term goals of the department in terms of threading courses appropriately for scaffolded learning; planning to offer in-person courses as per guidelines, but prepared to move some courses completely online, some hybrid, and not offering lifetime physical activity courses; a new course is being designed that will have the ability to be held remotely and still meet many of the department learning objectives; fitness testing is a go with non-pharmaceutical interventions in place along with a robust cleaning plan for equipment.
- USNA:
 - AY20 Spring, lifetime physical activities were conducted; waived some combatives course requirements for seniors.
 - Summer Term, offering swimming, confidence courses, and rock climbing (with auto-belay only), non-contact courses only, mask wearing required
 - AY21 Fall Preparation, offering all courses offered in summer plus full curriculum; boxing will be shadow boxing with video instruction, combatives will be the same as boxing for striking lessons, wrestling is still undecided if and how it would operate; fitness testing is a “go” with social distancing and cleaning procedures in place

Technology Use in Remote Teaching

- Blackboard and Microsoft Teams primarily used.
- Social media used to disseminate workouts of the day, fitness improvement programs (TrainHeroic Program); key was to continue to stay connected to students

Bold font denotes bounce forward examples to achieve a more resilient baseline for the future.

All Academy Remote Teaching Collaboration Session – 15 July 2020
Recording of Sharing Collaboration Session Summaries:
<https://us.bbcollab.com/recording/1018faf5447d471aa4ad165ab10398e1>

- Video conferencing in courses, reconditioning programs, health and welfare checks, office hours
- MyPlate.gov used by USNA as a source of nutritional information and accountability for students

Key Takeaways

- All Academies adjusted remote teaching using technology allowing them to delivery course material, communicate with students, and meet most of their course objectives.
- All Academies have robust teaching improvement programs that assisted in this transition.
- All Academies plan to offering all or most of their curriculum in-person this Fall but are prepared to offer some courses remotely as they have already done in the Summer.

Breakout Session 7 – Support Services.

Moderator: Ms. Lauren Dodd

USMA Librarian: Technology challenge – we stood up so many new services and it was a trial by fire! But I felt grateful to be in an environment where it was ok to fail and felt like we were all in this together.

USMA Writing Center: Simplified, reduced, and streamlined services, didn't want too many different ways for students to reach us. Worked well. **Plan to continue to streamline the way we offer consultation students – not only at home but when students come back physically.** The USMA Writing Center has contracted since 2016 with [WCOnline](#), which is used by hundreds of colleges, including USAFA and CGA (USNA went to [Starfish, embedded within their own LMS](#)). WC Online offers one stop scheduling, reporting, assessment – we switched from consultations to drop your paper off and will give written feedback on it, and we didn't do synchronous consultations. We will do synchronous in the fall, and have someone on-call to do that – either on Teams or WC Online – written asynchronous feedback was a great developmental opportunity for the cadets.

USAFA: also used WC Online – 2-3 weeks into COVID, used synchronous options with writing center consultants in the evening. We do not have peers in our model. Worked well.

USMA Center for Enhanced Performance: We saw some very positive developments – for the tutor program at WP we already had a website, CEptutoring.com, but once March hit and we went remote – the tutors volunteered, stepped up, and made it so you could request a tutor online. We conducted study sessions via Teams. We transitioned pretty well given that prior to that, the website was just used to place study guides and provide information about tutor training. We were really pleased, the tutors worked really hard. On the flip side, we didn't have as many cadets requesting tutors – we don't know if it's because there wasn't the face to face rapport – or if they just worried "I don't want to be a burden on this person, especially if I don't know them." Course director for statistics asked about training for cadets to be teaching assistants. They were assigned specific sessions, and were the go-to people from that session. The cadets got to know them and got comfortable with them. Moving forward, we will definitely explore that a bit more. Can we train these cadets to be tutors? They got to know the cadets in the classes, and would like to continue. However, the two cadets tapped to do this didn't have a lot going on, weren't enrolled in STAP. But with a full academic load, that could be too much. We'd like to explore course credit or some kind of recognition – tutors get [CRLA certs](#) but that's it – no credit, no money. If someone's going to put that much time into it and be paired with a course, I think they should receive course credit.

Bold font denotes bounce forward examples to achieve a more resilient baseline for the future.

All Academy Remote Teaching Collaboration Session – 15 July 2020
Recording of Sharing Collaboration Session Summaries:
<https://us.bbcollab.com/recording/1018faf5447d471aa4ad165ab10398e1>

USNA: we have that model - they get one course credit, and that has been very successful for us. [MGSP program](#): Midshipmen Group Study Program – students work closely with a faculty sponsor.

USNA Librarian: The challenge of Support Services being adjacent to the faculty in the academy support realm – we sometimes were challenged, as we moved into COVID times, to continue to offer the same level of services, which in our case relies heavily on faculty collaboration. In some ways, that worked against us because faculty didn't have the time to be as engaged with the library as they may have liked to be, and normally are. But in some ways it worked well because we scrambled and figured out how we were going to offer things – we [could go to them and say] you don't need to worry about us, here's how we're going to offer our services and provide resources. We also found successes in unexpected spaces. For example, we typically do an orientation for plebes during the summer. This time, we offered it during their two- week restriction of movement period when they were stuck in their rooms (we gave it yesterday). It's been a long time since I worked with a group of plebes that were so interested and engaged with the library. Meeting with a group of 40 students online after they've been locked in a room for two weeks – fist pumping! Genuinely excited to talk to another person! And we feel like we can follow up with those plebes after they start the academic year to check in on them.

USNA: Challenges of technology tools – we found that students wanted consistency in the learning tools used, but faculty insisted they needed the variety to meet their teaching needs.

USNA: More technology challenges. We don't have Blackboard Collaborate, we were using Google Meet. However, IT had blocked all kinds of extensions and add-ons - so people fell back to Zoom, and then Zoom had its security concerns. We are still trying to figure out what would be the best remote teaching platform. We use G Suite, Google Suite, so it makes sense to use it for our conferencing system, but it's not as sophisticated as Zoom. We could only have 16 participants in one screen – so we wanted to add group view extensions to Chrome. It had been working fine up until a month ago, then we had problems with the extension. Extensions are from 3rd party providers so we run into IT issues, and have to get approval for any new extension we want to use.

Various USMA commenters: Cadets seem to be more comfortable in Teams, and there is consensus that Blackboard is terrible. We would love to use Canvas.

USNA Librarian: A hard technology lesson learned for us - only about 6-9 months before COVID happened, we worked with IT to create a channel by which users can access our resources from off the yard. The pandemic has stressed that to its limits, which were already pretty limited, and the solution we have in place is poor and not as functional as it needs to be. Librarians have been doing a lot of IT troubleshooting trying to get people connected to the network. The amount of staff time devoted to workarounds and IT support for accessing library resources has been astronomical. And on the user end, we are concerned about the user experience people are having when they're trying to get to the library's resources. It's so frustrating and hard to deal with that, or find a better solution with IT stressed with a million other problems – the messages we've gotten is that it is frustrating for both students and faculty.

Coast Guard – students who came to the writing center were impressed with Teams – maybe they felt they had easy and quick access to support.

Bold font denotes bounce forward examples to achieve a more resilient baseline for the future.

USMA Writing Center didn't have a drop off in cadet usage. For satisfaction, while f2f they are required to fill out surveys, when remote we only had a 20% survey response rate – based on that 20%, we only had a slight drop in student satisfaction - 98% to 92%.

We want to try to not overload cadets – embedding cadets in courses could be a problem. We need very firm restrictions on what their expectations are and how much help they can render – it would be very easy to do a slippery slope and have overextensions all around.

Coast Guard – an unexpected result - the depth of writing seemed to be better than in previous years. Cadets are extremely busy, and my advisees said they had to learn a lot on their own – and in some ways it deepened their ability to learn. So while not ideal, it is interesting that some cadets found a deeper level of engagement [in the remote environment].

Did anyone have issues with cheating? Faculty at all institutions expressed concerns. We discussed authentic assessment as a possible solution. Mentioned USMA Working Group report section on assessments.

Various anonymous commenters:

2 criticisms of how we didn't recover well:

1. online system is horrible, struggling with connectivity all the time as support services.
2. we were not included in a lot of the training that the academic depts got –we were left scrambling to figure it out on our own – we did get it figured out, but never got good training on certain technologies. We were left out of the whole process.

--

As Support Services we have met the cadets exactly where they are; we are outside of the typical classroom dynamic, we try to fill in the gaps; we do a LOT of stuff and are ahead in the game in a lot of ways. As we move forward, that has to be a consideration in how the administration and policy developers think of things.

--

Some people and leading higher ed orgs like to think that we're creating the future now -- but I think that it's really a transitional period, and in a couple years people are going to look back this period and marvel over what we thought the future would be. (Good future meeting agenda item, someone noted)

--

Beware resiliency narratives, which can be damaging. We were and are still in a compromised learning environment – we're in survival mode. We do not want to overload cadets or ourselves.

All Academy Remote Teaching Collaboration Session – 15 July 2020
Recording of Sharing Collaboration Session Summaries:
<https://us.bbcollab.com/recording/1018faf5447d471aa4ad165ab10398e1>

Flyer Used to Advertise Collaboration Session:



Providing an open atmosphere to ask questions and enable enhanced collaboration across the Service Academies to discuss remote teaching challenges and solutions.

Schedule:

- 1300-1310: Working Group Chairs/Counterparts Welcome
- 1310-1320: Framework for Success (Bounce Forward)
- 1320-1420: [Breakout Sessions*](#)
- 1420-1430: Break
- 1430-1515: Sharing Highlights from Breakout Sessions
- 1515-1525: Draft Plan for Future Collaboration Sessions
- 1525-1530: Closing Comments
(Post Assessment Survey: Input on Value, Continuing Effort, Topics for the Future)

***Breakout Session Guidance:**

- Identify internal goals for key take aways from the sessions
- Identify top challenges and methods to overcome OR additional (outside) resources needed
- Discuss policies planned and/or implemented
- Discuss methods to share best practices
- Share best practices
- Topics desired for coverage at future Collaboration Sessions
- Future All Academy Workshops (JAN/FEB 2021)

Guidance:

- 1) Attendance
 - Working Group Members as Available
 - All Other Faculty are Welcome
- 2) Establish routine collaboration across the joint community
 - Monthly Joint Collaboration Sessions
 - All Academy Workshop in JAN/FEB

***Suggested Topics for Breakout Sessions:**

- [Academic](#) (ABET, STEM (non-ABET), HSS (non-STEM))
- [Physical](#) (Courses (DPE Curriculum), Competitive Clubs & Intramurals, Intercollegiate)
- [Military](#) (Courses, Training)
- [Character](#)
- [Support Services](#) (CEP, Library, Writing Center, Tutoring)

Attendees by Breakout Session Groupings:

| Breakout Focus | USMA  | USFA  | USNA  | USCGA  |
|--|---|--|---|---|
| Primary POC for All Academy Collaboration Session | LTC Ben Wallen , Dean's Fellow for Remote Teaching and Distance Learning – Best Practices Dr. Diana Thomas , Dean's Fellow for Remote Teaching and Distance Education | Dr. Rob Flaherty, Associate Dean for Educational Innovation | Dr. Karyn Sproles, Director, Center for Teaching and Learning | Dr. Eric Page, Associate Dean of Academic Affairs |
| Dean's Staff | Dr. Rachel Sondheimer, Vice Dean for Academic Affairs Dr. Rebecca Jones-Kellogg, Associate Dean for Curriculum and Assessment Dr. Lynnann Mocek, Assistant Dean for Assessment and Curriculum Dr. Jim Dalton, Associate Dean, Academic Affairs & Registrar Services | Col Dan Uribe, Vice Dean for Curriculum & Strategy Dr. Barry Fagin, Senior Associate Dean & Professor of Computer Science Dr. Calli Holaway, Director of Academic Assessment | Dr. Priscilla Zotti, Associate Dean Dr. Dan O'Sullivan, Vice Provost for Academic Affairs | Capt Joe Brown , Faculty Development in the Remote Environment |
| Academic – HSS | Foreign Languages: Dr. John Benjamin, Ms. Stephanie Irani-Tehrani, Dr. Sherry Maggin, Dr. Julia Praud History: Dr. Greta Bucher Social Sciences: MAJ Kyle Wolfley | History: Dr. Jennifer Weber Law: Prof. Douglas McKechnie, Maj Taren Wellman Management: Dr. Kris Brands, Dr. Kurt Heppard, Dr. Steve Green, Dr. Claudia Ferrante Political Science: Dr. Paul Bolt | <u>CAPT Matt Testerman</u> | |
| Academic – STEM | Behavioral Sciences and Leadership: Dr. Eric Lin Civil and Mechanical Engineering: LTC Jake Bruhl , MAJ Briana Fisk Electrical Eng & Computer Science: Mr. Chip Schooler Geography & Env. Engineering: Dr. Mike Butkus Mathematics: Dr. Mike Steward | Behavioral Sciences & Leadership: Dr. Steven Samuels Electrical & Computer Eng: Col Brian Neff (Head) Engineering & GIS: LTC Ian Irmischer Mathematics: Maj Matthew Johnson | Dr. Allison Webster-Giddings, PEO-IWS Research Engineer, Weapons, Robotics and Control Engineering | |
| Military | LTC Tom Garvey , Department of Military Instruction | | | |
| Athletics | Dr. Jon Healy , Assistant Athletic Director, Academics, Office of the Directorate of Intercollegiate Athletics Physical Education: Dr. Jeffrey Coelho (Director of Instruction), Dr. Jason Suby (Director of Assessment), Dr. Drew Van Dam (Testing Section) | Physical Education: Col. Maiya Anderson (Head), Mr. Nick Dargene, Lt Col Harrel Morgan, Mr. Scott Nelson, Dr. Wilma Proctor | Physical Education: Dr. Carla Criste | |
| Character | MAJ Kimberly Kopack , Simon Center for Professional Military Ethic | | | |
| Support Services | Dr. Jason Hoppe, Director, West Point Writing Program Dr. Colleen Eils, Associate Director, West Point Writing Program Ms. Lauren Dodd , Information Literacy & 1 st Yr Experience Librarian Ms. Sara Jones, Tutor Director, Center for Enhanced Performance | Dr. Kerry McCaig , Academic Success Center Mr. David Schaffter, Associate Director for Technical Services, McDermott Library Dr. Kim Hosler, Director of Instructional Design Dr. Bob Bryant, Director of Educational Technology | Dr. Julie Zhu, Instructional Technology Ms. Catherin Johnson, Library Dr. Carolyn Judge (STEM, Multimedia Support Center, Chair of Committee on Technology for Remote Learning) | Dr. Chris La Casse, Writing Center Director |

Bold, Blue names denote breakout session moderators.