

All Academy Collaboration Session  
26 August 2020

**Executive Summary:** 57 Leaders across all five Academies (USMA, USAFA, USNA, USMMA, and USCGA) attended the All Academy Collaboration Session. All were welcomed by the lead planners from each Academy and then spent an hour in breakout sessions focused on topics of interest and functional areas as noted in Table 1. The session culminated with session facilitators sharing a few of the most significant highlights from their individual breakout sessions. Overall, the collaboration across the Service Academies strengthened the bonds between the institutions through open dialogue and meaningful discourse regarding challenges for faculty and students and solutions employed. Some of the biggest reoccurring themes included front loading required in-person activities in case of changed in threat level causing all to be remote; academics, athletics, and support services must continue to improve and refine methods to simultaneously engage in person and remote students; and aggressive and deliberate COVID-19 testing and threat analysis of the region may enable opportunities for increased interaction off campus to mitigate a sense of isolation for students. Overall, the Collaboration Session was a significant success. A survey was provided to those present near the end of the session which garnered 35 responses with an almost unanimous vote to continue monthly sessions as a meaningful opportunity to continue exchanges between the Academies that may very well transcend COVID-19 conditions and become a venue for continued collaboration as all Academies bounce forward.

Table 1. Summary of all Academy collaboration breakout session highlights with the opening of recording of the overall collaboration session located [here](#) and the summary of the highlights shared by each breakout session and closing comments located [here](#).

Session # - Specific Topic / Functional Area	Key Take Away Points [Link for Recording of Entire Breakout Session Discussion]
1 – Lab Management	a) Making recordings of labs or lectures can be time- and/or labor-intensive, but students find these resources helpful, and we will be able to use them after the pandemic. b) Continue using videoconferencing during in-person classes to (1) smooth transition between remote and in-person teaching, (2) allow students to interact during class with safe physical distance, (3) identify or solicit questions from students who might not be willing to speak up in a whole-class conversation, and (4) effectively include students who attend class remotely. c) Conduct labs using available space by having one partner in lab working with a remote partner d) Order PPE early to accommodate additional lag time in receiving supplies. <a href="https://us.bbcollab.com/recording/937ea67f4a7e42729ec359ae680329b9">[https://us.bbcollab.com/recording/937ea67f4a7e42729ec359ae680329b9]</a>
2 – Strategies to Determine Effective Student Learning	a) Various methods enabled increased student engagement such as have indirect questions with self-reflection, use of emojis, hold and hit – put response in chat but do not hit send until told to which allows faculty to look for patterns, poll everywhere for content, and random name generator for cold calling. b) Allow for more instantaneous additional instruction (AI or EI) via remote means (something to continue regardless of COVID). c) Must work to promote engagement in hybrid/hyflex situations where students are both remote and in-person. One method is to have a dedicated student in the classroom aligned with a remote student to enable inclusive group activities. d) May need to adjust attendance policy for students that are asynchronous. <a href="https://us.bbcollab.com/recording/0a4a128323f14508ab9cb9efd050e004">[https://us.bbcollab.com/recording/0a4a128323f14508ab9cb9efd050e004]</a>

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Session # - Specific Topic / Functional Area	Key Take Away Points [Link for Recording of Entire Breakout Session Discussion]
3 – Integrity in the Online Learning Environment	<p>a) Must strike a balance between enabling a culture of honor and “honor proofing” exams via methods to dissuade cheating.</p> <p>b) The amount of time required from faculty is significant to maintain academic integrity such as very detailed grading, considering length of time to answering questions, “red teaming” to identify services students could access to cheat, and creating multiple versions of test with equal weighting. [<a href="https://us.bbcollab.com/recording/c10bf73ba4044edbaac506583cce65b4">https://us.bbcollab.com/recording/c10bf73ba4044edbaac506583cce65b4</a>]</p>
4 – Managing COVID-19 Impacts	<p>a) A summary of the response to COVID, testing protocols, and methods to ensure student engagement was provided by the USMA Dean in a recent message at: <a href="youtu.be/Y49cMhLEugY">youtu.be/Y49cMhLEugY</a>.</p> <p>b) Each Academy has their own testing protocols; however, sharing these concepts and procedures provides insight into how to take alternate phased approaches and testing strategies that may provide more flexibility for our Cadets/Midshipmen.</p> <p>c) In order to have students feel engaged and not isolated, faculty must maximize in class activities and front-load learning opportunities that are essential to occur in person to be postured for remote conditions that may be required in the future.</p> <p>d) Newly revised Remote Teaching website provides tools across numerous topics for faculty (<a href="http://www.westpoint.edu/remote-teaching">www.westpoint.edu/remote-teaching</a>). [<a href="https://us.bbcollab.com/recording/bb79b781d8b0476d90554e397578101a">https://us.bbcollab.com/recording/bb79b781d8b0476d90554e397578101a</a>]</p>
5 – Technologies for Innovative, Inclusive Teaching	<p>a) Create a standard package to issue to cadets and faculty (Tools, Equipment, Learning Management Systems, Expectations of students) and easy access training (record live training events for others to review later with “pause” or “rewind” features)</p> <p>b) There were concerns for support infrastructure to non-institutionally sponsored programs. Although instructor autonomy is great for selecting delivery methods and software, when things go wrong, there is less support for students and instructors if they are not the official LMS or institutional system. Pick a flexible platform that can appeal to most disciplines and place (reasonable) limits on alternatives.</p> <p>c) Overcommunicate expectations to ensure a user-friendly experience for students. Keep the perspective of the student in mind—they are tracking more than just one mode of delivery/instruction. If there is not consistency from instructor to instructor for delivery, provide very clear reminders on assignment standards for submissions/class attendance. [<a href="https://us.bbcollab.com/recording/99fa25cf91784554a34b183113d8e745">https://us.bbcollab.com/recording/99fa25cf91784554a34b183113d8e745</a>]</p>
6 – Academy Leadership	<p>a) Must deliberately coordinate across stakeholders regarding standards agreed upon and followed in support of COVID mitigation strategies.</p> <p>b) Must manage location for coursework conducted for online learning to find alternate locations to enable more flexibility for student learning opportunities. [link available upon request]</p>

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Session # - Specific Topic / Functional Area	Key Take Away Points [Link for Recording of Entire Breakout Session Discussion]
7 – Academic	<p>a) The importance of planning and transparency is essential for faculty success.</p> <p>b) Faculty must be provided options to pursue an appropriate learning style, platform and tools that meets their teaching style while enabling overall course objectives to be met and effective teaching of their students.</p> <p><a href="https://us.bbcollab.com/recording/ae49fd2f2c794012a272b41e1ea80936">[https://us.bbcollab.com/recording/ae49fd2f2c794012a272b41e1ea80936]</a></p>
8 – Military	{no separate breakout session conducted}
9 – Physical	<p>a) Physical programs cannot complete all objectives through virtual learning. CPR/First Aid training seems to be working virtually. Social media has improved communication with stakeholders and provided opportunities to reach students through “workout of the day”. If COVID continues, most Academies are using a pivot of course sequencing as an initial response, then waiving requirements. A few are innovating to offer virtual coursework.</p> <p>b) COVID 19 Implications on Programs: Not all Academies have the same mask wearing policy in workout facilities (i.e., USMMA allows removal of mask in place while training). Most Academies are not currently teaching combatives or wrestling. USNA is teaching all lifetime physical activities, except wrestling or combatives. Intramurals are a go without a mask for most Academies, but mask is back on when out of the game. Much to be learned from each other on best practices in teaching contact sports in this environment.</p> <p>[no recording]</p>
10 – Support Services	<p>a) What questions should we be asking in terms of feedback? How can we best help as support services?</p> <p>b) Some of our students really like the virtual services so we’ll continue to try to offer them. HOWEVER, there are a lot of students who still want those in person, authentic interactions.</p> <p>c) Support services- some instances those services were highly used and so support services should be more integrated into other departments and activities when possible.</p> <p><a href="https://us.bbcollab.com/recording/c39d1ba2965c4d939a669852a63d5f94">[https://us.bbcollab.com/recording/c39d1ba2965c4d939a669852a63d5f94]</a></p>

**Closing Survey Question Results.** The participants of the collaboration session were asked to respond to a three-question survey. Responses to each question are summarized and presented below.

**Question 1.** What would you recommend to improve these All Academy Collaboration Sessions?

Responses were sequenced and are planned for incorporation for future collaboration session planning to enabled continued improvement and crowd sourcing for topic coverage that is most meaningful to the collaboration session participants.

1) Reach out to Academy collaboration session attendees ahead of time to get their input on breakout topics to discuss (crowd sourcing). May want to limit the number of breakout sessions in order to allow for slightly larger groups to enable more diverse and complete discussions.

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- 2) Consolidate the input and provide a read ahead for each breakout session's purpose, goals to achieve, questions we are trying to answer, and solutions we are seeking to allow attendees to have more fidelity on the intent of each session and come prepared to share best practices.
- 3) Request attendees to send in resources used (e.g., demos, tutorial, software, hardware, best practice found especially effective, running effective discussion boards, etc.) that are applicable to address breakout session topics in order to provide a consolidated suite of tools each collaboration session attendee may take with them to share with their Academy.
- 4) Deliberately bring in the correct people (subject matter expert) in relation to the session topic (maybe with a designated representative from each Academy) in order to more completely and succinctly address a desired topic. Enable other Academies to be the leads in various discussions.
- 5) Continue to publicize widely and send out minutes afterwards.

**Question 2.** What topics should be discussed at the next All Academy Collaboration Sessions?

The topics recommended for future sessions were reviewed and grouped by focus area. The recommended specific topics to address follow.

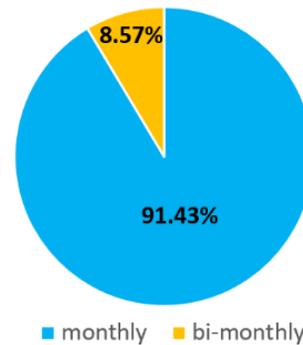
- 1) **Future Scheduling.** How are we adjusting the calendar for winter break? / COVID concerns coming with winter? / Post thanksgiving and plans for the spring / planning for next semester?
- 2) **Contingency Lab Planning.** More discussion on lab resources. / What if things go south with COVID this FALL and we have to go remote to start the Spring? How is the physical program going to move forward to meet objectives for May graduates and rising class requirements? Are any courses being worked now to be hybrid or remote to accommodate for this potential change?
- 3) **COVID-19 Continued Challenges, Student Engagement, Student Life, and Administration Policies.** Evaluation of remote class design, hybrid pros and cons, student morale while under covid protocols / techniques to enhance engagement in the hybrid format / ways to improve student engagement and morale / hybrid instruction, or perhaps best practices for providing instructions to students in quarantine, even if the bulk of one's class is able to be held in person / Disciplinary verse remediation of issues now that students have no where to go in a lock down setting for proper mental health and support.
- 4) **Lessons Learned.** What new things are working that you didn't think would be so successful? / what have you learned that you wished you knew in July / what's working / What isn't in the classroom? / Emerging best practices / Different successful methods to enhance our teaching abilities / Past session key take aways / Sharing concrete solutions
- 5) **Assessment Integrity.** Best practices for online testing / Giving and grading assessments / academic integrity / how cheating can be prevented through the use of responders lockdown browser, honorlock or proctorU
- 6) **Bounce Forward.** What do we carry forward in our teaching when the pandemic is in the rear view mirror?

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**Question 3.** We are on a once-a-month cycle for conducting these All Academy Collaboration Sessions. Is this a good time interval? If not, what would you recommend (e.g., every other month, once a quarter, etc.)?

Over 60% of those present at the session provided response to this survey question. There was a resounding demand to continue with monthly collaboration sessions. As conditions potentially stabilize in the future, the potential to move to bi-monthly sessions may be more desired.

Collaboration Session Frequency  
(n = 35)



**Highlights of each Specific Breakout Session.** The remainder of this summary includes the individual notes from each breakout session which occurred. Although the format used to capture the notes for each breakout session is different, the salient points are provided for reference and review. These notes were captured by the session facilitators. For more complete review of these sessions, please go to available recordings of the breakout sessions located above in Table 1.

#### Breakout Session 1 – Lab Management

Academy Representatives:

CDR Matthew Bonvento, USMMA Nautical Science

CDR David Pulis, USMMA Marine Engineering

Prof Cecily Steppe, USNA Oceanography

CAPT Allison Webster-Giddings, USNA Robotics and Controls

Moderator: Dr. Eileen Kowalski, USMA Chemistry and Life Science

Summary Comment. Despite the diversity of our courses and labs (~600 freshman in general chemistry spectroscopy lab, ~50 midshipmen in nautical science knot-tying lab, ~60 upper-level midshipmen in outdoor oceanography labs or MATLAB controls labs), we had a rich discussion of common challenges and viable solutions.

Issue 1: cleaning and storing PPE

Discussion 1a: USMMA had 50 students this summer in a 10-day machine shop class that is usually taken by ~12 students. They had ~12 sets of PPE (welding masks, gloves), but they were unwilling to have midshipmen share PPE this summer without a confirmed protocol for disinfecting the PPE.

Note: USMMA midshipmen are not government personnel, so USMMA cannot purchase and issue items to their midshipmen. Midshipmen must sign for equipment and then turn in that equipment later.

Resolution 1a: USMMA purchased enough additional PPE for all ~50 midshipmen in the course

Discussion 1b: Oceanographers can do some labs outdoors safely under COVID-19 precautions. USNA asked for additional ideas for cleaning life jackets for these labs.

Recommendation 1b: For close to shore work, midshipmen can use “kiddie” or inflatable life preservers, rather than the professional-level life jackets they might also have. Bleach can degrade the fabric and foam in the professional-level PPE, and the damage may not be evident from the outside. Less-expensive, recreational PPE could be issued to midshipmen and retained by them during their careers.

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Issue 2: Strategies for conducting in-person labs safely under COVID-19 restrictions

Strategy 2a: USMMA Nautical Science has assigned an extra instructor for each lab section to support smaller lab groups and more lab rotations.

Strategy 2b: USNA Oceanography labs have half the midshipmen coming for the first hour of lab and the second half coming for the second hour of lab. A variation of this is some students do hands-on lab one week while the other half does a virtual lab; remote students do hands-on lab for next lab.

Strategy 2c: USMA General Chemistry 1 labs have 1 cadet in lab and lab partner remote.

Strategy 2d: USMA General Chemistry 2 has cadets working individually rather than cadets working with a partner.

Issue 3: Adapting in-person lab to remote learning

Strategy 3a: USNA Controls labs have 2-3 midshipmen working together because of limited hardware. The labs were converted to MATLAB. Midshipmen were interested in seeing the hardware, so they asked for pictures or video of the hardware.

Strategy 3b: conduct and film lab with GoPro (USMMA) or video camera (USMA)

Strategy 3c: film lab with demonstrator (on camera, no mask for clear visual and audio) with one camera operator (USMMA)

Strategy 3d: USNA Controls labs could have one midshipman at hardware and one lab partner remote via Meet.

Strategy 3e: Film with phone in landscape rather than portrait (USMMA).

Strategy 3f: Don't worry about making perfect video! A video that allows students to see and understand the lab is sufficient. If we have time, we can edit or revise the videos later.

Strategy(?) 3g: USNA Oceanography looking for ideas or collaborators to develop additional virtual biological or chemical oceanography labs.

Issue 4: Conducting in-person classes safely and meaningfully—think, pair, share at 6 feet with manageable noise level; how do we include students who must attend remotely?

Strategy 4a: Use videoconferencing (Meet, Teams, Collaborate, etc.) for in-person classes so that students can work together in small groups. Groups can include students in the room and students attending remotely. Students who might not speak up in class are sometimes willing to submit a question via email or Google doc. Reviewing groups' chats or documents after class sometimes allows faculty to identify questions or insights we didn't hear during class, and we can follow up with students after class.

Strategy 4b: At least one academy (USNA) allows students to be closer than 6 feet a few times for a few minutes during class.

Issue 5: Making videos or sharing files (PowerPoint, OneNote) of lectures, labs, demonstrations, or example problems have significant upfront investment of time, but these resources pay dividends.

Finding 5a: Resources are useful for students who miss class or lab.

Finding 5b: Students can watch video or read files as many times as they like to clarify concepts for themselves. This has reduced the demand for extra instruction/additional instruction/office hours, and yields higher quality homework submissions.

Finding 5c: Our students are used to learning from video.

Finding 5d: If videos or readings outside of class are asynchronous replacements for activities that usually happen during class, instructors will need to reinforce their expectation. One strategy is a 2-3 question quiz (maybe on Google forms) to check that students have done the reading or watched the video. Another strategy is to stand back and let students work through material that they should have

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read or watched; refrain from compensating for students' inaction by giving them Cliff Notes for the homework assignment.

Issue 6: Relative merits of electronic or hardcopy textbooks

Finding 6a: Students still generally prefer hardcopy books, despite their additional expense and our expectation that digital natives prefer digital media.

Finding 6b: Students find e-books harder to use as a reference. Sometimes it is difficult to see multiple pages (homework problem, relevant passage of text, and table of constants) simultaneously.

Finding 6c: Identify the expiration date of the e-book you buy. Some are one-semester leases, some are available for several semesters, and others are available until that edition of the book is replaced.

Finding 6d: Some e-books are glorified pdfs; others have more sophisticated functionality such as allowing students to highlight passages, make notes in the margin, and compile their notes into a separate document. Books may come with videos or animations that can be helpful resources for students. The scope and quality of these resources varies by publisher.

Finding 6e: Different formats or readers can change the students' experience with the book—Kindle, VitalSource, and e-texts can have very different functionalities. The e-book reader can serve as a second monitor for students so they can have the class videoconference and the textbook open on different monitors.

Issue 7: Focus on COVID-19 and/or summer school has distracted us from other necessary work.

Discussion 7: One instructor forgot to order supplies for the fall. Another instructor ordered books for summer school but forgot to place the order for books for the fall class. Having lab staff or office staff to help with these administrative tasks may have helped other faculty avoid these pitfalls.

Issue 8: Avoiding bandwidth overload

Strategy 8a: Disconnect wireless devices that aren't necessary at that moment.

Strategy 8b: Close additional applications.

Strategy 8c: Turn off video when we are not speaking.

<b>Breakout Session 2 – Strategies to Determine Effective Student Learning</b>
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Academy Representative:

- USNA: Dr. Steve Graham
- USMA: Dr. Lynnan Mocek (moderator), MAJ Rebecca Nelson
- USMMA: Susan Comilang
- USAFA: Calli Holaway, Lauren Scharff, MAJ Jeremy Grunert

**Major focus of session**

- *Type of Course e.g. Hybrid, F2F, Remote*
  - Navy – There were two issues found during the summer with the utilization of many more remote courses than previously possible (also identified by USMA)
    - Sense of disconnect by students
    - Disengagement due to distractions (students still at home)
  - Utilized the method of group class then breakout rooms
    - Issue was it took increased time by faculty

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- Instructors did a great deal of cold calling in class to promote engagement by students
- Utilization of app (e.g., Decider)
- Discussion of the utilization of buddy system in class
- Air Force indicates that they have a more in-person class expectations however dealing with students in quarantine. Utilizing Teams
- Communication is a major component to ensure success and manage different types of classes as well as time management
  - Over communicate – use multiple types of communication
    - Issue with email or chat fatigue
    - Make sure the technology is not getting in the way of learning
  - Express clear expectations
- Utilization of centralized locations for communication
  - Issue is that individuals are trying to replicate how things were done before COVID
    - There is a different functionality of the course and that changes in the way things are presented and done
- Focus on institution adopted LMS – structure classrooms all in one (or two) space.
- Flipped classroom or hybrid model
  - With flipped classroom – there is an everlasting record as part of the class with the expectation of review of the video PRIOR to class, then further discussion of information in class (modified Thayer model)
    - Allows student to pause, rewind or review prior to testing the material
      - Just started not sure how effective it is
    - Issue is time intensive upfront for faculty
      - Is this ultimately benefit if returning to prior normal – what benefit are these lessons in a “normal” class?
  - Hybrid or Hyflex classroom
    - Students in the class are reporting a much better experience than those joining remotely
    - What are the technological needs, what support is needed?
      - Navy just experimenting with a few classes – as expands expects significant increase both in equipment and support
    - Discussed the different equipment
      - Dual cameras
      - High powered microphones both in the class and on the faculty
    - Discussed various methods to increase remote student engagement
      - Students in class assigned a remote student (class buddy). The student in class indicates if there is a question, monitors the student remotely etc.
        - All students then engaged in some manner
        - Discussed pros and cons
      - Allows faculty to focus on teaching

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- *Changes in Policy or Process*
  - Merchant Marines – On trimester – this is the first trimester where they are predominantly online (did not impact spring). This is a major switch for the academy
    - Working on establishing what is important to maintain and how to incorporate asynchronous elements into learning.
    - Discussion of faculty training – especially on asynchronous videos etc.
  - Discussion of AI (or EI)
    - In addition to faculty AI – Navy indicates that their Student Success Center is now utilizing an online appointment system
      - Allows for students to indicate if they want F2F or virtual meetings
        - Significant increase in students taking advantage of the services
    - Open session AI instead of one on one – more time efficient for faculty
  - Discussion of Attendance Requirement
    - **Major concern** – what counts as absence
      - Student ill but still views all documentation online – are they absent
      - Students utilizing asynchronous – how counting attendance
      - Should there be academy policy on what attendance is and that at least once a week “eyes on”/synchronous requirement?
  - Discussion of Academic Integrity/Honor in online environment
    - Primarily discussed ways students are circumventing system
    - Increase burden on instructors to monitor
    - Discussed institutionally provided software – e.g. Respondus
    - Discussed take home testing
      - Issue is external question answer generator e.g. Chegg has a service if you upload a test question, they will give you the answer within ½ hour
- *Assessing Engagement vs Effective Learning*
  - Are the student “serving time” in remote classes
    - Did accomplish SLO’s for class but at what cost
  - Discussed various methods to increase engagement
    - Have indirect questions with self-reflection
    - Use of emojis
    - Hold and Hit – put response in chat but do not hit send until told to
      - Allows faculty to look for patterns
    - Poll everywhere for content
    - Random name generator for cold calling

**Breakout Session 3 – Method to Focus and Inculcate Integrity into the Online Learning Environment**

Academy Representative:

- USNA: CAPT Matt Testerman
- USMMA: Dr. Michael Melcer, Dr. Pat Keane
- USCGA: LCDR Jim Zoll
- USMA: MAJ Kim Kopack (moderator)

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**Major focus of session**

- How to promote an environment of integrity versus “honor proofing?”
  - Integrity is the quality of having strong moral principles.
  - Integrity is doing the right thing when no one is watching.
  - The Academies all have deliberate character education and aspire to develop future officers that embody honor and integrity. With the loss of a semester to remote environments, and with some Academies, even more, Cadets are not as integrated into the culture and may not have internalized the values of their Academy as strongly as normal.
  - There is an advantage to using writing assignments in promoting integrity in an academic environment, as it reduces the ease in which students can share information and answers.
  - There is a need to provide a controlled testing environment regardless of aspirational trust. Some students will cheat if given the opportunity.
    - A department at USMMA has returned to 100% in-house testing.
  - How do we create “integrity” lifelines to eliminate the temptation to cheat, while at the same time create an academic environment conducive to mutual trust?
  - Honor education must continue in the remote environment.
  - The USMMA sends XY Honor reports across their companies to promote peer accountability. These reports include published numbers, by class of the type of honor violation, found vs not found, and what the Superintendent’s adjudication was.
  - At the USMMA, there is a class where instructors have had students log into the exam with both computer and cell phone. Their cell phone cameras are turned on and face the computer screen. This allows the instructor to see what screens the student is pulling up, as well as actively deters the student from using their cell phone to collaborate.
- Faculty Development and Effort
  - Many strategies that promote academic integrity require diligent effort on the part of faculty.
    - Creating multiple versions of test that are all equally weighted in effort and quality is time extensive and laborious.
    - Faculty must be fastidious in grading. Not just assess if an answer is wrong, but how is it wrong.
      - Thorough examination of the process of thought can highlight unauthorized collaboration among students.
      - Looking at the timing of how long students answer questions, or what questions they skip can highlight potential issues. For example, a complicated or complex math problem somehow is solved within seconds.
    - Proctoring exams with certain software will require faculty vigilance to log into what students are pulling up on their screens.
    - “Red Teaming” services and websites conducive to cheating support (such as Chegg) can assist with creating counter strategies.

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- “Red Team” sites should be placed on the school network’s list of blocked websites.
- Faculty development for most departments do not have deliberate training on remote assessment capabilities and limitations.
- Course designs must reflect an update to assessments that better support the online learning environment – to include honor statements, software, or question design.
- RFI.
  - Are there trends within certain departments or academic disciplines when it comes to number of or type of Honor violations? Without hard data, the following outlines some general thoughts to this question:
    - At USNA, technical courses have had Honor violations involving Cadets texting one another during exams. Instructors try to combat this by slightly altering the order in which multiple choice answers are listed.
    - USMMA, math, chemistry, and physics departments have multiple issues of Honor violations. Like USNA, they too try to scramble their answers in Blackboard.
    - There are issues of assessments-based cheating and plagiarism and were discussed as two different types of academic integrity violations. USMMA has issues of plagiarism within their humanities and engineering departments.
- Future Sessions. Participants would like to continue collaboration and discussion of best practices, with follow ups on previously discussed practices for feedback and perhaps some more focused outputs.

**Breakout Session 4 – Managing COVID-19 Impacts (in person/remote students, absent due to testing positive, space considerations, teaching locations, impact with sports, etc.)**

Academy Representative:

- USAFA: Col Maiya Anderson
- USMMA: CDR Emily Gardner, CAPT Michael Murphy, CDR Andrew McCarthy, Mr. Mike Toop
- USMA: MAJ Kyle Wolfley, LTC Ben Wallen (moderator)

**Major focus of session**

- Testing Protocols
  - USAFA: 400 Cadets off base in two satellite hotels to enable space for quarantine and isolation. Have a phased approach based on number of new tests per week to slide in and out of different phases to enable flexibility in privileges (e.g., using the gym, going off base). Cadets tested at 0, 7, 10, and 14 days. There are periodic random testing for Cadets and Staff. There is a phased approach. This was established early on to communicate risk level based on new cases per week which dictates how operating. Baseline COVID operations occur with less than 5 cases per week where we are distancing and using masks. Phase 1 focuses on limiting exposure. Phase 2 occurs with up to 20 cases per week where we are focused on mission essential interactions

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allowing for up to 75% remote teaching. Phase 3 occurs with more than 50 cases per week and essential means locked down and reset with all remote classes except for in-person labs and complete any PE grading. Intercollegiate sports may or may not occur based on what is occurring. Also have a contract tracing and use small cohorts to ensure if there is a positive, entire PE classes are not taken out of the classroom. Doing about 20% of weekly testing. When we have increased risk, we increase testing to identify quickly and quarantine and isolate.

- USMMA: Tested students upon arrival and two weeks after with negative test. Mids expressing concern why they can't leave since they are twice-negative tested and outside the gate is safe. Plan is to do a 2% random testing on a weekly basis.
- USMA: A small percentage (~5%) of the Cadets will be tested weekly. About 1% of faculty will be randomly tested every two weeks. ODIA athletes will be tested about 72 hours prior to competition. The response line of effort is activated upon a positive COVID case. Discussion of the testing along with Team Trace and other considerations are discussed in a recent video by the USMA Dean ([youtu.be/Y49cMhLEugY](https://youtu.be/Y49cMhLEugY)). Faculty must record where students sit each class to help with tracing potential contacts in case of testing positive. Additionally, each department assigns four faculty members in support of COVID response requirements.
- Privileges/Liberty Policy
  - USAFA: Depending on phase, Cadets may get carry out or go to their sponsors off base with approval from their commanders. Restrictions off base with providing flexibility based upon random testing. Cadets transit from hotel to base by bus or POVs. In the current phase, Cadets may do day passes, sit down dining, local retail shops, and even overnight by exception with group commander approval. These are based on current threat level which is continually reassessed. No visitors allowed on base.
  - USMMA: After initial two-week quarantine, students may pick up delivery food at the front gate; however, they are not allowed off base. They do need to still do social distancing and maintaining use of their masks.
  - USMA: Cadets may not leave post; however, they are able to order food. Cadets may not visit sponsors off post. Therefore, we are assessing which Cadets have sponsors that are off post and looking at coverage with on-post faculty to provide coverage.
- Classroom Experience
  - USMMA: Socially distant in the classroom with limited capacity.
  - USMA: Socially distant as well with limited capacity. There are now locations outside (e.g., bleachers, outdoor tents) that may be reserved like a regular classroom.
  - USMA: Starts each class with a Kahoot where students have a code name (without having Cadets getting embarrassed for wrong answers) used to evaluate learning and guide focus for the lesson. Those present or remote all participate. Another method is to break the class into two groups with some meeting one day and some meeting another. Additionally, asynchronous portions of each lesson were developed to reduce the demand for in-class time.

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- Combating Feeling Isolated
  - USMA: Cadets taking food handler courses and then being able to BBQ and make popcorn for other Cadets. Cadets observed making popcorn and handing out bags to other Cadets walking by from the gym back to the barracks to brighten spirits.
  - USMA: Must engage student attending remotely so that they feel part of the community. Simultaneously teaching those remote and in person similarly.
  - USMMA: Breaking up into Groups A and B with some students coming in on one day and others on another. This didn't work well; therefore, found a larger space to enable all to come one lesson and then all remote another lesson.
  - USAFA: Instructors use multiple platforms. Most of core classes are remote with major classes in person. Taping classes so that students may rewatch material. Using face-to-face or Teams calls for initial engagement for remote classes. Mental health assets brought in for extra support.
  - USAFA: Ensuring lots of opportunities on base for recreation, working out, and using Cadets input to foster improved morale.
- Athletics and Clubs
  - USAFA: Return to play or activities followed to get back to full participation using a phased approach. Rules associated with each phase and aligned with athletic return to play.
  - USMA: Following also a return to play for athletic teams and clubs. Each club must submit a request to hold meeting in person through submitting how they will meet COVID requirements.
- Labs
  - USAFA: Maintaining distancing and smaller class sized to enable PE classes. Frontloading class of 2021 and developing on-line courses as needed. However, if must need to go 100% remote, may need to adjust graduation requirement. On the Dean's side, trying to maintain the ability to continue courses with labs and additional courses.
  - USMMA: Team teach to allow for smaller groups being instructed. Replaced physical contact with simulators. Front loading labs even if out of sequence may improve the ability to meet requirements. On option included students being present with the faculty being remote. Recorded portion of labs that may be remote were provided to the students; however, there were some portions of the labs that require in person participation and those are all being conducted in person right now.
  - USMA: Prerecording labs and field trips provides a means to enable lab participation for remote students. Cadets had to watch the videos in order to record data required to complete the labs. Students are being assign the same lab coat and safety goggles for the semester to minimize potential contamination from one student to another.

**Breakout Session 5 – Technologies found/used to enable delivery of material in an Innovative, Inclusive Manner**

Academy Representatives

- USAFA: Dr. Jenny Weber, Lt Col Bob Reimer, Lt Col Peter Reiley, Dr. Kim Hosler
- USNA: CDR Jeff King
- USCGA: CAPT Joe Brown
- USMMA: Scott Nicholas
- USMA: Dr. Mike Steward, Mr. Chip Schooler, CPT Tara Middlebrooks (moderator)
- John M. Colef [sorry, not sure of Academy affiliation]

**Major focus of session**

- BLUF: While we had a number of software/hardware recommendations, discussion was primarily on implementation processes for training on software/hardware options.
- **Implementation Training**
  - (CAPT Brown, USCGA) Used Re-Orgy equivalent to conduct remote technology training and issue of standard equipment.
    - Created standard package to instructors
      - Equipment: microphones, head phones, tablet to write on
    - Software:
      - Video Editing Tool
      - Teams + OneNote Class Notebook
    - Training for instructors:
      - Created 30 min sessions - recorded sessions to watch as able.
      - Topics included: Respondus, Poll everywhere, Teams
  - Cadet Training:
    - Don't assume they know anything in each system
    - Give orientation before first use of each system (this may take time out of course content, but worth it in the long-term)
    - Consider making similar training videos for students (some noted creating videos for instructors, recommended academies to the same for students)
- **Technology Mentioned**
  - **Google slides** as replacement for “Board Work” or in-class collaboration. USMA cited issues with slow live-updates in OneNote via Teams ([Link to overview here](#)).
  - **Primary Platforms:**
    - Google Suite – Used as primary platform for USNA ([Link to overview here](#))
    - Teams – USMA, USCGA ([Link to overview here](#))
  - **Hybrid Technologies:**
    - **OWL 360** - Allows 360 view of physical room for remote participants ([Link to overview here](#))
  - **Asynchronous Preparation:**
    - **Panopto** (Blackboard function, records simultaneous screens) For example: Session will include slides + person + hand on tablet. Not for live streaming, more for pre-recorded items. ([link to overview here](#))
    - **OBS** - Free Recording Software ([Link to overview here](#))
    - **Shotcut** - Free video editing Software ([Link to overview here](#))

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- **Flashback Recorder/editor** - Payment required ([Link to overview here](#))
- **Microsoft Stream** ([Link to Overview here](#)). Payment required. Multiple Functions:
  - Centralize recorded videos at the institutional level - leave less onus on the instructor level to teach cadets by using the Channel feature
  - Centralize course-specific recordings (similar to YouTube) using the Channel feature
  - Centralize instructor-specific training by program/department using the Channel feature
  - Has screen recording and simple editing options.
- **Camtasia** ([Link to Overview here](#))
- **Unresolved Questions:** Best practices for Live-Streaming (Potential discussion topic for next time).

<b>Breakout Session 6 – Academy Leadership</b>
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Academy Representatives:

- USAFA: Dr. Rob Flaherty
- USNA: Dr. Dan O’Sullivan, Dr. Karyn Sproles, Dr. Samara Firebaugh
- USCGA: Dr. Eric Page
- USMMA: CDR Paul Acquaro
- USMA: Dr. Rachel Sondheimer, Dr. Rebecca Jones-Kellogg, COL Ray Kimball (moderator)

**Major focus of session**

- Top Challenges and Methods to Overcome Them (and resources needed)
  - **Difficulty with hybrid – students out of class not feeling engaged, trying to navigate difficult schedule**
    - Infrastructure challenges
    - Online student complained about only seeing Prof’s arm; perception of unequal treatment between F2F and online students
    - Async students feeling disconnected; every course required to have some synchronous component; emphasized engagement in online community
    - Gave faculty significant latitude, mostly by discipline to departments and course directors; one options: ½ attend for ½ of class; trying to get a sense of modalities; struggle is moving between modalities, will hopefully smooth out over time
    - Significant use of outdoor spaces (parade field, tents, etc); required additional modalities for scheduling spaces
  - **COVID mitigation efforts – more conservative approach vs. looser approach (masks, face shields, distancing, meals)**
    - Using CDC guidance for classrooms – masks required for all students, regardless
    - Initially made masks optional for faculty, then went stricter
    - Set up appropriate flows of people in buildings, maintained distancing
    - Midshipman wellness day to help mitigate NPI challenges

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- Have to combat misinformation among stakeholder populations (students, parents, faculty)
- Originally had some difference in standards among directorates, ultimately went stricter
- Labs and technical classes are harder to keep six feet distance; have to give discretion to faculty
- Standard PPE for labs and technical classes often is not COVID-sufficient; has to be enforced
- Modified schedule to allow time for cleaning, restricted movement; also moved start time later for wellness; athletics also starting a little later; intramurals also limited
- Requires lots of conversations among stakeholders to strike a balance; meal times and meal practices impacted (tough to strike balance)
- **Administering online exam integrity**
  - Had huge problem on this in the spring; online info sharing; able to get evidence via tech means and is available; double number of integrity breaches; now looking at F2F testing even for online classes
  - Similar problem; looked at lockdown browsers and other means; also requires adjusting tests (changing, randomizing); likewise looking at big space F2F, but faculty shortfalls make it challenging
  - Dean has made integrity a priority for this year; character is a muscle that needs to be exercised; have to develop values; USMA James Lang [Interview](#) on mitigating cheating has insights
  - Exploring lockdown browser, monitor; F2F exam experiences where appropriate;
  - Allowing lockdown browser; recommended best practices, but not mandating; signing of honor statement owning the work (for each assignment); changed unrestricted discussion of exam work policy – difficult to enforce, shaping it
  - Moved away from honor statements for each, now may have to move back
  - Reminders of the code are important; but also important to communicate specific requirements for specific assignments
- **Where is coursework done in online learning?**
  - Worried about being stuck in barracks; 4<sup>th</sup> class emphasis in classrooms, may mean 2<sup>nd</sup> and 1<sup>st</sup> class don't have classrooms
  - Worried about mental health with no liberty/pass/leave and long-term implications; still working to get everyone back on campus (housing in local dorms)
  - Difficult to find places for everyone to be and sit/work; lots of library use; students perceived breach of traditions on where plebes can be (out of necessity, has to happen); dorms are now learning environments (hallway corrections/inspections can be disruptive!)
- **Methods to Share Best Practices**
  - USMA share honor statement with USMMA
  - USMA happy to share scheduling software

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**Breakout Session 7 - Academic**

Academy Representatives:

- USMMA: CAPT Preston DeJean
- USMA: Dr. Sherry Maggin (moderator)

**Major focus of session**

- Faculty Policies
  - Topics discussed included quarantine and testing policies as well as how faculty were instructed to prepare for the fall semester and how planning for next semester/trimester might be approached.
  - Participants also discussed concerns related to faculty use and training on technology that is available to the faculty and what platforms are being used at their respective academies (USMA – Teams & Blackboard, Merchant Marines – Zoom and Blackboard).
- Instruction-Related Items.
  - The teaching experience thus far was discussed as well including teaching remotely and in a socially distanced classroom at the academies as well as some challenges related to testing.
  - Participants also discussed concerns about the student experience in the current environment, including testing, adapting to the remote environment, and concerns about student isolation due to public health restrictions.
- Key Takeaways
  - Importance of planning and transparency among the administration and faculty is essential.
  - Opportunity for faculty to have direct and significant input on the mode of instruction, and the incorporation of best practices.

**Breakout Session 9 - Physical**

Academy Representatives:

- USNA: Carla Criste, Assistant AD, Physical Mission, [criste@usna.edu](mailto:criste@usna.edu)
- USMA: Jason Suby (moderator), Director of Assessment, [jason.suby@westpoint.edu](mailto:jason.suby@westpoint.edu)
- USMMA: Kristopher Schnatz, Head of Physical Education and Athletics, [schnatzk@usmma.edu](mailto:schnatzk@usmma.edu)

**Major focus of session**

- Technology Use
  - All agreed that live teaching was preferred and possibly the only effective method of delivering a robust physical program
    - During pandemic, USNA and USMMA utilized remote teaching for first aid/cpr type of courses to ensure requirements for certification and course completion were still being met. Best practices from these experiences will allow them to deliver this training at remotely during future intentional (holidays/intercession) or unintentional (pandemic-driven) breaks. Both schools are also

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communicating throughout the pandemic via social media with students as well as all other stakeholders.

- USMA utilized remote teaching for two core courses during the latter portion of academic year 20, term 2, as well as into the summer term academic program (STAP). These two courses, Fundamentals of Personal Fitness and Army Fitness Development, were modified to accommodate 100% remote teaching in a synchronous/asynchronous blend of delivery. Over 2000 cadets were able to complete requirements remotely for these courses. All physical activities in progress at that time (boxing, combatives, swimming, gymnastics, lifetime physical activities) were cancelled and pushed ahead for upperclassmen, waived for graduating firsties. The intentional frontloading of two primary cognitive courses in STAP allowed for more slots to teach in the Fall for the activity courses. USMA also used the summer to change course sequencing, which was conceptualized even before the pandemic. Cadets are not taking Fundamentals of Personal Fitness year one instead of two to provide foundational knowledge of fitness development. Military Movement (gymnastics) is now being taught year two instead of year one as there were many lower level performers that were untrained at the start of this course, resulting in a high failure and injury rate. Army Fitness Development was moved to year three from year four to deliver programming that will feed directly into the summer leadership experience prior to year four. And finally, the Lifetime Physical Activity courses were moved to year four to spread out the program requirements but also encourage cadets to try new forms of fitness prior to graduating. All these changes fit perfectly within the framework of the pandemic.
  - Remote Teaching Best Practices are still being utilized today, despite teaching all courses face-to-face. Instructors are still having MS Teams meetings, delivering content via various platforms (YouTube, Blackboard, Teams, Kahoot, etc.) in accordance with the learning that took place over the summer to prepare for remote teaching. In addition, the use of social media to connect with cadets on workouts of the day, cadet club tryouts and workouts, and department highlights has created a continued sense of community. Finally, cadets have levered technology to assist in carrying out the COVID Playbook within the gymnasium. They have created a signup app for cadets to utilize workout spaces (weight rooms and pools) during open hours. This has been critical in controlling capacity limits set in each area and has given some control (shared governance) to the cadets.
- COVID-19 Implications
  - All Academies in this meeting are currently teaching face-to-face.
    - Limitations on course offerings are forcing sequence changes in curriculum delivery that looks to be manageable at this point but may not be depending on how long the restrictions are in place.
      - USMA – Full go. All courses being offered, even combatives and boxing. Accommodations include:

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- limitations on contact opportunities
- Moved as many activities outside as possible
- Limited use of shared equipment (no basketball, tennis, etc.)
- increase in disinfecting protocols of space and equipment
- Wearing a mask always in building except when completing aerobic events
- Directional flow markers in building to prevent crossing paths
- Pods throughout each course for safety and tracing
- Reduced to 17 lessons for each of two round this term, ending all lessons prior to Thanksgiving Break.
- USMMA – Working through safe offerings
- USNA – No combatives, mostly outdoor courses, first aid/cpr is online, not conducting physical readiness testing due to recent severe complications by midshipmen
- Not all Academies have the same mask-wearing policy during physical activities.

### Breakout Session 10 – Support Services

#### Academy Representatives:

- USAFA: David Schaffter
- USMMA: Dr. Jennifer Albert
- USMA: Jennifer Chess (moderator)

#### Major focus of session

- Discussed issues of students not adhering to rules
  - Masks & Social distancing is not 100%
  - Small spaces in support service areas mean social distancing can be challenging
  - Concerns with participation and cheating
- Transitioning to virtual services
  - Academic Services- Created a blackboard presence, Zoom meetings, etc
  - Libraries- Online reference services, etc
  - Discussed how to make those virtual services feel authentic
    - Virtual meetings don't always offer the same ability to view body language and other cues to help read the other person
  - Wide range of professional development needed for all staff
- Discussed feedback- What sort of feedback have any of the support services gotten from students to determine what is and isn't working?
  - Overall agreement that more needs to be done in this area
- Discussed technology used to provide internal accountability
  - Teams- Offers a wide variety of communication and collaboration options
  - Slack- A great way to communicate informally
  - Trello- A glorified post-it note option, only effective if used well
- Discussed morale in students. How can we help? This goes back to the need for more feedback from students.