**Executive Summary:** 29 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 as noted in Table 1. The conversation in each of the discussions was rich with content and captured through recordings for all to gain the benefit of the conversation (link provided in Table 1). Several sessions also include a summary write up as provided below. The event culminated with session facilitators sharing a top highlight from their individual breakout sessions (Table 1). 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. The demand for future collaboration sessions was reiterated from leadership across the various Academies. The bonds made and desire to share across the Academies may very well transcend COVID-19 conditions and become a venue for continued collaboration as all Academies bounce forward. Participation in future collaboration sessions was extended to inbound faculty not yet at the Academies to help build community prior to joining the faculty at their respective Academy. Additionally, USAFA invited all the Academies to join in their 12th Annual USAFA Scholarship of Teaching and Learning (SoTL) Forum scheduled on 27 and 29 October from 1130 to 1330 (MTN). If interested, please email Dr. Lauren Scharff (lauren.scharff@usafa.edu), USAFA Director of the Scholarship of Teaching and Learning program. For more information, see the attachment in the email accompanying this write up.

Table 1. Summary of all Academy collaboration breakout session highlights with the opening of recording of the overall collaboration session located here (08:55-17:07) and the summary of the highlights shared by each breakout session and closing comments located here (1:19:40-1:35:52).

<table>
<thead>
<tr>
<th>Session # - Specific Topic</th>
<th>Key Take Away Points</th>
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<tr>
<td><strong>1 – Student Life and Administration Policies</strong>&lt;br&gt;Lead: Dr. Diana Thomas (USMA)</td>
<td>Don’t try to improve student morale by making events mandatory. Mandatory events are not fun for students. Students want free time to relax.&lt;br&gt;CDT Ben Fernquist from USMA attended and provided insight into the student perspective. A future recommended topic is to host a student panel with students from all Academies represented across all classes. <a href="https://us.bbcollab.com/recording/eda255fb1e484245821a5d9765fc52a2">https://us.bbcollab.com/recording/eda255fb1e484245821a5d9765fc52a2</a></td>
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<tr>
<td><strong>2 – Assessment Integrity</strong>&lt;br&gt;Lead: MAJ Kim Brutsche (USMA)</td>
<td>USAFA shared a remote instructions terms and conditions agreement which provides the left and right limits that each student must follow regarding the conduct of an exam. This serves as a robust academic integrity statement which must be completed prior to being able to access the online exam. The exam is set up on adaptive release where the student must answer yes for each guideline question to enable the exam to appear. A truly creative way to build up the constraints and expectations in the online testing environment. <a href="https://us.bbcollab.com/recording/a496f7b24bef462e852c73c9e79b250c">https://us.bbcollab.com/recording/a496f7b24bef462e852c73c9e79b250c</a></td>
</tr>
<tr>
<td><strong>3 – Teaching Challenges &amp; Successes</strong>&lt;br&gt;Lead: Dr. Karyn Sproles (USNA)&lt;br&gt;Recorder: LTC Ben Wallen (USMA)</td>
<td>So many different resources are available, and methods of engagement are occurring both for faculty for their own support and learning and improving the learning experience for our students. “What began as a reaction to an unexpected turn of events, became a better way of being resourceful and working collaboratively to improve teaching and learning” – Dr. Jennifer Albert (USMMA). We will be bouncing forward. We are not going back to what we did before COVID. We will focus on moving forward and incorporating new methods to improve the learning experience for our students and faculty efficiency.</td>
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<td>4 – Future Scheduling</td>
<td>Future scheduling must balance student’s and stakeholder’s needs. Discussion occurred regarding the different schedules across the Academies and the plan on how to bring students back in January. Discussion about students on campus over Thanksgiving occurred. With the changes made due to COVID, consideration must be taken in response to questions from accrediting organizations (e.g., Middle States, ABET, Coast Guard) on what changes have been made with their calendars and their programs.</td>
<td><a href="https://us.bbcollab.com/recording/52810d9550bd493a931d3a88e8f7acc7">Link for Recording of Entire Breakout Session Discussion</a></td>
</tr>
<tr>
<td>5 – Contingency Lab (Academic, Military, Physical) Planning</td>
<td>Discussed being adaptive in the academic classroom and the physical education classes and other athletic events such as intramural sports. Most of the time was spent discussing the physical education courses and activities.</td>
<td>[<a href="https://us.bbcollab.com/recording/75152083f4a0495cbfccc99205dd4f826">https://us.bbcollab.com/recording/75152083f4a0495cbfccc99205dd4f826</a>]</td>
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### Highlights of each Specific Breakout Session

The remainder of this summary includes the individual notes from breakout session 3, 4, and 5. Although the format used to capture the notes for each breakout session is slightly different, the salient points are provided for reference and review. These notes were captured by the session recorders. For more complete review of these sessions, please go to available recordings of the breakout sessions located above in Table 1.

### Breakout Session 3 – Teaching Challenges & Successes

**Academy Representatives:**

- **USNA:** Dr. Karyn Sproles (Moderator). Dr. Carolyn Judge, Dr. Shirley Wong
- **USMMA:** Dr. Jennifer Albert, Dr. Susan Comilang
- **USAFA:** Dr. Cindy Cycyota, Dr. Kurt Herzinger, Dr. Anne Johnson, Maj Matthew Johnson, Dr. Kerry McCaig, Dr. Jeff Rhodes.
- **USMA:** LTC Ben Wallen (Recorder), Mr. Chip Schooler
Major focus of session

- Numerous Modalities Used
  - Faculty are teaching in person, remote, some students in person and some remote
  - Navy started all online and just recently are back with the students.
  - With classes where students are in person and some may be remote, deliberate efforts must be taken to include both populations. One method to ensure engagement with online students and remote is to always share your screen with what is shown on the projector for remote students to view the focal point of those in class. Additionally, the section marcher from the class is responsible to help watch the chat and when a student raises their hand to ensure remote students feel as though they are engaged in class.
  - The screen captures below show a combined classroom and lab set up along with what is shown from the instructor’s station and the section marcher’s station.
Instructor’s Station Standard Set Up
(to enable interaction with face-to-face and online Cadets)

- Computer set to share screen in virtual classroom which displays what is shown on the projector in the classroom so that those present and online see the same thing.
- Computer angled so that the remote students are able to see the instructor, boards, slides (for reference and keeping track of the current slide as all students will have access to the class slides), and a few students at least to feel a sense of community and inclusion.
- Additional Monitor to view virtual classroom, attendees, and chat.
- Mouse to improve Digital Interface and Use of Tools.
- Phone charging cord + phone to have as a means for remote students to call in if they do not have internet access.
- Engagement activities conducted on platforms that enable all to have access and contribute to include the instructor who provides feedback during the collaboration.
- Digital writing capability to interact readily with engagement activities.

Student Standard Set Up
(with Section Marcher Highlights for Cadet Engagement)

- Section Marcher and/or Assistant Section Marcher:
  - Monitoring those who raise their hand & chat & those who use a sad, confused, or slower emoticon.

- Computer logged into Virtual Classroom (Blackboard Collaborate) to interact with remote students.
- Material to take notes by hand (allows use of computer for group activities, use of chat, etc.)

- Mouse to improve Digital Interface and Use of Tools.
- Access by clicking on silhouette icon.

Note: For those CDTs in class, must have their volume set to zero on their computer and have their microphone muted in Blackboard.

Potentially other resources for all to bring:
- Earphones to enable working with remote students.
• One of the biggest challenges is connecting with students. This is crucial to do at the beginning of the semester. Strategies to connect with students are similar to what you would do in person.
  o Be in the virtual class early to enable questions and a welcoming, relaxed atmosphere. Simply being available is essential.
  o Have a plan to deliberately engage the students prior to class beginning.
    ▪ Even just asking about the weather is appreciated by the students to break the silence and make them feel involved.
    ▪ Deliberate ice breakers work really well to connect the online community (e.g., what made the student happy over the past week, what are challenges and successes they have had, question of the day [wonderful example from CDR Matthew Hawks located here], name the band when playing music prior to class beginning)
    ▪ Providing incentive to come to class early (e.g., first person in class gets to pick the music playing, instructor points for logging in to the virtual classroom prior to the instructor)
  o Group Activities: No matter the modality, small group activities are essential and must be designed to ensure engagement from all group members. Think, pair, share works well.
  o Google Document: Another resource that works very well is Google Docs. This way
  o Google Jamboard: Very impactful, especially in STEM classes, for students to virtually go to the boards. You can place the problem on each board and label each board with a student’s name. Then you can have them work through the problem and flip through the boards to quickly determine level of comprehension and which students may need additional support. An example of a Google Jamboard used this semester is here.
  o Instructor Points & Asynchronous/Synchronous Material: Encourage engagement with asynchronous material by awarding instructor points for completion of activities as well as preparation quizzes. Instructor points may be awarded for a variety of activities. The students start with zero (0) points and continue to earn instructor points based upon a growing list of activities (some examples provided below). There are a total of 20 points for the semester with a very few students already almost at 20 points with over 50% of the semester remaining.

  ▪ Working ahead on lesson preparation quizzes
  ▪ Completing asynchronous activities (texting answers to the instructor based on questions asked in the preparation videos, working on in-class Google Jamboard activity prior to class beginning, volunteering to present group results from in-class group work, etc.)
Enabling Participation: Students throughout the classroom are engaged by going around the room clockwise and each student having to answer the next question. When the majority of the class is present with a few remote students, the same method is followed. With students sitting in the same seats for the semester to help with COVID tracing, the empty desk denotes when to call on a remote student as if they are present. Students have remarked that they feel as though they are engaged as if they are in class. Another way to enable participation randomly is to use a wheel of names to select students and enable engagement.

- Challenging Conversations
  - There are opportunities to engage students regarding challenging conversations. For the recent Honorable Living Day at USMA, the History Department did a really interesting faculty exercise using the “carousel” method to talk about identity and they did it using polling software instead of traditional butcher block. This could be done with students in the classroom as well. The lesson plan is attached in the email with this summary.

- There are a number of methods to enable larger populations attend class while maintaining COVID requirements of spacing.
  - Converting lab space to accommodate larger class sized (figure above of WH5327).
  - Using outdoor spaces and reserve like reserving a standard classroom:
    - USNA – Teachers in the Bleachers
    - USMA – Outdoor tents with desks coming from the classrooms where desks were removed to keep spacing based on COVID
  - VirBELA as an entirely virtual environment. USMA is investigating an entirely virtual platform as an option.
  - Odd number of lessons having all sections grouped together as a large group taught by one instructor. On even number of lessons, individual instructors meeting with smaller groups to go over specific items and concepts.

- Efficiencies for faculty may be gained through a variety of actions which provide educational opportunities.
  - Recording class sessions when teaching enables use by students and efficiencies.
    - Students who were remote and had trouble hearing certain concepts may review portion in which they had poor connectivity.
    - Students who missed class may review missed material.
    - Students who do not understand a concept may rewatch the class recordings to reengage with the material.
    - Faculty development during the summer and preparation for teaching future courses may be augmented by watching recording of how the course was taught.
  - Enhance teaching capability and potentially reduce the impact of Code Red Days
    - Faculty have increased capability to teach remotely so that there is not an undue burden on other faculty who may be able to get into work on poor weather days.
    - HOWEVER, each faculty member must still have a backup plan in case of faculty being sick or faculty who have small children at home during a poor weather
day and they must be cared for by the faculty member. Must consider the logistics associated with faculty who have young family members.

- **Space Challenges/Considerations**
  - **Classroom**
    - 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.

- **Engaging with at-risk students is essential to enable success.**
  - The lowest performing Cadets are directed to take 101-courses to address learning strategies based on fundamental skills based on different courses. A dialogue is essential to help students learn about available resources (critical reading, writing center, etc.).

- **Deliberate On-boarding Academic Exposure Programs** help introduce new students to academic learning at the collegiate level. A series of learning modules over five days were available to students and resulted in a reduction in common issues seen in previous semesters prior to initiating this program due to COVID. Sessions had a blend of being in person and remote structure to provide students exposure to the different modalities. Topics to cover may include:
  - Learning strategies
  - Time management
  - Cadet Panels
  - Students and Faculty Talking about How to Be Academically Successful

- **Methods to share information with faculty are essential for increasing each Academy’s ability to continue to improve the learning experience for students and faculty efficiencies.** Methods used include:
  - **USMA** – A Remote Teaching website was established to provide resources for faculty. The website is: https://www.westpoint.edu/remote-teaching. Weekly Office Hours occur every Wednesday from 1615 to 1700. An example flyer is provided with the emails associated with this write up. All faculty are welcome to stop in whenever they like during that window. There are quick briefs (3 to 5 minutes) provided by guest with the majority of the time designed to be available for answering any questions from the faculty. The O365 and Blackboard experts are available during that time to answer any questions faculty may have. Topics are crowd sourced from a variety of sources:
    - Faculty Council meetings based upon responses in the chat window or a poll through a link in the chat window provided during the meeting.
    - Input gathered during the previous week’s Office Hours (topic with much interest leading to questions that were not completely closed out or inspired additional recommendations for future topics.)
- Input from specific faculty sending emails to the Dean’s Fellows for Remote Teaching.
  - USAFA – Bi-weekly Teaching Café where two instructors from different departments to talk about specific topics of relevant and timely interest. The two instructors give their perspective on the specific topic. The Teaching Café is a less formal environment and has about 20+ individuals attend depending on the topics. Once a week there are other more formal education meetings. There is also a teaching certificate workshop; however, that program is a standard routine program for faculty.
  - USNA – Center for Teaching and Learning hosted numerous sessions especially as part of USNA’s Fifth Annual Conference on Teaching & Learning: Faculty Development Workshops on Online Teaching. There are 26 topics with videos that may be viewed at: https://www.usna.edu/FEC/CTL_Archive/Conference-2020.php. The website for resources is: https://www.usna.edu/FEC/Teaching_Resources/index.php. There is a series called Pop-Up Friday which is a program that enabled discussion of numerous topics.
- The session closed with comments about appreciating the herculean efforts by faculty and ensuring that we do not revert to the way we taught previously. Instead, we take what we have learned, bounce forward, and provide a more engaging and enriching learning environment for our students. We will be better educators because of our experiences.

### Breakout Session 4 – Future Scheduling

**Academy Representatives:**

- USMMA: CDR Paul Acquaro (Lead), CAPT Michael Murphy
- USMA: CPT Tara Middlebrooks (Recorder)
- USAFA: Mr. David Schaffter, Col Maiya Anderson
- USNA: Dr. Marlon Moore, Dr. Samara Firebaugh

**Major focus of session**

**Stakeholder Accountability**

**Concerns for accreditation**

- Due on December 31st for USMMA and any institution that has shifted to online learning from program approved by MSCHE that did not have prior online learning program. This is due to the concern by MSCHE with the change in delivery method (full-time resident vs. online).
- USNA has submitted a waiver for this issue, but it ends in December with no option to renew.
- All waivers under COVID19 AY2019-20 and the start of AY2020-21 exemption end on 12/31.
- USMMA has message and will locate with regard to ABET on understanding the impact on program during pandemic. When Engineering department provides CDR Acquaro will share with group.
- **Notification from the ABET website:**
  o Accreditation: COVID-19 Update and Concerns
  o ABET understands the need for programs to temporarily modify program delivery and grading methods in order to safeguard their communities during the current health crisis caused by COVID-19. It is not necessary to report any short term (current, summer or fall semester) changes to program delivery, content or grading methods to us. Should the changes or modifications to the program become permanent, please refer to the [ABET Accreditation Policy and Procedure Manual (Section I.F.1.b.(2))] to formally notify us of any changes during the period of accreditation.

- **Accreditation from MSCHE concerns:**
  o **COVID-19 Temporary Wavier**
  o In accordance with the USDE Office of Postsecondary Education Updated Guidance published April 3, 2020, which encouraged accrediting agencies to develop new policies and procedures to support the rapid approval of distance education programs for institutions working to accommodate students whose enrollment is otherwise interrupted as a result of COVID-19, the Executive Committee acted to grant MSCHE staff the authority to expedite the MSCHE substantive change process, as allowed under the USDE April 3, 2020 Guidance, by temporarily modifying the [Substantive Change Policy and Procedures] and [Substantive Change Guidelines] for those institutions seeking to include the distance education alternative delivery method within the institution’s scope of accreditation.
  o The USDE subsequently extended its temporary flexibilities and allowed those institutions given temporary approval to offer programs through an alternative delivery method to continue their delivery through alternative methods through December 31, 2020. Institutions that wish to continue offering programs through the alternative delivery methods are therefore required to follow the Commission’s established [Substantive Change Policy and Procedures] and [Substantive Change Guidelines].

**Respective Branch Assessments**
- Are modifications necessary to submit to stakeholders (USMMA & USCGA → USCG)

**Holiday/Leave Planning**

**USMMA**
- Maximize face to face time, prior to sending them home knowing potential for quarantine issues upon return.
- Trimester system – Holiday will split their 2nd term in half.
- Upon return from holiday leave, they will use a hybrid model until tiered return and quarantine cycle is complete when they come back. Anticipate F-2-F no later than 2/1/21
- Limited capacity on post for cadets, so they are prioritizing those that need graduation requirements/ classes that must be completed in person come back first
- In summer 2020 we had access to another residence hall from a local college but cannot reuse at this time because partner university is doing winter intersession courses. (Like USNA with local college in Annapolis Area.
- Student in bubble can only leave campus during PT but log in and out
- USMMA does not have the capacity for student to remain for Thanksgiving because of food service contract and the fact that half of the student body is return from sea but not returning to campus as to not break the bubble and zero positive rate since August 1, 2020.
- USMMA currently has no local sponsor program as the Director of Student Activities (DSA) position has been vacant for a year. Hiring process has been difficult. Also local community was not as active in that program as faculty and local alumni prior to DSA departure.

**USNA**
- Midshipman stay for thanksgiving.
- Finish exams before army navy game
- Go on holiday leave immediately after game
- Cadets have had limited local liberty off post and will have the same over the holiday.

**USMA**
- At time of meeting: No final decision has been published from USMA Superintendent for holiday plan or spring semester.
- Published on 4 October: No Thanksgiving leave, TEE week moved prior to Army Navy. Cadets will leave 13 December and return NET 11 January. Spring semester timeline TBP.
- Cadets have no off-post access, to include off-post sponsors.
- Cadets may visit on-post sponsor homes.

**USAFA**
- Staying through thanksgiving.
- Looking at potential need to change graduation one week to the right to accommodate reintegration after holiday leave.

**General Re-Integration Planning Factors**

**USMMA**
- 14 Day Planning period for those coming back from hot/red states (regardless of test result), those from green states will be released from quarantine after confirmation of negative test.
- 3-day turnaround on test
- NLT 1 Feb – goal is no online learning depending on final rotation of returns and quarantine period.
- Not requiring civilian faculty to test because of concern it would violate the CBA
- Randomized testing of Cadets, Faculty maybe test if they request or become a contact trace.

**USMA**
- When cadets returned last summer, Training area facilities and USMAPS were used to receive and test cadets w/ 3 hour feedback.
- If positive test was received, or a trace was conducted to affected cadets, they are moved to isolation/quarantine barracks for 14 days.
- All cadets participated in a 14-day quarantine within the cohorts/pods they returned with, to include military/physical training, dining, and barracks assignments in those groups,
- Random Testing for cadets and mil faculty has continued through academic year, to include optional antibody tests.
- No required proportions for online vs. remote. Only limitation is classroom space.

USNA Excess
- St. Johns Barracks – Overflow of midshipmen relocated from Bancroft
- Bancroft Hall – isolation/quarantine
- Random Testing for cadets and mil faculty, opt-in to civilian faculty

USAFA
- Active Duty Tested + Cadet Population Randomly Tested, Civilian by volunteer
- Distribution of class delivery methods
  - Core courses – remote
  - Major courses – in person
  - DPE – mostly in person

Additional Considerations Discussed
- How do we encourage faculty (particularly civilian) to come back to work on post? Especially with the risk for certain health risks and populations.
- USMMA leadership feels strongly that a return to campus by faculty will help the plebe class with issues that arise from North East winter doldrums.
- Balance the in person program needs verse the comfort of distance teaching by faculty
- It is a tight rope and we all have to balance the needs of student for effective learning and the requirements of internal and external stakeholders. At the same we as administrators must consider the health and safety of at-risk faculty.

Breakout Session 5 – Contingency Lab (Academic, Military, Physical)

Academy Representatives
- USCGA: Dr. Eric Page (Lead)
- USAFA: Col Maiya Anderson
- USMA: MAJ Briana Fisk (Recorder)

Major focus of session
- Contingency planning and post-Thanksgiving planning
  - Cadets will depart before Thanksgiving and not return - class until December 11th – no finals
  - USAFA staying for Thanksgiving and possibly Spring Break with ~ 50% remote / 50% in-person; labs in-person
  - USMA staying for Thanksgiving and no Spring Break. 1 month off in DEC/JAN
• Chemistry has some virtual labs (Spectrum)
  o 1st session hands-on
  o 2nd session virtual
  o Hands-on labs have been pushed early with presentations, which helps in COVID environment
  o Presentations on Teams
• Physics – online labs – studio style
  o Meet six hours a week and labs are integrated into course
  o Online labs PhET from University of Colorado (Physics, Chemistry, Math, Earth Science) – good resource for virtual labs
• Engineering majors
  o Three modes
    ▪ critical labs at beginning of semester
    ▪ virtual labs (some during quarantine)
    ▪ demonstrations (go-pro labs) and let cadets do analysis
  o Go-pro labs may lead to lack of understanding because students are not as involved in data collection and cannot see the physical apparatus
  o Capstone pushed requirements forward as much as possible to maintain flexibility
• Physical
  o Physical fitness exams – pushed later for more planning and more time for students to get back in shape
  o Looking at timing of courses and prioritizing mission requirements – will start after restriction of movement
  o Club teams are not currently traveling, but DI teams are
• Robust testing program 20% per week, civilians are voluntary for USAFA and USCGA