Faculty Forum: Preparing for the Future  
May 1, 2020  
12:30 - 1:30 pm  
Zoom ID https://nyu.zoom.us/j/98168218814

Hosts: Karen Krahulik, Associate Dean for Academic and Faculty Affairs  
Edward Kleinert, Clinical Assistant Professor, Faculty Council Chair  
Guest: Monica Glina, CAES Director of Faculty Development

Minutes
- The 100+ participants on this forum is a show of how SPS is committed. Change to remote learning was quick and now focus is on pedagogy: “We stepped in, now we need to step up.”
- Summer Sessions will be remote.
- Plan is to return to campus in NYC for the fall, depending on how COVID19 developments continue, but we all need to prepare for the contingencies of being partially or fully remote still.
- Continuing with flexible and robust academic options for students.
- We are striving to tackle this challenge so successfully that students remember this as a great opportunity and a time that SPS stepped up for them.
- Using SPS as a model of success across NYU.

Monica Glina
- Considering modality when looking at future delivery methods.
- CAES toolkit (tech and pedagogy issues around remote learning)
- Online community to field questions and share information.  
  https://docs.google.com/document/d/1qb8wx4dhGZzC8e5Tk7tkq8TMN5qc7J2rXnPq8o1OQ/edit?usp=sharing
- Ongoing workshops for faculty on different topics of interest.

Q&A:

Where are our students? What if not all students are in the same time zone?
- NYU directive that synchronous courses should remain synchronous.
- Recording live sessions for students to review outside of course meeting time.
- Asynchronous course work that is meaningful.
• Coordinate students who may be in similar time zones.
• Faculty hold multiple meeting times with groups of students depending on time zones (option for faculty to consider, but in no way a requirement)
  ○ Students may wish to attend one or all meeting times if multiple.
• Release course material in advance so students can start engaging with it asynchronously before the synchronous class;
• Student engagement is the key: Flipped Classroom Model
• Leverage your industries and Divisional connections;
• Giving students time before or after class to connect using the Zoom meeting time with each other and to check-in emotionally/socially.

How are we protecting everyone when they come back to campus?
• Disinfecting facilities
• Options for students who are and are not able to join a physical class space
• ‘What if’ planning at all levels at NYU

Relooking at/rewrorking Fall course over the summer and LMS.
• LMS will not change for next year and Fall 2020 will still be NYU Classes
• CAES has many workshops to address change now incorporating remote learning elements (either totally new syllabus or adjusting an existing syllabus)

If all students agree, can we change the meeting time of a class? Can I change to content to be delivered asynchronously?
• Look at the synchronous meeting time and how to use that time best for everyone
• Best practices: avoid talking to students for more than 10-15 minutes at a time
  ○ Follow up with an experiential activity to engage content
• Faculty can contact students once rosters are released to begin discussion on best meeting time for everyone.
• Student engagement is the name of the game

CAES online community link in emails to connect faculty
• Improving practices and virtual tours at Schack (re: Real Estate Tours). How are these creative solutions being shared across other subjects?
  ○ Monica - hope the online community can share strategies and can get inspired to use in other areas.
    https://docs.google.com/document/d/1qb8wx4dhGZzC8e5Tk7tkq8TMN5qc7J2rirXPq8o1OQ/edit?usp=sharing
  ○ Longer we use remote learning, the more comfortable we get.
○ Look at models outside of discipline for other ideas that may be uncomfortable/unfamiliar and explore student engagement in different ways.

What does the fall look like with respect to registration/enrollment?
- Karen - fall currently looks very good, but too early to tell (deferment, start studies in global site, social distance advisement/COVID19 progression).
- We are paying attention at all levels and all should just be prepared for the possibilities that we can anticipate.
- Over-planning will not be a waste; will only make teaching better.

Syllabus design for the fall (home testing), Google trainings for testing methodology. Will CAES continue to offer trainings for Google Doc testing? When will we know when to redesign syllabus for in-person or remote?
- CAES will offer a specific training for Google docs
- A well-designed syllabus will have these elements already there and can be shared in advance.
- Tweak delivery slightly depending on format.
- Address assessment methodologies: what makes the most sense given the parameters?
- Wenjuan Li does have a Zoom session on assessment and assessment will be part of toolkit available for faculty.

Encourage faculty to write up their experiences with transition to remote learning to share with others and help establish SPS as a leader in this arena.

Will tests and quizzes be turned back on within NYU Classes?
- Yes, faculty should request that the feature be turned back on by IT.
- If you are not currently using to use Google Doc Testing or Qualtrics for now.

Will students have the choice to attend in-person or remotely in the future? Will all classrooms be fitted with classroom technology to support Zoom, etc.?
- Yes, all NYU classrooms have baseline technology specs that allow for using Zoom, but NYU IT/Campus Media will revisit to make sure this is the case (e.g. can students Zoom while a faculty is using PowerPoint during a lecture?).

What if I am teaching a class and I have students in different time zones?
- In the spring we really wanted students to feel continuity during the major transition. Courses that were synchronous before the transition, should run when
they are scheduled to run. Know that we have asynchronous options for supplementing synchronous meeting-times.

- In general, students who are now in different time zones have been consistent in attending synchronously and appreciate the small semblance of normalcy and social connection.
- If you find yourself in this situation:
  - Recording classes rooms (with students' permission);
  - Recording lectures to share with students;
  - Using Forums for written student discussions;
  - Using Zoom chat or breakout rooms also allows for discussion and some have found these modalities more engaging for students;
  - Meet with students in groups at different times;
  - Connect students in similar time zones;
  - Potentially faculty can have a live and real time chat to answer questions for students in addition to the actual course time;
  - Supplement with asynchronous, meaningful learning experiences;
  - Release course material in advance so students can start engaging with it asynchronously before the synchronous class;
  - Student engagement is the key: Flipped Classroom Model
  - Leverage your industries and Divisional connections;
  - Giving students time before or after class to connect using the Zoom meeting time with each other and to check-in emotionally/socially.

How is the transition from NYU CLASSES to Brightspace?
- The transition to brightspace is currently being reviewed by the board of trustees. We won't see this new system for at least a year.

Should we be holding office hours during our normal meeting time for students to ask questions?
- Office should be different from contact hours at distinct times. We should be running the office hours during a different time from actual course hours. We want our students to have a robust learning experience. We need to have a level of flexibility to service our students. We want everyone to get one board with this new learning environment for our students. It's hard to establish absolute time lines in how are students engage with each course.

How can I learn about the best practices that are working in other fields?
- We are hoping the the online faculty communities are able to share their experiences and creative ways of student engagement. Here is a link to our
Look at what technology can provide in terms of individual searches and learning on the internet (Google maps/Google Earth for cultural sites, many museums are now offering virtual tours for free, etc.)

What does the fall look like in respect to students and student registration?
- It’s too early to tell. We are going to be watching the numbers and trends closely and the best thing we can do right now is to have everyone prepare for all contingencies. Let’s plan from remote so that the transition may be easier should we get called back into the classroom.

In regards to syllabus design, will case offer more insight into Google Test and other Google software?
- Yes, please ask a CAES specialist if you have specific questions about the Google suite and using it in your class.

Where is the process to develop your syllabus to fit the remote and possible in-class class environments?
- Any good syllabus has a good core of information and provides a an outline of the courses. We will need to be a bit flexible in how it is implemented. We will need to dig deeper in an assessment course and think about what real learning looks like in this environment.

Testing and Quizzes has been turned off in NYU Classes, how do we get it turned back on?
- IT will turn the tool back on for the summer. If you are not currently using it please use the google test and Qualtrics and other services. If you currently have tests and quizzes built out in NYU Classes, please contact NYU IT and they will turn the service back on for you.
- CAES has support for faculty wishing to use testing as their assessment for their courses. Please visit CAES’s website to schedule a consultation.

Moving forward is it possible that in-person courses will include students who join virtually from around the world? If so, will the physical classrooms in the
NYC campuses have the technology to support both in-person and virtual instruction?

- Yes, most all NYU physical classrooms are currently fitted with a computer, projector, and room camera. NYU IT/Campus Media will ensure that all rooms have this standard level of technology.
- University is looking into the option for some students to attend the Fall in-person and some to attend virtually or potentially to have a Spring intake and summer semester to catch up to the Fall cohort.
- This is also being considered as US embassies and consulates are currently closed and foreign nationals looking to start courses in Fall will have challenges in acquiring visas.

Can the Registrar and Classroom Office coordinate with Schools to offer in-person and virtual course sections for students who either choose to come back to campus or choose to/must remain away from campus?

- Course meeting times and locations for undergraduate courses are largely decided by the Registrar and Classroom Office, but this is an option the University is considering.

What are the current plans for returning to campus in the fall?

- University is staying abreast of State and CDC advisements and will be planning keeping everyone’s health and safety at the forefront. We are looking into what returning to campus would look like and what considerations would need to be in place to make sure learning is at a high level of academic integrity as well as everyone’s safety and health.
- We are aware that various stakeholders at NYU have differing desires as far as a return to in-person instruction in the fall. The University is working to address these various considerations and the contingencies laid out by various governing bodies to ensure high academic integrity and health and safety both in the classroom and on the way to-and-from the classroom from dorms, other classes, and life within NYC.
- We are planning now for a partial return in the fall