

Guidelines for A&S Teaching in Fall 2020

As I mentioned in my June 22 email to all A&S faculty, I understand that the upcoming fall semester has rightfully raised various questions and concerns among our faculty. To tackle these understandable concerns, I created two A&S task forces in late June and charged them with addressing the concerns around pedagogy and accommodations. They have completed their work, and I'm pleased to share their findings with you! Using the input from their reports (as well as in coordination with other schools/colleges on campus), this memo provides A&S guidelines for teaching this fall.

I want to start by thanking everyone for their counsel and give a special shout out to the members of those task forces for their fast and important work (see Appendix A for a list of members). This document is, in effect, a blending of these two reports. In the spirit of transparency, I have attached the full reports themselves (Appendix B). Not all recommendations were adopted (or even could be adopted), but many were and you will see the impact their input had on these guidelines.

Guiding Principles

1. Vanderbilt is committed to the health and safety of all members of our community and has developed a series of protocols to achieve these goals, using the best evidence available. **The university will continue to monitor conditions and adjust policy for returning to campus as the situation warrants.** Thus, it is critical that we are preparing all courses for virtual/alternative platforms, including those that might be approved for in-person instruction, so that we are positioned to support our students as best as possible. Further, in all our steps together, the well-being of our staff, faculty, and students is paramount.
2. A&S is committed to offering the most compelling set of courses possible and advancing excellence in our instruction. We are not tied to quotas about how classes are taught. Rather, we want to ensure we provide our students with the high-quality education for which Vanderbilt is known.
3. As a residential campus, we normally teach nearly all our classes in person. As a result, we are assuming classes will be taught in person unless faculty¹ have good reason to shift toward online instruction. We spell out some of those reasons below. Given that nearly all our courses have been designed to be delivered in person, this is a reasonable starting point. But as you will see, it is only a starting point. There are many avenues by which courses can be moved to alternative platforms, whether tied to health issues of faculty, personal circumstances, or the opportunity to deliver high-quality and innovative instruction to students during this pandemic.
4. A&S is committed to ensuring the faculty are informed about the host of legal accommodations open to them. If applicable, faculty should submit formal requests to Vanderbilt's Equal Employment Opportunity Office (EEOO), which may also include the Office of Human Resources if the Family Medical Leave Act is involved. Those requests are confidential and follow existing law. Please note that this document does not speak to these legal issues and faculty are free to pursue these options as spelled out through other VU processes (www.vanderbilt.edu/eoo). In addition, A&S has instituted a policy that any faculty member who is 65 or older by 12/31/2020 will be granted an accommodation for remote teaching, if they request it.

¹ The term "faculty" needs to be clarified, since not all faculty teach (e.g., research faculty) and not all of our teachers are members of the faculty (e.g., graduate students). For our purposes, the faculty is, as a body, primarily responsible for designing and driving our educational mission.

5. Faculty governance must be central to developing our course offerings in A&S.
6. Given the diversity of our university, no one approach applies to all colleges or schools. The Provost and Chancellor are committed to supporting local decisions to ensure the best possible education to our students in the midst of this challenging situation.

A&S Guidelines for Teaching in the Fall

1. Most classes will need to use a mix of platforms to deliver content given the differing needs of faculty and students. In particular, most faculty will be teaching in flex and/or hybrid models, which may include a mix of in-person, online, synchronous, and asynchronous components.
2. Chairs/Directors, Directors of Undergraduate Studies, and Directors of Graduate Studies shall make every effort to work with faculty who seek adjustments to teaching due to personal circumstances outside of the formal EEOO process. Such circumstances may include child care, elder care, regular contact with high-risk individuals outside of the home, those who score high on risk factors (as measured by health care professionals), or those who express deep concern about being on campus. We pledge to be sensitive to the many concerns our faculty face and be as responsive as possible.
3. A&S, therefore, will try to honor as many requests as possible, especially when these requests will **improve the quality of instruction**. The College will also work closely with the leadership in the respective units and, if warranted, directly with the concerned faculty member. We want to meet the needs of our faculty as we together to support our faculty and pursue excellence in our courses.
4. A key part of this process is to ask faculty who are seeking teaching adjustments (outside the normal accommodations process tied to EEOO) to provide a short justification describing how their revised classes will meet the teaching mission of our college. Please see the next section in this memo for some ideas about how pedagogical goals can be advanced through alternative modes of instruction. These justifications will be simple and are not designed to pose big hurdles. Your chairs and directors will provide guidance on what they need.
5. Everyone will have equal opportunity to apply for a teaching adjustment. The sharing of this memo with all A&S faculty seeks to make this process equitable. **Anyone who feels they have not had such an opportunity and would like to make a request should reach out immediately to Dean Bonnie Dow (bonnie.dow@vanderbilt.edu)**. Please know that there are no repercussions for making such requests and this is true for NTT and untenured faculty, as well as teaching postdocs, graduate student instructors, and teaching assistants.² If you expressed a preference for a particular teaching format for your courses to your chair/director/DUS when they completed your department's fall planning spreadsheet last month, **you should assume that the revised fall schedule currently under construction already includes that preference**. Furthermore, all units will have the opportunity to review the revised schedule once it is available.
6. If circumstances change, faculty who plan to teach in the classroom may be able to move toward online instruction during the semester. A faculty member seeking such a shift in the mode of instruction will need to make the request and provide the reasons for it (e.g., health, safety, pedagogy). The Dean's Office will work with the department or program to honor that request.
7. Faculty granted teaching adjustments from the in-person format must seek appropriate online instruction training (see below).
8. We know that large enrollment classes will need to be taught mostly or entirely online due to the constraints of class size tied to social distancing guidelines. We do not have a particular enrollment number that triggers this move to online. Any class over 50 is going to need to at least consider such a move, but we are also open to considering alternative innovative approaches. Again, this will be a local conversation that the Dean's Office will support to ensure that faculty, student, and staff needs are met, and that the teaching standards strive for excellence.

² Please note that graduate students have a distinct accommodation process that is being communicated directly to them.

9. For a range of complex legal and accreditation reasons, faculty who are teaching this fall must be *in residence*. This is a university policy and we must honor it. We will work with faculty who cannot be in residence to be as supportive and flexible as possible.

Possible Conditions for a Pedagogical Adjustments

The Pedagogy Task Force has developed a set of ideas that can help ensure we make decisions about teaching adjustments on the grounds of pursuing excellence. Just a quick survey of the diverse instructional needs and approaches of A&S's academic units makes clear that **a one-size-fits-all model cannot ensure rigor and excellence**. As stated above, most faculty will teach in flex and/or hybrid models, including a mix of in-person, online, synchronous, and asynchronous components. Defaulting to this dual-mode model of synchronous, in-person delivery combined with robust online delivery raises important questions, including how to grant adjustments to this baseline model. In some cases, faculty will want to move to more in-person instruction (from the flex/hybrid model), not less. In other cases, faculty will want to move a course entirely online.

The most plausible requests for pedagogy-based exemptions will come from courses that meet one or more of the following conditions:

1. The course relies on in-class materials that cannot be reproduced by or shared with remote learners (e.g., studio art classes, laboratory classes) and thus must opt out of any online component.
2. The scale of the course outstrips the resources available for simultaneously managing online and in-person students (e.g., large lecture courses with minimal TA support) and thus must go entirely online.
3. The course relies on personal interactions that social distancing defeats but that Zoom approximates tolerably well (e.g., small discussion seminars, language instruction courses, performance courses, writing-intensive (W) seminars structured through active learning and group work).
4. The course topics, products, or materials are predominantly digital in nature (e.g., studio art classes focusing on digital processes, video production courses, digital humanities courses, courses focusing on data analysis and visualization).

We will defer as much as possible to local judgments about modes of instructional delivery. To be clear: these conditions are grounds for exemption requests, not automatic triggers to adjust the teaching platform for faculty.

Seeking Professional Development

The Pedagogy Task Force also pointed out the need for faculty to engage in professional development as part of preparing to teach online. There are several opportunities available through the Center for Teaching (CFT). It is important that faculty participate in one or more of the options described below. **If a faculty member is planning an online course, they are required to participate in at least one of them.**

1. **Online Course Design Institute** (<https://cft.vanderbilt.edu/ocdi/>) – this course consists of a mixture of asynchronous and synchronous activities, in which faculty meet five days a week for two weeks; average time per day is four hours. The goal is to introduce faculty to the digital tools available and to design their courses emphasizing online instruction.
2. **Online Course Visits** (<https://cft.vanderbilt.edu/online-course-visits/>) – faculty are welcome to visit a colleague's online course from Summer 2020. Some of the courses also offer a Zoom meeting for a question and answer session.
3. **iDesign Resources** (<https://cft.vanderbilt.edu/idesign-resources/>) – Vanderbilt has partnered

with iDesign, an instructional design firm, and through this partnership will provide a variety of supplemental resources for faculty. Among other resources, faculty can participate in a “masterclass” that will likely run the last week of July.

4. **Just-In-Time Teaching** – this annual conference, held in August, will be expanded this year to include virtual sessions covering both online and hybrid teaching models.

Summary

Both of these task forces underscored the importance of trusting individual faculty with the decision about how and in what format they might best teach each of their classes. I agree. We are an institution that values excellence in teaching: it’s worth remembering that we carefully vet each other on the quality of our teaching with reasonable regularity at the point of hire and at each review and promotion. **Excellence in teaching is deep in the fabric of Vanderbilt’s culture.** There is no reason to think that it will somehow evaporate in the face of these unprecedented challenges. Indeed, quite the opposite seems to be happening as faculty flock to the CFT’s Online Course Design Institute, create discussion groups to help each other formulate best practices for new teaching imperatives and models, and circulate articles from *The Chronicle of Higher Education* and *Inside Higher Education* about online teaching and the challenges of teaching and supporting students next fall. I and all members of the Dean’s Office will continue to work with faculty as we navigate this uncertain and demanding moment.

Let me also pledge that we (including all university leaders) will communicate regularly about further details for the fall as soon as they continue to be refined and finalized. This includes the process for students to return to campus; details on classrooms; ventilation of buildings; the fall schedule; efforts to clean buildings, classrooms, and bathrooms; and information about technological upgrades for our classrooms (which are generously being provided by the Provost).

I know this is a time of great uncertainty and we, truthfully, face some difficulties ahead. Thank you for your time and thoughtfulness around these issues as we move forward with fall planning.

John

John Geer
Ginny and Conner Searcy Dean
College of Arts and Science

Appendix A
Membership of the Task Forces

Accommodation Task Force

Laurel Schneider, Chair

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Appendix B The Two Reports from Accommodation and Pedagogy Task Forces

GUIDELINES FOR FACULTY ACCOMMODATION

A&S Accommodation Task Force July 3, 2020

PREAMBLE

The fall semester of 2020 represents a grand, high-stakes challenge that Vanderbilt faculty are committed to meeting through educational excellence and by providing a rich and immersive experience for our residential students. On the health side, even a small amount of Covid-19 illness among faculty, staff, and students can have devastating consequences. Fortunately, our faculty already lead in developing risk assessment methods with a web-based self-assessment tool that is available to the entire Vanderbilt community. As for pedagogy, we are faced with an unprecedented need to be flexible in our teaching delivery methods, while still providing a quality educational experience for our students. In many cases, online teaching is likely to be superior to classroom instruction under the constraints of social distancing, and its benefits to learning and community health should not be underestimated. Both health and pedagogical factors present risks to Vanderbilt's reputation and financial well-being, and we recognize a broad commonality of interest and shared concern for the health and safety for everyone: students, staff, and faculty at Vanderbilt University, and the wider context of Nashville.

In this moment of profound change, we have an opportunity to be leaders in creating rich and transformative learning experiences that will undoubtedly look different from pre-COVID in-person classes but be no less immersive or challenging. Creative and dedicated faculty are considering the ways they can best facilitate student learning and growth even if they must work remotely. This commitment is demonstrated by the large participation in the VU CFT's Online Course Design Institute, where faculty are dedicating time to learning and developing innovative methods of providing an excellent educational experience for all of our students. This is demonstrated by faculty who, while requesting to teach their courses online, are planning ways to engage safely with small cohorts or individual students for immersive and community building work. This is an opportunity for the immersive residential student experience to be centered in a modern post-Covid pedagogy, regardless of the mode of instructional delivery. The proposals we offer seek to minimize the risks to our Vanderbilt community and the Nashville-Metro region of which we are a part, while still recognizing our commitment to excellence and capacity to innovate.

RECOMMENDATIONS

- I. **We recommend that Vanderbilt adopt an opt-in policy for classroom teaching, effective for the duration of the pandemic, without a residency requirement.**
 - a. The Covid-19 pandemic is a public health concern, not an individual one, with rapidly changing conditions and risks. Without a vaccine or effective treatment, the pandemic is not under control. Positive changes in the R0 of COVID-19 over time when coupled with our urban context puts our students, staff, and faculty at even greater risk.
 - b. To assist the accommodation process, a Red-Cap version of the current web-based Vanderbilt COVID-19 Virtual Self-Screening tool, with enhanced participant confidentiality, will be made available to all faculty (and staff and students) to assist them in their own self-assessment of risk.
 - c. It is important to note that we are not recommending that Vanderbilt move to all-online teaching. Some colleges and universities are taking that route, but we believe that Vanderbilt faculty are able to deliver high quality classroom instruction and equally high-quality remote instruction when given the opportunity to determine which option is safest and provides the highest possible pedagogical creativity for their classes.

- d. A full opt-in process is in keeping with best practices of our primary peer institutions (Harvard, Yale, Cornell, Duke, University of Chicago, Emory, MIT, UC Berkeley, etc.) whose plans make granting all faculty accommodation requests likely. Resistance to an opt-in policy is already damaging faculty morale and poses a risk to our reputation.
- e. More importantly, an opt-in process for all faculty is the only way to ensure equitability, safety, and flexibility in a rapidly changing risk environment in which impacts remain unequal across the many demographic lines in our community.
- f. Opt-in is a much more efficient, less bureaucratic process. It is more able to protect privacy and to respect faculty professionalism and expertise.
- g. Opt-in removes the necessity of cumbersome accommodation processes through EEOO and reserves FMLA for those cases where faculty seek a full leave from teaching and other Vanderbilt obligations (which is not the case for the majority of faculty seeking non-medical or non-age related accommodation).
- h. A residency requirement does not ensure pedagogical excellence, and may well compromise the safety of faculty who must travel back to Nashville from sheltered locations, or must travel to maintain family obligations, or any number of other reasons.
- i. Finally, an opt-in policy does not preclude faculty who need to remain out of campus classrooms from developing a range of options for teaching that may include safely distant time with students. Opt-in is a signal of trust in faculty abilities and commitment to develop innovative pedagogical methods that honor their safety concerns as well as student needs for faculty interaction and relationships.

II. We recommend that if the administration continues an opt-out policy, faculty shall assess and determine their own risk for classroom teaching in the fall. The College shall require only the demonstration of a pedagogical plan for effective remote teaching of assigned courses.

- a. This means that the College will revise its position on a minimal requirement for classroom course delivery for the duration of the pandemic.
- b. DUS's, DGS's, and department chairs shall make every effort to assist faculty in problem-solving who, for any reason related to risk and safety, seek to teach remotely. In rare situations of conflict or curricular impasse, the deans will assist in resolving those cases, and the Center for Teaching is also a valuable resource.
- c. The Dean will provide departments with clear guidelines and oversight to ensure equity, especially regarding faculty who may fear negative repercussions or feel job vulnerability if they request accommodation, neither outcome of which will be tolerated.
- d. Those faculty granted accommodation to teach remotely will not be required to be in residence in Nashville.
- e. FMLA will still be reserved for those cases where faculty seek a full leave from teaching and other Vanderbilt obligations

III. In the event that the College decides there are insufficient on-campus courses, faculty falling under the following conditions beyond the standard health and age exemptions should never be expected or required to return to campus.

- a. Those who have regular contact with at-risk individuals in or outside of the home.

- b. Those who have educational and caretaking responsibilities for children unable to attend school or daycare.
- c. Any category or demographic group deemed at risk by the WHO or the CDC, not currently recognized by Vanderbilt's Equal Employment Opportunity Office (EEOO). The EEOO will be instructed to accept all documented and current risk categories.
- d. Those who discover that they score moderate to high risk on the proposed RedCap screening tool (to be made available for faculty use to self-determine risk, with assurances of anonymity and confidentiality).
- e. Those who fear infection by regular and sustained indoor exposure to students on campus. Fear of student non-compliance in a pandemic is justified.

SUMMARY

For the health and safety of our community, we recommend in the strongest terms that the University move to an opt-in policy for classroom teaching, confident that the ratio of requests can be accommodated. The current system for accommodation application is inappropriate for the current range of faculty concerns as well as for the development of excellence in teaching under the conditions of a pandemic.

The Vanderbilt faculty are aware that this task force has been called. In the interest of transparency, the A&S deans and/or chancellor should communicate directly to the entire faculty the content of these recommendations and subsequent College decisions on accommodation policies. We encourage the Dean to make clear to all faculty the following:

- *No one who does not feel safe* teaching on campus will be required to do so.
- Everyone will have equal opportunity to apply for accommodation (should the administration continue an opt-out policy)
- There will be no negative repercussions for requesting accommodation. This must be made particularly clear for NTT and untenured faculty, as well as teaching postdocs, graduate student instructors and teaching assistants.
- Faculty who agree to teach in the classroom will have the option of pivoting to online instruction at any time in the semester out of pedagogical, logistical, or safety concerns.

Increasing Faculty Confidence in Returning to Campus

The Accommodations Task Force recognizes that faculty concerns about safety and risk govern most requests to work remotely. Classroom teaching and the requirements of in-person advising put faculty in closer sustained contact with groups of students than most other employees of the university. In the absence of a vaccine, and as long as the bars on Division Street remain open (for example), or illicit parties take place in dormitories, or any number of other forms of youthful non-compliance occur among our students, it is reasonable to suspect that some of our classrooms may become sources of virus spread.

In order to increase faculty confidence in making decisions about risk and returning to campus, it is helpful to have regularly communicated details about campus safety measures that specifically target faculty concerns about sustained indoor exposure to others. Doing so in a regular way may raise faculty confidence for those who are on the fence about returning to the classroom environment. For example (but not confined to):

- publish clear information, documented appropriately, about the ventilation in every classroom and its viability for dispersing or sanitizing the airborne virus

- detail the specific enhancements made to each classroom – as so many are unique and aged, the need for clarification may be even higher
- detail sanitation practices for classrooms between sessions
- Invite faculty recommendations for improvements that will increase confidence in the safety of classrooms, labs, other public spaces, such as restrooms, and offices
- streamline an effective process for integrating faculty (and student) recommendations along these lines
- publish examples of faculty innovation in meeting safely with students
- explain the design and facilities to be put in place for on-campus testing and exposure tracking

MEMORANDUM

TO: Dean John Geer
FROM: A&S Pedagogy Task Force
SUBJECT: Pedagogical exemptions to default f20 teaching models
DATE: 6 July 2020

The VU Return to Campus plan articulates the following principle for scheduling and designing fall 2020 courses: “Courses should **leverage in-person delivery to the greatest extent possible**, dependent on classroom and enrollment constraints, **with all courses also planned for delivery by virtual/alternative and other approaches.**” It is important to operationalize this principle in a way that promotes excellence and rigor in our work with students while also respecting both the expertise of our faculty and the pedagogical needs of the college’s diverse mix of disciplines. Balancing these imperatives requires identifying clear pedagogical grounds for granting exemptions from the emerging default approach that this principle seems to require.

(Note: We will refer below to “the faculty” in ways that may seem not to track the populations to which our recommendations are actually relevant. Not all faculty teach (e.g., research faculty) and not all of our teachers are members of the faculty (e.g., graduate students). We adopt this language because the faculty is, as a body, primarily responsible for designing and driving our educational mission. The recommendations below presuppose that the college will work with its academic units to identify impacts on and opportunities for feedback from graduate student teachers, and to exempt non-teaching faculty from burdens that may be appropriate only to colleagues engaged in teaching.)

The default model

The statement in the Return to Campus plan expresses the university’s dual commitments to (1) maximizing in-person delivery and (2) providing remote learning options even for in-person courses. University authorities have routinely taken these commitments to entail the following rules for course scheduling and design:

1. Except for courses specifically built to meet online only, all courses should have synchronous, in-person class sessions.
2. All in-person courses should also have an online component that can provide an appropriately full and rigorous experience for students who cannot physically attend class.
3. Faculty who wish to opt out of *either* the synchronous, in-person requirement *or* the robust online requirement must seek special permission to do so.

Defaulting to this dual mode model of synchronous, in-person delivery combined with robust online delivery raises important questions. Some of these questions have to do with how to make the model work without unduly burdening teachers. Others have to do with how to decide when to grant exemptions from the default approach. We are concerned here with the second set of questions and will defer the others for later discussions of policy and best practices.

Most promising conditions for a pedagogical exemption

Just as the university grants exemptions from the default model on certain health-related grounds, it should also recognize pedagogical grounds for requesting exemptions and for evaluating such requests. A survey of the diverse instructional needs and approaches of the college's academic units should make clear that a one-size-fits-all model cannot ensure rigor and excellence. It should also make clear that certain types of courses are particularly promising candidates for pedagogical exemptions.

In our judgment, **the most plausible requests for pedagogy-based exemptions will come from courses that meet one or some of the following conditions:**

5. they rely on in-class materials that can't be reproduced by or shared with remote learners (e.g., studio art classes, laboratory classes)
6. the scale of the course outstrips the resources available for simultaneously managing online and in-person students (e.g., large lecture courses with minimal TA support)
7. they rely on personal interactions that social distancing defeats but that Zoom approximates tolerably well (e.g., small discussion seminars, language instruction courses, performance courses, writing-intensive (W) seminars structured through active learning and group work)
8. the course topics, products, or materials are predominantly digital in nature (e.g., studio art classes focusing on digital processes, video production courses, digital humanities courses, courses focusing on data analysis and visualization)

The college has declared its intention to defer as much as possible to local judgments about modes of instructional delivery. But if it becomes necessary to prioritize some courses over others for exemptions from the dual mode default, the conditions noted above can provide a basis for weighing exemption requests. (To be clear: these conditions are grounds for exemption requests, not automatic triggers to suspend the dual-mode default. As noted below, it is important to defer to faculty expertise, and some faculty and departments may have strategies for managing these challenges without suspending the default approach.)

If the college accepts this recommendation it should take several steps in the very near term. It should a) share the substance of this recommendation with department and program leaders, b) invite academic unit leaders to keep the conditions noted above in mind when designing and amending their course schedules, and c) create a pathway for units to request the exemption and to indicate which aspect of the default model they propose to set aside (online or in-person).

Further considerations

Addressing policy and practice questions

As noted above, our ongoing experiment with combining online and in-person modes of instruction raises a number of important questions of policy and practice. How do we keep from doubling the workload on teachers? How much control will faculty have over the capture and disposition of video from classroom sessions? How can we promote sustained student engagement in courses that dispense with the in-person components? And what can we offer students who have to attend remotely but who need to enroll in classes that reasonably require physical attendance, like science

labs and studio art classes? The college should prepare to answer these questions and others like them, and to make the answers widely and easily accessible.

Acting in advance of full information

Some information that bears on the question of whether to request an exemption is not yet available. For example, it would be better to know the size of the room to which a course will be assigned before deciding whether synchronous meetings should remain in-person or move online. In light of this challenge, the college should urge faculty to develop strategies for anticipating and navigating these unknowns. In the case noted above the faculty member might identify the minimum room capacity beneath which in-person meetings would not be feasible or productive, and work with the course schedulers to request spaces that satisfy this minimal condition.

Trusting faculty expertise

We want to underscore the importance of trusting individual faculty with the decision about how and in what format they might best teach each of their classes. We are an institution that values excellence in teaching: it's worth remembering that we carefully vet each other with reasonable regularity on the quality of our teaching at the point of hire and at each review and promotion. Excellence in teaching is deep in the fabric of Vanderbilt's culture. There is no reason to think that it will somehow evaporate in the face of these unprecedented challenges. Indeed, quite the opposite seems to be happening as faculty flock to the CFT's Online Course Design Institute, create discussion groups to help each other formulate new best practices for new teaching imperatives and models, and circulate articles from *The Chronicle of Higher Education* and *Inside Higher Education* about online teaching and the challenges of teaching and supporting students next fall. We urge the college to continue to view its faculty members as valuable partners in the effort to navigate an uncertain and demanding moment.

Encouraging teachers to seek out professional development

Given the changes in our teaching models, it is critical for faculty to engage in professional development as part of preparedness training. There are several opportunities available through the Center for Teaching (CFT). The college should strenuously – and in structured, routine ways – encourage faculty to participate in one or more of the options described below.

5. **Online Course Design Institute** (<https://cft.vanderbilt.edu/ocdi/>) – this course consists of a mixture of asynchronous and synchronous activities, in which faculty meet 5 days a week for two weeks; average time per day is 4 hours. The goal is to introduce faculty to the digital tools available and to design their courses from the perspective of having an online presence.
6. **Online Course Visits** – (<https://cft.vanderbilt.edu/online-course-visits/>) faculty are welcome to visit a colleague's online course from Summer 2020. Some of the courses also offer a Zoom meeting for a question and answer session.
7. **iDesign Resources** – (<https://cft.vanderbilt.edu/idesign-resources/>) Vanderbilt has partnered with iDesign, an instructional design firm, and through this partnership will provide a variety of supplemental resources for the faculty. There is one option for a “masterclass” that will likely run the last week of July.
8. **Just-In-Time Teaching** conference, held in August each year, will be expanded this year to include virtual sessions on both online and hybrid teaching models.