

**Office of the Provost
Academic Affairs Report to the Board of Visitors
September 18, 2020**

Since last May, faculty and staff have been supporting our new students in their academic orientation and planning, continuing students in their summer study, while also preparing for all possible contingencies in the fall 2020 semester. Working with student affairs, we conducted an all virtual New Student Orientation in June, and in July, all first time, first year students and transfer students received one-on-one academic advising with a member of the teaching faculty, and if needed, follow up by advisors in Academic Services. We also placed a special focus on programs for, engagement with, and mentoring our in-coming first year students. Once the fall course schedule was updated in mid-July, faculty and staff worked individually with students to make schedule changes and build a fall academic plan that met each students' needs as much as possible, whether that was a 100% remote schedule or a schedule with fewer remote and more on-campus classes.

In developing the fall 2020 course schedule, we provided our faculty with maximum flexibility and opportunity to make decisions about the pedagogy and modality of their courses, while taking into account the requirements of their disciplines, course of study, department needs, and also while considering health and safety issues. While many other institutions are experiencing significant faculty morale issues and governance conflicts, UMW faculty, while as stressed and anxious as everyone, have been tireless in their efforts to support their students, adapt to change, and continue to advance the vision and mission of the university. The leadership of the University Faculty Council has also been fully engaged and working closely with the Provost, Deans and others. Faculty leaders have been involved in all academic fall planning meetings and decisions, and have provided substantive, thoughtful, and highly effective leadership. While faculty and shared governance nationwide has declined at other institutions during the pandemic, it has grown stronger at UMW during this crisis.

In addition to modifying faculty personnel policies to provide the option for all full time, tenure track probationary faculty to extend their tenure clock by one year, we are also considering ways to support faculty in their professional and scholarly development, despite the severe financial and pandemic related restrictions on travel, conferences, and other research and professional activity. While some faculty have been able to continue their research without constraint during COVID, many have not been able to conduct their research or gain access to research data and material. We are working with the Deans, Associate Deans and Department Chairs on appropriate ways to evaluate scholarly and professional development in the current annual review process.

Budget reductions for this fiscal year were significant and severe. Operating funds are extremely limited, and in a number of areas, funds completely eliminated including student and faculty

research support, hire behinds for sabbaticals, fellowships, and stipends for taking on additional work. The state hiring freeze has meant reallocation of work across academic affairs when staff leave the university or retire, and many staff are now covering areas for multiple offices.

Faculty Development Fall 2020. UMW's Center for Teaching, led by Dr. Victoria Russell, and Digital Learning Support, led by Jerry Slezak, created an outstanding program this summer called ReFocus Online, for faculty to develop and enhance their online and hybrid teaching. The program ran for 8 weeks this summer and included weekly workshops/webinars, individual teaching consultations, and a website with extensive resources for 'asynchronous' participation in summer programming, including accessible recordings of all the weekly workshops. The level of faculty engagement was impressive with over 200 faculty participating in workshops and the Center for Teaching's YouTube channel had 725 views in August alone. At a time when our full-time faculty are not on contract, the majority of UMW faculty were actively involved all summer in workshops, virtual class resource development, and redesigning their courses for the maximum flexibility entailed by the prospect of an uncertain fall.

The Center for Teaching also collaborated with the Director of the First-Year Experience to offer an Orientation session to in-coming first year students on taking courses remotely that was attended by over 600 students (see details below in the Center for Teaching and First Year Experience reports).

Summer Session 2020. Summer session 2020 enrollment posted a significant increase over summer 2019. The unduplicated headcount in summer 2020 was 1,227 (as opposed to 958 last summer), an increase of 28%. In summer 2020, a total 6,450 student credit hours was generated compared to the 5,146 last summer, an increase of 25%. The duplicated headcount this past summer was 2,082 versus 1,657 a year ago (26% increase). Out of state credits also increased, from 268 last year to 407 this year (a 51.8% increase).

It is especially significant that these results were achieved with a summer session that offered the same number of courses as a year ago (130 total courses). The only part of the summer session that showed a decline was the number of students doing internships and individual studies, a logical result given the complexities of making arrangements for projects like these under COVID conditions. The decline was 40%.

Changes to Fall 2020 and Spring 2021 Calendars. For fall 2020, classes began as scheduled on August 24 with fully remote instruction, and on-campus instruction is planned to begin September 14. We will hold classes on Labor Day and eliminate fall break; all in-classroom instruction ends on November 20 and all courses will be fully remote again when classes resume on November 30 and through the end of the semester. Students will move out of the residence halls the weekend of November 20 and will not return to the residence halls until Spring semester. Spring 2021 classes will begin January 25 (both 8 week and 16 week), there is no spring break, classes end on April 30, final exams end May 7, and Commencement will occur as currently scheduled on May 8. All students who are on the list of pending graduates will be eligible to participate in Commencement exercises in 2021, since final grades will not be due until Wednesday, May 12.

Changes to Fall and Spring Time Bands. Time bands have been altered so that there are 20 minutes between each class period to allow for students and faculty to clean their desks/work areas at the beginning and end of classes, and to permit social distancing as individuals come in and out of classes and move throughout the buildings. These time bands will be used for both fall and spring semesters.

Fall 2020 Classroom Configurations and Social Distancing. Per the current reopening plan guidelines, we have configured all classrooms and instructional space to allow for the appropriate spacing per individual. Additional spaces have been repurposed for instruction as well, including Dodd Auditorium, the Jepson Alumni Center Ballroom, and Klein Theatre.

Course Modalities and Expectations. All faculty are using our course management system, Canvas, and are expected to use Canvas in some specific ways, including providing the syllabus, course schedule, faculty contact information, office hours, means of communication, information on how students will access their grades or feedback, and links to any other sites/platforms that are used for the course with explanation of use and expectations.

All in-classroom courses, hybrid or “traditional” include some on-campus, in-classroom/lab/studio instruction and experience. These may involve split attendance or flipped classrooms which permit some face-to-face interactions at socially distanced room capacities. While all in-classroom courses will move again to fully remote instruction starting November 30, all in-classroom courses are also prepared to go fully remote at any time during the fall semester if conditions change. All fully on-line courses are structured to ensure that students are engaged irrespective of whether the modalities are synchronous or asynchronous. Any synchronous sessions must be held during the assigned time band for the course.

As of August 29, the fall course schedule was 61% fully on-line (80% with some synchronous classes), 24% hybrid, and 15% face to face. Of the fully on-line classes, the majority are “ES” which means they have a specific time band and meet fully or partially synchronously, while the remainder are “EA” which means they have no specified time band and do not meet synchronously. The majority of courses with labs, studios, etc. are either hybrid or face-to-face. We are also looking at course modality by student but will not have firm data until the end of the drop period, September 11, but as of now, based on current data, we anticipate that first time/full time students will average slightly over 50% of their fall courses on-line.

Accommodations. Student requests for accommodations have been addressed as they always have been in accordance with our established policies. Students must register with and provide documentation to the Office of Disability Resources to receive accommodations. Individual students asking for other kinds of exceptions or adjustments are worked with on a case by case basis and faculty are encouraged to be flexible and understanding. Faculty have developed reasonable options to support students who may have to be in quarantine for periods of time and are being flexible about absences due to COVID. This is an important public health approach expected of institutions of higher education in the Commonwealth by the Virginia Department of Health.

Classroom and other Instructional Technology Support. To prepare for the fall semester, UMW made upgrades to Canvas, including increased storage space, Zoom integration, and the ability to display personal pronouns. Zoom is now available for all faculty, students, and staff. Through a joint collaboration of IT and DLS, we are now providing students and faculty fully online access to some discipline specific software (SPSS, Stata, ArcGIS Pro, etc.) that has only been available in on-campus labs. “AppsAnywhere” will permit students, faculty, and staff to access these UMW software subscriptions from anywhere. In the short term, this is an important way to support online classes and meet the flexibility needs of the pandemic. In the long-term, this will permit UMW to rethink our investments in hardware, including computer labs.

This fall, every classroom that has an installed AV system has been equipped with added software and hardware to facilitate live streaming and/or recording (lecture capture) of classroom presentations. A webcam and document camera are connected to the classroom computer. Zoom and Screencast-O-Matic are also installed on every classroom computer.

Pre-Week Activity. Pre-week meetings included the General Faculty Meeting on August 17, opening the fall semester and conducted virtually. In addition to the customary introductions of all new faculty, and due to the postponement of the Commencement ceremony, we also gave the faculty teaching awards which would have been given in May, as well as the Waple Professional Achievement award and the Topher Bill Award for Outstanding Service.

January Term. UMW will offer a January or “J-Term” this winter, January 4 – 22. Faculty are considering courses now and the J -Term schedule will be available to all students in October. Because the spring semester is starting two weeks later, the J-term could be a good way through this longer-than-usual semester break to keep students connected, engaged, and on track to completing their programs of study.

Spring 2020 Course Schedule. Planning for spring 2020 is currently underway. The spring 2020 schedule will be posted the end of October, academic advising begins early November, and registration for both spring 2020 and J -Term will take place before students leave for Thanksgiving. Guidelines and processes for developing the spring 2020 schedule remain the same as those for fall 2020, including time bands, classroom configurations, and the expectations that all courses be designed to pivot to fully remote instruction at any time if needed.

In the remainder of this Academic Affairs Report to the Board, each major academic area has provided a summary of activity since May, with a focus on detailing their work in the context of addressing the COVID crisis. A number of the academic support areas and program areas fall under Dr. Tim O’Donnell, Associate Provost for Academic Engagement and Student Success, and his management and leadership have also been critical to the timely and effective work in those areas, as well as the on-going support these areas are providing to our students, faculty, and staff. The work that has been accomplished in academic affairs over the past four months has come from our exceptionally dedicated faculty and staff. Because of their efforts, UMW has served and supported our students throughout the pandemic with care, understanding, flexibility—and often in creative, innovative, and inspiring ways.

SACSCOC, SCHEV, Academic Catalogue and Curriculum Approval

John T. Morello, Associate Provost for Academic Affairs

SACSCOC Fifth-Year Interim and Referral Reports. On March 4, 2020, UMW submitted two referral reports that were requested following the review of the Fifth-Year Interim Report (provided to SACSCOC in February 2019). COVID-19 pandemic developments delayed the schedule for review of the reports. We were recently notified that the SACSCOC Board of Trustees would act on our reports during its rescheduled meeting on September 1 – 3. At the time of the preparation of this report, it was expected to be conveyed to us on Thursday, September 3.

Our Fifth-Year Interim Report addressed 24 separate Principles of Accreditation. Referral Reports were requested for two items: Principle 13.6 (Federal and State Responsibilities) and Principle 13.7 (Physical Resources).

The primary issue with Principle 13.6 was that the 2018 audited financial statement was not available at the time the Fifth-Year Report was due. The 2017 audit report had noted deficiencies in regard to reporting student enrollment status to the National Student Loan Data System (NSLDS). The 2018 audited financial statement was needed to allow reviewers to verify that a corrective action plan was implemented and that auditors were satisfied. The referral report provided a copy of the FY2018 audit. Because this prior finding is not mentioned in the 2018 audit, the position of the Commonwealth of Virginia’s Auditor of Public Accounts was that UMW had taken adequate corrective action on the prior finding. Our referral report also offered several examples showing evidence of corrective plan implementation.

The issue with Principle 13.7 arose because of the unexpected closure of three residence halls. We were asked to provide evidence of our ability to provide appropriate facilities. Our referral report showed that two of the three residence halls that were closed unexpectedly (Arrington and Willard Halls) had been renovated and reopened and that the third building (Alvey Hall) was deliberately kept off-line as UMW considered options for repurposing the space. Our report demonstrated that the supply of campus housing was adequate to meet demand. The Jepson Science Center addition, which opened in fall 2019, and plans for the Virginia Hall and Seacobeck Hall renovations were described. Information about planned maintenance projects was also provided. The report demonstrated our ability to provide appropriate facilities.

SACSCOC Reaffirmation Process. Our next decennial reaffirmation of accreditation occurs in 2023. SACSCOC has created a new differential review process that enables selected institutions to complete a modified compliance certification, documenting compliance with 41 Principles of Accreditation rather than the full set of 74. We submitted the required form indicating our interest in the differential review approach. We were subsequently notified to complete a required verification of eligibility form, which we submitted on August 19. A SACSCOC Differentiated Review Committee will review submissions, report their recommendations to the SACSCOC Executive Council, which will make final decisions. Institutions will be notified in November.

All members of the class of 2023 will take part in Leadership Orientation, to be held virtually on December 4-9, 2020. The Orientation will discuss issues, challenges, and strategies for the

development of a successful Compliance Certification Report and Quality Enhancement Plan (QEP). Institutions are expected to establish Leadership Teams to oversee and guide the institution through the reaffirmation process. The Leadership Team typically includes the president, the chief academic officer, the chief financial officer, the institution's designated accreditation liaison, a faculty member, and an Institutional Effectiveness professional.

SCHEV. The biggest development with SCHEV have to do with the "Transfer Virginia Agenda" that is a response of legislation passed by the General Assembly. SCHEV has heard "lots of concern" raised about the increased workload on institutions resulting from the tasks required to successfully develop the transfer guides (pathway maps), transfer agreement documents, and the successful build of the transfer portal (an online data warehouse for all Virginia institutions that supports students in identifying opportunities for degree completion.) UMW has several staff and faculty engaged in many of these tasks. Much of this work has been affected by the COVID-19 pandemic, which has also brought new issues to the forefront (transferability of online lab courses, for example). The Director of Academic Affairs at SCHEV has stated he intends to develop a modified agenda but, to date, no changes have been announced officially.

Online Catalogue and Curriculum Approval. The November 16, 2017 report to the Board about the curriculum process ended with the claim that UMW needed to implement fully online Academic Catalog and Curriculum Approval systems. Work on both tasks has proceeded, despite the pandemic. The new Academic Catalog website was launched in May, following an implementation process that began in April 2019. The new catalog, with its modified design and look, is fully integrated with Banner so that changes to course descriptions in Banner (or the addition of new courses) may be easily transported to the catalog without the need for duplicate entries. The new catalog website is also formatted to maximize access and readability when viewed on a hand-held device.

Work on the online curriculum approval system (called CIM) began in November 2019 and is nearing completion. We are close but unavoidable events interrupted progress. Our vendor is located in Iowa; most of the state was without power for a lengthy period due to severe storms. The vendor (CourseLeaf) has restarted activities but processing times have increased because their staff is still dealing with power disruptions and other consequences from the storms. What's left to be done is to finalize workflow steps and conduct an assortment of "sync tests" to ensure that the curriculum changes approved through this fully online system will update Banner and the Catalog. Once the system is ready, we will provide training for faculty and staff. Our goal is to open up the system in mid-September, assuming it is ready.

A new curriculum landing page, hosted on the Provost's web site, will be the gateway to CIM and will also provide help guides and documents. Access to CIM will be via one's UMW user name and password. Initial help materials have been produced and were shared with chairs of various curriculum committees in order to seek feedback. These persons also got an early look at the forms that will be used and were asked to test the forms and offer reactions. Everyone found the system easy to use. Only a few suggestions were made. When implemented, all of UMW's curriculum change actions will be handled through the same fully online system.

Office of Institutional Analysis and Effectiveness

Debra Schleef, Associate Provost

Eagle Health Survey. Since August 3, we have distributed a daily health report, first to a test group of employees and students, for two weeks to all employees, and since August 24th to all employees and students. The survey asks students to attest to COVID-related symptoms each day as well as to contact with others with COVID-19 or tested for COVID-19. With faculty and staff, we have had a 76-80% response rate, and since adding students about 70%. We are working out some difficulties related to implementation, tracking, and opting out for those not intending to come to campus, in order to make sure that everyone who should be is attesting regularly.

“Monitor, Mask, Distance, Clean” training and pledge. We worked with Dean of Students Cedric Rucker to get students to complete their 15 minute “Monitor, Mask, Distance, Clean” training and pledge before classes started on August 24th. To date, about 1000 student have not yet completed their training and pledge and so follow up has begun.

Students Technology Survey. A survey was administrated to all students about their technology needs, including computer and other hardware, internet, and software needs. The response rate was very high, although a majority of students do not have needs. We have worked with IT and DLS to establish the most urgent needs, inviting some students to come early to campus (approximately 75), offered access to the HCC (approximately 40), providing MiFis to others, and sending laptops, often funding with CARES money, to yet a third group. 200 students have been supplied hardware or funds, and numerous others given instructions on how to download software or find wifi spots that they can use.

Faculty Staff Technology Survey. A similar survey on technology needs was sent to faculty and staff. Along with the COVID team and IT, we are reviewing the responses to provide similar equipment to those who need it.

Self-Reporting. We are working with Mike Breitenbach (UMW web-master) on a self-reporting COVID tool using Qualtrics.

UMW Campus Police and Campus Safety Survey. We are also working with the UMW Police Campus Advisory Panel on developing a survey for UMW Campus Police. The 28-item survey is under discussion and revision by the panel with plans to distribute to all students this fall.

College of Arts and Sciences

Keith Mellinger, Dean

CAS hired nine new faculty to start in fall 2020, four tenure-track faculty and five visitors. Of the four tenure-track hires, two are males, two females, including one Hispanic; of the five visitors two are from underrepresented populations. These hires come on the heels of retirements from several very long-time and senior colleagues, including Helen Housley (Theatre), Rosemary Barra (Biology) and Jack Kramer (Political Science). The hiring freeze has put

particular strain on the studio art and physics programs. Studio Art lost a full-time position in photography (a core medium), and just one continuing faculty member and two visitors currently staff physics. The Department of Physics merged with Chemistry this summer under new department chair Janet Asper, an important move to provide the necessary support for the program. The newly formed Department of Communication and Digital Studies also started this summer under new department chair Anand Rao. As the fastest growing program on campus with over 130 majors, it was necessary for them to split off from the Department of English, Linguistics, and Communication, which had 27 faculty (more than the any other academic unit on campus, including the other two colleges).

CAS took the lead in offering *COVID-19 in Context*, a free, 8-week online course this past summer. Over 40 different faculty, representing almost every department and program in CAS and faculty from all three Colleges, delivered presentations. Over 1900 people registered for the course, including about 650 alumni, 500 community members, over 200 of our incoming first-year students, and over 400 continuing students. In the end, 639 UMW students earned academic credit for the course. It is worth noting that, although advertised as free, registrants were invited to make a small donation at the time of registration (suggested amount was only \$30). In the end, 400 registrants donated just over \$15,000. Co-facilitators Keith Mellinger and Anand Rao spoke about the success of the course at the Fredericksburg Rotary and the summer COPLAC meeting, and the course generated tremendous goodwill from the community. Here is a sampling of comments taken from the course assessments:

- *I don't have any improvement comments. Ya'll are doing a fantastic job. I am taking this course "with" two other alums and a friend of mine who didn't attend Mary Washington. Two of us live in Virginia, one in Toronto, and one in Germany. Every Wednesday after the class, we do a discussion group together that usually goes for close to two hours. This class has facilitated that and I am SO GRATEFUL to Drs. Mellinger and Rao for pulling this together and for all of the amazing faculty who are taking the time to give presentations. This whole experience has been great. I made a donation when I signed up for this course and if you offer other courses similarly in the future, I would participate again.*
- *I am so proud of UMW for doing this series and am thankful you have the lectures recorded as I work on-call and have had to go back to ones I have missed. I know this is an unprecedented time in our history, so there was a topic to centralize an IDIS series around, but please consider doing something like this every summer. I know I am happy to donate for such wonderful access to our great faculty. Thank you.*
- *The variety of different topics so far has been excellent, as has the quality of the material that has been presented. Can you provide a link to where we could donate towards the cost of the course?*
- *Would have been nice to have more science discussion rather than the economic one. Liked the "extra" sessions! Always proud to be a MWC alum!!*
- *Not sure I have any suggestions for improvement. I am really enjoying the course! What a fantastic idea it was to do this. I think it is fascinating to learn about the virus and this shared experience we are all having through the lens of the different disciplines. Kudos to whoever thought about offering this course! And thank you so much for opening it up*

to the wider community. As the parent of a rising UMW senior and an incoming UMW freshman, it is exciting for me to get a glimpse of what UMW classes are like. I am impressed. The professors have done an excellent job across the board. It's been fun to watch the presentations with my daughter (the rising senior). She is so proud to "show off" the excellent teaching at her university. I have to say, I wish I had been able to take chemistry with a professor like either of the 2 most prominently featured in today's class (sorry, can't recall their names at the moment). I know I would have enjoyed the subject a lot more and would have learned more from professors who clearly love the subject they teach and who are excited to share their knowledge. Thank you so much for offering this wonderful opportunity! I hope there will be more like it in the future.

- *Very impressed with the course and proud of UMW for putting it together and offering it so broadly. How wonderful to educate new & returning students and the community on COVID. As an alum, I hope that UMW will consider offering more similar opportunities for remote learning. UMW is a model for how to do a liberal arts education and this course has been a fabulous way to showcase a cross-disciplinary approach to education!*
- *I am really loving this course. It is very informative and I enjoy looking at the impacts on the different areas of study. So proud to be an alum in this class!*
- *I am SO proud to be part of a university community that takes its commitment to public outreach and lifelong learning seriously. My mom was always jealous of the quality of education I received at UMW and for her to also be able to take part just means so much to both of us when we can't physically be together. I live in the U.K. currently so this course has been another way we can stay connected. Thanks for putting this series on and please make this an annual event for other topics if possible.*
- *as physician trained in infectious diseases at NIH as fellow these are outstanding as scientist I was amazed to find how much I appreciated and enjoyed the economic, messaging, art, politics and all classes thus far wish I had such excellent knowledgeable speakers as a student delighted to participate thanks to all*
- *I am very impressed with the quality of the professors. For the most part they have done an excellent job explaining their topics and providing useful slides. I especially liked the art history department session, but then I was an art history major! I would be interested in taking more classes this way as long as I don't have to do homework and write papers -- been there, done that! Congratulations for coming up with the idea of the course and for putting it all together. The interdisciplinary approach is great!*

The Dean of Arts and Sciences has been working with the Office of Advancement on several new initiatives, some spurred by the success of the COVID course. One donor gave \$26,000 last spring to support the newest faculty in the natural sciences in their professional development. Fourteen faculty in Biology, Chemistry, Earth and Environmental Sciences and Physics received notifications just before classes began. They will be receiving \$1600 or \$2000 each (depending on rank) and most of them have opted to use the money to support the purchases of supplies for their labs.

Although the \$120,000 Undergraduate Research budget for students in Arts and Sciences was eliminated this year due to budget reductions, the \$15,000 in donations generated by the *COVID-19 in Context* course are being used to support the students who most need funding to complete capstone and honors projects this year. Many are graduating seniors. In addition to the fund generated by the COVID course, one of our most generous donors recently sent us a check for \$8,000 to contribute to this fund. Our hope is that the \$23,000 raised will be enough to support our most critical needs.

Dean Mellinger is also working with Zach Hatcher in Advancement on a strategy to raise funds to support a new endowment for student research and learning. We have a fall campaign in place with a goal of raising \$100,000 by the end of 2020 and a long-term goal of \$1 million. The dean has already received positive feedback from alumni, and many have pledged to support the initiative. We need to build a more sustainable model for supporting this most critical piece of our mission.

Faculty development is also difficult to support this fall due to several cuts. Each faculty member typically receives \$500 in professional development money (often used to renew professional society memberships and journal subscriptions) and can apply for additional money from our faculty development budget. The faculty \$500 budget was cut completely, the second reduced to only \$15,000. Our goal is to prioritize the untenured faculty for use of those limited funds.

We are in the final stages of an agreement with Virginia Tech for UMW students interested in earning a Master of Engineering degree in Computer Science and Applications. The agreement would allow up to six credits of select advanced courses in the UMW computer science program to satisfy graduate credit in the VT program. Therefore, a student at UMW could potentially graduate from UMW with six credits toward a VT MEng degree already completed. The agreement should be finalized in September.

Although faculty regularly work a 12-hour teaching load in a semester, many have part of their work load directed toward mentoring student projects or research. With our necessary cuts to the sabbatical and adjuncts budgets, the resources that support this redistribution of workload are no longer available and faculty are teaching not only full course loads but many are continuing to mentor student projects as well. As a result, we reduced spending on adjuncts by more than \$185,000, relative to last year's fall term. That reduction includes an over \$70,000 cut to adjunct expenses not covered by other sources (such as sabbaticals or Jepson Fellowships). This means that faculty will be much busier with classroom/lab/studio etc. teaching this fall, with less time to focus on things like internship supervision, the mentoring of individualized research projects, or the supervision of independent study projects.

In conjunction with the state hiring freeze, when staff leave, we have asked others to cover those areas. Some College of Arts and Sciences office managers now have been reassigned to handle two departments. To cover the many responsibilities of the CAS Dean's assistant, who moved to the Provost Office, we have transferred those duties to those remaining departmental office managers who are supporting a single academic department. In summary, staff support will continue to be a major challenge for our operations this year.

College of Business

Lynne Richardson, Dean

The majority of the College of Business (COB) faculty spent the summer attending ReFocus Online faculty development sessions and planning for their fall semester classes. The College held Zoom faculty gatherings every 2-3 weeks. The College has created a virtual events calendar for business students for the fall and most of the events involve business alumni. We are also recruiting additional Executive Advisory Board members and expect to add at least four before our October 23rd (virtual) meeting. The 4th Annual COB Alumni Award winners have been notified; the October event is postponed until spring (and may be held virtually).

COB hired one new faculty member, Samira Fallah, Instructor in Management (LSU, ABD) this fall. Woody Richardson, Professor of Business, retired.

College of Education

Pete Kelly, Dean

K-12 teachers got word in June that they likely would return to teaching online this fall. Few of the state's teachers had been trained in remote education or in keeping off-site students engaged. The College of Education (COE), in collaboration with Continuing and Professional Studies (CPS) at UMW, quickly developed a Summer Virtual Teaching Series. In just four weeks, based on local educators' input, UMW prepared six one-credit professional-development courses providing best practices in online instruction. The Summer Virtual Teaching Series began in mid-June with full enrollment – 200 K-12 teachers from across the region. Local divisions are already seeing the benefits. Dr. Teresa Coffman, Dr. Janine Davis, Dr. Christy Irish, Dr. Kyle Schultz, and Dr. Jennifer Walker worked with UMW's Office of Continuing & Professional Studies to develop the course content.

The College of Education continues to develop its Teacher for Tomorrow Partnerships with area school divisions. Teachers for Tomorrow is a state-recognized high school curriculum that aims to help K–12 school divisions “grow their own” educators to meet the state's growing teacher shortage. Students who hope to become teachers take dual enrollment courses that will apply toward a Germanna or UMW degree and gain experience in classroom settings before they reach college. UMW has signed agreements with Spotsylvania and Stafford County Public Schools and Germanna. Teachers for Tomorrow students and teachers will experience virtual UMW campus tours this fall.

Princess Moss, a 1983 Mary Washington graduate and College of Education Advisory Board Member was elected Vice President of the National Education Association (NEA). The NEA is the largest professional organization in the country. Princess Moss will continue as a powerful advocate for the teaching profession and for the University of Mary Washington College of Education.

The COE is implementing its newly revised, state-of-the-art undergraduate education programs

this fall. New programs--based on alumni feedback, grounded in the wisdom of practice, and informed by professional expertise--will prepare teachers for today's classroom challenges. Students will benefit from extensive, practical, clinical experiences in schools, alongside a curriculum designed to meet the needs of all students including English language learners and students with disabilities.

During the shift to remote learning during spring 2020, Dr. John Broome--associate professor of education at the COE--created a Facebook group to share tips and tricks for remote teaching. Since then, the group has grown to more than 28,000 members worldwide and has been featured in the Fredericksburg Free Lance-Star and also mentioned in The Chronicle of Higher Education.

Dr. Jennifer Walker was awarded a \$18,986.00 grant from the Virginia Department of Education (VDOE) titled, "Supporting Provisionally Licensed Special Educators with Structured Advising and Online Professional Learning Communities." Grant resources will allow Dr. Walker to support professional development for provisionally licensed special educators in the area.

Dr. Courtney Clayton, Dr. Debra Hydorn (Mathematics), and Mrs. Kristina Peck were granted a \$35,219 Virginia Department of Education Competitive Grant for Clinical Faculty Programs for the fifth consecutive year. This grant funds the COE's Pathways to Excellence program, which provides professional development to 30 local school teachers in data mentoring, culturally relevant pedagogy, and mentoring skills to become Clinical Faculty.

Continuing and Professional Studies

Kimberly Young, Executive Director

This July 2020, Continuing and Professional Studies was given additional responsibility for the marketing and administrative oversight of the Bachelors of Science in Nursing (BSN), Bachelors of Liberal Studies (BLS), and Graduate Admissions. This brings all of these programs administratively under the umbrella of Continuing and Professional Studies and allows UMW to create a unified, cohesive, and targeted approach to attract, retain and graduate adult students.

Bachelor of Science in Nursing. There are several pathways to earn a BSN in Nursing from the University of Mary Washington. Each program has seen growth with a significant uptick in enrollment for the BSN Completion Program and 1-2-1 Nursing plan in particular. This is the result of strengthened academic practice partnerships with local health systems, recent realignment of the admissions process, and expanded recruitment and outreach by the Director of Nursing and nursing faculty.

BSN-C Program. The BSN Completion Program (BSN-C) is designed for a licensed RN who holds an associate's degree in nursing from an accredited university/college or diploma nursing program.

Fall enrollment	2019 n= 35	2020: n=43	Increase of 23%
Spring	2019 n= 19	2020: n= 28	Predicted due to pre-application

enrollment		conservative estimate	advisement: increase of 47%
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1+2+1 Nursing Plan. The University of Mary Washington offers an innovative, dual degree plan in affiliation with Germanna Community College. Under the 1+2+1 BSN Dual Degrees in Nursing Plan, the student attends both UMW and Germanna for the first three years. In the senior year, the student attends only UMW. This plan is designed for the student who wants a traditional four-year residential experience while earning a BSN.

In order to support continued interest in Nursing and meet the demand for Healthcare workers in the Commonwealth, the program is allowing a limited number of academically strong students to transfer into the program for a spring start.

Fall enrollment	2019: n= 16	2020: n=21	Increase of 31%
Spring enrollment	2019: n= 0	2020: n=3	N/A

Nursing Concurrent Enrollment program. This plan is designed for students in the Germanna Community College nursing program who intend to transfer to the BSN Completion Program at UMW. These students can get a head-start on the BSN coursework by taking the three BSN liberal arts courses at UMW during the summer (while in the community college RN program). Historically the number in concurrent enrollment has been relatively small; cost of tuition combined with income reductions secondary to COVID-19 can be a barrier for some students.

In order to expand access, increase enrollment and advance a seamless progression towards a BSN, the University of Mary Washington and Rappahannock community college (RCC) entered into a Memorandum of Understanding (MOU) last spring. Similar to the program with Germanna Community College (GCC); this will allow students at RCC Associate of Science in Nursing to accelerate a path to a Bachelors of Science in Nursing (BSN).

Fall enrollment	2019: n= 13	2020: n= 7	Decrease of -46%
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Bachelor of Liberal Studies. The Bachelor of Liberal Studies (BLS) has been working to complete website updates, add video and alumni testimonials, and streamline the application process with a new shorter application form. All advising for the BLS moved online after March due to COVID 19. Advising for the Fall semester was conducted via Zoom and over the phone. Five BLS students participated in the Summer COVID course for credit. As of August 26, 2020, there were 101 admits and 26 new students enrolled in the BLS program.

Graduate Admissions. Despite the many challenges presented by the pandemic, the admissions team worked diligently to ensure that graduate program enrollment remained steady. Information sessions moved to a virtual platform in the spring and maintained prospective student attendance and produced the expected amount of applications across all three programs. The Master of Education-initial teacher licensure program showed steady enrollment between summer and fall new student enrollment. MBA enrollment is up over prior years for new students and we were

able to attract a qualified pool for the MSGA program in line with the past two years of enrollment. There were nearly 300 inquiries, 150 applications processed, and 120 students were offered admission.

We implemented a virtual strategy with our partners at Dahlgren to recruit for the second MBA cohort launch in fall 2020. There were six virtual information sessions over a two-month period which generated 40 applicants. On August 25, the second (and largest) cohort launched with 27 new students pursuing the Project Management certificate and many also continuing into the MBA program in year two. Between both Dahlgren cohorts, we have entered 47 new graduate business students into the College of Business in the past 10 months.

Other activities impacting graduate admissions include implementation of a new CRM tool, a new application process, a new workflow for faculty file review and a new student offer process, while working with all of our internal and external partners remotely.

Continuing Education Programs. Since April 1, there were 219 enrollments in 15 sections of 11 courses. CPS was able to pivot to online synchronous courses through Zoom along with the rest of the university in mid-March. This was the most students registered to date through CPS all due to contracted courses offered to Stafford, Fredericksburg, and King George County School Divisions. These school divisions engaged in a summer series where we offered courses through the College of Education to help teachers prepare for teaching online this fall. The department continues to offer test preparation courses through its partnership with Kaplan. These courses include Dental Admission Test (DAT), Graduate Record Examinations (GRE), LSAT, MCAT, and GMAT.

Dahlgren Center for Education and Research

Mike Hubbard, Director

Despite the challenges the COVID-19 pandemic has created, the Dahlgren campus continues contributing to our greater King George County (KGC) ecosystem. This evolving ecosystem consists of a dedicated Dahlgren staff, the Naval Support Activity South Potomac (NSASP), tenant commands, KGC public schools (KGPS), local government, and industry.

COVID-19. Before resuming full operations, the Dahlgren facility has undergone a thorough deep cleaning of all classroom spaces, labs, office space, and common areas. The housekeeping staff continues to maintain the cleanliness of the facility through the limited operations of the university. With the resumption of services, the housekeeping staff will operate on a split team basis to conduct day and evening cleaning of all spaces following the university's reopening guidelines. The reconfiguration of all classrooms to meet the university's social distancing guidelines is complete. Dahlgren has signage directing foot traffic throughout the facility to maintain the university social distancing guidelines. The Dahlgren team has continued working with the university's facility team to pursue all economic measures to comply with the COVID-19 challenges through this reporting period.

Staffing. The Dahlgren staff consistently demonstrate their resiliency and dedication to mission accomplishment through this challenging reporting period. Our team said farewell to two of our members. Mrs. Joan Appleby and Mr. Gordon Kirby, we wish them both continued success and best wishes. Our current staff has divided up the departed staff's responsibilities to be fiscally mindful of our operational overhead. Once the resumption of full operations, the Dahlgren team will look to find a replacement for our housekeeping staff member.

King George Public Schools (KGPS). The Dahlgren team continues supporting the KGPS. Working with Dr. Robert Benson, Superintendent of KGPS, we have explored ways to help the blended/virtual instruction efforts. Making available space for teachers to provide virtual instruction is the most immediate support for our KGPS partners. Long term efforts include solidifying a professional development program designed to provide KGPS teachers with key concepts to support continuing virtual learning pedagogy for K-12 education.

Naval Support Activity South Potomac (NSASP). The UMW Dahlgren team welcomed NSASP's new Commanding Officer, Captain Todd Copeland, and bid farewell and following seas to outgoing Captain Michael O'Leary. NSASP remains at Department of Defense (DoD) Health Protection Condition Bravo (HPCON B), which keeps the Dahlgren base and all activities in a guarded status. Twenty-five percent of the base personnel are currently operating from the base while all remaining are teleworking. All services have reopened on limited bases. There are no immediate prospects of the base resuming full operations until the new year. Team UMW Dahlgren continues working with the NSASP Chief Learning Officer to develop/forecast a plan for Naval/Staff instruction resumption.

King George County Government (KGC). We continue to find opportunities to enhance our collaborative synergy with our KGC partners. Working with both the Board of Supervisors and the County Administrator, UMW continues to be a viable and crucial element of the KGC ecosystem. The UMW Dahlgren Director continues serving on the KGC Emergency Operations Center team. Before the COVID-19 pandemic, UMW Dahlgren supported the county's three hundredth anniversary of its founding. Team UMW Dahlgren continues working with the KGC ecosystem members to attract, recruit, and retain regional talent to support the forecasted growth of NSASP.

UMW Libraries

Rosemary Arneson, University Librarian

The UMW Libraries closed to students, faculty, staff, and the public on Monday, March 23. From then until August 3, when we began gradually reopening for limited hours, our message has been: *The building is closed, but the Library is still open.*

Reference and Instruction. We have reorganized reference and instruction services and realigned departmental liaison responsibilities. All reference librarians, including the University Librarian, are working with First Year Seminars. We used the quieter summer months to create research guides, video tutorials, and other materials for synchronous and asynchronous instruction.

Access Services and Interlibrary Loan. Access Services staff will scan materials requested by faculty and students, and we are also one of the few Virginia academic libraries that maintained ILL services through the summer. Since March, we have scanned over 40,000 pages. We have been working with faculty to help them use the Library Reading Lists feature in Canvas. In addition to being a place where scanned materials can be accessed, the Library Reading List function connects Canvas to the library's catalog system, allowing faculty to select library electronic resources as textbooks for their courses.

Special Collections and University Archives. The Special Collections and University Archives staff continued to provide research and project consultations, records management support, and fulfill digitization requests after we closed the physical library. The staff actively began capturing and preserving the University's response to the COVID-19 crisis. Students, faculty, and alumni members are encouraged to contribute their experiences. Students who participated in the summer COVID in Context course were asked to submit their final reflections to this project. For the first time, 87 Research & Creativity Day projects were archived and will be available as part of Eagle Scholar.

Open and Affordable Education Resources (OER). Paul Boger and Rosemary Arneson offered two workshops as part of the summer ReFocus faculty development series. The sessions focused on ways the Library can help faculty identify open textbooks, and the tools we have implemented to link students to our electronic resources. Paul Boger also used Canvas to offer an asynchronous workshop on finding and adopting OER. Fifteen faculty members participated in the workshop, and 11 of them have agreed to write reviews for the Open Textbook Library. There are currently 31 courses listed in the course schedule for Fall 2020 as using OER. In addition, there are 219 courses with Library Reading Lists in Canvas that include scanned materials and electronic resources from the Library's collections.

Stafford Campus Library. We have moved most of the Stafford collection to Simpson Library and integrated those materials into the collection. We are no longer offering in-person library services on the Stafford campus. We will continue to offer instruction and other support services to the classes offered on that campus.

Budget Realities. Given the budget cuts all of us have experienced, we are limiting our purchases of new books to those requested by faculty in support of a specific courses. If possible, we purchase the electronic edition so that remote access is easier. We are also evaluating each of our electronic resources as they come up for renewal. We continue to look at how the resource aligns with the curriculum, its use history, and its cost effectiveness.

Three members of the library staff retired over the summer of 2020: Jack Bales, Humanities Librarian, Carla Bailey, Interlibrary Loan Supervisor, and Tina Faulconer, Acquisitions Assistant. Their departure means we have lost a combined total 126 years of experience and knowledge that is missed and needed during these trying times. We have reassigned most of their responsibilities to other staff members, but not doing so meant sacrifices to other areas.

Fall and Beyond. We are beginning the Fall semester with limited hours and limited staffing. When students return to campus, we will offer more extended hours. To limit staff exposure, we have combined all public services at a single service desk, and plexiglass is in place to provide a barrier. We are encouraging faculty to bring us in for remote library instruction, and we are making resources available to them that they can use asynchronously. Special Collections and University Archives and the Digital Archiving Lab will be by appointment only. Reference services will be available at the service desk, but more extended research needs will be referred to chat or email. And we are continuing to work with faculty to get the materials they and their students need, online and in person.

Center for Teaching

Victoria Russell

Since May, the Center for Teaching partnered with Digital Learning Support and others to create, facilitate, and maintain campus-wide programming for online teaching. ReFocus Online ran for 8 weeks this summer and included:

- 4-week rotation of weekly workshops/webinars (3 concurrent workshops/webinars per week)
- Weekly Q&A sessions lasting 60-90 minutes each
- 30-minute teaching consultations (Tuesday-Thursday)
- A complete website for ‘asynchronous’ participation in summer programming, including accessible recordings of all weekly workshops
- Promotion and as-needed support to the Compelling Courses faculty learning community.

Currently, the Center for Teaching plans to maintain virtual programming through the fall semester to support faculty need for conversation, online learning support, and professional development. Our plans include:

- **Monthly writing ‘retreats’** to reinvigorate stalled writing projects or embed research in Scholarship of Teaching and Learning (SoTL) projects
- **Monthly ‘Caregiver and Academia’ group** to support those in any kind of caregiving role and juggling academic demands in the time of COVID. Potential research projects are also embedded in this opportunity.
- **Co-facilitation of Compelling Courses** group twice a month for open conversations about what is working and not with online teaching, as well as problem solving and strategy sharing
- **Teaching Talks** workshops for faculty-requested online teaching support on specific topics (e.g. specific tool use, online engagement, online assessment design).

The Center for Teaching is also working in three partnership areas to support resource development and programming at the intersection of COVID and social/cultural movements impacting classrooms and faculty development:

- **In partnership with the Women and Gender Studies Program**, creating programming to support female faculty post-tenure and mentoring of female faculty into applying for full professor.

- **In partnership with Sabrina Johnson and faculty groups across campus**, coordinating and promoting faculty and staff-led programming on race discourse in UMW classrooms and broader inclusive teaching goals.
- **In partnership with Digital Learning Support**, developing a resource-based website consolidating evidence-based teaching resources.

Our challenges all relate to one issue: lack of personnel. We are fortunate to have willing partners in DLS and other units to share the responsibilities for supporting teaching. However, our staffing level requires us to make choices about the kinds and levels of support available:

- **Limited 1:1 or individually intensive faculty support.** Some faculty simply need more time and attention, but we have had to rely on faculty partners to step into those roles.
- **Narrow outreach and support to adjunct faculty.** While more resources are available online and on-demand than before, the Center has not been able to manage requests for evening or weekend support.
- **Limited expertise for the varied online teaching contexts at UMW.** Including our Faculty Fellows, the Center for Teaching staff skews towards the humanities and social sciences. However, some of our most challenging teaching needs are in the sciences (esp. lab-focused courses) and the arts (performance-based courses). We have shared resources and linked faculty to groups outside UMW (e.g. a SCHEV-initiated faculty group for those teaching labs), but these supports are ‘another step’ or delayed answers for pressing needs.

Broadly, our greatest success has been the **high levels of faculty engagement** throughout the summer and going into the fall semester. Keeping in mind that our average session participation was 7 faculty members or 2 recording views before COVID (and usually the same 10-12 faculty members at any time), we saw remarkable attendance and participation all summer:

- 200+ unique workshop registrations over 8 weeks. These registrations cut across faculty ranks and years at UMW.
- The Center for Teaching’s YouTube channel had 725 views in August alone and approximately 140 hours of viewing during that month.
- Several faculty members completed all 8 weeks of programming, focusing on core workshops during Session 1 and then following specific interests or needs during Session 2.
- Between June 4-August 21, 72 individual consultations were scheduled with either a Center for Teaching or Digital Learning Support staff member. In May-August 2019, we conducted a total of 8 teaching consultations.

Faculty members have generously shared their thanks for our support this summer. Our greatest source of pride was hearing that UMW faculty shared the ReFocus Online website and resources with colleagues at universities in and out of Virginia. **Partnerships, and the readiness to share great teaching practices, are the lingering success we hope to continue.** The Center for Teaching did not do our work solo this summer—we are grateful for networks outside of UMW, but especially for our campus partners (DLS, ODR, Simpson Library) who made this all possible.

Digital Learning Support

Jerry Slezak, Director

Digital Learning Support staff have been hard at work the past four months to support many aspects of UMW's COVID 19 planning, preparation, and response. Shannon Hauser, Associate Director of the Digital Knowledge Center (DKC), Cartland Berge, Director of the DKC, and Jerry Slezak, Director of Digital Learning Support (DLS) played a key role in many projects. These projects included faculty development and support efforts, website creation, New Student Orientation consultation and support, COVID Task Force committee service, supporting current online systems for teaching and implementing new ones, classroom updates and upgrades, as well as managing student employees to support some of these efforts.

One key accomplishment over this time period has been the strong partnership that developed between DLS and the Center for Teaching (CfT) Director Victoria Russell. The result of this partnership was the co-development of [ReFocus Online](#), a 4-week 'design camp' created to support faculty with the preparation of fall classes that would accommodate remote teaching and learning needs. The goal was to provide faculty with the materials, instruction, and digital tools needed to deliver high quality courses regardless of modality. ReFocus Online included an extensive website of self-paced materials that faculty could use to develop courses. Content creation was led by Victoria and Shannon designed and built the website. Additionally, Victoria, Shannon, Cartland and Jerry all presented and participated in the two live meetings each week – a workshop that focused on a weekly theme, and an open Q&A where faculty could get tips, share progress, and ask questions. We presented this 4-week sequence twice over the course of the summer with hundreds of faculty members participating.

When the decision came to move our New Student Orientation programs from in-person to virtual, Jerry, Cartland and Shannon all met and partnered with Tim O'Donnell, Melissa Jones, and Britni Greenleaf to conceptualize and design an engaging online orientation experience. Cartland worked with many across UMW to develop videos that would become part of this program as well as ReFocus Online. He created a production process and guided our DLS and DKC student employees to produce over 130 captioned videos which have garnered nearly 8,000 views and 400 hours of watch time. Shannon contributed by leading efforts to develop and build the Canvas modules that were used for Orientation.

Jerry served on the COVID Task Force, COVID Task Force Supergroup and Technology Sub-Committee to help develop the Return to Campus plan. Jerry is a current member of the Implementation Team and has worked with colleagues across UMW to prepare for remote and in-person class planning. Jerry worked closely with IT Support Services staff to get classrooms equipped with webcams and document cameras needed to allow faculty to stream and record class meetings to support hybrid and in-person courses. He also worked to identify and equip large spaces across campus (Jepson Alumni Center, Dodd Auditorium, Klein Theatre, and more) that could be converted into 30-seat classrooms this fall. He also worked with IT to implement AppsAnywhere – a web-based system that provides remote access to specialized software like SPSS, MatLab, ArcGIS Pro and others that were normally provided only in on-campus computer labs.

DLS staff continues to work to reconfigure the Hurley Convergence Center to allow safe, in-person access to academic space, computers and equipment to students.

Importantly, the daily mission of DLS has also continued - consulting with faculty and students to successfully implement and innovate with digital tools for teaching and learning. Shannon and Cartland provided hours upon hours of consultations with faculty while maintaining and troubleshooting our many systems, including UMW Blogs, Domain of One's Own, Canvas, Zoom, Screencast-O-Matic, and Office 365 tools. The work they both have done was essential in creating processes that reduce technical barriers for faculty and students while providing best practices in using the various digital tools that DLS supports. In short, the work of DLS staff along with Victoria and the CFT has been in the direction of service and support for much of the UMW community as we work through these most challenging times.

First-Year Experience

April Wynn

In response to COVID and to support and retain students all summer, all First-Year Seminar (FSEM) instructors engaged in three summer touchpoints. Each instructor created an Introduction video (June) where they introduced themselves to their students. Secondly, each instructor created an FSEM Trailer (July) where they introduced the students to the FSEM courses (structure, assignments, texts and resources) in creative ways. The last was a Zoom meeting with their class in early August. This meeting was a chance for FSEM instructors to meet the students, for the students to meet each other and to answer questions about the start of classes.

The Common Read was transformed into the Common Experience. It was moved online and restructured to focus on the shared experiences of the pandemic and protests happening this spring/summer. It consisted of podcasts about the 1918 flu, political action featuring John Lewis and internally produced "Good Trouble – UMW" about student activism at UMW over the decades. The Common Experience engaged students in 5 weeks of discussion via online Canvas discussion boards (July – August), asked students to submit artifacts about their experiences this spring/summer (over 250 submissions), and producing a new episode of "Good Trouble – UMW" each week this fall.

Academic advising was modified this summer to be conducted by individual one-on-one advising meetings between each student and a faculty member (end of June and July) on Zoom. Students were able to continue to ask questions from this faculty member until they were transitioned to FSEM instructor/advisors in August for the academic year. Additional information about academics was made available for first-year students through Canvas Modules (UMW degree, academic supports, transfer credits and how to register for classes) that were incorporated into the Orientation Canvas site.

This fall, FSEM courses are being taught in new modalities – electronic synchronous (17 sections) and hybrid (7) in addition to the standard discussion/lecture (31) format. To support FSEM instructors as they modified their courses and adjusted to new processes for incorporating

the library, speaking center, writing center and academic services into their courses, the FSEM Committee offered 5 workshops for instructors. The workshops were: Scaffolding your Syllabus, Academic Support Centers Resources, Student Mental and Physical Health under COVID, Advising Best Practices, Remote and Hybrid FSEM instruction. Additionally, the standard start of semester FSEM Instructor workshop was held the week prior to the start of classes.

With the changes to New Student Arrival due to the remote start of classes, April Wynn and Victoria Russel led an Orientation Session about “Starting Off Strong” in an online modality. This session was attended by over 650 students and was designed to provide concrete strategies for preparing for fall classes and for success in the online environment.

This fall the FSEM advising touchpoints have been reworked in response to COVID to better align with pivotal times for the first-year students this fall. Instructors will reach out to their students one-on-one during the first couple of weeks of class to build relationship. Then they will submit a progress report on how their students are doing in week 4/5 of the semester to help identify students that are struggling with online classes and/or with the transition to face-to-face classes after the remote start. Students identified as struggling will be provided additional resources by the coordinated care team. FSEM advisors will meet with any students that have mid-term unsatisfactory grades to discuss changes to their study habits that can help them improve their performance. The last touchpoint of the fall (just prior to the Thanksgiving break) will be pre-registration advising meetings where students will be advised on registering for spring classes. Peer Mentors will support the FSEM instructors with all of these activities.

Uncertainty and the increased workload for faculty have been challenges. Faculty (as well as staff) have been working all summer to engage and help retain students. They have been working to learn “best practices” for online education and have re-designed their FSEM and other courses to be online/hybrid or for a remote start. It is hard to imagine an effective way to build the community and connections that are pillars of the FYE remotely, but instructors have been working many weeks/months to prepare to do both this fall. Mental bandwidth is running low, long hours on Zoom are difficult and interactions with students have changed in ways that are not as fulfilling for many that thrive on the in-person interactions with students and the energy they bring to campus.

FSEM instructors have continuously engaged our incoming students this summer as they transitioned to our first-year students. The introduction and trailer videos were an early and authentic introduction to UMW, the FSEM program and instructor/advisors themselves. Canvas modules developed for the orientation program have been incorporated into FSEM classes providing additional resources to students during their first semesters at UMW. The FSEM instructors have revisited, reimagined and modified their FSEM classes to focus on meeting the FSEM learning outcomes and engaging students that have had their lives disrupted by COVID. These courses are being taught with an energy, freshness and drive to provide the best experience for our first-year students.

Honors Program

Kelli Slunt and Mara Scanlon

The UMW Honors Program is excited to welcome 108 first-year Honors scholars and 2 new transfer students. This is the largest number of students in the program's history; however, it is well above the good practice recommendation of less than 10% of the overall university population and will present challenges this year as we work to serve the students with a small staff.

We recognize that the first-year students have a unique transition from high school to college. We offered connections to these students in numerous ways over the summer to help the students feel engaged with the program and welcomed to our community. Notable ways include:

- Communication by mail and electronically
- Webinars coordinated with the Office of Admissions and Orientation
- Informal Zoom drop-in sessions
- Building fall schedules for all incoming Honors students
- Advising formally in orientation and informally by email

The Honors Program staff plans to engage all Honors scholars virtually throughout the Fall semester in many ways:

- Community as Text online program to become acquainted with our new scholars and provide students with a co-curricular opportunity
- Virtual advising meetings with all graduating Honors scholars in the first few weeks of the semester to review outstanding Honors Program requirements
- Weekly emails with program announcements and communication
- Online programming throughout the semester including weekly meditation, drop-in group sessions with the Honors Faculty, virtual social events, and professionalization programming
- Honors pre-registration advising

Under the current recommendations for risk mitigation, the Honors Commons in Lee Hall will remain closed to students. This space fosters interactions between Honors scholars and with the Honors faculty. We will offer online programming to continue to build community within the program.

As noted above, we are pleased to welcome 108 first-year and 2 transfer Honors scholars to UMW, bringing the total number of active Honors scholars enrolled at UMW in the fall to 371. We want to recognize the 58 students who successfully completed University Honors during the 2019-2020 Academic year and who represent our largest graduating class in the program to date.

Student Transition Program

Justin Wilkes

On Monday, August 17th the STP virtual experience proved to be a very positive experience based on student feedback per the peer counselor evaluations. We had approximately a 90%

attendance at that event. STP peer counselors have had at least one touchpoint with each of the incoming program participants and will continue to each of their assigned peer mentees bi-weekly for the course of the semester.

All incoming STP students are enrolled in the EDUC. 101 course this fall. One of the premiere focal points of the semester is helping the students build healthy habits with short-term (i.e., week-to-week) goal-setting, evaluating their own progress, and making the necessary adjustments to be successful inside and outside of the classroom.

We have had approximately ten incoming and returning students express concerns about limited to no internet access at home. Also, there have been a couple of students who have had additional technology needs (i.e., computer). We anticipate that there are more who are experiencing these same issues but, for whatever reason, have been unresponsive to the many attempts made university-wide to provide assistance.

Secondly, students in the Northern Neck have limited options for internet and cell phone providers. Two students have shared that the quality of service of these service providers is not adequate to stream their virtual courses and sometimes access Canvas consistently. For example, one student shared that during the first day of classes his internet constantly froze and/or his Zoom call would drop. Because of their geographic location, it's not promising that the university provided MiFi device will alleviate the issue because of the lack of cell towers in their area. If these students are not able to report to campus this fall semester internet access will likely present a major challenge for them to successfully complete their course requirements.

The lack of an in-person experience still creates concerns for developing a strong community and affinity amongst the incoming program participants. In turn, this heightens the possibility that this fall we will be performing more retroactive interventions as opposed to proactively helping students to ameliorate some of the barriers they will have to navigate around throughout the fall 2020 semester.

The STP cohort is set at 34 students, only losing two students (who deferred to fall 2021) between the point of Admission and the first day of classes.

Rappahannock Scholars Program

Gayle Mitchell

College Scholars

Support and sharing of information are the most critical things we have done for our students. Making sure they are aware of options to access internet and also having resources for support away from campus (food, shelter, etc.).

Lack of access to internet is the primary issue. It was in the spring and it will continue to be. Some lack other necessities; a safe place to live, food to eat, etc. that are also prohibitive to a quality educational experience away from campus.

Six scholars were allowed to move onto campus early due to a variety of circumstances
We still have five freshmen we hope to get through the first semester

High School Scholars (from the Northern Neck)

Program Counselor will be designing a video series for high school underclassman that will be updated monthly. We feel this might be more effective than attempting to find a monthly date and time that aligns for a larger group. Senior students will receive one-on-one assistance via phone calls, text messages, Zoom meetings, Google classroom, and any other means that is shown to be effective. We will also be dropping the SAT/ACT testing requirement for completion of the program for this year.

Students in the Northern Neck do not have access to reliable internet. Though connecting with students on video calls is ideal, it is often not possible. With students balancing financial and home life concerns, it has been more difficult to connect and focus them on academic priorities. Collecting necessary information and data on behalf of the program has been difficult as it is low priority for the students at this moment.

5 new scholars are enrolled at UMW this fall. Program Counselor dropped off cords and certificates to several high schools to ensure graduating seniors still felt rewarded for their efforts.

Academic Services

Wes Hillyard, Director

Beginning in March 2020, the Office of Academic Services responded to COVID-19 with an approach that maintained our support services while accounting for the social distancing and safety needs of our students and staff. COVID required us to rethink the ways in which we conduct business while maintaining the personalized services our students and university community have come to expect. The move to a fully virtual way of conducting business increased the workload for members of the Academic Services team between May and August:

- With the elimination of the traditional in-person transfer orientation advising this summer, **individual virtual transfer student onboard meetings increased by 70%**.
- Virtual meeting opportunities allowed for more students on Academic Probation to complete their probation advising early rather than wait until they return to campus. This led to **an increase in probation advising appointment by 40% over the summer**.
- While the virtual first-year orientation model provided advising opportunities for students to me one-on-one with faculty, it also meant that Academic Services staff needed to provide advising for missed appointments, follow up questions, and to support as students who needed to make schedule changes in August. This led to **an increase in first-year student advising appointments by a rate of approximately 40% this summer**.

While we are proud of our work, it has not come without challenge. For staff, it can be difficult to facilitate meetings via Zoom when in-person conversations are of such value. Technology and

internet connectivity can also disrupt meetings. Students and staff continue to struggle with isolation and miss being together on campus. In addition, the traditional break that occurs in Academic Services between July and early August was non-existent this summer.

The ever-changing COVID environment has also required us to pivot frequently. Most recently, it was a challenge to support our students who wished to move to all virtual classes in mid-August. This has added more work for our team and faculty across campus as we have adjusted student schedules, created waitlists for virtual FSEM sections, and addressed general concerns.

Despite the challenges, we are extremely proud of our work. One of our greatest successes has been the virtual orientation advising program for our first-year students. Through planning and coordination, we were able to give every incoming first-year student a 30-minute individual advising meeting with a member of our faculty. In addition, we worked diligently to build full schedules for our incoming students that made them excited about UMW and provided a clear connection to their major interest(s). To support our upper-class students who struggle to remain in good academic standing (above at 2.0), we maintained our vital services including academic advising and support workshops. This fall, we have a plan in place to continue our traditional Transfer Student Experience and our peer tutoring and academic consulting programs virtually. Our investments in EAB Navigate and Zoom has been a tremendous help over the past six months as we moved our operations online and virtual. Staff remain committed to our students and each other even amidst the challenges of COVID. We are learning more each day and there is no doubt that we will emerge stronger and more efficient on the other side of the pandemic.

Center for Career and Professional Development

Paul Binkley

The Center for Career and Professional Development (CCPD) decided to move all services and resources online in response to the COVID outbreak, and will remain 100% virtual for the foreseeable future. In a matter of days, CCPD increased the number of opportunities for students to meet with coaches and Peer Career Consultants virtually and created a weekly newsletter full of information relevant to all students and alumni. Outreach to employers increased as well and a series of [Virtual Industry Weeks](#) were organized to meet recruitment demands. Each week will include a number of virtual information sessions with employers looking to recruit UMW students. A schedule of the week is below.

- Business, Consulting, and Management Week: 9/7 – 9/11
- Meet the Accounting Firms Week: 9/14 – 9/18
- STEM (Science, Technology, Engineering, and Math) Week: 9/28 – 10/2
- Government & Law Week: 10/12 – 10/16
- Arts & Creative Careers Week: 2/8 – 2/12
- NGO's & Non-Profits Week: 2/22 – 2/26
- Business, Management, and Consulting Week: 3/22 – 3/26

One of the greatest challenges CCPD has encountered is a lack of student engagement. The number of students contacting and engaging with CCPD dropped to near zero in mid-March and remained there until the beginning of fall semester. Despite CCPD's efforts at connecting with students through many channels (social media, faculty announcements, email, webinars, etc.), student engagement with CCPD has increased only slightly with the start of the school year. There is concern that very few students will attend the upcoming Virtual Industry Weeks.

Throughout the last 5 months, everyone at CCPD has worked hard to increase services, prepare for the new school year, and support other offices like Admissions and Academic Services. The greatest accomplishments to date include:

- Creation of the Virtual Industry Week schedule. To date, 21 employer information sessions are scheduled over the course of four weeks, and many more are expected to join
- The two courses CCPD teaches, IDIS 191 and IDIS 193, were offered in the summer and a completely asynchronous version of both classes was developed for the second half of Fall 2020
- The CCPD purchased a license for an extensive, dynamic, online interview preparation platform after extensive review, evaluation, and planning. The official launch of the new system, Big Interview, will happen in mid-October, but is available to all students and alumni now
- In collaboration with the Center for Community Engagement and the College of Education, CCPD is building a system to connect UMW students with Fredericksburg community members searching for child care and tutoring services while most public school districts go 100% virtual.

Disability Resources

Jessica Machado

There has been minimal impact on operations due to COVID-19, as ODR has built accessibility into processes and procedures and has worked over the last few years to reduce barriers to access our supports and services for our students, including building in the use of technology. The transition to remote work went smoothly for the office overall. Due to the space limitations of ODR's physical office space, we will continue to work remotely for the majority of our operations for the safety of our students and staff.

Our major challenges have revolved around accommodations where in-person operations are required. When textbooks require conversion to accessible format, this may mean that ODR requires the student to purchase the textbook, provide the book to ODR (which poses a hardship on the student, particularly during these times, and especially when there is an underlying condition to also consider), then ODR needs to cut the book (which requires assistance from a third party), scan it through a high-speed OCR scanner (which is located within the office), convert it using Adobe Pro, return the original cut/rebound book to the student along with the accessible version of the text. Delays with the mail delivery and limited in-person operations all compound ODR's ability to efficiently perform the necessary responsibilities.

An additional challenge is that although it is required for all to create accessible materials so that all students can interact with it, the software (Adobe Pro recommended) to create materials in accessible format is not widely available. Faculty, staff, and students who are wanting to create accessible materials no longer have access to the computer labs that have this software available for use and the additional license fee is not an expense that is easily able to be taken on by all – yet the expectation is that all will create accessible materials.

ODR has had only 2 full time staff to handle a very large, and increasingly growing, case load of students. However, we are very pleased to have our new Associate Director, Alex Ecklund, join us on August 25. Alex has a Masters in School Counseling and comes to us from Ohio University, Student Accessibility Services. We are currently at 12% of UMW students registered with ODR (currently approx. 500 and expected to continue to increase), compared to total enrollment of approx. 4100. Even with decreasing enrollment, ODR is expecting an increase in registered students.

Despite our small staff, we have achieved some real successes:

- Increase in requests for training and consultation from ODR on accessibility – there is a growing awareness of and commitment to accessibility as a component of the inclusive community we strive to be at UMW.
- Hiring of new Associate Director (first day was 8/25) – Alex Ecklund (who is coming to us from Ohio University where he has worked in the accessibility services office).
- We're surviving! This is a success to us given all we face within our office! I honestly believe others in a similar position would not have been successful with only two staff, but our team does amazing things! Because of proactive outreach and development, we've been able to effectively provide resources to our community and continue to receive exceptional feedback about the quality of services we provide – not just to our students, but to our faculty and staff – our entire community.

Writing Center

Gwen Hale

What substantive activities have you done/will be doing in response to COVID?

- Over the summer, with the leadership of a writing center consultant, we created many online workshops for students to engage in throughout the semester so there will be no need for face-to-face meetings/ workshops.
- Ensured consultants were still comfortable working with Zoom and Google Docs. This was something they already did pre-COVID.
- We will be building the staff section of our webpages so students seeking services may connect better with consultants (e.g. same major/year/etc.).
- We will underscore the safe return to campus plan with posts on our social media platforms so that behavioral expectations are clear and reinforced. We'll underscore the

plan again by removing seating from the suite and limiting occupancy to discourage congregating.

- We will start a social media campaign aimed at first-year students to support them through this unusual situation.

What major challenges have you encountered?

- The major challenges we have encountered is getting students to continue to trust that they will receive the same expertise and assistance online as they would in person.
- Some student employees simply work better in person. Remote work is not their strength and they struggle with the volume of shared documents, emails and text messages that are necessary to fully communicate while working in an online setting. Walking over the threshold of the center allowed them to flip into work mode and served as a reminder for work left undone during their last shift. Without a workplace, their worlds have collided and the adjustment period is long for some.
- Not being able to share a workspace makes for lost personal connections. Coworker relationship building is harder.
- Training new consultants has been challenging since our number of appointments dropped significantly in the spring and we were not set up to train employees remotely. We have adapted.

What major successes have you experienced?

- The consultants are still amazingly eager and well trained. We have lead consultants who are going to be buddies/ mentors to the other consultants.
- Similar to the Speaking Center, we might have settled into our ways before the pandemic. Now, we're forced to constantly explore and problem solve. We also cannot hold the hands of fledgling leaders in this situation and those who step up carry a heavier load than normal, strengthening their creativity and management skills.

Speaking Center

Anand Rao and Adrienne Brovero

What substantive activities have you done/will be doing in response to COVID?

- Content – Consultants have generated video content to facilitate virtual class visits, with 94 minutes' worth of material for asynchronous viewing. This will allow shorter live Q&A sessions via Zoom.
- Engaging – We will start a social media campaign promoting Zoom tips and tricks. (e.g. How to mute background noise, how to change the skin color of hand emojis).
- Connecting – We will be building the staff section of our webpages so students seeking services may connect better with consultants (e.g. same major/year/etc.).
- Safety – We will underscore the safe return to campus plan with posts on our social media platforms so that behavioral expectations are clear and reinforced. We will be

reducing capacity in the suite by removing seating and limiting occupancy to discourage congregating.

What major challenges have you encountered?

- Transitions – On top of online and new school year, also a new center director (Adrienne).
- Remote work – Some student employees simply work better in person. Remote work is not their strength and they struggle with the volume of shared documents, emails and text messages that are necessary to fully communicate while working in an online setting. Walking over the threshold of the center allowed them to flip into work mode and served as a reminder for work left undone during their last shift. Without a workplace, their worlds have collided, and the adjustment period is long for some.
- Relationships – Not being able to share a workspace makes for lost personal connections. Coworker relationship building is harder.
- Training – Training new consultants has been challenging since our number of appointments dropped significantly in the spring and we were not set up to train employees remotely. We have adapted.

What major successes have you experienced?

- Online service – It is now possible to conduct our services online. That was not the case before the pandemic. While they are not ideal in this fashion, online services will allow us to expand our service hours to nights and weekends and perhaps reach more students who were otherwise too busy during business hours. Faculty feedback regarding online video content has been positive.
- Leadership – We cannot hold the hands of fledgling leaders in this situation and those who step up carry a heavier load than normal, strengthening their creativity and management skills.
- Innovation – We might have settled into our ways before the pandemic. Now, we are forced to constantly explore, and problem-solve.

Office of the Registrar

Rita Dunston, University Registrar

The Office of the Registrar has engaged in major activities in response to COVID-19, a number of which have led to some permanent changes including:

- Elimination of Paper Processes within the Office of the Registrar
- Automation of the Senior Degree Progress Reports - effective fall 2020, advisors will no longer receive paper senior check sheets. The evaluation of degree requirements will be achieved utilizing DegreeWorks, EAB Navigate and Dynamic Forms (e-forms). This paperless function safeguards the safety of students, faculty, and staff.

- Creation of Workflows to reduce the number of face-to-face contacts. For example, the Registrar's Office is presently implementing a workflow for Out of Sequence Forms. This form requires several signatures (student, instructor, department chair and Registrar's Office). Go-Live is September 15 in preparation of 2nd 8 weeks registration and early registration for Spring 2021
- System recoding and other activity for renaming of Trinkle Hall to James Farmer Hall
- *Fall 2020 Academic Schedule* -- Rebuilt the entire fall 2020 academic course schedule in response to COVID and created 'COVID-19 layout' for academic spaces in 25Live. Also utilized the student information system to increase efficiency while rebuilding academic schedule (e.g. mass registration). In the process, we created several scripts to assist with building academic schedules. These can be used in future terms should other emergencies occur.

Our major challenges have been:

- Use of loaner laptops which lack full functionality of staff profiles
- No document imaging functionality. Many functions/processes still require paper
- Tracking of Authorization Forms (occupied a substantial amount of staff time). Effective spring 2021 – the approval from UFC to approved based on instructor rather than course will decrease staff time on this task
- Lack of student's response to email notifications
- Recreation of the time slots was a learning curve for the Registrar's Office. Through the support of EAS, changing the time slots was the most challenging yet most rewarding activity

What major successes have you experienced?

- Use of Google Docs & Sharepoint for effective collaboration. We were able to update and edit in real time rather than exchanging email communications
- Rebuilt the entire fall 2020 academic course schedule in response to COVID within a two-week span

Center for Community Engagement

Leslie Martin

The focus of activity for the Center for Community Engagement has shifted significantly in response to needs created by the COVID pandemic. We have invested time in reaching out to each of our existing partners to explore areas of need. We have been able to work with community partners in different ways, and to make new partnerships as well. For example, we coordinated efforts to support summer and fall feeding programs for local school children, and we have worked with local partner organizations to help plan for virtual tutoring and after school programs to support students during the time of virtual schooling. We have worked to become more conversant with virtual volunteer opportunities to share with students, faculty and staff, and to encourage outdoor, distanced opportunities as well.

Our civic engagement efforts (primarily UMW Votes, but also work with the Day on Democracy) have had to nimbly respond to the changing circumstances of where students will be for the election, as well as how voting will occur this year. This has entailed a great deal of planning and networking across campus, as well as across the Commonwealth.

We also continue to find new ways to support some of our internal constituents. We have reached out to faculty teaching CE courses to help them find options to meet the requirements of the designation. We also are consistently working with students in our programs (COAR, UMW Votes) to create a continued sense of connection, engagement and purpose during these times of relative isolation.

We are actively working to find safe, effective ways to re-start the Eagle Resource Closet this fall. This basic needs support is more important than ever, as many in our community have lost work, and face other economic challenges in the pandemic.

A primary challenge we have encountered is one shared by all at UMW: the constantly changing landscape of when and how the semester will operate. We have been diligently connecting with partners and student leaders to draft strategies, plans, and best practices; but many of our plans must be modified or discarded each time the reopening strategy shifts.

There are some events and programs that we regularly run that have been impossible to reconfigure for the COVID-19 climate. Weekly programs at our local homeless shelters have been hard to set up and start running again, as is the weekly program at a nursing home. Several of COAR's annual events are difficult to configure in light of needed social distancing. However, these circumstances have also provided opportunities for creative thinking: if we won't be physically present on campus for Into the Streets, for example, how might we support volunteerism of UMW students wherever they are? These are questions student leaders are grappling with right now.

There are other community efforts we have been engaged in that we have not been able to support as fully or effectively as we had intended. An example is the local work around Census 2020. Many of our planned events to encourage completion of the Census were canceled in Spring, and continued communication around the confusing questions of who should fill out the form, based on what address has been challenging to get out to students and the rest of the UMW community.

In response to many needs created by the pandemic, we have been able to strengthen existing community relationships and connect with new partners in the community. Our outreach resulted in a more accurate, and responsive, list of volunteer opportunities on an [updated CCE volunteer page](#). We have some important new partners: we have been able to step up our partnership work with Fredericksburg City Schools, through the lunch distribution program, and our nascent work around student "learning hubs" in development this fall.

We have been able to fill a new CE Community Advisory Committee which will meet for the first time in September. This body is comprised of 12 community stakeholders, across a range of

institutions and sectors of the community, and they have been asked to help us think through our direction for the coming year. Janel Donohue of the United Way, a longtime member of the Community Engagement Working Group has agreed to chair the committee in its first year.

As we have pivoted in our after-school programs towards virtual tutoring, we have seen a clear need for de-brief and reflection for students. We are incorporating participation in bi-weekly reflection sessions into the virtual tutoring program at Stafford Junction through COAR, and possibly at other sites. This is a direction we have been eager to turn to with COAR programs, and are excited to see how it may impact the quality of the experience for all involved.

With our civic engagement work, we have been able to build connections across campuses and organizations, resulting in two new paid fellowships for UMW students to work on voter registration (CEEP and CVP). We have also been able to apply for several small grants, one of which was funded. Virtual meetings before the semester began have allowed us to start the semester further ahead than in previous years with 6 students on-boarded and ready to work on civic engagement.

Some of the opportunities we have been provided in recent months have enabled us to more effectively connect with staff and faculty in community-based work. In the past it has been challenging to focus in this direction, as student engagement was such a high priority. When the community need for lunch distribution help became clear, during the summer, the response from staff and faculty was immediate and overwhelming. Over 80 UMW members stepped forward to support the program. Almost 30 of these folks are continuing to support the feeding program as we move into the academic year.

Gari Melchers Home and Studio and the James Monroe Museum

Scott Harris, Executive Director

Gari Melchers Home and Studio and the James Monroe Museum have closed to the public since March 13, 2020 due to COVID-19. All public programs and facility rentals are postponed/canceled at least through the end of calendar year 2020. Obviously, the loss of admissions, museum store sales, and rental income pose severe financial challenges for the museums. The museums are prepared to reopen with appropriate coronavirus mitigation protocols at the earliest practicable opportunity,

The museums have greatly increased the quantity and scope of educational content online using websites, social media, and YouTube channels. This was aided by a grant from the Community Foundation of the Rappahannock River region that funded new 3-D tours of the museums. Online resources available from the museums, and from the Papers of James Monroe, may be viewed at:

Gari Melchers Home and Studio “Learn” page:
<https://www.garimelchers.org/education/learn/>.

James Monroe Museum “Hands-On History” page:

<https://jamesmonroemuseum.umw.edu/about-james-monroe/hands-on-history/>.

Papers of James Monroe “COVID-19 Resources” page:

<https://academics.umw.edu/jamesmonroepapers/covid-19-resources/>

The Papers of James Monroe received a grant award of \$180,000 from the National Endowment for the Humanities in August covering a period of two years starting in October 2020. Previous NEH grants to the project have totaled \$300,000 for three-year cycles. Papers staff and the Executive Director of University Museums, and Associate Provost John Morello, are evaluating the grant terms and adjusting the budget and scope of work accordingly. Volume 7 of the Papers, covering Monroe’s tenure as secretary of state and the presidential election of 1816, was published in January 2020. Work continues on preparation of Volume 8, tentatively slated for publication in 2022. Founding Papers editor Daniel Preston retired in June 2020. Robert Karachuk, associate editor, was promoted to the position of editor. Hiring of Karachuk’s replacement as associate editor is deferred until the all matters pertaining to the project’s revised budget and scope of work are addressed.