This fall, join colleagues and the CAE to:

• Seek community to support your writing goals by joining a Writing Group to keep yourself accountable, or attend one of our monthly Writing Retreats. Apply here by Friday, September 25 to be placed in a Writing Group.

• Assess your teaching with a Mid-Semester Assessment of Teaching (MAT) to check in with your students mid-stream. Request an MAT by Monday, October 7.

• Join our fall Online Course Design Institute to combine all you’ve learned this spring and summer with new learning you can take into your future teaching. Begins Thursday, October 1; apply here.

• Collaborate with our Faculty Liaisons, including Research Liaison Michael Andreychik, to enhance short- and long-term goals for research, teaching, and service.

• Engage in a Peer Observation of your online or hybrid course, in order to improve your teaching in a challenging environment. Request a confidential observation by Thursday, October 1 at this link.

• Consult with us at cae@fairfield.edu

The Struggle Is Real: Teaching Quick-Guide

We get it. The struggle is real: teaching in a fluid situation, keeping your research program and crucial governance and service moving along through this difficult time. But the faculty and professional staff of Fairfield University is a dynamic community of practice that pulled together in extraordinary ways throughout the summer to assist one another with the fall reopening. Please see the next page for a fall teaching quick-guide that features highlights from our Continuity materials to help you navigate the ongoing challenges of teaching during COVID.

Post Your Information on Blackboard

In June, Academic Council passed a motion calling for faculty to post Fall 2020 course information on Blackboard. Recommended course information includes: a welcome from you, syllabus, contact information, course schedule, required texts, and technical requirements necessary for class attendance. Read more at this link.
Our Core Principles for Adaptable Teaching

We’ve condensed our summer adapting your courses for fall teaching workshop into these essential ideas. Find our self-paced tutorial here. Here are key principles to keep in mind as you teach this semester.

1. Manage Uncertainty: With all the unknowns swirling around our ‘classrooms,’ it’s natural to feel uncertain. Remember that you know a lot about teaching, and you can adjust your teaching to a changing environment.

2. Design for Flexibility: Even now with the semester underway, you can continue to design flexibly, utilizing all you know about the content of the class to assist with providing alternate lessons and assessments, including moving some planned activities online or to an asynchronous format.

3. Ensure Accessibility and Equity: This may be the most challenging and necessary aspect of fall teaching, as students and faculty reassess whether methods of teaching serve all learners. As you deploy your course materials and plans, stay alert to the ways students are responding and regularly solicit feedback.

Links to find what you need

• If you are looking for the communications from the University to students, they can be found on the Provost’s Office Faculty Resource page at this link. Also on this page: student status look-up, University statement on fall teaching, and FAQs on COVID testing, facilities, teaching, governance, and many other topics.

• If you’d like assistance with designing alternative assessments, working to balance your synchronous and asynchronous activities, or other pedagogical questions, look to our Continuity page or email us at cae@fairfield.edu for an individual, targeted consult.

• If you’re looking for official guidance from the Provost on recording and establishing consent to record, find that material here.

• If you’re looking for Academic Council’s Task Force on Models for On-Campus Student Learning Experiences, find that material here.

Synchronous? F2F? Asynchronous? In what order?

Some recommendations from us:

Throughout this fall, your decisions about which materials, learning activities, and assessments should occur online (either synchronously or asynchronously) and which should occur face-to-face are determined by how you can provide a high level of student engagement while achieving essential learning objectives. To achieve that balance, we recommend that you:

1. Engage students with the most important content outside of the face-to-face classroom in an asynchronous, online format (i.e., “flipped” activities recorded and/or curated). This will allow all students to receive the material in the exact same manner.

2. Use your face-to-face or synchronous online classroom time as opportunities for students to process the content you’ve provided ahead of time. This can happen via small group activities, whole-class discussions, Q&A, personal/one-on-one help, conferences, peer review and commentary, and more.

Lastly, remember that synchronous activities can migrate online to Zoom should they need to for reasons of public health. If that happens, your preparation of asynchronous materials will be most vital. Many more materials are available at this link.