

OFFICE OF THE PROVOST

ACADEMIC AFFAIRS NEWS/UPDATES – FEBRUARY 2021

ACADEMIC AFFAIRS GENERAL

ACADEMIC INTEGRITY: We would like to send a few reminders regarding the importance of [academic integrity](#) on campus. Please note that our current Director of Academic Integrity, Gail Hamilton, has asked that faculty members take the time to consider the importance of academic integrity on campus and should not hesitate to be in touch with her to consult on any suspected or confirmed cases. We believe that many incidents are being handled informally by the professor and by the departments. Sharing information through the academic integrity procedure helps us identify individual students with multiple offenses and better address the situation.

As always, to limit incidents, be sure to follow the exam administration Policy ([AA022EN](#)) approved by the Faculty Senate.

MID-TERMS: As the mid-term approaches, we wanted to send a reminder about [AUP exam procedures](#). These procedures were discussed and adopted at Faculty Senate to reduce the possibility and/or temptation of cheating. While this policy focuses on the longer final exam timeslot, there are elements that can be used for regular testing or mid-term exams. For example, having students leave all material (including electronics) at the front of the classroom. Other points include the possibility of using assigned seating for exams, paying attention to unexpected departures from class, etc. Please take a moment to re-read the [policy](#).

LEARNING ACCOMMODATIONS: A reminder, only those students for whom you have received confirmation from the Student Counseling Office are eligible for student learning accommodation. The full process is under teaching resources [here](#). The policy for final exams and questions about taking exams at a different time which can be viewed [here](#)

SUMMER 2021: Registration is now open for all students. While the Admissions Office formally communicates about summer and helps with recruitment, personal networking and word-of-mouth always proves to be incredibly effective in extending AUP's reach.

NEXT YEAR'S COURSE PLANNING (2021-2022):

The *Fall 2021* schedule of courses will be sent for faculty proofing shortly

Spring 2022 scheduling preferences will be requested shortly via a similar webform as for fall 2021. Watch for this please

Summer 2022 planning will also begin shortly. We are looking to run the same format as this year, and need to start building up our themes. If you would like to be in touch with the Summer Office, please contact Andi Christmas at achristmas@aup.edu

CAPITAL BUDGET PLANNING (2021-2022): As we begin the budget cycle in preparation for our next fiscal year (2021-2022), we will shortly be sending a call to Department Chairs, Program Directors and Administrative Managers to identify needs that would fall within AUP's capital budget. The capital budgeting entails identifying our required long-term investments. Capital budget items include furnishings, improvements to our buildings and in particular to our classrooms, as well as permanent purchases for the Library or ITS. These discussions should be happening in your respective departments now and your chairs are expected to report back on needs by mid-March 2021 to Provost@aup.edu

GRADUATE PROGRAMS OFFICE: Congratulations to Anna O'Reardon on the recent birth of her baby girl.

Marion Ranoux is currently managing the Graduate Programs office with support from Sinead Foley.

Stella Sagini, a current student in the MAGC program, is the new social media intern in the Office of Communications. She is working with the Communications Team to build a sustainable and successful social media presence for AUP's graduate programs. Academic Affairs and the program directors are working closely with Stella to enhance the graduate programs' visibility and build strong online communities on LinkedIn, Facebook and Instagram. We are looking to

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collaborate on developing and posting social media content that is designed to engage users and create an interactive relationship between alumni and the University. Any interesting and exciting news on faculty, students and alumni from AUP's graduate programs can be sent to social@aup.edu.

OFFICE OF EDUCATIONAL ASSESSMENT AND INSTITUTIONAL RESEARCH

ASSESSMENT OF STUDENT LEARNING AND THE MSCHE: As we mentioned in the last communication to the faculty senate, all of the reporting from the current assessment cycle, faculty activity reports, department reports, GLACC reports, FirstBridge reports, etc., will inform the supplemental information report that the MSCHE is requiring of us by the end of August. All of the relevant assessment evidence can already be gathered as we will be reporting on the calendar year 2020 and not on Spring 2021. Some faculty members have already submitted their assessment (including results, conclusions, and planned actions) to their department chairs and program directors. As you all know, assessment results are due on the 15th of March and should be included in the faculty activity report. However, certain program directors may ask for the results earlier (e.g. GLACC and FirstBridge). Please do not hesitate to ask for clarification and assistance.

DELAWARE DEPARTMENT OF EDUCATION: In January, we submitted all the relevant documentation for our application for renewal of the right to confer degrees with the Delaware Department of Education.

CURRICULAR REVIEWS: We are returning to our regular calendar of curricular reviews. The department of Psychology and the department of Economics and Management are expected to host external visitors in early February 2022, while the department of French Studies and Modern Languages and the department of Computer Sciences, Mathematics, and Environmental Sciences will be starting the review process in Fall 2021 with external visitors expected in 2022-23.

OUTCOMES ASSESSMENT DAY: We have reserved rooms C-101, C-102, C-103, and C-104 for Monday the 10th of May from 9 am to 1:30 pm to hold the outcomes assessment day. Whether or not we can hold an in-person event, online participation will be welcome. Our colleagues on the Institutional Effectiveness Steering Committee are preparing relevant and helpful themes for the workshops and a schedule is soon to follow.

REGISTRAR'S OFFICE

STUDENT LEARNING LOCATION: We compiled the self-declared learning location of the whole student body in two phases: a preliminary declaration for the first three weeks of fully remote teaching and final declaration for the duration of the semester. The location are visible to Faculty in their student list by course on the Faculty portal and to Advisors on their advisee list. There are 601 students declared on-site, 97 late arrivals (deadline to join courses on campus is March 1st) and 124 remote learners.

ONSITE LEARNING: Following the French Government announcements of January 22nd, higher education institutions can welcome on-site teaching within determined capacity constraints. As you may remember from the start of the Fall semester when all students started on-site, our classrooms capacities have been reduced to enable social distancing and all are mechanically ventilated. The Spring 2021 courses have been enrolled within safe capacity, including on-site and remote learners. Therefore, AUP's onsite student body would be able to fit as a whole group and still respect social distancing and safety measures in every classroom. To comply with the new guidelines, AUP is instituting new measures to de-densify campus enabling on-site students to join their professors in the classroom well within all health and safety measures.

Attendance for in-person classes will be regulated by student ID number: first day odd ID number, the next day even ID numbers, and so on.

The attendance calendar for the next month can be found on the [Scheduling Information page](#)

If you require an exception to this calendar, please send it to pbonnot@aup.edu and provost@aup.edu.

Students ID cards have been blocked from accessing campus until they submit a proof of travel from inside the EU or a proof of negative Covid-test taken after a 7-day self-isolation period.

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TRANSFER OF CREDITS: The Registrar's Office newly trained team has completed its first semester of transfer credit intakes, in close collaboration with Academic Advising. Questions about pre-matriculation and post-matriculation transfer credit equivalencies should be directed to registraroffice@aup.edu. A transfer credit policy revision will be implemented this semester with the Department Chairs.

ACADEMIC CALENDAR:

- February 11 (Thursday): Start of on-site classes
- February 24-28 (Wednesday - Sunday): Mini-break 2 (no classes)
- March 17 (Wednesday): Mid-semester (Fall 2020 Incomplete grades deadline)
- March 19 (Friday): Mid-Semester grades are due

Full Academic Calendars for Spring 2021, Summer 2021 and Fall 2021 can be found on [this page](#).

ACADEMIC RESOURCE CENTER

Thank you to all faculty members who recommended or nominated an ARC-Link, Tech/Media, Math Clinic or Writing Lab tutor this semester! With the increased challenges of multimodal teaching and learning, we have nearly doubled – thanks to you -- the tutoring support for students this semester. Several tutors will be offering on-campus sessions, and others will be available remotely, in various time zones.

Math Clinic, in particular, is growing, thanks to Ruth Corran, and will feature additional support for higher-level mathematics (as well as Math for Life) this semester. Ann Mott, in the Writing Lab, is training new expert writers this spring in order to offset the loss of some beloved senior tutors nearing graduation. Remember: we also have a tutor for all French language classes. Nominations for peer tutors are now closed, as we have distributed the ARC community service grants for spring semester.

To make an appointment with an ARC-Link or Math Clinic tutor, students may submit the [Remote Tutoring Request Form](#) or e-mail arc@aup.edu. For Writing Lab appointments, students can submit a [Writing Lab Request](#) here or e-mail writinglab@aup.edu.

BLACKBOARD COLLABORATE ULTRA: this tool functions as a virtual classroom, with whiteboard, content sharing, video, and breakout groups. Questions about Blackboard? Please check out the Teams group called [Blackboard Support for Faculty](#). Many handouts are also available there, just click on *Files*. Moving to **Blackboard Ultra Course View – coming soon!**

ACADEMIC INTEGRITY: Several faculty members tried out the honor pledge with final exams and Blackboard's 'adaptive release' mechanism in the Fall. Students needed to click on the pledge and agree to comply before exam materials were released. It was one way to have students 'sign' their agreement to uphold AUP standards of academic integrity when taking exams online. For assistance in adding the honor code statement to your quiz or exam, please contact arc@aup.edu.

Chegg, et al. With the increase in what is called 'contract cheating,' faculty may wish to use the plagiarism-detection tool, SafeAssign, included with Blackboard. Many recent articles are discussing a perceived spike in incidents following the Covid-19 pivot to remote learning.

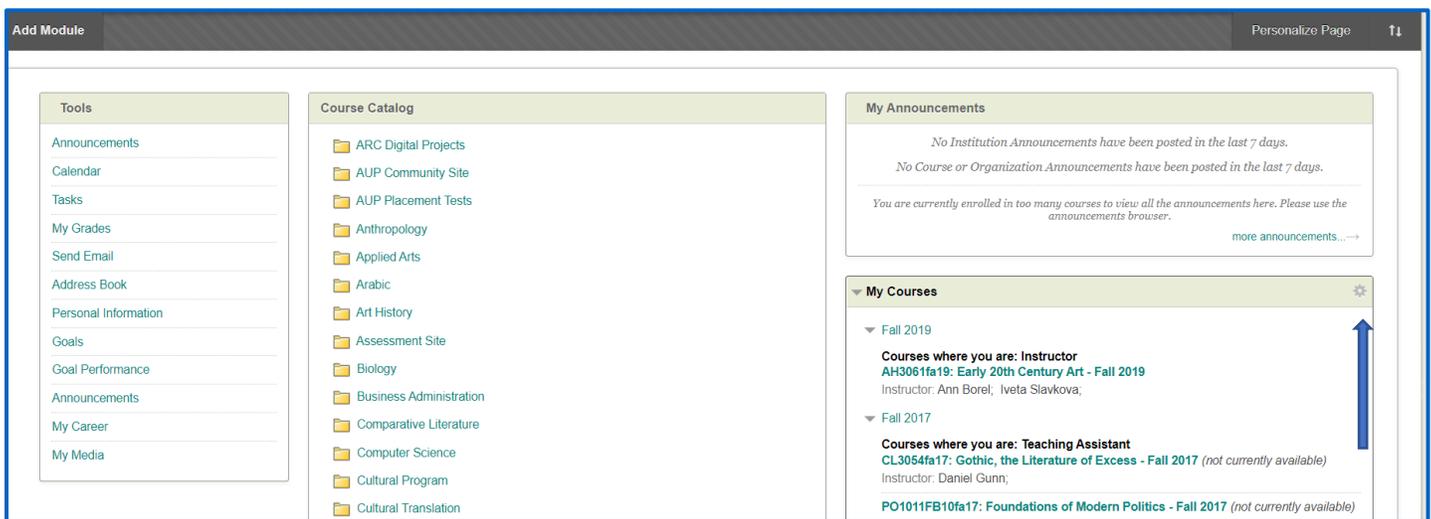
Elizabeth Redden writes about this in *Inside Higher Ed: A Spike in Cheating Since the Move to Remote? New research finds jump in number of questions submitted to "homework help" website Chegg after start of pandemic, an increase the authors say is very likely linked to rise in cheating. February 5, 2021*

Excerpt: "Robert Birgeneau, a physicist and former chancellor of the University of California, Berkeley, described an incident last semester in which a student in a 600-person undergraduate physics class he was co-teaching posted a midterm exam on Chegg less than five minutes into the test – 'so a half an hour later the answers to all the problems were available on Chegg.'"

Full article: <https://www.insidehighered.com/news/2021/02/05/study-finds-nearly-200-percent-jump-questions-submitted-chegg-after-start-pandemic> and another: <https://edintegrity.biomedcentral.com/articles/10.1007/s40979-021-00070-0>.

HELP FOR SAFEASSIGN: Blackboard provides a help site for the use of SafeAssign here, https://help.blackboard.com/SafeAssign/Instructor/In_Your_Course, or you may watch the video [Video: Use SafeAssign](#). If you have many text-based assignments, you can automate the plagiarism check when you create the assignment. Matching scores are then generated for each submission, and may be consulted before grading, or shared with students in order to allow revisions.

Several faculty and students have asked how they can adjust their MyBlackboard page to show only the current semester's courses. Next to the heading labelled **My Courses**, click on the small gear-shaped icon to the right. You can then choose what you want to see on your landing page. Need help? arc@aup.edu



Wishing everyone a successful semester.

ACE: CENTER FOR ACADEMIC, CAREER AND EXPERIENTIAL ADVISING

ADVISING REFRESHER TRAINING SESSIONS FOR FACULTY: The Center for Academic Advising, Careers, and Experiential Learning (ACE) would like to invite you to attend a refresher training session on February 22nd or 23rd in advance of the pre-registration advising period, which is tentatively scheduled to run March 1st-15th.

There are two key advising moments per year and we know that the time in between is focused primarily on teaching and research. To support you as you re-do your “advising hat” this season, these sessions will include a refresh of the basics of advising as well as some important new curricular and policy updates. **We encourage both experienced advisors and those who are likely to soon be advising for the first time to attend.**

Here is the schedule: Monday, February 22nd, period 5 (3:20-4:40pm). [Click here to join.](#)

Tuesday, February 23rd, period 1 (9-10:20am). [Click here to join.](#)

ACE will announce the official opening of the advising period to students and faculty on February 22nd at which time you can expect further updates and details.

DEGREE CATALOG YEAR: In collaboration with the University Registrar, the ACE team is proud to share news of a small update with, we anticipate, big benefits. Students will now be required to officially declare the degree requirement catalog year they are following! This declaration is on the same page where students declare a major/minor. The information is automatically fed to their student profile in CAMS. The default is the student’s entrance

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term. Students may choose to follow their entrance term or any year following their entrance term. The tool prohibits them from selecting anything before their entrance term. This is now live and in production. From now on, any time a student declares (or changes) their major, they will also declare (or re-confirm) the catalog year they follow. We will take advantage of the impending registration period to communicate about this new development to faculty and students. They will be encouraged to have a conversation about declaring a catalog year as part of their pre-registration advising meetings. All degree-seeking students will be required to interface with this information as part of the returning student checklist for Fall 2021. A new column to indicate students' catalog year information in the faculty portal for advisees has been implemented. Why did we make this update? (1) For the sake of clarity. No longer need we make assumptions. ACE, the Registrar, and faculty advisors will know the correct catalog and associated requirements to use when verifying a student's degree plan. (2) For the sake of awareness. It has become clear that this fundamental question – which requirements from which year is a student following – has been a critical missing piece of the advising process for many students. Students and (even some veteran) faculty advisors do not have this on their radar.



DEGREE REQUIREMENT CATALOG YEAR

Degree-seeking students will follow the degree requirement catalog year of their choice. They may choose their entrance term, or any catalogue year following their entrance term. Students do not have the option to select a catalog prior to their entrance term. Degree requirements may vary from one academic year to another. This is why it is important students make this choice intentionally, ideally with the guidance of their academic advisor and follow those specific requirements while planning their degree.

Degree requirements for the present academic year may be viewed [here](#).

Archived degree requirement information may be viewed [here](#).

ACADEMIC CATALOG

2018 - 2019 Academic Catalog

WORKSHOPS AND EVENTS: The ACE Center and GPS program are holding remote events every week to support students in their career development. Design thinking workshops, internship info sessions, career hangouts, networking and LinkedIn, looking for a job in France, and more. Students, staff, and faculty can view our full program on our ACE Center AUP Engage page [here](#).

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ACCELERATED MASTER'S PROGRAMS: In collaboration with the Registrar's Office, Admissions, and the Office of the Provost, the ACE team is working to articulate student-facing information and policies related to the new Accelerated Master's Programs (AMP) option for AUP degree seeking students. Undergraduate students (of any major) who meet minimum requirements will be able to apply for acceptance into AMP as of their second semester of their junior year. Participation in these programs will allow students to complete up to 16 credits worth of graduate coursework while completing their undergraduate degree. Look out for more information on the AUP website very soon. The ACE Center has tentatively scheduled two information sessions for students to take place in the coming weeks.

LIBRARY

LIBRARY SERVICES: As per the Government's decision on academic libraries, the AUP Library restarted the library invitation system through library virtual help [page](#). The social distance between users has been increased to 2 meters. Due to the pandemic, no collaborative or group work will be possible.

The Learning Commons' floors from level -1 up to the 4th floor are for exclusive use of students who have requested an invitation and have a seat number. Starting on February 8th, numbered seats have been available for reservation using [LibCal](#).

THE VIRTUAL NAVIGATION DESK: The Library invites all member of the community to use its recently created [Virtual Navigation Desk](#) page. A chat with the Navigation Desk staff is available, as well as with the librarians. Appointments with librarians can be requested using the [LibCal](#).

TEACHING & LEARNING CENTER

The Teaching and Learning Center has held two events this semester (you can watch video of the conversations through the links): on 27 January, in conjunction with Russell Williams, and drawing on the experience of Ruth Corran, Bill Fisher, and Gail Hamilton, we hosted [a discussion of how to read and respond to student course evaluations](#). On 3 February, the new TLC Fellow Kate Yue Zhang (IBA) led a discussion with four AUP students about their [experience of remote and hybrid teaching last semester](#). At the level of the individual student, what was challenging? What meant that some students have enjoyed the experience and others have found it defeating?

UPCOMING TLC EVENTS: On 18 February (12:10-14:00) Sneharika Roy (EN/CL) and TLC Fellow Maria Bach (EC) will lead a workshop on ways of using writing for learning in different disciplines at AUP. The event will offer directly useful hints and tips about managing writing exercises, but also, as always, is a forum for sharing your experience and expertise. On 4 March, Darcee Caron will be talking about the new design thinking workshops that all incoming students are offered, and we'll be talking about how to build intentional relations between those workshops and other elements of the curriculum.

The TLC team – Geoff Gilbert, Kate Yue Zhang, Maria Bach, and Brenda Torney – is developing a longer-term project. We want to find ways of representing and categorizing the various modes of teaching in which AUP faculty are expert, to allow us to describe AUP teaching more accurately. The project will allow us, immediately, to connect up faculty members who want to experiment with new pedagogical modes with others who are experienced in teaching that way; and it should allow us to target training workshops more efficiently. We'll be bringing that conversation to faculty soon, and aiming to start the project before the summer. The conversations we have with faculty about the ways that you teach should also feed into a second longer-term project, by which we find better ways to communicate to the world beyond AUP about special moments and modes of teaching and learning here.

As always, feel free to get in touch (tlc@aup.edu) if you have any questions about your teaching.

FACULTY DEVELOPMENT: The Faculty Development advisory committee continues to oversee applications to the Faculty Development fund. Recent successful applications have been made by Dan Gunn (Comparative Literature and English), Cary Hollinshead-Strick (Comparative Literature and English), Ruth Corran (Computer Science, Mathematics & Science) and Claudia Roda (Computer Science, Mathematics & Science). Guidelines, and the application form can be

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found at <https://www.aup.edu/academics/academic-career-resources/academic-affairs-office>. Applications to the Fund, and related questions, should be sent to Brenda Torney in Academic Affairs.

LEARNING COMMONS: The Learning Commons advisory committee is very pleased to have announced the launch of the Learning Commons Forum for Research and Practice. The Forum is open to all members of the AUP community, and is supported by the Library, ACE and the ARC. It is designed to foster an inspirational and supportive showcase for research-led scholarship and creation from within the AUP community. It aims to give all members of AUP – faculty, staff and students – the opportunity to present, discuss, gain feedback on and develop their work within the context of the diverse and interdisciplinary atmosphere at our institution. The Forum will meet – virtually – for the first time on March 24th at 17h00 (full details will be forthcoming). The Committee has distributed a call for papers and looks forward to receiving proposals. Proposals will be warmly accepted throughout the semester, but our initial deadline to be considered for our first meeting is February 24th at Midday. For full details please see <https://www.aup.edu/news-events/event/2021-03-24/cfp-aup-learning-commons-forum-research-and-practice>. The Committee thanks colleagues who have already submitted proposals. Questions should be directed towards Russell Williams, director of the Learning Commons.

GLOBAL LIBERAL ARTS ALLIANCE (GLAA): As a new initiative for 2021, and to take advantage of a COVID-inspired uptake in technologies that make online meetings possible, the GLAA is looking to foster exchanges and dialogue between student groups throughout its network. An initial list of AUP organizations that might be interested in connecting globally was submitted to the GLAA and provisional connections have been made between the SGA, Student Media, Black and Abroad and the Advisory Board on Environmental Sustainability and their peers at institutions including Denison, the American University in Bulgaria and Universidad San Francisco de Quito. It is hoped that conversations and collaborations will flourish and more connections will be made as the year progresses. Any colleagues interested in building connections across the GLAA are invited to contact Russell Williams, GLAA liaison.

AMICAL CONSORTIUM

ACRL-AMICAL BOOK ON FACULTY-LIBRARIAN COLLABORATIONS: In December 2020, the Association of College and Research Libraries (ACRL) published [Faculty-Librarian Collaborations: Integrating the Information Literacy Framework into Disciplinary Courses](#). Chapters were contributed by librarians and faculty from 9 AMICAL member institutions, including **Michael Stöpel** (who was also co-editor of the book) and **Jorge Sosa**. The book's chapters grew out of work begun as librarian-faculty teams in the AMICAL workshop "Co-design: Integrating Information Literacy into Your Disciplinary Course" held at AUP in 2017, along with subsequent design work, assessment, and a survey of participants.

AMICAL EVENTS: AMICAL's first-ever **Mid-Year Virtual Forum**, held 13-14 January 2021, drew 162 registrants from across the consortium. The Forum's program addressed challenges for teaching, technology and libraries in the current pandemic context of online and hybrid learning, reflecting on experiences from the Fall semester and workshopping together to apply those lessons to plans for the Spring and coming year.

Other recent events:

Information and Digital Literacy Journal Club: Revisiting the intersections of Scholarly Communications and Information Literacy (discussion)

Building Interactive Learning Games and Quizzes for Online Engagement (workshop)

Ready-made online instruction: Lessons learned from Credo IL Core (presentation + discussion)

AMICAL Representatives' Forum (meeting)

Upcoming events:

Feb 18: AMICAL-OCLC RESPOND program: updates from OCLC, showcasing LAU, and benefits for participating AMICAL libraries (presentation)

Mar 10: Information Literacy Virtual Forum (presentation + discussion)

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[date TBA] DEI (Diversity/Equity/Inclusion) and academic libraries

[date TBA] Information and Digital Literacy Journal Club (discussion)

AMICAL-COORDINATED PARTICIPATION IN TRAINING & WORKSHOPS: AMICAL will be funding group participation for interested library staff this week in the American Library Association webinar “[Developing the Best Survey Tips from Consultations.](#)”

Recently, AMICAL has also facilitated broad access for staff and faculty to professional development related to: teaching, learning and technology (e.g. [Digital Pedagogy Lab](#) and [Online Learning Consortium](#) event registration facilitated last year; OLC Innovate recording access may still be requested from AMICAL)

librarianship (e.g. access to ACRL webinar series “[Research Process, Methods, and Relationships for Academic Librarians](#)” facilitated last Fall; recording access may still be requested from AMICAL)

If one of these interests you, or if you’re familiar with another exceptionally valuable staff/faculty development event related to libraries/technology/learning and that may be of interest to a broad group of AMICAL colleagues, let us know!

DIGITAL LIBERAL ARTS (DLA) COHORT PROGRAM: AMICAL’s DLA Cohort Program aims to build a learning community with **training and resource support for faculty-staff teams working on digital approaches to pedagogy and scholarship in the liberal arts.** The next round of team applications will be called for later this month 2021 and will be announced on [AMICAL Connect](#).

CALL FOR INTEREST IN COURSE-INTEGRATED DIGITAL PROJECT COLLABORATIONS: As part of our current multi-year grant from the Mellon Foundation, the AMICAL Consortium is interested in supporting **collaborations across classes at our member institutions, using digital approaches to take advantage of unique curricular and scholarly resources present among AMICAL members.** We’re specifically looking for collaborations that involve the following:

Faculty, librarians and instructional technologists at two or more AMICAL institutions

Digital approaches, either as part of a course or as a research project involving students

If you are interested in, or already involved with, such collaborations, get in touch with us -- and if there are specific types of support you may need (e.g. funding for training/software/etc., facilitation of connections with partners at other institutions, etc.), describe them very briefly.

SMALL GRANTS SUPPORTING LEARNING, LIBRARIES & TECHNOLOGY: AMICAL Small Grants can provide up to **€4,000 of support for professional development or projects related to digital pedagogy or scholarship, digital or information literacies, or library/technology leadership.** Note that there is also a [micro-grant](#) category (max budget of €500), which can more easily support small-scale experimentation (e.g. with digital teaching tools) or online training opportunities. During the current period, AMICAL is encouraging applications that support the shift to **online and hybrid learning** -- or that support campus efforts towards **diversity, equity and inclusion.**

Upcoming: The next deadline for Small Grant applications is 29 March, but note that micro-grant applications can be submitted at any time. Interested? See our [Small Grant guidelines](#).

CONNECT WITH AMICAL: Send any feedback or questions about AMICAL to contact@amicalnet.org, find out more about our events and programs on the [AMICAL website](#), and join our forum for AMICAL faculty and library/technology staff at [AMICAL Connect](#).