

Starting (Almost) from Scratch: Supporting the “Pivot to Online” in a Small Liberal Arts College Environment

Scott Walter

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VIRTUAL MEMBERSHIP MEETING

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An Initial Caveat



<https://www.iwu.edu/updates/coronavirus/>

“Project Briefing”



<https://www.youtube.com/watch?v=L2zqTYgcpg>

Scenarios – Now, and for the Fall

“It’s difficult to imagine higher education facing a more intense set of challenges than what we are seeing because of the COVID-19 pandemic. These challenges will likely be felt for years to come, but fall 2020 will test many of the standards and structures that we have come to associate with higher education.”



Source: Maloney, E. J., & Kim, J. (2020, April 22). 15 Fall scenarios. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/digital-learning/blogs/learning-innovation/15-fall-scenarios>

Coronavirus and Community

“Whatever comes of the Covid-19 outbreak, which is forcing higher education to reinvent itself on the fly, the virus has already infected some of academe’s cherished traditions and laid waste to the familiar rhythms of the collegiate calendar.”



Source: Stripling, J. (2020, March 27). Ritual, rhythm, community: Everything higher ed does best, the coronavirus attacks. *Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/article/Ritual-Rhythm-Community-/248368>

Campus, Community, and the Classroom

“The one silver lining of this crisis is that we’ve learned the hard way how to use technology. And we’ve also discovered that this technology has limits The technology is great. But like every technology — like the book! — it will not replace the human being. Students are dying to come back to the classroom, to **real contact with people**. There’s no machine replacement, no robotics, no AI that’s going to replace the classroom.”



Source: Gutkin, L. & Alvarez, M. (2020, April 29). Planning for the Fall is like “driving through a dense fog.” *Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/article/Planning-for-the-Fall-Is-Like/248671>

Coronavirus and the College Experience

<https://www.usatoday.com/story/news/education/2020/03/21/coronavirus-college-students-online-closing-private-liberal-arts/2889546001/>



Coronavirus Pushes Colleges to the Breaking Point, Forcing 'Hard Choices' About Education

<https://www.wsj.com/articles/coronavirus-pushes-colleges-to-the-breaking-point-forcing-hard-choices-about-education-11588256157>

What is Liberal Education?

“Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change.”



<https://www.aacu.org/leap/what-is-a-liberal-education>

What is Liberal Education?

“Liberal education is the form of education appropriate to democracy The task of an education allied to democracy is not simply to help students gain knowledge and skills, but in so doing also to form the habits of heart and mind that liberate them and that equip them for, and dispose them to, civic involvement and the creation of a more just and inclusive society.”



<https://portal.criticalimpact.com/user/25043/image/whatlibedlookslike.pdf>

What is Liberal Education?

- First-Year Seminars and Experiences
- **Common** Intellectual Experiences
- Learning **Communities**
- Writing-Intensive Courses
- **Collaborative** Assignments and Projects
- Undergraduate **Research**
- Diversity & Global Learning
- Service Learning & **Community-Based Learning**



<https://www.aacu.org/leap/hips>

Illinois Wesleyan University

- Founded 1850
- 1,693 students (all undergraduate)
- 50 Majors/8 Pre-Professional Programs/5 Professional Programs
- Average Class Size – 16
- On-Campus Living Requirement – 3 years
- First-Year Retention Rate – 91%
- Students Pursuing Internships – 79%
- Students Pursuing Study Abroad – 41%
- Community Service Hours Reported – ~10,000
- 6-Year Graduation Rate – 79%



<https://www.iwu.edu/about/facts.html>

Illinois Wesleyan University

“Illinois Wesleyan's undergraduate-only learning environment provides extensive personal attention, with all courses taught by professors and an average class size of 16 students.”



<https://www.iwu.edu/about/>

Illinois Wesleyan University

“Create and support a dynamic, inclusive campus community that provides high-quality, student-centered, out-of-class learning experiences to prepare students for academic success, democratic citizenship, life in a global society, and a life-long affinity with Illinois



<https://www.iwu.edu/president/strategic/iwu2020/enriched-campus-05162014.html>

The “Pivot to Online”

“The stark reality is there’s not really a blueprint for any of this: ‘moving online’ at such a scale, with breakneck speed, and often with merely hours’ worth of advance notice.”



Source: Gannon, K. (2020, March 12). How to make your online pivot less brutal. *Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/article/How-to-Make-Your-Online-Pivot/248239>

The “Pivot to Online” in Liberal Arts Colleges

“In a matter of a few weeks, due to COVID-19, many colleges and universities committed to completing their academic year via remote teaching and learning. Arguably, the group of faculty members most reticent to join this necessary move were those from national liberal arts colleges In a sense, they now face the challenge of teaching via modes and methods that they have

“The ideal college is Mark Hopkins at one end of a log and a student on the other.”

James A. Garfield, as quoted in Frederick Rudolph, *Mark Hopkins and the Log: Williams College, 1836-1872* (1956)

Source: Hicks, D.A. (2020, March 26). Residential liberal arts faculty and the dissonance of moving online. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/views/2020/03/26/particular-challenges-residential-liberal-arts-faculty-have-moving-courses-online>

“Pivot” Across the Organization



<https://www.iwu.edu/library/>

<https://www.iwu.edu/library/services/covid-19.html>

<https://libguides.iwu.edu/libraryremote>



<https://www.iwu.edu/information-technology-services/help-desk/>

<https://libguides.iwu.edu/remote-teaching>



<https://www.iwu.edu/mellon-center/>

<https://www.iwu.edu/center-engaged-learning/>

The “Pivot” as “Tide”

- Spring Semester (January 8 – May 5)
- May Term (May 6 – June 2)
- Summer Session (June 2 – July 2)
- New Student Orientation (August 18 – 23)
- Fall Semester (August 24 –)*

*on-campus? online? modular?
block schedule? hy-flex?





Image Credit: Fred Pompermayer in *National Geographic*.
Retrieved from [https://www.nationalgeographic.com/adventure/
extreme-photo-of-the-week/big-wave-surfing-at-mavericks--
california/](https://www.nationalgeographic.com/adventure/extreme-photo-of-the-week/big-wave-surfing-at-mavericks--california/)

Starting (Almost) from Scratch

- The University Library
- Information Technology Services
- Experiential Education
- Student Services
- Faculty Development

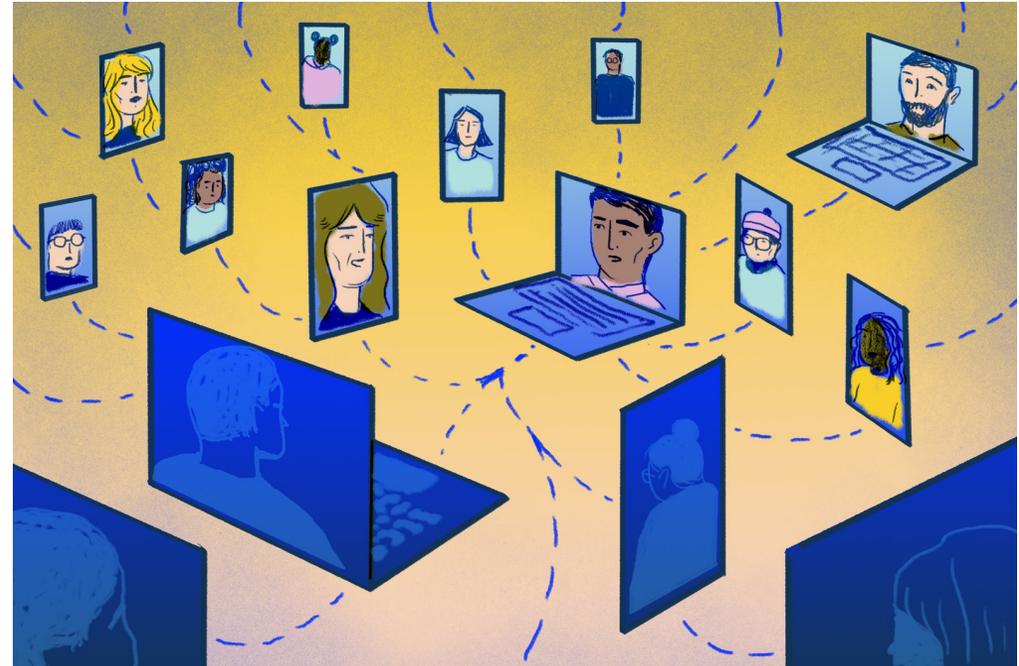


Image Credit: Kamenetz, A. (2020, March 6). 6 ways universities are responding to coronavirus. Retrieved from <https://www.npr.org/2020/03/06/812462913/6-ways-universities-are-responding-to-coronavirus>

Why the “Almost”?

- **Library Services**

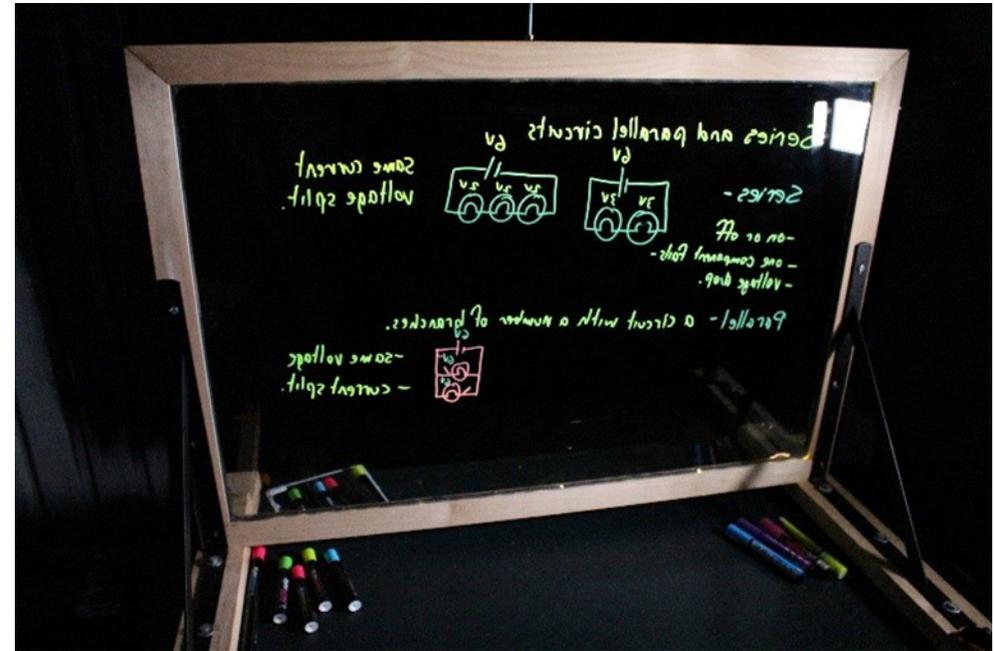
- Strong liaison services program
- History of instructional collaboration
- Enhanced investment in digital content
- Partner programs housed in the library

- **Information Technology Services**

- History of engagement with faculty wishing to implement new technologies
- Collaboration with library in developing multiple new media spaces over past year

- **Faculty Development**

- Collegial model of faculty mentoring and support



[https://
libguides.iwu.edu/lbs](https://libguides.iwu.edu/lbs)

The “Pivot” in the Library

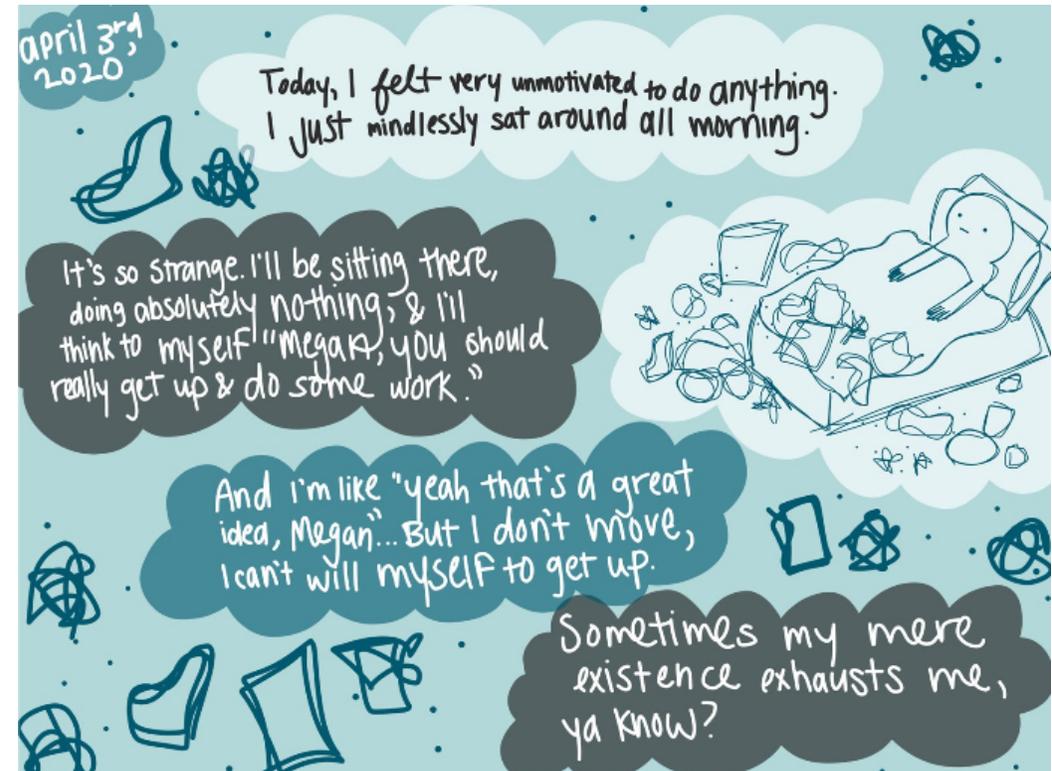
- Physical Spaces and Services
 - § Rapid evolution of campus/ state plan
 - § Remote work assignments
- Access Services
 - § Technology
 - § Print Materials
 - § Resource Sharing
- Reference/Research Assistance
 - § Impact of face-to-face service model
- Teaching and Learning
- Collection Development

“Institutions continue to move classes online Libraries have pivoted reference services to online/phone delivery. Access to print collections, whether onsite or via delivery, has declined significantly. Given these shifts, it is understandable that libraries are expanding who is allowed to work remotely and, in some cases, have mandated remote work.”

Source: Hinchliffe, L. J. & Wolff-Eisenberg, C. (2020, March 24). First this, now that: A look at 10-day trends in academic library response to COVID19, Retrieved from <https://sr.ithaka.org/blog/first-this-now-that-a-look-at-10-day-trends-in-academic-library-response-to-covid19/>

The “Pivot” in the Library

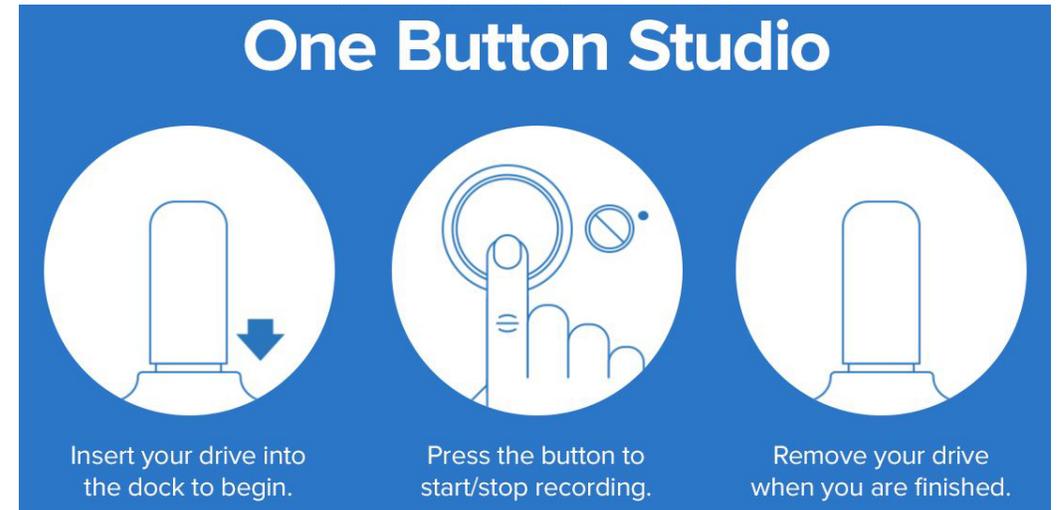
- (Re-) Emphasis on Digital Collections, Open Access Materials, and Managing “Emergency” OA/OER Content from Vendors
- Research Consultations via Moodle, Google Meet, and Zoom
- Focus on Digitization for Online Learning and Disability Services
- Consulting on Copyright and Digital Inclusion Issues
- Access to Primary Sources
- Documenting the COVID-19 Experience



<https://iwuhistory.omeka.net/exhibits/show/covid19>

The “Pivot” in Information Technology

- Access to Technology for Students, Faculty, and Staff
 - § Remote Teaching, Learning, & Working
- Media Content Creation
- Help Desk and Consultation
- Maintenance and Upgrades
- Learning Management System
- Videoconferencing
- Virtual Labs (and Virtual Labs)
- Training, Training, and More Training



<https://www.iwu.edu/library/tools/>

<https://www.iwu.edu/library/tools/thorpe-center/>

The “Pivot” in Information Technology

- Face-to-Face Workshops (truncated by stay-at-home order)
- Drop-in Consultations via Google Meet and Zoom
- Consultation by Appointment in Media Studios
 - § Growth in administrative use as well as faculty use
- Launched “Teaching and Learning with Technology”



Twitter Account (@IWU_TLTS)

The “Pivot” in Experiential Education

- Study Abroad
- Internships
- Undergraduate Research
- Community Engagement and Community–Based Research



<https://digitalcommons.iwu.edu/jwprc/2020/>

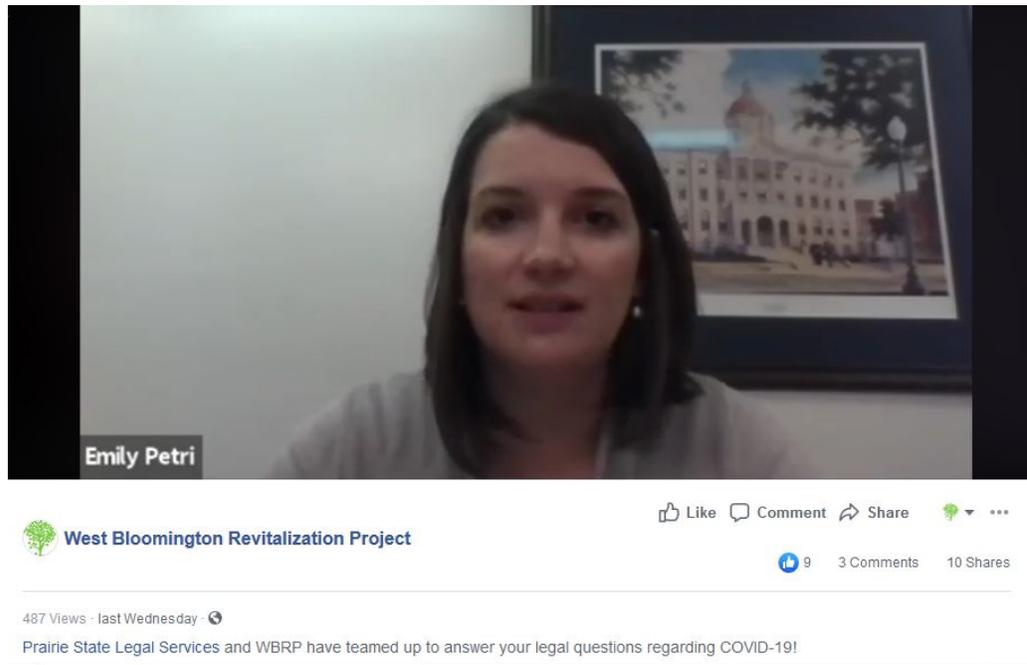
The “Pivot” in Experiential Education

- Undergraduate Research
 - § Annual Conference Canceled
 - § Alternatives Being Planned for Summer Research Fellows
- Internships
 - § 62 internships for credit in Spring 2020
 - § Some completed before pivot to online
 - Others completed remotely or ended
- Action Research Seminar (community engagement)



<https://digitalcommons.iwu.edu/jwprc/2020/>

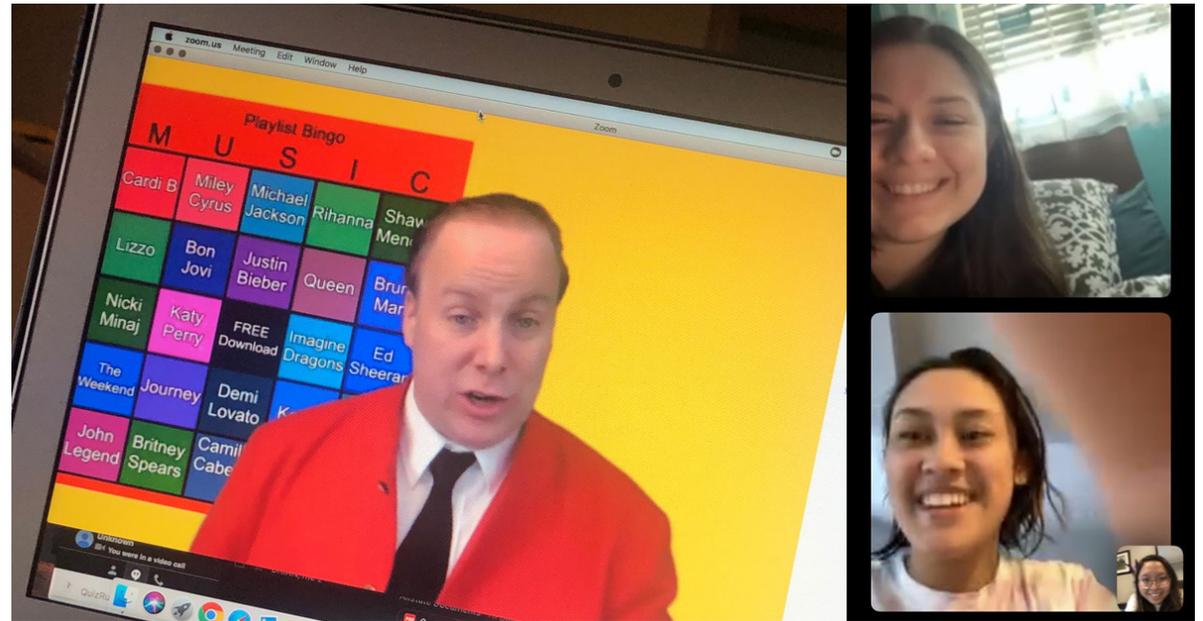
The “Pivot” in Experiential Education



[https://
www.westbloomington.org/](https://www.westbloomington.org/)

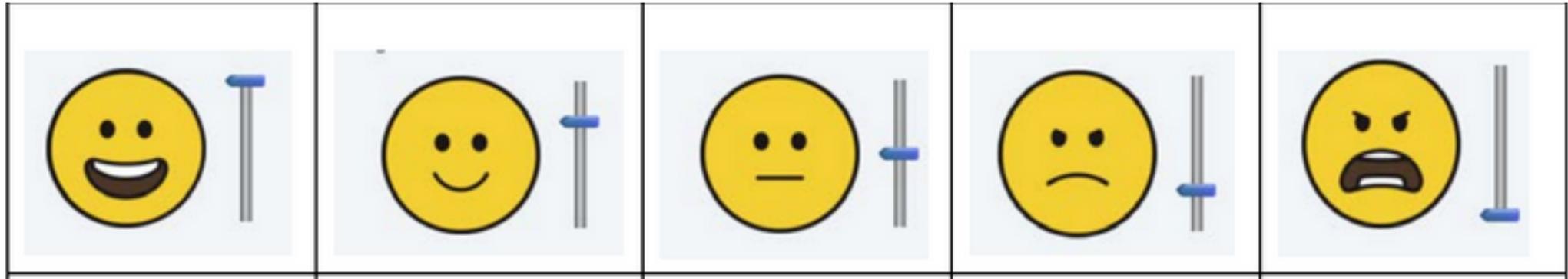
The “Pivot” in Student Services

- Access to Technology
- Residence Life
 - Continuing Residents
- Student Employment
- Health and Wellness
- Academic Advising
- Co-curricular Education and Student Involvement
- End-of-Year Recognition



<https://www.iwu.edu/news/2020/students-value-virtual-social-connections.html>

The “Pivot” in Student Services



Survey of Student Experience with Remote Instruction (April 2020)

- Students completed advising appointments using e-mail, Google Meet, and Zoom
- 93% of students completing advising appointments remotely rated these interactions as “good” or “excellent”
- 89% of students completing advising appointments remotely reported being “satisfied” or “extremely satisfied” with the experience

The “Pivot” in Faculty Development

- Faculty Reading Groups
- Teaching Circles
- Grant-Funded Programs
 - § Writing and Information Literacy in the Disciplines (2012 – 2014)
 - § Engaging Tomorrow’s Students (2016 – 2018)
- Collaborative Initiatives
 - § Civic and Community Engagement (Illinois State University)
- Teaching and Learning with Technology



[https://
www.iwu.edu/
mellon-center/](https://www.iwu.edu/mellon-center/)

The “Pivot” in Faculty Development

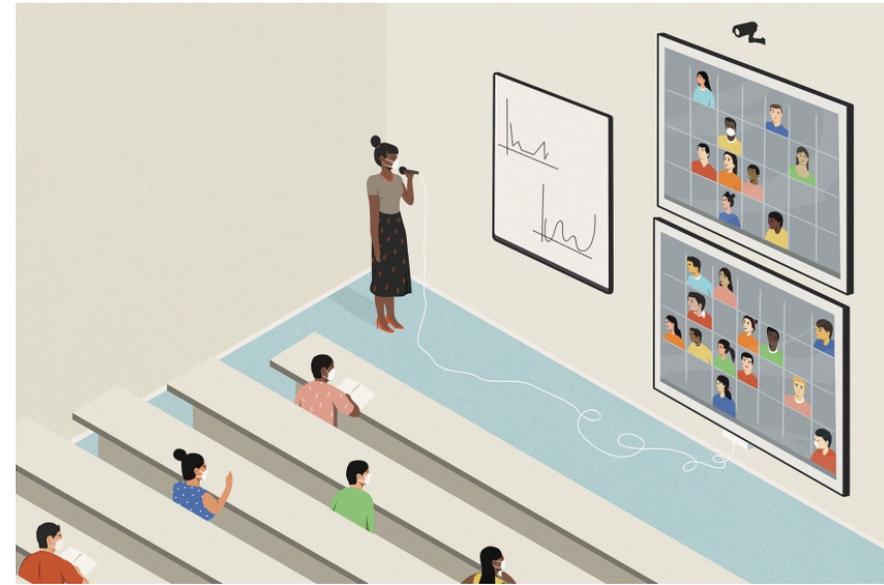
“[The] real revelation here is the remarkable ways in which many institutions mobilized the expertise in campus teaching centers, libraries, IT departments, and instructional–design offices to help faculty members become familiar with virtual teaching tools and environments very, very quickly.”



Source: Bessette, L. S., Chick, N., & Friberg, J. C. (2020, May 1). 5 myths about remote teaching in the Covid–19 crisis. *Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/article/5-Myths-About-Remote-Teaching/248688>

Surviving Spring, Planning for Fall

“Higher education has been granted good will these past couple of months by students and their families. But as with an unhappy marriage, everyone involved agrees that the patched-together system of awkward Zoom classes, glitchy technology, and uncertain expectations, among both students and professors, needs to end.”



Source: McMurtrie, B. (2020, May 5). Are colleges ready for a different kind of teaching this Fall? *Chronicle of Higher Education*. Retrieved from [https://www.chronicle.com/article/Are-Colleges-Ready-for-a/248710](https://www.chronicle.com/article/Are-Colleges-Ready-for-a)

Surviving Spring, Planning for Fall

- **Library Services**

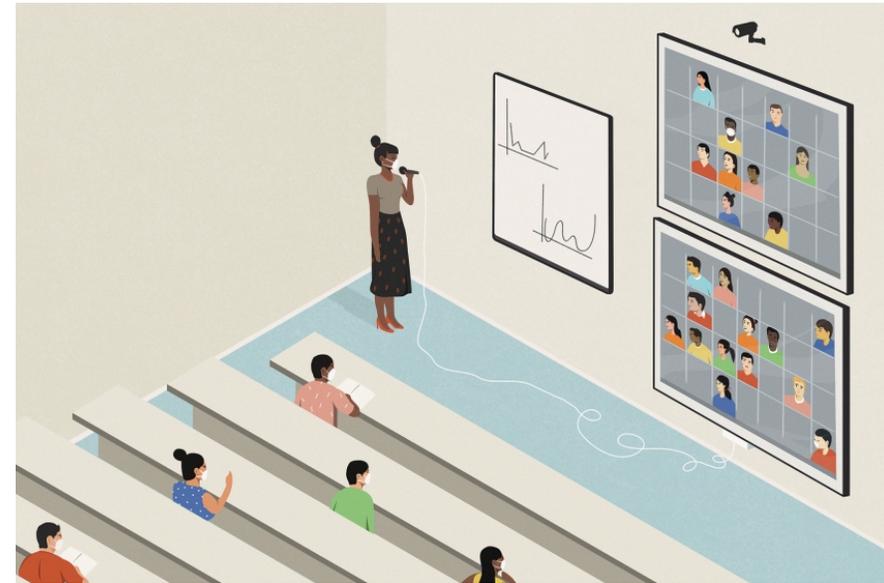
- Collection Development (and the budget impact)
- Contingencies for NSO, FYE, Intellectual Theme
- Assessment of Engagement Strategies
- Consortium Concerns

- **Information Technology Services**

- Strengthening Infrastructure for Online Learning, Hybrid Models, Student Engagement
- Strategic Planning and Budgeting

- **Faculty Development**

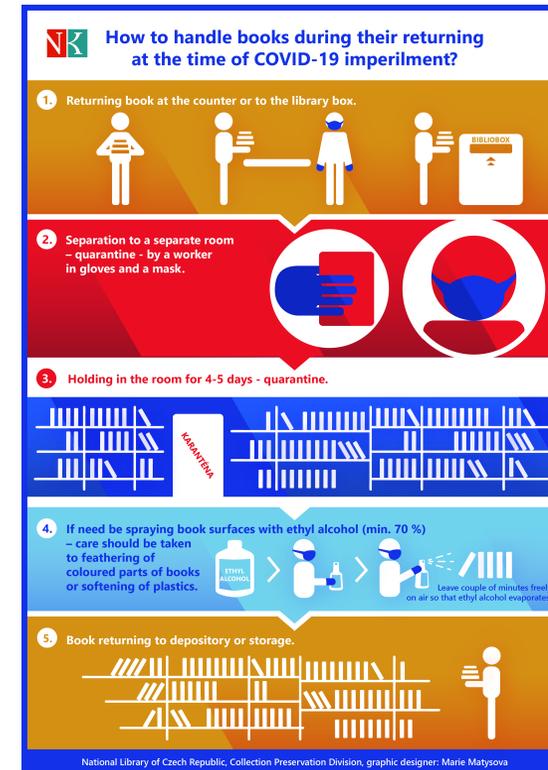
- Summer and Beyond



Source: McMurtrie, B. (2020, May 5). Are colleges ready for a different kind of teaching this Fall?" *Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/article/Are-Colleges-Ready-for-a/248710>

Surviving Spring, Planning for Fall

- Facilities
- Access Services
- Access to Media Creation Spaces
- Access to Special Collections
- “Door–Side” Pick–Up
- Digitization on Demand
- Use of Library Classrooms & Project Rooms to Further Any “De–Densification” Plans for Campus



<https://www.ifla.org/covid-19-and-libraries>

Surviving Spring, Planning for Fall

- Keynote on Best Practices in Online Teaching
- Reflective Panels on the “Pivot” Experience with Faculty and Students
- Review of Student Assessment of Instructional Quality (if available)
- Course Design Fundamentals
- Synchronous vs Asynchronous
- Communication and Student Engagement
- Assignment Design and Assessment of Student Learning
- Special Topics: Lab-based Courses; Fine and Performing Arts; Experiential

PIVOTALPEDAGOGY

Preparing to Teach in Multiple Environments

<https://www.uvm.edu/ctl/teaching-continuity/pivotal-pedagogy/>

Surviving Spring, Planning for Fall

“This change to online happened not only suddenly, but in a series of waves,” he wrote. “And so initially faculty were looking for something to get them through a couple of weeks, and maybe Zoom was that. But then the situation evolved, and now we're in full course delivery, with multiple issues around stay-at-home orders, community bandwidth, shifting student schedules. And we haven't had time to take a breath and

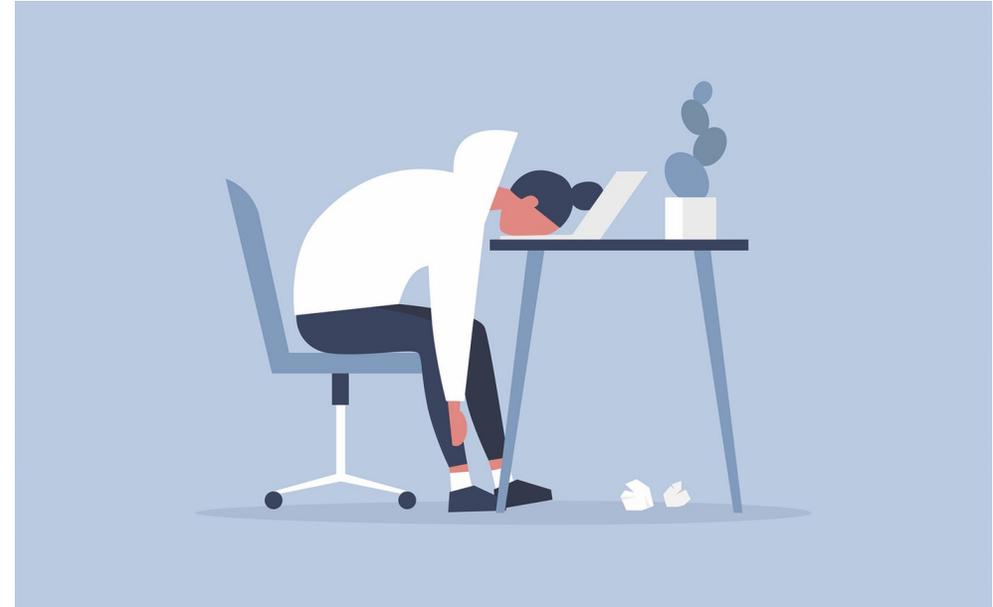
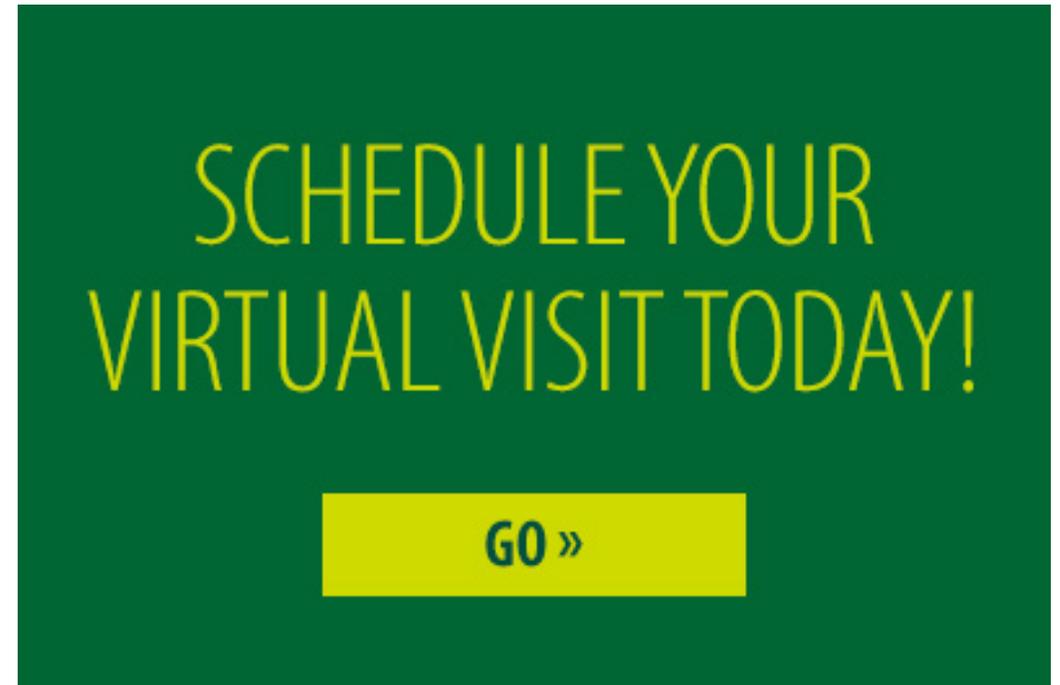


Image Credit: nadia_snopek/Adobe Stock

Source: Supiano, B. (2020, April 2). “Zoomed out”: Why “live” teaching isn’t always the best. *Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/article/Zoomed-Out-Why/248401>

Surviving Spring, Planning for Fall

- Coronavirus and Enrollment
 - Virtual Visits and New Student Orientation
- Common Experiences
 - Summer Reading and the Annual Intellectual Theme
- Transfer Student Success
- New Faculty Orientation
 - Visiting Faculty and Adjunct Faculty
- Grant Opportunities

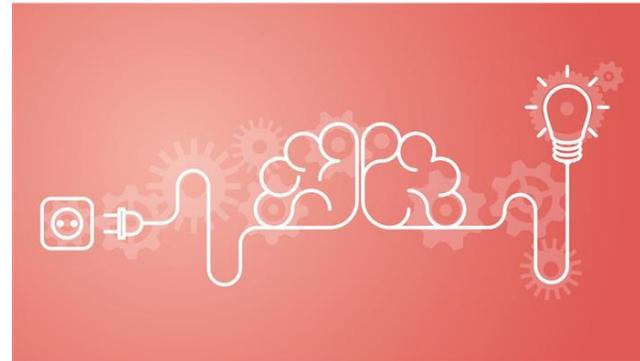


<https://www.iwu.edu/admissions/virtual-visit.html>

Resources for “Building the Plane”



<https://acrl.libguides.com/pandemic/>



<https://library.educause.edu/topics/information-technology-management-and-leadership/covid-19>



<https://podnetwork.org/>

Contact

Scott Walter, MLS, PhD

University Librarian &
University Copyright Officer

Co-Interim Chief
Technology Officer

Professor, The Ames
Library

Illinois Wesleyan University

swalter1@iwu.edu



Questions

