

To the faculty of Emory College of Arts and Sciences,

As you know, we are still uncertain as to what form our fall 2020 courses will take. It remains possible that we will once again need to offer our courses through remote instruction or that we may teach remotely for part of the semester. Even if we are able to return to campus, social distancing will likely require us to offer some classes online, and I recognize that there are many faculty for whom teaching online this fall will be necessary for their own health and safety.

In the face of these challenges, Emory College must uphold the standard of excellence in the educational experience that we provide for our students under ordinary circumstances. As other disruptions take place around the university, including the possibility of an altered campus residential experience, it is essential for us to maintain the integrity of an Emory education as we prepare for multiple contingencies in the fall.

Therefore, to prepare for these contingencies, ***the College is committed to providing training for all faculty and graduate instructors this summer.*** All regular tenure-track and lecture-track faculty will receive a \$2,000 payment upon completion of this three-week training course (details below), and all visiting faculty and graduate student instructors will receive a \$1,000 payment.

I realize that all faculty have demands on their time during the summer. However, our collective investment of time and energy will prepare us all to be more resilient in tackling both the consequences of this pandemic — which could extend beyond the fall — and other challenges that may await us as the landscape of higher education is shaped by both the pandemic and a possibly severe economic recession.

### **Moving from Emergency Remote Teaching to Best Online Practices**

As you know from your experience this semester, online teaching entails pedagogical approaches that are different from in-person instruction. We will offer the support and training our faculty need to enhance these capacities. Moreover, testimonials and evaluations from our faculty who have undertaken this training in the past convey that this program has made them better teachers in both online and in-person formats.

Our training will equip ECAS faculty to develop and teach online courses that adhere to best practices in online course design and pedagogy and that reflect the high standards of an Emory College undergraduate education.

While the training will prepare faculty to design and teach a high-quality online course, the content of the training will also be applicable if faculty are designing hybrid or flipped courses. It also will support faculty who are designing an on-campus course that can quickly transition to an online environment should the need arise again.

**ECOTS Training June 8-28**

I have been hearing from many department chairs who are eager to learn the details of this training and work to enroll their faculty, and so I am sharing this information with you today.

The training will consist of a condensed version of our online pedagogy and course development training course, Emory College Online Teaching Strategies (ECOTS), to all faculty scheduled to teach in fall 2020, including graduate students and temporary faculty. This training usually entails an eight-week training course and two-semester of course development work and supplemental workshops.

This condensed three-week course, from June 8 to June 28, will cover the essentials of online course design, digital pedagogy, and the Emory College Online model. ECOTS will provide a structured space for faculty to pace course development work, allowing faculty to make significant progress on their syllabus redesign during June and leaving the remainder of the summer for content development.

Faculty will enroll in ECOTS as a disciplinary and department cohort, allowing course discussions to focus on discipline-specific pedagogical issues and facilitating collaboration throughout the course design process. Trained facilitators, either advanced graduate students or ECAS staff, will lead each cohort through the ECOTS material.

### **Course Requirements and Time Commitment**

Faculty should plan to commit about 10 hours per week to participate in the course. Most of the content will be delivered asynchronously through Canvas modules. There will be one required synchronous meeting per week, and there will also be optional weekly Zoom office hours to discuss any technical questions faculty may have about Emory's online tools. The ECOTS modules will cover:

- Creating and Building an Online Learning Community
- Engaging Learners in the Online Environment
- Establishing Teaching Presence to Support Learners

Each module will explore the best practices in course design and online pedagogy as well as the practical tools and technologies that may be utilized to accomplish these goals. ECOTS will also draw upon and highlight resources from the Center for Faculty Development and Excellence, the Emory Center for Digital Scholarship, and Teaching and Learning Technologies.

An optional fourth week of ECOTS will draw together faculty across disciplines to focus on learning approaches in certain types of courses (large lecture courses, lab courses, first-year seminars, WR courses, performance and studio-based courses, foreign languages, etc.).

### **Additional Training and Course Development**

In July and August, faculty will be able to apply what they have learned in ECOTS as they build out their fall 2020 courses, focusing on course design that is nimble and could transition between modalities as needed.

During July, the Emory College Online team will work with our partners across the university to offer a series of workshops focusing on specific technologies and pedagogical topics. They will also be available for department-specific workshops and 1:1 consultations. Additional ECOTS trainings for newly hired and visiting faculty will be held as needed in August.

I realize that this request of faculty to invest and participate, collectively, in pedagogical training is without precedent in the history of Emory College. The time of our faculty is perhaps our most precious resource, and so I make this request only after serious deliberation, including my recent meeting with the College Faculty Senate. None of us began 2020 expecting that we would be called upon to make these kinds of preparations, and I would not ask them of you if I did not believe they are essential for us to go forward into the future with confidence.

We will be working with department chairs to enroll faculty in this training in the coming weeks. I will also be discussing this plan in **the meeting of the College Faculty Senate on Friday, May 8, at noon**; all faculty are welcome to attend.

For more information please visit the [Emory College Academic Continuity and Remote Teaching website](#) or email [emorycollegeonline@emory.edu](mailto:emorycollegeonline@emory.edu).

Sincerely,

Michael A. Elliott

Dean, Emory College of Arts and Sciences