

Welcome to our webinar. We'll begin shortly...

- All participants are muted upon entry.
- To ask questions or contribute ideas during the webinar, please use the Q&A box to communicate those to your host.
- We'll begin with some words from each of our speakers before we begin the larger Q&A and discussion segment, but feel free to begin submitting your questions any time.
- This webinar is being recorded and will be available on The Forum's website shortly.

Responding to COVID-19 #6

Academic Continuity

An opportunity to share strategies and updates, ask questions of each other, and process concerns

Agenda

- Who is “in the room”
- Introductions of the panelists
- What is Academic Continuity?
- Immediate solutions
- Long term solutions
- Looking ahead
- Your questions

Polling Questions

- Types of organizations
- Where in the world people are located
- Did your organization have an academic continuity policy and procedure in place before COVID-19?
- If yes, is that policy/procedure sufficient for your purposes?
- Is your organization still offering programs this Fall (2020)?

Panelists

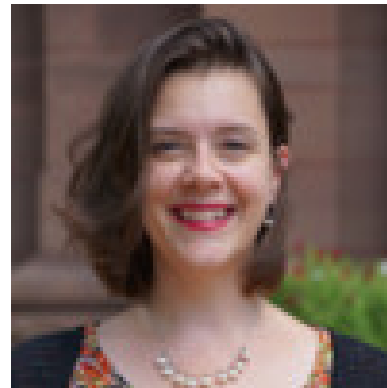
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What is Academic Continuity?

- BSU did not have a plan in place
 - Academic Continuity Working Group was formed in February
- BSU Study Abroad had procedures in place for individual academic continuity
 - Not prepared for full scale disruptions



What is Academic Continuity?

- Teaching Continuity
 - New
 - Does not take study abroad into account
- February 28 – Began thinking about academic continuity for study abroad
 - Italy program
 - March 12 - France and Spain programs
 - Provider programs

What is Academic Continuity?

- No policy to address academic continuity on this scale
- Varied policy landscape among 60+ host institution partners abroad
- Existing reference points as our starting place
 - Academic Disruption protocols for host institution strikes
 - Early Departure and Change of Status procedures for individual students



Immediate Solutions

- Provost guarantees full credit for all students
- Finishing courses remotely
 - Providing this on Wesleyan programs
 - Keeping track of providers' plans
 - Students' anxiety
 - Long turnaround time
- Identifying online options
- Providing Wesleyan courses for students
 - Advanced Korean
 - Hopping into existing courses
 - Tutorials

Immediate Solutions

- 1100 students, 1100 unique situations
- Diversity of program models and calendars
- Safety first – majority of students required to return home before individual academic completion plans in place
- The Buenos Aires case study – leveraging our global network to meet a broader need across Latin America

Immediate Solutions

- BSU President / Provost guaranteed to make students “Academically Whole” this semester
- Spring break travel courses were re-designed as online classes
- Students on affiliate, exchange and direct enroll semesters in progress are finishing remotely
- Students on exchange semesters that had not started, individual academic plans were developed to take BSU courses

Intermediate Solutions

- Advising students for first, second and third choice semester abroad
- Working with faculty advisors to develop study abroad academic plans
- Requiring students to dual register for BSU courses in case their semester abroad is cancelled, postponed
- Exploring role of virtual study abroad and developing related guidelines



Intermediate Solutions

- 90-day programs
 - No direct enroll
 - Language intensives online or on campus
 - All faculty prepare to teach online
 - Maintaining quality and immersive-ness
- Alternative calendars
 - Host institutions vs. home institutions
 - Disruptions to summer/winter/internships
- IaH

Intermediate Solutions

- Aligning with what our U.S. partners need for degree continuity
- Engaging with colleagues abroad (e.g., AASAP, AACUPI, APUNE)
- Creating internal set of decision-making criteria for future program terms – including academic continuity plans
- Navigating what our IFSA commitments look like in virtual spaces



Lessons Learned

- Better track of enrollment
- Awareness of online courses
 - Inter-activeness
 - Pre-approving courses
 - Start dates
- Relationships with faculty and upper administration
- Optics of doing other things well

Lessons Learned



- Technology! Technology! Technology!
- In policy and practice, decisiveness and flexibility can go hand in hand
- Internal team-building and tapping into hidden talents

Lessons Learned

- Develop academic continuity plans for study abroad, aligned with emerging university planning
- Student academic advising across multiple semesters accounting for contingency plans and course sequencing for on-time graduation
- Importance of well-established working relationships with academic colleagues
- Program diversity and role of partner institutions

Q&A

Resources on COVID-19

- [COVID-19 Program Status Tracker](#)
- [Forum Curated COVID-19 Resources](#)
- [FEMA Public Assistance](#)
- [Federal Student Aid](#)
- [International Transportation Air Association](#)
- [The World Health Organization](#)

Thank you!

Link to all previous *Responding to COVID-19* [webinars](#)

16th Annual Forum Conference session:

Open Forum on Mitigating Developing Risk

- There is no agenda for this session. Instead, we invite you to bring the issues that are keeping you awake at night. What are you currently focused on that wasn't planned for – COVID-19, political demonstrations, natural disasters? Come prepared to ask about and share your strategies for risk mitigation in a world of evolving concerns.

Panelists:

- Rochelle Keesler, Lafayette College
- Natalie A. Mello, The Forum on Education Abroad
- Patrick Morgan, University of Michigan
- Wendy Pedersen, University of Southern California

Wednesday,
April 22, 2020
at 4:15pm CDT