

BARD

Undergraduate Faculty Newsletter
Annandale, September 2020
Volume 16, Number 1

from the **Dean of the College**

Deirdre d'Albertis

As we reconvene in Annandale after our successful (if precipitous) move to remote instruction in March, faculty and students are discovering new ways of reconstituting community. Navigating the novel experience of teaching and learning in VTC classrooms, tents, and Brightspace is possible due to the herculean efforts of our faculty and curriculum development experts Leslie Melvin, Phil Pardi, Erica Kaufman, Eric Trudel, and Emily McLaughlin; the crackerjack tech savvy of Bard's AV team (Paul LaBarbera, Jake Grover, and Cariahbel Azemar); and the patient, hands-on planning efforts of Mark Halsey, Peter Gadsby, and Craig Jude. I want to thank all of the faculty and staff who participated weekly this summer in the Academic Planning Working Group to prepare for a challenging new instructional environment, the faculty Executive Committee for crafting policy BEFORE the term starts, and the many faculty members who served as summer advisors for the entering first-year class. Let us give full and hearty thanks to these and other colleagues who have served selflessly "behind the scenes" to make this semester a reality for the nearly 1700 undergraduates who have enrolled--in a time of unprecedented national crisis--to pursue their education with us at Bard. In the midst of adaptation and change, the College embraces curricular innovation with a newly approved undergraduate program in Architecture and the just-launched Common Courses funded by the generous support of the Open Society University Network (OSUN). The ingenuity, fortitude, and flexibility of this faculty have never been more in evidence than this September.

Experiences of racism and violence that Black students, alumni, faculty and staff have shared in response to painful events of this summer underscore the urgency of efforts to imagine and to realize a more just, equitable, and inclusive campus community. Bardians have called for intense critical engagement with systems of power. Professor Drew Thompson curated a series of video conversations among faculty, staff and alumni, "Reflecting on the Moment," to "present models of inclusive dialogue, to draw from the rich personal experiences and expertise of our ever-developing and ever-changing community, and to present approaches for community activism and engagement in the name of racial equity and justice" (archived here: <https://www.bard.edu/doc/newsroom/>). Vice President for Academic Inclusive Excellence Myra Armstead invited community members to speak to "systemic racism nationally and globally through the *In the Moment* essay collection, which documents a critical inflection point in national and local history"(collected here: <https://classroom.google.com/c/MTEyNDIwMDgzMTMw>). The Presidential Commission on Racial Equity and Justice, chaired by Dean of Inclusive Excellence Kahan Sablo in concert with our colleagues Myra Armstead and Dinaw Mengestu, began its deliberations in August with the goal of making recommendations to the President in the spring. All of us are called--in our programs and divisions, as individuals and as a collective--to recognize and respond to the historical importance of this moment in ways that transform our understanding and our actions. The Office of the Dean of the College is a resource and a meeting place for these efforts.

This is a time to take stock of campus culture(s) and to support, extend, and make visible racial justice work of faculty and students at Bard. Who is doing this work? How is it being valued? This year we will coordinate with faculty committees to re-examine hiring and evaluation processes at the College with particular emphasis on BIPOC faculty recruitment, retention, and success. What do we teach and how? With renewed critical attention to curriculum and pedagogy, I invite you to join us for events such as Catherine Denial's recent CFCD workshop on "Equity and 'Difficult' Conversations" and to submit proposals for the second annual Academic Program Inclusion Challenge this fall. Michael Sadowski, Director of Inclusive Pedagogy and Curriculum, is available to offer training for programs as well as consultation with individual faculty members. Your questions, suggestions, and potential projects are crucial to furthering these commitments: share your ideas with us at doc@bard.edu.

Please join me in welcoming new faculty members who are just arriving on campus, including Jenny Offill and Jenny Xie, who will enhance our offerings in Written Arts, as well as Masha Gessen, Distinguished Writer in Residence, and new tenure-track colleagues Sky Hopinka, Assistant Professor of Film and Electronic Arts, and Caitlin Levenson, Assistant Professor of Mathematics. Bard begins its new partnership with Gibney Dance by welcoming Amy Miller and Maleek Washington to teach in Annandale this semester.

Ziad Abu-Rish, Visiting Associate Professor of Human Rights and co-director, Human Rights and the Arts MA Program, and Tania El Khoury, Distinguished Artist in Residence of Theater and Performance and co-director, Human Rights and the Arts MA Program will be returning to Bard.

Let us also welcome Neil Roberts of Williams College, who will be affiliated with us this year as Bard College and Open Society University Network Research Professor in Political Studies.

Faculty members newly converted to tenure-track appointments include Thomas Hutcheon, Assistant Professor of Psychology, and A. Sayeeda Moreno, Assistant Professor of Film and Electronic Arts.

Congratulations to the following faculty members on their tenure/promotion: Robert Culp as Professor of History, Elias Dueker as Associate Professor of Environmental and Urban Studies, Jay Elliott as Associate Professor of Philosophy, Miriam Felton-Dansky as Associate Professor of Theater and Performance, Hal Haggard as Associate Professor of Physics, Brooke Jude as Associate Professor of Biology, Thomas Keenan as Professor of Comparative Literature, Gabriel Perron as Associate Professor of Biology, Nathan Shockey as Associate Professor of Japanese, Drew Thompson as Associate Professor of Africana and Historical Studies, and Eric Trudel as Professor of French.

Important Campus-Wide reminders for the Fall 2020 semester

from the Bard College COVID-19 Response Team_____

As the new semester begins, we would like to remind faculty, staff and students of the protocols and reinforce the College's expectations for behavior for all members of the Bard community on and off campus now and throughout the semester. The College can remain safe only if the voluntary behavior of its community members conforms to the public health regulations. All employees working on campus have already completed campus COVID-19 training and submitted their employee health pledges, in order to be

eligible to begin classes each student has been required to complete the training and submit their health pledges as well. Both employees and students are also required to submit daily health screenings.

The details of our safety plan are readily available on our [COVID-19 website](#), and the fundamentals should be clear to all - wear a mask, wash your hands frequently, and practice physical distancing at all times. [Mask-wearing](#), physical distancing, and other Bard protocols are *mandatory*, and it is your responsibility to read and observe the directives posted online, on campus signage, and presented to you by the College. All members of this community have a responsibility to themselves and other Bardians to follow established procedures. We have communicated these policies via email, through handbooks for the students and employees, on the Bard COVID site, through required online training, and during multiple webinars and other interactions. The College has arranged for PPE to be provided to all who need it, a comprehensive testing protocol, special sanitation of campus facilities, alternative classrooms for social distancing, new procedures for the library and campus dining, and a host of other policies.

Wearing a mask on campus is mandatory for all faculty, staff and students. If you see someone not wearing a mask, please remind them that masks are mandatory. There are mask dispenser stations in RKC, Olin, Kline, Campus Center, Bito/Blum, Fisher Center, Rose/Hegeman, Fisher Arts, and Security should they need one. Then remove yourself from any situation that is unsafe or not in compliance with the required policies.

Introducing the Bard Cares Team

As we welcome faculty, staff and students back to campus the College has established the Bard Cares Team to address instances where students or employees are having difficulty abiding by the community norms of behavior regarding the College's established COVID-protocols. The team, chaired by Vice President and Dean of the Early Colleges Dumaine Williams, has developed a clear set of steps based in restorative practices to respond to reports seeking assistance, guidance, or a resolution of issues related to compliance with health and safety measures in the Bard Community. Please email caresteam@bard.edu with your concerns or questions.

The College's capacity to monitor and enforce this policy is limited. We hope not to have to use it, but the College has instituted a reporting and disciplinary process for COVID-19 policy violations. In the majority of cases, reminders of the rules and assistance with compliance will suffice. Referrals for more egregious violations will be addressed through the College's disciplinary mechanisms that can include administrative or board hearings. Students violating COVID-19 policies risk removal or barring from campus. These policies apply to all students both on and off campus as well as to faculty and staff. If you would like advice on how best to engage with those who are not in compliance, or would prefer an intervention from the College, please contact the Bard Cares Team at caresteam@bard.edu or Bard Security at 845-758-7460. Maintaining community health requires a community effort.

In consultation with our partners at Nuvance, the College has developed a [detailed plan](#) for surveillance testing throughout the semester and surge testing as needed. "Surveillance testing" means we will test a significant random sample of the Bard community on a weekly basis, to maintain ongoing awareness of any potential spread of the virus on campus. "Surge testing" refers to the additional tests the College will administer immediately after any positive case is identified. All surveillance and surge tests will be processed by MIT's Broad Institute, which has continued to produce test results in less than 24 hours on average. This comprehensive testing strategy aims to maintain a clear and accurate assessment of the health of the Bard community moving forward and to facilitate immediate response to any positive case. Our plan

also meets the New York State requirement that the College define and track relevant metrics, to enable the swift identification and containment of any infection.

Surveillance testing will begin after the initial two-stage testing of all students (testing prior to their arrival at Bard, and a second test five to 10 days after arrival), when the College will start testing the campus community at a rate of approximately 400 individuals per week, spread over six days, throughout the semester. This represents weekly Bard-administered testing of approximately 25 percent of the students studying in Annandale this semester and a small number of employees, randomized across representative sections of the Bard community.

In the case of a positive result from a Bard-administered test, the College will immediately initiate a surge in testing in coordination with our [contact tracing](#) program, testing all close contacts and isolating them while awaiting their test results. Operating together, surge testing and contact tracing will help us to contain any potential outbreak. The College will also coordinate closely with Dutchess County health authorities on required next steps.

We have also created a data dashboard that will enable everyone in the Bard community and beyond to keep track of the testing process and any active cases on campus. Both the testing plan outlined above and the data dashboard can be found [here](#).

We would like to thank everyone - students, faculty, and staff - for their hard work and cooperation in making L&T and student arrivals a success.

from the Vice President for Administration _____

Coleen Murphy Alexander

Health on Campus

We will continue to reinforce one message: our ability to mitigate the risk of COVID-19 on campus is only as good as our individual commitment and behaviors. We have adopted a health strategy built on four simple behaviors (“pillars”) that when combined simultaneously have been proven effective at preventing the spread of COVID-19: Daily Health Screenings, Wearing Face Masks, Physical Distancing, and Proper Hand Hygiene.

Daily Health Screenings

All faculty and staff must complete an online health screening prior to coming to campus each day. A reminder email is sent each morning at 5:00am (Subject: *Daily Health Screening Reminder*) with a link to the daily check-in form. NYS requires the College to maintain and review data on a daily basis.

Face Masks

Wearing a face mask on campus is mandatory. The College’s policy complies with new public health regulations in New York State requiring face masks in “public places,” (Bard campus is considered a “public space”) so both Bard College policy and NYS face mask regulations apply throughout the Bard community.

Physical Distancing

Maintaining 6 feet of physical distance is an effective way to minimize risk because the virus is mainly spread by being in close contact for a period of > 15 mins. Distancing strategies can be applied on an individual level (ie staying 6 feet apart), group level (ie canceling large group activities where individuals would be in close contact), and operational level (ie rearranging chairs to increase distance between them).

Hand Hygiene

Faculty, staff, and students should wash their hands often with soap and water often and for at least 20 seconds, especially when first coming to work, after being in a new and/or public space, after using the restroom, before and after eating, and after coughing, sneezing, or blowing their nose. Soap and water should be used whenever possible, but if it's not readily available then a hand sanitizer that contains at least 60% alcohol should be used. Bard has over 2,000 sinks available for handwashing and 350 hand sanitizing stations located outside offices and classrooms and near doorways in all major buildings.

Mask Respite Areas

Large circles have been painted on the lawns outside Olin Humanities, Reem Kayden Center (RKC), Kline Commons, and Bertelsmann Campus Center to facilitate mask breaks. These lawn circles are areas where individuals (one person per circle) can safely take off their masks while remaining socially distanced and easily seen. The circles are intended as a comfort measure and should be considered when planning lengthy class sessions. **Please do not advise students to remove face masks in class/indoors for mask breaks.** Additional circle suggestions are welcome (please contact Amy Parrella at aparrella@bard.edu). Signage designating and describing the “Mask Respite Areas” will also be placed in these areas for easier visibility and use.

Third-Party Visitors on Campus

Only requests for urgent and/or essential visitors will be approved until further notice. All requests must be done through a formal submission process listed on the Human Resources website: <https://www.bard.edu/humanresources/covid-19/>. Please err on the side of caution and in the best interest of our entire community before making a request to bring a visitor to campus. If it can be done virtually, please do so. We do currently have a small list of essential visitors who come to campus: fire marshalls, service repair personnel, outside contractors, and food delivery who are screened, logged, and required to abide by our health and safety protocols.

Our Community Challenge

We recognize that the return to campus work will be a transition for many and a challenge to all as we assume new behaviors and ways of interacting with each other. It is important to acknowledge all Bard employees who have worked tirelessly and without interruption since March in a collective effort to reopen campus safely. These members of our community have shown that it is possible to keep ourselves and each other safe by consistently observing public health protocols while on and off campus.

Please remember that the degree to which we practice responsible and consistent care for each other now will have a measurable impact on our campus community's health in the weeks and months to come.

Thank you all for your work and dedication to the College and your commitment to returning to Annandale under these new health and safety provisions.

Grading Policy Fall 2020

Voted on by Faculty Senate, August 7, 2020

Bard has a long tradition of faculty autonomy in setting grading criteria for courses based on disciplinary standards and individual faculty members' pedagogical goals. Given the current dual crises of the COVID-19 pandemic and structural racism and violence, our students are differentially affected by a wide range of contextual factors. These circumstances compel us to embrace during the coming academic year the following more flexible grading policy with the aim of generating the best learning outcomes for all students while also addressing practical concerns such as financial aid requirements and graduate or professional school admission standards. At the same time, we recognize that a grading policy cannot address all the inequities that affect the learning process, so we also encourage all faculty members, regardless of discipline, to explore the pedagogical strategies afforded by universal design and open access materials to create the most accessible and equitable learning environments possible at Bard.

During Fall 2020, the Bard grading system will be letter grades as a default; students may request P/F/D at any point, even after receipt of final grade. The decision to change from a letter grade to a P/F/D should involve faculty providing a clear path to what is needed to pass the class and ways in which a student might be supported to do so. No student should have to reveal personal information when making a request to change grading options. If students are uncomfortable approaching their professor about opting for P/F/D grading, they can reach out to their class dean for support and guidance to negotiate the situation. Students will have until the start of the following semester to make a choice about changing the grading option for a class.

Attendance Policy Fall 2020

There are various ways to assess participation and encourage student engagement with course materials that take attendance out of the foreground. The fall 2020 semester will be a time to draw from such models and broaden ways to think about participation. Students should be told not to attend class if they are sick. Instructors should not include attendance as part of their grade for two reasons: (a) students may be absent from class because they are placed into quarantine; and (b) grading attendance will incentivize students to come to class even when they do not feel well, which is the opposite of what we need them to do for public health and safety.

Faculty are urged to keep careful records of attendance in the interest of public health and in order to facilitate contact tracing. But they should explicitly decouple this practice from grading itself. There are many reasons that could account for a student to be absent or to be placed in quarantine. Faculty members should not assume that students who have to miss class, even for personal health reasons, have contracted COVID-19. The health of students and their families is a private matter and should be treated as such. To encourage and facilitate student participation, courses should emphasize optimizing accessibility and allow for multiple points of entry for all learners. Recommended strategies include: creating small note-taking cohorts, using Brightspace or Google Classroom to provide assignments and materials, varying forms of oral, creative, and written engagement, incorporating synchronous and asynchronous group work, scaffolding longer writing assignments, and avoiding infrequent, high stakes testing in favor of continuous, formative assessment.

SUGGESTED LANGUAGE to be included in SYLLABUS: Please do not attend class if you are sick, feel ill, know you may have been exposed to coronavirus, or have any of the symptoms listed on Involvio, the College daily health screen app. You are expected to complete the daily health screening using the College Involvio App before showing up to class; a green pass will give you access to academic buildings. Please note that you will not be penalized for absences. Participation in this course will include online activities that can be completed outside of class.

Privacy Concerns:

The contact tracing process is confidential, and contact tracers will not reveal the identity of any person who has tested positive to the people they speak with throughout the process. Similarly, any information provided about the actions or interactions of persons who have contracted the virus, or their close contacts, will also remain private. This privacy is essential in order for those who have contracted the virus to feel comfortable providing accurate and thorough information about any possible transmission of the virus. Medical information will be kept separate and apart from regular employee files and will not be accessible by anyone other than those with a need to know, and that information will not be used in any future personnel decisions.

FALL FACULTY MEETINGS

Faculty Meetings – Wednesdays 5:40 p.m. (held via Zoom, details sent prior to each meeting by the Dean of the College Office)

September 2, September 30 (faculty-led), November 4, December 16

Executive Committee – Fridays 10:00 a.m. – 11:30 a.m. (via Zoom)

Curriculum Committee – Wednesdays 8:30 a.m. – 10:00 a.m. (via Zoom)

Planning and Appointments Committee – Tuesdays 10:30 a.m. – 12:00 p.m. (via Zoom)

Faculty Senate Meetings – held on the first Tuesday of every month*, 8:30 a.m. – 10:00 a.m.
(*September 1, October 6, November 3, December 1) (via Zoom)

Faculty Evaluation

Following Faculty Senate resolution, the College will continue to adhere to the evaluation practices adopted after March 20, 2020, sharing evaluation file materials electronically. We will continue to follow the outlined policies and procedures in the Faculty Evaluation Document as we adapt them to a secure electronic sharing system. This will begin with the creation of individual electronic open files for each evaluatee to include: open file submission, class visit reports, enrollment report. These materials will be shared across the divisions to ensure access for all before testimony is received by the Office of the Dean of the College and as faculty prepare for divisional discussions. Access to CAFE forms will be discussed and a determination made in September.

*Electronic sharing does not replace hard copy files, they are still available to review in person, by appointment only - please email Rachel Price, rprice@bard.edu, to schedule a time-slot.

Testimony for Evaluation

If you would like to submit a letter to the evaluation file of a faculty member scheduled to be evaluated this semester, it should be signed and sent campus mail to the Office of the Dean of the College or via e-mail as an attachment with electronic signature to doc@bard.edu by **Wednesday, September 16**

Pretenure Evaluations*

Heather Bennett	SMC/Biology
Justin Dainer-Best	SMC/Psychology
Christopher McIntosh	SST/Political Studies
Stefan Mendez-Diez	SMC/Mathematics
Steven Simon	SMC/Mathematics
David Ungvary	L&L/Classics

Non-tenure-track Evaluations**

Samantha Hill	SST/Political Studies
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Senior Evaluations***

Bruce Chilton	SST/Religion
Simeen Sattar	SMC/Physics

*Pretenure and Tenure evaluation testimony is read by the divisional evaluators, the division chair, the Faculty Evaluation Review Committee (FERC), the dean of the college, and the president.

**Non-tenure-track evaluation testimony is read by the divisional evaluators, the division chair, the College Evaluation Committee (CEC), the associate dean of the college, and the president.

***Senior evaluations are generally scheduled every seven years after tenure or a CEC evaluation or in accordance with contractual agreements, and materials are read by the program director, the division chair, the dean of the college

Call for Proposals - *Inclusion Grant Challenge*

Academic Program Inclusion Challenge, 2020-21

The Office of the Dean of the College reaffirms its support for the work of inclusion across academic programs at Bard.

The DoC will offer grants between \$500-\$1000 to academic programs (alone or jointly) that commit to undertaking one initiative to improve access, equity and inclusion for students.

Some examples of initiatives academic programs might propose include:

- Consult with faculty at peer institutions engaging in innovative redesign of intro or gateway courses.
- Sending faculty members to inclusive pedagogy training.
- Developing program specific resources
- Engaging program wide implicit bias training and engaging bias reduction practices.
- Learning intergroup dialogue methods.
- Program retreat to share faculty pedagogical best practice.
- Developing a "First to First" mentor initiative in your program. These are mentor relationships between either first generation undergraduates and first generation faculty or between first generation faculty across disciplines.
- Creating a call for student initiated projects (mini-grants) in your programs that address diversity, equity and inclusion.

These are just suggestions: we encourage you to come up with proposals that speak to the Inclusion Challenge most directly relevant to faculty and students in your program.

Please **submit proposals by September 30th** to doc@bard.edu for projects to be undertaken this semester or next.

from the **Associate Dean of the College** _____

Emily McLaughlin

I am pleased to announce that the College has committed to continue our institutional membership with the [National Center for Faculty Development & Diversity](#) (NCFDD). The NCFDD is an independent faculty development center dedicated to supporting academics in making successful transitions throughout their careers. To date, over 70 Bard faculty and staff members have created individual accounts, and have enrolled and participated in

- Monthly core curriculum webinars,
- Guest expert webinars and multi-week courses,
- 14-Day writing challenges each semester,
- Weekly monday motivator e-mails, and
- Buddy matching (by request).



Later this semester, our office will provide information about the **NCFDD Faculty Success Program** and instructions on how to apply for institutional scholarship support for this transformative 12-week program.

We welcome you to claim your Institutional Membership, and browse the NCFDD resources by activating your personal membership account by visiting www.FacultyDiversity.org/Join and selecting Bard College from the list of members. For more information on how to claim your institutional membership or for guidance in navigating these resources, please feel free to reach out to me at mclaughl@bard.edu.

This membership is a signal of the College's commitment to the professional development and advancement of all faculty. It has been made possible through initial support from the Vice President for Academic Affairs, the Vice President for Academic

Inclusive Excellence, the Dean of Inclusive Excellence and is sustained by the Dean of the College, Associate Dean of the College, and the Center for Faculty and Curricular Development (CFCD).

from the **Center for Faculty and Curricular Development (CFCD)**

Emily McLaughlin, Phil Pardi and Eric Trudel co-directors of CFCD

It is our sincerest hope that the first few days of the new term have been going well for you. The CFCD will be hosting virtual drop-in hours throughout this semester in lieu of gathering in-person in the CFCD Common Room.

Please stop in at any time to ask questions, share tips/tricks/challenges, or just to say hello. Please also expect updates on fall programming in the near future.

This semester we are particularly thrilled to welcome our new senior CFCD faculty fellow, Christian Crouch, who joins returning fellow Justin Dainer-Best!

from the **Faculty Resources Committee**

Bard Research Fund Call for Proposals

The deadline for Bard Research Fund proposals is **September 15** for research funds to be used during the 2021-2022 academic year. Details about this grant and the review process can be found on the dean's webpage www.bard.edu/doc/research/.

from the **Director of the Bard Learning Commons (BLC)**

James Keller

The Learning Commons is home to Bard's writing support and our unique source of collaborative one-on-one writing consultation, learning strategies support, and subject-area specialist tutoring. All tutoring will be online through fall 2020. We provide trained peer writing and reading support as well as discipline-specific and academic skills mentorship on student-preferred social communication apps. Our senior tutors support Bard seniors one-on-one writing their projects; last spring, we worked with more than 25 senior project writers online consistently; and last year, we offered more than 80 total hours of one-on-one writing tutor support and study room sessions for seniors, including four project-writing workshops. Feel free to send seniors to us for one-on-one writing consulting on their projects.

Our tutors delivered over 5,000 hours of in-seat peer instructional and connected learning-based sessions last year. We provide trained peer writing consultants who talk about course readings, practice informal writing as a tool for discovery, help students think through ideas for essay topics, revisit writing that merits revision, generate research questions, develop written arguments, and help take written drafts to the next

level. Students may make appointments for online writing conferences or subject tutoring at a time of their convenience by contacting us at blc@bard.edu. Academic skills mentorship is also available for all Bard students -- taking effective notes; speaking in class; presentations; reading and evaluating sources; integrating and using sources ethically; managing time on tasks, etc. – all in the context of course assignments.

The Learning Commons dedicates our well-known Writing Fellows to classes by faculty request; these highly trained peer writing tutors work with all students in the class one-on-one during the semester to assist students at all levels of drafting, writing, reading, citation, and revision. Writing fellows are happy to collaborate with faculty to provide course and program-specific workshops and support. Contact us if you'd like to explore options for Learning Commons support for your course or program. If you are interested in having a writing fellow dedicated to your course or learning more about this program, please contact me at keller@bard.edu. All BLC tutoring is always free.

Our faculty fielded 18 sections of credit-bearing courses in writing, inclusive pedagogy, composition theory, mathematics, “place-making,” public speaking, and English as a second language. Learning Commons courses remain open to all Bard students. We may be reached at x7812 or blc@bard.edu. Also, visit our web page at <http://inside.bard.edu/learningcommons>. See you in the BLC!

from the **Library**

Betsy Cawley and Alexa Murphy

Here in the library, we've spent the past several months planning how to safely provide library services for this unusual fall semester. We developed a request and contactless pickup system for material from our collection, evaluated and boosted access to key electronic resources, and developed virtual references services so that we can provide “live” library help six days a week. In response to national events, we developed an antiracism resource guide for the community and have formed a Diversity & Inclusion Working Group to establish continual assessment of the library as an inclusive virtual and physical space. Our collections staff have been working to add more open access books, journals, and archives to our rich list of databases and resources.

Meanwhile, our efforts to support students and help them develop research skills continues on. In July, we worked with ECO scholars on a week-long research skills workshop during the summer bridge program. Our instructional librarians supported several OSUN courses with research guides and class sessions. In August, we saw 350 first year students for our library research orientation, Immigrants@Bard, which we delivered in a virtual format for the first time.

This fall, we are planning our usual complement of support programs for students, including drop-in sessions for writing & research support, citation management workshops, and program- and course-specific research workshops. This semester more than ever, students need to know how to access library resources and who they can ask for help. We encourage faculty to reach out to the divisional liaison librarians to discuss how we might support your courses with online research guides, class sessions, and one-to-one support.

During Fall of 2019, faculty at the College along with students and staff expressed concern for ensuring the safety of the Bard community on Annandale Road. During the past year, the following steps have been taken:

- The College has spent more than \$100,000 on new lighting along the road. This was done during 2019-2020 academic year.
- The College has spent another \$100,000 on additional security measures (cameras, additional security staff). This was done during the 2019-2020 academic year.
- The College has acquired legal representation for conversations with Dutchess County regarding future College ownership of the road. This began during July 2020.
- The College is engaged with the Town of Red Hook's Diversity and Inclusion Working Group regarding town police responses to incidents on the road. This began during July 2020.
- Existing student leadership, Campus Security, and B & G are deciding the location for new pole banners announcing, "Blacks Lives Matter" and "Hate Has No Home Here." This began in August 2020.

***a list of Faculty Highlights and Accomplishments is available as an addendum to this newsletter*

**Please visit our website www.bard.edu/doc/
for numerous links and resources for faculty and staff**

Course Continuity Resources and COVID-19 Academic Updates
Faculty Handbook (hardcopies available upon request in the Dean's Office)
Faculty Highlights & Accomplishments past and present
Faculty, Divisional, Senate, and Program Meetings schedule
Faculty Committee meeting minutes
Faculty Meeting minutes
Faculty Evaluation lists and schedules
Faculty Governance Resources
Faculty Committee List
Program Directors List
Faculty Search information
Faculty Transition List
Faculty Guidelines, Higher Education Resources and Support Network information
Faculty Accessibility Guidelines (link to Bard SensusAccess)
Bard Policies for Faculty

Volume 16, Number 1

This letter is intended by the Office of the Dean of the College to make information for faculty more accessible and available in an easy format. Where information is available on-line at our campus website

<http://www.bard.edu/doc>

you will be directed to that page. Please make use of the website; suggestions for posting of information and data are very welcome. The newsletters will be archived on the website. If you have questions or comments about this newsletter, please contact doc@bard.edu.

