

Procedure for Institutions with Significant Experience Offering Programs through Online or Remote Education to Apply for General Approval

Directions: Recognizing that most institutions without general approval from the Commission to offer degrees and certificates through distance education have gained considerable experience in Spring 2020 due to COVID-19. This procedure can be used by those institutions to request general approval to offer degrees and Title IV-eligible certificates through distance education, including online and remote education.

Please limit your report to: 1) the Cover Page for Distance and Remote Education; 2) 5-7 pages for Basic Information; 3) 3-5 pages for your Reflective Essay; and 4) a copy of the OPM contract if you have one.

Basic Information (5-7 pages):

1. Describe the institution’s experience in offering programs through distance education (e.g., before Spring 2020, X programs to Y students over Z semesters; Spring and summer 2020, X weeks offering Y programs [or Y courses] to Z students). Include and differentiate between online and remote education.

Prior to Spring 2020, the only program at MassArt with a significant portion of remote courses was the Master of Fine Arts - Boston Low Residency (MFA-BLR). The curriculum of the low residency MFA program at MassArt has, since its inception in 2005, included remote coursework. The program has two, three-week residencies per year. In between residencies, students enroll in remote/online critical studies courses at MassArt, while engaged in face-to-face work with a studio mentor.

MFA- BLA program trend analysis												
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017- 18	2018 -19	2019-20	2020-21	Total
New enrolled			7	12	7	5	14	12	19	8		84
Degree awarded				0	7	11	8	4	12	9	9	60

All online courses have been guided by best practices in remote/online education, including providing synchronous and asynchronous components, having a strong faculty presence in the online classroom, offering individualized attention and feedback for each student, building community-focused work into syllabi, including multiple modes of communication and engagement (text, video, links, chats, recordings, etc), incorporating large and small group discussion and critique, including multiple checkpoints through the semester, and employing a pedagogical approach that engages students in problem solving strategies that encourage retention and commitment through the trajectory of the course.

Successful remote/online teaching and learning requires infrastructure, and MassArt has a strong infrastructure that has, through our low residency program, demonstrated its ability to offer extensive student and faculty support online. Supports include a skilled technology department with staff who provide guidance to faculty teaching in the online environment and to students who need support. Our experiences with the MFA-BLR provided examples and best practices for us to learn from in our quick shift to remote in March 2020 and in our subsequent planning and implementation of our hybrid/remote Fall curriculum.

The March 2020 shift to all remote courses and subsequent summer of all remote courses resulted in:

- SP20: 2088 total students and 855 courses
- SU20: 353 total students and 98 courses

Rather than using the terms ‘remote’ and/or ‘online’ to denote a particular place, distance, or modality, MassArt prefers to make a distinction in the kind of instruction often associated with those terms. MassArt has chosen to use the term 'remote' rather than 'online' learning because online teaching and learning connotes a student only interacting with a screen. Remote encompasses a more multimodal approach wherein students are being challenged to engage with content, materials, and their environment in new and innovative ways. Faculty are creating imaginative new approaches to their courses. They are taking advantage of various remote platforms, software, and materials that can be used off campus to offer students the opportunities necessary to achieve the high expectations and learning goals we have for them. And, we are using and creating virtual access to digital spaces in ways we have never done before.

2. Please describe the technical infrastructure that will support remote or distance education. Indicate the investments in technical infrastructure, staff hires, training and professional development made to support online and remote education and those investments planned for the academic year 2020-2021.

MassArt accesses the Colleges of the Fenway Area Network (COFAN) with speeds of 10gpbs (up and down) - COFAN is in that sense our Internet Service Provider (ISP). The network is shared by the five COF schools (MassArt, MCPHS, Simmons, Emmanuel, and Wentworth Institute of Technology).

The Technology department infrastructure team, consisting of three staff (system administrator, network engineer, and network and systems specialist), services the local area network (LAN) and assures connection to COFAN for internet connectivity. Connectivity is achieved via multiple fibre links between two cores, one hosted at MassArt, the second at Wentworth Institute of Technology, which are connected via 40gbps fibre links, and provide fail-over to each other (if core 1 is disrupted, all internet traffic fails over to core 2, and vice-versa). COFAN’s primary infrastructure is hosted by the Markley Group in downtown Boston, and the COFAN service is provided via a combination of ISPs (Cogent, GTT and Crown Castle), support providers (Markley, Integration Partners), and peering agreements (Boston IX, Apple, Netflix, etc.)

Ellucian Colleague (v18) is the College’s Student Information System, and we use Moodle (v3.7), hosted via Moonami, as our Learning Management System (LMS). MassArt also has Google’s G Suite for Education, and some faculty utilize Google Classroom, Google Meet, Google Chat, and Google Apps (Docs, Sheets, Drive, Slides, etc.)

The Client Services team manages the help desk, and utilizes JIRA Service Desk (v 7.13.12). Infrastructure and enterprise security are managed by the infrastructure and enterprise applications team (six staff total), and include scanning (vulnerability and SIEM), the use of firewalls/VPN, network access control (NAC), and system and application hardening, IDM/IAM, directory services, authentication and authorization (via LDAP, AD, SAML, oAuth), and server patch management.

Endpoint security is managed by the Client Services team (currently five) and includes malware and endpoint encryption software (Sophos), binding endpoints to the domain, and centralized endpoint patch and configuration management (via GPO for Windows, JAMF Pro for macOS/iOS/Android). Enterprise infrastructure and on-premise enterprise systems utilizes enterprise-class backup (via redundant UniTrends appliances in two different locations), and endpoints are backed up to an enterprise-class cloud backup solution (Code42/CrashPlan). Email is backed up using Google Vault.

Verification Procedures

Our plans are in line with the Higher Education Opportunity Act of 2008 (HEOA) requiring institutions receiving Title IV funding to verify the identities of distance education students in requiring a username and password to access academic and administrative systems, applications and services, including our LMS, SIS, cloud/hosted resources (library databases, LinkedIn Learning, Adobe Creative Cloud, Zoom, etc.). A student who registers for a course receives a paper copy of their network identity signifier (the NetID) and a randomly generated password which must be changed when they first login. Students are only provisioned with a NetID with the authorization from the appropriate and authorized staff in Academic Affairs: the Registrar, the Office of Graduate/Certificate Programs, Professional & Continuing Education, or Youth Programs. IDM/IAM, authentication and authorization to systems, applications, services, devices, etc. is managed by the Technology department, with the input of Academic Affairs. Students arriving on campus for the first-time are provisioned with a physical ID card by Public Safety, in person, after proving their identity with a qualified, government-issued ID. Students are provisioned with swipe access to locations on campus which are appropriate for their major and status.

Technology Needs Adapting the Curriculum in Spring

After three weeks in remote teaching and learning, the Technology department sent out an all faculty confidential survey to formally assess technology supports as well as immediate software and other professional development needs for the academic environment. Fifty-one percent of faculty responded to the survey (164/322). Due to the hands-on nature of many courses across the curriculum, it was not a surprise that over 80% of MassArt faculty responding to the survey indicated spring 2020 was their first foray into remote teaching and learning. From responses, Technology was able to determine:

- Which faculty members needed upgraded College hardware (laptops, tablets, webcams, microphones, etc) in their home teaching offices/studios to continue to support high-quality education, and worked with the business office to purchase and checkout those devices
- Which hardware and software needed additional online resource materials and live/recorded professional development sessions to support faculty in this transition
- Which tools were working best for faculty, and for students according to faculty respondents

As a direct result of this survey, Technology purchased or provided:

- Zoom – this tool was needed as an additional online meeting resource because this system was preferred to Google Meet by students and faculty for ease of use, intuitive screen sharing, and enhanced audio/video quality
- Adobe Suite/Cloud- Students and faculty across programs use Adobe in their courses and without access to campus classrooms and technology labs, this site-wide licensure provided equity to faculty and students regardless of individual ability to pay for the personal license
- Additional Hardware for check-out – Faculty who did not own a tablet, laptop, or desktop device and self-identified in the survey were provided these through TechCentral on a case-by-case basis
- LinkedIn Learning (formerly lynda.com) – Access to this online video training system allowed faculty and students to access tutorials for Zoom, Google Meet, Google Classroom, Adobe, and other critical tools
- Internal Wiki Pages – Technology also updated internal pages to provide guidance and links for faculty, staff, and students as these new tools and updates became available

3. What orientation and professional development is offered to faculty members to teach remotely or online? Do you have a process to encourage, monitor, or ‘certify’ faculty to teach online?

After the rush to teach remotely this past March MassArt dedicated time this summer to better prepare faculty for the upcoming fall semester. This professional development was divided into three areas of focus: pedagogy, studio arts, and technology.

Pedagogy and Studio Art

Each training consisted of three sessions, one per week, with each session lasting 90 minutes. Sessions were recorded and made available online for those who could not attend the live sessions. Faculty were provided stipends to attend the summer sessions. The first was a group of sessions focusing on Designing Online Learning for Student Engagement led by Laura Saunders, Associate Professor at Simmons University School of Library and Information Science. The second group of sessions focused on Studio Teaching and Learning in a Remote Environment led by Clara Lieu, critic in the Division of Experimental and Foundation Studies at RISD. Topics covered under studio arts were:

- Shifting Your Mindset to Teach Remotely
- Platforms, Communication, and Managing Content
- Technology & Equipment

Topics covered under pedagogy were:

- Designing for Engagement & Student Success
- Designing for Engagement: Student-to-Instructor & Student-to-Content Interaction
- Designing for Engagement: Student-to-Student Interaction & Student Success

The technology portion was covered through our IT department and delivered by Patrick O'Connor, Antony Flackett, and Margaret Young who covered the following topics:

- LinkedIn Learning
- Remote Learning: What did and didn't work this past spring
- How to use Break out rooms in Zoom
- Recording Demos & Teaching Tools and Tips in Zoom
- Teaching with Google Drive and Google Classroom
- Strategies for Archiving Student Work

There is no remote teaching certification per the Massachusetts State College Association collective agreement. However, MassArt is a member of the Colleges of the Fenway consortium, and the annual Teaching and Learning conference this academic year will be in the spring and focus on faculty presentations of what they learned, what they will continue, and how they assessed student learning in the remote/hybrid environment.

4. How are you ensuring the academic integrity for students in online classes?

The academic integrity of our remote courses do not deviate from the Massachusetts state universities adherence to a shared governance model for academic oversight. This ensures faculty participation and assures the quality of the academic programs from a broad range of perspectives. Shared governance follows a committee structure in which members consist of faculty and librarians, administrators, and students. Faculty and librarians are voted onto committees by their membership, the Student Government Association selects students, and vice presidents assign administrators. The All-University Committee (AUC) seeks input from the broader MassArt community and monitors the proceedings of all other standing governance committees. Any charge involving changes to undergraduate academic programming and policies must first be considered by the AUC. Charges may then be sent to appropriate standing committees for consideration and recommendation before coming back to the AUC for final approval as a recommendation to the Provost and President. Standing committees include Curriculum, Academic Policy, and Student Affairs. The Graduate Council under the direction of the Dean of Graduate Programs governs graduate programs' curricula and policies. In addition, each academic department has a departmental curriculum committee of faculty and students that reviews current offerings and considers new courses. The department chairs have taken a central role in ensuring the academic integrity of the remote courses. The departmental learning goals and the university-wide learning goals remain the same. While the format and methods of instruction may have changed, the expectations also remain the same.

The Dean of Graduate Programs provides oversight of the graduate degrees and certificate programs; the Director of Professional and Continuing Education oversees certificate programs and adult courses; and the Director of Youth Programs oversees those programs. They report to the Provost, ensuring all programming meets quality standards of the institution and our accreditors and determining available and appropriate resources.

Taken together, the shared governance model, departmental committee structure, inclusive membership, and the critique/review assessments endemic to art and design higher education (in-person, hybrid, and remotely) ensure broad and deep participation in the academic mission of MassArt.

5. If you have signed an agreement with an Online Program Management group, please indicate the name of the OPM, the length of the contract, and the percent of revenue shared with the OPM. Please indicate the investment the OPM is making in the institution and attach a copy of the contract.

MassArt does not contract with an OPM.

6. How are students oriented toward and supported in distance education? How does the institution ensure the students have the technology and sufficient internet connection to study through distance education? How are student support services (e.g., advising, counseling, career services) made available to students studying remotely/online?

During the summer MassArt created several online orientation materials for students to prepare for the fall semester of hybrid/remote courses. These can be viewed using the following links:

- <https://massart.edu/guide-remote-learning-skills>
- <https://massart.edu/zine-guides>

Student Support Services, including advising, coaching, and tutoring, are continuing in the remote environment through the Academic Resource Center (ARC). The ARC has been using an online appointment software for a number of years and promotes the link through our website, orientation materials, and outreach information. Meetings between ARC and students take place virtually via Google Meet or Zoom. Tutors have been using Google docs to review student work remotely. Students seeking skills for remote learning are encouraged to meet with a coach or one of our four peer advisors. Information for successful remote learning is on the College's Return to Learning and Making Website (link above). In addition, Student Development has scheduled an outside consultant to provide remote learning workshops.

MassArt also instituted a Bring Your Own Device (BYOD) policy to ensure students had access to the technology needed for them to be successful in their year/major. By adopting the BYOD policy, we also ensured that students could access financial aid to assist in the purchase of their device. Based on student survey data collected in the spring semester, we knew that over 90% of students already had a sufficient device. The device requirements were done in consultation with faculty and studio managers. The requirements can be viewed at: <https://massart.edu/sites/default/files/DeviceReqs.pdf>.

Counseling and Wellness also continues to support students in the remote environment. Students can reach counselors via email or phone to set up appointments. Appointments will be held via Zoom or phone, based on preference. Information on outside resources are available on the department's website.

Career Development continues to support students engaged in a remote/online learning environment. Students are advised to schedule one-on-one virtual appointments with Career Development staff for internship guidance and preparation, assistance with creating LinkedIn and Handshake profiles and career counseling. Career Development staff set up a google chat or Zoom meeting for requested appointments. The MassArt credit-bearing internship program successfully transitioned in person internships at a company site to remote learning for student interns, their company internship supervisors and the faculty internship advisors. Remote internships are encouraged and supported for Fall 2020. Career Development and Alumni Relations work together to identify MassArt graduates as classroom guests. In addition to an online career resource library, the office sends students a weekly internship highlights email as well as a Jobs/Opportunity highlights email. After a student graduates from MassArt, Career Development is free and accessible to graduates.

7. Please briefly describe how special subjects (e.g., science labs, dance classes, clinical rotations) are taught, whether remotely/online or in person on campus.

The best way to describe how art and design education happens in the remote/hybrid environment is through three different departments' descriptions of their fall plans:

Studio Foundation (first year students)

Most First-Year Studio Foundation courses will use a hybrid model with some instruction happening on campus. Some sections will be completely remote with access to work space on campus. This plan allows for a safer learning environment for all. Our classrooms will be structured using measures for physical-distancing while maintaining the rigor and history of our studio program. In addition, upon arrival to campus in September, all First-Year Students will receive pre-assembled "studio artist kits." These kits include the basic tools and materials that all First-Years will need to begin their journey at MassArt in Drawing, 2D, 3D and 4D required courses.

Animation

All MassArt Animation courses will be conducted remotely for the fall semester. Curriculum and learning goals remain the same, while the delivery modes will be customized for each course in question. The use of scheduled class time will vary, but in general students can expect a mix of real time critique of student works in-progress, both in class and out of class screenings and conversation, lectures, student work time, assignment explanation and demonstrations. Asynchronous feedback and communication will occur between class meetings as needed either through written or recorded feedback. The actual act of teaching and learning remotely will be incorporated into course offerings as an ongoing lesson on how to more effectively work remotely in the field of animation.

Studio for Interrelated Media (SIM)

The Studio for Interrelated Media will continue to be a laboratory for traditional and innovative methods in the presentation of contemporary artwork. This fall, instead of a single "Big Show" SIM Department exhibition, the department is expanding its production experiments to embrace the online, virtual

exhibition space in a series of hybrid productions using a variety of webcast technologies. Most of the SIM elective courses will be delivered remotely. A distributed training in techniques for sound studio, performance, graphics, programming and concept development will continue, supported with the necessary software and hardware "kits". Content created in the elective courses will contribute to the hybrid productions of the Major Studio course, which may include periodic on-campus recording of sets and performance with small numbers of students, faculty and staff, assuming this can be done safely.

8. How has/will the institution ensure that remote/online courses operate in a manner consistent with the Commission's policy on the credit hour?

Courses offered in concentrated time periods, remotely, and hybrid models must demonstrate an equivalency of contact time and outside work time that approximates a total of 45 hours per credit. Likewise, the courses must demonstrate to the program faculty, department chair, governance committees, and administration that the learning goals, rigor, and expectations are in accord with more traditional time periods and modalities. The rigor is demonstrated through projects and assignments within these offerings that call for reflection and analysis of the subject matter. However, MassArt courses often additionally require the creation of new forms that demonstrate critical thinking through making, along with critical dialog through presentations and critiques.

9. How does the institution ensure ADA compliance for distance education?

Student Accessibility Services reaches out to current and incoming students with documented disabilities to ensure equal access to the remote classroom. Common accommodations, such as note taking, additional breaks, text-to-speech software, and additional time for tests are all possible in the remote environment. In addition, Communication Access Real-time Translation (CART) services have been contracted through Massachusetts Commission for the Deaf and Hard of Hearing for students with hearing impairments or challenges with auditory processing. Information on Student Accessibility Services is available on the Academic Resource Center website and introduced to incoming students through the online Orientation program.

10. How is the institution ensuring that achievement in classes taught remotely is comparable to classes taught in person?

Evaluation of student learning and the awarding of credit are based upon clearly stated criteria that reflect MassArt's focus on student learning and the expressed learning outcomes. The grading guidelines are published in the student handbook and on the website. Course syllabi detail the grading criteria as well. Faculty are required to present students with the course syllabus at the beginning of the semester. Syllabi are expected to include learning outcomes, connections to departmental learning goals, means of assessment, and the grading system employed. All syllabi are uploaded online by faculty for institutional record and review.

Awarding of credit is consistent with Commission policy and the course content, appropriate to the field of study, and indicative of the level and amount of student learning. Academic content for all credit-awarding experiences is also overseen by faculty and administration, including faculty collaboration with Career Development for internships, and Academic Affairs for independent studies.

Reflective Essay (3-5 pages): What did the institution learn from its experience with offering courses remotely/online during the Spring 2020 COVID-19 experience; describe the evidence you gathered and how it was reviewed? What improvements have you made? What are areas for needed ongoing improvement? What are institutional plans to address those areas of needed improvement?

The College's response to the pandemic involved cross-campus collaboration among faculty, staff, administration, and students. Efforts demonstrated the community's immense creativity, resilience, and agility to pivot the semester in-progress to continue providing a high quality art and design education.

Campus leadership communicated with faculty and students to extend spring break by an additional week to plan for the transition, consequentially extending the end of the semester by one week as well. During this transition and every week through the remainder of the spring and throughout the summer, department chairs across 17 departments, the Senior Vice President and Provost, Academic Affairs staff, and Technology met weekly to address immediate needs, challenges, and to discuss common and creative solutions. This weekly dialogue facilitated the ongoing exchange of best practices among departments and allowed for faculty expertise sharing through peer-to-peer mentoring connections.

As noted in the technology adaptations previously, the Technology department sent out an all faculty confidential survey after three weeks in remote teaching and learning. Faculty expressed in the open-ended comments for this survey about their ongoing concern for the well-being of students, including students experiencing illness themselves or in their household, working as frontline essential workers, food insecurity, supply needs, device access, wifi/connectivity issues, and other impediments to their spring semester success. In April, Institutional Research, Effectiveness, and Planning worked with Student Development and the Office of Justice, Equity, and Transformation to design a student pulse-check survey to collect these needs. These offices coordinated with others areas on campus to form a team of individuals to respond to the needs raised by students.

Student Supports in COVID-19 Impacted Spring 2020

The student pulse check survey sent in early April with reminders throughout the end of the semester resulted in a 46% response rate from our degree and certificate students, across graduate and undergraduate programs (861/1,857). Students who self-identified needs in this instrument were connected with a resource from the Academic Resource Center, Dean of Students Office, JET Office, or Compass to follow up and ensure the student received the support needed to continue successfully in the spring semester. A group of staff from these areas as well as Academic Affairs, Financial Aid, and Student Payments assembled as a Re-ACT team and met weekly through the end of the spring semester,

and bi-weekly through the summer to continue to discuss immediate and emerging students needs. This group is reconfiguring to continue its support for students in need for the fall.

Some highlights from the Student Pulse Check survey in spring 2020:

- Just over 11% (96/859) of student respondents identified as experiencing food insecurity
- More than 43% strongly or somewhat disagreed about having the supplies needed to complete their spring projects remotely
- The overwhelming majority of respondents noted being able to reach support systems at the college in a timely manner in the remote environment:
 - 87% agreed or strongly agreed they could reach a faculty member
 - 85% agreed or strongly agreed they could reach an advisor
 - 86% agreed or strongly agreed they could reach a studio manager
 - 74% agreed or strongly agreed they could reach a counselor from the college's Counseling and Wellness Center
- The survey instrument collected supply needs students were experiencing by course. These data were tabulated by discipline and shared with department chairs over the summer so that these needs could inform remote supply kit planning for the fall 2020 semester by major.

Aid and support disbursed to students through June 2020 as a result of the student pulse check survey and Re-ACT teamwork:

- 84% of all degree and certificate seeking students received some form of aid in spring 2020 after the COVID-19 pandemic impacted the academic experience. Students received this aid through the CARES Act, ReACT grants, SGA Supply funds, or the College's Compass Program. Total aid disbursed across these programs was \$595,116, with an average aid award per student of \$381.73.
 - \$4,200 total was disbursed to address food insecurity (ReACT)
 - \$15,500 total was disbursed to address housing insecurity, supplies, and other non-food/technology impacts to student success (ReACT)
 - \$1,450 total was disbursed to address technology supply needs (ReACT)
 - \$555,600 total was disbursed through the CARES Act for Title IV eligible students
 - \$17,781 total was disbursed for student material and art supply needs through the Student Government Association. These funds were outstanding from the student fees account for programs, trips, and events cancelled in the spring due to COVID-19.
 - \$584 total was disbursed through our Compass program in direct support of Compass student needs. These funds were raised by Institutional Advancement to support our low-income, first-generation and/or BIPOC students in Compass.

Faculty Assessment of Spring 2020 and Planning for Fall 2020

On June 2, after finals and final reviews were completed, Academic Affairs and Institutional Research, Effectiveness, and Planning crafted and sent a spring assessment and fall planning survey to all faculty. The survey was anonymous and several email reminders were issued throughout the month of June. The

survey was closed on June 26 with a 56% response rate (181/322) overall, 69% response rate for individuals self-identifying as full-time faculty and 49% for adjunct faculty respondents. Results from the survey informed fall 2020 planning efforts in Academic Affairs and the summer Continuity Task Force, and results of the survey were presented to department chairs in July.

Highlights from the assessment and planning survey included:

- A confirmation of top student needs/obstacles to spring semester success- access to a reliable internet connection, family illness/wellness concerns, personal wellness/illness concerns, late or incomplete assignments, course supplies/resource needs, and access to a digital device.
- About half of faculty respondents had one or more visiting artists or lecturers in spring of 2020; more than 70% planned to have at least one visiting artist or lecturer in the fall 2020 semester. Academic Affairs worked with department chairs to budget for these guests accordingly.
- Faculty confidence in using technology to support course learning goal attainment had increased since the initial technology pulse check survey in March. However, there was still opportunity to build more confidence in online instructional technology resource literacy/capacity in some departments as well as foster increased collaboration between Academic Affairs and individual faculty for a successful transition to hybrid/remote learning in the fall. These data directly influenced the live and recorded professional development sessions for faculty in July and August (see earlier section on faculty PD).
- Academic Affairs looked at advisee loads of full-time faculty respondents, overall and by department, as well as average minutes spent per advisor-student interaction on academic and career planning, fall 2020 course registration, and COVID-19 impacts on student educational experience. Using this data, Academic Affairs reached out to outliers in terms of advisee loads and extremes in average minutes by student topic to develop strategies to manage student-faculty expectations and anticipate advising times needed leading up to spring 2021 registration. The College calendar has built in an additional week of advising time leading up to spring 2021 course registration opening as a result of the data collected and consequent conversations.

The final aspects of the faculty survey focused on understanding of communications sent out to faculty as of the survey date about health and safety preparations for the fall, what faculty were most looking forward to about returning to campus, and outstanding comments. These survey areas helped the Continuity Task Force plan additional materials and updates to the community, and informed Cabinet's communications both in emails as well as live Virtual Town Halls for faculty, staff, and students throughout the summer.

Campus De-densification and Student Studio Access

Many students left supplies and tools on-campus prior to departing for spring break in 2020. After the announcement about impact of COVID-19 and the transition to fully remote for the remainder of the spring semester, many students found themselves without the tools, materials, and supplies needed to complete their projects. Through the student and faculty pulse check surveys as well as faculty creative adaptations on assignments to meet course learning goals, projects were adjusted and supplies sent to students in need. This quick adaptation did not replace the utility of studios and studio camaraderie in

spring projects, and the lack of workspace at home as well as lost sense of community through studio workspaces were strong themes that appeared in both faculty and student feedback surveys.

Early on in summer planning for fall 2020, Academic administration recognized the need for campus de-densification adapting to ongoing health and safety updates from the state, department of higher education, and Centers for Disease Control, and City of Boston entities. Academic Affairs worked closely with studio managers on these guidelines to determine occupancy for classrooms and studios across campus. Institutional Research, Effectiveness, and Planning created an interactive visual heat map of the fall 2020 course schedule as of May 2020, examining student density by day of the week, time block (morning, afternoon, evening), building, and floor. Using this tool, Academic Affairs and Facilities Management began strategizing on ways to redistribute classroom assignments and studio equipment (where moveable), as well as planning potential cleaning schedules and time gaps needed for safety. Each month throughout the summer, this heat map tool was updated to show progress in campus de-densification efforts as department chairs and faculty continued to work on course designations as hybrid/remote and Academic Affairs and studio managers worked on space changes with department assistants.

Campus leadership stated in summer Virtual Town Halls the importance of prioritizing the campus as an academic resource for the fall, meaning as many staff areas would be transitioned to remote work as possible while maintaining current levels of service to the community. This strategy was emphasized so that we could have student use of studios and access to tools, a theme that appeared prominently in faculty and student pulse check surveys from the spring. Institutional Research, Effectiveness, and Planning as well as representatives from Student Development hosted two virtual focus groups in June for students about studio use and fall expectations for studio access. Thirteen students across eight disciplines participated in these discussions, and the following findings were noted for fall 2020 planning:

Themes in Studio Use:

- Synergy, collaboration, receiving faculty and peer feedback in hybrid/remote studio
- Assumptions surround access to materials, and space to work with when remote
- Studio use for non-department/ mixed media projects in a hybrid environment
- Hybrid/ Remote exposure to expensive equipment, tool use, feeling like falling behind
- Health and safety considerations for hybrid and remote studio use

The majority of students spend 5-9 hours in studio each week during class, and then roughly 40% of students spend 10-14 hours and 40% spend 15+ hours in studios outside of class.

The result of these focus groups and previous input from faculty and students in surveys was the creation of a weekly studio and study space scheduling tool and system. In the process of creating this tool, Academic Affairs was able to work with departments to determine available studio use times outside of hybrid classes, caps for these times, and create a reservation system with health and safety in mind for fall 2020. Use of a scheduling system for space access will be a culture shift for our student population, who in the past has been used to coming and going freely throughout the week and weekend to work with

campus spaces and tools. The first week of scheduled weekly access (outside of already assigned major access times) will begin the first week of October 2020.

For programs and courses that are completely remote, the College used data from the spring about student supply needs as well as faculty materials lists gathered over the summer to create remote studio kits and mail these to students or make these available for pick up. The College used approximately \$300,000 in additional CARES Act aid to fund these kits at no cost to students. Remote majors are still able to access campus using the weekly Studio Scheduling System, and study spaces with wifi access can be reserved for remote students with internet connectivity issues at home. The voice of the students about the importance of studio space and campus access directly informed these decisions and Administration's space use prioritization for campus as a resource has allowed for access while exceeding health and safety recommendations. Seventy-six percent of sections are remote this fall, and campus buildings are less than one-third the occupancy of fall 2019 when compared day-to-day in fall 2020. This de-densification allows for prioritization of student project-based and study-based equitable space access for this fall.

Conclusion

MassArt has proven itself an agile organization both pivoting to remote learning in spring 2020 and developing a hybrid/remote model for education in the fall. To continue to build on this foundation, Academic Affairs will continue to offer ongoing faculty professional development throughout the 2020-21 academic year coordinated through the Dean of Faculty. The Dean of Students office, CARE, and ACT teams will continue to respond to student needs, like food and housing insecurity, as well as guiding students of concern as referred by faculty and staff. College strategic teams, like the Strategic Enrollment Management group, will continue to engage students on leave of absence and new students who deferred to spring 2021 or fall 2021, as well as proactively communicate resources and support available to students and recent alumni. Institutional Research, Effectiveness, and Planning will work with the Cabinet on timing and refinements to another student pulse check survey in late October/early November. Cabinet is reviewing the successes of summer 2020's Continuity Task Force and determining the next iteration of this model to engage the community and partner in the work for our transition from fall 2020 to spring 2021.