

UC San Diego

**CENTER FOR FACULTY
DIVERSITY AND INCLUSION**

SUPPORTING STUDENTS THROUGH THIS TRANSITION

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UC San Diego

CENTER FOR FACULTY DIVERSITY AND INCLUSION

The Center for Faculty Diversity and Inclusion provides leadership and works collaboratively to cultivate an academic culture of inclusive excellence.

- Transformational change
- Cultivating faculty success and leadership
- Fostering civility in academia
- Recruiting and retaining diverse faculty

[Facultydiversity.ucsd.edu](https://facultydiversity.ucsd.edu) | Vcedi-faculty@ucsd.edu

This Session will Cover

- **Knowing Your Students' Realities**
- **Technology & Equipment**
- **Optimizing Communication and Engagement**
- **Being Flexible with Delivery and Approach**
- **Supporting the Mental/Emotional Wellbeing of Students**
- **Other Resources**

Knowing Your Students' Realities

Challenges Students are Facing

PERSONAL

- Uncertainty and anxiety of pandemic
- Housing or food insecurity due to loss or loss of employment and incomes for selves or family members
- Working side jobs to support family—for some students, BOTH parents are losing jobs. Some students may even be asked to postpone their education.
- Stress of hiding aspects of identity from family, including LGBT students who may not have come out to their families
- Other?

Challenges Students are Facing (Continued)

ACADEMIC

- Fear of impact on academic career/ graduation goals
- Navigating new technologies
- May not have access to equipment or internet
- Multi-generational households may offer limited space and privacy
- Loss of connection with professors and staff
- Loss of opportunities such as Lab experience, internships, access to preparation programs
- Friendships and social networks compromised
- College experience altered
- Concern for Family and Friends
- Some students dealing with family members lacking health services, fear due to documentation status in U.S.

15 college students on how COVID-19 derailed their lives

- Colleges across the United States have cancelled classes and vacated campuses as the Coronavirus pandemic grows.
- Students across the country told us the unexpected challenges brought about by COVID-19.
- College students speak about dorm closures, displacement, online classes, and commencement cancellations.

Imam, Medha.

Business Insider, April 3, 2020

Source: <https://www.businessinsider.com/college-students-coping-covid-19-coronavirus-2020-4>

UC San Diego COVID-19 Support for Students

STUDENT AFFAIRS

- Supporting Students
- Remote Learning
- Housing, Dining, and Campus Facilities
- Health and Well-being
- Additional Updates

Source: <https://digitalllearning.ucsd.edu/instructors/resources/remoteinstruction/index.html>

UC San Diego Resources for Student Success & Retention

Spring 2020 Support for Students

- Academic Enrichment Programs
- Chancellor's Associates Scholars Program
- Office of Academic Support & Instructional Services
- Student Success Coaching Program
- Student Veterans Resource Center
- Transfer Student Success
- Undocumented Student Services

Sources: <https://successcoaching.ucsd.edu/spring-2020-support/index.html>, <https://srs.ucsd.edu/support/index.html>

UC San Diego Support for Underrepresented Students

Learn about these student populations at UC San Diego, and how best to support them.

- ❖ **First-Generation Students**
- ❖ **Underrepresented Students**
- ❖ **Military Affiliated Students**
- ❖ **Undocumented Students**

- Defining the Population
- Statistics
- Best Practices to Support
- Resources, Articles, Professional Associations & Other Links

Source: <https://srs.ucsd.edu/support/index.html>

UC San Diego Resources for People with Disabilities

The **Office for Students with Disabilities (OSD)** at UC San Diego works with:

- Undergraduate, graduate, and professional school students with documented disabilities, including student veterans
- Faculty/staff who provide accommodations to students

DisAbility Counseling and Consulting (DCC) provides disability management and job accommodation services to UC San Diego faculty and staff who have a medical condition (physical or mental) that interferes with their ability to work or return to work.

NOTE: if students need transcripts for videos and lectures, zoom will generate a transcript, although one has to edit it for accuracy. Canvas also will caption videos but it's not 100% accurate.

Sources: <https://osd.ucsd.edu/>, <https://blink.ucsd.edu/sponsor/hr/divisions-units/disability-counseling-and-consulting.html>

Break for discussion

Technology & Equipment

UC San Diego Tools for Remote Learning

Student Loaner Laptop Request Form

Students may request a loaner laptop for the period in which they will be learning remotely due to the COVID-19 pandemic.

Access Free or Discounted Software / Internet / Data during COVID- 19 Period

Adobe Creative Cloud and Internet Service provider offers available.

ITS Request form for Connectivity

Hotspots distributed for anyone with no means of connectivity (as available).

Sources: <https://eforms.ucsd.edu/view.php?id=490887>, <https://blink.ucsd.edu/technology/file-sharing/remote-work/tips.html#Tech-Tips-for-a-Smoother-Remote>, <https://powerforms.docuSign.net/ecda2a1d-83ac-463e-882d-62373a9ba931?env=na1&acct=6371e373-11ff-4359-aa24-bf2ccbddc944>

UC San Diego Student Support for Remote Learning

THE TEACHING + LEARNING COMMONS

- Student Academic Support
- Experiential Learning Support
- Remote Learning Strategies
- Academic Integrity

Source: <https://commons.ucsd.edu/covid-19/students.html>

Helping Students Use Canvas

- **How are you interfacing with Canvas?**
 - Have you experienced any delays or difficulties?
 - Informing TAs about the grading feature (make grades private)
 - Using canvas to post recordings of the class lecture, recorded lectures
 - Checking e-messages in canvas to respond to students

Make Sure Students Know About and Can Access Resources

- Share campus support resources with students early and often
- Consider including key resources with links in a welcome email, mid-quarter check-in, or as a stand alone document in Canvas or on Google drive.
- Talk to students who may need encouragement to access resources
- Use office hours and open discussion time during lectures to allow students to share concerns and challenges that may be affecting their learning; express compassion and care, while maintain expectations
- Be prepared to give students the number to campus counseling and other support

Optimizing Communications & Engagement

Inclusive Virtual Learning Tips

- **Zoom--use a password to your zoom session**
- **Create a zoom room**
- **Inform students that they can change their screen name (to protect identity)**
- **Utilize breakout rooms for interaction discussion loop**
- **Use the chat feature in class, or raising hand to solicit questions**
- **Use polls in class for real time feedback**
- **Mid quarter survey of your students**

Other Tips for Supporting Students

- Consider providing additional office hours to have more one-on-one time with students
- Consider providing office hours at different times so that students working, in different time zones, etc. can also benefit
- Prioritize office hours for TAs for additional “face time”
- Build in open mic time during lectures for additional engagement

Synchronous & Asynchronous Instruction

QUESTIONS TO CONSIDER

- How are you interacting with students?
- How have you been able to create time for engagement?
- How are you soliciting feedback?
- If asynchronous – consider what you're delivering and find a balance by complimenting with a live component and additional office hours

RECOMMENDATIONS

- Open comment section
- Save chats to reflect on questions you are receiving during class
- Compare benefits of live lectures with asynchronous

3 Principles for Safeguarding Student Success in the Transition to Remote Instruction.

1. We cannot rely on synchronous instruction during a pandemic
2. Prioritize remote student engagement and support
3. Now is not the time to reinvent the wheel—use resources

Ho, Melanie.

EAB: Education Technology, Services, and Research, March 16, 2020

Source: <https://eab.com/insights/expert-insight/strategy/3-principles-for-safeguarding-student-success-in-the-transition-to-remote-instruction/>

Handling Extensions as Equitably as Possible

- If a student requests an extension, probably others also need one and may not speak up for a variety of reasons
- Remind the entire class to notify professor if an extension is needed
- Be transparent with students around the challenges and logistics of an extension (e.g. might receive grades later, they may have less time to integrate feedback before final grades, etc.)
- Consider opening up the extension to the whole class. Some students may feel like a failure and need encouragement to come forward
- No rolling deadlines. Set the same extension deadline for everyone so that those who need extra time get the same amount
- Exception: If there's a death in the family, treat it like bereavement (give students 10 days – 2 wks)

THANK YOU!

Additional resources



University of Washington Center for the Science of Social Connection

STAYING CONNECTED DURING COVID-19

The University of Washington's Center for the Science of Social Connection has compiled ideas to inspire creativity using online platforms for:

- How to Stay Connected
- Reach Out to Others

Source: <http://depts.washington.edu/uwcssc/content/staying-connected-during-covid-19>

So, You Have to Move Your Classes Online. Now What?

- Stick to the basics.
- Think about affordances before tools.
- **Focus on your students—be calm, be generous, be kind.**
- Be patient with yourself.

Eaton, Cynthia.

National Education Association, March 25, 2020

Source: http://neatoday.org/2020/03/25/teaching-online-during-coronavirus/?_ga=2.243111426.121694526.1586390652-1588317767.1586390652

UC San Diego Educational Technology Services

ETS

For assistance with the items involving educational technology, contact Educational Technology Services Services <https://edtech.ucsd.edu>

Faculty Helpline: 858-822-3315

canvas@ucsd.edu

Sources: <https://edtech.ucsd.edu>

American Council on Education Resources for Faculty

Rapid-Response Webinars

- Navigating Technical Challenges of a Rapid Shift Online
- Supporting Students New to Learning Virtually
- Advising Students Virtually in Uncertain Times
- How Leadership can Support Rapid Faculty Adaptation to Online Courses
- DEI and COVID-19: Implications and Strategies for Institutional Response

Source: <https://www.acenet.edu/Pages/COVID-19-Information.aspx>

Supporting the Mental/Emotional Wellbeing of Students

How universities can support students' mental health amid Covid-19 crisis.

- Identifying high-risk students early
- Communicating what support is available will be essential

Chlems, Toby.
Times Higher Education, March 23, 2020

Source: <https://www.timeshighereducation.com/blog/how-universities-can-support-students-mental-health-amid-covid-19-crisis>

Emotional Well-Being and Coping During COVID-19

- Stay physically safe from the virus
- Limit media to reduce anxiety
- Receive/provide comforting, social support by video or phone
- Find ways of expressing kindness, patience, and compassion
- Create new routines and keep practicing health behaviors
- Eat well
- Work well enough from home

Source: <https://psychiatry.ucsf.edu/coronavirus/coping#a>

UC San Diego Health & Wellbeing Resources

For Students

- Counseling and Psychological Services
- Health Promotion Services programming
- Student Health Center

For Faculty

- Work/Life Health and Wellness
- Faculty and Staff Assistance Program (FSAP)

Sources: <https://wellness.ucsd.edu/CAPS/Pages/default.aspx>,
<https://wellness.ucsd.edu/healthpromotion/Pages/default.aspx>,
<https://wellness.ucsd.edu/studenthealth/Pages/default.aspx>, <https://blink.ucsd.edu/HR/benefits/work-life/health.html>, <https://blink.ucsd.edu/HR/services/support/counseling/index.html>