SUPPORTING STUDENTS THROUGH THIS TRANSITION

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Zoom Community Guidelines

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- Participants will automatically be muted to reduce background noise.
- For questions or comments, please use the “Raise Hand” feature by clicking on the icon labeled “Participants”, then clicking on the button labeled “Raise Hand”.
- Following this presentation we will share a copy of the slides.
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
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

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://digitallearning.ucsd.edu/instructors/resources/remoteinstruction/index.html

Center for Faculty Diversity and Inclusion Webinar
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

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

- First-Generation Students
- Military Affiliated Students
- Underrepresented 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://osd.ucsd.edu/), [https://blink.ucsd.edu/sponsor/hr/divisions-units/disability-counseling-and-consulting.html](https://blink.ucsd.edu/sponsor/hr/divisions-units/disability-counseling-and-consulting.html)

Center for Faculty Diversity and Inclusion Webinar
Break for discussion
Technology & Equipment
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).

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

Center for Faculty Diversity and Inclusion Webinar
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
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

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
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](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

UC San Diego Educational Technology Services

ETS

For assistance with the items involving educational technology, contact Educational Technology Services Services [https://edtech.ucsd.edu](https://edtech.ucsd.edu)

Faculty Helpline: 858-822-3315

canvas@ucsd.edu

Sources: [https://edtech.ucsd.edu](https://edtech.ucsd.edu)

Center for Faculty Diversity and Inclusion Webinar
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

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)