

AALHE Special Town Hall Community Comments: Institutional Practices in Response to COVID-19

Trends

- Changing the term from social distancing to physical distancing
- Drive through or drive-in wifi access for students so students may access resources in parking lots/physically distanced locations on campus.
- considering the pass/fail
- Flagging data
- programs used for online transition - Zoom, MS Teams, Slack, Moodle LMS (one report of it becoming unstable when using it across a state system), WebEx, Nuventive, Dropbox
- Virtual happy hours and virtual lunches
- Physical and mental health check-ins daily (Wellness Bingo!), keeping connected with at-risk students, group meditation, surveys

Individual comments

Fiona Chrystall : One of our Deans has got himself a personal Zoom account and is holding a virtual happy hour today at 5pm! :-)

Ruth Slotnick : My GA is working at home with an 80 year old grandmother who critically depends on her. We meet 4 hours everyday via Skype to help her stay connected

Jane Rosenthal : : We have been talking a lot about our faculty promotion and evaluation practices.

Michelle Webb : : It is critical that we exercise flexibility with assessment practices at this time. We do not want to do away with assessment, but we need to be flexible in support of students, faculty, and staff.

Kimberly Green : : yes, our institution is particularly concerned about seniors, that they don't fall through the cracks for graduation

Jonathan Stewart : : For staff that have a decrease in workload- reminder that engaging with the literature and groups (like this) is considered work.

Ruth Slotnick : : Our daily agenda for the Office begins with mental and physical health check in

Mustafa Sualp : : Replace "Social Distancing" language with "Physical Distancing". We need to be closer to each other during this trying time and we should not prescribe social isolation even in concept.

Maureen Tuthill : How can people contribute in ways that are not tied to their official positions, i.e., tap into people's hidden skills during a crisis?

Sarah Winger : : Helping faculty identify online assessment resources for their courses (e.g., learning management systems, online exams, grading online, etc.). - in order to give grades and determine if students are/are not meeting learning outcomes for the courses that are suddenly online

Jane Rosenthal : : My staff and I are playing "Wellness Bingo" and encouraging each other to do things in the bingo like taking a shower, exercise, and the like.

Bridget Jacobs : : Our college is doing that with drive by wifi

James Uhlenkamp : : Our public libraries are doing drive-in internet access as well

Dyanna Pooley : : We worked with the providers in the city to get free wifi for the rest of the semester

Dyanna Pooley : : we also set up Zoom accounts for all students, faculty and staff

Fiona Chrystall : We are conducting a virtual meditation session at noon every day and have been told that we should consider this as part of our work hours, not lunch, even though it's at noon.

Jennifer Russell : Some K-12 districts are using the wifi on their buses and driving them to neighborhood parks at pre-set times so students can download their course materials. If campuses with larger local student pops (e.g. community colleges) could do the same or partner with local transit agencies, that could help with accessibility to technology.

Fiona Chrystall : The pass/fail question is one I've been charged to work on today. It's pretty tricky for 2yrs

Andre Foisy : : Here's a resource on how to meditate from the NYTIMES:
<https://www.nytimes.com/guides/well/how-to-meditate>

Jane Rosenthal : : We're talking about Pass/Fail, but for many of our faculty anything below 70% is a Fail, which seems harsh. This is something we are having some deep conversations about.

Dyanna Pooley : : we are looking at credit/no credit

Ed Dee : We're considering a pass/pass-/fail so that students can use them to proceed in their major.

Ruth Slotnick : I do a meditation with a group in VA (I live in Boston) every morning. Way to shunt in wellbeing and life balance and student affairs side of the house. Much needed integration, but I am sad it had to happen this way.

Kimberly Green : : Our campus is talking about "drive out" wifi, where we may provide access in some of the student neighborhood ("apartment land") to give more access to

students who can stay home. Concerned about not asking students to come to campus for wifi (they will all need to use the restroom at some point :))

Suzanne Carbonaro : : Consider allowing students to choose how they meet outcomes- demonstration of skills they are learning.

Dyanna Pooley : : yes, we are allowing the students to request credit/no credit

James Uhlenkamp : Our students can request pass/fail. We are currently handling it on a case-by-case basis.

Fiona Chrystall : : I like the ones where they're allowing the students to choose after they receive their letter grades.

Kevin Guidry : : Documentation within programs is one thing that worries. I am sure that decisions and exceptions are being made with the best information available but I hope that everyone is documenting these decisions so students don't get caught in bad situations later.

Ligia Perez : : Should there be some flexibility when assessing spring 2020 due to the pandemic regardless of accrediting requirements as long as the institution/program can explain the approach?

Jennifer Hebert : : Students at my university get to make that choice, with previous limits on how many classes they can take this way being eliminated. They also have until the last instructional day to make the choice (i.e. May 3rd).

Kimberly Green : : Pass/fail choice -- our university is discussing opening up pass fail but asking students to "petition" individually, so that students who need / want to earn an A, eg needed for grad sch, still can maintain regular grading.

Fiona Chrystall : I think this will become a universal C-19 flag in so many places on our documentation.

Lou Ann Berman : : The 2020 high school graduating seniors are losing Senior Prom, Graduation Commencement, and closure to their high school social experiences. Many are experiencing online teaching and learning with minimal advanced preparation. They will arrive on campuses this fall with a unique experience and we should think forward on how to plan for their success. The majority of the senior class were born in 2001 - the year of 9/11.

Reem Jaafar : online via zoom. meetings taking place regularly

Bridget Jacobs : : I went through Katrina and that's what we did in Louisiana. Flagged our data

Jonathan Stewart : : We've been using Microsoft Teams- it's been a great resource (very similar to Slack).

Ann Tenglund : : Regarding pass/fail, the concern on our campus is that the course/grade would not be accepted by graduate schools, especially medical programs.

Maureen Cochran : : We had a Slack channel set up for the Assessment MOOC participants on our campus but I expanded it to include all of our Assessment Council and set up a "socialchats" space where people could just check in about non-assessment related things. Then I actually started inviting other colleagues as well so they can get in on the social chats and told them that if they go into the assessment-related channels and get hooked then that's cool too :)

Jeremy Penn : Great to see Zoom working so far for a large group (my institution will be using Zoom for all courses starting next week).

Fiona Chrystall : Yes, Jeremy. Our Moodle LMS became unstable today across the state system - and that's before the students get on there!

Kimberly Green : : We are using zoom too, and it's been working well (many staff moved to remote working last week. Wondering if we need a plan B, for tech glitches with zoom (can it handle all this load?)

Shannon Milligan : Could there maybe be a Slack channel for Student Affairs/student services as well? A lot of the questions/resources that are being generated are geared more toward working with faculty/academic assessment

Laura Fox : We're using Google Meet/Hangout. Some glitches but working okay so far. Moodle LMS has had some hiccups which worries me.

Alison Soeder : : My department and our GAs have been using Microsoft Teams and it's been working really well so far. We are able to chat and video conference in the single app

Reem Jaafar : we generally support them during class to do that and we use those assignments for norming and general ed core competencies. Wondering what other campuses are doing and whether they are reinforcing this in a distance learning environment

H. Anne Weiss : can we talk about how a part of helping our students deal with this is to attend to their learning??!! there are plenty of studies that link mental health with engaging in cognitive activities

Alison Soeder : : Our assessment community is moving from PDFs to Nuventive, so our department were working on developing resources and trainings- but hadn't been deeply in communication about assessment, since we were in transition right now any way

James Uhlenkamp : : Remote co-working to support writing accountability

Kristin Buscher : : We have created a program that is having staff call all students that

are transitioning to online students that were taking courses on campus. We are planning to call them each week and have a case load of about 30 students each.

Natasha Jankowski : Student Affairs Assessment Leaders (SAAL) has some discussions on the student affairs resources

Claudia Stanny : : I'm encouraging faculty to do small surveys with their students - a sort of mid-course feedback (mid-pivot feedback?) - How is it going? What is helping you learn? What is a problem? What could change to make learning better?

Cherie Meador : : Some students don't have access to computers, mobile devices and another survey could be a burden.

Natasha Jankowski : I'm also concerned about this being viewed as a "test" of the "effectiveness" of online learning at scale when that is not what is being designed for or around at this time

Ellen Peters : : Institution-wide - specifically to ensure students have the technology/personal support they need, and at the course level by individual faculty.

Wayne Jacobson : : I appreciate the emphasis on flexibility and adapting our practices to the circumstances. Do you think AAHLE might be in a position to advocate on behalf of institutions to accreditors or other external bodies that might not appreciate the need for this kind of flexibility in their expectations?

Ruth Slotnick : One faculty is getting students phone numbers so they can personally reach out when they look for attendance (something they don't normally do)

Daniel Chupe-OHanlon : : we are using LMS touchpoints, surveys, texts, calls, emails

Anyssa Hining : : For Penn State, we have a Student Care and Advocacy Emergency Fund. Students submit applications to receive financial support through this - their stories are heartbreaking, but it is allowing us to better understand the unique types of situations that students are dealing with (i.e., international students, homelessness, loss of technology, and not having books)

Dyanna Pooley : : our LMS is blackboard so of course that is used also

Diana LaRocco : Faculty are noting which students are not checking in Blackboard. If they are not logging in, they are escalated to student affairs. So far so good.

Cherie Meador : Some students don't have access to computers, mobile devices and another survey could be a burden.

Laura Fox : Our program is requiring students to check in with their faculty advisor once a week. No one is checking in with the faculty advisors to gather the information about student wellbeing program-wide, though.

Kevin Guidry : Stepping back to the big picture, I found this blog post "What we learnt from "going online" during university shutdowns in South Africa" very helpful:

<https://philonedtech.com/what-we-learnt-from-going-online-during-university-shutdowns-in-south-africa/>

Kara Moloney : Two questions my colleague recommends: 1) How are you and / your family dealing with COVID-19? 2) What would you like me know so I can support your learning?

Dyanna Pooley : : we also have dropbox accounts and I am collecting resources just like those Jeremy mentioned and adding them to dropbox so that faculty/staff may select and send them to students