



Reaction to Action: A Collaborative Conversation on Equity and Inclusion

What changes are waiting
for us in the future?

Agenda

1 Brief Introduction| Instructions

2 Breakout Sessions (3): Conversation on Equity and Inclusion

3 Large Group Debrief

4 Close: Upcoming Webinars

Instructions

- Please use this link https://bit.ly/CDEI2020_1 to access the google slide and provide your group answers.
- Each individual will be assigned to a breakout room for each discussion.
- When prompted, navigate to your breakout group # by accepting the invitation.
- When you enter your breakout room, identify someone who will represent your group in the large group debrief.
- When prompted, return to the main room for the large group discussion.



I am a disabled student. [...] Like the online format that we've had to do. I've felt kind of alone and really struggling with that."

—Brian

**Undergraduate Engineering
Student**

**Describe the opportunities
and challenges that arose
for you when transitioning
to distance learning.**

01

Breakout Group 1

Opportunities:

- Learn new technology (zoom, slack, etc)
- Create more in-class exercises, short videos, that can be used in the future
- Being fair when we know not all students are sharing what they are going through
- Asynchronous vs. synchronous
- Setting up student expectations (appropriate Zoom behavior)
- Student welfare - financial burdens, family responsibilities, distractions, health
- Not being able to talk F2F often makes communication more burdensome
- Helping students trying to continue on their research (trying to work with students remotely)
- Lab courses

Breakout Group 2

Chemistry laboratory issues w/simulations only had 1 week and little guidance to prepare; positive was recording

Physics - expected it so took equipment home before spring break; challenge-technology; students had left for spring break without books; contacted publisher & even copied; international students went home presenting time zone issues. Helped that spent time in class building community

How to build community and engagement:

Earning trust is most important. You can do that by transparency, Explicit instructions, Being Responsive. Keep your promises. Communicate regularly and consistently. Show them you care for their success. Be respectful of their challenges and triumphs. USE THE DISCUSSION BOARD; let them respond to each other; you get involved in the discussion as much as possible. Use "OL Office" or Professor's Corner" discussion area for general/administrative Qs. Use Ungraded Q/A discussion area for technical questions. Use VIDEO as much as possible. When grading, if your LMS allows, use audio/video feedback. Require video introductions area. Require use of video to record their course projects to be shared with the whole class. Graded discussion: post original message and THEN gain access to postings from everyone else. Then must post at least 2 substantive replies.

Breakout Group 3

Opportunities:

Some were already online/blended

Extended deadlines to allow them more time

Posted lectures with chat provided more opportunities for student questions and comments (cre

Provided multiple avenues of information for different (digital learners)

Challenges:

Some students who hadn't experienced online learning struggled

Students may have to take care of children and parents and working at home
- revised syllabus to remove

Students not reaching out with questions; very few took advantage of Zoom office hours (but those who did got a lot out of it)

Lots of compassion for students, but not enough compassion for professors (from students, and administrators, chairs) - we're not always available

Breakout Group 4

Opportunity to show other librarians that online classes are good way to meet students where they are

Move to asynchronous classes for librarian classes and more structured

Work with faculty to go back to learning outcomes and decide how it can be accomplished online

Allow students to design poster for a design class

Challenge - reliability of bandwidth, or no internet

Breakout Group 5

Opportunities:

- Zoom features (Breakout rooms, Screensharing - especially View-Annotate, Polls) useful for interactive learning
- Introduction to other tools for online education: Flipgrid, Perusall, Miro, Whimsical, Slack

Challenges:

- Short turnaround time to get everything online
- No online material available at the time
- Difficulty with collaborative design classes; lack of in-person interactions between students and also between students and stakeholders (e.g., clients, users)
- More difficult to emotionally support our students
- Some students with limited or no Internet

**Discuss how you mitigated
concerns related to
diversity, equity, and
inclusion.**

02

Breakout Group 1

- Exams: recommended not proctored; students preferred timed exams (not multi-day harder, open-book exams)
- Survey students (on need, experience)
- Working with DEI office if you have it
- Spending money to get the necessary technology
- Campus providing laptops to student
- Organized faculty discussions on issues and how to mitigate them
- 1:1 Zoom contact with students at start make sure students had resources (recommends video with basics before 1:1 personal talk)
- Asynchronous options important (time zones)
- VPN support for students in China
- Open-source software
- Notes in slides in case students had a video
- Pass/No Pass, Optional Pass/Withdraw

Breakout Group 2

Mitigating concerns re: DEI

Easier to handle with large group of 1st yrs; sent a general survey about circumstances

Upper level statistics, smaller: tried to be individual; but many MIA; very concerning

Using Incomplete for some who contacted

Options & flexibility; asynchronous for those with low bandwidth

Breakout Group 3

Encouraged faculty to use Universal Design

Provided multiple avenues of information for different (digital learners)

More mindful of due dates

Use situation of COVID19 as class topic

Asynchronous for those w/o access to bandwidth

Communication for individual issues (open access to instructor zoom, skype, email, even phone)

Individual plans helped all students succeed

Breakout Group 4

- different modes for content (video, transcripts, slides, speakers notes on slides)
- asynchronous for those with limited bandwidth or shared devices.
- eliminated deadlines for assignments.
- online format seemed to engage introverted students more than the in person.
- changed point distributions of assignments.
- being responsive to students outside of normal hours.
- showing human side to help students see/feel empathy.
- be open to non-content discussions, students are whole-people.
- incorporating be well, reach out if you need help, into communications.
- students wanted to hear about how faculty were coping.

Breakout Group 5

How we Mitigated Concerns Related to Diversity, Equity, & Inclusion:

- Issue: Lack of access to Internet, digital resources (e.g., laptops), other materials (e.g., textbooks, etc.), housing
 - Clemson University bought laptops for those students who needed them; university paid for students to create internet hotspots with their phones so they had access to Internet
 - Olin College's dept of student affairs also supported students with Internet and travel
 - Some housing provided for students who could not leave
- Issue: Variety of Time Zones
 - Holding office hours late at night
- Issue: Emotional labor done by faculty (especially female faculty)
 - Not resolved per se, but made more visible by COVID-19 situation
 - Need more supports for faculty
 - How to support faculty in terms of their professional (and personal?) development and, moreover, through their tenure/reappointment/promotion cases?
 - How are extra teaching efforts going to be recognized in P&T conversations?
 - How to recognize each faculty member's situations (e.g., caregiving at home)

**Discuss how you plan to
execute an equitable and
inclusive learning
experience moving
forward.**

03

Breakout Group 1

Breakout Group 2

Plans to execute for Eq & Incl in future

Options & flexibility

Two or more options for graded discussions & projects that fit student needs

Peer-leader making an app to help them engage with incoming students & peer leaders will get points for orgs.

Breakout Group 3

Breakout Group 4

- consult with an online learning expert about improving content/design moving forward
- incorporate more universal design
- colleagues more resistant in past to these changes are more open now.
- campuses are providing supports/help for the transition over summer break
- accommodation requests from start of spring needed different support after emergency remote - more suggestions needed moving forward for online learning/teaching
 - smaller chunks, modules

Breakout Group 5

Need to account for faculty load (including outside school), e.g., caregiving roles at home