

## Student Town Hall Follow Up Questions

Updated 12/1/2020

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### Transparency from Admin

#### **1). How can the School of Social Work administration work to better utilize student representatives who are already on committees?**

In the School's governance document, the [Faculty Handbook](#), student membership and roles on standing committees are described in detail. We abide by this handbook in asking the Student Union for student appointments to committees. Committees engage students differently, especially due to the committee charges and because committee chairs change frequently and have discretion on how the committee completes its work.

Over the past two years, we have worked with the Student Union to more seamlessly include students in the committee's work. A timeline and process for identifying openings and orienting students to committee work have been created. We have also improved our committee orientation process by sharing past meeting minutes, current committee charges and by arranging an orientation meeting with the committee chair. We received feedback that students are deeply engaged on most committees, actively participating in meetings and on committee projects.

It is difficult to address the question of how students can be better utilized without first understanding how and where students may believe there are issues. If there are specific students and/or specific committees on which students believe they are not being adequately included, we recommend students connect first with those specific committee chairs. If the issue cannot be resolved, please contact the Student Union Vice-President, or another member of the Student Union. The Student Union plays a key role in coordinating students serving on the committees. The Student Union can then bring specific concerns to the administrative team through the regular meetings we hold together.

#### **2). Students expressed feeling that a virtual graduation for December is the right decision, but that steps should be taken to ensure it is a quality virtual experience. What can the SSW administration do to ensure that the student body is satisfied with their graduation?**

The Graduation Committee and SSW Administrative Team have reviewed all of the feedback we have received from recent graduates, current students, faculty and staff. The December graduation has been changed to a live virtual event scheduled for December 19, 2020 at 11am (EST). Students will join via Zoom and the event will be streamed on the SSW website to promote safety for attendees and accessibility for family and community members. We are taking steps to formalize the ceremony by having faculty members wear regalia. Additionally,

the School will be providing caps, tassels and master's hoods for each graduate. In a further effort to make the ceremony special for December graduates, each student will have a slide with their preferred name, pronunciation, a photo and MSW concentration. This will be shown as names are read during the ceremony. The ceremony will also include a special video which will input from the graduating class.

Following the ceremony, graduates will be surveyed in order to gather information on which aspects of graduation (ceremony, website, etc.) they utilized as well as their feedback and suggestions for graduation. This information will be utilized for future commencement planning.

**3). *Why didn't the SSW administration publicly support the GEO strike? Did faculty feel that they could not support the GEO strike for fear of retaliation? (Students noted that the SSW has been historically hostile to GEO.)***

The SSW administration does not oppose unions and is not hostile to GEO.

The School administration was responsible to all parties during the GEO strike. The dean believes that her neutrality during a strike is important because she serves all members of the community. This includes the striking students, and as an example of responsiveness of the dean and doctoral program director to graduate student concerns, they provided school-based child care funds (one of the strike demands) long before the strike occurred. The dean also serves the GEO students who voted against the strike, the MSW students and other students whose courses were disrupted by the strike, and who had mixed positions about the strike. Furthermore, the dean has strong confidence in the good will and the commitment of both the university negotiators and the union negotiators in settling a strike, and indeed, the strike was settled with the work demands of the GEO union met, and a commitment to study and act on the social justice issues that the GEO identified.

The policy of the School is that each faculty member and staff member has a right to determine their own stance toward GEO and other union-related matters. In the Fall, 2020 GEO strike, the faculty did just that. Many faculty did support the GEO strike, by canceling classes, sending supportive messages both privately and publicly, and sharing educational information with the students about strike actions.

There were no instances of retaliation to the strike or support of the strike, and no outside labor was hired to cover classes of those who supported the strike. We did ask each faculty member to communicate with their students about course scheduling and make up of any material missed during the strike.

**4). *How can the School of Social Work communicate and promote dialogue, events, etc. that's not just on the website or via email? Many students feel that mass email replies can become overwhelming.***

This is a good question and a complex issue to solve. The School's Executive Committee (a combination of faculty and faculty-administrators) has been hard at work to improve School

communication strategies and to stop using mass emails as the primary means. The voice of the community has been clear that mass emails on controversial and emotional issues are not effective, and in fact, are damaging to the community. Below is a list of current strategies. We have noted those that are new innovations we are piloting:

- **Online Comment tool (NEW).** We've set up [the comment tool](#) where our community can come together to share thoughts and reflections, as well as events, opportunities and resources. I encourage everyone — students, staff and faculty — to use this new tool in lieu of sending all-school emails. This comment tool will be easy to use and provide a better place for sharing information with the Michigan Social Work community. This was a trial and we are currently investigating tools that could be interactive.
- **MSW News.** MSW news was developed at the request of students. The idea is to reduce the amount of different emails, and to collect announcements about events and information and resources for students to send out in one, regular, biweekly message. Recent suggestions raised include whether we can do a better job orienting students to the importance of the MSW News, and the desirability of more student-oriented news. We will integrate a better orientation and introduction to MSW News into student orientation. We have added an MSW student reporter to the communication team and have increased news about Michigan Social Work students as well as news for students. We want more news about students, so please send your ideas to MSW News Submissions: [ssw.pr@umich.edu](mailto:ssw.pr@umich.edu).
- **Email lists.** **MSW Official** is the list through which official school business will be sent. Our other list, ([ssw.msw@umich.edu](mailto:ssw.msw@umich.edu)) is a list that students can opt out of if they are feeling overwhelmed by the volume of shared messages. You must be a member of that list to send to it.
- **Community Conversations (NEW).** These conversations, currently on Zoom and hopefully in-person in the future, were conceived of by a group of faculty, students and alum. The goal is to take topics that lend themselves better to verbal dialogue off of email and into a face-to-face (or screen-to-screen!) environment. These conversations will be small (<50) and draw heavily on practices from intergroup dialogue and restorative justice. The first conversation was held at the end of October. Community Conversations are called by the MSW office or by members of the MSW community. If you would like to call a Community Conversation, contact Barb Hiltz [bshiltz@umich.edu](mailto:bshiltz@umich.edu).
- **Town Halls.** Town halls are hosted by the Student Union and/or by the administrative team. Students asked that town halls be a time to share back important information with students. Recently, student initiated town halls have taken on more of a Q&A format. While this has been a unique semester, town halls have traditionally been held twice per term. We are always open to revisiting and shifting the format and focus of town halls to match the needs of the current student body.

**5). A group of students that identify as chronic pain sufferers expressed that they manage their pain with marijuana, obtained and consumed legally in Michigan. However, many field placement sites require drug testing that screens for marijuana per federal law/guidelines. This group of students believes that the field office should be more**

***transparent about what field sites require drug testing. What can the administration do to ensure that drug testing field placement sites are clearly labeled?***

With the new placing process, students are not asked to select specific agencies. Students should alert the field office and placing teams to personal situations that would require field placements that do not require drug testing and/or criminal background checks so the placing teams can make appropriate connections. The Office of Field Education (OFE) has and always will work with students to find field placements that accommodate the personal needs of students. With regard to how students inform the OFE about personal circumstances that may impact field education, we will make this process clear with revisions in the student guide. In addition, we are collaborating with other field offices in schools of social work around the region to examine the policies of organizations related to medical marijuana use and drug testing.

***6). How is the School of Social Work administration taking steps to build community and accountability in the SSW? Students noted that it can be easy for people to fly through the program without connecting with the administration.***

We plan open times for students to connect with members of the administrative teams. Sometimes this has been causal (open times to come, meet and talk about anything on your mind) and other times it has been topically-based. These have not been well attended. We are working now on a new format that we can try in the new year. If you have specific ideas of things you think could work, we welcome them!

The School has historically valued its strong and assertive student community, and has enthusiastically supported it. Building community has taken a different shape in this COVID environment.

Community building activities conducted this year include:

- 1) Town Halls have been held to share information and gather feedback from the SSW community.
- 2) Community meet and greet sessions including administrators, staff, faculty and students
- 3) Post Election Community Check-Ins
- 4) Student Advisory Board Meetings
- 5) Faculty and students are members of several School committees including: Curriculum Committee, Recruitment, Admissions and Financial Aid (RASSFA), PRAXIS Committee, Graduation Committee, Search Committee, Orientation (SEED) Committee.
- 6) Anti-racism group of faculty and students convened.
- 7) Faculty, students and administrators are members of the Anti-Racism Budget Advisory Group.
- 8) The Faculty Allies for Diversity committee was formed with a focus on our PhD students. Faculty and students are involved in this group.
- 9) The DEI Committee was formed including faculty, administrators and students.
- 10) COVID-Community Check-In
- 11) Tension and Trauma Releasing Exercises
- 12) Kahoots Game Night

- 13) Yoga
- 14) Guided Meditation
- 15) Building Your Career Vision in the Midst of Covid-19
- 16) Mindfulness Events for SSW Community (Part 1 and 2)
- 17) McZoomer Commons
- 18) During SEED Orientation
  - a) Themed Student Happy Hour (Led by MSW Students)
  - b) Trivia Game Night (Led by MSW Students)
  - c) New Student Meet and Greet (Led by MSW Students)
  - d) Parent/Non-Traditional Student Karaoke Night (Led by MSW Students)
  - e) Get Fit! Workout (Led by MSW Students)
  - f) Labor Day Virtual Brunch (Led by MSW Students)
  - g) Yoga (Led by MSW Students)
  - h) Netflix Watch Party (Led by MSW Students)
  - i) Student Panels (Led by MSW Students)

The School has hosted a substantial anti-racist community agenda for the academic year 20-21 and beyond. These actions will be discussed in the next few questions.

### **Theme: Incorporating Anti-Racist Frameworks**

#### **1). Why has the SSW administration not publicly supported anti-policing efforts?**

The School stands for social equality and anti-racism, including standing against police brutality and racism. The School has historically taken strong stands on police brutality and structural racism, in internal communications such as Friday News, special statements and letters and special events. Since spring, 2020 the School has hosted the following events on police brutality, and the vigorous debate within our society and within our profession on police abolition versus police reform. A partial list of recent events and statements include:

- [Statements and Friday News Letters](#) addressing anti-racism and police brutality.
- **The COVID and Racial Inequalities Series.** SSW hosted a series of conversations addressing anti-Blackness racism, other myriad forms of oppression and life-threatening issues affecting the country and our lives due to COVID and police brutality. 13 of these events were recorded and can be viewed [here](#). Sessions 7-12 specifically addressed anti-policing efforts:
  1. New York City, the Epicenter
  2. The Politicization of a Pandemic
  3. COVID, Stigma and Vulnerability in Detroit
  4. COVID, New Orleans, Louisiana and LGBTQ+
  5. COVID in New Jersey and Epicenter Perspectives
  6. Youth and COVID – Coping and Thriving
  7. Imprisoned Populations Affected by COVID
  8. Impact of COVID on Substance Use and Misuse
  9. White Supremacy & Black Men’s Concerns (Part 1)

10. White Supremacy & Black Women's Concerns (Part 2)
  11. Social Work, White Supremacy and Law Enforcement (Part 1)
  12. Social Work, White Supremacy and Law Enforcement (Part 2)
  13. COVID-19 Disparities and Returning to Work and School
- **ENGAGE Virtual Discussions:** SSW-ENGAGE has been hosting a series of virtual discussions dealing with issues of race, equity and anti-racism. The full list of events and links to recordings is regularly updated [here](#). Some of the discussions specifically addressing the criminal justice system and police brutality include:
    - Racial Equity in Washtenaw County (Nov. 19)
    - Food Justice is Racial Justice (Nov. 12)
    - Criminal Justice Reform Debrief (July 17)
    - Intersection of Disability, Race, and Police Brutality (July 16)
    - From Protests to Policy Reform (July 9)
    - Shifting the Culture of Anti-Racist Organizing with Tawana Petty (June 18)
    - In Defense of Black Lives (June 11)

***2). What is the SSW actively doing to dismantle the systems at the University of Michigan that are rooted in white supremacist and capitalistic harm towards oppressed communities?***

The most important work we are doing to dismantle systematic racism, white supremacy, and capitalistic harm toward oppressed communities is within our own curriculum. We have committed, as a faculty, to include the concepts of privilege, oppression, diversity and social justice (P.O.D.S) in every course in the curriculum. First semester courses (SW 504, SW 590, and others) are teaching critical theory, the history of racism and white supremacy in our society, and the fundamental importance of anti-racism in our profession.

The Curriculum Committee (which includes faculty, staff and students) has developed a holistic plan to more adequately address anti-racism within the curriculum. This includes initial preparation of both students and faculty, as well as ongoing support and education and evaluation. Though this plan was just approved in early fall, significant elements have already been implemented. While not a complete list, this includes:

- Integration of definitions of racism and anti-racism into SW 590, as well as education about how social work has (and does) support racist structures and what role we can play to change structures and support anti-racism.
- Planning of a “pre-read” book on anti-racism, to be read by all students prior to entering the SSW. Early fall discussions will be held connected to the read.
- A course called “Centering Justice” (about P.O.D.S) has been rolled out to faculty. This module is being actively discussed with faculty to help ensure practical integration of principles into classes. In addition, pieces of this course have been made available to students through SW 590.
- As mentioned above, information about Critical Race Theory and Intergroup Dialogue have been added to the social justice and diversity class.

In 2018 the School sponsored the “Undoing Racism” workshop for all faculty and staff. “Undoing Racism” is a workshop training program sponsored by [The Peoples’ Institute for Survival and Beyond](#), a nonprofit organization with 40 years of experience in anti-racism training. Over 100 faculty and staff participated in this this multi-day intensive workshop. Following the SSW workshops, a group of faculty and staff created our internal community organizing “Undoing Racism” workgroup. The faculty-staff leaders include Professors Lisa Fedina, Lorraine Gutierrez, Dacia Price and Richard Tolman, and Lauren Davis, Assistant Director of the Office of Diversity, Equity and Inclusion. The Undoing Racism workgroup has been working to implement the People’s Institute anti-racist community organizing model – recognizing that community organizing within our school is critical to move toward an anti-racist and anti-oppressive program to bring along all members of the community. The Undoing Racism workgroup emphasizes the role that white members of our community must take on to dismantle and undo white supremacist structures that benefit and maintain power for white people. The group’s work has largely been focused on building collective community – a fundamental step in the People’s Institute organizing mode l-- and identifying and impacting our spheres of influence. This includes dialogue and strategic planning to advance an anti-racist and anti-oppressive community. It requires building relationships and strengthening community bonds to engage in internal and external anti-racism work. During this academic year students were also invited to join the Undoing Racism coalition. Megan Leys is the current student representative.

In response to the aftermath of George Floyd and other brutal police killings of Black people, the faculty led the School in launching a fund-raising initiative to support anti-racism in the School. \$50,000 was raised and matched by the School and Dean Videka. \$50,000 was allocated to support anti-racism activities this academic year.

Dean Videka formed two special committees to advance the School’s anti-racism work. These committees are the Anti-Racism Budget Advisory Group (ABAG), designed to allocate special funding. Professors Luke Shaefer and Larry Gant chaired the ABAG, which included several students. The ABAG recommendations have been accepted and can be found [here](#).

The Diversity, Equity and Inclusion Task Force is the second special task force that was created last summer to inform our anti-racism and DEI work. The committee is co-chaired by Associate Dean Lorraine Gutiérrez and Director of Diversity, Equity and Inclusion Larry Gant. One major task is to address the demands regarding anti-racism presented last summer by the Association of Black Social Workers and the Doctoral Students’ Organization. Addressing these demands is critical for this work. The Task Force will also work on creating a strategic vision for anti-racism in the School’s Years 6-10 DEI strategic plan. Thus far the committee’s work is in developing a statement of vision by end of winter term 2021 for anti-racism and anti-oppression in teaching, research and service. The statement is being developed in partnership with Curriculum Committee leadership (which incorporates MSW and Doctoral students). This statement is designed to be an active, living, evolving document for action and leadership.

**3). How are we still ethically accepting people into the program, knowing how far behind we are in our anti-racist pedagogy? Why are we still marketing our program as #1 to incoming students with this in mind?**

The #1-ranked MSW Program designation is something that both is an asset and a challenge for the School. This ranking is based on peer ranking within social work education. While it is true that the School is ranked as the top program in the nation, as rated by our peers, that certainly does not mean we are perfect. The challenge (and it is a worthy one) is to live up to the standard of being ranked # 1. At the School we embrace that challenge and we are constantly working on continuous improvement in all we do, including anti-racism efforts. In fact, there is always work to be done to actualize our privileged position within the profession and to reach the full potential of anti-racism within the university and School.

While we are striving to strengthen the anti-racist approach to our pedagogy, the University of Michigan School of Social Work also has a strong history and current expertise in advocacy and expertise in social justice and preparing students to work with diverse people and with people who are oppressed. SSW faculty are [leading social work scholars](#) committed to building knowledge on anti-racism, empowerment and ending white supremacy. Our mission is to teach and to build knowledge that will inform progressive social change, and we see it within our mission to admit students to the program who need to learn more and to develop skills in antiracism and anti-oppressive social work practice. This position notwithstanding, we agree that it is important to name the highly important and substantial work that still needs to be done within our own community.

Beginning three years ago, we explicitly incorporated the message of our commitment to anti-racism into the SEED orientation week, in order to reach students early in their studies. We are currently intensively working on the SSW curriculum to ensure that it is rooted in anti-racism and anti-oppressive pedagogy. Furthermore, in the School's centennial history, we are researching the School's history for failings as well as successes in anti-racism. We are proud that the School of Social Work led the entire U-M campus in having the first Black dean at the University of Michigan. Dr. Harold Johnson [reflected on his experience](#) as SSW dean as part of the U-M bicentennial in 2017. We recognize that transforming into an anti-racism-based School is a complex goal that will take time as we strengthen our capacity.

Student and faculty representatives serving on the Recruitment, Admissions, Student Services and Financial Aid (RASSFA) Committee review policies and procedures regarding admissions criteria and reviews. RASSFA is considering the issues of applicant awareness and commitment and capacity to advance anti-racism in their work as social workers. In 2017, the faculty of the School committed to award financial aid based on need rather than merit, one step toward advancing the harmful effects of meritocracies. Student financial aid continues to be a top priority for fundraising in our school, because resources for financial aid awards are limited. This year our SSW has disbursed \$9,256 million in financial aid awards to MSW students. This has been supplemented this year by funds available to the U-M due to the COVID stimulus funding.



## **Theme: General Financial Assistance**

### ***1). What can students do to advocate against extra student fees and tuition increases if we continue in hybrid/online courses?***

The Regents of the University of Michigan set tuition rates for all schools and colleges. Students can address the Regents and work with their representative bodies within the University including the SSW Student Union and the Central Student Government.

### ***2). What additional financial aid assistance is offered to students throughout the pandemic? (from both UoM and the SSW)?***

The university distributed funds from the Cares Act. In response to the special financial need created by the pandemic, as of today, the School has awarded \$124,969 for student COVID-related needs. Generous alumni and faculty donors gave over \$59,000 to the School's Student Emergency Fund since March 18, 2020.

### ***3). What grants are available to offset tuition for students?***

The School provides \$9 million in MSW student grant and scholarship aid. Included in this allocation are need-based aid: Opportunity Grants, Michigan Scholarships, Mission Scholarships, Special Program Scholarships and donor-funded aid. Most aid is allocated to students prior to their decision to attend the program.

### ***4). Did U-M get extra money for students due to the pandemic? (transparency around the Care Act and disbursement of funds)?***

Yes, the university did receive Cares Act funds which were distributed to students throughout the university including SSW students. SSW did not manage the Cares Act funding; it was centrally administered by the U-M financial aid office. Students were emailed about this opportunity immediately when it was announced to units on campus. The U-M disbursed these funds through Wolverine Access.

### ***5). Is SSW doing extra development work with donors to secure more funding for students suffering most from COVID-related issues?***

We have been fundraising for the Student Emergency Fund through additional appeals to support those students most affected by the pandemic. Generous alumni and faculty donors gave over \$59,000 to the School's Student Emergency Fund since March 18, 2020.

### ***6). Is the SSW administration advocating on behalf of the student body for reduction in student tuition costs and/or a form of tuition rebates?***

The high cost of higher education is a major national issue. Over the past three decades the decline in public funding support for public colleges and universities has directly driven today's higher costs for a public university education. State and federal budget policies have massively

stripped away funding to public universities and placed the financial burden on the backs of our students. Tuition was affordable in public universities in the 1980's and earlier because states were supporting public universities substantially then. It is up to every voter to support public education.

In addition to individual advocacy that many members of our School take, Michigan Social Work has innovated to create a more modest-cost MSW degree through the development of the Micromaster's MOOC/MasterTrack option for the MSW degree. The Micromaster's MOOC/MasterTrack option cuts the cost of a Michigan MSW degree by about 20%. Over two dozen students have graduated from the MSW program through this path over the past two years and more students are currently enrolled.

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## **Theme: Health and Safety Precautions**

### **1). What measures will SSW be taking to increase the safety of students online engagement and reduce the Zoom bombings?**

The School IT Team recognizes this concern and has been diligently working toward establishing best practices for maintaining a secure Zoom course or event.

To maximize security, it is necessary that hosts, co-hosts, and attendees log into U-M Zoom properly (signing in with SSO), as this ensures that only authorized users will have access to these meetings. We have produced a [short video guide](#) on this process and ITS has also created [written instructions](#).

### **Zoom Meeting Security - Setting Recommendations**

SSW-IT has recommended to all event hosts that the setting **Only Authorized Users Can Join**, (which prevents non-U-M users from joining) is employed and **Passcodes**, a **Waiting Room**, or both are required. [Passcodes & Waiting Room Video Guide](#)

### **Zoom Webinar Security - Setting Recommendations**

Zoom Webinars provide the maximum level of security. Attendees are unable to show their video or talk, without specific permission from the host but can engage with the panelists via Q & A and Chat, if that is enabled. [Zoom Webinar Basics](#)

### **Sharing Zoom Meeting/Webinar Links - Security Recommendations**

We have recommended that Zoom meeting links for courses are retained within the Canvas Course site and that links to events are not shared until 30-60 minutes prior to the start time. [Using Zoom in Canvas](#)

### **What to do if Zoom Bomber Interrupts Your Meeting**

If despite taking all these precautions, someone interrupts a meeting, Zoom provides the Host with a security button that allows them to remove the 'Zoom bomber', block them from re-entering, and can lock the meeting, preventing anyone else from entering.

Here is a checklist for [best practices for securing your zoom meeting](#).

**2). What specific institutional policies prevent the School of Social Work from being able to autonomously move all coursework to a remote format? Will classes be remote next semester?**

As the COVID pandemic has intensified, all courses, except for field education that requires in-person work, have been moved online.

**3). COVID:**

**a). How many confirmed positive COVID cases has there been in the SSW?**

To date (11/20/2020) five student cases have been reported to SSW. There is no way to have a confirmed COVID count for the School since only student data for students enrolled in originally hybrid courses are reported to the School.

**b). What is the protocol for when a student who has been in the SSW building tests positive for COVID?**

We do not know the individual identities of students who test positive. No students with COVID symptoms have been admitted to the building this term.

**c). Can the SSW provide COVID testing for students at field sites?**

The university testing, including in the surveillance testing option, is available to all SSW students. Any University of Michigan student is able to get testing through UHS as needed. The student would begin by filling out the questionnaire [here](#) and then let them know this is a field practicum, work or study requirement. The university is not providing testing at field sites.

**d). Did SSW Admin (or U-M as a whole) have any models/predictions of how bad local COVID outbreaks would be when messaging for a "Public Health Informed Fall Semester"?**

No one had precise information about the future of the pandemic in July when the "Public Health Informed Fall semester" was planned. Surveillance of the epidemic on campus was always part of the "Public Health Informed Fall Semester" plan. It was never anticipated that the model would be static and unchangeable.

**1). Sexual Misconduct Incident:**

**a). Why wasn't there communication about a sexual misconduct incident that involved a faculty member at the School of Social Work?**

The School follows every aspect of the university's sexual harassment policy. The School immediately reports any instances of sexual harassment. The university investigates sexual harassment centrally through the Office of Institutional Equity.

Allegations brought forward to U-M's Office of Institutional Equity are reviewed and investigated pursuant to the university's sexual misconduct policies. Under the current federal Title IX regulations, as of August 14, 2020, the university is prohibited from identifying an individual who is reported to have experienced sexual misconduct, who is reported to have engaged in sexual misconduct, or who has participated as witness in an investigation except for purposes of carrying out the investigation/resolution process or as otherwise permissible under FERPA.

In other words, to notify the community that a particular individual has been accused of sexual misconduct could, under current regulations, violate Title IX and could increase the risk of retaliation, also prohibited by Title IX. The University of Michigan Office of Institutional Equity does not provide mass notifications due to confidentiality policies for the claimant and respondent.

**2). Support for Faculty, Staff:**

**a). How are faculty being supported to deliver the best possible class experience?**

Extensive resources are available to faculty including technology training and consultation, pedagogical support through the Center for Research on Teaching and Learning (CRLT) and through the School. Faculty to faculty support (especially for faculty teaching different sections of the same courses) is typical and has been intensified through faculty actions this fall.

**b). What ways are faculty being supported as they design remote courses?**

Once we learned in winter term that all courses would be moving online our Instructional Technology staff and the director of the MSW program developed a number of online resources for faculty that they could use in designing remote courses. This included a Canvas course to educate faculty about online teaching. In addition to this, they were available to faculty for individual course consultations. Faculty were also informed of additional resources being provided from the CRLT and the Academic Innovations office. Our school received funding that allowed us to hire a PhD student who worked during July and August to supplement our IT Team.

As we approach winter, we are continuing to support faculty with online teaching, including updates to the teaching training Canvas site. Updates will draw heavily from feedback we have received from faculty and students about what is working well and other practices on which we can build. It is also important to note that class sizes are being made smaller for winter term.

***c). How are pre-scheduled faculty sabbaticals being impacted by the SSW's COVID response?***

Faculty sabbaticals are occurring as scheduled, and it is not anticipated that they will be disrupted by the SSW's COVID response.

**3). Support for Students during Online Learning:**

***a). What ways is the SSW utilizing the fall student survey as they plan the next semester?***

A great deal of data is collected from students and is being used to inform subsequent semesters. Here are a few examples:

- Winter classes will be held with a primary modality of online.
- Co-curricular events are being planned that help students build community. Attention is being given to how these activities can be integrated into classroom spaces.
- Materials are being created for faculty about best practices for building community within classrooms.
- Materials are being developed for students about how online learning differs from residential learning. In addition, faculty received best-practice guidelines for enhancing student educational experiences.
- Planning is being done to create more opportunities for students to connect to administrative team members.
- New methods of school communication have been developed and are being piloted.

***b). Has admin/faculty/staff considered reaching out to SSW students to do individual wellness check-ins during this stressful time? This has been done in other schools across campus.***

Our school reaches out to individual students to do wellness checks. Faculty who are concerned about students alert OSS and they conduct these calls. Advisors have also been asked to reach out to their advisees and check in with them.

***c). How will the SSW administration address the needs of students who have limited Internet access and access to computers?***

The School has provided students with emergency grants to address technological needs. Students have also been directed to various resources including the central sites @ home laptop program, and links to low cost internet services. The building has remained open for access to wifi throughout the past eight months, maintaining access to computers through the computer lab in the atrium. Several other computer labs on campus have also remained opened and accessible throughout the term with social distancing in place for safety.

The School will continue to provide outreach and health and wellness referrals for students in need. Faculty advisors will be asked to continue check-ins with their advisees. The School will continue the technology-related assistance outlined above.

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