We asked undergraduate students:

" How could Queen's University better support you during the COVID-19 pandemic? "

They answered:

Mental health

Increase accessibility to mental health services at Queen's University

Physical health

Mitigate the risks of extended screen time

Consistensy

Develop a template for online courses so that the same information is present in the same places in different courses

Resources

Increase access to workspace, financial aid, and opportunities to connect

Adapted Expectations

Incorporate flexible due dates

Have flexible pandemic-adapted expectations for progress and productivity

Communication

Provide timely, consistent, & transparent communication to allow students to ensure living and course arrangements

Reduced Workload

Appreciate that online learning requires more time

Reduce the amount of assignments and readings

Learn more about how the Faculty of Arts and Science is responding below.

Themes	
Enrich Learning Environment	

1. Instructional Practises and Course Design	1. Developed resources to support best instructional practices remote and online. ASO developed resources to support remote teaching, which are housed on queensu.ca/artsci/remote-teaching. These included remote teaching tips and tricks resources, an On Remote Demo Course to assist instructors in creating their own OnQ course, recordings from a series of webinars on topics from such as designing rubrics, creating content and technology for teaching recordings that were delivered in spring and summer, as well as resources for midterms and exams.
	2. Disseminated remote instructional practices resources (addressing course design and delivery) to instructors via eNews and targeted emails, and announcements at UG Chairs, Graduate Coordinator, large course instructor, and Committee of Departments meetings, leading to remote teaching website. Due to the evolving situation and time constraints, some dissemination of resources were delivered to Heads and Undergraduate Chairs to distribute within their departments. A more detailed plan will be developed for internal comms with Heads, UG, Grad, Mgrs and assistants.
	3. The FAS Communications Team developed communication plans in cooperation with the ASO Team for the dissemination of teaching resources, which were implemented as noted above in point 2.
	4. Created a template for a common interface layout for OnQ platform across courses and departments as mentioned above in point 1. This template will be refreshed and promoted. Instructors will be encouraged to use it to create standardized course features and formats.
	5. Working with the Centre for Teaching and Learning to support training on the learning management system OnQ noting topics for consideration:
	  a. Enable automatic notifications for all course deliverables and make assignment due dates clearer and more noticeable on the platform.
	  b. Clearly distinguish use of different types of widgets on the platform and minimize the inconsistencies in how course information is delivered to students on the platform.
	  c. Automatically enable a synchronous calendar on OnQ across all classes to allow students to see all their assignment due dates in a central calendar on the platform.
	  d. Use the Timeline feature more consistently.

	6. Encouraged instructors to continually improve the remote learning experience for our students by providing Undergraduate Chairs and Department Heads with student feedback as well as guidance and support from our Remote Teaching Team to:
	    a. Provide students with more information about the structure of each online course (e.g., amount of readings, expectations about group work) prior to course selection.
	    b. more evenly distribute readings, assignments, and examinations throughout the semester.
	    c. Coordinate within departments to reduce overlap of significant assignments and midterms being scheduled in the same week.
	    d. embrace universal design principles for assessments to provide all students flexibility with due dates during a global crisis.
	    e. rovide more opportunities for students to gain clarification and ask questions directly to the teaching team.
	    f. to release academic materials earlier to allow students more flexibility in how they schedule their weeks.
	7. FAS will recommend standard assignment due dates for all FAS courses in the university – 11:59 pm.
	8. Provided flexibility in assignment dues dates to reduce stress and in recognition of stress of COVID.

Supporting Our People	
1. Connectedness	1. Promoted opportunities for students to engage with each other and promote wellbeing that are offered via Student Affairs on FAS social media. Organized and promoted across FAS channels FAS-specific Town Halls and events, such as *Take a Break and Celebrate* in December, which provided students with opportunities to engage with each other and therefore supported and promoted their wellbeing. Promotion of FAS events and opportunities in biweekly eNews, according to guidelines. 2. Increased the visibility and awareness of ongoing virtual initiatives to foster sense of community and connection as in point 1. 3. Encouraged and supported diverse student initiatives focused on promoting student connections around different areas of interest through funding Arts and Science Undergraduate Society (ASUS) BIPOC Equity Focus Groups through the FAS EDII Fund. 4. Promoted department events on social media and supported departmental events and community engagement activities that were funded by FAS through marketing and communications campaigns, such as the Stabilizing Indigenous Languages Conference and the Watershed Festival.

	5. Promoted central resources to support mental health via social media. 6. Created Artsci Shoutouts page to build community and recognize faculty and staff members. https://www.queensu.ca/artsci/staff-and-faculty/support/artsci-shoutouts
3. Mental Health	1. Amplified central messaging regarding mental health resources and accessing mental health support regularly via social media. 2. Increased understanding of university approach to mental health and availability of resources.
4. Communication	1. Provided students with timely, clear communication on matters that are important for students (e.g., plan and course selection and registration, graduation, etc.), recognizing that some decisions were dependent on public health guidelines and the information that is available at that time. 2. Increased transparency in decision-making and communicated decisions by amplifying central messaging about decisions being made by Queen's committees and working groups in alignment with public health guidelines and the Ontario government plan in written correspondence, as well as Town Halls. 3. Ensured consistent messaging to students, faculty, and staff by notifying Heads, Managers and Assistants about messaging in advance of announcements to students. 4. Exploreed opportunities to provide mechanisms for ongoing feedback regarding online experiences.
5. Access to work and recreational spaces	1. Advocated for increased number of workspaces available to access while being compliant with restrictions,and provided additional study space in MacIntosh-Corry Hall. 2. Advocated for a system of access that prioritizes those who do not have access to workspaces or who are at key stages of program (comprehensive exams).
6. Equity Considerations	1. Advocated and shared best practices that are inclusive, including providing instructors with resources and webinars related to accessibility, such as creating closed captioning or written transcripts of video lectures to improve accessibility to academic materials. In addition, our EDII Curriculum Committee is working to ensure that EDII is incorporated into pedagogical and curricular-based initiatives, which supports our initiative to establish a process to ensure program and course level learning outcomes and assessments include global/non-western/Indigenous perspectives, and content pertaining to identify, difference, and social justice. 2. Supported and addressed issues of equity regarding students who face structural barriers to education (e.g., lack of quiet space, lack of reliable internet connection) through regulations, academic considerations, and academic advising. The Faculty provided

| | increased support and remedies for students experiencing extenuating circumstances. Recognizing the impact of disruption on learning in the spring of 2020, the Faculty also offered students the options to select a passing grade ("P" grade) instead of their final letter grade or to drop a failed course without academic penalty if their performance in winter term classes was compromised by the COVID-19 situation.
3. Educated and raised awareness among faculty and staff for underrepresented groups in COVID and beyond through EDII Committee statements, such as its statement of solidarity and support to the members of our Queen's community who have had their inequities amplified as a result of the COVID-19 pandemic, supporting national events such as the Scholars Strike, and through the provision of resources and workshops on remote teaching mentioned above.
4. Developing training to ensure it acknowledges, adapts and recognizes the challenges of EDI initiatives, training opportunities, and discussions in an online environment for individuals in different circumstances. In other words, matching training content and timing to individuals' capacities to participate. The FAS EDII Director will continue work on the FAS EDII needs assessment and develop an associated implementation plan that includes the creation of a mentoring program to retain new Black, Indigenous, and Persons of Colour (BIPOC) faculty members. Creating a mentoring program, as recommended in the Principal's Implementation Committee on Racism, Diversity, and Inclusion (PICRDI) report, will be a focal point in the coming year. Although not specifically addressed to BIPOC faculty, the FAS First Day to First Sabbatical Program for new faculty members also offers opportunities for mentorship.
5. Recognizing and identifing mental health issues that underrepresented students, staff, and faculty are experiencing and identifying campus-based supports that can provide interventions when needed through amplification of central messaging to students and the FAS Healthy Communities webpage for faculty and staff. https://www.queensu.ca/artsci/staff-and-faculty/support/healthy-communities. |