SUMMARY OF FINDINGS OF THE DEPARTMENT-EMBEDDED SUPPORT THOUGHT EXCHANGE IN THE FACULTY OF ARTS AND SCIENCE AT QUEEN’S UNIVERSITY ON HOW THE UNIVERSITY CAN BETTER SUPPORT DEPARTMENT-EMBEDDED SUPPORT DURING THE COVID-19 PANDEMIC.
## TABLE OF CONTENTS

### Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td>1</td>
</tr>
<tr>
<td>Background and Context</td>
<td>2</td>
</tr>
<tr>
<td>ThoughtExchange Methods</td>
<td>4</td>
</tr>
<tr>
<td>Description of Sample</td>
<td>5</td>
</tr>
<tr>
<td>Department-Embedded Support ThoughtExchange Results</td>
<td>8</td>
</tr>
<tr>
<td>Department-Embedded Support Themes</td>
<td>11</td>
</tr>
<tr>
<td>Department-Embedded Support Personnel ThoughtExchange Implications and Recommendations</td>
<td>16</td>
</tr>
<tr>
<td>ThoughtExchange Conclusions</td>
<td>21</td>
</tr>
<tr>
<td>References</td>
<td>22</td>
</tr>
</tbody>
</table>
Executive Summary

Department-embedded support personnel in the Faculty of Arts in Science at Queen’s University were invited to share their thoughts and rate other participants’ thoughts on how the university could better support them in their role during the COVID-19 pandemic. The thought exchange comprised 27 staff, faculty, and graduate students in various support roles. The participants shared 30 thoughts and provided 210 ratings. After the thought exchange was complete, we refined the themes generated from artificial intelligence software on the ThoughtExchange platform and used weighted averages to calculate thought ratings. Six main themes, mapping onto actionable items the university may take, emerged from the thought exchange: Provide Clear Timelines, Recognize and Value Work, Facilitate Course Delivery, Support Well-Being, Create Resources, and Effective Communication.

From the ThoughtExchange, we gleaned several actions Queen’s University may take to better support department-embedded support personnel during the COVID-19 pandemic. To begin, participants discussed the importance of providing clear, flexible, manageable timelines to complete tasks. By providing appropriate deadlines for task completion, the university can help reduce the stress the participants experienced with multiple competing deadlines for deliverables. The participants reported feeling exhausted and overworked and mentioned that recognizing and valuing the hard work they have put in would help boost morale and bolster the efforts they have put to support students and faculty during this difficult time. Additionally, the university would benefit from offering support with facilitating course delivery, by sharing resources to help department-embedded support personnel in getting online courses up and running. The participants emphasized the need for more mental health support, suggesting that the university offer and advertise more mental health initiatives and childcare options. Furthermore, the participants gave several ideas for resources the university could create such as how-to videos and other support resources for online learning, that could help both them and faculty members with smoothly and efficiently getting courses online. Finally, participants underscored the need for effective communication, to ensure messages are being relayed between them, the Faculty of Arts and Science, faculty members, and students. Department-embedded support teams have been vital in the transition to online learning, and it is important for Queen’s University to address, understand, and support their needs moving forward.
Background and Context

With its discovery in Wuhan, China, and its subsequent spread around the world, COVID-19 pandemic has caused considerable concern and rapid change in our society. To manage the illness, governments have adopted extreme public health measures including shutting down all but essential services and industries; promoting hand hygiene measures; restricting travel and closing borders; and implementing social distancing, self-isolation, and quarantine measures. These measures have created widespread disruption. Like other sectors, the education sector in Canada has been substantially impacted. Queen’s made a decision in March 2020, to cancel classes for a week and finish the winter term of 2020 online. Subsequently, the 2020 summer and the 2020-2021 academic year is primarily online. The goal of this work was to review how undergraduate and graduate students, faculty and staff were managing throughout the pandemic and to understand how the university could be effective in supporting its stakeholders throughout the pandemic. This report focusses on the ThoughtExchange results for Department -embedded support individuals, who were a trained group of staff and faculty to support teaching in their department.

Researchers have indicated that the effects of COVID-19 on mental health and well-being are likely to be profound and long lasting and will extend beyond those who experience the virus. Living through the pandemic is a stressful event, and for some individuals and groups, they may experience the stress more acutely. For example, research from University College London suggest that self-harm and suicide thoughts during the pandemic are higher among women, Black Asian, and minority ethnic groups, people experiencing socioeconomic disadvantage, and those with mental disorders (Lob, Steptoe, & Fancourt, 2020). Longitudinal studies have further indicated that mental health has declined in the early stages of the pandemic, as evidenced by elevated rates of anxiety, depression, stress, suicide risk, and post-traumatic stress (Pierce, Hope, Ford, Hatch, Hotopf, John, et al., 2020).

It is becoming increasingly apparent that that the mental health of employees is being negatively affected by COVID. For university employees the pandemic has obvious implications for their mental health, but also for their engagement in work and their work productivity. Managing the pandemic is adding significantly to this stress associated with work due to health concerns, the uncertainty, the lack of control over the virus, and the new way of working and interacting with colleagues. These stressors are likely cumulating over
time and having significant impact not only to the physical and mental health but also to their ability to do their work. COVID-19 is a chronic stressor that is novel, unpredictable, threatening, and individuals lack control over. Understanding these employees’ experiences is critical to developing harm reduction approaches to reduce and mitigate the risks associated with the pandemic.
ThoughtExchange Methods

Department-embedded support personnel in the Faculty of Arts in Science at Queen’s University were invited to participate in a thought exchange. These participants were asked:

“How could Queen’s University better support you in your role as a department-embedded support person during the COVID-19 pandemic?”

Department-embedded support personnel were initially emailed on November 30th, 2020, with an invitation to share their thoughts in response to the thought exchange question and asked to rate thoughts (between 0-5, based on how important or relevant the thought is) that were shared by other department-embedded support personnel in the thought exchange. Before participating in the thought exchange, the participants were asked questions about what their role in the department is; whether they have children or dependents, whether they have access to childcare; to what extent they feel they can balance their role with supporting instructors in the transition to online learning; and the amount of time they are working compared to before COVID-19. They were also asked about how disruptive the campus shutdown has been for their mental health; how supported they feel by the Faculty of Arts and Science; how appropriate the timelines to complete tasks have been; and how effective the communication has been from the Faculty of Arts and Science. The thought exchange remained open for 8 days. Participants received email reminders once during the thought exchange, and on the final day of the thought exchange.

Upon completion of the thought exchange, we used the themes generated using the artificial intelligence software on the ThoughtExchange platform to analyze the thoughts shared by department-embedded support personnel. Weighted averages were used to calculate thought ratings. The baseline rating of a thought is 3-stars. We reviewed and revised the AI generated themes and the thoughts that were included within each theme. Thoughts that were incorrectly placed were re-categorized. The themes were refined through an iterative process involving two separate coders to ensure reliability. The two coders and the research supervisor met after the initial theme generation to finalize the theme sets and categorize any remaining thoughts.
Description of Sample

PARTICIPANTS

| 27 Participants | 30 Thoughts | 210 Ratings |

In total, 27 department-embedded support personnel participated in the thought exchange. These participants shared 30 thoughts and provided 210 ratings. Many of the participants were staff (48%, N = 12), 44% were faculty (N = 11), and the remaining 8% were graduate students (N = 2). Forty-four percent of the participants (N = 11) reported having children or dependents. In total, 14% of the participants had either part-time or full-time childcare (N = 3).

RESPONSES TO SURVEY QUESTIONS

Before they shared their thoughts, the participants answered survey questions about their experiences in their roles during the COVID-19 pandemic. None of the participants felt that they could not manage their role while also supporting instructors with the transition to remote teaching, with 26% finding this balance a little manageable (N = 6), 39% finding it somewhat manageable (N = 9), 31% finding it very manageable (N = 7), and 4% finding it extremely manageable (N = 1). Many of the participants (71%, N = 17) reported they were working more than before the COVID-19 pandemic, with the remaining 26% working about the same as before COVID-19 (N = 6). Additionally, the participants found their mental health disrupted by the COVID-19 pandemic and the associated Queen’s campus shutdown, with 91% (N = 20) of the participants reporting the pandemic being at least a bit disruptive to their mental health. Department-embedded support personnel generally felt supported by the Faculty of Arts and Sciences, with 54% (N = 12) of the participants feeling very supported, 27% (N = 6) feeling somewhat supported, 14% (N = 3) feeling a little supported, and 5% (N = 1) feeling not at all supported. Fourteen percent of the participants (N = 3) reported the timelines to complete tasks were not at all appropriate, 19% (N = 4) found them a little appropriate, 53% (N = 11) found them somewhat appropriate, and 14% (N = 3) found them very appropriate. Most of the participants (91%, N = 19) thought the communication between the Faculty of Arts
and Science and the departments has been at least a little effective. However, a majority of participants (55%, N = 11) felt less able to take a vacation or sick day compared to before the COVID-19 pandemic, with 25% (N = 5) feeling as able to take a vacation/sick day as before, and 20% (N = 4) feeling more able to take a vacation/sick day than before. See figures below for the findings.

**To what extent:** Do you feel you can do your current role and also support instructors with their transition to remote learning; Do you feel supported by the Faculty of Arts and Science as a department-embedded support person; Are the timelines to complete tasks appropriate; Has the communication between the Faculty of Arts and Science and the departments been effective; Has your mental health been disrupted by the COVID-19 pandemic and campus shutdown.

<table>
<thead>
<tr>
<th>Current Role</th>
<th>FAS Support</th>
<th>Appropriate Timelines</th>
<th>FAS Communication</th>
<th>Mental Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>95%</td>
<td>86%</td>
<td>91%</td>
<td>91%</td>
</tr>
</tbody>
</table>
Compared to before COVID-19: How many hours a week do you work; To what extent do you feel like you could take a vacation/sick day?
Department-Embedded Support ThoughtExchange Results

OVERVIEW OF FINDINGS

Department-embedded support personnel offered a variety of thoughts regarding how Queen’s University could better support them during the COVID-19 pandemic. We categorized these thoughts into six broader themes. As can be seen in Figure 1, most of the thoughts related to themes of supporting well-being and creating resources. The participants emphasized that they are feeling overburdened and burnt out and are dually expected to support students while receiving little support themselves. They expressed a desire for help with childcare, more explicit mental health support, and additional support staff to ease their workload. Regarding resource creation, the second most common theme, the participants hoped for guidance with online learning, pedagogy, and curriculum design to help with the transition to remote teaching. Additional resources they suggested were how-to videos on auto-grading, captioning, and forming complex groups, streaming systems, protecting online property, and simple templates for OnQ. A few other themes emerged from the thought exchange, with department-embedded support highlighting the need for effective communication, facilitation of course delivery, clear timelines, and the recognition and valuing of their hard work.

As seen in Figure 2, the themes with the highest weighted average ratings included Provide Clear Timelines, with a score of 4.2 stars, and Recognize and Value Work, with a score of 4.1 stars, demonstrating that these themes and the thoughts therein were deemed relevant and important to the participants. The lowest themes were Create Resources and Effective Communication, both of which received a score of 3.6 stars out of 5.
**Figure 1.** Frequency of department-embedded support personnel’s thoughts across themes

![Frequency of Thoughts by Theme](image)

**Figure 2.** Average rating of department embedded support personnel’s thoughts within each theme

![Average Ratings of Themes](image)
We collected and visualized the most frequently used words in department-embedded support personnel’s thoughts as a word cloud (Figure 3). The size of the word reflects the frequency that it was mentioned. We noted that many of the words demonstrated the participants’ needs for support with creating resources and facilitating course delivery.

**Figure 3.** Department-embedded support word cloud
Department-Embedded Support Themes

THEME 1: PROVIDE CLEAR TIMELINES

Theme Summary:
• Department-embedded support expressed a need for clarity regarding timelines for deliverables and deadlines for future projects. They elaborated that they had no early access to the software they would be using, and thus were expected to have knowledge of how this software worked without having the chance to learn it themselves. Additionally, they wanted more information from Queen’s about what they can anticipate for the fall 2021 semester, to ensure they have allowing for more planning. Finally, they reported that multiple times during the summer, there were unrealistic and competing timelines for getting deliverables to the faculty. Below are some exemplar thoughts.

What’s coming next? As soon as Q anticipates fall semester plans. It would help us to plan. I would like not to learn this from students.

There were multiple times through the summer when unrealistic timelines and multiple competing deadlines were set for deliverables to the faculty. At the departmental level, single individuals were often responsible for delivering on all of these deliverables = no time away.

THEME 2: RECOGNIZE AND VALUE WORK

Theme Summary:
• Department-embedded support personnel brought up that the Faculty of Arts and Science is offering term contracts instead of renewing the contracts of existing personnel, despite their increasing hard work. They also highlighted the efforts of the OnQ team in supporting the transition to online learning. Finally, they commended the Principal for granting extra time away, as the inconsistent schedules of faculty members make it difficult for the participants to have time to rest.
THEME 3: FACILITATE COURSE DELIVERY

Theme Summary:

- Department-embedded support emphasized the need for more support with course facilitation. They suggested targeted training open to all faculty to offload the burden of the embedded teams and help faculty with organizing information and fostering connecting in asynchronous courses. There was little time to review the courses, so the participants encouraged the university to provide reasonable deadlines for course design to ensure the courses were complete, cohesive, and accessible. Additionally, there was some confusion surrounding course delivery, with some individuals being told not to do synchronous sessions or mandatory attendance, while others ran Zoom seminars. This new way of course delivery has resulted in decreased student attendance and frustration from the participants, who invest time creating resources for students and see little return. As a result, many students are left feeling isolated and not developing valuable public speaking skills.

Faculty or University deadlines on course design could have helped to create complete, cohesive and accessible courses. Little time for courses to be reviewed, between completion and the course beginning. Could have used a review process to ensure student success.

We were told no synchronous sessions that are mandatory, no grading of attendance -- colleagues in other departments ran seminars as usual (with Zoom) The impact: (a) students do not learn public speaking or same exchange with students; (b) attendance has been less than 30% in our seminars.
THEME 4: SUPPORT WELL-BEING

Theme Summary:

- Department-embedded support personnel encouraged the university to take meaningful steps to better support their mental health. Many participants felt that while they are expected to constantly support students, they receive little support themselves. Participants suggested reaching out to faculty members, particularly those who are new, to ask them how they are coping and what kind of assistance they need. Although meetings were brought up as a potential way to support the participants, some also felt that they did not have the time to attend these meetings. Moreover, the participants brought up the possibility of providing support with childcare as well as more explicit mental health support.

FAS ’check ins’ are of minimal help. What actions will FAS take to meaningfully help overburdened staff and faculty? The army of staff and faculty are unhappy, exhausted, and given the burden of constantly supporting students, without getting support themselves.

HIRE more support staff to help with the greater administrative burden. Faculty and staff are BURNED OUT. There will be more of us taking sick leave, possible suicides and greater mental health issues.

THEME 5: CREATE RESOURCES

Theme Summary:

- Department-embedded support underscored the need for support and resources regarding curriculum design and online learning. Specifically, they noted the need for how-to videos on topics like customizing content, auto-grading assessments, efficiently producing captions, protecting intellectual property, and creating complex groups on OnQ. Additionally, they mentioned integrating simple templates for OnQ and other software to save time and maximize efficient course delivery.
How-to videos on linking different assessments to auto-grade
Saving time in term

Been more on top of this earlier: (a) streaming systems; (b) how to produce captions efficiently; (c) how to protect intellectual property. Other universities have learning systems that do not allow students to download lectures. My course materials (notes, PPT, audio) given away.
THEME 6: EFFECTIVE COMMUNICATION

Theme Summary:
• The participants expressed a desire for regular contact and acknowledgement from senior administration, specifically ensuring they are given the information before students so that they are better able to communicate with their students. Additionally, they wanted a quick contact list with information on which individuals to communicate with for different types of questions and issues.

  The radio silence has been odd. Regular contact and encouragement/acknowledgement from senior administration would have made a difference. This experience has changed my relationship with Queen's.

  I would like senior administration to communicate directly with faculty (before students) & more regularly. I found it difficult last spring/summer when students would email me asking about changes - -I was out of the loop- students told me what was going on.
IMPLICATIONS FOR SUPPORTING DEPARTMENT-EMBEDDED SUPPORT PERSONNEL

As a result of the COVID-19 pandemic, many individuals were forced to rapidly adapt to the evolving situation, and the department-embedded support personnel at Queen’s University were at the forefront of facilitating the transition to online learning. The participants in this survey identified several areas where the university could better support them in their role during the pandemic and beyond. First, the participants discussed the importance of being given clear timelines for when to complete tasks and provide deliverables. Studies have demonstrated the importance of universities balancing being flexible while still giving clear expectations and timelines (Duncan & Barnett, 2009). In these uncertain times, it is even more important to set deadlines while remaining adaptable, which allows for individuals to plan but still accounts for potential changes in their situation (Carrillo & Flores, 2020). There is clearly a need for the university to examine and review the pedagogy surrounding online learning and teaching to ensure that they are integrating technology and maintaining public health while still ensuring department-embedded support are receiving clear, manageable deadlines and faculty support. Another important theme that emerged was recognizing and valuing work. Through acknowledging the efforts department-embedded support personnel are making during this time, the university may help boost morale, thereby increasing employee satisfaction and well-being (Shan & Tang, 2020).

Department-embedded support personnel also encouraged the university to help facilitate course delivery. Many of the participants faced uncertainty surrounding how courses would be delivered, in both the short-term and the long-term. The rapid transition in course delivery that occurred because of the COVID-19 pandemic necessitated instructors to engage in emergency remote teaching, a mode wherein instruction is able to be quickly accessed during times of crisis (DeVaney & Quintana, 2020), meaning department-embedded support personnel had to quickly adapt to support them in mounting their courses to an online format. Managing uncertainty during these stressful times can be a useful way of reducing anxiety for department-embedded support staff (Hall et al., 2020). Job-related uncertainty was a problem for instructors, students, staff, and department-embedded support, both on a short-term (for example, uncertainty about how the semester will unfold) and ongoing (for example, about...
how the pandemic will affect one’s life trajectory) basis (Hall et al., 2020). By providing information about course delivery and offering targeted training for department-embedded support, Queen’s University may help both department-embedded support personnel, as well as faculty and students, to feel confident and capable with new online learning tools.

Another concern that the participants raised surrounded the university taking meaningful steps to support their well-being. With the care burden of many department-embedded support personnel increased during the pandemic, it is important to ensure systems are put in place to support those struggling with caregiving or mental health (Power, 2020). The social isolation that results from working at home may be associated with increased mental health problems (Tavares, 2017). Additionally, many department-embedded staff may be taken away from both their colleagues and useful resources they do not have at home. For some participants working from home resulted in the lines between personal and professional life, thus increasing work hours and stress levels (Hamouche, 2020). Moreover, it is important to consider how aspects of life interconnect; for example, concerns department-embedded support personnel have surrounding their job may be compounded by other factors in their life, such as caregiving, mental and physical health, and other responsibilities (Hall et al., 2020). Thus, the university would benefit from providing more mental health support sources for department-embedded support personnel, enabling them to maintain a work-life balance, improve their well-being, and better support students and instructors.

The final themes the department-embedded support personnel discussed involved creating resources and communicating effectively. Creating resources to support learning is an important part of ensuring student success (Mahmood, 2020). Being flexible and open to new teaching methods can be useful to maximize student engagement (Nerantzi, 2020), but providing resources to support department-embedded support personnel integrate these tools is a crucial part of this transition. Communicating effectively is another way in which the university can ensure information is passed on and uncertainty is decreased. Better communication can also help lessen feelings of isolation from the pandemic and foster increased engagement (Alawamleh, 2020).

In considering the implications gleaned from the department-embedded support personnel thought exchange, we give the following recommendations to help support the participants in their roles moving forward:
1. COMMUNICATE CLEARLY ABOUT TIMELINES AND EXPECTATIONS

- Co-ordinate with central communication to communicate directly and regularly and with consistent messaging to all members of the university.
  
  o Given the current situation, identifying, and communicating the plans for the summer and fall as soon as possible is one step in this direction.

- Provide early access to software to allow department-embedded support the opportunity and time to learn how to use it.

- Where possible, ensure deadlines are reasonable and flexible. Participants noted that at times, competing deadlines made it difficult for them to produce deliverables in a timely fashion. Thus, there should be more communication and understanding regarding the expectations of what needs to be produced by which date. Appropriate timelines should be established to allow the department-embedded support time to complete the task while accounting for other life situations that may arise, such as caregiving or illness. Additionally, it may be important to prioritize tasks that need to be done by a certain date and potentially offload non-essential tasks to be performed later.

2. RECOGNIZE AND VALUE HARD WORK

- Everyone needs to feel appreciated and valued. This recognition can come through in moment-to-moment interactions with supervisors or team leaders or in formal gestures. Both types of activities are encouraged.

- One way of demonstrating value or worth is represented in the nature of the contracts. If there is an ongoing need for this support, consider longer length contracts. Some participants recommended considering continuing existing staff contracts as opposed to offering term contracts.

- Formally and informally recognize the efforts of department-embedded support and the team at OnQ for their role in getting classes online. This recognition can occur within departments, from the Faculty of Arts and Science and from the Vice Provost of Teaching and Learning.

- Many of the participants reported working long hours and over short intense periods of time, such as the week before classes started. Recognize this work by granting extra time away during low periods of activity. It is a much-needed mental health break, plus a formal recognition of their dedication.
3. PROVIDE RESOURCES AND FACILITATE COURSE DELIVERY

- In this role there was a varying level of knowledge of the required tasks, with some individuals requiring more training than others. In a train the trainer model, it would have been helpful to have training that included both the pedagogical principles as well as the technical principles and for the training to be laid out in the sequence of an instructor developing the course. The training needs to address online and remote learning, pedagogy, and curriculum design, as well as providing the technical skills.

- It would be helpful to augment the training with the following resources. These resources could also be available to instructors.

- Offer how-to videos on:
  - Streaming systems.
  - Protecting intellectual property.
  - Producing captions efficiently.
  - Creating complex groups.
  - Auto-grading.
  - Editing OnQ menu bar.

- In addition, it would be helpful to have clear, simple templates for course delivery in OnQ. Many of the courses have similar components and for both students and instructors have templates of courses in OnQ would facilitate course design and delivery.

- Potentially share the resources across departments to reduce demand in small departments. For example, if one department is holding drop-in hours that are not well attended, then advertise to other departments. Many of the embedded supports individuals were doing similar work in different departments. Their knowledge and skills could be shared across departments.

- Think about how to design this role so it is not reactionary, but rather a planning role. The skills were valuable to the departments and this role could be one that is implemented post pandemic. That is, can FAS create a team of embedded supports and have an associated community of practice beyond the pandemic? The need for OnQ and teaching supports will always be present and to build capacity within departments will only strengthen teaching.
4. SUPPORT WELL-BEING AND FOSTER MENTAL HEALTH

- Many reported being overworked and exhausted. There may be a need to increase the size of the embedded support teams. Hire more support staff to help with the greater administrative burden.

- This team is often overlooked as they may have multiple roles in a department (student, faculty member, staff). Therefore, their well-being and workload with respect to this role is often unchecked. This team needs regular check-ins about their well-being and provide support with respect to this role. Currently that is not happening for all embedded support team members, and it is not consistently happening.

- The Community of Practice was a helpful drop-in but sometimes happened at a time when individuals could not attend. It would be helpful to have minutes or recordings of these meetings so that team members could still glean the valuable information that was shared on their own time. Provide a way to attend meetings on one’s own time or offer a quick summary of meeting highlights for those unable to attend.

- Although there are supports available, it is not always well communicated and not frequently communicated. Publicize and promote targeted mental health support for faculty, staff, and other employees.
PRIORITIES FOR SUPPORTING DEPARTMENT-EMBEDDED SUPPORT PERSONNEL

To conclude, this ThoughtExchange uncovered a variety of ways in which Queen’s University can better support department-embedded support personnel during the COVID-19 pandemic. First, participants emphasized the importance of providing clear timelines. Competing deadlines for deliverables contributed to increased stress levels, and thus more flexibility and clear communication regarding expectations for deliverables would benefit the participants greatly. In addition, recognizing and valuing the hard work that department-embedded support personnel have been doing during this tumultuous time emerged as a potential way to boost morale. The difficulties and uncertainties surrounding course delivery were also brought up, with participants expressing a need for the university to help scaffold the transition to online learning. They also highlighted the need for more support for mental health and well-being, encouraging the university to prioritize mental health initiatives and caregiving options for those with dependents. Moreover, department-embedded support suggested several ideas for resource creation, such as how-to videos and support resources for online learning, that would help them better adapt classes and perform their duties. Finally, the participants mentioned the importance of effective communication during the pandemic and beyond, to ensure messages are being relayed and students and staff are being supported. Overall, by ensuring these needs are being considered and addressed, Queen’s University can ensure they are supporting the teams who have been vital in facilitating the transition to online learning.
References

https://doi.org/10.1108/AEDS-06-2020-0131


