



Undergraduate Students Initiatives Emerging from COVID Review

Themes	
Enrich Learning Environment 1. Instructional Practises and Course Design	í X 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 2020 (from 2024) (p) 01061539

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.
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	<p>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.</p> <ul style="list-style-type: none">ï X 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.õ X 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.ñ X Recognizing and identifying 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.
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