

Advising in Times of Disruption

Sarah Howard, Ohio State University

Co-authored with participants of the @AcAdvChat community

Thank you all for your interest in this document - I hope during this chaotic time that there are useful bits of information for you in here. Sometimes, due to the number of people accessing the document, the ability to edit may not be available. If there are items that you would like to see added or topics that you're addressing on your campus/in your unit that you would like to weigh in on, please feel free to email me at howard.933@osu.edu with any ideas or text to add.

Yours in physical distance,
Sarah Howard

Sharable Link:

https://docs.google.com/document/d/1GwDaMIWK7maNY8y1bPSYtIDSZPgkck_6N7CauxND0k0/edit#heading=h.837a5g2xkt2v

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Advising in Times of Disruption

As our institutions rapidly make decisions about suspending normal activity to slow the spread of COVID-19, advisors will need to take a creative approach to continuing to provide student services to support student success. This document is inspired by the [Teaching Effectively During Times of Disruption document](#) put together by a team at Stanford University.

While this is a time of uncertainty and some anxiety, advisors can provide patience and a listening ear to students and colleagues. To borrow from the Teaching Effectively document, “Times of disruption are, by their nature, disruptive, and everyone expects that.” You should not be expecting to provide services in the exact same quality and manner as you would under normal circumstances; creating an entirely online student support network for your campus would take a lot of time and planning. What you should be focusing on right now is minimizing the disruption to normal advising activities, as much as possible, and being supportive of the students, who are also experiencing this disruption.

Crowdsourced document tracking institutions that have closed or moved to online learning due to COVID-19: [Colleges and universities closed for COVID-19](#)

Spreadsheet tracking Residence Life ideas in light of COVID-19 (from Marci Walton, Xavier University):

https://docs.google.com/spreadsheets/d/1emjIU0fM3wAzn7ChRcS_dO5cgFQilqh2mAzXyv_nEj4/htmlview?ts=5e68e40f&fbclid=IwAR1jArqSgU_MTccfJpFb4Wh9WDcd8AHv26ozWFhDAclmr0MKw3EWCPYOYto&sle=true#

Career Center COVID-19 Planning Sheet (Kelvin Rutledge, Southern Connecticut State University):

https://docs.google.com/spreadsheets/d/115ovSD1tDkXueSBgaeVERSnm0jtoGKI9z9oolN_YPgs/edit#gid=0

Digital Engagement Crowdsourced - Elena Marione, Mount Holyoke College

https://drive.google.com/drive/folders/1ogidGTkgMsIRVHx9NFunth4UsPHMdWE7?fbclid=IwAR0LOS5GoWwYVvm_IABvC-yuF8JKki50C_fa0YLKGVEMffdzGE6kUmalSVYI

Evaluate Your Tools

In the case of campus closure, are you prepared to work remotely/telecommute? Do you have a campus-issued laptop or tablet that you could use to work away from campus?

As staff, you may or may not be given the option to work remotely. If you are still asked to be in the office supporting students, consider moving all scheduled appointments to phone or video appointments (see [section below](#)). Practice physical distancing (leave at least 3 feet between

you and another person -- try not to sit directly next to a student during an appointment), keep sanitizing wipes or supplies available, and practice other good hygiene to prevent the spread of illness (wash hands, avoid touching nose, mouth, and eyes, cover coughs and/or sneezes, dispose of used kleenex in the trash).

If you will continue to see students in person, you/your unit might consider messaging ALL students with a scheduled appointment that they need to either cancel or convert their appointment to phone or video if they are experiencing any symptoms of illness or fever.

Sample messaging may include:

“If you are experiencing a fever, cough, or any other symptoms of illness, please call our front desk at XXX-XXX-XXXX to either cancel your appointment or reschedule your appointment as a phone or video appointment. Thank you! Here are CDC recommendations for preventing illness: <https://www.cdc.gov/coronavirus/2019-ncov/about/prevention-treatment.html>”

Some things to consider:

- Work from home may not be possible for all individuals, but working at your office conducting remote appointments may still require additional applications and tools.
- Charge up your mobile devices and plan to bring them home with you along with chargers.
- For digital files that are on your desktop or in the shared or personal drive, we strongly suggest setting up a folder in a cloud storage solution (such as Box, Dropbox, Google Drive, Microsoft One Drive, etc) for yourself and dragging those files there
- Will you have access to files remotely via VPN or similar log-in?
- Does your institution use any of the following applications? Make sure you've downloaded the latest version to your mobile device:
 - Skype for Business (download app to your phone, so you can take phone appointments without using your personal number)
 - Zoom or other online meeting platforms (also available as an app)
 - Microsoft Teams app (use this to organize our group projects and very easily video conference with one another)
 - Blue Jeans
 - Outlook app (to your phone and to your iPad)
 - Box or other cloud storage options
- What tools do you have web-based access to?
 - Appointment scheduling software
 - Student Information System
 - Advising Notes
 - Curriculum plans
 - Reporting softwares
 - Learning management system (LMS)

[Work from Home Checklist](#)

Complications of Switching to Online Teaching & Advisement

It is not simple to just flip a switch and start teaching or advising online. In many cases teaching an online or hybrid course is much more complex than just teaching a face to face course, because it requires engagement in ways that professors may not be accustomed and intentional use of content, pedagogies, and strategies. Similarly advisement can be very tricky online, and just having access to online tools may not lead to positive results.

Teaching & Advising Online: Know that for someone who has never taught or advised online this can be very complex

- What are the best practices of teaching or advising online
- What are the challenges of repurposing in-class materials
- How do we keep the level of engagement or assessment the same?
- Faculty or advisors may not be aware of differences in expectations online

Learning Online: Know that for students who have never been taught or advised online this can be very complex

- What are the best practices of learning or advising online
- Access may not be equitable for all students
 - Students may not have ready access to working computers off campus
 - Accessibility of course material may not allow for equitable participation
 - Accessible teaching in the time of Covid-19
https://www.mapping-access.com/blog-1?fbclid=IwAR3soa9FEI6ehLmKQfAdj0I7d_1yydzPtbJvxvzRUz0zWoNX2yNm3mj13kM
- Students may not prefer online learning
- Students may struggle with independent course management/time management

Engage with faculty, staff, & students who are more used to online courses

- Students who are used to online formats may have recommendations
- Staff who advise online may be able to share their practices
- Faculty who regularly teach online, may have strategies & ideas to share

Resources

- <https://www.hastac.org/blogs/jacqueline-wernimont/2020/03/09/thoughts-resources-those-about-start-teaching-online-due-covid?fbclid=IwAR1IHSzzCQK0EbLccbrafRet1YAXe-D4jW4GhUTZwOViKqIh8NbYxkdR8pk> - Shared by Angela Battista (NASPA)

Communicating Changes

As information changes rapidly, keeping your students up-to-date with information is critical. Your institution's communications office should be the primary channel of information, but your

office/unit/department web site should reflect the most up-to-date recommendations (or link to the primary institution source).

If your appointment software allows you to message all students with a scheduled appointment, notify them about the remote-appointment options your office is implementing (see section below for further recommendations).

Consider using your campus learning management system (LMS) as a place to provide information that would be useful for a lot of students and/or announcements about changes that might impact a wide group of students.

Regularly check your email and respond quickly to student inquiries. In this time of disruption, students may be seeking information in a shorter time frame.

When replying to an email with information that may be subject to change, make sure that you communicate that “this information is accurate as of the time that I’m typing this and is subject to change at a rapid rate. Please see {insert web address} for the most up-to-date information and recommendations.”

If your institution has chatbots for Admissions questions, or just in general, be sure that they are updated with information regularly.

Useful resource: [How to Outreach to Online Students](#)

Remote Appointment Options

While many of our students may have access to resources which would allow them to maintain an advising appointment remotely, not all will/do, so keep that in mind when choosing remote options. When possible, allow students to choose the method they would prefer.

Phone appointments

Many advisors schedule phone appointments with students throughout the year, and for a variety of reasons. During a time of campus disruption, phone appointments may be the easiest way to connect with students.

- Make sure to remind students to verify that they have provided a phone number (either in the appointment system or in your Student Information System) that they will have access to during the time of their appointment.
- Be sure to communicate whether you (advisor) will be calling at the scheduled appointment time, or whether it is the student’s responsibility to call.
- Make sure that the student is aware of the time (and timezone) that the appointment will be held -- sometimes disruption from normal routine makes us forget to convert timezones, if necessary.

- Recognize that a student may or may not have control over the external environment they are in at the time of the appointment. If they are home, there may be other people/siblings/pets and/or external noises which they cannot control. You can communicate expectations that you would *like* for them to have access to a computer in a quiet space during the appointment, but be understanding if that is not possible.
- After the appointment, consider sending a follow-up email with a recap of what was discussed, any website links that the student should look at, and any additional information that the student should know at that time. Since you won't be able to read the student's non-verbals over the phone, a follow-up email keeps the line of communication open and allows for confirmation that both you and the student are on the same page about the appointment.
- Record advising notes, even for phone appointments. In case the student ends up talking with a different advisor the next time, it is useful for everyone to know what the content of the appointment was.

Advisors making phone calls from home may not want students to have their home or cell phone number. If you do not have access to a university-issued phone number (through Skype for Business or other), you could consider using Google Voice. This video provides a good overview of the service: <https://youtu.be/5mFGhHEhY6I> If you have VoIP phones, e.g., Cisco, you may be able to download an application to your computer which will receive calls.

Video-conferencing appointments

If your institution already has a video-conferencing platform available for use, refer to the help documents for that platform specifically. There may be video-conference platforms available via your institution's learning management system (LMS), so be sure to check those options, as well.

If your institution does NOT have a video-conferencing platform available for use, you could consider any of these options (not an exhaustive list):

- Skype
- Zoom
- Google Hangouts
- Facebook Messenger Video
- FaceTime (iOS only)
- GoToMeeting
- WebEx
- Whereby
- Microsoft Teams

**Please note that there are pros/cons to each of these platforms for advising. If you are making a decision on what to use, consider your overall needs, the length of time you would anticipate needing to use this solution, the learning curve, the available tools (screen share, audio/video options, etc), the ease of sharing link or appointment invitation, etc.*

Some considerations for video-conferencing appointments:

- Think about what the background behind you looks like on camera. You don't necessarily need it to be an exact replica of your office, but you probably don't want a pile of laundry in the shot, either. Some platforms have an option to blur your background which could be beneficial.
- Some students may not feel comfortable using their camera during a video conference appointment, and that is okay. Keep your camera on if that works for both of you, or just switch to audio only using the platform.
- Consider using screen share so that both you and the student are viewing the same item at the same time. This will reduce confusion and also ensure that the student doesn't get lost in verbal navigation.
- As with phone appointments, it is helpful to send a follow-up email with a recap of what was discussed, any website links that the student should look at, and any additional information that the student should know at that time. A follow-up email keeps the line of communication open and allows for confirmation that both you and the student are on the same page about the appointment.
- Record advising notes, even for video conference appointments. In case the student ends up talking with a different advisor the next time, it is useful for everyone to know what the content of the appointment was.

Zoom specific resources for advising usage:

- Creating a breakout room:
<https://support.zoom.us/hc/en-us/articles/206476093-Getting-Started-with-Video-Breakout-Rooms?fbclid=IwAR3uwUbj4GUM3WHkevhZHfJbgaq782VEye-C8EDqCMjLZS4fpcoASu7BXFk>
- Using the waiting room function: [Waiting Room](#)
- Free version guide:
<https://docs.google.com/document/d/1Q3xIC4mGMnhfkEjaVWn1Tgqu3QbAPyXtXAJDAqITQBQ/edit?usp=drivesdk>
- Additional Zoom resources
<https://fyi.extension.wisc.edu/edtech/zoom-training-information/>

NEW Advising via Zoom Playlist (From Alex Aljets, Oregon State University):

https://media.oregonstate.edu/playlist/dedicated/0_9p6xuo0x/

Part 1 of 3: Set up & Technical Tips

Part 2 of 3: Successful Remote Advising Conversations

Part 3 of 3: Mock Advising Appointment

Some troubleshooting tips (from [Teaching Effectively During Times of Disruption](#)):

- **If your microphone is not working**, use the phone number listed in the meeting invitation. You can use your phone as the microphone and audio source for your call rather than your computer's built-in microphone if necessary.

- **If your Internet connection is slow or lagging**, consider temporarily turning off your video stream and only maintaining the audio stream. Sometimes, running the web camera on your computer will use up the Internet's bandwidth in a way that might make communication challenging. Turning off the video should improve communication quality and consistency.
- **If you have earbuds or a headphone set, wear them!** Wearing earbuds or headphones will reduce the amount of noise that your computer will pick up during your quality, which will make it easier for your students to hear you. Similarly, you may want to advise your students to wear earbuds or headphones during the call.
- **Advise students to mute their microphones if they are not speaking and unmute the microphones when they wish to speak.** Students may be joining calls from all kinds of different locations, many of which may create background noise that could be distracting. Encourage students to mute themselves if they're not speaking to minimize unnecessary or distracting background noise.
- **Check the "chat" space for student questions and contributions.** Some students may not have working microphones and, therefore, may be unable to contribute via voice. The chat room is a good place for students to contribute, ask questions, and be involved.

Using Live, Online Sessions to Support Continuity of Instruction (OLC pop-up webinar)
https://docs.google.com/presentation/d/1ZBbNY2VKqdO5jvIUQ4_K5g4OGgc19Q-aMhLh5JqFF9w/mobilepresent?slide=id.g70e9097812_0_12

Email appointments

While perhaps not the most effective use of time, you might consider offering an email appointment if the student is concerned about access to phone or wifi for a 30-minute appointment. If you and the student opt for an email appointment, you can instruct the student to jot down all of the questions they were hoping to address during the appointment in one email message. The more specific the question, the better. (Questions such as, "What should I take next semester?" may or may not be answerable, unless you have confirmation that they are still following the same track as discussed during a previous appointment.) Because students are probably used to emailing you with questions, there would be no learning curve for this option.

Some additional questions you might ask students:

- Do you have any concerns about accessing academic materials (textbooks, notes, etc) that may be on campus?
- Will you have reliable internet access during this timeframe? Do you anticipate any challenges completing your coursework online?
- How were your courses progressing prior to Spring Break? Were you at all considering dropping a course prior to the deadline?

NEW Proactive Outreach

Many institutions are likely facing the approach of next term registration during this disruption period. Advisors may consider using some of this time to do proactive outreach to their students with registration/graduation plans.

Run reports from your SIS to identify current students by major, and sort by credit limit. Address students who are seniors/closest to graduating first, then work backwards.

Create a semester-by-semester plan with what students should take to progress in major.

Example:

Fall 2020	Spring 2021	Fall 2021
DEPT XXX	DEPT XXX	DEPT XXX
DEPT XXX	DEPT XXX	DEPT XXX
DEPT XXX	Minor course	DEPT XXX
Gen. Ed	Gen. Ed	Minor course
Elective	Gen. Ed	Minor course/Elective

Send plan to student by email, and copy/attach into student's advising notes for future access.

Addressing Staff Needs

During times of disruption, making sure that everyone in the office is aware of updates and supported is important. If advisors are working remotely, making sure that there are still opportunities for sharing information and processing the rapidly evolving environment are critical.

- Consider keeping regularly scheduled staff meetings, but move them to a virtual environment.
- Advising administrators might consider scheduling more frequent 1-1 check-ins with their direct reports to make sure that everyone has what they need (physically, emotionally, mentally).
 - Be aware of EAP resources for faculty and staff, and how those referrals may or may not be impacted with campus closures/changes.
- **NEW** Consider creating a webpage (accessible by institution login) as a one-stop place for information as policies are clarified, support resources are created, and general questions are answered about moving forward. If possible, using a blogging platform (like Wordpress) would allow advisors to subscribe to the RSS feed to be notified of updates/changes.

Other Remote-Work Considerations

- **NEW** [How to make your transition to remote work easier](#)
- There are some useful tips in this blog post: New To Working from Home? <https://blog.zoom.us/wordpress/2020/03/09/working-from-home-tips-to-meet-like-a-pro/>
- If working from home, set aside a workspace, even if it's the dining table.
- Try to stick to a schedule that works for you, even if it's not the regular "8 to 5" that you would work in the office.
- Eat, drink water, take breaks, get rest.
- Consider using some paid time off, if that is an option for you. This is a stressful time with a lot of rapidly changing information. Take care of and be kind to yourself, your colleagues, and your students.
- While it might seem like you'll have "all of this free time to work on a big project", don't set your expectations too high. Just aim to do the work.
- This is a good opportunity to review the accessibility and usefulness of your advising web resources. Take notes about your experience, especially if they can be used to enact some changes in the future.
- In addition to providing time for student appointments, think about what other projects you may be able to work on during this time:
 - Class updates/preparation for an upcoming semester
 - Orientation presentation updates
 - Consider impact if in-person orientation sessions are canceled; how could orientation information be presented in online venues?
 - Proactive email outreach to students
 - Long-term planning
 - Revamp online course content
 - Review department/unit website and take note of things that need updated, changed, or reworded for clarity
 - Read an article from the [NACADA Journal](#) or [NACADA Review](#). Create a discussion group with other advisors to reflect on how that article might impact or influence your advising practice.
 - Watch a [NACADA web event recording](#)
 -

Longer-range Planning Considerations

Petitions

Given the disruption and sudden shift to online learning at many institutions, advisors can probably expect to see an increased number of students requesting to petition to be withdrawn (either within the institution deadline, or retroactively) from a course or from the entire term.

Some things to consider:

- Are students currently able to initiate a petition through an online process? Are they able to submit petition documents through an online form or repository?
 - If you do not currently have an online petition process, will you accept petition statements and documentation through email? Is it worth the time to create an online form through Qualtrics (if your institution has access) that could be used beyond this disruption?
- What type of documentation would you require (or not) if a student is petitioning due to the impact of suspension of in-person coursework?
- What is/might be the overarching grading philosophy for the institution in light of this disruption? This would be a good opportunity to partner with the Registrar's Office: will students be able to choose whether they would want the letter grade they earn recorded on their transcript, or will there be an option for students to select a Pass/Fail on their transcript? Will there be any university-wide notation about the instructional disruption on transcripts?
- If you require verification of last date of attendance/participation for petition, how will you verify that in online system?

NEW Graduation/Commencement

Graduation is a complex option at the moment because it involves pre-planning, large groups of students, faculty, staff, families, etc... In addition the numbers at graduation are such that the events may come into conflict with local, regional, or statewide group meeting bans.

- Due to booked venues and uncertainty, some institutions may continue planning graduation and amend their plans as their institutions finalize their responses to Covid-19. It is critical that graduation is included in those plans and that any decisions impacting that be communicated promptly and efficiently once those plans are finalized.
- Notifications and updates for students
 - With uncertainty or moving to online services after the break for some institutions, it is critical to communicate the following to students.
 - Current status of graduation processes (As of now, but subject to change)
 - Current advisement status or issues that may be outstanding for graduation purposes (Shy a course, options for making up courses, gpa requirements for participation, etc...)
 - Current academic progress / early alert information - It may be harder to reach students in an online environment and some students may struggle with the online format and need for self direction.
- Notifications and updates for Parents / Families
 - Changes to travel restrictions
 - Complications for international student families & travel
- Related Events & Adjustments

- Award Ceremonies / Honor society events /
- Cultural Events / Study abroad / International / Multicultural / LGBT (Lavender) receptions.
- Graduation Receptions
- Liturgy / Mass / Religious ceremonies
- ROTC Commissioning Ceremonies
- Complications for advisement & Planning
 - International students who may wish to extend their stay to avoid graduating early due to Covid-19 concerns in their home country.y.
 - Some schools may opt for smaller departmental ceremonies, rather than a larger ceremony.
 - Live Streaming Options
- Academic issues
 - Grade petitions due to change to online course format -- delays in graduation certification?
 - For institutions that have completely cancelled the term, how are students who were planning to graduate handled?

Orientation

While the spread of COVID-19 will hopefully wane before the start of orientation season, it is not a bad idea to have a contingency plan in case there are still restrictions on travel and group meetings into the summer months.

You might consider creating components of an online orientation experience. Perhaps you already have some information on your department website or on your Learning Management System (LMS) that can serve as a basis for this project and planning. Some questions to consider to help you determine in what format you'd want this orientation material:

- What are the learning outcomes of the advising component of orientation? How can those learning outcomes be met and assessed in an online environment?
 - If you don't already have learning outcomes for the advising component of orientation, now might be a great time to start developing them!
- What information is critical for students to know about/from advising prior to arriving on campus?
 - Does this information need to be different for new first-year students versus transfer students?
- What is the best way to present content? Written text, narrated video, infographic, slides? What materials do you already have prepared that could be modified or curated for an online orientation?
- Will you provide synchronous (in-real-time) video options for orientation, or would you have students complete asynchronous material and then schedule a phone or video appointment to consult about registration for classes?

- What would staffing needs be in order to individually schedule each student who would be entering your program in the fall?
- How are placement levels determined at your institution? Will it be possible to get those placement tests completed online?
- How does the release of AP/IB test scores in early July typically impact class registration at orientation? If moving to an online orientation format, how would you address the release of scores?
 - You might create a “quiz” or fillable PDF form to upload that allows students to indicate which AP/IB course(s) they took and what score(s) they anticipate.
- When do newly admitted students gain access to your campus LMS -- after matriculation? After verifying institution email? Other?
 - The answer to this question might determine whether or not you decide to put your online orientation information on LMS or just on a website.

●
NODA [Best Practices for Online Orientation](#)

NEW Helping Student Adjust & Be Successful in Online Coursework

- [Four Tips for Students Who Are New to the Online Classroom](#)
- [Consider accessibility issues.](#)
- <https://www.northeastern.edu/graduate/blog/tips-for-taking-online-classes/>
- [Distance Learning/Online Learning Wakelet](#) from Lindsay Crawford, University of Southern Maine
- [Khan Academy](#) for additional practice/alternate explanations of topics
- <https://success.oregonstate.edu/learning/learning-online>
- Remind students to communicate with faculty: regularly check institution email, log in to Learning Management System (LMS) daily, ask questions when something isn't working the way they expect or when they don't understand something
- <https://ai.umich.edu/wp-content/uploads/2020/03/student-disruption.pdf>
- <https://uh.edu/online/students/current-students/online-success.php>
- <https://carryon.sjcnny.edu/learn>
- <https://altlab.vcu.edu/rapid-response/students/>
- <https://atus.wvu.edu/kb/keep-learning-checklist-participating-classes-online>
- <https://online.unt.edu/learn>
- <https://www.uscupstate.edu/campus-life/health-and-safety/health-services/Information-about-covid-19/keep-on-learning/>
- [Student Readiness to Adopt Fully Online Learning](#)

Additional Resources

Center for Disease Control Interim Guidance for US Institutions of Higher Education:

<https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-ihe-response.html>

Preparing for the Coronavirus on Campus

<https://www.higheredjobs.com/Articles/articleDisplay.cfm?ID=2164&Title=Preparing%20for%20the%20Coronavirus%20on%20Campus>

Distance Advising for Online Education Advising Community resources:

<https://nacada.ksu.edu/Community/Advising-Communities/Distance-Advising-for-Online-Education/Resources.aspx>

Online Learning Consortium academic continuity plan resources:

<https://onlinelearningconsortium.org/response-from-olc-qm-upcea-and-wcet-regarding-the-coronavirus-covid-19/>

NACADA Clearinghouse resources on Safety Issues - Pandemic

<https://nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Safety-Issues-Pandemic.aspx>

Teaching in Times of Disruption

https://docs.google.com/document/d/1ccsudB2vwZ_GJYoKIFzGbtnmftGcXwClwxzf-jkkoCU/preview

Online Student Services: What, Where, Who, When, How, and Most Importantly, Why (from 2018 -- just about online student services in general, not specifically about moving services from F2F to online)

<https://er.educause.edu/articles/2018/10/online-student-services-what-where-who-when-how-and-most-importantly-why>

NEW Recording: NACADA Lunch & Learn on Academic Advising Responses to COVID-19 in the US

<https://mediasite.k-state.edu/mediasite/Play/936501ae941249fa8a874a5d85a848ec1d?playFrom=0000>

NEW Crowdsourced Notes & Slides from NACADA Lunch & Learn, including **group Q&A**

https://docs.google.com/document/d/1MyPrEJzWvpVVlrD2chu_jzUORcNc9zfGQCYxEfQOuMA/edit

NEW Comcast offering “Internet Essentials” package free for low-income customers for 60 days

<https://www.wxyz.com/news/national/coronavirus/comcast-offering-internet-essentials-package-f>

[ree-for-60-months-during-coronavirus-outbreak?fbclid=IwAR2Im7lcYXkhiBjc7HAKwEHoe47I5noCNIqt3c5y0EHI5Rr7ARwUcEDk2L4](https://www.insider.com/u-haul-college-students-free-storage-amid-coronavirus-outbreak-2020-3?fbclid=IwAR0tYeXX_D_6WxE0AT65EeF_nmPNa2XYWeUuUFuQ3MjLp5V-Oop6nQWDIA)

NEW U-Haul Offering 30 days free storage for displaced college students

https://www.insider.com/u-haul-college-students-free-storage-amid-coronavirus-outbreak-2020-3?fbclid=IwAR0tYeXX_D_6WxE0AT65EeF_nmPNa2XYWeUuUFuQ3MjLp5V-Oop6nQWDIA

Benchmarking: Institutions Heading Online Classes & Services Due to Covid-19

University of Washington	Press conference
Harvard University	https://www.harvard.edu/covid-19-moving-classes-online-other-updates?utm_medium=social&utm_campaign=hu-twitter-general&utm_source=twitter
Ohio State University	https://wexnermedical.osu.edu/features/coronavirus/staff-and-students
Michigan State University	https://msu.edu/coronavirus/latest-updates/
University of Toledo	https://www.utoledo.edu/coronavirus/
University of Michigan	https://publicaffairs.vpcomm.umich.edu/2019-novel-coronavirus-covid-19/
University of Kentucky	https://www.uky.edu/coronavirus/
University of Louisville	https://louisville.edu/campushealth/information/coronavirus
Northeastern University, Boston MA	https://huntnewsnu.com/62187/front-1/northeastern-moves-classes-online-due-to-covid-19-outbreak/
Kent State University	https://www.kent.edu/coronavirus
University of South Florida	https://www.usf.edu/academic-continuity/ https://www.usf.edu/academic-continuity/student-toolkit/index.aspx
University of Illinois at Chicago	https://acc.uic.edu/support/academic-continuity/technology-basics-for-academic-continuity-student-focused/ https://acc.uic.edu/support/academic-continuity/technology-basics-for-academic-continuity-staff-focused/

