Nice to (Virtually) Meet You: New Student Interviews in the Age of Social Distancing

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We ask you to join us in creating a culture that reflects…

Access and Inclusion

and

Civility and Respect

…consistent with the AHEAD Statement of Civility during our conference and in all aspects of our organization.
Overview

• Before you meet
• During the meeting
• Notes
• Planning for follow up
Before Hello:

Consider:

• Barriers to documentation during the COVID pandemic.
• Meet with students who don’t have documentation.
• If they do provide documents, READ THEM.
• Technologies that will be most effective for all students
Equity & Excellence
Access in Higher Education

A Virtual Event
July 6-24, 2020

Provide meeting options

Google Meet
Zoom
What is Lost?

• Visual cues of:
  • Understanding
  YouTube Syndrome – Glamor over Substance

• Emotional Predictability
  Are they anxious? Can you see their hands?
  Are you too close? Can you counter?

• Emotional Equity
  The power of ingratiation
What is gained?

• The ability to:
  • Step into a students world (literally)
  • Quickly gain a deeper interpersonal understanding
  • Empower (window of opportunity)

Create a verbal contract for the meeting!
Provide Options and Instructions

• Be cognizant that not all students know these technologies.
• Some technologies require hardware that may be cost inhibitive.
• Some students may not want to invite you to their house.
Hello...

HOW ARE YOU?
Acknowledgements

• Building safe spaces for very personal conversations means acknowledging:
  • The cost of COVID
    • Loss of income
    • Loss of life
    • loss of a “traditional” college experience
  • National protests against racism
  • It’s hard to discuss personal health and disability experience with a stranger!
Listen

TIME TO LISTEN!
The Goal

• Understand the student’s academic experience
• Identify any barriers to access in college
• Plan for what we can
• Know resources for unanticipated barriers
Introductory questions

• What are students excited about?
• Why did they choose this school?
• Do they know what they’re going to study?
• What experiences do they have with online classes?
• What’s gone well in school, what hasn’t?
• What are they nervous about?
Still...

TIME TO LISTEN!
Accommodation specifics

• Classes
  • AV experience
  • Notetaking
  • Tests/Quizzes
  • Small group interaction
  • Reading
• Housing
• Extra-curricular activities
Follow up

• Classes change
• Class modalities change
• Disability experience changes
• This is an initial conversation, not the last word
Notes

- Name
- Pronouns
- Disability language: person first, identity first, culturally Deaf, Neurodiverse etc
- Memory aid
- Disability Y/N
- What accommodations has the student received in the past?
- What are the barriers presented/anticipated in their program?
- What accommodations were requested?
- Are there other accommodations needed?
- What was approved and/or denied and why?
- Has additional documentation been requested?
- Procedural forms provided.
- Follow up date
Session Evaluation

• Link to Session Evaluation Form
tinyurl.com/AHEAD2020-SessionEval

• Your feedback helps shape future programming.

• Thank you for attending!