

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?

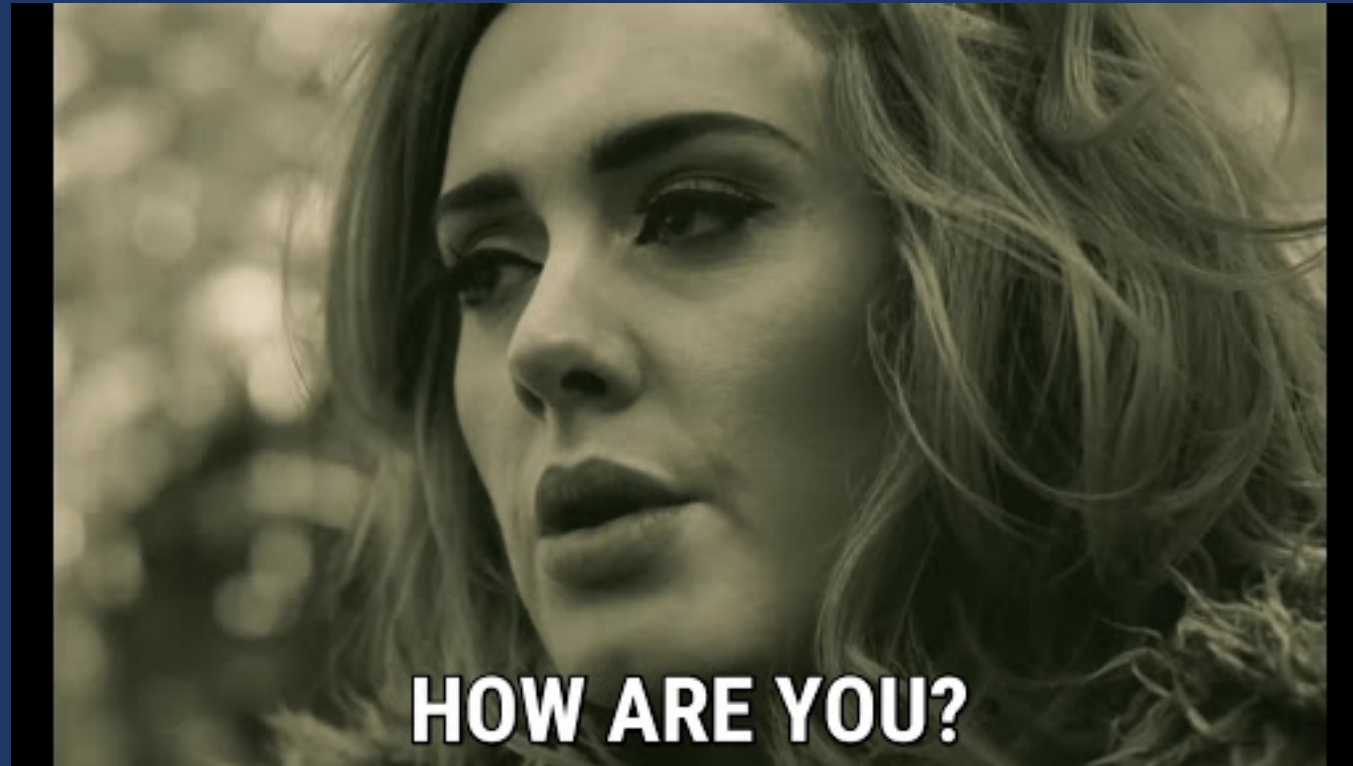
- The ability to:
 - Step into a students world (literally)
 - Quickly gain a deeper interpersonal understanding
 - Empower (window of opportunity)

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...



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



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...



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](https://tinyurl.com/AHEAD2020-SessionEval)
tinyurl.com/AHEAD2020-SessionEval
- Your feedback helps shape future programming.
- Thank you for attending!