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**Resolution: Standards of Virtual Learning**

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The Associated Student Government (ASG) Senate calls for the adoption of equitable policies for remote learning.

**Whereas,** the students at the University of San Diego transitioned to virtual learning with an increase in academic pressure as a result of their new learning environment. Effects from Covid-19 have significantly increased the need for attention to our students' mental health, specifically the practices we take during our online education; and

**Whereas,** the flexible nature of our academic environment allowed professors and students to reshape a course's structure; however, the lack of punctuality has created consequences for student schedules; and

**Whereas,** faculty are encouraged to employ a trauma informed pedagogy within the classroom. This means that faculty works to ensure students' emotional, cognitive, physical, and interpersonal safety. They also take time and hold space to acknowledge trauma that may be currently occurring and utilize an intersectional lens to help empower students with marginalized identities; and



**Whereas**, remote learning requires utilities such as electricity and internet connections, hardware such as a computer, and a location from which to broadcast to which not all students have access; and

**Whereas**, the Covid-19 pandemic and resulting health and safety orders from state and local officials has disrupted not only campus life and classes, but the ability of students and families to afford necessities of life and remote learning (such as rent, utilities, computers) as well; and

**Whereas**, the Covid-19 pandemic and its impacts have also negatively affected the mental, emotional and physical health of students and families; and

**Whereas**, the ASG has received reports of practices, policies or procedures related to remote learning that it believes may exacerbate problems being faced by students and families trying to attend classes remotely and unfairly impact students' chances to succeed at a form of education which they were forced to adopt by the policies of USD and state and local health departments; and

**Whereas**, the current inequities and barriers that students are facing in their remote learning environments along with the continued effects of the ongoing pandemic demonstrate the need for expanded Pass/Fail options for students. The Pass/Fail policy needs to be expanded in order for there to be equity for all students. Denial of an expanded pass/fail is ableist and classist, thus always resulting in inequity.

**Be it resolved**, it is the Associated Students Government's position that students should not be required to keep their cameras on or any other alternative to record



their own private space when attending classes at the University of San Diego for the duration of our virtual learning period.

**Be it further resolved,** we request that Faculty employ the recommendation of not requiring students to use their front facing camera nor any alternative during exams as well. Note, when utilizing privacy-invasive methods such as the Lockdown Browser methods, there are settings to remove the recording of a student. If you require further assistance please contact ITS.

**Be it further resolved,** instructors at the University of San Diego should not be allowed to penalize students because of an absence of student display or a low quality internet connection, nor should they be able to penalize students who are unable to attend classes synchronously due to varying time zones.

**Be it further resolved,** the equitable remote learning environment for students who are not in PST/PDT especially for activities that require synchronous attendance such as exams, presentations, may require accommodations in order to exist. We encourage faculty and students to work together to create reasonable accommodations.

**Be it further resolved,** all classes when possible should be recorded and made accessible to students in a medium that allows closed-captioning for equitable asynchronous learning.

**Be it further resolved,** faculty through the employment of a trauma informed teaching pedagogy will ensure that students have been provided proper resources and support throughout the semester anytime a potentially triggering topic is explored.



**Be it further resolved,** faculty are encouraged to include a [Basic Needs Acknowledgement](#) in all course related materials such as but not limited to syllabi, Blackboard, etc. An example and explanation of this acknowledgement has been provided by the Changemaker Hub, “Access to nutritious food and reliable housing are factors that influence many students’ ability to succeed in the classroom and beyond. However, students facing food or housing insecurities may be hesitant to call attention to their ongoing struggles. The Urgent Challenges Collective encourages faculty to incorporate a Basic Needs Acknowledgement in their course syllabus, course website, or other materials as a means of ensuring that students are aware of the resources and support available to them.”

**Be it further resolved,** Understanding by faculty that accommodations cannot always be met by the DLRDC in remote learning and that students may need more support.

**Be it further resolved,** Faculty and staff from all departments across campus are encouraged to share resources that they have created regarding remote learning. [The Center for Education Excellence \(CEE\) has created an online shared space for the USD community to use.](#) The use of this shared resource created by the CEE, that each department within the USD community contributes to, would be an accessible and reasonable way to collaborate as a community. We realize that the support that Faculty is used to may be different during remote teaching and want to encourage interdisciplinary collaboration to strengthen the USD community and support that Faculty may be seeking.

**Be it further resolved,** Students should be granted autonomy in order for an equitable learning environment to exist. This autonomy should also exist within selecting whether or not a class they are taking is pass/fail. Students should be able to decide what is best for them academically and not have the decision made for



them. Through the exclusion of the student's voice the whole grading system becomes an oppressive hegemonic infrastructure that punishes students who due to these unprecedented times are not in a position to succeed academically. This further oppressed marginalized students who are already struggling. We ask for compassion and empathy from administrators as previously advocated for in the [Pass/Fail Resolution](#).

[The Center for Educational Excellence](#) supports this resolution, but were not the authors of this resolution. If you have any questions regarding this specific resolution please reach out to [ASG](#). *If you have any questions relating to these resources reach out to the [CEE](#).*

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Acknowledgment: The late Dr. Melissa Halter left us a wealth of knowledge and resources related to trauma-informed to the classroom.

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*Maya De La Torre* 5/7/2021  
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Maya De La Torre, *ASG Speaker of Senate* Date



## Resources

1- <https://www.sandiego.edu/homelessness/teaching/>

2- **Trauma-Informed Pedagogy page CEE**

<https://docs.google.com/document/d/1opPPVGvPP99elhXXYCM51bUBsW0Cxz5ADcUCQVtkhUg/edit?usp=sharing>

3- Center for Educational Excellence Website (CEE) <https://www.sandiego.edu/cee/>

4- Pass/Fail Resolution

<https://www.sandiego.edu/associated-students/documents/Pass-Fail-Resolution-3-21-21.pdf>

