



Fairfield
UNIVERSITY

Center for Social Impact COVID-19 Resources for Faculty

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CAMPUS ASSETS INVENTORY SURVEY

Dear Colleagues,

During this time of physical distancing, the Center for Social Impact remains committed to our mission to connect community and campus to create high- impact academic opportunities that address local, national, and global challenges and develop individuals committed to creating a more just and equitable world.

We recently launched a survey to better understand the current, anticipated, and long-term needs of our community partners resulting from the COVID-19 crisis. ([View the preliminary public searchable results of that survey.](#))

To understand our capacity to respond as a University, we are conducting an assets inventory of our campus community. If you have knowledge/expertise, talents, skills, time, or other gifts to share in the immediate or long-term, virtually or in-person (at the appropriate time), please complete the following survey. This is open to all University full and part-time staff and faculty.

[Center for Social Impact - University Assets Mapping Survey](#)

We are excited to work with any faculty interested in exploring opportunities to connect their courses or research with community partner needs and goals.

For more information on

- Community-Engaged Learning, contact Andrea Canuel at andrea.canuel@fairfield.edu;
- Community-Engaged Research, contact Jonathan Delgado at jonathan.delgado@fairfield.edu;

- Humanitarian Action, contact Julie Mughal at jmughal@fairfield.edu.

Responding to this survey does not commit you in any way and your information will not be shared without your permission. If you have general questions or ideas, you can contact us at socialimpact@fairfield.edu.

COMMUNITY-ENGAGED LEARNING

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Ideas for Remote Engagement with Local Community Partners

- Conducting online research on scholarship, best practices, or resources related to the partner’s work, with accompanying literature review or report
- Creating digital content for social media, website, or print materials (brochures,
- Support assessment or evaluation efforts with online or phone surveys
- Research grant opportunities or write content for grant proposals
- Archival work
- Taping, recording, or streaming performances or workshops to benefit community partner(s)
- Support fundraising efforts

NOTE: [SEE THIS PLANNING SHEET FOR CONSIDERATIONS ON TRANSITIONING YOUR COURSE TO A REMOTE COMMUNITY-ENGAGED LEARNING PROJECT.](#)

Ideas for “Virtual Volunteering” with Remote Partners

- [Digital Service Learning Ideas](#) (large compiled list by discipline)
- Idealist.org has remote opps and covid-related opps
- UN posts opportunities for international NGOs: <https://www.onlinevolunteering.org/en>
- Critical Resistance prison correspondence: <http://criticalresistance.org/chapters/cr-new-york-city/our-work/>
- Mapping Prejudice: <https://www.mappingprejudice.org/get-involved/index.html#build-the-map>
- Amnesty International "Decoders": <https://decoders.amnesty.org/> (search photos for human rights violations)
- Good list of ideas from Portland State University: <https://liftingbridges.weebly.com/virtual-volunteering.html>
- <https://www.zooniverse.org/> (crowd-sourced research)
- [Librivox](#) (crowd-sourced book narration for audio books)

If you are not able to coordinate semester-long remote projects with a community partner...

- Community partners may be willing to Zoom into synchronous sessions of your course as a **guest lecturer**, to talk about their organization in light of the course learning outcomes. (Reach out to Andrea Canuel if you'd like to provide a stipend for community partners for this purpose.)
- We have asked the library to purchase the e-book version of [The Student Companion to Community-Engaged Learning: What You Need to Know for Transformative Learning and Real Social Change](#) (Donahue & Plaxton-Moore, 2018). If you are looking to supplement your students' community-engaged work this semester, this volume offers some short and thought-provoking readings.
- **Incorporate opportunities for critical reflection:** [The Center for Civic Reflection](#) has prompts for over 300 different discussions using short readings, photos, and videos.
 - [What are responsibilities of Citizens?](#)
 - [How should we respond in a crisis?](#)
 - [Is crisis a destructive force or an opportunity for renewal?](#)
- **Introduce/scaffold concepts of advocacy/social action or community organizing** connected to social issue(s) relevant to the course.
- **Adapt simulations for social justice learning** into online formats
- A colleague at Pitzer College has compiled a great list of ["Remote Community Engagement Activities"](#)
- **Utilize online "texts" for students to explore first-person accounts** of social issue(s) relevant to course material (e.g. [TED talks](#), [documentaries](#))
- [Civic Action Projects for Your 100% Online \(COVID-19 ADAPTED\) Courses](#) (Mostly related to politics/civics)
 - E.g. have students find online public meetings of their local communities (Board of Education, City Council, etc.) and submit reflection assignment based on guided questions
- [#HigherEd Civic Engagement Resource Collection for Online Learning](#)
- [Photovoice and Digital Storytelling for Online Reflection](#) (Virginia Commonwealth University)
- ["Problem-Solving" assignments](#) around social issues

Remote Youth Programs Guidelines

Resources to Incorporate the COVID Crisis into Your Course

- Loyola University Chicago has developed a great example of [reflections questions](#) around the crisis and its social implications.
- The New York Times is regularly updating its [Coronavirus Resources: Teaching, Learning and Thinking Critically](#) page.
- Faculty are also crowd-sourcing readings to "teach the virus" at [#coronavirussyllabus](#).
- [Humanities Coronavirus Syllabus](#)
- [Transforming COVID into a Learning Opportunity](#)
- [Misinformation and Disinformation in the Time of COVID 19](#)
- [Reflection & Integration: Building Civic Agency in the Era of Coronavirus](#): Activities to bring a discussion of the COVID crisis and social issues into the classroom (Carleton College)
- Facing Pandemic: Open access online courses on ["Solidarity & Storytelling across Differences"](#) and ["Grassroots NGO & CBO Resilience"](#) (Omprakash)
- [COVID-19 & People Experiencing Homelessness/ Housing Insecurity Articles](#)
 - [An Emerging Coronavirus Concern: Eviction](#)
 - [Coronavirus Outbreak Has America's Homeless at Risk of 'Disaster'](#)
- [COVID-19 & Food Insecurity Article](#)

- [Coronavirus May Disproportionately Hurt the Poor—And That's Bad for Everyone](#)
- [America's poorest children won't get nutritious meals with school cafeterias closed due to the coronavirus](#)
- **COVID-19 & Worker Justice/ Economic Inequality Articles**
 - ['If We Don't Work, We Don't Get Paid.' How the Coronavirus Is Exposing Inequality Among America's Workers](#)
 - [Coronavirus May Disproportionately Hurt the Poor—And That's Bad for Everyone](#)
 - [How lack of paid sick leave is complicating U.S. virus response](#)
 - [Statement by Farmworker Advocates on COVID-19 and the Risks to Farmworkers](#)
- **COVID-19 & Immigrant Detention Centers, People Incarcerated**
 - [#COVID19DecarcerateSyllabus A Political Education Resource Curated by the California Coalition for Women Prisoners \(CCWP\)](#)
 - [ACLU Sues ICE for Release of Immigrants Especially Vulnerable to COVID-19](#)
 - [Are Our Prisons and Jails Ready for COVID-19?](#)
 - [Building Up People Not Prisons Letter Statement to Governor Baker- MA](#)
 - [Suffolk DA Plans to Release Low-Risk Prisoners Amid Coronavirus Outbreak](#)
 - [Advocates, Attorneys Call For Immediate Release Of Non-Criminal Immigrants In ICE Custody](#)
- **COVID-19 & Refugee Crisis**
 - [Refugees Are Especially Vulnerable To COVID-19. Don't Ignore Their Needs](#)
 - [No Soap, Little Water, and No Way Out: Refugee Camps Brace for Coronavirus](#)

Racial Equity and COVID 19 Resources

- **Race, Economy, and COVID-19: How America's Race Problem Exacerbated the Crisis – A Book Talk with Eduardo Porter** - In a timely new book, [American Poison: How Racial Hostility Destroyed Our Promise](#), New York Times economics reporter Eduardo Porter examines “how racial animus has stunted the development of nearly every institution crucial for a healthy society, including organized labor, public education, and the social safety net.” Now these institutions are failing us all. We invite you to join us for a virtual book talk on Wednesday, April 29, at 2 p.m. ET with the author to discuss how we arrived here and the lessons history holds for finding a better way forward. As we make plans to rebuild from this crisis, we must not repeat the exclusionary mistakes of the past. We can emerge to a healthier society—and a stronger economy—than the one we left behind, if we choose to make it so. [Zoom Link](#)
- [RacialEquityTools.org](#) is the most comprehensive online directory of race equity tools available, and it just released a timely and phenomenal list of [COVID-19 Racial Equity & Social Justice Resources](#). The site is masterfully curated, and EiC cites and hyperlinks its tools more than any other source.
- [RacialEquityTools.org's COVID-19 Racial Equity & Social Justice Resources](#)
- [Coronavirus/COVID-19 Resources \(curated by Heidi Ketroser Massey\)](#)
- [Are your COVID-19 responses strategies equitable? A mini audit, webinar and other resources from Beloved Community](#)
- [Equity-Minded Student Services in the Online Environment \[RECORDING\]](#)
- [Employing Equity-Minded and Culturally Affirming Teaching Practices in Virtual Learning \[RECORDING\]](#)
- **anti-Asian/American and xenophobic harassment:**
 - [Coronavirus/COVID-19 Resources to Stand Against Racism](#), by Asian Americans Advancing Justice | AAJC
 - [Stand Against Hatred Tracker](#), by Asian Americans Advancing Justice
 - [The 5D's of Bystander Intervention](#), by Hollaback!
 - [Show Up, Your Guide to Bystander Intervention](#), by Hollaback! in collaboration with CUP

- [How to Respond to Street Harassment](#), by Hollaback!. Written to respond to gender-based harassment but the tactics are applicable to all forms of harassment. We'll be adapting these for the Asian/American community in the coming weeks.
 - [Responding to Online Harassment, Do's and Don'ts](#) by Hollaback! in collaboration with #ICANHELP, Project HEAR, and the Dangerous Speech Project
 - [Self-care Guide](#) to healing from Online Harassment, by Hollaback!
 - [Digital Safety Guide](#), by Hollaback!
 - [Educators](#) and [journalists](#) have developed resources to *combat coronavirus-related racism and xenophobia*.
- [COVID-19: Using a Racial Justice Lens Now to Transform Our Future](#)
 - [COVID-19 Equitable Response Community Commons](#)
 - [DEI & COVID-19 Resources - UCSF](#)
 - [COVID-19, Race and Racism](#) - Iowa State University
 - [Equity Resources & COVID-19 - Diversity & Inclusion](#) - Chapman University
 - [COVID-19 Resources - Diversity & Inclusion](#) - Cal Poly University
 - [Online Equity Rubric](#): The Peralta Equity Rubric is a research-based course (re)design evaluation instrument to help teachers make online course experiences more equitable for all students.
 - [Teaching Tolerance Resources for Back-to-School 2020](#)

Teaching Community-Engaged Learning Online Resources

- [Webinar: Teaching an Online Social Action Course](#)
- [Webinar: Utilizing Service-Learning Projects in an Online Class](#)
- [E-Service-Learning: The Evolution of Service-Learning to Engage a Growing Online Student Population](#)
- [Teach for Community Online](#): resources for online writing courses with CEL, includes journal prompts, assessments
- The Guidebook for Student-Facilitated Discussion in Online Courses: [Instructor Edition](#) and [Student Edition](#)

Other Interesting Resources

- [Teaching Tolerance: A Trauma-Informed Approach to Teaching Through Coronavirus](#)
- [Inside Higher Ed: Transforming Your Online Teaching From Crisis to Community](#)
- [Vanderbilt University: Teaching in Times of Crisis \(post-9/11\)](#)
- [Social Justice in a Time of Social Distancing](#)

Sources:

[Center for Service and Learning at Indiana University-Purdue University Indianapolis](#); [National Campus Compact](#); [Iowa/Minnesota Campus Compact](#); [Portland State University](#); [Tessa Hicks Peterson](#); [Amizade.org](#); [Virginia Commonwealth University](#); [Cal State University System](#)

HUMANITARIAN ACTION

- Professor Leatherman or Julie Mughal are available for remote meetings for course support for your HA

courses.

- If you are interested in learning how your course can become part of the [Humanitarian Action](#), please also reach out to Janie Leatherman or Julie Mughal and they can provide you with details.

COMMUNITY-ENGAGED RESEARCH

- [Doing Fieldwork in a Pandemic](#): Crowd-sourced document for adapting research methods to social distancing
- If your research project is designed to contribute to generalizable knowledge and it involves human subjects, it may require review by the Institutional Review Board (IRB) for human subjects research prior to conducting the research. Of course, many projects for class are NOT designed to contribute to generalizable knowledge in this way and thus do not require IRB review. See <http://faculty.fairfield.edu/IRB/submitting-your-research-protocol.html> for additional guidance.

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