

Fostering a culture of innovation by harnessing technology to enable inclusive faculty development



July 15, 2020
12:00-1:30pm ET

Management & Social Justice Conversation Series
Matthea Marquart, Johanna Creswell Báez, Krystal Folk

[REGISTER](#)

Wednesday, July 15, 2020, 12:00PM to 1:30PM (EDT)

ONLINE | Social Justice, Innovation, and Relationality

Online | Zoom

We continue the 2020-2021 virtual **Management & Social Justice Conversation** series with our first **Research Round Table** discussion with:

- **Anna Maria Bounds**, Professor of Sociology, Queens College of CUNY, presenting: "The Rise of Prepping in New York: A Symbol for the Need to Connect Social Justice and Emergency Management"
- **Matthea Marquart**, Director of Administration, Online Campus at Columbia University's School of Social Work, and her co-presenters **Krystal Folk** and **Johanna Creswell Báez**, presenting: "Fostering a culture of innovation by harnessing technology to enable inclusive faculty development"
- **Anita Howard**, Adjunct Professor, Department of Organizational Behavior, Weatherhead School of Management, Case Western Reserve University, presenting: "Generative Engagement: Conceptualizing a Relational Approach to Human Development and Sustainability in Today's Troubled World"

Speakers will discuss their research with **Anna Maria Bounds**, who will serve as the moderator.

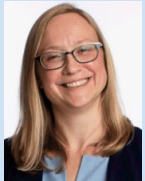
We hope you will be able to join the conversation!

Presented by **Milano School of Policy, Management, and Environment** at the **Schools of Public Engagement**.

Presenters



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Live Support Specialist, Online Campus
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Intro to CSSW Online Campus

Online campus launched in Fall 2015; First graduates in May 2017

Program options: 1) Clinical, 2) Social Enterprise Administration (management & leadership), 3) Policy, 4) Generalist (launching Fall 2020)

Primary model:

- Weekly synchronous classes in Adobe Connect + asynchronous homework in Canvas

Residential & online campuses are integrated:

- Residential students can take online courses and vice versa if online students are local



Source: Twitter #CSSW2017

Overall faculty development for our Online Campus

1	Institute on Technical Skills for Online Event Production
2	Institute on Pedagogy and Technology for Online Courses
3	Annual Online Faculty Development Series
4	<p>Other faculty development opportunities:</p> <ul style="list-style-type: none">● Intensive Workshop on Power, Trauma, and Grading● Canvas refresher trainings & drop-in office hours● Course development support and mentoring● Webinar series for faculty transitioning to remote teaching● Training for instructors preparing to teach remotely in Zoom● Additional opportunities with the University's Center for Teaching and Learning

Annual Online Faculty Development Series: Overview

Successfully completed



- Launched during AY2018-19
- 5 sessions/year: the first in August before the fall semester and the last in May after the spring semester
- Live online sessions (2 hours each), recorded for asynchronous make-up options

Successfully completed



- Scheduled in the evenings to accommodate adjunct availability across time zones
- Open to all Online Campus community members
- Goals: 1) Facilitate continuous learning & development, 2) Build and sustain an ongoing community

Annual Online Faculty Development Series: Session Components

- Community agreements
- Celebrations of community members' milestones and achievements
- Presentations from students / alumni
- Introductions to CSSW deans and directors
- Mini-trainings on research re: social work online education
- CSSW news & updates, including pop quizzes
- Lightning round teaching and learning showcase presentations

Lightning round teaching and learning showcase presentations: Overview

- Up to 12 presentations per session
- Each presenter (or pair of co-presenters) has 2 minutes & 1 slide, to share something unique from an online course
- Presenters include faculty (adjunct or full time), TAs (title at CSSW is “Associates”), and Live Support Specialists
- Goals:
 - Elevate the voices of community members
 - Share and cross-pollinate ideas
 - Provide opportunities to present

Lightning round teaching and learning showcase presentations: Example topics

- Reflections on supporting over 20 online courses at CSSW
- Immigrants and Families Midterm Project
- Publishing an article from a course assignment
- The Clinical Practice Notebook
- Social work and voter engagement
- Live Drawing using a Second (Ring-light Flexible Gooseneck Mounted) Webcam
- Breakout Activity: Growing Burden of Global Mental Health
- Karaoke: Creative Termination for an Online Class

**Two example lightning round
teaching and learning showcase
presentation slides**

- Use your resources on Canvas:**
 - ✓ **LSS Logistics**
 - ✓ **Technical Help FAQ**
 - ✓ **LSS FAQ and Discussion Board**
 - ✓ **LSS Mentors**

- Organization:**
 - ✓ **Folders**
 - ✓ **Post-it notes**
 - ✓ **Set reminders/ calendar notification**
 - ✓ **Time Management**

- Communication:**
 - ✓ **Every team, course and section is different**
 - ✓ **Teaching team and students are a unique dynamic**

- Self-Care**
 - ✓ **Managing two jobs**
 - ✓ **Making time for yourself**

- Why I continue to be a LSS**
 - ✓ **Stay connected to the CSSW Community**

Reflections on Supporting over 20 Online Courses at CSSW

BY

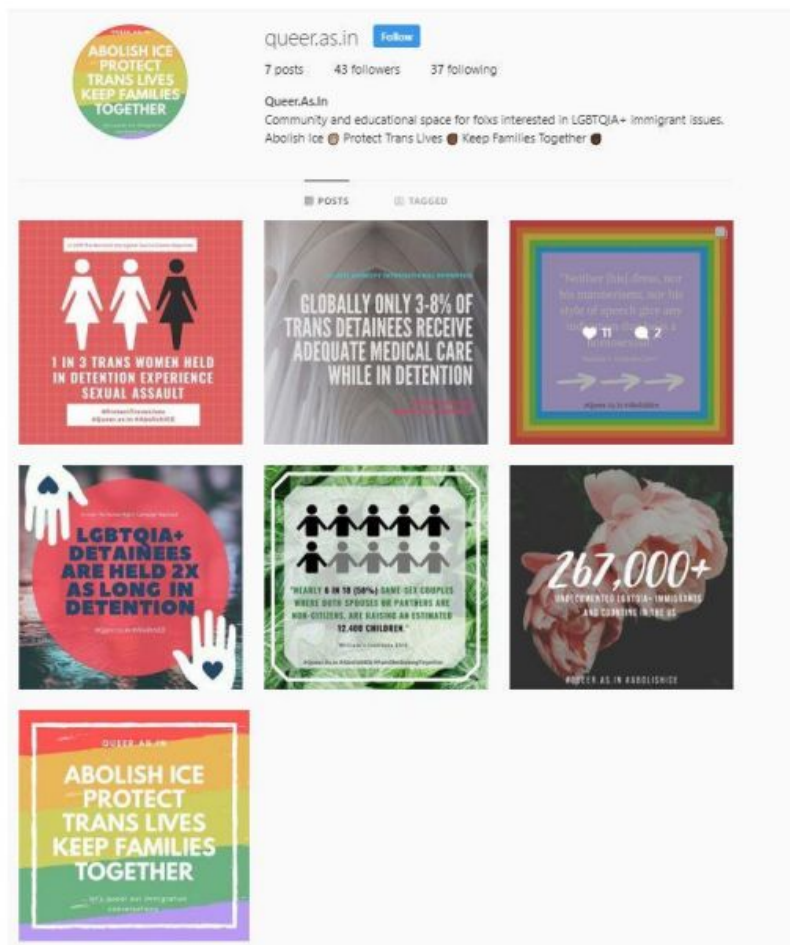
KRYSTAL FOLK & KEVIN RAM



IMMIGRANTS *and* FAMILIES

Permission Obtained from Students to Share the Following Class Projects

May 2019



FAMILY SEPARATION US-MEXICO BORDER

The Role of Social Workers

Jamiar Glass
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How social workers can approach immigrant children who have been separated from their families at the border from a trauma-informed, advocacy, and culturally humble perspective.

TRAUMA-INFORMED CARE

When working with traumatized children at the border, it is important to incorporate the three pillars of trauma-informed care: safety, connection, and management of emotional impulses.

Safety: providing resources like children's meals such as food, clothing, and comfortable shelter.

Connection: providing a therapeutic environment where children can develop a secure connection to the situation, and to other people within the shelter, possibly facilitating groups for children to connect with each other.

Management of emotional impulses: labeling problematic emotions, reframing back, and activities keeping all safe social work for helping traumatized children regulate their emotions.

ZERO TOLERANCE POLICY

Based on the zero tolerance immigration policy, anyone that crosses the border illegally will be detained and prosecuted. There are no children allowed in the criminal facilities where adults are being detained. As a result, over 5,000 children have been separated from their parents under the "zero-tolerance" administration and placed into shelters or foster homes. The experience causes significant levels of "toxic stress" for children. The attitudes and behaviors are not limited solely to the criminal facilities where the parents are being detained. The purpose of the zero tolerance policy is to discourage migration to the United States.

AWARENESS

Having awareness about the experiences of migration can positively impact how social workers support immigrant children and families. Most individuals who migrated have experienced violence, lack of safety, malnutrition, and lack of adequate working conditions and medical resources. Upon arrival, individuals experience racism, xenophobia, accusation, sexism, and discrimination. It is important to know that individuals are extremely resilient and can overcome the adversity that is associated with immigration. Social workers need to be present and open to listening in order to best support the process of healing.

THE FIVE "RIS" OF CULTURAL HUMILITY

- 1. REFLECTION**
Listening and learning everything you can from the client.
- 2. RESPECT**
Treating every client with respect and dignity.
- 3. REGARD**
Keeping positive regard for every client and being aware and managing implicit bias.
- 4. RELEVANCE**
Applying practices of cultural humility to every situation.
- 5. RESILIENCY**
Showing compassion as an effort to encourage and support resilience.

ADVOCACY

One impactful way to advocate for immigrant children is to work on government campaigns in an effort to keep families together, and prevent further separating children when they arrive to the United States.

Create a more functional and accessible system for legal entry into the United States.

If parents must be separated, create practices where families can be reunited together.

Advocating to remove restrictions on the number of visas allotted per country.

Advocate for health care and mental health care for immigrant children.

Advocating for services such as education and community efforts for immigrant families.

RESOURCES FOR IMMIGRANT CHILDREN & FAMILIES

The Young Center for Immigrant Children's Rights Kids in Need of Defense (KIND) Asylum Seeker Advocacy Project

The Refugee Mental Health Resource Network Child Immigrant Crisis Media Toolkit

Families & Immigration: A Q&A RECORD GROUP GUIDE: The American Academy of Pediatrics' Immigrant Health Special Interest Group

National Association of Social Workers

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HELP STOP SEXUAL VIOLENCE TOWARDS UNACCOMPANIED MIGRANT CHILDREN AT THE SOUTHERN U.S. BORDER

IN 2018, 1,261 UNACCOMPANIED MIGRANT CHILDREN HELD IN GOVERNMENT CUSTODY AT THE SOUTHERN U.S. BORDER REPORTED BEING SEXUALLY ASSAULTED.

ON AVERAGE, AN UNACCOMPANIED MIGRANT CHILD WAS SEXUALLY ASSAULTED BY STAFF AT THE SHELTERS ONCE A WEEK.

THE TRAUMAS OF CHILDHOOD SEXUAL ASSAULT WHILE IN DETENTION AND SEPARATED FROM THEIR PARENTS HAVE COMPLEX, LONG-LASTING EFFECTS ON THESE CHILDREN'S LIVES.

HERE'S HOW YOU CAN HELP

RAISE AWARENESS! LOBBY YOUR CONGRESSPEOPLE

The more politicians there are thinking about this issue, the more likely the federal government is to take steps to change it. Contact your representatives, tell them you care about this problem, and ask them to take steps to protect these children.

DONATE AND/OR VOLUNTEER

The American Civil Liberties Union (ACLU) was part of the first team to expose sexual abuse of unaccompanied migrant children in May 2018. It is a powerful representative of immigrants in the U.S. legal system. Get involved at <http://www.aclu.org>

Las Americas advocates for migrants by providing legal aid, which is crucial for survivors of sexual violence. Learn more at <http://www.law-americas.org>

Diocesan Migrant & Refugee Services, Inc. (DMRS) provides migrants with legal services. One group the organization focuses on helping is survivors of violent crimes. See how you can help at <http://www.dmr-sr.org>

USE SOCIAL MEDIA

It's important that people know about this issue. You can use the power of social media to help others be aware of what's happening. Share important news, and encourage others to get involved.

Scan this QR code to download this poster as a pdf!



SOURCES

Created by Jamiar Glass, MSW 2020
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Annual Online Faculty Development Series: Professional benefits to participants

- Learning, networking, reconnecting with colleagues
- Digital badge
- Free continuing education units for licensed social workers, available for live attendance only
- Resume/CV language:
 - Columbia University School of Social Work Online Faculty Development Series, Academic Year 2018-19. Completed a 5-session, yearlong post-Master's professional development series for online faculty, covering community-building in online courses, mindfulness and self-care exercises for online classes, online educational activities related to power/race/oppression/privilege, interactive and high-impact teaching and learning activities, and current trends in online social work education.

Annual Online Faculty Development Series: Some data from AY2018-19

- 106 Online Campus community members attended at least one session
- 37 Online Campus community members attended or made up all 5 sessions and earned the digital badge
- Session attendance ranged from 47 to 64
- 63 guest presenters across the five sessions, including 31 lightning round teaching & learning showcase presentations
- Engagement was high: Our final session of AY2018-19 included 64 participants, who collectively chatted 733 times in the typed chat pod

Annual Online Faculty Development Series: Participant feedback from AY2018-19

- On a scale of 1-10, how valuable was the AY2018-19 Online Faculty Development Series to your continuing development as an online educator?
 - Percentage of participants who voted 8, 9 or 10 out of 10 = 86.6%
- On a scale of 1-10, how valuable was the AY2018-19 Online Faculty Development Series in feeling connected to the CSSW Online Campus Community?
 - Percentage of participants who voted 8, 9 or 10 out of 10 = 91.3%
- What did you value most about the series? Comments included:
 - “I really valued feeling connected, involved, and like a part of something. That’s a very important part of a job for me I’m realizing. It impacts my morale and motivation. And, I learned a lot! Super proud to be a part of what’s happening :)”
 - “The continual emphasis on quality - teaching, content, design, etc.”
 - “Sense of community / being kept abreast of what is happening in the CSSW community.”
 - “Getting new ideas to incorporate into my classes.”

**Resources to learn more about our
faculty development**

The School of Social Work's Online Campus Faculty Development: An Overview

- [Slides](#) available in Columbia University's Academic Commons
- Related resources about our Online Campus:
 - What are Live Support Specialists? One-page poster: [Increasing Faculty Satisfaction and Student Access to Online Education via Dedicated Technical Support Specialists](#)
 - Book chapter: [Instructional Strategies for Synchronous Components of Online Courses](#)
 - Article: [Taking Online Social Work Courses — 7 Professional Benefits](#)
 - Article: [Online Students Develop Marketable Professional Skills](#)
 - Op Ed: [Need to move your class online in a hurry? Here's how](#)
 - Blog post: [The Power of Lighting in a Virtual Classroom: Tips on Improving Webcam Lighting for Online Educators](#)

Webinar series to support faculty transitioning to remote teaching due to the pandemic

- Recordings, slides, and materials available here, and recordings have been viewed 1,500+ times so far -- ***please feel free to share!***
 - https://bit.ly/CSSW_WebinarSeries_TransitioningOnline
- Article about this series:
 - [During Pandemic, In-House Expertise Anchors Faculty New to Teaching Online](#)

Intensive Workshop on Power, Trauma, and Grading

- [Slides](#) available in Columbia University's Academic Commons
- Related articles:
 - [Trauma-Informed Online Teaching: Essential for the Coming Academic Year](#), *The New Social Worker*
 - [Fostering a spirit of collaboration with Social Work Students during the COVID-19 Pandemic](#), *Teaching & Learning in Social Work Blog*
 - [Sharing power with students by seeking their input on a grading rubric](#), *Teaching & Learning in Social Work Blog*

Institute on Pedagogy and Technology for Online Courses (1/2)

Articles:

- 1) An [article](#) in the *Journal of Teaching in Social Work* (October 2019) / [book chapter](#) in *Online and Distance Social Work Education: Current Practice and Future Trends* (March 2020)
- 2) A United States Distance Learning Association (USDLA) [blog post](#) about the Institute, by Valary Oleinik (August 2019)
- 3) A [blog post](#) by a past participant in the Institute, Laurel Hitchcock (November 2019)

Awards:

- International E-Learning Association (IELA): International E-Learning Award, Academic Division, Blended Learning Category (2018)
- University Professional and Continuing Ed Association (UPCEA): UPCEA Mid-Atlantic Region Faculty and Staff Development Award (2019)
- United States Distance Learning Association (USDLA): International Distance Learning Award, Excellence in Teaching/Training Award (2019)

Institute on Pedagogy and Technology for Online Courses (2/2)

Conference posters:

- 1) Columbia University Center for Teaching and Learning Celebration of Teaching and Learning Symposium #cotl2020 (February 2020): [Preparing faculty to teach online via an award-winning, intensive online pedagogy institute](#)
- 2) Network for Social Work Management #NSWM30 conference (June 2019): [Recruiting, Training, and Engaging Virtual Faculty via an Award-Winning Online Pedagogy Institute](#)

Presentations:

- 1) UPCEA webinar (February 2020): [Recruiting and Training Online Faculty Members](#)
- 2) Social Work Distance Education #SWDE2019 conference (April 2019): [Recruiting, Training, and Engaging Virtual Faculty via an Award-Winning Online Pedagogy Institute](#)