Introduction:
Pandemic related social and emotion distress persists for many students, faculty, and staff. While some students, and faculty, and staff may appear minimally affected by the campus closure and comfortable with remaining in a remote environment, others have expressed serious concerns about continuing strictly remote operations. Although members of the university community have demonstrated considerable resilience and flexibility, it is anticipated that many aspects of adjustment to exclusively remote operations will remain challenging. In addition to adjusting to university facing stressors, many members of our community have experienced significant general life stressors such as deaths of loved ones, income insecurity, food insecurity, disruptions to childcare routines, social isolation, family discord, and fear of the unknown.

Support Domains:
The SE Work Group - Remote has concluded that efforts to bolster resilience and facilitate adjustment need to be collaborative and multifactorial. However, for the sake of brevity and clarity, we have established six broad support domains:

1. Stress: managing the many, often conflicting demands of life magnified by the conditions imposed by the pandemic
2. Anxiety: apprehension of potential negative outcomes and the unknown
3. Depression: feelings of sadness arising from loss, pessimism regarding one’s current/future circumstances, and/or other concerns
4. Social Disconnection: disrupted ability to connect with others to give and receive information and social support
5. Resource Access: difficulty accessing informational, technological, or basic needs resources
6. Motivation: low drive to engage in useful academic, self-care, social, or other behaviors

We recognize that our domain list is not exhaustive and are not implying that other concerns not explicitly mentioned are unimportant.

Recommendations:
We have issued five recommendations, each touching on multiple support domains listed above and involving multiple campus entities, that we believe will bolster social and emotional adjustment to strictly remote operations. These are not meant to replace or supersede the recommendations made in the SE Work Group Phase I report, rather they are meant to reflect the “state of play” as we understand it since the submission of the phase I reports.
Recommendation I:
Establish a “one stop informational shop”

Purpose:
- To simplify the process of accessing important information via web resources

Support Domains:
- Anxiety: regarding the unknown
- Resource Access: information
- Stress: reduction in task complexity
- Motivation: support motivation via lowering barriers/reducing effort required to access information

Components and Considerations:
- FAQs (opening hours, how to make an appointment, etc.), specific to remote operation, from selected departments including, but not limited to, Counseling and Student Development, Health Services, Maria’s Place, Student Activities and Campus Recreation, and other offices within academic and student affairs.
- Links to contact persons from each department on campus to answer general questions regarding their operational area to help to ensure that students don’t “fall through the cracks” and that faculty and staff would be optimally responsive to student attempts to communicate their needs.
- Real time chat available through web resources and/or apps such as Webex, Teams, and others
- Creation of a central telephone number where students, faculty, and staff can speak with someone who may be able to answer their questions or pass them along to someone who would have the specific information needed. One option would be to work with the University and Student Center to use information desk number.

Staffing:
- Employees facing temporary job disruption due to remote operations, such as staff from Residential Life, Campus Recreation, Student Center or Athletics
- Student workers/work study students who are displaced by remote operations
- Utilizing the information desk number mentioned in the last bullet in the preceding section would require additional staff to be assigned to that function
- Departmental designees for “one stop information shop” point of contact
Recommendation II:
Enhance faculty and staff awareness of campus resources available to assist students with their social and emotional health during remote operations

Purpose:
- To provide faculty and staff with the most up to date information on campus resources and how to assist students in accessing them

Support Domains:
- Anxiety: regarding the unknown
- Anxiety: reduction via connection to services
- Depression: reduction via connection to services
- Resource Access: information
- Resource Access: services
- Stress: reduction in task complexity
- Social Disconnection: reduction in social disconnection via establishing pathways for augmented direct outreach
- Motivation: support motivation via lowering barriers/reducing effort required to access services

Components and Considerations:
- Modification and dissemination of campus “Helping Students in Distress” electronic and/or print informational materials to reflect current and anticipated operational changes
- Providing faculty and staff with a common set of updated policies and procedures for initiating institutional outreach to students who are struggling, have “gone dark”, or may need additional resources.
- Creating/strengthening link between early alert system and the Student Behavior Review Team or creating a specific web resource that enables faculty and staff to submit their concerns/outreach requests to the VP of Student Affairs (or designee) office.

Staffing:
- This recommendation should not require additional staffing
Recommendation III:  
*Increase institutional efforts to address student food insecurity*

**Purpose:**
- To reduce food insecurity in the student population and mitigate its effects on their academic, social, and emotional wellbeing

**Support Domains:**
- Resource Access: basic needs
- Stress
- Motivation: support motivation via lowering barriers/reducing effort required to access to services
- Anxiety: regarding ability to maintain adequate nutrition
- Depression

**Components and Considerations:**
- Increase student, faculty, and staff awareness of Maria’s Place via electronic and social media messaging
- Increase the institutional resources available to provision and staff Maria’s Place
- Investigate and develop additional funding or donation sources
- Create a low or no contact system for students to access provisions via Maria’s Place
- Increase/bolster relationships with community organizations with the same mission
- Creation/extension/dissemination of a database of community resources
- Situate information regarding all the preceding points prominently in the “one stop informational shop” mentioned in recommendation I.

**Staffing:**
- Student workers displaced by remote operations
- Professional staff displaced by remote operations
Recommendation IV:  
*Develop/increase institutional efforts to motivate students to engage in health and wellness behaviors*

**Purpose:**
- To assist students in increasing or adopting health and wellness behaviors intended to bolster their resilience

**Support Domains:**
- Motivation: health and wellness
- Resource Access: information
- Anxiety: reduction in anxiety via appropriate or enhanced self-care
- Depression: reduction via appropriate or enhanced self-care
- Stress: reduction via appropriate or enhanced self-care

**Components and Considerations:**
- Development and circulation of student facing information regarding how to maintain one’s mental, physical, spiritual, and social wellbeing during quarantine
- Partner with departments on campus with video production expertise (such as the Theater and Communications departments) to ensure high production values and viewer engagement
- Student Activities and Campus Recreation, Health Services, Counseling and Student Development, and other [please expand the list after the right bracket] departments would contribute their expertise to the production of video segments, podcasts, and other media.
- Curate useful lists of externally produced health and wellness resources
- This material should be featured prominently on the “one stop informational shop”.

**Staffing:**
- Student workers displaced by remote operations
- Professional staff displaced by remote operations
**Recommendation V:**

*Create opportunities for informal student to student and faculty/staff to student social support*

**Purpose:**
- To help students maintain interpersonal connections to each other, faculty/staff, and the institution as a whole

**Support Domains:**
- Social Disconnection: reduction via provision of opportunities for social connection and support
- Depression: reduction via provision of opportunities for social connection and support
- Anxiety: reduction via provision of opportunities for social connection and support

**Components and Considerations:**
- Modeled after the “family time” meetings held by the Theater Department
- Could be offered through academic department, student affairs, or others who desire more student facing contact
- Informal opportunities for students to interact with each other and with faculty/staff
- May help to normalize challenging emotional responses to once again being remote
- Social support is a relatively simple and incredibly powerful method of supporting resiliency and coping
- May help students to continue to feel connected to the institution in the absence of a tangible physical connection

**Staffing:**
- Anticipated to be staffed by faculty and staff volunteers