

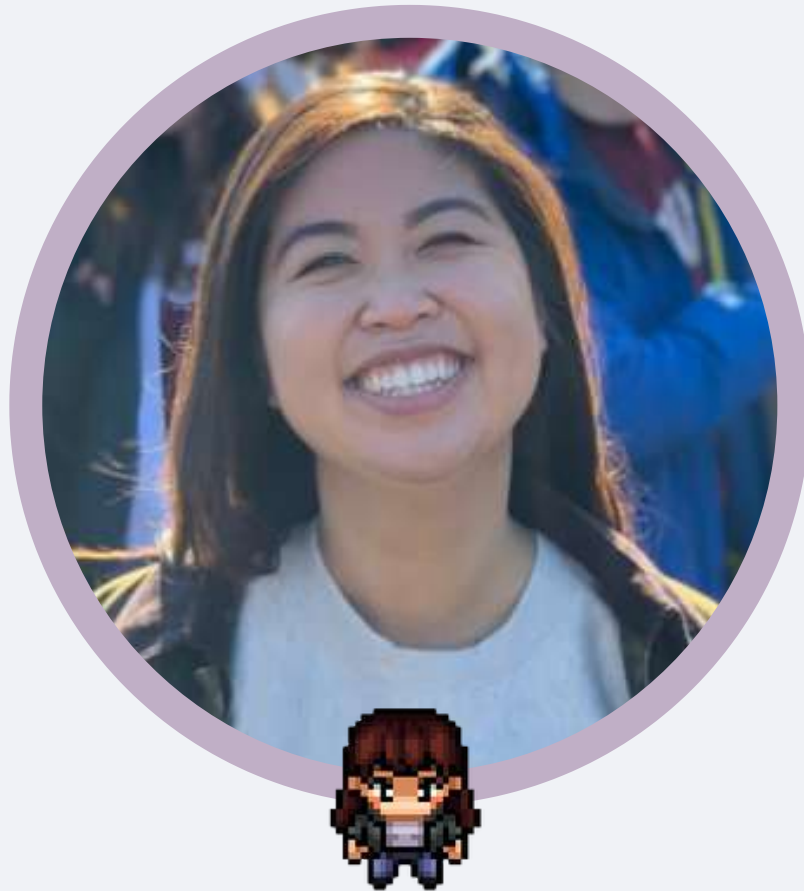


The First-Year Interactive Program



2021 Student Affairs Case Study
Harvard University Graduate School of Education
Belle Lee, Meredith O'Toole, Kimberly Gulko, and Shu Yi Zhou (Team Leader)

Meet the Student Affairs Team



Belle Lee

Director of
Marketing and Social Media



Meredith O'Toole

Director of
Academic Resources



Kimberly Gulko

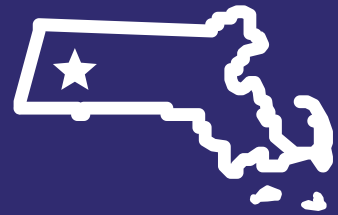
Director of
Residential Life



Shu Yi Zhou

Director of
Student Activities and Affairs

Hugs E. University (HEU) By the Numbers



Small, private liberal arts school in Western Massachusetts



100%

of students live on-campus during non-pandemic years



1,825

Total undergraduate student population



497

Total First-Year undergraduate students



16%

of undergraduates are first-generation students



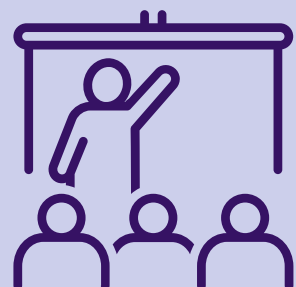
17%

of undergraduate students received a Pell Grant



11%

of undergraduate students are international



1:9

Faculty to Student Ratio

ONE

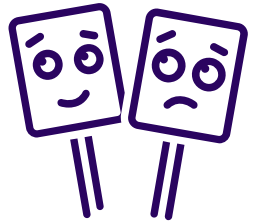
'pawsome' mascot named Dandy the Lion



The Issue: Social Engagement

Students isolated from each other—and from the support systems they need

The closure of college and university campuses due to COVID-19 exacerbated the vulnerabilities of various student populations, including students with challenging home environments, disabilities, first-generation and low-income students, and those who rely on on-campus facilities for basic necessities, including their meals, housing, internet access, healthcare services, and finally, academic and socio-emotional support (Smalley, 2020).



Why is this so detrimental for students?

According to Phillip Martin, a reporter at Boston's WGBH News Center for Investigative Reporting, students “are facing pressures and stresses like never before. And at the very same time they’ve lost access to many of the systems that are in place to help support students’ mental health” (Laidler, 2020). The breakdown of academic, social, and emotional support systems—in addition to the disequilibrium caused by the rapid and unprecedented switch from an on-campus, residential college experience to a fully-remote learning environment—has left many students feeling socially isolated, burnt-out, and robbed of their 'college experience' (Smalley, 2020). As Jassmine Guerrero, a student at The Ohio State University (OSU) says, "It's very exhausting. Definitely, Zoom fatigue is real" (Sreenivasan, Kane, & Thoet, 2021). Furthermore, not being on campus has deteriorated students' opportunities for social engagement and their sense of campus community. This is especially true for many first-year students who have not had a chance to make connections, build relationships, or even visit campus. For Hannah Richardson, another student at OSU, "College seems like a really far away concept right now."

What can Hugs E. University do?

As 'Zoom fatigue' and feelings of isolation, remain pertinent threats to student well-being, institutions need to create opportunities for virtual student engagement that both minimize Zoom burnout and cultivate a shared sense of community. March 2021 will mark one-year since COVID-19 forced Hugs E. University (HEU) to transition to remote learning. To ensure all of its students had equitable access to technology, the HEU administration sent new iPads and BlueTooth keyboards to all of its students, regardless of need. For students who did not have access to a reliable wifi signal, their iPads were equipped with pre-paid cellular plans. Faculty also received iPads, as well as extensive training on how to effectively teach over Zoom. Despite HEU's efforts to bridge this "digital divide" and use technology to engage students in the classroom, students report a lack of social interaction and have asked the university administration to step in and help.

The Collins Framework for Emotional Solidarity

In his Framework for Emotional Solidarity, Randall Collins maintains that the following four conditions are essential to creating an emotional bond within communities:

1 Physical Copresence

A group of students together in the same geographic space.

“Face-to-face encounters—in a narrow hallway, a shared bathroom, a crowded classroom—are by far the most powerful form of copresence, since they allow for close monitoring of other people’s actions and reactions” (Chambliss and Takacs, 2014)

2 Shared Focus of Attention

Students focusing on the same homework assignment, listening to the same professor’s lecture, laughing at the same joke, etc.

“A common focus of attention is probably easier to achieve in a small group—there are, after all, fewer people whose attention must be caught—but even one hundred thousand physically copresent people can, if conditions are right, come to passionately share a focus of attention” (Chambliss and Takacs, 2014)

3 Ritualized Common Activity

Typically involving the shared focus of attention, the ritualized traditions—like school-specific cheers and chants students yell at sporting events—in which the student body operate as a single unit.

“Together, the crowd stands and roars for a touchdown, sags and sits down together when the other team gets the ball, literally rising and falling from their seats en masse” (Chambliss and Takacs, 2014)

4 Exclusivity

Restricting membership around a set of defining boundaries.

“The sheer fact of limiting who is admitted....causes members to feel more strongly connected to each other, more special” (Chambliss and Takacs, 2014)

Multiple Dimensions of Student Identity

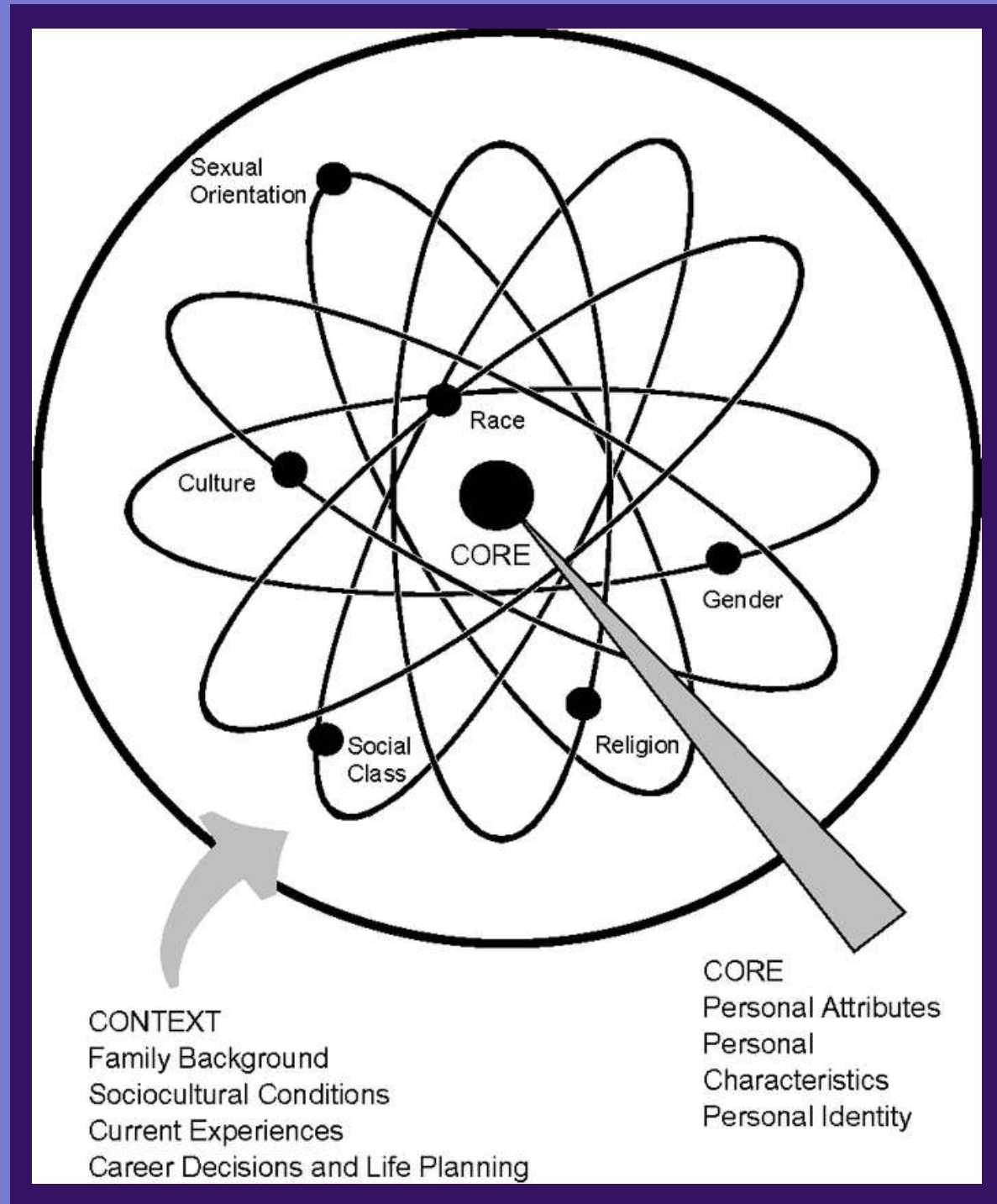


Image from Jones & Abes, 2013.

The Model of Multiple Dimensions of Identity (MMDI)

The Model of Multiple Dimensions of Identity (MMDI) represents multiple dimensions of identity to highlight one's personal identity, also known as one's core sense of self. Surrounding the core sense of self are various intersecting circles that represent contexts, personal characteristics, and social identities (Jones & Abes, 2013).

However, identities are fluid and change based upon the context or environment. As contexts change, various personal characteristics and identities become more or less salient. The MMDI model (left) illustrates how different identities will be closer to or further away from the core sense of self depending upon the context at any particular moment in time (Jones & Abes, 2013).

The MMDI Model applied to a College Context

As students transition to college, their identities will evolve as their environments and social contexts change over time. The MMDI theory helps us think about how various experiences—like COVID-19 and remote learning— affect students with various identities (Jones & Abes, 2013).

Implications for MMIDI in the Context of COVID-19

Socioeconomic Status

In a study from Indiana University, "Nearly all of the students had laptops and smartphones, but roughly 20 percent had problems maintaining access to effective technology. They had to type papers on old laptops or tablets that didn't work consistently. Their devices wouldn't hold a charge. They lived in off-campus apartments without reliable internet access. They ran out of cell phone data and couldn't afford to add minutes" (Indiana University, 2020).

"Many of these students may not have permanent residences to return to, may face transportation issues or food insecurity, and are concerned about not having income from campus or local employment" (NASPA, 2020).

First Generation Students

"As institutions respond in haste to COVID-19, many are asking students to depart residence halls within hours and to begin online learning as alternative instruction, or are closing entirely. While a desire to mitigate the spread of COVID-19 is understandable, this leaves many first-generation students, particularly those with an intersectional low-income identity, with difficult decisions to make. Many of these students may not have permanent residences to return to, may face transportation issues or food insecurity, and are concerned about not having income from campus or local employment" (NASPA, 2020).

Mental Health

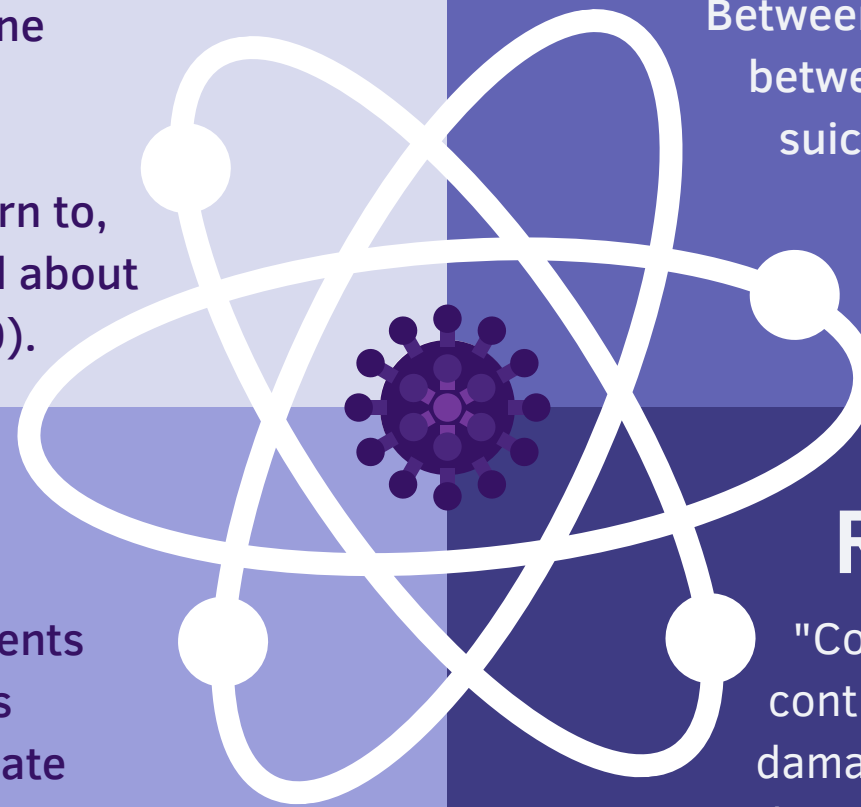
"Before the pandemic, 65 percent of college students were wrestling with anxiety, 30 percent with a mental health condition, and 10 percent with thoughts of suicide" (Sreenivasan, Kane, & Thoet, 2021).

Between December 2020 and mid-January 2021, "one in four Americans between the ages of 18 and 24 reported having seriously considered suicide, according to the CDC, and nearly 70 percent of college presidents now say student mental health ranks among their top concerns" (Sreenivasan, Kane, & Thoet, 2021).

Race & Gender Identities

"College students of color not only face a disproportionate risk of contracting COVID-19, they are particularly vulnerable to its psychological damage — especially when the longtime struggle against inequality and the current financial crisis are factored in" (Laidler, 2020).

"Women are at significantly increased risk for intimate partner violence due to physical distancing measures, including emotional, financial, physical, and sexual violence" (Rollston and Galea, 2020).



Solutions for MMDI in the Context of COVID-19

Socioeconomic Status

- For equity purposes, HEU's Leadership sent iPads and keyboards to every student and faculty member regardless of need. All iPads come pre-installed with a cellular plan.
- For students with housing insecurities, the FYI platform quickly connects them to school resources via drop-in hours.

First Generation Students

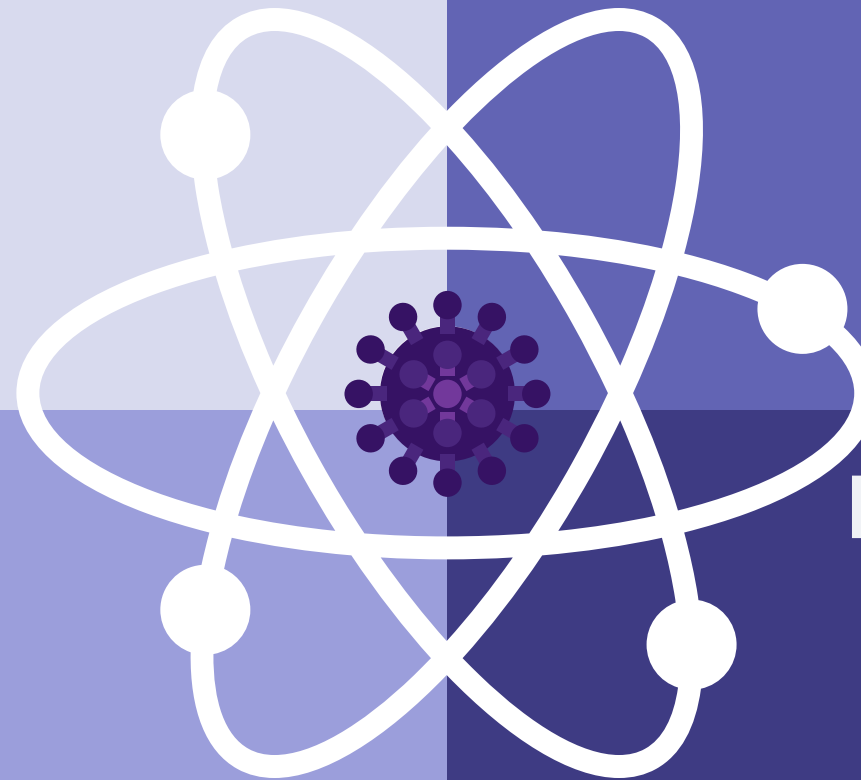
- FYI has a balance of asynchronous and synchronous activities to accommodate those with external commitments.
- Paws-port tour and virtual campus ensure students understand where campus resources and buildings are before coming on campus.

Mental Health

- HEU maintains that all students, faculty, and staff are responsible for creating a campus culture of caring, empathy, inclusivity, and respect.
- Student mental health drop-in hours.
- FYI programs enable students to interact informally with their peers while formally with student services they need to thrive.
- Faculty encouraged to offer deadline-flexibility and offer additional office hours to check-in with students

Race & Ethnicity

- FYI enables students, faculty, and staff to hold informal and formal conversations about current events and how its affecting them.
- Promoting student-faculty interaction programming for students to voice their concerns and foster connection.
- Student feedback is valued and put into evaluation and implementation of programming.



Proposal: First Year Interactive (FYI) Program



WELCOME TO FYI!



Mission Statement

The mission of the First Year Interactive (FYI) Program is to support first-year students as they transition into university life through intentional virtual programming and events that promote student success, social engagement, foster feelings of belonging in the community, and cultivate meaningful relationships with individuals across the university.

Goals

- Create an engaging virtual first-year experience to foster students' social engagement and connection to the HEU community
- Provide programmatic opportunities for students to build meaningful relationships with faculty members and peer student mentors
- Holistically support students and their unique academic, social, and emotional needs as they navigate the transition to college

Why We Chose to Implement a First-Year Program at HEU

Research indicates that First-Year student engagement is indicative of their success later on in college. Not only do First-Year programs lead to increased rates of student retention and likelihood of graduation, but students who complete a First-Year program are also more engaged (Harris et al., 2020). It is no surprise, then, that the American Association of American Colleges and Universities has designated First-Year experiences and seminars as a "High-Impact Educational Practice" (Kuh, 2008).

Key FYI Program Components



01

Mane Campus

Mane Campus allows students to replicate the experience of being together on campus as close as possible.



02

Student Prides

Students are divided into "Prides," small groups of 20-25, to help students build friendships and a sense of belonging.



03

Peer Mentorship

Each Pride is voluntarily co-led by an upper-level student and a first-year student, who serves as the group's Pride Leader and peer mentor.



04

Signature Activities

Throughout the year, school-wide activities maintain school traditions and foster connections within the HEU community.



05

Social Media

HEU maintains a robust presence on popular social media platforms to engage students in fun and meaningful ways.

1 Mane Campus: The Basics

What is Mane Campus?

Students sign-up for Mane Campus with their HEU email. Mane Campus combines a video platform and gamification to recreate the campus online, optimize student social interaction, foster collaborative learning, and build an engaged community—virtually recapturing the on-campus, in-person experience.



FYI Students relaxing in the virtual common room at B. Long Hall, one of the residence halls at HEU.

Collaborative Campus Spaces

From group study rooms and lecture halls to cozy dorm lobbies and communal kitchens, Mane Campus recreates all of the traditional campus environments—and then some—to allow students to be virtually copresent through their 2D avatars when being physically together isn't an option.

Interactive User Engagement

Although it is based upon the *Gather* platform, Mane Campus is unique in that it also serves as a video conferencing platform, online chat programs, and group gaming systems. With Mane Campus, students can study together, eat a meal with faculty members, partake in HEU traditions, and compete in group game nights.

Personalized Campus Experience

The sky is the limit when it comes to students personalizing their Mane Campus experience. Just as HEU has first-year residence halls crafted to maximize student interaction, each student is assigned a virtual residence hall and dorm room that they can decorate, meet others from their floor, and invite friends over. Also, students can choose to have a virtual pet that can evolve (Pokémon-style) and help students make new friends.

Discover Hidden Content

As students walk around campus, they can discover hidden 'Easter eggs' like videos about HEU traditions and student life during 'normal' academic years, 360-degree photos of the physical campus, and links to read HEU news articles.

1 Mane Campus: Student Services

Committed to Student Success

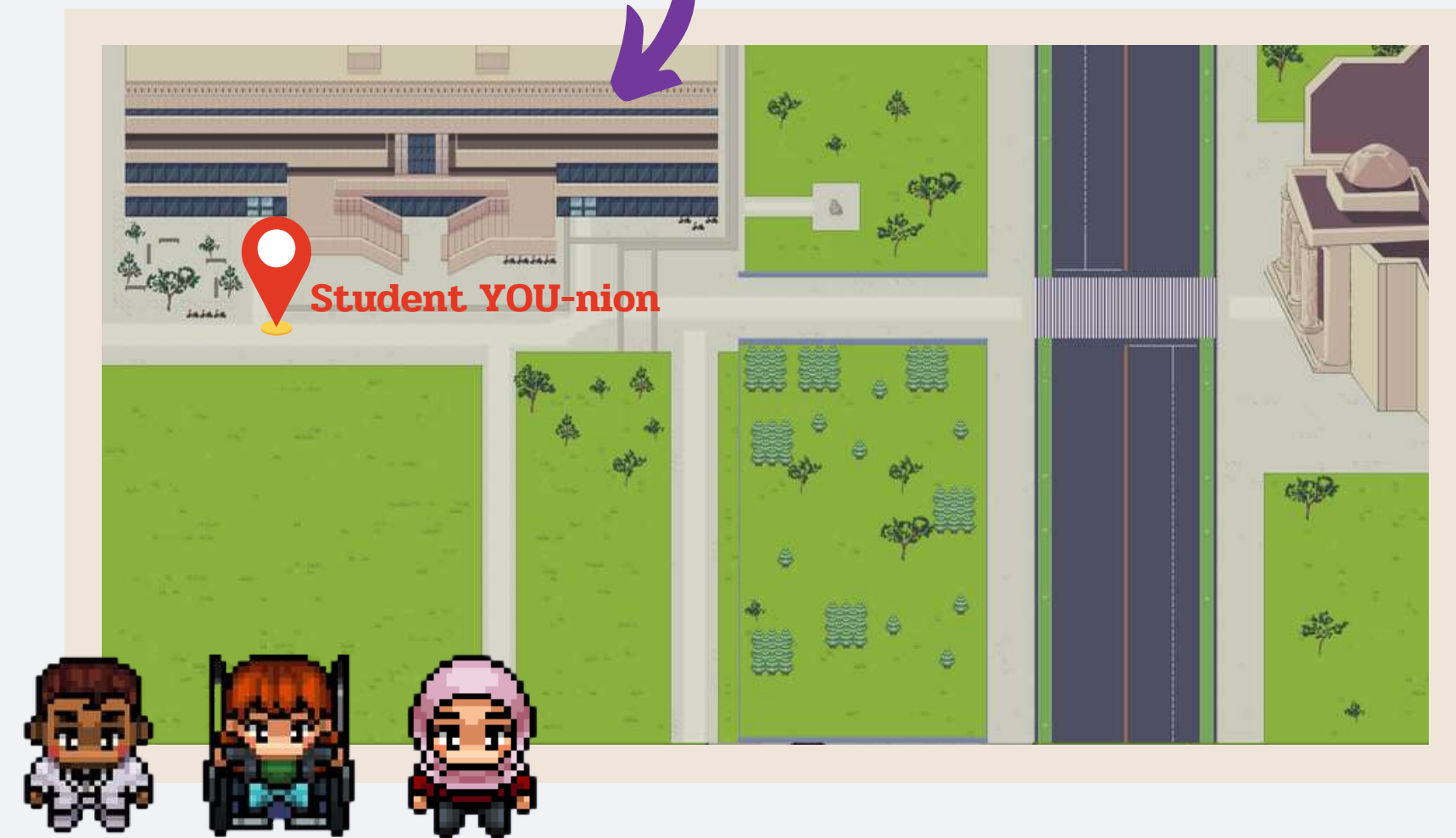
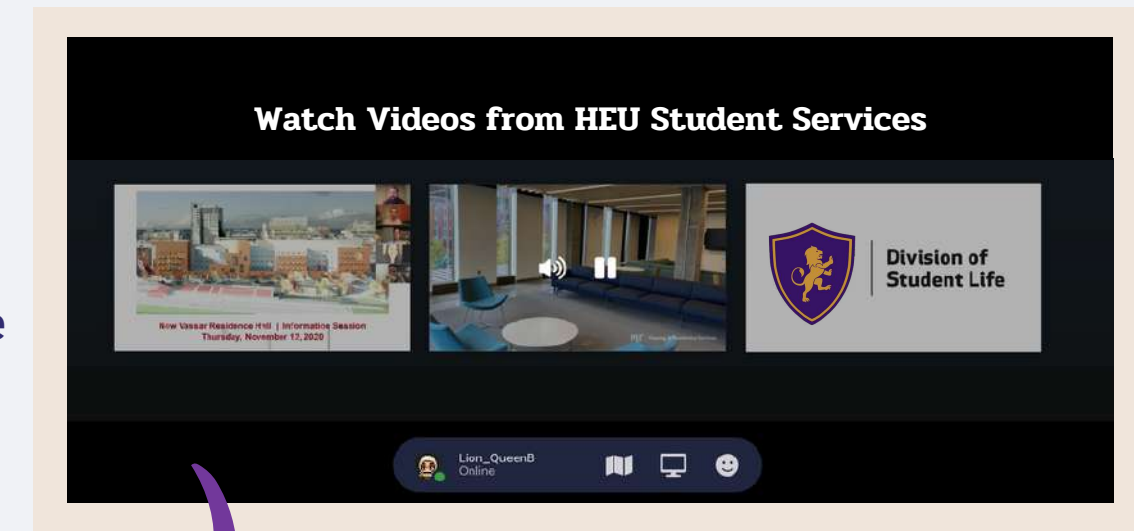
Although students are remote, HEU remains committed to providing its students with the resources and support they need to be academically, emotionally, and socially engaged throughout their college experience. To mimic the on-campus experience, HEU's student support services are all housed in the centrally-located Student YOU-nion on Mane Campus. Plus, staff members in each of the student support offices still offer drop-in office hours through the video feature on Mane Campus.

Holistic Student Supports

In addition to the FYI Office, Registrar, and the Writing & Reading Center, the Student YOU-nion also houses Financial Services, Admissions, Accessible Education Office, Campus Food Pantry, Academic Advising, Career Services, HEU IT, the International Student Office, Veterans Affairs, Health & Wellness, Counseling and Mental Health Services, Student Activities Center, Residential Life, Title IX, Study Abroad, and the Alumni Association. Oh, and there's a virtual bowling alley, too!

Interactive Resources

As students enter virtual student resource offices in the Student YOU-nion, videos pop-up to educate students about the office's purpose and how they can help students navigate their time in college.

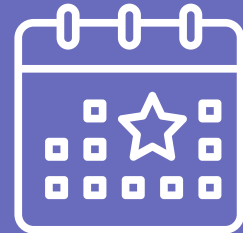


1 Mane Campus: The Point System

What is the point System?

To encourage students to continuously log on to the Mane Campus platform, engage with other students and the HEU community as a whole, we implemented a points system.

Points can be used to buy accessories for their avatars, upgrade their pets, and purchase dorm decorations. Students earn points in a variety of ways, including attending student-led events, faculty dinners, and other programming. Other ways to earn points include:



Daily log-ins to Mane Campus



Visiting virtual student services offices on Mane Campus, like Financial Aid, Registrar, Office of Multicultural Affairs, or Library Services



Liking, sharing, or commenting on an HEU Social Media post



Attending an interactive HEU-sponsored activity. Playing games with friends on Mane Campus



Participating in a virtual HEU campus tradition



Going to drop-in office hours with a professor or TA

THE REWARD?



The winning Pride with the most points gets a workshop with Michelle Obama!

2 Student Prides



Prides provide students the opportunity to be assigned to small groups alongside peers in an environment that intentionally facilitates increased interaction with faculty and staff across various areas of the university. Each pride will have 20-25 students and will be time-zone resilient given the remote environment.

Each Pride is co-led by peer student leaders and is sponsored by a university department and be paired with a faculty or university staff member and will also have a residential director. The emphasis of this network is to ensure the program is student-centered.

Students are placed into Prides at the start of the FYI Program, which allows them to immediately have access to a network of peers. With the ability to engage with other first-year students from different backgrounds, students have a diverse array of experiences to support their developing identities. Additionally, students fill out profiles to inform others who they are, their pronouns, and hobbies for others to view when they right-click their avatars.

Prides offer community members meaningful experiences specifically designed to focus on collaboration and connection. These collaborations encourage students to form creative partnerships and interactions that facilitate relationship building through engagement.



Students on their way to the Registrar's office on their Paws-port tour of HEU's virtual Mane Campus.



Peer Mentorships: Pride Leaders



Each Pride is led by an upper-class student leader paired with a first-year student. Students apply over the summer for leadership positions before the academic year. Connections are made between Pride Leaders and students by way of online chats and voice calls on a bi-weekly basis to ensure that students create social and engaging interactions.

Pride Leaders are trained to ask their students direct questions about their interests and state of being, thereby uncovering students' needs and pointing them to the appropriate resources.

Pride Leaders are also well-versed in knowing how clubs and organizations interact with students and help students get involved. Pride Leaders focus on supporting the first-year students connect with university staff/faculty to address the following:

- ☒ Gain extra help in courses
- ☒ Connecting students to campus resources
- ☒ Recognizing difficulties at home
- ☒ Encouraging engagement and community building activities

Pride Leaders connect students to their campus community, helping them feel engaged and part of something, even when remote. In our online platform, the following offices have stations for students to check in to:

- ☒ Registrar
- ☒ Student Support Services
- ☒ Accessibility and Disability Resources
- ☒ Financial Aid
- ☒ Student Caregiver Resources
- ☒ First Generation Support

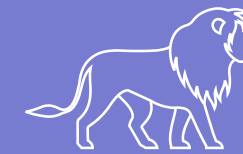


HUGS E. UNIVERSITY
LEARN. GROW. CONNECT. THRIVE.

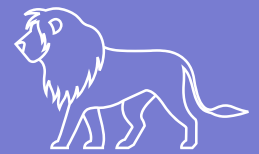
4

Signature Activities

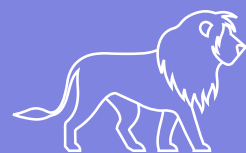
Signature school-wide activities occur throughout the year to foster connection, social engagement, and school "pride" among students. Each activity is purposefully chosen with student affairs theory in place. To be time-zone inclusive, two of the three events are asynchronous, with the last event being held in the morning and evening Eastern Standard Time.



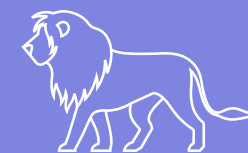
1. Pride Game Nights



To help students build a sense of community, each Pride Co-Leaders host a series of virtual 'game nights' based on games available on Mane Campus. Prides earn points based on how many students attend and can earn additional points by engaging with other students by streaming the virtual game night on social media.



3. The Dandy Clash



Once students have established relationships, they have the opportunity to participate in a college-wide Jeopardy bracket competition at the end of the year. Students self-select their team of four to compete to represent their Pride. Every team gets points for participating and the winning team gets double the amount of points towards their Pride.



2. Wilderness Day



Tradition is crucial to a student's Hugs E. U experience. We've taken a beloved and long-standing first-year physical tradition and made it virtual, Wilderness Day. Hugs E. U hosts a competition to see which three students can build the most creative and impressive blanket fort. Students take photos of their impressive creations and post them on the Pride Board for everyone and the Student Affairs judges to see.

4 Signature Activity #1: Move-In Day

Step 1 Design Avatar

Creating their avatar is the first step in a student's Mane Campus experience. The diverse array of features allows students to choose an avatar that accurately reflects who they are. Options include accessibility tools, skin color, hair, clothing, and accessories.



Step 2 Pride Placement

Next, students are sorted into Prides to meet their peers and Pride Leaders. Pride co-leaders facilitate group introductions and activities for peers to get to know one another.

Step 3 Get Paws-Port

Pride Leaders then lead students to the Student YOU-nion to collect their Paws-Ports. Tours ensure students understand where student and academic support offices are before they come to campus.

Step 4 Campus Tour

After students have their Paws-Ports, Pride Leaders take their Prides on a tour of campus and show students how to collect Paws-port stamps. Student leaders are trained to emphasize the responsibilities of all the offices in addition to where student support centers are.

Step 5 TikTok Showdown

Finally, each student creates a self-introduction TikTok video about their hobbies, interests, identities, pronouns, pets, etc., and posts on the video on the Pride discussion board.

4 Signature Activity: Mega-Bytes



Supportive faculty-student interactions inside and outside of the classroom contribute to student retention, academic success, and overall wellbeing (Kim and Sax, 2009 and Padgett et al., 2012). When students simply talk and communicate with faculty, they are naturally exposed to conversations and dialogue which facilitate their growth in cognitive skills, as well as encourage a sense of belonging, which in turn results in increased student engagement (Kim & Lundberg, 2016).

The FYI program will facilitate two styles of outside-of-the-classroom student/faculty interactions. We will leverage our platform to maximize the student experience while providing resources such as faculty to support student engagement.



Pride Plates

Bi-weekly small-group discussion

- Pride Co-Leaders will facilitate bi-weekly sessions for students to attend small group specialty talks over a meal to foster group check-ins.
- Food brings people together. Students are encouraged to bring beverages, meals, etc. to the virtual table.
- Pride Co-Leaders are given a flexible curriculum of table topics to follow focused on inclusion and belonging.
- Pride Co-Leaders are to check in with the Director of Residential Life regarding any students who may need extra support.
- Students' time zones will be considered to allow an equal number of spots to students across the globe.



Dandy Lion's Dine & Learn

Monthly informal meal-time chats

- Once a month, all Pride members have the opportunity to invite a university affiliate of their choice for an informal meal/get-together.
- Pride Plates is a great way for students to get to know faculty and staff better, allowing students to engage them in conversations about their academic work, research, career path, or general interests.
- Students have the ability to nominate invitees.
- Students will sign up for their desired sessions ahead of time via the virtual bulletin board and will be first come first serve.
- Pride Leaders will host these events allowing 1 big group popcorn-style meet and greet to see who is in the room, followed by small break-out groups of 1-3 student/affiliate pairs.
- Students' time zones will be considered to allow an equal number of spots to students across the globe.

5 Marketing & Social Media

Promotion - Social Media Campaigns

To effectively engage with college students, the promotion of Mane Campus focuses on social media platforms that are already used by and popular with college-aged students.

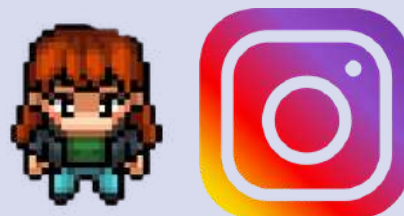
- **TikTok**



Pride co-leaders post videos following TikTok trends for students to like and duet to as a key social media promotion of Mane Campus.

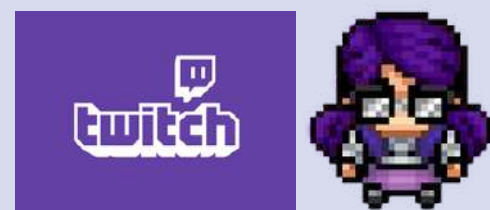
*For this project we created two TikTok promotional videos, within the first 48 hours we had 442 views and 259 views on the first and second video.

- **Instagram**



Instagram take-over days to showcase student progress on Mane Campus and to incentivize student activity.

- **Twitch**



Pride co-leaders host Twitch channel to stream game nights and virtual student events to increase the visibility of Mane Campus.

- **Facebook**



Facebook ads about joining Mane Campus targeted users who tagged themselves as attending Hugs E. University on Facebook.

Email



Informational email about Mane Campus sent to all first-year students at the beginning of summer to promote Mane Campus and information regarding FYI.

Postcards



Postcards sent to students which have QR codes for upcoming events and download the students' affairs calendar.

Website

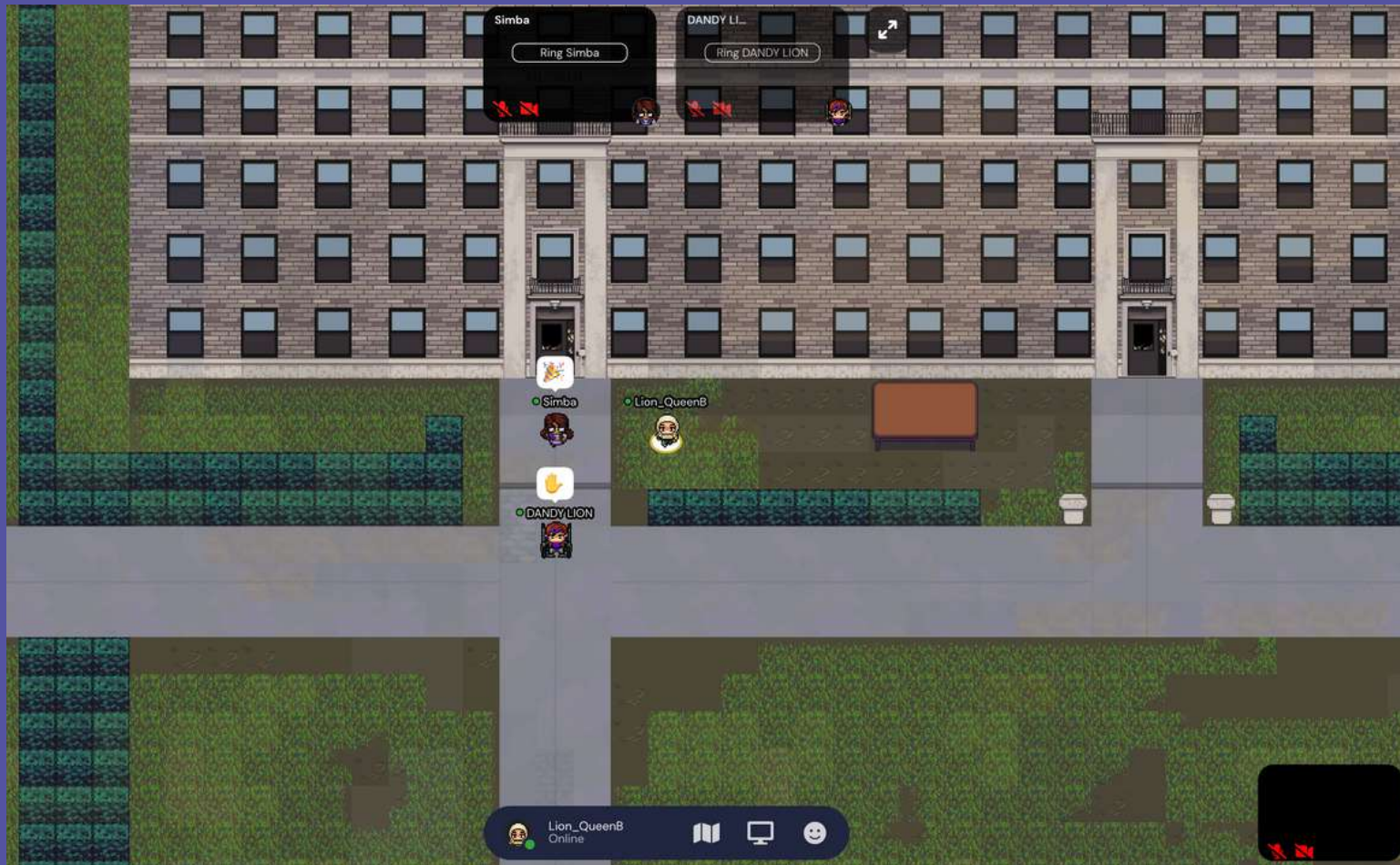


URL link to the landing page of Mane Campus imbedded on Hugs E. University website for convenient access to the virtual platform.

Using FYI to Create Emotional Solidarity

1 Physical Copresence

Even though students can't physically be together, Mane Campus allows students to use their avatars to walk around a virtual campus, study, or simply hang out together. Plus, when two or more avatars are “virtually copresent” together on Mane Campus, students can turn on their videos to have face-to-face-style interactions, too.



Students have the ability to have face-to-face interactions as they stroll through campus.

2 Shared Focus of Attention

From games and activities with their Prides to the virtual faculty MegaBytes faculty lunch series, FYI creates ample opportunities for students to work together toward a common goal, both within their Prides and within the HEU community as a whole.



Students in a virtual study session at Lewin's Library.

Using FYI to Create Emotional Solidarity, ctd.

3 Ritualized Common Activity

Even though HEU traditions may look different this school year, FYI and Mane Campus allow students to safely engage in school rituals and traditions, like the reimagined Wilderness and Move-In Day celebrations.

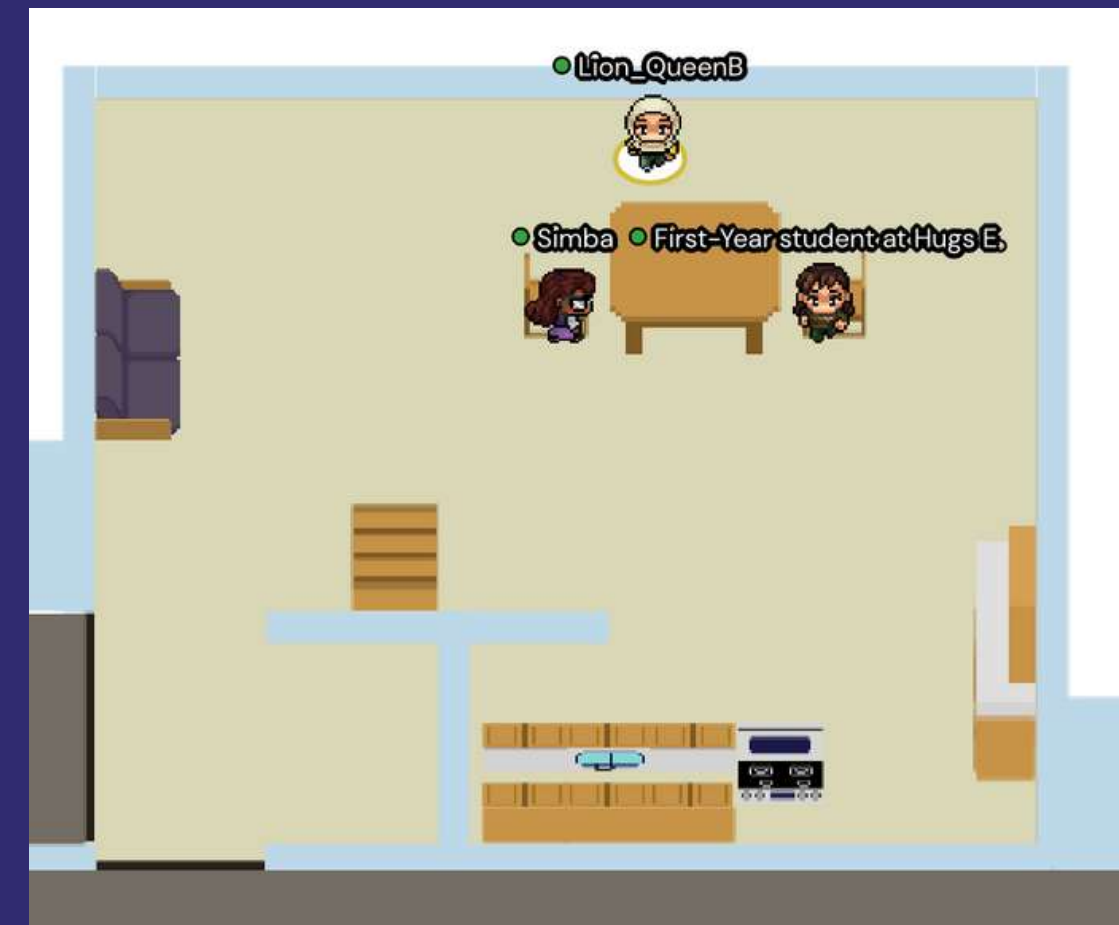
There are also “Easter egg” videos hidden within Mane Campus featuring footage, news articles, and student interviews about their favorite HEU traditions.



Even COVID-19 can't stop students from enjoying HEU traditions like the annual Abbey Road Dash.

4 Exclusivity

HEU's student Pride structure allows students to build connections within smaller, diverse groups of students. The game nights between different prides and culminating campus-wide trivia tournaments reinforce the sense of exclusivity and pride the students feel for their individual Prides.



Members of a student Pride gather for a meal in their dorm's shared kitchen.



In Conclusion



Hope that despite loneliness, students can make meaning in their lives; hope that despite the risks of uncertainty in nearly everything they encounter, they can dare to enter into relationships with loved ones; hope that the sense of individuality that has been so newly won is also compatible with a sense of community.



L. Lee Knepfelkamp (1980)



HUGS E. UNIVERSITY
LEARN. GROW. CONNECT. THRIVE.

Quote retrieved from Knepfelkamp (1981)

Program Assessment

The student affairs team will continuously take feedback from students, faculty, and staff for evaluation of the program and revise the program to best serve students during the virtual school year.

Where to Find Us

For any inquiries and contact, please visit our website at www.HugsEUniversity.edu.

A Note of Gratitude

To the generous donors whose contributions to the Hugs E. University Annual Fund made the FYI Program possible. We are grateful for your continuing loyalty and support of the next generations of HEU Lions. Thank you!

References



Chambliss, D.F. & Takacs, C.G. (2014). Chapter 5: Belonging (pp. 77-103). In How college works. Cambridge, MA: Harvard University Press.

Gather (2020). <https://gather.town/>

Harris, L., Martina, H., Beth, M., & Darragh, M. (2020). Reimagining the "First-Year experience" for online, adult learners. Educause Review.

<https://er.educause.edu/blogs/2020/7/reimagining-the-first-year-experience-for-online-adult-learners#fnr1>

Indiana University. "College students have unequal access to reliable technology, study finds." ScienceDaily. ScienceDaily, 19 September 2018.

www.sciencedaily.com/releases/2018/09/180919100950.htm

Jones, S.R. & Abes, E.A. (2013). Chapter 4: Model of multiple dimensions of identity (pp. 77-95). Identity development of college students: advancing frameworks for multiple dimensions of identity. San Francisco, CA: Jossey-Bass.

Kim, Y. & Sax, L. (2009). Student-Faculty Interaction in Research Universities: Differences by Student Gender, Race, Social Class, and First-Generation Status. *Research in Higher Education*, 50 (5). 437-459. DOI:10.1007/s11162-009-9127-x

Kim, Y. & Lundberg, C. (2016). A Structural Model of the Relationship Between Student-Faculty Interaction and Cognitive Skills Development Among College Students. *Research in Higher Education*, 57, 288-309. DOI:10.1007/s11162-015-9387-6.

Knefelkamp, L. L. (1980). Faculty and student development in the '80s: Renewing the community of Scholars. *Current Issues in Higher Education*, 1980(5), 22. Washington, D.C.: American Association for Higher Education.

References, ctd.



Knefelkamp, L. L. (1981). A developmental perspective on the student voice. *New directions for student services*, 1981(16), 99-106.

Kuh, G (2008). High-Impact educational practices: A brief overview (excerpt), Association of American Colleges and Universities. <https://www.aacu.org/node/4084>

Laidler, J. (2020). COVID carries triple risks for college students of color. *Harvard Gazette*. <https://news.harvard.edu/gazette/story/2020/10/covid-carries-triple-risks-for-college-students-of-color/>

NASPA (2020). Impacts of COVID-19 on first-generation student success. Center for first-generation success. <https://firstgen.naspa.org/news-and-blogs/a-resource-impacts-of-covid-19-on-first-generation-students-experienced-across-institutions-of-higher-education/impacts-of-covid-19-on-first-generation-students>

Padgett, R.D., Johnson, M.P., & Pascarella, E.T. (2012). First-Generation undergraduate students and the Impacts of the first Year of college: Additional Evidence. *Journal of College Student Development* 53(2), 243-266. DOI:10.1353/csd.2012.0032

Rollston, R., & Galea, S. (2020). The coronavirus does discriminate: How social conditions are shaping the Covid-19 pandemic. Center for primary care Harvard medical center. <http://info.primarycare.hms.harvard.edu/blog/social-conditions-shape-covid>

Smalley, A. (2020). Higher Education Responses to Coronavirus (COVID-19). National Conference of State Legislatures. www.ncsl.org/research/education/higher-education-responses-to-coronavirus-covid-19.aspx

Sreenivasan, H., Kane, J., & Thoet, A. (2021). How the pandemic is impacting college students' mental health. *Rethinking College*, PBS News Hour. <https://www.pbs.org/newshour/show/how-the-pandemic-is-impacting-college-students-mental-health>

**All images of HEU's "Mane Campus" are taken from the virtual MIT campus on gather.town.*