

Chapter 7

Transitioning Courses During COVID–19: Strategies, Processes, and Lessons Learned by Three Black Faculty at Primarily White Institutions

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ABSTRACT

In this chapter, three Black faculty from two different predominantly white institutions (PWIs) reflect on how they were able to successfully transition their traditional face-to-face courses to online or remote courses in a short time frame. They briefly describe the two institutions followed by a discussion of the struggles with technological issues, the benefits and disadvantages of working from home, as well as the stress of coping with COVID-19-related issues. Next, the faculty describe the strategies implemented with college students to help the students navigate the transition and be successful in their courses when all schools, colleges, and universities were forced to make the switch from traditional face-to-face instruction to online or remote teaching due to the pandemic.

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UNIVERSITY 1

University 1 was founded in 1906 and is a member of a postsecondary education system, which includes eight four-year institutions and a community and technical college system of 16 institutions. University 1 is a public university that has a total enrollment of 18,183 students with 7,093 male students and 11,090 female students with an average class size of 23.1. The student ethnicity is made up of American Indian or Alaska Native 0.2%, Asian 2.2%, Black 8.3%, Hispanic 4.0%, Hawaiian/Pacific Islander 0.1%, Non-Resident Alien 2.3%, Two or More Races 3.3%, White 79.0%, and Race or Ethnicity unknown 0.6%. University 1 is committed to preparing all students to be productive, engaged, and socially responsible citizen-leaders of a global society.

UNIVERSITY 2

University 2 was also founded in 1906. It is a comprehensive, Christian institution that has a total enrollment of 13,680 students with 7,040 male students and 6,640 female students. The student ethnicity is made up of American Indian or Alaska Native 0.1%, Asian 1.5%, Black or African American 6.0%, Hispanic 2.7%, Hawaiian/Pacific Islander 0.1%, Nonresident Alien 43.1%, Two or More Races 0.5%, White 43.6%, and Race or Ethnicity unknown 2.3%. The university is committed to preparing students as Christian servant leaders and providing academic excellence solidly grounded in the liberal arts.

THE THREE BLACK EDUCATORS

Professor A is a Pedagogical Associate Professor of Mathematics at University 1. She has 22 years of experience in higher education with 15 years of online teaching experience. Her area of expertise is student success and she predominantly teaches students who are underprepared in mathematics. She works to help students build a mathematical foundation that allows them to succeed in general education courses.

Professor B is an Associate Professor of Mathematics Education at University 1. She has 13 years of experience in higher education with eight years of online teaching experience. Her area of expertise is teacher preparation and the professional development of practicing teachers. She works to improve the content and pedagogical knowledge of future and current K-12 mathematics teachers.

Professor C is an Assistant Professor and Coordinator of Early Childhood Education Programs at University 2. He has 14 years of experience in higher education with nine years of online teaching experience. His area of expertise is helping students to become successful and student advocacy. He works to help aspiring early childhood educators to reach their goals.

THE TRANSITION

Many areas of everyone's lives were affected by the COVID-19 pandemic including health, tourism, education, and the economy. Hebebcı, Bertiz, and Alan (2020) stated that the education sector was the second most impacted sector behind the health sector. It did not take very long for this pandemic to affect the lives of a large number of students around the world. "As a matter of fact, the number of students

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