Dear Colleagues,

During the COVID-19 pandemic, the Academic Senate strongly encourages asynchronous instruction as a backup for any synchronous activities. As suggested in the attached ASUCI report, instructors should be aware that students may be living in different time zones, have work or family responsibilities that conflict with scheduled class times, and experience technical difficulties. As a best practice, we urge faculty to make recorded lectures available whenever possible and carefully consider how to best assess student learning during this time.

Sincerely,

Jeffrey Barrett, Chair
Academic Senate, Irvine Division
Academic Senate
Council on Educational Policy
Council on Equity and Inclusion
Council on Teaching, Learning, and Student Experience

RE: The Need for Asynchronous Learning

Introduction

With Fall Quarter approaching, members of the Associated Students at the University of California, Irvine (ASUCI) are concerned about the academic, physical, and mental well-being of our undergraduate student constituency and fellow graduate students. As we continue to navigate challenges associated with the COVID-19 pandemic, there may be some misconceptions about how prepared students will be to start the new academic year. It may seem like students will be “refreshed” and eager to take on their studies, but the reality is that the pandemic is not getting easier for anyone. Many continue to struggle with food and housing accessibility, job security, health concerns, and varying access to technology. In fact, some students’ circumstances may be worse now than they were at the beginning of the pandemic. Additionally, students are located in various parts of the country and the world, where their time zone of residence may impact their ability to thrive in the ‘classroom.’ Therefore, as student leaders, it is our obligation to advocate for learning conditions that will ameliorate students’ concerns and allow them to focus on their health.

The purpose of this report is to inform the Academic Senate about the need to implement universal asynchronous learning at UCI for the Fall Quarter. First, I will share the petition that members of ASUCI circulated among the UCI community to garner support for the initiative. Through the petition form, ASUCI was able to collect anonymous testimonials from students about how remote live lectures will affect their lives in the Fall Quarter. Using the responses, I will then highlight the main concerns raised by students. Lastly, I will open the discussion for solutions and how to move forward with students’ concerns regarding asynchronous learning.
Dear Academic Senate at the University of California, Irvine:

As Fall Quarter approaches, many undergraduate students are concerned about the physical and mental well-being of our peers. It is essential that we protect not only our California students, but all students, regardless of the time zone they may be residing in this academic year. The pressures of the ongoing COVID-19 pandemic and remote classes have an impact on the way students learn. For our international student community, there is the added pressure of navigating the new ICE modifications to visas. To make Fall Quarter more equitable for students—who may be living in a number of different time zones—we are urging you to require all Fall Quarter classes to be recorded by professors, lecturers, and other faculty members and to not require attendance to live Zoom lectures. It is essential that students are able to access lecture materials at any time, so as not to disturb their day-to-day responsibilities and sleep schedules.

In addition to recorded lecture materials, we are advocating for flexible finals time frames and office hours by appointment, so students may take their exams and meet with faculty at times that are suitable for their time zone of residence.

We are living through a time of increased emotional unrest and uncertainty. Students have varied access to finances, technology, and stable living conditions. As we all look for solutions to alleviate the anxieties of students, we would appreciate your support by considering the universal recorded classes requirement.

In Solidarity,

Signatories*
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Signature Totals:

**Undergraduate Students: 1,832**

Graduate Students: 14

Alumni: 66

Community Members: 2

*Please see the end of the report for the list of signatures. The UCI Campus Directory was used to validate as many signatures as possible.
Main Concerns

After reviewing the questions and testimonials submitted by students, several recurring concerns were identified. Following each concern, I have listed three testimonials which speak to the issue.

First, students residing in out-of-state and overseas time zones may experience declined health and great inconveniences if they are expected to attend live remote lectures. Many students worry they may have to stay up late into the night in order to participate in class and receive the necessary information to be successful in a course.

- “I was required to be present for a major-required class from 3-4:30AM, with occasional unannounced quizzes at the start of class. This ‘learning’ experience seriously affected my mental and physical health, and I would never wish it on my worst enemy. I also learned much less than I typically would, because it was at such an unreasonable time. If the lectures were not recorded and provided to me, I would have never survived this course.”
- “Taking classes abroad is not only adjusting to another time zone but to accommodate the time schedule for two time zones. For this Summer session, I have classes at 1pm which is 4am in my time zone. The class ends at 7am and I often will fall right back to sleep without breakfast, and I will wake up at 1pm to get brunch...At 7 or 8 I immediately feel tired and need to sleep. The schedule is really messed up and I often feel really tired in the afternoon, thus, I can't focus on my [work]. This has been really overwhelming for me.”
- “This summer session, I was taking a 9 AM course that required attendance as a part of our grade. 9 AM is reasonable for someone in PST, but I had a groupmate that was always tired during our group activities because our class would end at 3 AM in East Asia (due to a 15 hour time difference). My professor eventually decided that he would not include attendance in our grades, but still made group activities a part of our grade. This only solved half of the problem. Our group activities still took place at the end of lecture and would be due soon after class ended. So even if we wanted to accommodate our groupmate by working on the activity outside of our lecture times, they'd still have to wake up at [a] relatively unfair time (a little before 6 AM) to make sure we submitted the activity on time.”

Second, the pandemic has caused many students to take up more responsibilities, such as working part- or full-time, in order to make ends meet. This may cause students to miss live remote lectures.

- “Since I have to work to continue paying my tuition, my work schedule doesn’t line up with all of my classes, so I will miss lectures out of necessity. If teachers put up pre-recorded lectures this will help students like me to not miss any useful material that will impact both our grades and knowledge.”
• “Aside from time zones, this quarantine has put a financial strain on many students including myself. As a result, I’ve had to work extended hours to be able to provide for myself and to help out my own family at home. Therefore, having recorded lectures would make life easier as it would allow me to be flexible with my study time whenever I need to work long hours.”
• “Due to the pandemic, things have been very difficult financially. I support recorded lectures because they would allow me to work to support myself without the anxiety of having to miss a class. Without recorded lectures, I’d have to choose between my education or being able to support my livelihood...This is a really difficult time, and not many of us have the option to not work. If I didn’t work I wouldn’t be able to afford food, housing, or even some of my college fees. So please, help make it easier for students. We are not asking for recorded lectures because we are lazy; we are asking for this because we are going through a scary unprecedented time, and we need the school’s support.”

Third, live remote lectures may cause an inequitable learning experience for students with unstable internet connection and varying forms of technology.

• “Students should not be required or be penalized for circumstances outside of their control. Although having lectures at a certain time of the week allows for more immediate interaction between the professor and the students, it is imperative to remember that many students reside in different countries or are in environments where there is no stable internet connection that would allow for them to participate in a live-streaming format of lecture. During spring quarter of 2020, I encountered issues with a live-streaming format even with a stable internet connection. There are also many students that are in unstable living conditions and are unable to meet basic needs, especially during the pandemic.”
• “Live lectures can be faulty due to bad internet connection and technical difficulties. There were times where the video and audio lag, and it was hard for me to understand what the professor was saying. In addition, it is extremely hard to concentrate at home. Having pre-recorded lectures allow[s] me to replay certain parts that I miss.”
• “I often find it difficult for me to concentrate during online classes. I have also experienced times where my internet connection goes out during a live lecture, causing me to miss out on crucial information needed to do assignments, tests and quizzes.”

Fourth, the pandemic has affected students’ mental health and their ability to focus on schoolwork. Asynchronous learning and recorded lectures would allow students coping with mental health issues to access course materials at a time when they are better able to focus on studies.

• “Situations are much more difficult to control right now. Personally I live in California, but I struggle with mental health issues that have heightened much more since the start of the pandemic. This has greatly affected my motivation and productivity, though I
would love if it did not. I am a 3.8 GPA student going into my fourth year, pursuing two majors and a minor, so my academics are not something I take lightly. I hope you are willing to accommodate in this way, not only for international students, but for students who struggle with productivity and other mental health issues. While I am lucky enough not to be living at home with my parents for the Fall (hopefully), I struggled a lot with family issues during the Spring Quarter at home, and having lectures recorded allowed me to more easily have the content for me in case I couldn’t make it to class, needed to listen to the material again, or hear the professor’s explanations at a slower speed. I think this is a great use of online learning as well, since this change already comes with its challenges of communication and learning.”

"Following the lockdown, my depression surged back in a huge wave. It was hard to do anything now that my schedule had been taken away from me, hard to eat right, hard to focus on my school work and hard to produce work that I was proud of. I would sleep for most of the day because my depression made it so that I was apathetic, apathetic about my education and my health. Professors who had mandatory attendance in the mornings and cameras on make it tough to stay awake after class to finish a quiz or an essay, and I had to find out how to readjust myself on my bed to not fall asleep, as my house is so small and every other room (and I also share my room) would have someone talking on their own phone calls for work or Zoom meetings.”

"Sometimes when my mental health isn’t at its best, I have trouble keeping a schedule and making it to lectures at the time they are scheduled. It really helps if they are recorded because it allows me to watch them when I am in the right mindset and am able to focus properly in order to learn effectively.”

Fifth, students are worried about their academic performance in the case that they or a loved one fall ill with COVID-19 or another sickness.

"In one of my current courses, the professor has generously designed the course in a way that if he were to ever become sick or unavailable for any reason, there are enough resources available for the students to remain caught up without his presence. Many of my peers are still working as essential employees during this time, or dealing with personal sickness or death within their families, which of course takes time and energy from their ability to learn. These circumstances must be remembered as we continue to navigate this new era of learning and remain empathetic that not everyone is privileged enough to have stable internet connection or a permitting schedule to attend live lectures consistently.”

"An immediate family member of mine recently became ill with COVID-19, and luckily I wasn’t taking any classes, but of course, I had to take care of them, and this caused me extreme emotional stress that would prevent my focus if I were taking classes. What if this happens again during Fall Quarter? What will I do if I can’t access class materials due to an emergency? And I’m in the [California]/Irvine time zone, so there are so many people who are going to have it harder than me in different time zones with different life situations, and they need the support of the university.”
• “We’re currently going through a stage of serious unprecedented healthcare issues across the nation. We should anticipate these obstacles for all students, requiring lectures to be recorded in the case students fall behind due to a sickness.”

Sixth, **students find that having access to recorded lecture materials would allow them to perform better in class and improve their study habits.** Everyone learns differently, and students may be living in different circumstances that make remote learning more difficult.

• “It is absolutely crucial that lectures are pre-recorded. With everything going on in the world, everyone has their own fair share of complications. UCI students deserve to receive an education in an empathetic way. There is no doubt in my mind that a professor’s compassion can go a long way for their students. Having all my classes last quarter [pre-record] lectures helped me manage my time better and still tend to the massive damage the pandemic has brought upon my family. I really hope that UCI considers the students above all else. After all, a school may be a business but its goal is to teach.”

• “I have the disability where I cannot maintain my focus and I tend to lose track of what people are saying. I get temporarily deaf and can’t hear and process the words so recorded lectures really helped me. I rewind the videos so many mes to understand what people are saying in lecture, spending the 50 minute video for at least 2 hours to understand. This is better than having no idea what professors taught.”

• “I am the second oldest of eight children and help my parents care for my younger siblings, so when I am living at home my time generally is not my own. My grandparents have also recently moved in with my family due to their declining health. Between young ones having tantrums, homeschooling everyone (their schools have announced that they will also be online), and caring for my grandparents, I cannot guarantee that I will be able to make all scheduled Zoom lectures. Recording lectures allows for me to have the opportunity to still continue my education while living at home due to the pandemic.”

Many more issues were shared through the testimonials, but these six concerns were among the most common.
Solutions

With UCI students’ concerns in mind, the ideal outcome of ASUCI’S collaboration with the Academic Senate would be to require all classes at UCI to abide by asynchronous learning practices and provide all lecture materials in some recorded format. However, as the school year quickly approaches, we understand that such a large academic policy would take much work to accomplish.

In the petition testimonials, some students recognized the value of having live Zoom lectures for particular classes. Engaging in dialogue with professors and classmates would provide students with the social interaction they may not be able to get otherwise because of physical distancing. However, students also acknowledge that requiring attendance for live remote lectures is not feasible for all students at this time.

To best serve our campus community, this academic year should be treated as a year for recovery. With the Academic Senate’s support, ASUCI leaders hope to find an appropriate solution and address students’ concerns regarding lecture materials in time for Fall Quarter. Such a task requires us to recognize that life is not what it once was and to address these circumstances with great empathy, resiliency, and flexibility. I hope you will join us in creating a more equitable and enjoyable academic experience for all students.

Sincerely,

Reema Saad
At-Large Senator
Associated Students at the University of California, Irvine

CC: ASUCI
Michelle Mallari, President
Alan Calderon, External Vice President
Hannah Quach, Internal Vice President
Phil De Vera, Academic Affairs Vice President
Isabelle Lee, Student Advocate General
Danni Xu, International Senator
Kevin Si, Education Senator
YiHao Huang, International Student Advocacy Officer
Petition Signatures

**Undergraduate Students (1,832)**

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Bryan Tang
Bryce Gold
Byron Arriola
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Caitlyn Khun
Caleb Maximus Lee
Caleb Smith
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Carol Luong
Casey Campbell
Cassandra Asprec
Cassandra Barba Pena
Cassandra Buckley
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Yousef Khalfa
Yue Lei
Yufei Ren
Yuhan Qiu
Yu Han Tuan
Yu Jeong Chang
Yuji Morita
Yulisa Garcia
Yuyang Si
Yuyi Zhou
Yvan Joseph Pasao
Zachary Angle
Zachary Montoya
Zachary Pashkutz
Zach Johnson
Zahraa Ahmad
Zarar khan
Zeinab Asim
Zeke Sanchez
Zexuan Liu
Zhang Zhuoyang
Zhayle Piurque
Zhenzhi Gui
Zhiqi Yuan
Zhuojin Huang
Zhu Ye Deng
Ziena Smadi
Zihao Zhu
Ziyian Wu
Zoe Ansley Bonnett
Zoelli Ortiz
Zoe Plotkin
Zoe Ransome
Zoe Reyes
Zoe Ta-Perez
Zoya Hajee
Zulma Hernandez
Zure Cantos
Graduate Students (14)

Ainsley Pullen
Amy E. Shine
Bryant Pahl
Eadie DeMarcus
Emily Sanders

Ethan James Heffernan
Haiying Ge
Jason Arakawa
Madison McGrann
Mingjie Qiu

Ming Zhou
Xiaolei Zhang
Yasmeen Musthafa
Yong Zhu

Alumni (66)

Afraah Javed
Alexa Guerrero
Alyssa Joy Prodigalidad
Amy Gutierrez
Ashley Smith
Brianna Carman
Brian Paul
Cherry Nguyen
Christina Gonsalves
Constance Lin
Daniel Ung
Derek Feng
Edith De La Paz
Elizabeth Carlisle
Emily Aguilar
Emma Dorn
Faaizah Saiduddin
Fanny Huang
Francisco Aguirre
Gabriela Martinez
Hayley Engel
Helay Liang

Howard Tu
Ilana Degann
Ivette Morales
Jacob Boarnet
Jakob Agatep
James Barty
Jazmin Ibarra
Jedrick Redillas
Jessica Gabra
Jesus Chavez
Joanna Ko
Jordan Nicholas Ehrman
José Alonso Herrera Gonzalez
Kaitlyn Danlinhton
Kamela Kadri
Karla Avila
Kristy Dai
Lia Prindle
Linda Cristal Ureña
Lorena Contreras
Maha Sheikh
Mariel Kazuko Tisby

Melissa Hernandez
Mellany Bach
Michael Angelo M. Gonzales
Michaela Vasquez
Michael Ilagan
Michael Ramirez
Michael Z Lee
Neeraj Dharmadhikari
Nikki Basas
Nomin Amgalan
Paulina Hernandez
Rianna Mendoza
Rocio Ramos
Sarah Scott
Seanna Moens
Serena Li
Spencer Reynen
Sydney Le
Taylor Reed
Thao Duong
Tommy Nguyen
Vichayada Kanchana

Community Members (2)

Caroline H
Katelin Tanjuaquio