

00:33:25 Gia Euler: Thank you

00:36:26 Mollie Stolbov: Will this be shared with faculty? Can we share with our faculty if not?

00:39:45 John Zumbrunnen: @Mollie: We've worked to communicate survey findings out to faculty and we are encouraging leaders at the school, college, and department level to point instructors to the survey report, which is now posted on the instructional continuity site. And, yes, we'd be very happy to have you share widely!

00:40:27 Mollie Stolbov: Thanks!

00:41:32 Amy Shannon: I had international students struggle with validation because they didn't have their passport seized by government

00:42:34 Amy Shannon: Also students with disabilities flagged for cheating because of reading Outlook or where their gaze was focused.

00:44:52 Christina Olstad: Hello Everyone, Thank you for all that you do to support our students in their experience here at UW-Madison. We appreciate you including the Student Advocacy portfolio in Student Affairs today. Dr. Mick Miyamoto will share the updates for Student Advocacy as I have to head to another meeting at 2:30pm. Please feel free to reach out if you would like to connect further. I can be reached at colstad2@wisc.edu.

00:44:58 Sarah Golla: Can faculty be encouraged to give all students more time on virtual exams, given these issues? (rather than individual students needing to request- i.e., Universal Design)

00:45:37 Allee Hochmuth: I've noticed some faculty/instructors have been confused about deadlines for Incomplete grades

00:45:48 Megan Grill (she/hers): <https://go.wisc.edu/avtyi9>

00:49:43 Megan Grill (she/hers): the virtual hand raising feature is either in your reactions panel in the bottom middle of your screen or in the bottom of your participant panel

00:51:05 Alyssa Pon-Franklin: I am concerned about the "ban from campus WiFi" as a consequence for missing COVID tests, and that it will further inequities, especially as students are trying to manage so many different responsibilities. Can you talk about that?

00:51:17 Allee Hochmuth: calling assessments "knowledge checks" rather than "tests" or "quizzes" can sometimes reduce anxiety

00:52:02 Bryan Zaramba: It's interesting that only 7% of students reported that they thought communications from the university were "too frequent," since Business undergrads have told us in no uncertain terms that they aren't responsive to emails because they receive so many emails.

00:52:02 Terry Paape: I'm curious about the response to the current needs survey item with requiring assistance with services, I see that we're at 47% with Advising and Career Advising. Was there any effort to ask what kind of assistance they needed? Is it access? I'm not sure what to do with that result in my own advising work.

00:52:05 Scott Burkhardt: Do we have aggregate data on the number of "Student of Concern" reports submitted by instructors and advisors and how it might compare with the pre-pandemic data?

00:54:07 Katie Christenson: Regarding community building in advising, anecdotally, the CSD department has done 1x weekly drop in advising topics sessions through Canvas. Some students have attended each week and express they love the chance to connect.

00:56:26 Sarah Golla: Thank you for saying that, Rianna

00:56:28 Aygul Hoffman-Batyrshina: Thank you so much for voicing this, Rianna.

00:56:43 Tara Milliken: Yes, Rianna! Thank you for naming this.

00:56:47 Sara Stephenson: Thank you, Rianna. It is very concerning.

00:56:53 Camille Bernier: Thank you for naming that Rianna

00:57:48 Heather Sauer: Rianna, were you done speaking?

00:57:55 Alyssa Pon-Franklin: Aggregate numbers don't help our student experiences.

00:58:08 Rianna Bailey: Thanks, Heather. I wasn't but it's ok.

00:58:30 Heather Sauer: It's not okay.

00:58:42 Derek Zimmerman: Agreed Heather!

00:59:10 Wren Singer: I'm so sorry. A family member came into my office at home and I didn't realize I wasn't muted and I inadvertently interrupted you Rianna.

00:59:16 Jolijn Nagelkerke: Agreed! It's not okay. Thanks a lot for sharing what you did

00:59:41 Wren Singer: I am trying to get this family member out of my office.

00:59:52 Laura Norton: Yes, I heard from 5-6 of my students that they had to show their work in math/engineering courses and so were constantly getting errors and locked out because they were doing the work and looking down.

01:00:00 Tara Milliken: Just reflecting on how Honorlock institutionalizes surveillance in a way that many folks find deeply troubling.

01:00:28 Stephanie Salazar Kann: @ Tara - totally!

01:01:07 Allee Hochmuth: Agreed. Not sure the "benefits" of Honorlock outweigh the impact it has on students.

01:01:07 Bryan Zaramba: I don't think your daughter's interruption was the one people were concerned about, Wren.

01:01:38 Laura Norton: It is very distressing to students to be locked out multiple times and have to deal with it in the middle of a high-stress exam.

01:02:18 Alyssa Pon-Franklin: Rianna, were you interrupted again?

01:02:27 Rianna Bailey: Yes.

01:02:49 Michelle Gullickson: It comes to the point of a real erasure of identity in a way that can mimic other metaphorical and real erasures

01:02:51 Rianna Bailey: I think this can be a learning opportunity about understanding experiences of folk of color

01:03:10 Derek Zimmerman: As a community, I feel like our DEI work often stops at acknowledging things are a problem for our student.

01:03:15 Derek Zimmerman: students*

01:03:32 Derek Zimmerman: Taking action from that and making real changes needs to happen

01:03:46 Derek Zimmerman: we just circle around issues and keep talking about them

01:03:52 Rachelle Eilers: ^^^

01:03:57 Sarah Golla: Yes, Rianna and Derek

01:04:00 Michael Sullivan: Yes, Derek!

01:04:31 Pilar Joseph: Derek - yes, yes and more yes.

01:04:36 Michael Sullivan: And why wasn't this thought about before using the tool?

01:05:39 Tara Milliken: I just want to name that I don't see how the use of these systems creates a productive learning experience for students.

01:05:47 Alyssa Pon-Franklin: So, what is going to be done? We have this conversation, but what happens next?

01:05:48 Rebecca Shields: I am an instructor and this is the first I have heard about this serious bias issue with this tool. I think info like this should be better distributed to instructors

01:06:07 Megan Grill (she/hers): the virtual hand feature is in the reactions panel in the bottom middle of your screen or in the bottom of your participant panel

01:07:12 Kaitlin Koehler: I completely agree, Rianna. Thank you for voicing this. I also agree with Derek that I want to continue this beyond the acknowledgement and into deeper understanding and action.

01:09:16 Sara Stephenson: In terms of this semester, it feels like the train has "left the station", so to speak - exams are scheduled/written/are being taken already. Can we talk about changes for the summer term? Are we expecting to have virtual exams be commonplace in Fall 21?

01:09:17 Michael Sullivan: And this is just another instance, in a long list of instances, when the university (society, community) has minimized and let down students of color, shameful really

01:09:19 Laura Stephenson (she/her): Given these findings and this conversation, I'd like to suggest a pause on the use of HonorLock until you can be more comfortable with its implementation and reliability

01:09:50 Tara Milliken: Thanks for sharing and advocating, Sarah.

01:10:30 Stephanie Salazar Kann: What was communicated with students about what was going to happen with all the information they provided in this survey? How are we showing our appreciation to our students who took the time to share?

01:11:14 Jeffrey Shokler: The "achievement focus" lies at the heart of the evaluation/honorlock issue. in the context of a global pandemic this needs to shift to accommodate the lived experiences of our students.

01:11:44 Tara Milliken: ^^ Yes, Jeff.

01:11:46 Camille Bernier: Accomodate lived experience. Thank you Jeff.

01:11:53 Terry Paape: I think the best way we can show our appreciation responding to their needs meaningfully

01:11:55 Stephanie Salazar Kann: Bryan- thanks for bringing that up, and yes, I hear you on that!

01:12:10 Tara Milliken: Thanks for sharing, Bryan!

01:12:24 Rebecca Shields: Also, if there are major problems with Honorlock, what is the recommendation for conducting fair remote assessments? As an instructor of a giant class (350+), exams and quizzes are the primary assessment types out of logistical necessity. The most common Honorlock comment I get from students is they are upset that it doesn't prevent 100% of cheating, and feel that it's unfair that some students are getting away with cheating which they feel devalues their own hard-earned grades. What does the university recommend that we do to assess students learning remotely in a large class?

01:12:39 Beth giles: Rianna, thanks for bringing this up and others for the very thoughtful reflections, comments and calls to action.

01:13:36 Bryan Zaramba: Thank you, Sarah!

01:14:52 Mick Miyamoto (he/him/his): <https://hminnovations.org/meditation-app>

01:15:03 Megan Grill (she/hers): Here is the link to the survey report: <https://go.wisc.edu/avtyi9>

01:15:26 Megan Grill (she/hers): We're tentatively holding time on March 11th from 2-3pm

01:15:47 Eric Schueffner: Do large online programs and universities use Honorlock. I know students here do not like it, but perhaps there is a better option for us.

01:16:31 Ilsa May (she/her): Bye!

01:16:34 Gia Euler: Thank you!

01:16:40 Michael Sullivan: Thank you!

01:16:42

Megan Grill (she/hers): Thanks for coming everyone!C