Christine M Evans: Related to Michael's point, I've spoken with students who have wanted to switch sections after the deadline because they feel the professor they have "doesn't know how to set up the class" and they have heard other professors of the course are better prepared for online instruction. It seems even harder than ever to provide any assurance that students across sections are getting comparable experiences.

Molly Reinhard (she/her/hers): Thank you for your hard work, DoIT colleagues (and many others) to develop these opportunities for faculty and instructional staff.

Zufang Shan: I volunteered calling students who are Q/I to check-in how they are doing. two questions: How can a student to get out of housing contract? One student was on the phone for over an hour tried to get his questions answered but no one responded his phone. Another one is from a student's mother, she has already get her daughter out of housing contract but her daughter's stuff is left in her Witte room. How can she get her daughter's belongs left behind in the dorm?

AMANDA C WALSH: I've also heard from students who have shared that some of their synchronous courses are taking longer than the scheduled time. The instructor might take a little longer on a lecture or discussion because it's online, and it might be harder to remember students have other time commitments than when you're in a physical space together.

Sari Ratner Judge: For housing based issues, students should work through their Residence Life Coordinator for their dorm

Max Wagner: @Zufang: To help your first question, Housing also just released new COVID FAQs that includes information on housing cancellation and a specific section for Sellery and Witte residents: https://www.housing.wisc.edu/residence-halls/covid-19-faqs/

Joanna Schuth (she/hers): Thank you!

Zufang Shan: Thank you, Max!

AMANDA C WALSH: First, I want to acknowledge how hard instructors are working and how much so many of them are doing to accommodate students in a variety of situations. As a note for spring onward, though. my international students studying back home have just had a really rough time with synchronous courses. Some courses have been more manageable/flexible than others, and I know there’s no "perfect" option, but I really hope this is something that’s part of future planning, if there’s any room to improve.

bmagrady: Echoing Amanda, I have had students, who are not in Madison/are international at home, meet with me to discuss their options for Spring and what Spring will look like. I know that there are no answers at this point and I do not expect there to be, but I’m wondering if there plans in place for students who are staying home this whole academic year

Becky Shields: Echoing Brianna’s comment - that has been the biggest thing I am hearing from students so far personally. The wide variety of technologies and techniques that different instructors are using is confusing to some students. They may be in 5-6 classes that are all using different tools and methods for communicating information. The students seem to have an expectation of a unified approach, but it’s not necessarily there, and that has caused some miscommunication.
Megan Grill: wren.singer@wisc.edu

Nikki: the live option with recordings has been valuable for students. It allows them to review content.

Toni Landis: I agree with Nikki. I hear the most satisfaction from those who have both options.

Nikki: I don’t know that students know they can always ask for those asynchronous opportunities. Encouraging faculty to present them clearly to students would be valuable.

Emily Dickmann: sorry if I missed you, Matt.

Emily Dickmann: I’ll call on you next - thanks for your patience.

Amy Zwaska: Some students have shared with that instructors of F2F instruction have already told them they will not be resuming in-person even if they are "allowed" to. Is this something that is up to faculty discretion?

Gia E-P: One additional positive to synchronous is that students are able to manage their schedules and courses better. I would hope that instructors can/will/are being more understanding if a student has connectability and/or laptop issues. Students need to also be communicative with their instructors though (letting them know when they (as the student) have issues)

Kendra Gurnee: Yes re: study spaces. Not just for studying but they also have high stakes virtual things they need to do that need some privacy - internship interviews, grad/med school interviews, etc

John Zumbrunnen: Amy Z -- instructors don't have official authority on their own to make that modality decision. We'll know more soon about post-September 25 modality -- but in general (outside the current 2 week pause) courses are expected to follow the modality that's in the timetable (again, that could change when campus guidance comes on post-September 25 modality.

Marissa DeGroot: https://advising.wisc.edu/facstaff/continuity/

Brianna Cacchione: That would be amazing to get an integration between Starfish and Teams.

Kendra Gurnee: feedback: it was very disappointing that we finally found out today through official UW channels about the changes in the spring calendar - advising/career services (and academic staff)? seem to be an afterthought. We had to hear from local news sources first.

Madeline Juillard: And by "local news sources", I found out from students on reddit

Heather Danielson: I've been making calls and it has been very rewarding

Rianna Bailey she/her/hers: The students were very grateful to have someone checking in. They really are looking for someone to provide feedback to. It was very rewarding!
Christine M Evans: Can you clarify what we are asking when we ask Q/I students if they give permission for us to notify their school/college?

Alicia Hazen: Same. It was very different work than what I’m used to in a sense. The students were all appreciative and I was impressed with the positive attitudes they seemed to possess through this.

Zufang Shan: The students are wonderful and sweet. They are all very appreciative of what university is doing this to reach out to them. They are the one make my day!

Beth Dawson: I’ve also had a much more positive response than I thought I would--they are appreciative of the call!

Jolijn: Tip: don't call early in the morning - they won't pick up

Christopher Lee: If you call a student, can you put a note in ANS or should you not?

Betsy Wood she hers: Calling students is definitely worth it!

Camille Bernier: I’ve enjoyed calling folx. What is helpful to put in notes?

Camille Bernier: (Notes on excel spread sheet, not ANS)

Alicia Hazen: I only took notes in the spreadsheet provided by Kathy

Rianna Bailey she/her/hers: Some folx making calls don't have access to ANS

Beth Warner: I would encourage folks to remember that if it's entered in ANS, it is subject to inclusion in all records/open records requests.

Erica Haas-Gallo: I was copied on follow up emails from some calls as the students were my advisees. Are all students given a follow up email & are the advisors always CCed?

Erica Haas-Gallo: thanks for the clarification! I really appreciate the work of the callers and gift of their time & care

Kala Grove: https://www.housing.wisc.edu/residence-halls/covid-19-faqs/

Marissa DeGroot: https://www.uhs.wisc.edu/badger-virtual-care-package/

Emily Dickmann: https://docs.google.com/document/d/184ZE8D8LVfPOGL-YvDwBufrel2tEqc1QQhmLHPm75_g/edit

Joanna Schuth (she/hers): Thank you everyone for being here. I miss faces.

Emily Dickmann: Case studies link (see above)

Nikki: the tip that oua shares about blocking calendar time to actually read the website updates has been really important for me

Joanna Schuth (she/hers): Numb

Amy Bertrand: Better!
Leah Rineck: tired
Icappabianca: stalled
Morgan Reidinger: Jumbled
Kendra Gurnee: hands tied
Matt Douglas: challenged and tired
Molly Reinhard (she/her/hers): My work? wonderful. Campus? Frustrated
Katie McCullough: Good
Rachelle Eilers: hot mess :/
Katy France: Nervous
Tracy Mores: tired
Betsy Wood she hers: disconnected
Diana Maki: better
Erin Polnaszek Boyd: scared
Becky Shields: whirlwind
Teresa Nguyen (she/her): Anxious
Brian Bischel: Fried
Jolijn: up and down
Liz McCarthy: Shifting sand
Amani DeHolton: frazzled
Emily Keepman: Grateful
Michelle Gullickson: A lot
Martine Delannay: happy
Madeline Juillard: disconnected
Michael Sullivan: Frustrated
Rebecca Bradbury: better
Laura Juszczyk: tired
Beth Warner: Pivot, pivot, pivot, crash
beckysmith: tired
Dillon Wright: reactionary
carren martin: scattered

Audrey Cowling: Tired

Alicia Hazen: Unsure...

Sari Ratner Judge: Not as fun as it usually is

Deidre Robinson: worried

Scott B: Frustrated

Hannah Hatlan-Atwell: limbo

Sara Stephenson: Spinning my wheels

Kristin Armstrong: Hopeful

catherine auger: under control

Mary Condon: burnout

Andy Quackenbush: alive

Valerie Johnson: idle

Erica Haas-Gallo: shifting

Jonathon Ferguson: realistic

Alicia Johanning: Ambiguous

Kelley S. Harris: Hanging in there, getting it done,

Eric Schueffner: constantly changing.

Carmela Diosana (she/her/hers): busy

Ulrich Rosenhagen: making it work

Emily Schmidt: Day by day

Sarah she/her: busy

Cassie Chulick: Unpredictable

Kristina Vack (she/her): surviving

Deborah Griffin: one step at a time

Sarah Schaefer: surviving

Max Wagner: Meandering

Eunsook Jung: hanging in there.

Rachel: one day at a time

01:10:22  Molly Reinhard (she/her/hers): It feels very unclear how we will move forward into in-person classes again, why football is coming back, and how anything will improve on campus re: cases once quarantine ends. The plan from the top levels is just very unclear and does not inspire confidence.

01:10:44  Michael Sullivan:  Thanks Shirin

01:11:18  Sara Stephenson:  YES Molly, agree

01:11:37  Camille Bernier:  Thanks Molly, this is the latest news bringing confusion and fracturing trust.

01:11:43  Gia E-P: 100% - we are always the last to know, it feels.

01:11:50  Molly Reinhard (she/her/hers): YES, Camille.

01:12:10  Heather Danielson:  Molly, students I have talked to who are in quarantine and isolation feel the same way.

01:12:17  Larry Jolón | he/him/his:  Thank you for saying that Molly. The work you are all doing to support our students is amazing but our plans are disappointing.

01:12:31  Sara Stephenson:  Students are getting news before we are - it makes it hard to see advisors as a trusted source of information when everything is changing.

01:12:46  Kendra Gurnee:  Yes. and the discrepancy between allowing football but no spring break is very confusing.

01:13:11  catherine auger:  Yes Kendra!

01:13:16  Amani DeHolton:  Thank you Molly, agreed!

01:13:26  bmagrady:  Thank you, Molly!

01:13:31  Erica Haas-Gallo:  I struggle with the message of "not spreading through classroom contact" and then the cut from classroom instruction. I feel like that doesn't line up, but then the football?

01:13:39  Amy Betzelberger:  Yep

01:13:40  Tracy Mores:  Agreed, Molly.

01:13:46  Scott B:  Thanks, Molly! 100% agree.

01:13:46  Sara Stephenson:  100%

01:13:51  Betsy Wood she hers:  Yes, Molly!

01:13:59  Michael Sullivan:  Thanks Molly!

01:14:03  Gia E-P:  Preach, Molly! :)}
01:14:03 Andy Quackenbush: thanks Molly!!!
01:14:08 Dillon Wright: They'll tell people not to congregate for football, but knowing how people react, might have people spreading it that way
01:14:16 Katy France: Thank you, Molly. 100% agreed
01:14:32 Amy Betzelberger: Very well articulated, Molly, thank you
01:14:48 Molly Reinhard (she/her/hers): Thank you very much, Wren. I appreciate you all.
01:15:36 Deborah Griffin: Thank you Molly and Wren.
01:16:05 Michael Sullivan: Thanks Wren
01:16:32 Gia E-P: Thank you, Wren.
01:17:04 Brian McNurlen: You’re an amazing group. I have to join another meeting, but I’m happy to address questions. brian.mcnurlen@wisc.edu.
01:17:12 Molly Reinhard (she/her/hers): Thank you, Brian!
01:17:13 Emily Dickmann: thanks, Brian.
01:17:19 Tara Milliken (she, her, hers): Thanks for joining us, Brian!
01:17:30 Michael Sullivan: The lack of transparency has instilled a great lack of confidence in leadership
01:17:46 Gia E-P: 100% agree, Michael S.
01:17:53 Max Wagner: Agreed Michael
01:18:04 Tracy Mores: Really appreciate your leadership, and the acknowledgement you always give us, Wren, especially during this time where we don't get that from all leaders in the university.
01:18:09 Jolijn: YES
01:18:35 Emily Dickmann: Love that idea, Erica.
01:18:42 Tera Holtz Wagner: Take LSC 251: Science, Media and Society
01:18:52 Betsy Wood she hers: LSC has that class, I think!
01:19:00 Catherine Turng: ^Echoing the suggestion for LSC 251. Awesome class!
01:19:04 Alicia Johanning: All agreed above. Still very much love my work, my students, and UW, but this is complicated to navigate properly as an advisor and human.

Thank you for all who shared!

01:19:17 Erica Haas-Gallo: if it starts after the drop deadline, what a gift to students who realize they enrolled in a class that doesn't fit
Carley Garvens: Just talked with a student about LSC 251 yesterday and she had a lot of great things to say about it!

Deborah Griffin: How to get the real pulse on students in a virtual world. Very different than student drop in visits and in-person appointments.

Molly Reinhard (she/her/hers): LSC <3

Erica Haas-Gallo: I feel like in some cases I connect more in appts because I'm seeing them in their space & we end up chatting about their love of ferns or women's soccer

Betsy Wood she hers: Facebook-memes for milk-chugging teens will tell you a lot.

Katy France: Yes, Molly Donnellan. Yes, yes, yes. The late nature of communication and the constant changes make it impossible to be a really good advisor these days.

Jolijn: I feel frustrated by the decisions from the university and how they clash with the WI idea, which says that the university should benefit the state. How are we doing that by increasing cases in Dane county?

Alicia Johanning: @Betsy, indeed. If ya'll want the "unfiltered student perspective (always a bit cynical)" look it up on FB!

Nikki: tech issues

Nikki: wondering if there is any student survey being discussed?

Joanna Schuth (she/hers): reddit: r/UWMadison has a whole bunch of raw frustration happening right now.

Tara Milliken (she, her, hers): I think the key is doing something meaningful with the survey data once it's collected.

Nikki: also, re: smart restart, you can subscribe to updates so they come

Sara Stephenson: A parent of a first-year student told me about the change in tuition reimbursement - info via parent email - before it got sent to advisorlink.

Nikki: to email

Betsy Wood she hers: Certainly AEFIS could have a question added to course evals.

Amy Shannon: Yes Sara, and the registrar's website wasn't updated with deadlines for Fall until I asked about it today

Sara Stephenson: To echo Joanna, this thread shares student frustration about class platforms and expectations: https://www.reddit.com/r/UWMadison/comments/iu7409/anyone_else juste totally lost/

Sara Stephenson: And contains strong language :)
Molly Reinhard (she/her/hers): Thank you, all. Truly appreciate the support from all of
the leaders on this call.

Molly Reinhard (she/her/hers): I highly recommend Employee Assistance! Yes, thanks
for bringing it up, Manuela.

Mollie Stolbov: I have been saying since March to students (and everyone else) "We are
all learning what we are capable of right now and we are capable of more than we thought."

Deidre Robinson: that's great, Mollie

Betsy Wood she hers: Yes Mollie!

catherine auger: There seems to be a lack of trust. it is kind of hurtful.

Gia E-P: Thank you!!

Jeffrey Shokler: +1 Mollie S.!

Molly Donnellan (she/her/hers): Thank you for taking the time to hear us and let
us share.

Emily Dickmann: Thank you for all that everyone shared today - out loud, in chat,
and through references and links.

David Wright-Racette: Thanks for listening and hearing us, Wren.