

Minutes UGC meeting 5.11.20  
 Prepared by Debbie Zelizer

**In attendance at Zoom meeting:** Hanna Nekvasil, Norm Goodman, Charlie Robbins, Andrew Platt, Brenda Anderson, Christine Pitocco, Deb Serling, Arlene Feldman, Kevin McDonnell, Shellie Germana, Debbie Zelizer, Diane Bello

Agenda Items	Notes
Acceptance of the minutes	<p>Hanna called the meeting to order at 4:09pm.</p> <p>Hanna called for a vote to accept the minutes from 4/13/20.</p> <p style="padding-left: 40px;">Andrew Platt made a correction to the minutes – he was not in attendance and Brenda made a correction to clarify some confusing sentences/bullet points.</p> <p>Vote carried to accept the minutes with these revisions.</p>
Hanna presented an issue	<p>Hanna asked Charlie for clarification regarding due dates for faculty grades - the website states that faculty must have grades in within 3 working days of the final exam. She recommended that a revised statement be sent to faculty/posted on the website – since grade rosters this semester will not activated until 5/21/20 this semester.</p> <p>Charlie responded</p> <ul style="list-style-type: none"> <li>• if anyone on the committee has an issue with a policy change it should be presented to him, via email, in real time so he can resolve the issue as soon as possible.</li> <li>• He added that, via email, Jamie Wicks sent the information to departmental schedulers and department schedulers were supposed to disseminate that information to faculty.</li> </ul> <p>Hanna responded:</p> <ul style="list-style-type: none"> <li>• This issue just came to her attention and that not all faculty had been made aware of the revised grade submission dates.</li> <li>• She considers him a valuable guest and source of information that otherwise the committee would not have access to.</li> </ul>
Charlie shared preliminary results of the survey - How students experienced the transition to remote learning	<p>13% response rate (n= 2,200) - he stated there might be an overrepresentation of students with issues or concerns in the survey results.</p> <p>The results are being tabulated and will be shared with the campus community in a Tableau format. Today he wanted to give us a 500,000-foot overview of the findings.</p>

	<ul style="list-style-type: none"> <li>• <u>Communication</u>: students were concerned about how timely the communication was from administration and how accurate information they received from some faculty was. <ul style="list-style-type: none"> <li>○ Especially, communication about residents' halls – they thought that process was not handled well.</li> <li>○ Student Stress Levels- 70% response a lot or a great deal; 23% moderate stress; 7% little or no stress</li> </ul> </li> <li>• <u>Reaching advisors</u> – many students stated they could not reach their advisors; departmental advisors were not responding as quickly as they would have liked. <ul style="list-style-type: none"> <li>○ Before going remote, students stated they would just walk over to their advisor's office to get a question answered.</li> </ul> </li> <li>• <u>Grades</u> – this was students' biggest concern. <ul style="list-style-type: none"> <li>○ Online exams = concerns about ability to perform well</li> <li>○ Not being able to communicate with faculty</li> <li>○ Technology concerns - Internet/Broadband/ software, etc.</li> <li>○ Privacy concerns- felt it was wrong that some professors required they had their cameras on in class or during exams. Felt it was an invasion of privacy, some students responded, <i>I don't want faculty to see where I live.</i> <ul style="list-style-type: none"> <li>▪ Respondus – some students believed that the lock down browser feature allowed faculty to access their personal files.</li> </ul> </li> <li>○ Online labs- 3% rated them as excellent, 19% good; 32% average; 20% fair; 26% poor</li> </ul> </li> <li>• <u>Faculty</u> – there were some very positive comments about faculty. However, the majority of comments were negative. Students stated that faculty: <ul style="list-style-type: none"> <li>○ Were inflexible</li> <li>○ Gave additional exams</li> <li>○ Lacked an understanding of how this impacted the students</li> <li>○ Changed class times</li> <li>○ Were not good with technology and that was a barrier</li> <li>○ Simply <i>checked out</i></li> </ul> </li> <li>• <u>Obstacles to learning</u>: focus, motivation, strong preference for face to face classes, lack of internet, problems with synchronous course delivery, wanted courses to be asynchronous.</li> <li>• <u>Connection</u>: 8% very connected, 30% medium, 37% slight, 25% not connected</li> <li>• <u>Returning to SBU</u>: 71% definitely will return; 18% probably will return</li> </ul>
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	<p>Additional findings:</p> <ul style="list-style-type: none"> <li>• Refunds- did not received information in a timely manner and did not like how it was handled</li> <li>• Online course- not what they signed up for</li> <li>• Students thought there was a high level of misinformation <ul style="list-style-type: none"> <li>○ Felt all the publicity and public information centered around the hospital. <ul style="list-style-type: none"> <li>▪ Some students believed that residence halls were being used as patient overflow and as hospice beds</li> </ul> </li> </ul> </li> <li>• Charlie commented that there were distressing xenophobic responses – some students stated that being a student at SBU put them at higher risk due to the diverse faculty/staff/ student population.</li> </ul>
<p>Discussion of preliminary survey results</p>	<p>One committee member stated that they were surprised that virtual graduation/convocation did not come up in the survey as a concern. Charlie responded that students did comment on this in the survey and that he is receiving emails from concerned students. Zelizer noted that a few Health Science students have expressed concerns about how SHTM is structuring the convocation.</p> <p><u>Suggestions:</u></p> <ul style="list-style-type: none"> <li>• Perhaps the UGC can work with student clubs’ e-boards. Online clubs be used in a creative way to create community. <ul style="list-style-type: none"> <li>○ If fall is online – this would allow more faculty to attend student events; would allow clubs access to speakers from across the country, might help commuter students to get more involved, etc.</li> </ul> </li> <li>• It sounds like students no longer feel connected in class – the use of group projects is an effective way to keep students connected to both faculty and peers.</li> <li>• Communication does need to be clearer – one member of the committee shared that she did not know the labs were closed until she found out from another faculty member. She suggested that an announcement should have gone out to all members of the community.</li> </ul>
<p>Last official meeting of the UGC for the spring 2020 semester</p>	<p>Hanna ended the meeting by thanking everyone for their service to the committee.</p> <ul style="list-style-type: none"> <li>• Special thank you to Zelizer for the taking the meeting minutes and a special thank you to Charlie for his service to the UGC.</li> </ul>