ASUSF Senate Agenda
Wednesday, November 11th, 2020 | Zoom | 5:00 – 7:00pm PST

1. Call to Order and Roll Call
   a. Myra, Annie, Austin, Berkelee, Brooke, Drew, Ethan, Fiza, John, Lovepreet, Manny, Nick, Rebecca, Sarah, Tanya

2. Approval of Agenda & Minutes

3. Open Forum
   a. Anyone who wishes to address the Senate

4. New Business:
   a. Discussion of the Increased Commitment to the Students, Staff, and Faculty Resolution
      i. Looking at a conditional 1.9% tuition increase for on campus learning to restore faculty and staff salaries
      ii. The tuition increase is due to approximate deficit of ~ $11 million
      iii. The percentage of increase caps at 1.9%,
      iv. All senators are to review the resolution
      v. Marketing and Advocacy committee will be discussing the resolution this week
      vi. The resolution also opposes tuition increase if learning is remote for the following school year

5. USF Student Senate Remote Learning/Life Q&A Session:
   [5:11-5:55]
   a. Lester Deans, Kim Pham, Susan Zolezzi, Lamonte Stamps, & David Kirmse
      i. What has worked well in your courses for building community among students and between students and instructors?
         1. A good sense of community for classes are the ones that include breakout rooms to discuss questions from the class
         a. Sometimes classmates create a group on discord or slack outside of class
            i. The classmates had the initiative to create a channel
            ii. The channel does not include professors
2. As a senior, a lot of the Professors assume that we know each other. Personally, it has been different since we already know a lot of people in our majors. So we basically end up taking classes with our friends.

3. Some have found discussion posts to be a better way to connect with other students and professors because breakout rooms can feel awkward and forced.

4. Something that makes community hard:
   a. asynchronous classes
      i. Some feel that those classes have no interconnectivity within students

5. Some have found discussion posts to be better at connecting with other students and professors, because breakout rooms can feel awkward and forced.

6. Some professors do small check-ins for the first 5-10 minutes of class and we talk about whatever is going on (classes and non-academic stuff as well). It’s more of a check in to see where we’re at. In conjunction with this, it makes students feel like the professors are more flexible and understanding.

ii. How is group work going in your courses and how could it be improved?

1. Group work has been a perfect way to connect with students, and it makes up for the personal connection that online school lacks. For example, a course where all of the assignments are group work, it allows for students to have conversations and find time that works best for everyone. It is like a version of a study group that would have otherwise been held in person.
   a. This was a constant group, but some had changing groups. This decision was voted on by the class because most felt comfortable with their group, while others wanted a change.

2. If a task is being guided, breakout rooms are useful because there is something that is specifically being worked on. However, when there is a broad discussion, breakout rooms become more confusing and people aren’t as engaged.

3. There isn’t much of an opportunity to form new relationships with new people because everyone knows each other and there is not much group work in upper level classes.

4. Daily ice-breakers are great for connecting with the groups. It helps break the tension between students and starts up conversations.

5. Some classes have a lot of group work and there are clear expectations, however, maybe there should be an enforcer so that everyone in the group is able to contribute equally. There could also be groups made based on availability so that they are
able to contribute and work with others who have similar schedules.

6. Breakout groups have been difficult within various courses. Some courses have really engaged discussions while others are absolutely silent because there is an added social anxiety when having to discuss with new classmates over zoom.

7. In terms of group work, personally I feel like all of my classes involve some kind of group work. Although this is helpful sometimes, other times it becomes too much when we are being assigned various group projects but not enough time in class to work on them—leaving us to work more outside of class and having to spend more time than we would in an in-person class.

iii. What have you found to be the best balance between synchronous (live zoom) and asynchronous (recorded) learning? What have been the pros and cons of each?

1. Having a mixture of live classes and recorded classes
   a. Sometimes meeting once a week or twice a week is better because it alleviates the stress of being in class for each lecture, especially with the different time zones.
   b. While asynchronous, there are discussions that are done or a video to watch which can be done at any time during the week
   c. While synchronous, there is more engagement in the class and there is more conversation on the topic
   d. With the mixture, there is never a loss of productivity and more flexibility with personal life, school life, and work life

2. When the class is separated into groups, the class size is even smaller because group A will meet one day and have asynchronous when group B meets.
   a. This allows for more time for questions and increases engagement.
   b. During asynchronous times, the students are required to watch the lectures and do a quiz on the lecture

3. Some have felt that a completely asynchronous class has no structure. There aren’t many assignments, updates, and it feels self-taught.

4. Asynchronous have been beneficial for our mental health because many of us are struggling with zoom fatigue.

5. Synchronous classes have been helpful when learning material that is particularly difficult and having personable connections with professors and fellow students.

iv. What do you think of the following potential ideas of ways we could support students: a. Mindfulness app:
https://www.headspace.com/studentplan

b. Passive materials list posts
c. Short videos
d. Weekly or twice weekly posts on Facebook, Instagram, Twitter tips for remote learning (e.g. how to engage with other students, time management, etc.)
e. Other suggestions?

1. Professors are assigning more homework than usual, so time to finish assignments have been difficult
   a. Possibly need a mental health day for people to catch up on assignments
   b. It may be important to have deadline flexibility, especially for those trying to work in different time zones

2. Some professors make it mandatory to have cameras on, which although is helpful, it isn’t ideal for all students. This can be due a multitude of issues and some professors aren’t really considerate of that aspect and this negatively impacts participation grades.

3. In addressing the issue of mental health and student stress, I think professors could do something as simple as a check-in question everyday like “how’re ya’ll feeling today?” This will also help better connect the students to one another and to the professor. Opening the space for students to be more vulnerable with their feelings will allow for better connectivity.

4. We all have to keep in mind that there is a limit to what we can do

5. We suggest to block out times for self-care

v. What has impacted your participation to engage in virtual social events? (ie Zoom Fatigue, Not Useful, Other)
   a. Something else impacting willingness to participate in social events?
   b. What suggestions do you have for increasing engagement in these social events?
   c. What have you found helpful in combating Zoom fatigue?

1. Student led activities seem more successful than USF moderated events

2. Breakout rooms make it difficult to make connections organically

3. Have students engage in initiatives rather than making an event with a designated time and inviting students to attend in order to work around the time issue

4. Students gravitate towards engaging and easy to use platforms

vi. What suggestions do you have for connecting students with one another? (SL has been thinking about connecting students by region?)

1. There was not a big attendance for those in regional meet and greets

2. A calendar where certain marketing people of each club, school and organization, would be better.

vii. Would a student community platform (ie MeetUp) be valuable? If not, what would be helpful? a) Ability to message other students (you haven't met yet) with the same interests? b) Ability to get notifications of “pop up” meetups? (Ability to opt-in for texts.) c) Ability to send a message regarding a spontaneous meeting (i.e. meet at Starbucks in 30 mins) d) Ability to create my own interest groups (i.e. chess club, Fortnite club) e) Ability to browse/search through all available groups like a “Meetup for USF”? 

1. Be able to filter by interest or location 
   a. Maybe regional study groups for traditionally challenging classes (such as biology and chemistry etc.) would help because you are not forcing connections but you do get to interact and get some work done

2. Headspace 
   a. For those who are unfamiliar, headspace and calm are guided meditation apps where you can practice breathing exercises and decluttering your mind

viii. If you have the following challenges i.e. internet challenges / Zoom crashing have you been able to find the right resources / help from ITS? A. Are you aware of the wifi tips and other technical help resources webpage? 

https://myusf.usfca.edu/covid/remote/students/learning-through-emergencies 

b. Did you know about the Dean Student Emergency fund? 

1. Dean Student Emergency Fund application is available on the website 
2. Providing hotspots to students remotely would be beneficial since the mobile infrastructure in the US is a lot better than the cable internet And for international students, providing subsidies for their internet adjusted for their home countries, since while internet is cheap in India and Asia, other places charge a lot better job 
3. Website has dense information that can be simplified and marketed through Instagram posts

6. Break [5:55-6:00]
7. Guest Speaker: Shona Milazo & Sara Solloway | CASA [6:00-6:40]
   a. Work with undergraduate students 
      i. Personal coaching and self-advocacy 
      ii. Study habits and time management
iii. on/off campus resources  
iv. Registration assistance  
v. Connected to major adviser  
vi. Major and minor exploration  
vii. Celebrate your wins  

b. Empower students through coaching to achieve academic success  
c. Connect students to academic programs and resources on campus designed to support their success  
d. Academic support  
i. Back on Track  
ii. College success courses  
iii. Early alert progress reports  
e. Support student populations  
i. Muscat Scholars  
ii. New students success survey  
iii. PACT  
iv. Explore Your Path  
f. Collaborate  
i. Student-Athlete Support  
ii. TransferNation  
iii. Webtrack  
iv. Webinars for Undeclared Students  
g. Appointments  
i. Appointments and drop-in-hours are held via Zoom  
h. New Student Survey  
i. A collaboration between different departments  
ii. 55-65 questions that take 7-10 minutes to complete  
iii. 59% total completion rate for 2020  
iv. Question themes  
    i. Academic behaviors
a. Time management

2. Commitment & concern
   a. Students feel committed to USF, but they do not feel connected to USF

3. Financial concern due to COVID
   a. 48% of students who responded feel impacted financially due to COVID
   b. COVID has also affected student learning

v. 862 students responded to the survey
i. How has COVID impacted student traffic in CASA?
   i. The numbers are slightly lower due to a smaller percentage of first-year students
   ii. More students send in emails more than make appointments

j. The concept of a success coach is unfamiliar for international students

k. What students are using CASA – first/second/third/fourth-year students?
   i. Typically there are more appointments for first-year or seniors

8. New Business:
   a. SONHP Applicant: Shelly Anne Aquino
      [6:40–6:52]
      i. From Honolulu, Hawaii
      ii. Senior nursing major
      iii. Has experienced issues for student nursing because of the lack of communication between nursing students and administration
      iv. Nursing students have been negatively impacted by the pandemic
      v. Would like to improve communication between programs
      vi. Would like to take advantage of the online modality and integrate diversity in the curriculum
      vii. Would like cura personalis to be integrated into the system and not just mentioned
      viii. Has spoken to students who have concerns, but have no idea where and how to voice these concerns
ix. Plan to reach out to NSA to obtain a more holistic view of the issues and bring to light the common issues between cohorts
x. Would like to advocate for students in a way that hasn’t been done before
xi. How does ASUSF promote personal growth?
   1. The community fostered is close-knit. The group typically knows when to be laid back, but also knows how to come together to get resolutions passed.

b. SONHP Discussion & Voting [6:52-6:55]
   i. Rebecca motions to vote for Shelly as the new SONHP representative
   ii. Berkelee Seconds
      1. In favor: 7
      2. Oppose: 0
      3. Abstain: 0
         a. Motion Passed

9. Announcements [6:55-7:00]
   a. Senate will come together to discuss elections and open positions
   b. Senate will host an Among Us game next week
      i. https://www.inverse.com/gaming/among-us-mod-100-players-how-to-play

10. Adjournment [7:00]