

WEBVTT

1

00:00:01.649 --> 00:00:11.819

Good afternoon everybody and welcome to the academic Senate meeting here. I appreciate all of you being here. You're physically or virtually.

2

00:00:11.819 --> 00:00:18.208

If you've got the agenda, you see, we have a very long, perhaps intense agenda for today.

3

00:00:18.208 --> 00:00:26.940

And, uh, in order to try to, um, speed it up, I'm going to ask that you be as concise as possible.

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00:00:26.940 --> 00:00:37.170

When we are talking, and hopefully you've read all the documents for today. Perhaps I will answer a lot of questions you might have. I'm going to call this meeting the order.

5

00:00:37.170 --> 00:00:46.049

I presume we have a good crowd on hand virtually. So, unless there's an objection, I'm going to say that a quorum exists. Is there any objections.

6

00:00:47.609 --> 00:00:53.670

Same none. Okay. We, I put the agenda out. I apologize again for it being.

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00:00:53.670 --> 00:00:56.850

Little party that we are waiting for reports and.

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00:00:56.850 --> 00:01:00.420

Other things that the last 2nd and some clarifications.

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00:01:00.420 --> 00:01:05.129

But you have it in front of you is there any changes that need to be made to the agenda?

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00:01:05.129 --> 00:01:08.579

If not.

11

00:01:08.579 --> 00:01:16.829

I point your attention to the minutes as they were recorded back on February 23rd.

12

00:01:16.829 --> 00:01:22.409

I'm going to make the presumption you had the time to review those. Is there any.

13

00:01:22.409 --> 00:01:25.980

Comments or questions regarding those recorded minutes.

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00:01:25.980 --> 00:01:31.560

Same done boss, right?

15

00:01:31.560 --> 00:01:38.670

Okay, then hearing no objections we will presume that those record the minutes.

16

00:01:38.670 --> 00:01:50.609

Are approved I have a brief sent an executive committee report 1st of all. I wanted to. Thank our provost who has.

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00:01:50.609 --> 00:01:54.030

Found a way to get us some academic support.

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00:01:54.030 --> 00:02:03.840

For the Senate, and I'd like to introduce a new support person this Kaya, Edison. Natalia would you just stand up and say something to the camera?

19

00:02:03.840 --> 00:02:14.784

See, who you are hello everyone, I'll be helping with the academic Senate agenda, and I'll be taking the minutes. So I think the cameras back there while they're both there.

20

00:02:21.985 --> 00:02:33.115

So we're, we're breaking her and slowly but surely. So we don't scare her away. So, next week is coming though no week is coming. Okay.

21

00:02:34.740 --> 00:02:45.210

I've attached to the agenda, a call for the general education coordinator. Joe will be stepping down in the very near future.

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00:02:45.210 --> 00:02:48.689

You'll see the attachment I won't bother going through it.

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00:02:48.689 --> 00:02:54.210

But if you have some interest in that to be sure that you follow the instructions and contacts.

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00:02:54.210 --> 00:03:05.490

Both Kevin ball and myself regarding that or if you have questions, please contact us as well. Also at the last minute executive committee.

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00:03:05.490 --> 00:03:11.189

Uh, we had some nominated 2 nominations for a part time Senator, so the exec committee, we went ahead.

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00:03:11.189 --> 00:03:18.960

And appointed Jennifer, Frank and Molly Bernadette as part time faculty, senators and so that's for the record.

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00:03:18.960 --> 00:03:30.270

That is the revenue of my report I just will quickly tell you that there is.

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00:03:30.270 --> 00:03:34.469

Some issues going on at the state level regarding.

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00:03:34.469 --> 00:03:40.080

Um, certain legislation that will impact.

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00:03:40.080 --> 00:03:47.370

Academia, and we will try to forward some of that information in your future.

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00:03:47.370 --> 00:03:58.314

I believe that today that the actually sent out a brief summary regarding another legislative action, that might be taking place.

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00:03:58.465 --> 00:04:06.354

So, all these are related, and we'll get back to you, Mike Sherman, you have something to satisfy mind, uh, on the government relations call earlier in the week.

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00:04:06.569 --> 00:04:11.699

Uh, several 137 has become 616.

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00:04:11.699 --> 00:04:18.930

And it now applies only 2 K12. Okay, so the devices content legislation.

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00:04:18.930 --> 00:04:25.050

That's currently under consideration, remove institutions of higher education from it.

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00:04:25.050 --> 00:04:36.178

This just K12, but that doesn't mean it's not subject to right for that update. Thank you very much, Mike. I didn't realize that I know the.

37

00:04:36.178 --> 00:04:41.158

Hi, faculty council meeting this Friday. They were going to have another update just have it.

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00:04:41.158 --> 00:04:45.178

Thank you. I appreciate that. Okay. We'll be watching that. Absolutely.

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00:04:45.178 --> 00:04:53.759

That's the extent of the Ohio faculty Council report. I have nothing from charters and bylaws, but I do have.

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00:04:53.759 --> 00:04:59.579

I believe nicholette H\* is joining us today to talk about the status.

41

00:04:59.579 --> 00:05:02.939

Of elections are you hearing Nicole? Nicole.

42

00:05:05.459 --> 00:05:13.199

Is Nicolette with us.

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00:05:13.199 --> 00:05:17.728

Okay, I don't see Nicolette if she shows up later.

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00:05:17.728 --> 00:05:24.358

We will bring her on board to give you a brief summary of where we stand.

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00:05:24.358 --> 00:05:31.379

For the current year, and I'm trying to remember everything off of my head, but for the.

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00:05:31.379 --> 00:05:38.759

Present academic year, I think we are mostly have most of our physicians now. Phil.

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00:05:38.759 --> 00:05:41.788

For the upcoming academic gear, I believe.

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00:05:41.788 --> 00:05:45.269

All the colleges, but stem are finished.

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00:05:45.269 --> 00:05:48.298

So, and Sam will be done shortly.

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00:05:48.298 --> 00:05:57.269

So moving right along, we're ahead of schedule. Thank goodness because we have a lot of business, but at this time, I'd like to bring up.

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00:05:57.269 --> 00:06:00.658

Pro Bono Smith to address the Senate and.

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00:06:00.658 --> 00:06:04.108

The larger academic community.

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00:06:04.108 --> 00:06:13.379

Like, the chair Cooper.

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00:06:13.379 --> 00:06:19.559

Today, I would like to just bring some attention to a number of initiatives that.

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00:06:19.559 --> 00:06:23.879

Are moving through academic affairs, and as my intent is always that.

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00:06:23.879 --> 00:06:32.038

Faculty be informed enough to date with what's happening. I know a number of initiatives we've sent an email to all the faculty.

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00:06:32.038 --> 00:06:35.369

And I have some concerns at times.

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00:06:35.369 --> 00:06:40.619

That enough faculty are not in the note, despite having an opportunity.  
So.

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00:06:40.619 --> 00:06:47.459

Today I asked senators to, for the groups of representation to please take the information back.

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00:06:47.459 --> 00:06:59.879

We want to make sure that faculty have the opportunity to always participate in shared governance. A couple of things that are moving to the departments that we need to complete. Yet this academic year, I guess, within.

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00:06:59.879 --> 00:07:05.488

Within this month, we're still looking for departments to finish their.

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00:07:05.488 --> 00:07:11.668

Curriculum maps and the carousel rotations and so care curriculum maps are just.

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00:07:11.668 --> 00:07:16.259

How the objectives map across the programs.

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00:07:16.259 --> 00:07:20.879

That you have in your major and Carousel rotations.

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00:07:20.879 --> 00:07:23.968

For a way that we should take classes that might be.

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00:07:23.968 --> 00:07:30.838

Typically, small in enrollment and looking to see how we can rotate those 2 different types of years.

67

00:07:30.838 --> 00:07:36.778

To meet the student's needs, but also fill those those classes. So I know that have been a number of.

68

00:07:56.908 --> 00:08:02.908

I don't know if you can hear me, but the audio went out and everybody on web is now.

69

00:08:02.908 --> 00:08:07.528

Cannot hear the provost.

70

00:08:07.528 --> 00:08:13.288

For some reason it keeps me.

71

00:08:53.188 --> 00:08:57.719

It was it what happened was it, it just muted.

72

00:08:57.719 --> 00:09:05.849

Itself and I'm wondering if that oh, yeah, I didn't lose anybody here. I just lost everybody here.

73

00:09:05.849 --> 00:09:15.448

On the yeah, so all right, I'll definitely take that back as a process. Hey, so, Susan when when did you did you hear Brian at all?

74

00:09:15.448 --> 00:09:23.849

Yeah, he, he was on for about 30 seconds. Okay and then he got into the meat of his message. He went, you.

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00:09:23.849 --> 00:09:32.969

So, 137 yeah.

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00:09:32.969 --> 00:09:37.708

So, we're waiting on departments to finish their.

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00:09:37.708 --> 00:09:49.798

Curriculum maps and their carousel rotations. Curriculum maps are how your objectives map across all the courses in your curriculum. It's a nice visual way to see.

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00:09:49.798 --> 00:09:59.609

If you're good. Okay, so a visual way to see how your courses are fulfilling your objectives and your learning outcomes.

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00:09:59.609 --> 00:10:03.119

It might be in some cases courses that are redundant.

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00:10:03.119 --> 00:10:06.479

Here are still rotations or a way to look at those classes that.

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00:10:06.479 --> 00:10:13.318

We have lower enrollments and maybe with with earn less workload in any particular semester.

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00:10:13.318 --> 00:10:17.249

But there's creative ways that, by when you offer them at different times.

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00:10:17.249 --> 00:10:22.349

You can have more students in that class and so put them on a rotating basis.

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00:10:22.349 --> 00:10:30.479

So, currently, departments of programs are working on those curriculum maps and rotations and so please move ahead quickly to get those finished.

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00:10:30.479 --> 00:10:36.538

I want to talk a little bit today about academic program transformation.

86

00:10:36.538 --> 00:10:41.278

She had already heard a lot about it then. Good redundancy is good. That's what I'm trying to do here.

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00:10:41.278 --> 00:10:44.339

If you haven't, I've tried to stress the importance.

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00:10:44.339 --> 00:10:50.818

But everybody's getting involved in this initiative, so on our strategic planning website.

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00:10:50.818 --> 00:10:56.548

You can navigate to find a special section. We're not going to make program transformation.

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00:10:56.548 --> 00:11:03.089

And so I'm going to read and digest a little bit of what the webpage says.

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00:11:03.089 --> 00:11:10.739

Academic program transformation embraces a commitment to aligning the educational programs.

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00:11:10.739 --> 00:11:19.499



With the goal to ensuring that our students are personally enriched engaged and productive citizens of the world.

93

00:11:19.499 --> 00:11:25.288

Process it acknowledges the obligation to insure curriculum.

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00:11:25.288 --> 00:11:28.649

And program offerings continually adapt.

95

00:11:28.649 --> 00:11:32.609

To teaching and learning innovations and meet the needs.

96

00:11:34.048 --> 00:11:44.009

Of those served by the institutions, academic program, transcript, academic program transformation. We intend to ensure the institutional mission.

97

00:11:44.009 --> 00:11:47.818

And program goals, provide faculty members.

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00:11:47.818 --> 00:11:50.879

It's students with a distinctive.

99

00:11:50.879 --> 00:11:54.418

Experience that serves as a differentiator.

100

00:11:54.418 --> 00:11:57.568

For why issues afraid? Why is your education.

101

00:11:57.568 --> 00:12:03.359

Now, it comes to the part with the learning outcomes, establishing institutional learning outcomes.

102

00:12:03.359 --> 00:12:10.229

That enhance the value of why it's you'd agree as well as that you need to transformational general education program.

103

00:12:10.229 --> 00:12:18.149

Or integral to this initiative, so we're going to hear in a little bit a report on universal learning outcomes.

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00:12:18.149 --> 00:12:23.548

But I wanted to give you the 30,000 foot view of why we're doing all this. So it.

105

00:12:23.548 --> 00:12:32.609

All faculty, and in fact, all members of our community are going to be invited to have input into what these universal learning outcomes look like.

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00:12:32.609 --> 00:12:36.089

It is so important that everybody gets getting engaged.

107

00:12:36.089 --> 00:12:44.458

We don't want to exclude anybody, so we're, we're trying to make why is you really a distinctive experience for our students?

108

00:12:44.458 --> 00:12:51.269

We want to include all of your thoughts are good for those 2 things are oh, okay.

109

00:12:51.269 --> 00:12:56.759

Any questions for the provost either here or online.

110

00:12:56.759 --> 00:13:05.729

So, I don't time into the essence, but can you expand on carousel? Of course, they didn't really catch what that meant.

111

00:13:05.729 --> 00:13:12.778

So, Carousel rotations are you you plan out when a course is offered.

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00:13:12.778 --> 00:13:17.278

There's lots of different ways that you can do it sometimes in graduate programs.

113

00:13:17.278 --> 00:13:20.639

They offer carousel rotations more often.

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00:13:20.639 --> 00:13:31.619

So, that graduate students that apply to a program can enter into the graduate studies at any 1 point in time, not just having the way to to fall sometimes in care. So rotations.

115

00:13:31.619 --> 00:13:36.089

We might offer a course less frequently, which would require shipping the students.

116

00:13:36.089 --> 00:13:45.089

Abreast of changes through advising, but to make sure that the core says a more robust enrollment. So it can mean different things to different kinds of programs.

117

00:13:46.109 --> 00:13:51.658

Anyone else I think I think Dana has a question.

118

00:13:51.658 --> 00:13:56.489

Yeah, it is a little bit off topic, but it's definitely something of concern in our department.

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00:13:56.489 --> 00:14:03.269

And that is when is the university going to start hiring faculty again?

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00:14:03.269 --> 00:14:09.989

Because I know we put forward a position and back in January, we actually wrote it back in October. We wrote it in January.

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00:14:09.989 --> 00:14:13.078

We were told, oh, we're going to probably move on this.

122

00:14:13.078 --> 00:14:19.048

And then nothing happened and and it's a position we desperately need, but we've now missed.

123

00:14:19.048 --> 00:14:22.078

The hiring season for our field so now.

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00:14:22.078 --> 00:14:26.158

I know slippery rock actually hired the exact same position and they posted and hired.

125

00:14:26.158 --> 00:14:32.519

Since we wrote ours and then, and and since you said the goals of, like, what we should be doing, I was like, wait, we need.

126

00:14:32.519 --> 00:14:39.778

Faculty, if we're going to achieve that, especially because in our main our biggest track used to have 3 faculties down to 1.

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00:14:39.778 --> 00:14:43.528

We have another track these for faculty it's down to 1 so.

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00:14:43.528 --> 00:14:46.558

We're a little we've done the efficiencies. We've actually.

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00:14:46.558 --> 00:14:51.298

Did the curriculum maps and all that we're trying to figure find the Franklin that works smaller.

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00:14:51.298 --> 00:14:55.198

But, not that small, thank you.

131

00:14:55.198 --> 00:15:00.028

Uh, right, so, um, there there is a hiring plan that exists.

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00:15:00.028 --> 00:15:03.928

And we I'm working digits, uh.

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00:15:03.928 --> 00:15:18.089

Diligently with the president and Neil McNally, to figure out funding for this, as you may have heard before the institution really through nothing that's happened recently faces.

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00:15:18.089 --> 00:15:26.308

A 10Million dollar structural deficit and that just has to do with the impact of following enrollments. But at the same time, we kept getting coven dollars.

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00:15:26.308 --> 00:15:29.399

And so covert coven mask, the effect that.

136

00:15:29.399 --> 00:15:37.828

We had so fewer students and so it's going to take a little bit of budgeting to figure out what the needs are for hiring personnel.

137

00:15:37.828 --> 00:15:46.078

Uh, and it is, uh, I agree with you the fact we are, what make this institution great and we, we do need to be in the market.

138

00:15:46.078 --> 00:15:52.948

To hire, it'd be competitive with the best faculty. It's just the budget is also a concern. So.

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00:15:52.948 --> 00:15:58.918

I apologize for the consternation that this calls is, this is uncomfortable for all of us.

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00:16:00.688 --> 00:16:09.028

Anyone else if not thank you. Appreciate it.

141

00:16:09.028 --> 00:16:17.278

Next on the agenda are committee reports and we'll try to get through these.

142

00:16:17.278 --> 00:16:24.119

There are, I believe some action items on here, so I'm going to call forward right now.

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00:16:24.119 --> 00:16:30.869

Dr. marybeth ernhart whose chair of academic programs she has a report and a few other things to.

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00:16:30.869 --> 00:16:35.219

Talk about very bad.

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00:16:35.219 --> 00:16:47.278

Okay, so I have my regular reading report of the programs that committee would like to, or bringing forward for approval.

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00:16:47.278 --> 00:16:53.458

That have been through circulation and everything, but I also was asked to talk a little bit about.

147

00:16:53.458 --> 00:16:59.879

The, what would happen if you wanted to move your undergraduate program 1 line from your program 1 line.

148

00:16:59.879 --> 00:17:10.709

The reason being that, it's not I once did for a different committee, like, steps in the program process. I think there was like, 42 overall.

149

00:17:10.709 --> 00:17:20.548

Uh, when we think about it, if you're on campus, I think the idea is, oh, I did it should be in the very next catalogue and then all of a sudden the students will magically appear this is not how it works.

150

00:17:20.548 --> 00:17:33.179

Actually, the application has to change the students know that they're applying to an online program and not a face to face program. Right? We don't want students coming here thinking they're getting 1 thing and then getting something else.

151

00:17:33.179 --> 00:17:47.513

Um, there also has to be like, a teach out plan. If your program can't survive is both 1 line and face to face. We have to teach out the students in the face to face for that 1 line is coming on board. So, there's actually a lot of things that have to be considered before our program moves online.

152

00:17:47.723 --> 00:18:00.023

So we're not trying to discourage anybody. We're just trying to say, talk to us early. So, I'm going to build the remainder of my time to my administrative buddy, Kevin ball who is the person you need to talk to? 1st.

153

00:18:00.118 --> 00:18:03.328

So, Kevin you on there, if you got to go back.

154

00:18:03.328 --> 00:18:07.019

Yeah, I'm on, um, and.

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00:18:07.019 --> 00:18:11.909

In a 2nd, I'll, I'll pass the baton to Sal, but I, I just wanted to say.

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00:18:11.909 --> 00:18:14.999

That, uh, South Sanders, Mary Beth, and I.

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00:18:14.999 --> 00:18:19.169

We met earlier, uh, to to discuss.

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00:18:19.169 --> 00:18:22.979

Um, the process and and we all agreed.

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00:18:22.979 --> 00:18:29.848

That that, um, what Sal we'll be talking about in a 2nd, is an extension of what we've always.

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00:18:29.848 --> 00:18:37.709

Required of of new program proposals, because it affects this, uh, moving moving a program online. That's what.

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00:18:37.709 --> 00:18:41.219

Um, this would this would entail, um.

162

00:18:41.219 --> 00:18:47.578

And Sal can talk a little bit more about the, the specifics the the difference now.

163

00:18:47.578 --> 00:18:51.628

Is just that, um, we have access to greater data.

164

00:18:51.628 --> 00:18:55.138

Um, we've had in the past, um.

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00:18:55.138 --> 00:18:59.398

In the past we often asked programs for.

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00:18:59.398 --> 00:19:03.659

Their prediction of student interest.

167

00:19:03.659 --> 00:19:09.328

Excuse me or the, the market for the program.

168

00:19:13.199 --> 00:19:17.578

And with the the gray data, we now have access to.

169

00:19:17.578 --> 00:19:22.378

Um, to data that tells us about, uh, markets.

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00:19:22.378 --> 00:19:28.828

And student interest and all of that, that goes with proposing an online program.

171

00:19:28.828 --> 00:19:32.939

And so before I lose my voice completely.

172

00:19:32.939 --> 00:19:39.388

I'll pass it on to Sal to, to, um, to go into a little bit more detail and answer any questions that you have.

173

00:19:41.189 --> 00:19:47.189

Thank you, Kevin, thank you. Mary Beth, I'm speaking now with my cyber learning hat on so.

174

00:19:47.189 --> 00:19:51.028

If you're wondering why, uh, the dean of the graduate college is, uh.

175

00:19:51.028 --> 00:19:58.259

Talking about this topic at academic center. Really? This is this is a topic that affects both undergrad and grad programs.

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00:19:58.259 --> 00:20:01.769

That we want to move to online and.

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00:20:01.769 --> 00:20:05.848

We find ourselves needing a lot more specifics as as this happens.

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00:20:05.848 --> 00:20:18.118

And there are a number of different things that have to happen when you move a program online and Mary Beth alluded to some of them, we have to spin up new applications. We have to make sure that we're tracking the right data. The right programs.

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00:20:18.118 --> 00:20:26.519

So 1 of the things that's on this form is really to require very specific information about the degree. The type of the program zip code.

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00:20:26.519 --> 00:20:32.308

So, details are very important so that there's consistent information going around.

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00:20:32.308 --> 00:20:40.348

We, we have to use this information to gain approvals from the higher learning commission. The chancellors college on graduate studies at the grad level.

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00:20:40.348 --> 00:20:46.163

And they will have a department of fire Ed. So there's a lot of different places we need to make sure that the information is accurate.

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00:20:46.193 --> 00:20:56.933

Not just that somebody mentions the program, and sometimes people misstate the degree or the name name of the program, or even like, some of the tracks that are involved. So.

184

00:20:57.209 --> 00:21:00.868

Having a form will allow us to make sure that that information is accurate.

185

00:21:00.868 --> 00:21:07.288

Some of the things we, this form of serve as a prompt for programs that want to, uh.

186

00:21:07.288 --> 00:21:16.798

Consider this, and some of the questions Mary Beth already covered, we want to make sure that they consider a lot of the things that are impacted when you launch a program online.

187

00:21:16.798 --> 00:21:21.298

Such as whether or not you got to continue to on campus version of the program or not.

188

00:21:23.699 --> 00:21:28.648

And then we want to make sure that folks think about the financial impact of doing this.

189

00:21:28.648 --> 00:21:38.278

When you move a program online, you may lose some of the current market that you have that wants to come to campus. So you need to consider those kinds of things and you can get.

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00:21:38.278 --> 00:21:43.199

Good information from the gray data to try and predict where that will be.

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00:21:43.199 --> 00:21:50.939

We're also asking for some projections of enrollment as well as a fiscal impact of making the change.

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00:21:50.939 --> 00:21:53.939

So, you'll see that there's some detail regarding, uh.

193

00:21:53.939 --> 00:21:57.388

Financial considerations that are very important.

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00:21:58.499 --> 00:22:04.259

I'll stop there. Are there any specific questions? Anybody wants to answer.

195

00:22:07.288 --> 00:22:16.798

And I, I should add while we're waiting, um, this impacts existing programs as well as new proposals for brand new programs that would want to be offered online.

196

00:22:18.719 --> 00:22:25.199

Any questions for self, Kevin or Mary Beth.

197

00:22:25.199 --> 00:22:34.348

So, I'll just throw out 1 quick warning. If you, if you don't do it the proper way, if it gets the whole way to my workflow.

198

00:22:34.348 --> 00:22:37.949

We can't approve it. Um, so.

199

00:22:37.949 --> 00:22:42.239

You're just wasting your time if you try and bypass this, because it don't just sit in my workflow.

200

00:22:42.239 --> 00:22:49.588

Not to be mean, but it is a state change, so there's different rules and just like the normal cell.

201

00:22:49.588 --> 00:22:54.628

So, senators, please, this is important.

202

00:22:54.628 --> 00:23:03.449

Please take this back to your departmental constituencies. So they know what the process is.

203

00:23:05.159 --> 00:23:10.078

Anything else from this report? Mary Beth sour Kevin.

204

00:23:10.078 --> 00:23:14.489

Kevin, Kevin's probably course. I know.

205

00:23:14.489 --> 00:23:20.638

Where's this format? Mike wants to know where the format is?

206

00:23:20.638 --> 00:23:27.749

Um, the, the, so in our, our current program process, if you're suggesting a new program, which this is.

207

00:23:27.749 --> 00:23:33.778

The very 1st step is to reach out to the provost office. The associate provos for programs Kevin ball.

208

00:23:33.778 --> 00:23:39.598

And engage with him before you move forward so he would be the 1 that would administer the form.

209

00:23:39.598 --> 00:23:46.288

Normally, he just gets like a memo or an email or something from somebody saying, 1, they want to do it.

210

00:23:49.199 --> 00:23:54.868

Anything further, but so I will share the form with you if you want. Right? So you're not it's not secret.

211

00:23:54.868 --> 00:24:00.118

It's absolutely not secret. It's already it's already used with the grad programs.

212

00:24:00.118 --> 00:24:06.388

Can we put it on the Senate site? I'll I'll send it to you and marybeth and you can put it wherever you like.

213

00:24:06.388 --> 00:24:15.659

Okay, so everyone can come personally into my office and beg me to see it. And then I'll let you see, that's my process.

214

00:24:15.659 --> 00:24:22.469

Okay, good little humor would need that. Thank you. Anything further.

215

00:24:22.469 --> 00:24:26.759

If not, thank you, Mary Beth style and Kevin.

216

00:24:26.759 --> 00:24:31.378

Well, now move on to the next committee report, perhaps 1 of the hardest.

217

00:24:31.378 --> 00:24:39.808

Committee working chairs on campus is Donna surname of the standards committee. Donna. Do you have anything for us today?

218

00:24:39.808 --> 00:24:47.604

Yeah, right that's kind of you to say that we're hard working because I know that our the game is, I worked with a great group.

219

00:24:47.903 --> 00:24:49.493

I've got 2 items for you,

220

00:24:49.523 --> 00:25:04.403

you have the senators have seen both of these items before 1 is an addendum to the item and the other 1 is a repeat in an answering to some of the questions that were brought to

221

00:25:04.403 --> 00:25:04.584

us.

222

00:25:04.584 --> 00:25:15.384

So, I'm going to do the easy 2nd, which is, um, the owners of hang on. Which 1 do you have up there? I see. You hang on. I'll go back. I will take whichever 1. you've got alright.

223

00:25:19.044 --> 00:25:23.153

That's okay. We can go with that. 1. I'm having that, let's not confuse anybody.

224

00:25:23.909 --> 00:25:31.858

So this is a change of grade, with course repetition and so last fall, when we brought this to the.

225

00:25:31.858 --> 00:25:45.203

Senators there were a number of questions regarding some of the language that was adopted and with that, we went back tried to figure out what we needed to do to tighten up the language answer.

226

00:25:45.203 --> 00:25:51.203

Some of the questions for why language was institute the way it was.

227

00:25:51.203 --> 00:25:51.564

And then,

228

00:25:51.564 --> 00:25:52.374  
in speaking with Julie,

229

00:25:52.374 --> 00:25:52.854  
Felix,

230

00:25:52.884 --> 00:25:53.723  
recently,

231

00:25:53.723 --> 00:26:00.894  
we were able to update that even further beyond what we offered in the  
fall and what the questions to us in the fall,

232

00:26:01.463 --> 00:26:10.554  
regarding some technical changes that have come to come into play since  
over the last 20 years.

233

00:26:10.554 --> 00:26:25.163  
Essentially so what we've got for you in answering the, uh, the changes  
are 3 questions. So if you want to scroll down past, all of that sort of  
brown, colored orange on mine. There we go. Here's our Senator question.

234

00:26:25.163 --> 00:26:27.503  
So, let me address these very quickly.

235

00:26:27.503 --> 00:26:40.374  
2nd of all, and 1 of them was that we needed the student to do was make a  
formal request to make the grade change under our current banner system.

236

00:26:40.374 --> 00:26:45.443  
There is no automatic button that allows us to do that.

237

00:26:45.443 --> 00:26:59.153  
If we were to program that in, it may not be the most advantageous way  
for the students to grade or GPA improvement, more important than that  
not that. That's not important.

238

00:26:59.153 --> 00:27:08.574  
But there is no undo button in that. So, if there was a problem, we can't  
sort of easily go back and correct. That automatic process.

239

00:27:09.449 --> 00:27:20.933

So that there's that issue that's in play 2nd, is we want our students to be autonomous and allow them to make the decisions that are best for them.

240

00:27:20.963 --> 00:27:27.773

So, by installing this step, we are dealing with a.

241

00:27:28.403 --> 00:27:37.403

Computer programming problem that we haven't got the person power to address right now with the software that we've got in place with banner,

242

00:27:37.703 --> 00:27:39.023

and we allow our students,

243

00:27:39.023 --> 00:27:44.064

the autonomy that we want to be giving them as we are moving them into their professional careers.

244

00:27:44.093 --> 00:27:47.423

So, that's really just addresses to those, um.

245

00:27:47.729 --> 00:28:00.659

Of the 3 questions, the 2nd, 1 would be, can we create an exception form an exception for would be just adding an additional step to that? Um, it also may.

246

00:28:01.193 --> 00:28:09.953

Become a problem with superseding a withdrawal so if we had a medical withdraw that the student could then implement,

247

00:28:10.163 --> 00:28:18.413

we want that withdraw to to be the agent of change and not a great change that the student has put in place.

248

00:28:18.413 --> 00:28:33.054

So we could cause some confusion. Lastly, we was asked that we have some clarity on the repetition form and the petition form for the late withdrawal to be used. So we did include that and it is within the blue.

249

00:28:33.358 --> 00:28:47.578

Language that is just below there. So it says April, 63 vision GPA calculation, after more than 1 repetition of the course I am hoping that everybody wrote read that. So I don't have to read it if I.

250

00:28:47.663 --> 00:28:59.544

Get a, just a nod from the game that I won't bore you with, uh, that language. But, um, this is what we've got that addresses those, those 3 concerns.

251

00:28:59.933 --> 00:29:12.653

And then the language update, probably most notable that you will see on here is the inclusion of an R, with the grade to indicate that there is, that course, has been repeated.

252

00:29:12.959 --> 00:29:26.489

Within this, the student's transcript so that is 1 of 2 items I've got forward to you so I will pause here and, um, for anyone's questions concerns or other.

253

00:29:28.318 --> 00:29:32.338

Hi, Donna, thank you so much for all the work that you're doing. Um.

254

00:29:32.338 --> 00:29:37.169

I guess this is a comment and then maybe a request is that.

255

00:29:37.169 --> 00:29:44.759

I, I appreciate the consultation with the records office, but, um, I still think we need more consideration of.

256

00:29:44.759 --> 00:29:48.479

You know, whether or not the, um.

257

00:29:48.479 --> 00:29:57.058

Changing, you know, the, the practice of of, for quest requiring students to petition to have their GPA. Recalculated is.

258

00:29:57.058 --> 00:30:00.659

An unnecessary step that puts.

259

00:30:00.659 --> 00:30:13.979

But, you know, an additional burden on the student, as opposed to putting possibly, possibly, um, extra work on the records office. If there's a case where something needs to be changed. Um.

260

00:30:13.979 --> 00:30:18.028

I'm not really sure about the autonomy argument. If a student.

261

00:30:18.028 --> 00:30:22.919

Because the initiative to retake the class, I would assume that their intent is.

262

00:30:22.919 --> 00:30:26.398

Clear most of the time.

263

00:30:26.398 --> 00:30:30.719

So those are my comments my request is maybe to not.

264

00:30:30.719 --> 00:30:42.088

In some way, you know, bundle up the issue of the automated recalculation with this particular action item, whether we might be able to see that as a separate item.

265

00:30:42.088 --> 00:30:47.848

In the future, because I do think it warrants maybe a little bit more investigation.

266

00:30:47.848 --> 00:30:56.759

Okay, I know the advising directors are in favor of an automatic recalculation. There's a lot of folks on campus that we might need to talk to. So.

267

00:30:56.759 --> 00:31:01.499

All right, so if you are suggesting to, um.

268

00:31:01.499 --> 00:31:07.078

Decouple these 2 are you looking for.

269

00:31:07.314 --> 00:31:18.894

Language omission from here and then, um, for a statement, or yeah, probably a, a news cause. It's it's, we're not talking about a policy change here.

270

00:31:18.894 --> 00:31:29.753

We're talking about a practice and so I think that the practice, if it's anywhere in the language of the policy proposal, or within anybody's understanding of what.

271

00:31:30.028 --> 00:31:39.298

Policy may, um, contain, you know, I think we just just need to make it clear that we're talking about a practice change, not a policy change.



272

00:31:39.298 --> 00:31:43.739

And I do think they need to be in any way decoupled even if they were brought up within this.

273

00:31:43.739 --> 00:31:56.544

You know, the policy change. Okay it's super clear. Um, thanks. I have taken some notes, but would you do me a big favor, and send me an email on that? So I clearly understand what you're saying.

274

00:31:56.574 --> 00:32:05.874

That gives me a much better opportunity to bring that forward to the group without any miscommunication from you. Okay. Lovely. I appreciate that. Thanks for your help.

275

00:32:06.328 --> 00:32:10.679

Excellent I have a question from Bob Kramer.

276

00:32:10.679 --> 00:32:14.128

I have on grammar stem center a large.

277

00:32:14.128 --> 00:32:18.838

I'm envisioning a scenario where a student may.

278

00:32:18.838 --> 00:32:26.368

Need to file to recalculations for the same courses that permitted in this.

279

00:32:26.368 --> 00:32:34.679

New language no, it's 1 recalculation at the very end. So if a student takes a course more than twice.

280

00:32:34.679 --> 00:32:44.038

3 or more times, and usually they're not going to have a 3rd or more than a 3rd time. If they go a 3rd time with a course they've got to check with the Dean. 1st.

281

00:32:44.038 --> 00:32:47.699

But, um, if there is.

282

00:32:47.699 --> 00:32:56.638

Whatever the course is that provides the most favorable GPA outcome that will be the recalculated grade GPA.

283

00:32:56.638 --> 00:33:01.259

The scenario I'm envisioning is you have a marginal student.

284

00:33:01.259 --> 00:33:04.828

Takes course, takes a course it's an half.

285

00:33:04.828 --> 00:33:17.038

Retakes the course gets a deed, which you petition for recalculation. No improve the grading. Suppose that they need to do that to avoid suspension. For example.

286

00:33:18.538 --> 00:33:22.739

Now, they take the course for the 3rd time they get their permission, they retake it. They get a B.

287

00:33:22.739 --> 00:33:26.338

Right. They petition and again to recalculate.

288

00:33:26.338 --> 00:33:29.939

So, it would the greatest.

289

00:33:29.939 --> 00:33:40.078

Change of grade that benefits that most would be the f and the D grade would be retained in their GPA.

290

00:33:40.078 --> 00:33:48.298

You're you're asking for 2 opportunities to bump the grade up. So eventually it's sponging the, the app. So it's.

291

00:33:48.298 --> 00:33:57.778

Not on the record? No, no, no just so they could recalculate to get the be because that's more invitation. Oh, yeah, no, no it does go to the.

292

00:33:57.778 --> 00:34:01.858

Yeah, thank you. Take that back to your network.

293

00:34:01.858 --> 00:34:13.469

I'd say Jay. Sorry it was just come back on. Yeah, no. Um, Bob yeah, they would be getting the B grade.

294

00:34:13.469 --> 00:34:18.748

That would that would be where their final team would get the 1st. And then the be.

295

00:34:18.748 --> 00:34:22.108

Correct. Okay. All good. Thank you. Okay. Bye.

296

00:34:22.108 --> 00:34:27.298

So, Donna, if I understood.

297

00:34:27.298 --> 00:34:30.568

That discussion.

298

00:34:30.568 --> 00:34:33.568

Am I to understand you will be taking this.

299

00:34:33.568 --> 00:34:45.119

Recommendations back 1 more time. Sounds like it. Yeah. I'm going to make sure I get Claire's language. Right? And maybe we could have Claire come to a meeting if we're still a little confused. If she's good with that.

300

00:34:45.143 --> 00:34:53.934

Absolutely, I'm so sorry. No, I mean, with the bone with this I know. I know. No, no. You know, it's important that we get these things right?

301

00:34:54.534 --> 00:35:00.954

We want our students to be able to be successful so I appreciate your thoughts on it and I want to make sure that I understand you.

302

00:35:01.199 --> 00:35:04.829

Okay. All right so.

303

00:35:04.829 --> 00:35:12.028

Any other quick questions the committee is going to take this back and rework it 1 more time.

304

00:35:12.028 --> 00:35:18.418

I hope it's 1 more time fingers crossed.

305

00:35:18.923 --> 00:35:32.934

All right? All right, why don't we go onto your 2nd topic Donna? Yeah. So this is part 2 of the transfer students ability to earn honor's credit upon graduation.

306

00:35:33.414 --> 00:35:47.483

And when we brought this forward last month, what we were able to do was demonstrate why we were arguing that the students should be able to achieve honors on their transcript. This is just.

307

00:35:47.634 --> 00:35:56.153

Offering us of what language we are putting forward to have on their transcript and on their diploma.

308

00:35:56.364 --> 00:36:09.534

So, rather than the Latin that our students that are Institute students at why issue the transfer students were arguing would get honors great honors and highest honors based on a.

309

00:36:09.869 --> 00:36:13.949

3.8 pardon me? Let me get that right? You know what I.

310

00:36:13.949 --> 00:36:27.509

Just looking at this, I think I've got a backwards in our, um, list. I'll have to fix this highest order. Should be greater than 3.8. great honors 362379, and then honors from 3 4, 2.

311

00:36:27.509 --> 00:36:36.389

35 nines so that's been reversed there. I didn't catch that. And nobody called me on it. So none of you caught it either.

312

00:36:36.954 --> 00:36:37.554

Um,

313

00:36:37.793 --> 00:36:38.634

but in any case,

314

00:36:38.664 --> 00:36:39.023

honors,

315

00:36:39.023 --> 00:36:39.264

grade,

316

00:36:39.264 --> 00:36:43.764

honors and highest honors is what we are suggesting for 2 reasons,

317

00:36:43.914 --> 00:36:44.483

um,

318

00:36:45.143 --> 00:36:56.123

communities across this region generally have adopted similar language and honors great owners and highest honors is colloquial terms that the general public,

319

00:36:56.123 --> 00:36:58.103

and our students who come into.

320

00:36:58.103 --> 00:37:00.414

I issue understand as honors.

321

00:37:00.719 --> 00:37:08.369

So this is with the correction of the flip that I need to make, this is what we're proposing.

322

00:37:16.708 --> 00:37:29.608

Silence is good. So, Donna, this is Amy. So, are you suggesting? And I, and I apologize. I just got online that you want to move away from music.

323

00:37:29.608 --> 00:37:33.778

The Latin honors designations or language on here.

324

00:37:33.778 --> 00:37:41.248

No, no, so we will continue to use Latin designations for our Y, issue students who, um.

325

00:37:41.454 --> 00:37:49.043

Have started and finished their degrees that why issue the language that we're proposing here are for our transfer students.

326

00:37:49.043 --> 00:38:01.224

So the argument is that some of some of their coursework is somewhere else and, you know, we can't attest to the integrity of those courses, but we can attest to the integrity of the coursework. They did that. Why issue?

327

00:38:01.494 --> 00:38:06.563

Which has earned them the GPA under which an honor should be warranted.

328

00:38:06.898 --> 00:38:11.190

Right the the only thing I was looking at it from the lens of.

329

00:38:11.994 --> 00:38:25.824

How students generally get confused between the Latin honors, and the honor's designation once they move through and complete the honor's curriculum that that's all I was just looking at it through that lens.

330

00:38:25.855 --> 00:38:34.855

But, as long as the Latin honors is going to be somewhere, that that's perfectly fine. I think it will avoid the confusion. Thank you. You're welcome.

331

00:38:43.650 --> 00:38:47.730

We're good.

332

00:38:47.730 --> 00:38:51.929

Twice me at midnight.

333

00:38:55.559 --> 00:39:01.139

All right, well, I think we're good thing I will make the, unless I'm on mute.

334

00:39:01.139 --> 00:39:08.610

So both, yeah, yeah. Can we all those opposed to this recommendation.

335

00:39:09.750 --> 00:39:17.070

All those abstaining, therefore, the chair presumes everything else is in the affirmative.

336

00:39:17.070 --> 00:39:32.005

Therefore, Donna, please make the corrections and forwards the corrected policy and thanks to your committee because you guys, we've inundated you with work and I will at the end of the month.

337

00:39:32.005 --> 00:39:32.605

So.

338

00:39:33.000 --> 00:39:36.780

And I look forward to it. All right. Look forward to it.

339

00:39:36.780 --> 00:39:46.949

Thanks, thank you. Okay. The next report comes from the governance committee, and I will call back Mary Beth to report on the governance committee.

340  
00:39:46.949 --> 00:39:51.179  
All right Thank you.

341  
00:39:51.179 --> 00:40:05.934  
Um, okay, so my main thing is to remind all my committee chairs that I sent you worksheet and a link to your membership on February 28 and I have not received all the worksheet. I have to read them into the next meeting.

342  
00:40:06.780 --> 00:40:21.445  
So, events, grievances, calendar and schedule diversity and inclusion. 1st, your experience honors technology library incidents success. If you're not changing anything if your committee was like, this looks good and you just want to shoot me an email saying we're going with the same stuff as last year.

343  
00:40:21.594 --> 00:40:29.605  
That's okay, we can do that, but we ask you to review the charge for your committee and then the membership list and let us know if there's vacancy.

344  
00:40:29.699 --> 00:40:36.900  
Don't feel vacancies we have reps from each college that are tasked with billing with filling the vacancies.

345  
00:40:36.900 --> 00:40:40.889  
Um, as well as an administrative rep and a student. Rep so.

346  
00:40:40.889 --> 00:40:43.889  
You don't have to fill anything. You just have to let me know that they exist.

347  
00:40:43.889 --> 00:40:49.860  
So, please, please, please do that. I will bother you over email as well. The other thing that I added late.

348  
00:40:49.860 --> 00:40:55.739  
Um, because we've been working on it and, like, record time for Senate. Um, I think it came up last Friday.

349  
00:40:55.739 --> 00:41:00.000  
And I got it out to you before the meeting today. So that really is our record time.

350

00:41:00.000 --> 00:41:09.900

But the, the university wide learning outcome committee, the executive committee is establishing this. So it's a read into my report as well. Um.

351

00:41:09.900 --> 00:41:19.650

With the chair, that committee is going to be a doctor Mark footpad from be classy. And the administrative lead is Jen Qatar from the provost office.

352

00:41:19.650 --> 00:41:24.119

Representing the BCBA is Adam ernhart. Um.

353

00:41:24.119 --> 00:41:29.159

And representing, uh, health and Human Services is Monica.

354

00:41:29.159 --> 00:41:34.260

Um, Paul, Laos is cliff.

355

00:41:34.260 --> 00:41:40.500

And they've asked is so we pulled that together, um, to try and.

356

00:41:40.500 --> 00:41:45.510

1 of the concerns of the the committee and the executive committee had is we don't want.

357

00:41:45.510 --> 00:41:56.280

Things that come through the strategic planning processes to just be endorsed by said we want our members involved in the shared governance of it. So, this is 1 step towards that. So.

358

00:41:56.280 --> 00:41:59.519

Are there any questions about that?

359

00:42:00.630 --> 00:42:05.460

I am working on worksheets. I have the most boring job of campus.

360

00:42:05.460 --> 00:42:09.239

Any questions or comments from marybeth.

361

00:42:10.619 --> 00:42:22.260



All right, thank you. Thank you. As chair. I would strongly encourage those people who are responsible for worksheets to get them in. You'll cut down my email traffic from Mary Beth, by.

362

00:42:22.260 --> 00:42:26.550  
90% so please do so.

363

00:42:26.550 --> 00:42:34.230  
Next up is Tom Wakefield on the undergraduate curriculum committee. Tom. Are you on board here today?

364

00:42:34.230 --> 00:42:38.070  
Don't hear from him.

365

00:42:38.514 --> 00:42:52.014  
Traditionally, there's, uh, the curriculum committee, um, he was talking about it is not on you. This was attached. It's just the actions of the curriculum committee. Were there any objections to that report?

366

00:42:53.335 --> 00:42:58.855  
I will tell you the curriculum committee so far this semester has handled over 800.

367

00:42:59.639 --> 00:43:07.829  
Curricular actions, and I know because I have to punch the button for all 800 of them.

368

00:43:07.829 --> 00:43:16.860  
Getting arthritis in my finger. Okay. Hearing no objections. We'll consider those, uh, that report approved.

369

00:43:16.860 --> 00:43:25.980  
Next up we have Dr Jonathan Ferris who's chaired the design committee he has a report and some recommendations. Is that correct? Jonathan?  
Exactly.

370

00:43:25.980 --> 00:43:38.820  
Well, we haven't talked to you for a while about design committee. We successfully brought about our committee.

371

00:43:38.820 --> 00:43:47.699  
And it is constituted from design experts on faculty throughout our colleges.

372

00:43:48.804 --> 00:43:59.364

We hope that in the future, we will be considered valid consultation of body in terms of, you know, what's happening with et cetera.

373

00:43:59.364 --> 00:44:05.635

We still are completely coordinated in that process as, as an advisory.

374

00:44:05.940 --> 00:44:12.239

Um, but in the meantime, we have been busy brainstorming and, uh.

375

00:44:12.239 --> 00:44:15.900

Uh, have ideas, uh, that.

376

00:44:15.900 --> 00:44:21.719

Was specifically chosen, because we thought they were either fundable or.

377

00:44:21.719 --> 00:44:26.099

Of relatively low expense and perhaps quite actionable.

378

00:44:26.099 --> 00:44:32.550

We've had 4 meetings we have consulted with outside experts and.

379

00:44:32.550 --> 00:44:36.000

We have 4 initial recommendations.

380

00:44:36.000 --> 00:44:40.230

That we would like to be presented to the Senate for.

381

00:44:40.230 --> 00:44:47.610

Your approval upon approval we would like them forwarded to the board and the president.

382

00:44:47.610 --> 00:44:51.210

The initial recommendations are focused on 2 distinct areas.

383

00:44:51.210 --> 00:44:54.210

Improving campus conductivity.

384

00:44:54.210 --> 00:45:00.690

And gateways from surrounding areas, especially from downtown, and the north side.

385

00:45:00.690 --> 00:45:06.869

And moving grounds, design and maintenance towards greater efficiency and environmental benefits.

386

00:45:06.869 --> 00:45:17.550

So, the 1st, set of room recommendations deals with that factor of attracting people to campus initially, you know, when.

387

00:45:17.550 --> 00:45:31.585

When students and their families come to visit, their experience is usually defined by maybe a 10 or 15 minute walk around campus. And so, you know, this has an impact on 1st impressions.

388

00:45:32.094 --> 00:45:39.445

Our, our 1st idea was something that was developed in consultation.

389

00:45:39.690 --> 00:45:50.099

With a local planner Morrison, he had pointed out to us that there are funds available through.

390

00:45:50.099 --> 00:45:55.650

Uh, the infrastructure bill that had was passed and signed into law.

391

00:45:55.650 --> 00:45:59.699

For healing damage done by highways and of course.

392

00:45:59.699 --> 00:46:07.139

1 of our chief entrances is for 22 which slices right? Through town we would.

393

00:46:07.139 --> 00:46:14.639

Unbelievable. Just that it would be a good idea to investigate the possibility and potentially apply for funds.

394

00:46:14.639 --> 00:46:28.315

To acquire air rights on the over the feasible places regarding 422, with the hopes of enlarging the passages across 422 on 5th Avenue and elm street.

395

00:46:29.969 --> 00:46:38.130

And potentially, even building a land bridge from house to the main part of campus, which could radically shift.

396

00:46:38.130 --> 00:46:49.710

Uh, the experience of canvas from that, and then also, you know, exploring the potential use of these funds to improve, uh, the gateways of the on ramp software for 22 as well.

397

00:46:49.710 --> 00:46:57.900

The 2nd idea that we would like to put forward is looking into.

398

00:46:57.900 --> 00:47:01.530

Uh, an improved pedestrian connection.

399

00:47:01.530 --> 00:47:07.530

On Elm street to connect campus to downtown in collaboration with the city government creating.

400

00:47:07.530 --> 00:47:13.530

That is another coronary right now. I think the main point here is, but.

401

00:47:13.530 --> 00:47:22.829

That is a potential way that the restaurants and facilities of downtown can be better linked to campus and people can be made to feel more at home and more safe.

402

00:47:22.829 --> 00:47:26.070

Uh, and, uh, so this is this is the.

403

00:47:26.070 --> 00:47:33.329

2nd, kind of Gateway and surrounding area linkage that we would recommend it to be explored.

404

00:47:33.329 --> 00:47:40.409

Finally, the last proposal deals with no build ways of creating.

405

00:47:40.409 --> 00:47:44.039

Visual and traffic linkages between campus and downtown.

406

00:47:44.039 --> 00:47:47.730

2 specific parts are a recommended.

407

00:47:47.730 --> 00:47:54.630

1 would be collaborating with the city and commercial and religious institutional neighbors.

408

00:47:54.630 --> 00:48:00.750

To develop a coherent lighting plan, which has the calls would.

409

00:48:00.750 --> 00:48:05.820

Make people feel safer and make greater visual connection between downtown.

410

00:48:05.820 --> 00:48:11.250

And campus, and the other proposal is to.

411

00:48:11.250 --> 00:48:17.280

Uh, actually mediate visitors, experience digitally.

412

00:48:17.280 --> 00:48:23.849

So, we would propose to develop a tour embedded in the cell phone based application.

413

00:48:23.849 --> 00:48:27.420

That would guide visitors around downtown campus and its surroundings.

414

00:48:27.420 --> 00:48:32.340

Enabling the field informed about about uncomfortable in the area.

415

00:48:32.340 --> 00:48:38.250

This might be a part informational, but it could also be part of entertaining.

416

00:48:38.250 --> 00:48:48.780

And even that my home is quit college, we are already a dialogue about possibilities of generating this in the house to some extent.

417

00:48:48.780 --> 00:49:02.550

So, uh, you know, that, that may be developing no matter what there is. Some excitement about that idea. Finally the 2nd, half of this is a recommendation that.

418

00:49:02.550 --> 00:49:10.409

Uh, we consider not just having our campus be a tree campus, but a habitat campus. I will.

419

00:49:10.409 --> 00:49:16.380

We would like to see a set a goal of being a designated certified 1 life habitat.

420

00:49:16.380 --> 00:49:26.130

By the National Wildlife Federation, this involves considerations and providing birds, insects and other wild species with food water covers.

421

00:49:26.130 --> 00:49:29.369

Uh, uh, in places to raise junk as well as.

422

00:49:29.369 --> 00:49:33.809

Developing sustainable practices 1 of those sustainable practices.

423

00:49:33.809 --> 00:49:48.090

Covered by the 2nd point, reduce the amount of mechanical mowing right now our viewers are all gasoline powered and, uh, of course, you know, as we know what gas goes up and it begins to be a huge expense.

424

00:49:48.090 --> 00:49:58.739

Are there passive ways of managing our landscape, which can be both friendly to wildlife and also cost saving and so.

425

00:49:58.739 --> 00:50:01.920

Among ideas are to incorporate.

426

00:50:01.920 --> 00:50:05.849

Clovers of global, but also to create.

427

00:50:05.849 --> 00:50:19.289

Uh, then if you will of native radios and this sort of thing to reduce the amount of power that comes on and finally we found out already that there is underway. Some.

428

00:50:19.289 --> 00:50:22.949

Attempt to eliminate invasive species that we have on campus.

429

00:50:22.949 --> 00:50:34.974

We, we really would like, to push, uh, further to to move that just beyond, from just, uh, being you want us in front of the stadium to, you know, looking at the campus.

430

00:50:34.974 --> 00:50:48.355

Overall, next year, we'll probably come back with further recommendations, but given that, you know, 1 of the natural functions of a legislative body, such as this is to bring ideas forth.

431

00:50:48.594 --> 00:50:50.695

We thought this was the proper way.

432

00:50:50.880 --> 00:51:01.710

To to move forward so I'm asking for your approval. So this could be presented to the executive branch if you will for their consumption.

433

00:51:01.710 --> 00:51:08.489

Hold up, John and walk away. You have questions. Okay there are questions for Jonathan.

434

00:51:08.489 --> 00:51:23.340

Actually, Jonathan, I have a question. This is Susan clutter forensic science? Yes, Jonathan. Uh, this is excellent. And I was just wondering if you, if your committee has given any thought.

435

00:51:23.340 --> 00:51:29.909

To the role that students might play in the, um.

436

00:51:30.474 --> 00:51:44.875

Habitat portion of the report that you just gave. Yes. So, uh, we would very much like to see that. Now from the administrative side, we have already heard concerns about.

437

00:51:44.969 --> 00:51:58.619

The longevity of student run projects, given, you know, regular turnover and how they can start looking and tidy. If there isn't, you know, the energy sustained for that.

438

00:51:58.619 --> 00:52:03.360

But, on the other hand, you know, our idea is just to.

439

00:52:03.360 --> 00:52:17.940

Approve the idea 1st, and then we can work out the details later. I think we want to leave room to be open to all sorts of use educational usages of these processes. I can assure you in our discussions of the.

440

00:52:17.940 --> 00:52:23.664

Of the digital app that we would definitely be using students to help generate the content for that.

441

00:52:23.664 --> 00:52:38.605

So we would love to see, you know, engagement in that way, but it's not necessarily a thing that needs to be included in the measures at this stage. That can be worked out as a lead in detail.

442

00:52:38.664 --> 00:52:39.085

I hope.

443

00:52:39.929 --> 00:52:45.269

Other questions.

444

00:52:45.269 --> 00:52:49.230

Hearing no other questions, uh, this committee has.

445

00:52:49.230 --> 00:52:52.980

A number of recommendations, and it's a report.

446

00:52:52.980 --> 00:52:57.719

Does not leave a 2nd, therefore.

447

00:52:57.719 --> 00:53:01.349

Um, these recommendations come before the body.

448

00:53:01.349 --> 00:53:02.304

For a decision,

449

00:53:03.775 --> 00:53:04.375

so,

450

00:53:04.405 --> 00:53:06.114

since we're in a hybrid model,

451

00:53:06.114 --> 00:53:08.125

we'll go back to this,

452

00:53:08.934 --> 00:53:09.594

um,

453



00:53:09.625 --> 00:53:16.405  
unconventional way of voting although in this room and online,

454  
00:53:16.465 --> 00:53:19.945  
who object to these recommendations say I.

455  
00:53:21.269 --> 00:53:25.289  
Those who are abstain.

456  
00:53:25.289 --> 00:53:32.010  
Say, I therefore, the chair has no other recourse then to.

457  
00:53:32.010 --> 00:53:37.469  
Make the presumption that the decision is in the positive for these recommendations.

458  
00:53:37.469 --> 00:53:41.969  
Okay, thank you. Everybody, thank you Jonathan. And your committee?

459  
00:53:41.969 --> 00:53:52.500  
Moving on, we have Dr wet who wishes to talk to us about some subjects that have come up from their committee of teaching and learning Carey. Are you here?

460  
00:53:52.500 --> 00:53:55.889  
I am here Thank you. You're welcome.

461  
00:53:55.889 --> 00:54:02.789  
Forgiving me time. Okay. Send it teaching and learning committee.

462  
00:54:02.789 --> 00:54:15.030  
As you probably remember somewhat, newly developed last year about this time we came to you with some best practices for student evaluation.

463  
00:54:15.030 --> 00:54:20.550  
Um, procedures, items and so on and that was meant to be.

464  
00:54:20.550 --> 00:54:25.829  
I'm just sort of foundational to that process and so after that.

465  
00:54:25.829 --> 00:54:34.409

Started talking about okay, well, now we need to think about items and start thinking about it and analysis and so on and we all had this collective.

466

00:54:34.409 --> 00:54:42.119

Let's wait a 2nd moment and said, you know what? Before we get into any kind of discussion about teacher evaluation.

467

00:54:42.119 --> 00:54:47.789

We really need as a, as an institution, and we thought we could start this process.

468

00:54:47.789 --> 00:54:51.480

To talk about what we collectively believe in.

469

00:54:51.480 --> 00:54:57.900

As effective teaching practices and so what we did this year, we look to the literature.

470

00:54:57.900 --> 00:55:05.340

We spend a lot of time looking at what is accepted practice and and there's a ton of evidence that this is not.

471

00:55:05.340 --> 00:55:08.639

It's not up for debate anymore. We know.

472

00:55:08.639 --> 00:55:19.739

From literature, what effective what are high impact practices that active learning is super important. We know that there are certain behaviors that make students.

473

00:55:19.739 --> 00:55:30.300

We're satisfied and feel more inclusive and valued and more community. So we, we know there are certain practices that work.

474

00:55:30.300 --> 00:55:33.869

So, what we did is we took all that information together.

475

00:55:33.869 --> 00:55:38.789

And we put it in this document, we tried to make it concise and, you know, like.

476

00:55:38.789 --> 00:55:41.789

Memorable and I get it a.

477

00:55:41.815 --> 00:55:51.414

Give a shout out to Mike, who said, hey, I'm just doodling around here and I think, you know, if we use the word teach, this might actually capture a lot of what we've been talking about.

478

00:55:51.804 --> 00:55:59.394

And so we put this together and what I want to emphasize is that we do not intend for this to be some sort of.

479

00:55:59.670 --> 00:56:06.570

A body of standards by which faculty will be evaluated what we want to do.

480

00:56:06.570 --> 00:56:11.610

Is put forth a document that says this is what we aspire to be.

481

00:56:11.610 --> 00:56:16.320

Collectively, this is what we understand to be good teaching collectively.

482

00:56:16.320 --> 00:56:20.340

And to start a conversation.

483

00:56:20.340 --> 00:56:27.030

Between faculty between departments provide people of thinking about.

484

00:56:27.030 --> 00:56:31.829

How they can continuously improve.

485

00:56:31.829 --> 00:56:34.889

To give chairs some.

486

00:56:34.889 --> 00:56:41.639

Ideas about what to look at when they're evaluating faculty. So it's meant to to mainly be.

487

00:56:41.639 --> 00:56:47.309

A starting point for a common language in terms of what we mean, when we say.

488

00:56:47.309 --> 00:56:50.340  
What effective teaching is, um.

489

00:56:50.340 --> 00:57:01.829  
I have a document that has a Adam there's a separate document that has maybe we can put in the minutes or whatever.

490

00:57:01.829 --> 00:57:07.679  
That has a link at the top here. I'll show you I'll show you real quick. The 1 I have.

491

00:57:07.679 --> 00:57:11.130  
It's this. Whoops. Hang on.

492

00:57:11.130 --> 00:57:14.639  
It's this 1 and.

493

00:57:14.639 --> 00:57:24.900  
We altered it a little bit so we put a little link here that where you can respond, and honestly anonymously at this point, we are just gathering feedback.

494

00:57:24.900 --> 00:57:39.114  
We have reached out to people like student government, the union sent an exec cyber learning Dean's plus we reached out to the chairs and so we, we are just looking for feedback at this time. We're going to meet very soon.

495

00:57:39.114 --> 00:57:43.494  
And our hope is that we will bring this document back to send it.

496

00:57:43.739 --> 00:57:52.199  
For your approval, your endorsement, hopefully at the next meeting. So I don't know if you've had a chance to look at it, but.

497

00:57:52.199 --> 00:57:57.599  
Basically, the principals kind of neatly fit into this acronym that.

498

00:57:57.599 --> 00:58:10.500  
Teaching is transparent in other words that there aren't any secrets there are no surprises for students. They know what's coming up. They know why you're doing things and when things are happening and how you're grading and so on.

499

00:58:10.500 --> 00:58:25.284

And then you're using things that we know how students learn, you know, that people are trying to do more of that. And I don't mean 100%, but you're trying to, you know, it's still some of that into your classes, or think about it that you're an ask.

500

00:58:25.284 --> 00:58:34.344

Go ahead. Um, I, I can't see your screen. I don't know if I, since you're talking about it, I want to make sure Thank you so much. How about now?

501

00:58:35.070 --> 00:58:40.619

Yes, okay you know what I think the pause button by mistake. Thank you. Hillary.

502

00:58:40.619 --> 00:58:44.039

So, there's this notion of transparency.

503

00:58:44.039 --> 00:58:53.969

This notion of being evidence based, which, to me is probably the most important thing, but that's me that we are aspirational that we are.

504

00:58:53.969 --> 00:59:06.599

Interested in teaching practices within our own disciplines in general that we're engaged in things like workshops, and we, you know, we're readings and we're interested in that.

505

00:59:07.074 --> 00:59:17.545

That we are communicative so that we are available to students that we're approachable that we regular formative feedback is a really important part of that.

506

00:59:18.054 --> 00:59:28.735

And that we're just Humanized in the, in the classroom that we are inclusive. You know, we abide by kinds of standards.

507

00:59:30.954 --> 00:59:45.744

We inspire and motivate and encourage our students and so on. So that's basically it and there's the some selective references there. I don't want to make you dizzy by scrolling through but there is that little link at the top and I'll make sure that.

508

00:59:46.050 --> 00:59:52.380

That's available to you. So, I don't know whether anybody has questions right now, or.

509

00:59:52.380 --> 00:59:55.980

Come and get any initial feeling about this document.

510

00:59:55.980 --> 01:00:00.389

But what we were we're looking for, is that feedback at this point.

511

01:00:00.389 --> 01:00:07.320

If you send the document to Adam or I will make sure it gets redistributed.

512

01:00:07.320 --> 01:00:15.420

These your updated document, any comments questions for Carrie or the teaching and learning committee.

513

01:00:17.219 --> 01:00:24.179

Please do respond, take a look at this and respond as has been requested.

514

01:00:24.179 --> 01:00:29.550

And hopefully they'll be able to gather up these suggestions and maybe be able to.

515

01:00:29.550 --> 01:00:33.090

Come back at our next meeting in 3 weeks.

516

01:00:33.090 --> 01:00:37.829

With the final product any question.

517

01:00:37.829 --> 01:00:40.860

You're very welcome any questions or comments.

518

01:00:42.269 --> 01:00:46.289

Okay, thank you. Carrie. Appreciate it. Thank you.

519

01:00:46.289 --> 01:00:55.230

We were just about writing on time for new business. I don't know of any unfinished business, but we have new business.

520

01:00:55.230 --> 01:01:04.349

And 1st, up, I spelled the name wrong by Dr. baron wants to talk about conditional admit policy Claire.

521

01:01:04.349 --> 01:01:07.349

See, if I can share my screen.

522

01:01:13.889 --> 01:01:24.840

So, what I'm what I'm showing on the screen right now is, um, from the current catalog, um, in the front matter, under the section on admission.

523

01:01:24.840 --> 01:01:36.000

And then there's this section on, um, conditionally admitted transfer students. So these are transfer students who have been accepted with a.

524

01:01:36.505 --> 01:01:50.755

Blow 2.0 transfer GPA so it doesn't affect their but it does give some indication of their past academic success. So I'm going to scroll down just slowly. I'm not gonna go through all of these, um, just show you that there's 10.

525

01:01:51.960 --> 01:02:00.539

Requirements associated with this group of transfer students and the, the 2 I wanted to bring to your attention.

526

01:02:00.539 --> 01:02:04.949

Or once that, I think quite possibly.

527

01:02:04.949 --> 01:02:13.440

Or kind of inadvertently creating, uh, barriers for students I think they were well intended. I don't know.

528

01:02:13.440 --> 01:02:22.230

How long this policy has been in place? It probably predates me. Um, I got here in the summer of 2017.

529

01:02:22.230 --> 01:02:31.289

So, um, just kind of talk through a couple of these as much as we need to. And then again, if I have to bring it forward again, I will so, the 1st, 1, I want to look at is.

530

01:02:31.289 --> 01:02:34.920

Condition number 5 or requirement number 5.

531

01:02:34.920 --> 01:02:48.239

That these students transfer students who are conditionally admitted, or right now prohibited from registering for more than 14, um, semester hours in a single semester.

532

01:02:48.239 --> 01:02:53.969

And again, well, I think this was probably well intentioned at some point. Um.

533

01:02:53.969 --> 01:02:59.099

There's nothing I can quite put my finger on. That is a rationale.

534

01:02:59.099 --> 01:03:02.550

For the the number 14.

535

01:03:02.550 --> 01:03:10.050

Um, and it it seems that it's a 1 size fits all requirement when are transfer students are coming in.

536

01:03:10.050 --> 01:03:23.789

You know, from different institutions with different numbers of credits, earned different progress towards their major. And I think, um, prohibiting them to or restricting them to 14 credit hours, may not.

537

01:03:23.875 --> 01:03:34.914

Give academic advisors and students the opportunity to really look at what's best for them and, and kind of talk through the registration and the more consultative manner.

538

01:03:34.914 --> 01:03:45.144

So, I'd like to suggest we maybe lift that list that condition and just if, if we don't take it out, completely, maybe replace it with language that says, you know.

539

01:03:45.420 --> 01:03:51.960

There's language below that says conditional transfer um, students have to meet with.

540

01:03:51.960 --> 01:04:02.369

Their advisors in their 1st year, so we can just say something like, you know, a number of semester hours to be cited in consultation with the advisor. Um.

541

01:04:03.690 --> 01:04:11.820



The other item I want to look at his number 7, which says that these conditionally admitted transfer students are restricted to.

542

01:04:11.820 --> 01:04:18.840

An approved list course of courses I'm going to scroll down because this list is actually provided.

543

01:04:18.840 --> 01:04:25.889

It's a little bit long again, if you want to look at this in the catalog of candidates in the front matter under admission.

544

01:04:25.889 --> 01:04:30.449

But you can see from the list of, um, allowed courses. They are.

545

01:04:30.449 --> 01:04:44.730

A subsection of 1000 level general education courses. Um, so there's not many courses that are on this approved list for transfer students. I'm going to scroll down just a little bit. Um.

546

01:04:44.730 --> 01:04:49.409

You can see a lot of them are courses and then.

547

01:04:49.409 --> 01:04:53.130

There's basically a few more kind of at the end. Um.

548

01:04:53.130 --> 01:05:00.059

So, again, understanding that transfer students come in with.

549

01:05:00.059 --> 01:05:04.440

Um, you know, different transcripts, different, um.

550

01:05:04.440 --> 01:05:11.489

Equates different courses that they've already been, you know, kind of given credit for it. Why issue?

551

01:05:11.489 --> 01:05:16.619

The restriction to 14 credits and the restriction to courses from this list.

552

01:05:16.619 --> 01:05:28.050

I think again, well, intention, but they're they're kind of boxing transfer students in, in ways that are not really supporting their overall progression.

553

01:05:29.094 --> 01:05:39.894

There are other conditions that we're not looking to change and those have to do with the support that's offered to conditionally admitted transfer students, academic coaching, required, advising appointments.

554

01:05:39.894 --> 01:05:44.545

Those things are not being kind of negotiated out of this only these 2.

555

01:05:44.820 --> 01:05:48.150

Requirements that.

556

01:05:48.150 --> 01:06:00.989

We think maybe again, um, kind of creating barriers that were unintended. So, um, and the last thing I'll say about the restriction to the approved course list is that right now? Um.

557

01:06:00.989 --> 01:06:13.375

Of the 21, uh, transfer students who entered in fall of 2021, who were, um, conditionally admitted there were only 2 that I could find, um, where they their actual registrations were restricted to these courses.

558

01:06:13.375 --> 01:06:18.864

So, in practice, I think the academic advisors have kind of on their own understood that.

559

01:06:21.719 --> 01:06:26.820

That list of of proof courses really in reality does not leave a transfer student.

560

01:06:26.820 --> 01:06:36.000

Many options for a kind of a meaningful 1st, semester registration. So, again, any comments or.

561

01:06:36.000 --> 01:06:45.480

Um, questions, or anything for discussion before we think about formalizing a catalog change, um, for the, the 2022 catalog.

562

01:06:45.480 --> 01:06:54.179

Any comments, um, this is Elaine. I do have 1 request. I'd like to discuss those items.

563

01:06:54.179 --> 01:06:57.809

With undergraduate admission since I wasn't aware.

564

01:06:57.809 --> 01:07:01.260

Of the requested changes, just to get some background.

565

01:07:01.260 --> 01:07:04.320

Okay.

566

01:07:04.320 --> 01:07:13.050

And again, they're not changing any of the admission criteria. It's just a question of what happens when they get here. Right? But right. We'll follow up. Sure.

567

01:07:13.050 --> 01:07:27.960

Other questions, Claire, do we have any indication how well, the students that didn't follow this list did after they were here so, I mean, from what I'm guessing, you're, you're getting students that are D students essentially, right? Coming in.

568

01:07:28.224 --> 01:07:43.045

And, I mean, we hope the list is the right way to go about it. But is there an issue with are these students being put in courses that they can't actually handle? They say well, we don't I don't need these courses, but when I'm put into.

569

01:07:43.349 --> 01:07:47.730

You know, 3300 or 3700 or whatever level courses I'm not doing as well.

570

01:07:47.730 --> 01:07:56.309

All right yeah, that's a good question. I think maybe that that question makes me think about it another possible.

571

01:07:56.309 --> 01:08:02.460

Refinement of of some of this language, which you would say, basically, if the student has met.

572

01:08:02.460 --> 01:08:08.460

The students eligible, because they've met the prerequisite for the course then.

573

01:08:08.460 --> 01:08:19.109

I'm not sure we can stop them from taking it. And when you look at the transcripts of these incoming, conditionally, but a transfer students, they're all different. Some.

574

01:08:19.109 --> 01:08:29.909

Have a D average, but they don't have all d's on their transcript. There's a lot of courses that they have done well in but there's other ones that they haven't done. Well, and so they have.

575

01:08:30.385 --> 01:08:37.704

Competencies in areas that are maybe masked by that incoming or that old GPA. And again, I think probably either.

576

01:08:38.454 --> 01:08:53.395

So decisions best made at the individual advisor student level during consultation, prior registration um, not convinced that's why I'm here. But I did take a look at kind of fall.

577

01:08:53.515 --> 01:08:55.885

Why is she for this group of students?

578

01:08:56.130 --> 01:09:06.750

Some did great. Some didn't do great again. There were only 2 that were following this restricted list and there was they didn't do any better than anybody else. So I think it has to do with.

579

01:09:06.750 --> 01:09:17.939

A whole lot of intangibles that have to do with, you know, students, maturity and things that have to do with the students great and persistence and, you know, whether or not there in courses that.

580

01:09:17.939 --> 01:09:32.699

They joy. Um, so, yeah, that's a really good question. And I think it's good for the group to here as I consider it. I mean, I wouldn't I wouldn't be opposed to getting rid of a list and going to an individual model where, you know, if they, you know, if they.

581

01:09:32.699 --> 01:09:40.050

I mean, just to give an example if they took intro to philosophy, and that's a Pre req for 1 of my other courses, as long as they pass that course, and did well.

582

01:09:40.050 --> 01:09:44.609

I don't see the need to restrict them to those. So, you know, maybe that is.

583

01:09:44.609 --> 01:09:51.659

Part of the solution is to say yeah, this is this is not that's maybe that's too restrictive. So yeah.

584

01:09:52.710 --> 01:09:56.310

I mean, we don't want to set them up to fail, but we also don't want to.

585

01:09:56.310 --> 01:10:00.539

Basically, have them taking courses.

586

01:10:00.539 --> 01:10:04.920

Either that they force them to.

587

01:10:04.920 --> 01:10:17.130

To opt for part time status, because there's not enough courses they can take for full time status. Right? And they're coming here ostensibly to complete their degree and we're not really facilitating that. So I think there's a fine line. I appreciate what you're saying.

588

01:10:17.130 --> 01:10:21.989

Other a, or comments cause I have a suggestion.

589

01:10:21.989 --> 01:10:27.270

Um, yeah, I do. And Mark the planning.

590

01:10:27.270 --> 01:10:34.739

You said something back the beginning that I thought was really insightful, which was, you know.

591

01:10:34.739 --> 01:10:38.010

We can't do this as 1 size fits all.

592

01:10:38.010 --> 01:10:42.449

Is it possible or feasible?

593

01:10:42.449 --> 01:10:48.779

Um, to look at those students who are coming in with deficient GPA.

594

01:10:48.779 --> 01:10:52.050

Under 2 point and, um.

595

01:10:52.050 --> 01:10:55.649

Maybe do some tracking based on the reasons.

596

01:10:55.649 --> 01:10:59.310

I mean, you could have someone that.

597

01:11:00.539 --> 01:11:06.600

Left their old institution just walked away in the middle of the quarter.

598

01:11:06.600 --> 01:11:10.739

Or, um, I know some kind of traumatic reason.

599

01:11:10.739 --> 01:11:15.359

And then, you know, have 2 semesters of work.

600

01:11:15.359 --> 01:11:19.380

And then a semester of all, and.

601

01:11:19.380 --> 01:11:23.909

That requires the, the response on our part.

602

01:11:23.909 --> 01:11:26.909

Then perhaps the student who's done.

603

01:11:26.909 --> 01:11:33.689

3 semesters of work and their highest grade is the same, right?

604

01:11:33.689 --> 01:11:38.460

Yeah, and I think, um, you know, Elaine may have.

605

01:11:38.460 --> 01:11:46.350

Add a comment to add to that because I know admissions is very careful about being transfer students.

606

01:11:46.350 --> 01:11:54.210

Conditionally it's not like I said, there were 21 in the fall. There were 373 transfer students admitted so there's a very small number.

607

01:11:54.210 --> 01:12:01.079

Of students mission and so that probably is the point at which.

608

01:12:01.079 --> 01:12:05.369

There would be some conversation or discussion about each students, you know.

609

01:12:05.369 --> 01:12:11.220

Kind of situation and the, you know, possibly the contributing factors to that.

610

01:12:11.220 --> 01:12:15.689

But again, I think that's another really good point.

611

01:12:15.689 --> 01:12:23.250

Cranial adequate so the proposal says, let's, let's not have the 14 hour cap because that's a.

612

01:12:23.250 --> 01:12:31.649

An artificial barrier, but what would initially admitted students still need to work with and get their schedule approved by a a.

613

01:12:31.649 --> 01:12:35.729

Advisor yes.

614

01:12:35.729 --> 01:12:39.420

I'm sorry, go ahead.

615

01:12:39.420 --> 01:12:43.680

So, that would be that in line with how we create our own students who are on probation.

616

01:12:43.680 --> 01:12:51.029

Correct I have a suggestion because I like things done and orderly and.

617

01:12:51.029 --> 01:12:57.060

Except the bold manner, Claire, you seem to have some idea of what kind of language.

618

01:12:57.060 --> 01:13:10.500

Needs to be proposed in order for this, I think to have a legitimate review and and I know there's going to be a number of people not happy with me, including 1 sitting right over there.

619

01:13:10.500 --> 01:13:13.770

I think this needs to go to the standards committee.

620

01:13:13.770 --> 01:13:16.949  
And acted upon quickly.

621

01:13:16.949 --> 01:13:24.420  
So, you could bring it back and that way Jonathan don't hurt me.

622

01:13:24.420 --> 01:13:29.069  
And Donna, I'm going to avoid Donna for the next couple of months.

623

01:13:29.069 --> 01:13:37.380  
You know, my new Donna. Yeah. Anyway, so, maybe we can have a meeting.  
I'll send you an email. Okay.

624

01:13:37.380 --> 01:13:41.039  
Okay, is that okay? We do go that way.

625

01:13:41.039 --> 01:13:44.130  
Sure, yeah, yep. Whatever it is that.

626

01:13:44.130 --> 01:13:49.380  
Yep, and anybody else has any comments send them to Claire and or Donna.

627

01:13:49.380 --> 01:13:52.920  
And that committee will come back hopefully.

628

01:13:52.920 --> 01:13:57.390  
In a couple of weeks. Okay sound good. Everybody.

629

01:13:57.390 --> 01:14:02.550  
All right good, thank you. You're very welcome. Thank you.

630

01:14:02.550 --> 01:14:07.470  
Dr. is up on that she wants to talk about University.

631

01:14:07.470 --> 01:14:11.220  
Why learning outcomes and I think all of you got an email.

632

01:14:11.220 --> 01:14:15.930  
Today about some of that process. So, Jen, are you out there?

633



01:14:19.319 --> 01:14:25.260

I thought she was here. Hey, I'm sorry, I was I was muted.

634

01:14:25.260 --> 01:14:30.359

And she's muted again, you're muted again.

635

01:14:31.800 --> 01:14:39.750

Am I better now? Yeah. That's good. Okay. I want to thank, uh, chair Cooper in the Senate for allowing us time on the Florida.

636

01:14:39.750 --> 01:14:50.430

Talk about this, especially since we're in overtime I did talk to Dr earlier today and we thought it would be most efficient for only 1 of us to discuss this and he drew the shorter straw.

637

01:14:50.430 --> 01:14:55.140

So, I'm going to turn my time over to Dr, but I'm here for.

638

01:14:55.140 --> 01:14:58.170

Q, and a, if needed and so.

639

01:14:58.170 --> 01:15:02.430

Thank you thanks. Um, the, the idea of.

640

01:15:02.430 --> 01:15:09.510

The ad hoc committee is to increase the amount of faculty input on the university wide learning outcomes. And so to that.

641

01:15:09.510 --> 01:15:14.100

You already heard about the, the representation of faculty from the various colleges.

642

01:15:14.100 --> 01:15:21.114

Along with the make sure I get this right? The AP TT committee, the academic programs, transformation team or whatever.

643

01:15:21.114 --> 01:15:34.104

So these will be combined into 1 committee and the idea here is to get the Senate input at the formulation stage of the university outcomes learning outcomes. So, there's going to be a town hall, a virtual town hall on the 13th.

644

01:15:34.104 --> 01:15:39.925

That was part of that email that was sent out where you'd come and ask questions about the process about formulating.

645

01:15:41.039 --> 01:15:53.095

Those learning outcomes where to submit your suggestions. So that's also been included. There's a Web site where all faculty staff pretty much the entire university community can propose what they would like to see in these learning outcomes.

646

01:15:53.305 --> 01:16:05.425

And so the idea of the committee then is to take all of those suggestions and sort of sort through those and group those and come up with a list that we can then present back to the faculty. Um, and and the, the campus as a whole. So.

647

01:16:05.760 --> 01:16:19.524

This the, the ad hoc committee, and I think the most important part of this is getting everyone in all the departments to go to the website and submit these outcomes this is, you know, the understanding I have is this is a, you know, a board directive.

648

01:16:19.524 --> 01:16:28.345

It's part of the strategic plan, it's supposed to a guide in gen, Ed reform. So there's a number of things that these learning outcomes are going to be used as sort of a general guide for and.

649

01:16:28.710 --> 01:16:35.760

Actually, we just want everyone's input so that, you know, this is where you get the chance to, to say, here's what.

650

01:16:35.760 --> 01:16:40.770

The vision I have for why issue students what? I think our outcomes should be for our students.

651

01:16:40.770 --> 01:16:51.960

So, that's all I have to say, it's just that there'll be if there's any questions or jen's been happy to take those or take emails, you've got the link to the virtual seminar and include it also on the.

652

01:16:51.960 --> 01:16:57.359

A P. T. T. website is the, the link there to submit.

653

01:16:57.359 --> 01:17:01.949

Your, you know what your ideas for what those learning outcomes outcomes should consist of.

654

01:17:01.949 --> 01:17:06.720

So that if there's any questions I can answer, or.

655

01:17:27.029 --> 01:17:32.279

And, um, I would strongly.

656

01:17:32.279 --> 01:17:35.430

Most strongly herbs.

657

01:17:35.430 --> 01:17:41.369

Faculty to get involved in this process, because it will guide.

658

01:17:41.369 --> 01:17:48.180

Many many things in the near future so mark again, and to the committee members.

659

01:17:48.180 --> 01:17:53.970

Both here and out there, thank you for serving and look forward to a productive.

660

01:17:53.970 --> 01:17:59.430

Um, engagement any last questions about that.

661

01:17:59.430 --> 01:18:04.649

Okay, now some really important.

662

01:18:04.649 --> 01:18:10.770

Jim, you kick our CIA wanted to give a presentation today.

663

01:18:10.770 --> 01:18:14.430

About some security measures ransomware.

664

01:18:14.430 --> 01:18:22.649

All sorts of things technological, which I'm thoroughly well above my head, but Jim come up to the podium and please.

665

01:18:22.675 --> 01:18:36.265

Lighten us, Justin, who is our deputy chief information security officer will be oh, I'm sorry. Some of the heavy lifting. What's that up now?

666

01:18:37.015 --> 01:18:51.414

Yeah, and you can share it Adam, you have this to share. So I always, I always try to educate a little bit on technology. Every chance I get these grades here, go away in about 2 years when these screens get refreshed.

667

01:18:51.444 --> 01:19:03.835

We'll go to micro vessels. So, I was noticing that, so, you know, as we go to our next refresh of technology, these micro vesicle, these go away. The other thing I was going to say is I know marybeth was.

668

01:19:03.930 --> 01:19:10.979

Women be a little bit about the Cisco Webex issue and here's the beauty about Cisco. Webex.

669

01:19:10.979 --> 01:19:16.050

And I know that you guys had some discussion about zoom at the last meeting and I wasn't at.

670

01:19:16.050 --> 01:19:20.699

But I immediately log that as an issue.

671

01:19:20.699 --> 01:19:27.060

It was handled as a severity 1, because it's a classroom issue classroom technology issue.

672

01:19:27.060 --> 01:19:30.779

It was because I'm a I'm a systems administrator.

673

01:19:30.779 --> 01:19:43.289

And when I logged in, I took control of the device as a systems administrator, it should allow me to do that. So we're logging that with Cisco, Cisco engineers we'll be working on it effective today. Mm. Hmm.

674

01:19:43.289 --> 01:19:46.649

If this was zoom, that would not happen if this was.

675

01:19:46.649 --> 01:19:53.819

Any other device, except for Cisco or Microsoft, it would not happen. So just something to keep in mind moving forward.

676

01:19:53.819 --> 01:19:59.340

As we do this presentation, I want you to consider the following scenarios.

677

01:19:59.340 --> 01:20:04.979

If you and this is about implementation of faculty facing cyber security measures.

678

01:20:04.979 --> 01:20:14.310

To prevent a successful ransomware attack if you were using your personal email as a faculty member to Kentucky conduct University business.

679

01:20:14.310 --> 01:20:25.319

And it was breached, which led to a successful ransomware attack University. Would you feel personally liable for the ransom and remediation?

680

01:20:25.319 --> 01:20:32.970

That's 1, if research data on your personal storage was successfully encrypted in a ransomware attack.

681

01:20:32.970 --> 01:20:36.090

Would you feel personally liable for the ransom that.

682

01:20:36.090 --> 01:20:42.960

And any remediation costs, and lastly, and more, simply if this research data, or even course data.

683

01:20:42.960 --> 01:20:46.409

Was lost because your personal storage device failed.

684

01:20:46.409 --> 01:20:50.010

And the gum recoverable without a backup what would you do?

685

01:20:50.010 --> 01:20:53.550

You might think that these are probable scenarios.

686

01:20:53.550 --> 01:20:59.369

But as you'll see in this presentation, in these scenarios are becoming exponentially, more probable every year.

687

01:20:59.369 --> 01:21:03.420

And that's what we're, that's why we're here today. So next slide please.

688

01:21:03.420 --> 01:21:12.479

So background, and I'm not going to read this slide because there's a lot of content here in the presentation. We can post the presentation and the Senate site.

689

01:21:12.479 --> 01:21:15.720

But this isn't a why issue? Problem.

690

01:21:15.720 --> 01:21:22.920

This is every university in the country. This is every company in the world problem, right?

691

01:21:22.920 --> 01:21:28.170

So, we're following the best practice. I T, ends up being the Messenger.

692

01:21:28.170 --> 01:21:36.060

And the ones who have to implement these type of practices, but what we're sharing with you today are best practices.

693

01:21:36.060 --> 01:21:39.600

Universities across the world companies across the world.

694

01:21:39.600 --> 01:21:42.930

We work with the FBI, we work with.

695

01:21:42.930 --> 01:21:50.670

A 1 of the top security consultants out of Cleveland trusted SEC and Ken state universities, security team.

696

01:21:50.670 --> 01:21:55.979

And this was all back to a board presentation in, in September.

697

01:21:55.979 --> 01:22:05.250

Uh, Mike, Crispin, actually, awareness you alumni who's the assistant director of the criminal justice information services? Actually, has a son plays on our golf team.

698

01:22:05.250 --> 01:22:11.039

He Co, presented the ransomware threat at that board meeting.

699

01:22:11.039 --> 01:22:17.369

And what we found in our conversations with the FBI, and those others mentioned.

700

01:22:17.369 --> 01:22:22.829

Was very eye opening just to define the threat.

701

01:22:22.829 --> 01:22:29.340

You know, we hear malware a lot Melissa software short for malicious software.

702

01:22:29.340 --> 01:22:33.930

The FBI calls hackers, malicious factors.

703

01:22:33.930 --> 01:22:43.680

So, when malicious actors, they're, they're looking to do anything and then to disrupt operations.

704

01:22:43.680 --> 01:22:52.260

That some, some for money, some not for money some for enjoying them. Right? But what we're seeing more and more and that's why I highlighted ran somewhere.

705

01:22:52.260 --> 01:22:57.960

It's become a very profitable business there. You can actually go in the dark web.

706

01:22:57.960 --> 01:23:01.319

And you can find ransomware as a service.

707

01:23:01.319 --> 01:23:09.000

So, at 1 time, you have to be very, technically sufficient. You have to be very, technically sophisticated.

708

01:23:09.000 --> 01:23:12.899

To initiate a ransomware attack.

709

01:23:12.899 --> 01:23:16.380

Now, with ransom, where as a service.

710

01:23:16.380 --> 01:23:21.630

On the dark web, you just have to be malicious. You don't even have to be technically proficient.

711

01:23:21.630 --> 01:23:26.489

Because they'll sell you as part of your profits, the technology.

712

01:23:26.489 --> 01:23:29.579

And the service, all you have to be is a.

713

01:23:29.579 --> 01:23:39.180

Someone who has melon 10 lastly, here on this slide fishing via email is the most common hacker approach for reaching user access credentials.

714

01:23:39.180 --> 01:23:46.619

So, that's why you will see in our recommendations. A lot of them have to do with protecting email, protecting access, protecting credentials.

715

01:23:46.619 --> 01:23:50.039

Next slide.

716

01:23:50.039 --> 01:23:57.359

What is the reason by the way? And this is, this is somebody just posted so we do have this on the website just so, you know oh, yeah good. Good.

717

01:23:57.359 --> 01:24:02.159

So, what is the ransomware threatened? And I think it's, it's important that.

718

01:24:02.159 --> 01:24:06.449

No, not only the probability, but then what's the impact.

719

01:24:06.449 --> 01:24:10.500

So, when you look at, um.

720

01:24:10.500 --> 01:24:16.439

Higher education at 1 time wasn't really considered a.

721

01:24:16.439 --> 01:24:21.510

A big targets, you know, if you look back 510 years ago.

722

01:24:21.510 --> 01:24:25.199

We were not considered a hiring was not considered a big target.

723

01:24:25.199 --> 01:24:29.670

But more more and more recently.

724



01:24:29.670 --> 01:24:36.479

If you look at Howard University, they were the victim of a high profile ransomware attack.

725

01:24:36.479 --> 01:24:41.670

So, I think we're up to maybe a half a dozen to a dozen in the last 6 months.

726

01:24:41.670 --> 01:24:47.579

Now, a lot of this doesn't make the papers, right? Because universities don't want to don't want to take the hit on their.

727

01:24:47.579 --> 01:24:53.850

On their on their marketing capabilities, right? They don't they don't want their brand to be.

728

01:24:53.850 --> 01:25:01.920

Smudged by a ransomware attack, so they keep this little profile. Howard is 1 of the few that made the paper.

729

01:25:01.920 --> 01:25:06.180

But that's because they were down for 3 weeks imagine no technology.

730

01:25:06.180 --> 01:25:12.390

Voiceover ID is the technology, so no phones no technology. 3 weeks.

731

01:25:12.390 --> 01:25:17.250

I think there was upwards of around 3Million for final remediation and ransom.

732

01:25:17.250 --> 01:25:23.850

So, that tells you it's right here. So when you look back, so what's the probability? So that's the 2nd bullet.

733

01:25:23.850 --> 01:25:31.619

What is the problem, you know, 19, and went up? 100% it doubled again, ran somewhere in Texas and hire a double again.

734

01:25:31.619 --> 01:25:34.649

And we're just seeing this doubling every year.

735

01:25:34.649 --> 01:25:38.520

And we expected to double again this year and so.

736

01:25:38.520 --> 01:25:44.729

Those 3 scenarios that I gave you, they were laughable 5 years ago.

737

01:25:44.729 --> 01:25:48.180

5 years from now, forward.

738

01:25:48.180 --> 01:25:53.609

There'll be there'll be common place, so that's why, if we don't act now.

739

01:25:53.609 --> 01:25:58.439

We're really compromising the university next slide.

740

01:25:58.439 --> 01:26:03.449

So, I pulled my peers because I thought, I always think it's important thing.

741

01:26:03.449 --> 01:26:07.170

What are what are the other 14 universities in Ohio?

742

01:26:07.170 --> 01:26:20.819

So, I pulled my fears, and I said, are you doing the things that you'll see on the next slide that Justin will go through that we're implementing here? At? Why issue are you eliminating administrative privileges or limiting administrative privileges for faculty?

743

01:26:20.819 --> 01:26:35.550

And only half of them said, they were and then 2 of them sent me an email and said, I think I answered that wrong. I said what do you mean? The answer? They're wrong. So we don't give administrative privileges to faculty. So, I said, no, I said what you should have said. Yes. And so.

744

01:26:35.550 --> 01:26:48.060

Because they don't give them right? So they're not eliminated or eliminate your limiting. They just don't provide an administrative privileges. So that would really be 8 of 11 or 77% MFA 100%. And that's because.

745

01:26:48.060 --> 01:26:57.569

If we don't implement multi factor authentication, we can't get ransomware insurance. That's all 14 universities. If you don't implement it, you won't get insurance.

746

01:26:57.569 --> 01:27:03.539

University email protecting or enforcing university email for university business.

747

01:27:03.539 --> 01:27:09.029

91%, the last 1 is university storage and this 1 actually surprised me.

748

01:27:09.029 --> 01:27:12.659

And I don't want to full disclosure share.

749

01:27:12.659 --> 01:27:19.560

Only 4 of the 11 are currently enforcing their policy. Now I talked to simple afterwards.

750

01:27:19.560 --> 01:27:23.789

And they said we all have the policy you asked. Are we enforced.

751

01:27:23.789 --> 01:27:30.300

And I said, no, that's what I want. That's why I phrased it the way. I'm phrasing. I don't want to know if you have a policy. I'm sure you have.

752

01:27:30.300 --> 01:27:35.819

A policy that's covered in your accessibility or some form a storage policy.

753

01:27:35.819 --> 01:27:46.529

But are you enforcing it? So, only for the 11st. So but the best practice that we got from the FBI from trustsec is you have to enforce your policy.

754

01:27:46.529 --> 01:27:54.270

You just have storage storage of data. Those are the crown jewels of the university research data.

755

01:27:54.270 --> 01:27:59.609

That is the crown jewel's of the University so, with that.

756

01:27:59.609 --> 01:28:05.130

I will turn it over to Justin on this next slide and it'll go through some of the details of where we're headed.

757

01:28:05.364 --> 01:28:20.064

So, admin accounts, uh, admin accounts are intact vector for an email where any bread after, uh, when you log in with an admin account, that's the worst possible thing you can do. You've now opened any malicious software up to admin privileges on your computer.

758

01:28:20.279 --> 01:28:29.880

Even elevating to admin allows that software in some circumstances to gain access to resources network resources and.

759

01:28:29.880 --> 01:28:34.500

Even to reverse the network on its way to our servers and other infrastructure.

760

01:28:34.500 --> 01:28:39.300

So, what we're looking to do is roll back admin privileges to a certain degree.

761

01:28:39.300 --> 01:28:43.979

Um, we understand that the need for admin privileges for the faculty. Um.

762

01:28:43.979 --> 01:28:47.850

The collective bargaining agreement says that you get admin privileges.

763

01:28:47.850 --> 01:28:52.500

1 admin account to 1 user on 1 computer the.

764

01:28:52.500 --> 01:29:03.060

Plan on keeping that in effect. Uh, we want to roll back is multiple admin graph accounts across multiple computers. Again. You get the 1 per machine.

765

01:29:03.060 --> 01:29:10.409

We understand that you need admin privileges. Sometimes you run a lab. Sometimes, you know, there's other computers when you take care of.

766

01:29:10.409 --> 01:29:17.729

So, we're looking at software to take care of that. There is a software package right now called beyond trust that we're evaluating.

767

01:29:17.729 --> 01:29:25.949

What that does is it allows us to whitelist software packages um, say you're dealing with Microsoft, um, software.

768

01:29:25.949 --> 01:29:30.840

You need that software to have at the script, which you can whitelist all Microsoft software.

769

01:29:30.840 --> 01:29:38.310

That way when it needs admin privileges, it will go out, grab the admin privileges from the software. It'll do its updates or whatever it needs to do.

770

01:29:38.310 --> 01:29:43.050

And then it'll release the admin privileges you don't need to type in and username and password to do.

771

01:29:43.050 --> 01:29:51.449

Anything with that, which is at that point. So, again, we're in an early evaluation stage with that, but There'll be more to come in the future.

772

01:29:51.449 --> 01:29:55.170

Any, um.

773

01:29:56.520 --> 01:29:59.939

Any questions on the admin privileges on I'm going to kind of ask questions.

774

01:29:59.939 --> 01:30:03.449

Um, in between each 1 of these topics and go through.

775

01:30:07.380 --> 01:30:11.100

Um, next up will be multi factor.

776

01:30:11.100 --> 01:30:21.149

Authentication, um, multifactor, uh, happy to say, uh, we have rolled out multi factor to the faculty 100 as of today.

777

01:30:21.149 --> 01:30:24.569

With the exception of a small list of people.

778

01:30:24.569 --> 01:30:32.069

Uh, we did not want these personal devices, uh, which is fine. We have a backup plan for that. We have ordered what are called.

779

01:30:32.069 --> 01:30:35.939

A use case will allow you to carry a USB with, you.

780

01:30:35.939 --> 01:30:41.609

Um, if you don't want to use your personal device, when it asks you for that code, you simply plug in the key.

781

01:30:41.609 --> 01:30:52.229

And it will authenticate you, so, something extra Carrie, but it's alternative to anyone who does not want to use their personal device cell phone or or whatever. Um.

782

01:30:52.229 --> 01:31:01.890

We are nearly 100% complete. I will say we need to roll back and get the alumni and retirees. So.

783

01:31:01.890 --> 01:31:06.960

As of now active students, faculty and staff, um.

784

01:31:06.960 --> 01:31:21.149

We've completed the rollout, um, as far as email, uh, people who bypass email um, basically, that's 1 of our biggest attack factors. As Jim said, mostly everything comes through email.

785

01:31:21.149 --> 01:31:25.649

I've heard anywhere from 90 to 97% out of all attacks.

786

01:31:25.649 --> 01:31:31.140

Come through email, mostly fishing attempts, getting you to sign up or something download something.

787

01:31:31.140 --> 01:31:36.539

Et cetera um, we are very fortunate where we stand, especially with the.

788

01:31:36.539 --> 01:31:40.140

Tools we have some of the best hardware in the market.

789

01:31:40.140 --> 01:31:45.060

Our system we use to filter emails called proof point.

790

01:31:45.060 --> 01:31:51.960

It is it use artificial intelligence to screen email looks for fishing attempts.

791

01:31:51.960 --> 01:31:57.088

Looks for viruses attachments again that's in the industry.

792

01:31:57.088 --> 01:32:00.689

Stuff does get through, but not very often. Uh, we're also.

793

01:32:00.689 --> 01:32:08.609

We pair that with our Palo Alto firewall, so best in industry, they feed each other information and update each other.

794

01:32:08.609 --> 01:32:12.599

Um, so the current landscape, so, if a new threat comes out that day.

795

01:32:12.599 --> 01:32:21.628

Those devices probably already know about it once email process through our, our firewall and email protection.

796

01:32:21.628 --> 01:32:25.288

It gets screen a 2nd time by Microsoft email protection.

797

01:32:25.288 --> 01:32:31.319

So, when you're using university resources to send email, you're mitigating the probably.

798

01:32:31.319 --> 01:32:35.698

The best you possibly could any of those things getting through.

799

01:32:35.698 --> 01:32:43.498

When you're using Gmail or another resource, your bypassing all of that protection, um, that ransomware package, that virus.

800

01:32:43.498 --> 01:32:47.788

Uh, that that attachment will get through all those defenses and then.

801

01:32:47.788 --> 01:32:51.448

It'll get on to our network and it'll start traversing the network learning it.

802

01:32:51.448 --> 01:32:55.109

And possibly deploying that ransomware package. Um.

803

01:32:55.109 --> 01:33:04.198

Across the network, uh, storage, last thing I'll cover here stores, we are making a push to to use OneDrive. Uh.

804

01:33:04.198 --> 01:33:11.819

Believe it or not. I know a long time ago. 10 years ago, cloud storage was looked at as awful. Nobody would ever put their stuff in cloud storage. Everyone, you know.

805

01:33:11.819 --> 01:33:17.158

On Prem is safer, that's changed. Uh, they have much bigger security teams than we do.

806

01:33:17.158 --> 01:33:26.158

Fortunately, so, um, OneDrive, for example, is HIPPA compliant it's compliant under our plan and compliant.

807

01:33:26.158 --> 01:33:36.238

So, anything you put up there is is safe in any of those respects. Um, our storage is not so we are looking to.

808

01:33:36.238 --> 01:33:40.948

Utilize that plan we purchased through Microsoft and start using storage in the cloud.

809

01:33:40.948 --> 01:33:46.708

There are benefits to doing that to. It's much easier to access as a faculty member. If you need to access your documents.

810

01:33:46.708 --> 01:33:54.929

You can do it from your phone you can do it from your tablets or any of your devices. You don't have to worry about VPN and mapping to your storage.

811

01:33:54.929 --> 01:34:03.929

Any questions on any of those topics, um, for multi factor in email.

812

01:34:03.929 --> 01:34:15.569

Sure, I'm in all in case I don't use Windows. I don't use Mac at home. I use Linux. I have a set. I don't use Microsoft Outlook to read my mail and now I can't read my mail.

813

01:34:15.569 --> 01:34:19.588

Because I can't use my, um.



814

01:34:19.588 --> 01:34:24.809  
Thunderbird to, except a password.

815

01:34:24.809 --> 01:34:28.319  
Is there anybody in your staff that could help me with that?

816

01:34:28.319 --> 01:34:36.448  
Yeah, Brian Nelson from the infrastructure staff might be able to help you. I believe he got multifactor working with. I can, I can ask him I'll take it back to him.

817

01:34:36.448 --> 01:34:44.219  
All right, so let's take that as a ticket. Sure absolutely. Any other questions on it comes down. I'm 1 of your immediate USB guys.

818

01:34:44.219 --> 01:34:48.418  
Will the students bring your own device thing help or hurt.

819

01:34:48.418 --> 01:34:53.279  
This thing, I mean, for it work, we're playing video poker for getting fired.

820

01:34:53.279 --> 01:34:58.139  
Students user computers on mute and for occasional use.

821

01:34:58.139 --> 01:35:03.118  
So that dangerous or no, so when you're connected, um.

822

01:35:03.118 --> 01:35:07.319  
When the faculty or staff at 1st connected, they're on our desktop.

823

01:35:07.319 --> 01:35:11.309  
When a student is connected, they're on a different.

824

01:35:11.309 --> 01:35:24.269  
It's a different segregation of the network, a student, whether they're connected to WI Fi. They are basically blocked off from most of the resources, including our server infrastructure backups. Okay. Um, so.

825

01:35:24.269 --> 01:35:27.958  
Not impossible for them for it to get through, but highly unlikely.

826

01:35:27.958 --> 01:35:32.609

Nothing's impossible and can breach. We are already technically segregate students from our.

827

01:35:32.609 --> 01:35:36.809

Yeah, production now anything else.

828

01:35:36.809 --> 01:35:47.128

Okay, the 1 thing I said, I said to the board in September, and I'll say it here, because I think it's a, it's a good analogy is.

829

01:35:47.128 --> 01:35:54.538

That nation based actors from Russia, North Korea, China, even Nigeria.

830

01:35:54.538 --> 01:35:59.729

Where they have Internet cafe is where people make livings doing this, but anyhow, um.

831

01:35:59.729 --> 01:36:07.498

If they want us, they can get us any time, which is the fact. I mean, we spent 2Million dollars on security a year between.

832

01:36:07.498 --> 01:36:12.448

justin's team and all these great tools. We have best best in class tools.

833

01:36:12.448 --> 01:36:16.408

They spend billions of dollars in hacking.

834

01:36:16.408 --> 01:36:23.908

Right, so our goal is the university by implementing these best practices is don't be an easy target.

835

01:36:24.234 --> 01:36:38.844

Be the house in the neighborhood that has the side and the guard dog, and the lights on at night with the motion detecting lights and the alarm system and don't be. So when the burger is walking down the street, they say, whoa.

836

01:36:39.059 --> 01:36:43.349

Why is she that's going to take me more time. Let me go over to.

837

01:36:43.349 --> 01:36:47.939

It's going to it doesn't have the guard dog and the side.

838

01:36:47.939 --> 01:36:58.319

I'm going to go over here because I get paid by the out these folks get paid by the, by the hour, right? Or by the or by the breach. And if I can spend.

839

01:36:58.319 --> 01:37:04.048

Just like anybody, anybody in a, for profit business, right? I just spent 5 hours over here.

840

01:37:04.048 --> 01:37:07.139

And get to a half, a 1Million dollars in.

841

01:37:07.139 --> 01:37:12.328

For 50 or 100 hours over here to get to that same 5Million dollars.

842

01:37:12.328 --> 01:37:16.798

Where are you going to go? So we're just trying to be a hard target. That's all.

843

01:37:16.798 --> 01:37:20.698

If there's anything we can do to make your life a little bit easier.

844

01:37:20.698 --> 01:37:23.878

Uh, we don't take a hard line approach. There's something we can do better.

845

01:37:23.878 --> 01:37:27.719

That you think would be easier for you and would meet our security practices.

846

01:37:27.719 --> 01:37:32.908

We'd be glad to listen to take any feedback and you can see these, these, these last 2 here.

847

01:37:32.908 --> 01:37:37.828

They have big fall and spring of 2002 and 23.

848

01:37:37.828 --> 01:37:41.519

If you if you really want to be part of this conversation.

849

01:37:41.519 --> 01:37:46.649

Be part of the I T, steering committee be part of the academics set of technologies committee.

850

01:37:46.649 --> 01:37:51.088

Get involved in that conversation and we would welcome you to help us.

851

01:37:51.088 --> 01:37:55.408

Structure this to make this as easy as possible for faculty.

852

01:37:55.408 --> 01:37:59.998

This isn't supposed to we, we, we want to thought best practice.

853

01:37:59.998 --> 01:38:04.229

We also want to make your job Thank you.

854

01:38:04.229 --> 01:38:08.248

Any other questions for the I. T, folks.

855

01:38:08.248 --> 01:38:15.689

Thank you thank you. Thank you. I explained a lot of things that are going on so I appreciate that.

856

01:38:15.689 --> 01:38:20.279

Is there any other business to bring forth or the good or the cause.

857

01:38:20.279 --> 01:38:28.349

Yes, yes who is this? This is dark. Oh oh, Nikola how are you.

858

01:38:28.349 --> 01:38:33.059

Sorry, I was in a bad location, so I didn't hear you when you sent to, you.

859

01:38:33.059 --> 01:38:45.719

Okay, and this could be very quick. I just wanted to give a very quick report for the elections just so to let everyone know who these individuals are. That's it. Okay. Go. So.

860

01:38:45.719 --> 01:38:54.029

Do I have the authority to share my screen so I can just kind of yes. Are you ready to go.

861

01:38:54.029 --> 01:38:57.899

Okay, give me 3rd, I will do it.

862

01:38:57.899 --> 01:39:02.939

All right, so this is just a quick reminder as it relates to.

863

01:39:02.939 --> 01:39:08.189

Um, how many scenarios that we have, we have a broken down here as far as.

864

01:39:08.189 --> 01:39:12.262

How we get to the total that we have, this is really just a reminder.

865

01:39:12.262 --> 01:39:24.413

I just wanted to reflect here academic center, academic members at large for each of the different colleges and we can, we will include this in a minute.

866

01:39:24.413 --> 01:39:39.113

So, I'm not going to read everybody's names just wanted to make you aware of this because this affects this academic year as well as the upcoming academic year. I do not have the stems college information. So it's not here yet. But as soon as I get that I will update this slide.

867

01:39:39.594 --> 01:39:43.793

Um, and this is really just to report who these individuals are. So.

868

01:39:44.099 --> 01:39:48.929

As I have new information, I will share, I just want to make sure to have that on the record. That's it.

869

01:39:48.929 --> 01:39:58.259

Okay, thank you. Nicolette and Nicholas just so, you know, too, on the academic center homepage there's now 2 lists. Here's the list for this year.

870

01:39:58.259 --> 01:40:01.498

And the list for next year is start, thank you.

871

01:40:01.498 --> 01:40:06.208

Thank you so much. Yeah. Yeah. Any questions for me.

872

01:40:06.208 --> 01:40:10.708  
Or you could just send me an email.

873

01:40:10.708 --> 01:40:24.838  
Okay, hearing none of exert what little authority I have cause this is super doesn't allow me to have much, but I do have the power to say, let's go home and have some firewall. Everybody has a good see you in 3 weeks. Okay.

874

01:40:24.838 --> 01:40:28.109  
On the 27.

875

01:40:28.109 --> 01:40:29.423  
I feel like I'll be connected to.